

Agenda – Regular Board Meeting

Wednesday, October 29, 2025- 6:00 p.m.

Limestone Education Centre

220 Portsmouth Avenue, Kingston, Ontario

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

Private Session – 5:30 p.m.

*In accordance with the Education Act, Section 207(2) a meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject under consideration involves:

- a) The security of the property of the board;
- b) The disclosure of intimate, personal, or financial information in respect of a meeting of the board or committee, an employee or prospective employee of the board or a pupil or their parent or guardian;
- c) The acquisition or disposal of a school site;
- d) Decisions in respect of negotiations with employee of the board; or
- e) Litigation affecting the board.

1. CALL TO ORDER

2. RESOLVE INTO COMMITTEE OF THE WHOLE PRIVATE SESSION

3. DECLARATION OF CONFLICT OF INTEREST

4. ACTION ITEMS

- 4.1. **Audit Committee Meeting Minutes (Private)** – September 15, 2025
- 4.2. **Regular Board Meeting Minutes (Private)** – September 17, 2025
- 4.3. **Education, Policy, and Operations Committee Meeting Minutes (Private)** – October 1, 2025

5. FOR INFORMATION

- 5.1. Safe Schools Update
- 5.2. Property Update
- 5.3. Labour Update
- 5.4. Legal Matter
- 5.5. Personnel Update
- 5.6. OPSBA Update

Limestone District School Board

Limestone District School Board is situated on traditional territories of the Anishinaabek and Haudenosaunee.

6. REPORT TO PUBLIC SESSION

Public Meeting – 6:00 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.”

7. ADOPTION OF THE AGENDA

8. DECLARATION OF CONFLICT OF INTEREST

9. PRESENTATION/DELEGATION – A presentation from Umoja will be embedded as part of the Report for Information 13.4.1: LDSB Equity Team Action Plan

10. PRIVATE SESSION REPORT

11. APPROVAL OF MINUTES

- 11.1. **Audit Committee Meeting Minutes** – September 15, 2025 (Pages 4-7)
- 11.2. **Regular Board Meeting Minutes** – September 17, 2025 (Pages 8-19)
- 11.3. **Education, Policy, and Operations Committee Meeting Minutes** – October 1, 2025 (Pages 20-24)

12. REPORTS FROM OFFICERS

- 12.1. **Chair’s Report**
- 12.2. **Director’s Report**

13. REPORTS

- 13.1. **OPSBA Report** – Trustee McGregor
- 13.2. **Student Trustees’ Report**
- 13.3. **Reports for Action**
 - 13.3.1 **Accumulated Surplus Financial Update** – Superintendent Young (Pages 25-27)
- 13.4. **Reports for Information**
 - 13.4.1 **Limestone District School Board Equity Team Action Plan, 2025-2028** – Superintendent McDonnell (Pages 28-34)
 - 13.4.2 **Strategic Plan – Interim End-Of-Year Report 2024-2025** – Director Burra (Pages 35-41)

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14. UNFINISHED BUSINESS

15. NEW BUSINESS

16. CORRESPONDENCE

October 2, 2025- Letter to the Minister of Education (Pages 42-43)

17. NOTICE OF MOTION

Motion brought forward by Vice-Chair Godkin: *“Given the Minister of Education's musings regarding the potential removal of some, or all, Trustees in the province of Ontario, and that we have already sent a letter to the Minister and other specific audiences, I would like to put forward a motion to expand the number of recipients of the letter to include local media outlets and other parties to be determined by the Board in discussion of this motion.”*

18. ANNOUNCEMENTS

19. COMMITTEE MINUTES FOR INFORMATION

19.1 Environmental Sustainability Advisory Committee Meeting Minutes – May 13, 2025 (Pages 44-46)

19.2 Indigenous Education Committee Meeting Minutes – May 27, 2025 (Pages 47-51)

19.3 Special Education Advisory Committee Meeting Minutes – September 10, 2025 (Pages 52-58)

20. FUTURE BOARD MEETING SCHEDULE

November 19, 2025 (Annual Meeting)

November 24, 2025 (Special Meeting)

December 3, 2025 (EPOC)

January 14, 2026

February 4, 2026 (EPOC)

February 18, 2026

March 11, 2026

April 1, 2026 (EPOC)

April 15, 2026

May 6, 2026 (EPOC)

May 20, 2026

June 3, 2026 (EPOC)

June 17, 2026

21. ADJOURNMENT

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Audit Committee Meeting Minutes – September 15, 2025

