
Agenda – Education, Policy and Operations Committee Meeting

Wednesday, May 6, 2026

Limestone Education Centre

220 Portsmouth Avenue, Kingston, Ontario

Public Viewing: [Join the Live Event](#)

Public Meeting – 5:30 p.m.

Land Acknowledgement: “The Limestone District School Board is situated on the traditional territories of the Anishinaabek and Haudenosaunee. We acknowledge their enduring presence on this land, as well as the presence of Métis, Inuit, and other First Nations from across Turtle Island. We honour their cultures and celebrate their commitment to this land.”

1. CALL TO ORDER

2. ADOPTION OF THE AGENDA

3. PRESENTATION

3.1 Tri-Board Annual Update - Jeremy DaCosta

4. DECLARATION OF CONFLICT OF INTEREST

5. REPORTS FOR ACTION

6. REPORTS FOR INFORMATION

6.1 Artificial Intelligence in Limestone - Associate Superintendent Blackburn (Pages 2-3)

6.2 2023-2026 Integrated Technology Services (ITS) Operational Plan - Associate Superintendent Blackburn (Pages 4-8)

6.3 Staff Absence Trends - Superintendent McWilliams (Pages 9-10)

7. UNFINISHED BUSINESS

8. NEW BUSINESS

9. CORRESPONDENCE

10. NEXT MEETING - June 3, 2026

11. ADJOURNMENT

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Administrative Report: Artificial Intelligence in Limestone

Education, Policy and Operations Committee Meeting

May 6, 2026

Purpose and Link to the Strategic Plan/Goal: Student Learning, Achievement and Well-Being

The purpose of this report is to provide Trustees with an update on the status of artificial intelligence (AI) work across Limestone. This work connects to the following Strategic Plan goals: improve student participation/engagement in class time, and time focused on learning; improving literacy and math learning and achievement; improving preparedness for future success, and aligning board resources to support improved student achievement, learning and well-being.

Background

Beginning in the 2024-25 school year, committee work began to develop guiding principles and guidelines for educators on the use of generative AI in Limestone. System planning and learning was initiated and communication with students, families, and staff was facilitated.

Continuing into the 2025-26 school year, our work has focused on creating the conditions to support curiosity, collaboration, and critical thinking in our approaches to AI learning and use. Areas of focus this year have included:

- Professional Learning
- Resource Development
- Piloting of AI Tools
- Digital and AI Literacy
- Mental Health Collaboration
- Operational Efficiency

Current Status

The following initiatives, projects, and priorities have been implemented during the 2025-26 school year:

- Professional Learning: System PA Day in November 2025, Administrator meetings, Education Centre Staff collaboration, Eastern Region Learning sessions, Program Team meetings.

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- Resource Development: Launch of the AI SharePoint resource for educators.
- Piloting of AI tools: Year-long pilot and micro-credential with K-12 educators exploring three AI tools (Wayground, BRISK, and Co-Pilot), and development of use cases with the three tools including the corresponding impact on teaching/learning.
- Digital and AI Literacy: Development of digital literacy and AI modules for K-12 educators and students with the launch of K-3 resources in January, Grades 4 to 6 resources in March, and Grade 7 to 12 resources in June/September.
- Mental Health Collaboration: Facilitation of Grades 7/8 mental health symposiums with a focus on finding balance in a digital world, responsible technology use, and AI literacy.
- Business Operations: Collaborative sessions with Education Centre departments and Administrators to explore how AI may be utilized to support operational efficiency.

Next Steps and Communication Plan

As we look forward to the 2026-2027 school year, we will build upon the foundational work from the past two years and begin to plan next steps in the following areas:

- Review directions, guidelines, and frameworks developed and shared by the Ministry of Education and other provincial bodies to inform system planning and guidance.
- Support the implementation and sharing of AI literacy resources and use case studies to ensure the ethical and responsible use of artificial intelligence in teaching and learning.
- Continue to communicate with students, staff, and families to broaden their understanding of the benefits/potential challenges of AI use and gather interest holder voice/feedback.
- Encourage collaboration and sharing of best practices to leverage AI for operational efficiency.

Recommendations

That Trustees receive this report for information.

Prepared by: Michael Blackburn, Associate Superintendent of Curriculum and Program Services

Reviewed by: Krishna Burra, Director of Education

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See Yourself in Limestone

Administrative Report:

2023-2026 Integrated Technology Services (ITS) Operational Plan

Education, Policy and Operations Committee Meeting

May 6, 2026

Purpose and Link to the Strategic Plan: Student Learning, Achievement & Well Being

This final report on the 2023 - 2026 Integrated Technology Services (ITS) Operational Plan will update Trustees on progress and connection to the LDSB Strategic Plan. The plan aligned with the LDSB Strategic Plan to improve student participation/engagement in class time, and time focused on learning; improving literacy and math learning and achievement; improving preparedness for future success; improving responsiveness and service to families, staff, and community partners; and aligning board resources to support improved student achievement, learning and well-being.

