

Agenda – Education, Policy and Operations Committee Meeting

Wednesday, June 3, 2026

Limestone Education Centre

220 Portsmouth Avenue, Kingston, Ontario

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

Public Meeting – 5:30 p.m.

Private Session – Following Adjournment of EPOC (time permitting) or following the Budget Committee meeting. Report to Public Session at the June Board Meeting.

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. DECLARATION OF CONFLICT OF INTEREST

4. PRESENTATION

5.1 Skills Ontario Competition Recognition

5. REPORTS FOR ACTION

6. REPORTS FOR INFORMATION

6.1 Corporate Services’ Survey Feedback - Chief Executive Officer/Director Burra (Pages 3-10)

6.2 Board Action Plan (BAP) Indigenous Education - Superintendent Gillam (Pages 11-13)

6.3 Student Attendance - Superintendent Gillam (Pages 14-17)

7. UNFINISHED BUSINESS

8. NEW BUSINESS

8.1 Potential Notice of Motion for June 17, 2026 Board Meeting -Trustee Lloyd: “In recognition and acknowledgement of challenges that exist in many classrooms that impact students, frontline educators, and support staff, I move that the LDSB Board of Trustees have the Chair of the Board write a letter to the Minister of Education and Ministry of Education requesting additional funding to help support the hiring of more staff to directly support student learning and well-being in schools. The letter should include

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reference to Limestone DSB annually spending approximately \$10 million above funding received to support special education in the board.

9. CORRESPONDENCE

10. NEXT MEETING – September 2, 2026

11. ADJOURNMENT

Administrative Report: Corporate Services' Survey Feedback

Education, Policy and Operations Committee Meeting

June 3, 2026

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

To provide Trustees with an overview of feedback received from staff related to operational services provided to support employees. These operational departments are comprised of Facility Services, Financial Services, Human Resources, Information Technology Services, and Chief Executive Officer/Director's Office and Communications. The Corporate Services Survey aims to collect feedback and insights into what is working well, what could be improved, and how we can better support staff across the system. It is also a follow-up to the previous Corporate Services' Survey from 2022. The results will help inform decisions that enhance the overall staff experience at Limestone.

Background

In the fall of 2025, all Limestone employees were asked to provide feedback to different operational departments within Limestone that are relevant to their specific roles and required services. Participation was voluntary, anonymous, and confidential. The survey was open for several weeks to collect feedback regarding positive work being done in each of the departments, and areas for improvement or growth. We received feedback from over 700 LDSB employees representing all staff positions in Limestone.

Current Status, Next Steps and Communication Plan

The Corporate Services Survey provided valuable internal feedback on operational functions within Limestone including Chief Executive Officer/Director's Office and Communications, Facilities Services, Financial Services, Human Resources, Information Technology, and Limestone's internal website, myLDSB. Results have identified both strengths and areas of growth for each operational area, as well as highlighted common themes in responses across each operational area, including the following items:

- specific, positive feedback regarding functions in each operational department;
- one-stop access to resources, information, policies, and training;
- common processes for orders and requests;
- more mentoring opportunities for employees; and
- clear communication and updates on submitted orders and requests in each operational area.

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Below is an overview of the feedback received, along with the corresponding next steps that will be implemented moving into the 2026-2027 year:

Communications and CEO/Director's Office:

Overall, respondents agreed or strongly agreed that they receive information from the Director of Education and Board Office in a timely manner, with most indicating they regularly read Messages from the Director. Feedback highlighted opportunities to improve internal communications, particularly around message length, relevance to specific roles, accessibility and formatting, and clarity around how staff can provide feedback or raise concerns. Communications will work closely with the Director to make the adjustments to the format of the Message from the Director, as well as initiate a process for staff to provide feedback or raise concerns.

Next Steps for Communications and CEO/Director's Office:

Feedback indicated that while information is generally received in a timely manner, some messages from the Board Office can be lengthy and would benefit from clearer identification of key information and required actions. To address this, messages will aim to use clearer formatting, including headings and bullet points, with key actions and deadlines highlighted to improve readability and scan-ability.

Relevance and targeted messaging

Respondents noted that not all messages apply to all roles, making it challenging at times to determine what information is most relevant. Possible next steps include encouraging managers to forward messages to their employee groups when timely or role-specific action is required, and continuing to encourage staff to check the news section on myLDSB for department-specific updates. This approach may require additional coordination with managers.