Public Meeting

Roll Call:

Trustees:	Staff:
T. Lloyd, Chair G. Elliott S. Ruttan, (virtual)	K. Burra, Director of Education C. Young, Superintendent of Corporate Services P. Carson, Manager of Financial Services L. Benjamin, Assistant Manager of Financial Services
Invitees:	Recorder and Producer:
R. Richard, Audit Committee Member C. Innocente, Audit Committee Member (virtual) G. Segu, Sr. Regional Internal Audit Manager P. L'Orfano, Regional Internal Auditor L. Huber, External Auditor, KPMG (virtual)	A. Wilson, Acting Administrative Assistant S. Shaw, Administrative Assistant

Superintendent Young began the meeting with opening remarks and then read the Land Acknowledgement.
"The Limestone District School Board is situated on the traditional territories of the Anishinaabe 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

Superintendent Young called the meeting to order at 5:32 pm. Superintendent Young began the meeting with opening remarks.

2. ADOPTION OF THE AGENDA

Superintendent Young asked if there were any additions to the agenda. There were no additions.

MOTION: *That the Agenda as accepted as presented.*

MOVED BY: *Trustee Lloyd. Carried.*

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3. DECLARATION OF CONFLICT-OF-INTEREST

None

4. ACTION ITEMS

4.1 Election of Committee Chair – Superintendent Young

Superintendent Young called for nominations for the position of Audit Committee Chair for the 2025-2026 school year. Trustee Elliott nominated Trustee Lloyd. Superintendent Young called for further nominations one additional time. Hearing none, Trustee Lloyd was acclaimed and accepted the nomination and assumed the role of Chair.

5. REPORTS

5.1 REPORTS FOR ACTION

5.1.1 2025-2026 Regional Internal Audit Plan and Appendix – G. Segu

G. Segu, Limestone District School Board's (LDSB's) Sr. Regional Internal Audit Manager, presented the 2025-2026 Internal Audit Plan, which is in alignment with the regulation as well as the audit charter. Before presenting the 2025-26 plan, the Audit Committee members were reassured that RIAT has met with management and discussed the items in this plan and has their agreement to move forward. As in previous years, the plan includes a placeholder for management requests. This allows flexibility in case a newly identified risk take place which supersedes other existing priorities. Typically, follow-up audits are included, however, this year there are no outstanding recommendations. On page three of the plan, G. Segu highlighted the risk register, which reflects the highest risks identified by senior management. The first item is the staffing benchmarking audit, which is a region-wide initiative. This audit is being conducted in partnership with the regional audit team in Barrie which oversees nine other school boards with similar organizational and geographic characteristics.

Chair Lloyd asked if there were any questions, discussion ensued.

MOTION: That the Limestone District School Board Audit Committee approve the 2025-2026 Internal Audit Plan

MOVED BY: Trustee Elliott. Carried.

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5.1.2 2025-2026 Annual Report on Internal Audit and Activities and Appendices – G. Segu/P. L’Orfano

G. Segu, Limestone District School Board’s (LDSB’s) Sr. Regional Internal Audit Manager presented the 2025-2026 Internal Audit Plan. The report contains a confirmation of independence, a description of the RIAT functions, a confirmation of conformance with the Code of Ethics and a summary of the 2024-2025 activities.

P. L’Orfano, Regional Internal Auditor, informed committee members that the 2025-2026 year will be a transition period for RIAT to allow them to conform with the requirements under the new General Internal Audit Standards, highlighted in Appendix 1, which have been in place since January 2025.

P. L’Orfano informed the audit committee of a significant event for the RIAT which was the Ministry announcement of additional funding to the RIAT across the province to remove any uncertainty regarding the continued operations at the current service levels for the 2025-2026 school year. To represent the functional relationship between the Audit Committee and the RIAT, the new Global Internal Audit standards will need to be reviewed, approved, and signed. The Sr. RIAM was able to engage the “Institute of Internal Auditors” to evaluate and review the RIAT’s Quality Self Assessment in the Spring of 2021. It was the overall opinion of IIA that RIAT conforms with the Standards and the Code of Ethics. In addition, RIAT staff participated in 30 Audit Committee meetings, which included three for LDSB.

Chair Lloyd asked for questions. There were none.

MOTION: That the Limestone District School Board Audit Committee approve the 2025-2026 Regional Internal Audit Team Charter.

MOVED BY: Trustee Richard. Carried.