Actions in the ITS Operational Plan helped to advance the following high-leverage strategies from the LDSB Strategic Plan:

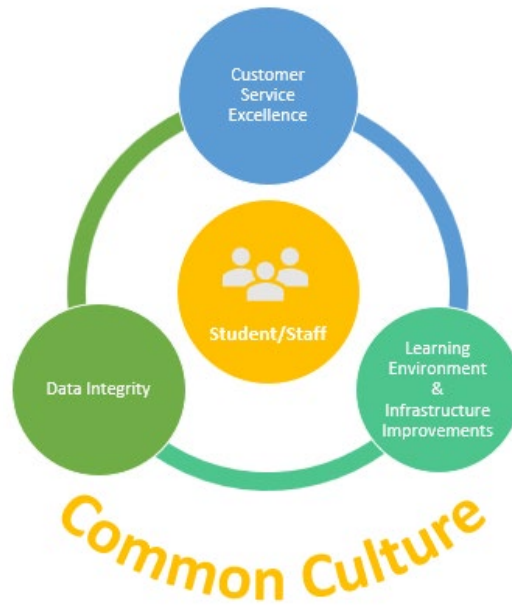
- Provided schools with tools to further support a service orientation and to enhance positive school cultures;
- Increased availability of single-source data to encourage data-based decision-making;
- Supported the capacity of administrators and school teams to analyze and interpret data as guidance for implementing impactful student achievement plans.

Background

The ITS Operational Plan was divided into three pillars that drove our primary objectives of supporting the goals identified in the LDSB Strategic Plan. Each of the ITS pillars: Customer Service Excellence; Data Integrity; and Learning Environment and Infrastructure Improvements, has a list of specific goals. These sub-goals were informed by the LDSB Strategic Plan, the Corporate Services Staff survey, and continuous feedback from the Senior Team, employees, students, and families. Each sub-goal was developed into detailed project plans, change initiatives, or digital transformations depending on their scope, impact, and detailed deliverables.

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Strategic Performance and Results

ITS Operational Plan Pillar: Data Integrity

Sub-Goal: Improve data literacy, governance, and compliance across LDSB corporate systems.

Actions:

- Provide data as information for guidance for data-based decision-making across the organization;
- Implement new processes and training to achieve greater data accuracy and Ministry compliance for Student Information System (SIS) related data and Ontario SIS (OnSIS) reporting; and
- Document, review, and understand how people in the organization use data, and maintain the security and privacy of that data, with appropriate access levels.

Results:

- Reviewed and implemented various data verification processes related to our SIS and OnSIS reporting.
- Enhanced the LDSB Dashboard solution including expanding the dashboards available and increasing access for additional employee groups.

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ITS Operational Plan Pillar: Learning Environment and Infrastructure Improvements

Sub-Goal: Set up staff and students for success with technology and corporate systems.

Actions:

- Working toward achieving consistent learning spaces for all students through the identification of necessary IT equipment to support high-quality teaching and learning in every learning space and achieving greater equity across the system and within schools; and
- Set up staff for success with training on various IT systems when they come to LDSB and/or change roles.

Results:

- A move towards consistent virtual learning spaces for educators and students.
- A consistent centralized approach and standard for student and educator devices.
- Centralized printing management.
- A standardization of video surveillance systems in our schools.
- Implemented various training and supports resources for staff and educators.
- Implemented a new public reporting tool for human rights, safe schools, and bullying concerns allowing Administrators to complete investigations in one combined tool.
- Standardized student password generation and distribution for newly enrolled students.
- Standardized the generation of various student generated letters from within our SIS.

Sub-Goal: Promote technology innovation along with providing technology stability within LDSB.

Actions:

- Promoting innovation within LDSB;
- Ensure LDSB's ability to prevent and/or respond and recover from an event that negatively affects business operations (e.g. cyber incident);
- Reliable device and Learning Resource Management; and
- Electronic file storage and electronic records management.

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Results:

- Deployment of a reliable and immutable system backup solution that allowed our board to recover quickly from a cyber attack in the spring of 2025.
- Improved cyber-security posture.
- Exploration of AI tools for both educational and operational uses.
- Development of a Records and Information Management (RIM) team who have initiated a full review of current policies and practices to inform a system-wide RIM strategy.
- Deployed various custom applications to support staff with their operational needs.
- Implemented a standardized digital storage solution for all schools and corporate departments.