Accessibility and visual formatting

Accessibility concerns were raised related to font colour, overall readability, and layout. In response, potential actions include updating e-mail default font colour to black, using clearer formatting with headings and bullet points, clearly identifying action items, and exploring the option of sending messages directly through myLDSB, which offers built-in accessibility tools.

Two-way communication and feedback

Some respondents shared uncertainty about how to share ideas, raise concerns, or provide feedback to decision-makers. A potential next step is to explore the option of providing an anonymous feedback form on myLDSB to offer an additional avenue for staff input.

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Facility Services:

The 2025 Corporate Services Survey results for Facility Services indicate generally positive performance in core operational areas, particularly in caretaking support, cleaning and disinfection, and overall facility condition. These areas show a higher proportion of satisfied responses, confirming that foundational service delivery is meeting expectations across most school sites.

However, the survey also highlights several key areas for improvement, primarily related to responsiveness, communication, and clarity of processes:

Work Order Response and Timeliness

Survey results show notable dissatisfaction with response to work order requests and timely responses overall, with a significant proportion of respondents indicating dissatisfaction or neutral perceptions. This suggests inconsistency in prioritization, response tracking, and follow-through.

Communication to Schools

Feedback reflects one of the highest levels of dissatisfaction in the area of Facility Services communication to schools, indicating that schools do not consistently feel informed about work status, expectations, or processes.

Work Order and Service Request Processes

Responses related to the work order system procedures and ease of navigating myLDSB resources indicate mixed experiences, with a high proportion of neutral and dissatisfied responses. This points to a need for clearer guidance and improved usability for administrators and caretakers.

Project Management and Capital Planning (FIP)

Survey results demonstrate moderate dissatisfaction across:

- major project implementation
- overall project management
- the Facility Improvement Plan (FIP) process

This reflects a need for stronger transparency, coordination, and communication regarding capital planning and project delivery.

Service Accessibility and Information

While staff generally report that Facility Services is accessible, feedback related to timeliness of responses and ability to find information on myLDSB, suggests opportunities to improve both responsiveness and access to clear, centralized information.

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Next Steps for Facility Services:

Facility Services has developed and begun implementing a targeted action plan to address the above areas of growth.

Improve Work Order Triage and Response

- Implement revised triage processes to better prioritize work orders and assign resources effectively.
- Provide additional training to Head Caretakers to support prioritization and follow-up on requests.
- Increase oversight of work orders by Facility Services management.

Enhance Communication to Schools

- Introduce regular project status reports to communicate planned and in-progress work across all school sites.
- Strengthen coordination between Facility Supervisors and Project Coordinators to ensure consistent messaging.
- Establish ongoing dialogue through regular meetings with Principals to address site concerns and improve transparency.

Improve Work Order System Clarity and Accessibility

- Update the Facility Services myLDSB site to provide clearer instructions on:
 - how to submit requests
 - who to contact
 - expected response processes
- Expand shared resources and Teams folders to improve access to information for administrators and caretakers.

Strengthen Project Management and FIP Communication

- Improve the communication of the FIP so that all Principals are aware of:
 - current plans
 - priorities
 - opportunities to submit requests
- Continue to gather project input throughout the year and during scheduled meetings.
- Use enhanced reporting tools to provide greater visibility into project timelines and status.

Address Responsiveness and Service Experience

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- Align all action plan initiatives with the goal of improving response time and service consistency, including:
 - better coordination of trades and contractors
 - clearer communication of service timelines
- Reinforce expectations for customer service through leadership engagement and ongoing communication with schools.

Financial Services:

Financial Services continues to be one of the most reliable departments operationally. The 2025 survey showed that Financial Services ranked highly in accounts payable (reimbursement of employee expenditures, for example), procurement, and school accounting support.

Training and professional development continues to be the area with the greatest opportunity for improvement. Key factors include:

- New staff training
- Budget training
- Timeliness and relevance of training

Next Steps for Financial Services:

New staff training (including timeliness and relevance of training)

- Financial Services has collaborated with Human Resources to participate in the onboarding training for new casual clerical staff, offering an overview of financial responsibilities at the school level.
- Financial Services will collaborate with Human Resources to establish a process that ensures Finance is notified whenever new school clerical staff are hired, so individual training can be arranged for these employees.
 - During training, Financial Services will show clerical staff where to find all relevant information/resources on myLDSB.