5.2 Reports for Information

5.2.1 KPMG Interim/Year End Audit – L. Huber, KPMG External Auditor (verbal update only)

L. Huber, KPMG external auditor, gave a brief verbal update on the interim and year end audit. On matters related to the cyber incident in April 2025, L. Huber reported that positive conversations with the team continue to provide them with a better understanding of what really happened. As part of the year-end audit, KPMG will include a review of the Board’s cybersecurity measures.

Chair Lloyd asked for any questions. There were none.

6. NEW BUSINESS

None

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7. OTHER BUSINESS

None

8. NEXT MEETING DATE - November 10, 2025

9. MOTION TO MOVE INTO PRIVATE SESSION

***MOTION:** To move into private session*

MOVED BY:** Trustee Elliott. **Carried.

Private Session – 6:15 p.m.

In accordance with the Education Act, Section 207(2) a meeting of a committee of a board including a committee of the whole board may be closed to the public when the subject is under consideration. involves,

- a) The security of the property of the board;
- b) The disclosure of intimate, personal or financial information in respect of a meeting of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
- c) The acquisition or disposal of a school site;
- d) Decisions in respect of negotiations with employee of the board; or
- e) Litigation affecting the board.

10. FOR INFORMATION

10.1 Property of the Board, Superintendent Young and Associate Superintendent Hedderson

Superintendent Young and Associate Superintendent Hedderson discussed a property matter.

11. PRIVATE DISCUSSION BETWEEN AUDITORS AND THE AUDIT COMMITTEE

The committee excused LDSB staff to provide for a private conversation with both the external and internal auditors.

12. ADJOURNMENT & REPORT TO PUBLIC SESSION – At the September 17, Regular Board Meeting

***MOTION:** To adjourn.*

***MOVED BY:** Trustee Elliott. The meeting adjourned at 7 pm.*

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Regular Board Meeting Minutes – September 17, 2025

PRIVATE SESSION

Roll Call:

Trustees:	Staff:
G. Elliott B. Godkin (Vice-Chair) R. Hutcheon T. Lloyd J. Maracle K. McGregor (Chair) J. Morning J. Neill S. Ruttan C. Scott M. Comeau (Student Trustee) (regrets) R. Kolosov (Student Trustee) (regrets) S. Ismail (Student Trustee) (regrets)	K. Burra, Director of Education M. Blackburn, Associate Superintendent M. Crothers, Communications Consultant S. Gillam, Superintendent of Education S. Hedderson, Associate Superintendent A. McDonnell, Superintendent of Education T. McKenna, Associate Superintendent S. McWilliams, Superintendent of Human Resources S. Sartor, Associate Superintendent of Education C. Young, Superintendent of Business Services
Guests:	Recorder:
	S. Mitton, Executive Assistant to the Director and Trustee Liaison

1. CALL TO ORDER

Vice-Chair Godkin called the meeting to order.

2. RESOLVE INTO COMMITTEE OF THE WHOLE AND PRIVATE SESSION

MOTION: To move into Private Session.

MOVED BY: Trustee Lloyd. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

Vice-Chair Godkin asked Trustees if they had a conflict of interest to declare with any of the agenda items. There were no conflicts declared.

4. ACTION ITEMS

4.1 Regular Board Meeting Minutes (Private) – August 20, 2025

MOVED BY: Trustee Hutcheon that the minutes listed in Action Items, Private Session, as distributed, be approved. Carried.

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5. FOR INFORMATION

- 5.1. Safe Schools Update
- 5.2. Property Update
- 5.3. Personnel Update- Trustees discussed a Personnel Update.
- 5.4. Labour Update
- 5.5. Legal Update- Trustees discussed a Legal Update.
- 5.6. OPSBA Update

6. REPORT TO PUBLIC SESSION

Vice-Chair Godkin called for a motion for the Board to rise and report.

MOTION: That the Board rise and report.

MOVED BY: Trustee Scott. Carried.

PUBLIC MEETING

Roll Call:

Trustees:	Staff:
G. Elliott B. Godkin (Vice-Chair) R. Hutcheon T. Lloyd J. Maracle K. McGregor (Chair) J. Morning J. Neill S. Ruttan C. Scott M. Comeau (Student Trustee) R. Kolosov (Student Trustee) S. Ismail (Student Trustee) (virtual)	K. Burra, Director of Education M. Blackburn, Associate Superintendent M. Crothers, Communications Consultant S. Gillam, Superintendent of Education S. Hedderson, Associate Superintendent A. McDonnell, Superintendent of Education T. McKenna, Associate Superintendent S. McWilliams, Superintendent of Human Resources S. Sartor, Associate Superintendent of Education C. Young, Superintendent of Business Services
Guests:	Recorder:
D. Fowler, Manager of Facility Services C. Downie, Assistant Manager of Facility Services	S. Mitton, Executive Assistant to the Director and Trustee Liaison

Chair McGregor welcomed everyone to the Regular Board Meeting and called the roll.