ITS Operational Plan Pillar: Customer Service Excellence

Sub-Goal: Provide technology solutions to improve support and communication for staff, students, and families.

Actions:

- Provide consistent and safe communication systems for all schools;
- To improve the ITS service and support model;
- ITS system communication about improvements to tools resources and outages; and
- Create a “one-stop shop” for employees to access support and resources from across the organization.

Results:

- Moving toward standardization of phone and public address systems.
- One-Stop Shop, migration of the ITS Helpdesk application to existing eBase application.
- Developed and launched myLDSB intranet to act as the main source of information and resources for all staff across LDSB.
- Introduced a myLDSB news digest e-mail sent to all staff weekly to summarize news items posted to the myLDSB platform.
- Improved customer response time.

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Next Steps:

In consultation with ITS staff, we will analyze and incorporate feedback from the 2025 Corporate Services survey to inform the development of the 2026-2029 ITS Operational Plan.

Recommendation:

That Trustees receive this report for information.

Prepared by: Kelvin MacQuarrie, Manager of Information and Communications Technology, Laura Alward, Manager of Innovation and Digital Transformation, and Michael Blackburn, Associate Superintendent of Curriculum and Program Services - ITS and Continuing Education

Reviewed by: Krishna Burra, Director of Education

Administrative Report: Staff Absence Trends

Education, Policy and Operations Committee Meeting

May 6, 2026

Purpose and Link to the Strategic Plan/Goal: Student Learning, Achievement and Well-Being

To provide Trustees with an overview of sick leave trends for staff, with a focus on the 2024-2025 and 2025-2026 school years. Supporting consistency in instructional programming for students is a cornerstone of student achievement and well-being, and therefore promoting regular staff attendance is foundational to every strategic goal.

Background

Although there are several reasons staff may be absent, including, but not limited to, sick leave, medical appointments, personal leave, bereavement, professional development, and student activities, the focus of this report is sick leave/sick medical leave usage.

For many years, the board has participated in an annual Absence Study conducted by School Boards Cooperative Inc. (SBCI). Participating boards provide sick leave data to SBCI who in turn analyses the data and provides each board with their own sick leave usage statistics together with benchmarking against aggregate school board statistics across the province. This trend analysis has been helpful in demonstrating how Limestone performs year-over-year as an individual board, as well as in comparison to boards across the province. It should be noted that the Ministry now requires all boards to share their SBCI data, or similar absence data if they are not part of SBCI.

Data demonstrates that over the past five school years, Limestone has generally trended below the provincial average for sick leave usage, despite experiencing an increase in sick leave usage for the 2021-2022 and 2022-2023 school years.

As a result of increasing sick leave, an attempt was made to secure a second Employee Health and Wellness Specialist for a one-year term appointment, after our initial hire resigned, to support continued efforts at overseeing sick leave and implementing the board's Attendance Support Program. Unsuccessful in recruiting for this specific role, an Employee Health and Wellness Assistant was hired for a one-year term to focus on data collection and analysis to support decision making.

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With the addition of this staff member, intentional messaging and resources were developed and shared in the fall promoting the importance of regular, consistent attendance, as well as supporting supervisors to follow up with staff who have reached established thresholds.

Current Status

A preliminary analysis of sick leave usage for the 2025-2026 school year indicates a similar trend to the 2024-2025 school year overall, with a slight increase in sick leave usage. Although the role of Employee Health and Wellness Specialist plays a key role in supporting employee attendance, progress is tempered due to limited resources.

In addition to the informal meetings, the Attendance Support Program is a mechanism to identify attendance concerns, provide appropriate supports, establish attendance goals, and monitor ongoing progress with the goal of improving attendance for identified employees. The Employee Health and Wellness Specialist and the Employee Health and Wellness Assistant play a key role in the implementation and monitoring of Limestone's Attendance Support Program.

Although Limestone has had an Attendance Support Program for many years, it has recently been reviewed and updated in compliance with PPM 171 – Attendance Support Programs, including posting LDSB's Attendance Support Program on the board's website.

Next Steps and Communication Plan

A presentation at the EPOC Meeting on May 6, 2026, will accompany this report and provide more detailed information on sick leave trends. This data will continue to be monitored moving forward to assess trends and support employee attendance.

Recommendations

That Trustees receive this report for information.

Prepared by: Susan McWilliams, Superintendent of Human Resources

Reviewed by: Krishna Burra, Director of Education