Budget training (including timeliness and relevance of training)

- Financial Services plan to offer training sessions for staff responsible for budgets, during which they will guide them through filling out the template—for example, by holding lunch and learn sessions.

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- Financial Services will implement the following modifications when distributing budget templates:
 - We will improve the templates to make them more user-friendly. Through our one-on-one training sessions at schools, it has become clear that the templates need some adjustments.
 - We will include detailed, step-by-step instructions for completing the templates. These instructions will be sent out with the templates and posted on myLDSB.
 - The revised template document will contain detailed instructions for completing each step. It will also feature a reference sheet with descriptions of general ledger accounts and examples of items coded to these accounts.
 - Once the budget templates are distributed, each school will have the option to receive one-on-one training. This session will allow schools to complete their templates alongside a finance team member and gain an overview of budgeting concepts and different types of expenditures. Information about this training will be shared in advance during the Operational Training session as well as at any Principal training sessions attended by Finance.

Human Resources:

Human Resources (HR) continues to be viewed positively in a number of areas with most respondents agreeing that HR is approachable and easy to reach for support. Respondents tend to view HR positively across measures of knowledge, accuracy, clarity, and courtesy, with a majority selecting agree or strongly agree for each statement. Relatively high neutral responses, particularly regarding timeliness and the usefulness of myLDSB HR pages, suggest opportunities to strengthen consistency, responsiveness, and the effectiveness of online resources.

Next Steps for Human Resources:

Given this feedback, key areas for improvement within Human Resources will centre on the following:

- Standardizing response times such that employees/customers can expect a return call/e-mail within two business days.
- Collecting voice after orientation sessions and other training sessions provided through Human Resources via exit cards. This data will supplement the data that is already

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collected through posting hiring surveys, new employee experience surveys, and employee exit surveys.

- Identifying and outlining key processes for inclusion on the department’s myLDSB page for staff to reference with ease, including but not limited to staffing processes, leave request processes, hiring processes, and police record check processes.

Integrated Technology Services Feedback:

The 2025 survey results show Integrated Technology Services (ITS) performs strongly in the areas of in-person support, responsiveness, and communications. Staff are confident ITS can resolve issues but report less leadership in transformation: “Staff trust ITS to fix things, but not yet to lead transformation.”

Key improvement areas include training, asset management, dashboard analytics, and ongoing enhancements of myLDSB. myLDSB is widely used, but staff cite issues with findability, navigation, and the relevance of the weekly digest—pointing to a need for refinement. This feedback is useful in providing staff in each department with positive feedback regarding their work, and areas for potential growth to better support employees across the district.

Next Steps for Integrated Technology Services:

Training and Adoption

ITS will work with HR to expand onboarding and role-specific training. Corporate applications satisfaction remains unchanged since 2022, so training will be refocused to address recurring areas of need (e.g., Aspen).

Analytics, Dashboards, and Reporting

Since satisfaction is unchanged from 2022, ITS will clarify priority data and reporting needs and identify adoption barriers (awareness, usability, or unmet requirements).

myLDSB Improvements

ITS will collaborate with Communications on ways to improve search, navigation, and content relevance, using analytics and clearer standards for news posts vs. targeted e-mails.

VOIP and PA Systems

ITS will continue standardizing VOIP/PA systems, improve documentation and training, and gathering feedback to guide technology updates.

Asset Management

ITS will strengthen device tracking and lifecycle planning to improve visibility, budgeting, and reporting accuracy.

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Classroom Technology

ITS will develop a plan to address aging projectors/smartboards by evaluating interactive flat panel displays, and building a multi-year replacement strategy (funding, install capacity, and sustainability).

Recommendations

That Trustees receive this report for informational purposes.

Prepared by: Maddie Crothers, Allison Grange, Dave Fowler, Paula Carson, Steve Hedderson, Kelvin MacQuarrie and Laura Alward.

Reviewed by: Krishna Burra, Chief Executive Officer/Director of Education

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Administrative Report: Board Action Plan (BAP) - Indigenous Education Education, Policy, and Operations Committee Meeting

June 3, 2026

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

To update Trustees on the Indigenous Education Board Action Plan (BAP), which is Ministry mandated, and how the BAP supports the goals of the LDSB Strategic Plan.