She provided the Land Acknowledgement: “The Limestone District School Board is situated on the traditional territories of the Haudenosaunee and Anishinaabek. We acknowledge their enduring presence

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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. We have updated our Land Acknowledgement to use Anishinaabek rather than Anishinaabe. While Anishinaabe refers to an individual person, Anishinaabek recognizes the nation as a whole—much like how we refer to the Haudenosaunee Confederacy, acknowledging the many nations within it. This change reflects our commitment to honouring the collective identity, strength, and sovereignty of the Anishinaabek Nation, and to ensuring our language remains respectful and accurate.”

7. ADOPTION OF THE AGENDA

Chair McGregor noted that there was a potential notice of motion included in the Agenda for the September 3, 2025, Education, Policy, and Operations Meeting. A notice of motion is typically introduced at one Board Meeting and scheduled for discussion at the next Board Meeting. If the Board wishes, a motion to make an amendment to the agenda to discuss the motion this evening can be put forward. This would require two-thirds vote as per Limestone DSB bylaws.

MOVED BY: Trustee Lloyd and seconded by Trustee Godkin to amend the agenda. Carried.

MOVED BY: Trustee Neill and seconded by Trustee Elliott that the agenda, as amended, be approved. Carried.

8. DECLARATION OF CONFLICT OF INTEREST

Chair McGregor asked that if Trustees have a conflict of interest, could they please identify the item number. There were no conflicts declared.

9. PRESENTATION

Superintendent Young introduced Manager Fowler and Assistant Manager Downie who provided an update to Trustees regarding work that was completed over the summer. Manager Fowler shared that 221 projects were completed, funded over multiple years due to project complexity and municipal approvals. Manager Fowler shared some examples of summer clean-up projects including cleaning technology improvements such as diamond-infused floor pads for cleaning terrazzo floors which reduces chemical use and saves time. Assistant Manager Downie recognized the outstanding contributions of the Maintenance Department, commending their accredited work in routine, preventative, and emergency maintenance. Their collaborative efforts with both the Operations and Capital Construction teams have been instrumental in successfully executing system replacements throughout the school year and summer months. Assistant Manager Downie reviewed examples of some of the working completed which included the following projects:

Painting:

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- New priority-based painting schedule developed in collaboration with Administration
- Routine painting as part of ongoing maintenance

Routine Maintenance:

- General upkeep including painting and building envelope repairs

Mechanical Upgrades:

- Multi-year HVAC and air conditioning projects to expand AC coverage
- Plumbing and electrical system improvements
- Communication and safety system enhancements

Accessibility Improvements:

- Elevator installations
- Accessible washrooms
- Paved accessible pathways

Building Envelope Projects:

- Window replacements
- Roofing upgrades
- Cladding improvements

Interior Improvements:

- Floor refinishing
- Washroom upgrades

Site Improvements:

- Updated playgrounds
- General site enhancements

Operational and Seasonal Work:

- Summer operational projects
- System replacements during the school year and summer

Chair McGregor thanked Manager Fowler and Assistant Manager Downie for their presentation and called upon Trustees for questions.

10. PRIVATE SESSION REPORT

Trustee Lloyd stated “During private session at the Audit Meeting on September 15, 2025:

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- Superintendent Young and Associate Superintendent Hedderson provided property of the board updates.

There was no other business conducted, or motions passed in Private Session.”

MOVED By Trustee Lloyd and seconded by Trustee Ruttan that the Audit Meeting Private Session Report be received. Carried.

Trustee Godkin stated “Earlier this evening during Private Session:

- The private session minutes were approved from the August 20, 2025, Regular Board Meeting.
- Trustees discussed a Personnel Update and Legal Update.

There was no other business conducted, or motions passed in Private Session.”

MOVED By Vice-Chair Godkin and seconded by Trustee Neill that the Private Session Report be received. Carried.