Strategic Plan Goals:

- Improve student well-being/sense of belonging, participation/engagement in class time, and time focused on learning
- Improve literacy and math learning and achievement for every student
- Improve graduation rates and preparedness for future success for all groups of students
- Improve responsiveness and service to families, staff, and community partners

Background

Funding information for Indigenous Education for the 2025/26 academic year was shared with school boards in spring 2025 as part of the Core Funding announcement. Limestone District School Board received just over \$2.2 million to support Indigenous Education initiatives for the year.

The majority of this funding is allocated to the BAP, with approximately \$200,000 designated specifically for the First Nations, Métis, and Inuit (FNMI) Studies component. In addition, Limestone received Responsive Education Program (REP) funding for 2025/26. Through this stream, the Indigenous elementary program, *Bridge*, operating at the Katarokwi Learning Centre, was allocated \$150,000.

Indigenous Education funding is enveloped, meaning it must be used exclusively to support Indigenous Education initiatives through the BAP or the FNMI Studies component.

Current Status

School boards are required to develop BAPs on Indigenous Education to guide the allocation of resources and supports aimed at improving the engagement, learning, achievement, and well-being of First Nations, Métis, and Inuit students. The goal of the BAP is to foster learning environments where Indigenous

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students are supported to thrive and reach their full potential. To ensure the BAP is reflective of local Indigenous demographics and community partnerships, it is expected that school boards co-plan and co-develop BAP initiatives in collaboration with their Indigenous Education Council (IEC), ensuring that all learners see themselves and their cultures reflected in the learning experience.

Highlights of the 2025/26 LDSB Board Action Plan includes:

- Staffing of the Indigenous Education Team – Vice Principal of Indigenous Education, FNMI Consultant and Grad Coach, Elementary Re-engagement Teacher, Land-Based Learning Teacher, Indigenous Student Support Counselor
- Land-Based Teachers at J.G. Simcoe and Molly Brant
- Indigenous Student Leadership Circle (ISLC)
- Truth and Reconciliation staff leads
- Land-Based Learning PD for staff
- Mohawk and Anishinaabemowin Language Programming
- NBE3U/C/E & NAC classroom support and PD
- School Based Projects and Events
- Indigenous Community Members/Knowledge Keepers Support in schools
- Resource Purchases/Development
- River and Bridge Programs
- Student/Family Supports

In addition to actively constructing, monitoring, and adjusting the BAP, the IEC has played a key role in supporting Indigenous Education across the district throughout the 2025/26 school year. This has included updating caregiver membership in the IEC's Terms of Reference as well as adding language on conflict resolution. The IEC works very closely and collaborates effectively with the Indigenous Education Team. Attendance at IEC meetings has remained consistently high, with members fully engaged in supporting current BAP initiatives while also identifying new priorities for the 2026/27 school year.

The final IEC meeting of the year took place on May 26, 2026. At this meeting, members confirmed their participation for the 2026-27 school year and approved the 2026/27 Indigenous Education Draft Budget, which included several changes. Changes included the introduction of additional regulated and non-regulated staff to support Indigenous students and their families. These positions will be posted and our goal is to hire an Indigenous Social Worker, Indigenous Psychologist, an Indigenous Adolescent Care Worker, and an Indigenous Attendance Counsellor. These positions will work with current board staff to provide service to Indigenous students and their families. Another change is the introduction of another Bridge program, which will be renamed in September 2026. This class will serve Indigenous

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students in Grades 7-8 (and possibly Grade 6) and be located at the Katarokwi Learning Centre. This classroom will also be supported by a teacher and an Indigenous Support worker.

Recommendations

That this report be received by the Trustees for information purposes.

Prepared by: Scot Gillam, Superintendent of Curriculum & Program Services

Reviewed by: Krishna Burra, Chief Executive Officer/Director of Education

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Administrative Report: Student Attendance

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

To update Trustees on Student Attendance for LDSB students.

Supports Strategic Plan Goals:

- Improve student well-being/sense of belonging, participation/engagement in class time, and time focused on learning
- Improve literacy and math learning and achievement for every student
- Improve responsiveness and service to families, staff, and community partners

Background

Bill 98, or the *Better Schools and Student Outcomes Act*, was passed in the spring of 2023. One of the key priorities identified in this *Act* was school attendance, especially for students in Grades 1-8. Both the Board Action Plan and individual School Action Plans identify the number of students in Grades 1-8 whose attendance rate is 90% or greater. Schools are expected to promote, monitor, and work with families to improve attendance rates for all students, K-12, even though current reporting on the goal is focused on Grades 1-8. Research has shown that regular school attendance is critical in supporting academic achievement and well-being, as well as social and emotional development, the establishment of routines, and being better prepared for the future, regardless of the student pathway.

The Attendance Matters campaign was launched during the 2024/25 school year, with a focus on raising awareness of the importance of regular school attendance. The campaign relied heavily on social media, school-based posters, and the Director's updates to reinforce consistent messaging. Regular social media posts were shared throughout the year, with support from community partners, including Southeast Public Health. Schools further supported the campaign through their own communication channels and by prominently displaying campaign materials within their buildings.

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In Ontario, the school year consists of 194 days, including 7 Professional Activity (PA) Days, and for secondary students, up to 10 examination days. This results in approximately 187 instructional days at the elementary level and 177 instructional days at the secondary level. As such, an absence of 18-19 days represents roughly 10% of the instructional year.

Current Status

In 2025/26, the focus shifted from awareness to targeted action. Each elementary and secondary school identified key strategies to improve attendance as part of its School Action Plan, supported by clearly defined Key Performance Indicators. Administrators worked collaboratively with staff and school communities to identify barriers to attendance and implement responsive supports aimed at improving student presence and engagement.

Student absences are primarily categorized using either a G or A code. The G code (general absence) includes circumstances such as bus cancellations, cultural observances, bereavement, student activities, and approved medical or extended absences. While G-coded absences do not impact report cards, they do affect overall attendance rates at the board level. The A code typically reflects absences due to illness, parent-approved or unapproved reasons, vacations, or participation in non-school activities such as sports or dance.

It is important to recognize that contextual factors can significantly influence attendance data. For example, in the past year, most schools experienced a minimum of 10 bus cancellation days. For students without alternative transportation, these missed days alone make achieving the 90% attendance threshold unlikely. This reinforces the importance of interpreting attendance data with a clear understanding of local conditions and systemic barriers.

Recent Trends

Percentage of Elementary Students Attending at Least 90% for the 2024/25 school year was as follows:

- Grades 1-3 57.4%
- Grades 4-6 47.9%
- Grades 7-8 30.9%
- Grades 1-8 47.2%

Overall (Grades 1-8) Attendance Rate for 2024/25 – 1.83 M total days present/2.10 M total school days

- 87.2%

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Percentage of Elementary Students Attending at Least 90% currently for the 2025/26 school year:

- Grade 1-3 53.9%
- Grade 4-6 44.1%
- Grade 7-8 23.4%
- Grades 1-8 42.6%

Overall (Grade 1-8) Attendance Rate for 2025/26 – due to change as year progresses

- 86.8 %

Percentage of Secondary Students Course Completion Records at 90% or more of the classes for the course:

- Grade 9 6.8%
- Grade 10 11.3%
- Grade 11 10.6%
- Grade 12 10.4%

It should be noted that these figures only take into consideration courses that have been completed at the end of first semester. This number is anticipated to rise as courses in second semester are completed.

Total Attendance Rate for all Secondary Courses currently:

- Grade 9 79.1%
- Grade 10 78.5%
- Grade 11 78.4%
- Grade 12 78.8%

Students of Concern

In-school teams across all LDSB schools are responsible for identifying students for whom the current education system is not effectively meeting their needs. This includes students experiencing attendance challenges, which should be explicitly reflected in their support plans. During regular school visits, school supervisors are actively inquiring about these students of concern, with a particular focus on attendance, and are monitoring the extent to which support plans are being implemented with fidelity and sustained over time.

Next Steps

Attendance will remain a priority for all schools in 2026/27. Communication across the system will reinforce the importance of regular attendance and encourage students and families to connect with teachers, support staff, and administration when challenges arise.

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Students experiencing attendance concerns will continue to be prioritized at in-school team meetings at all schools. In-school teams will continue to be required to establish measurable goals to improve attendance rates. System-wide sharing of targeted strategies will support progress toward the 90% attendance target in elementary schools.

Ongoing dialogue with supervisors, school administrators, and support networks will focus on identifying systemic barriers to attendance and advancing coordinated efforts to address them across the district.

Additionally, the Minister of Education has indicated that assessment policies at the secondary level (Grades 9-12) will be changed so that secondary student evaluation will now include an attendance and participation component. More details regarding this potential change will be brought forward if it is enacted.

Recommendations

That this report be received for information.

Prepared by: Scot Gillam, Superintendent of Curriculum & Program Services

Reviewed by: Krishna Burra, Chief Executive Officer/Director of Education

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