11. APPROVAL OF MINUTES

- 11.1 Regular Board Meeting Minutes – August 20, 2025
- 11.2 EPOC Meeting Minutes – September 3, 2025

MOVED BY Trustee Lloyd and seconded by Trustee Elliott that the minutes, as presented, be approved. Carried.

12. REPORTS FROM OFFICERS

12.1. Chair’s Report

Chair McGregor stated: “As we move into the third week of the school year, it has been truly heartening to see our schools come to life once again. Classrooms are buzzing with learning, hallways echo with laughter and conversation, and extracurricular activities are beginning to take shape—bringing students and staff together in meaningful and joyful ways.

There is something special about this time of year. The early days of September are filled with renewed energy, fresh routines, and the excitement of new beginnings. Across Limestone, we are already seeing the positive impact of strong relationships, thoughtful planning, and a shared commitment to student well-being and success.

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We are grateful to our staff for the care and dedication they bring to their work each day, and to families for their continued partnership and support. Together, we are creating welcoming, inclusive environments where every student can thrive—both in and beyond the classroom.

On behalf of the Board, thank you for all you do to make our schools vibrant, supportive places to learn and grow. We look forward to the many opportunities this year will bring.

This concludes my report.”

12.2. Director’s Report

Director Burra stated: “Good evening, Trustees and the viewing public. Overall, and all things considered, I am very pleased to report that Limestone has had a positive start to the 2025-2026 school year. While there is always room for improvement, it is amazing to see everything come together with over 20,500 students and almost 3,000 staff starting the school year in all Limestone sites and the virtual school.

Preliminary enrolment numbers are close to projections for both elementary and secondary students. Today was Day 11 of the 2025-2026 school year for students, and it has been wonderful to have students back in schools and to see various activities like sports, clubs, field trips, and great learning already underway, helping to support the overall Limestone student experience. We must all recognize and have gratitude for the time and efforts of staff and community members to make all of these extracurricular activities a reality for students. Fall sports, clubs, and activities have started across the district, parent councils are kicking off their school years, and students are involved in a range of activities like the several hundred LDSB students that attended the Fall Fair last week in Kingston or the range of Terry Fox fundraising activities that will come in the next couple of weeks. I have already started my visits to schools, and I greatly look forward to seeing, hearing, and feeling the energy and excitement of learning and fun in Limestone schools.

As we start this school year, it is important that we all are conscious of our legal responsibilities under the Ontario Human Rights Code. As a school board, we cannot accept any hate in schools. We must be conscious of the feelings of alienation and lack of faith in public institutions that exists for some people in the communities we serve. Like in so many other areas in education and society at large, as members of the community, we must continue to emphasize the importance of respecting differences in perspective and being open to dialogue to the maximum extent possible. We must be united in respecting differences given all people share many more similarities than differences. Respect and civility need to be at the forefront. And we must continue to be unequivocally clear that Limestone stands in support of all

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protected grounds of the Ontario Human Rights Code. The Ontario Human Rights Code is not a checklist where some grounds outweigh others. We need to stand with all students, staff, and families, in protecting all grounds under the Code. It is important to remember that the Code is the law in Ontario, and we have a moral and legal obligation to ensure that it is upheld. Furthermore, our own data based on human rights complaints reinforces our continuing need to be committed to upholding the Code. Additionally, we will be administering Limestone's second Student Census later this year which will provide further insight regarding students in the district and needs in the system.

Trustees may have noticed the Orange "Survivors' Flag" flying on the second flagpole at the Education Centre. Schools with a second flagpole are doing the same, and in schools without a second flagpole, the Orange flag is prominently on display in the school. Looking ahead to the next two weeks, a wide range of activities will be taking place in schools and the community to honour Orange Shirt Day, and the fifth annual National Day of Truth and Reconciliation on Tuesday, September 30. This is a critical date to recognize the harm and trauma of the Residential Schools system, to honour the survivors and their families, and continue our collective learning and journey of reconciliation. Schools continue to have a critical role in supporting this journey and ensuring the truth is known about Residential Schools and their legacy in Canada.

In the next couple of weeks, we will be kicking off the annual United Way of KFL&A campaign in Limestone. I invite all Trustees to join this effort. As you will hear, Limestone's Student Trustees and their peers on the Interschool Council will also be engaging in raising funds this year to support the United Way. No amount is too little, and every dollar matters in supporting some of the most vulnerable children, youth, and families in the communities we serve.

I would also like to bring to Trustees' attention to the professional learning focus we continue to pursue in Limestone for the 2025-2026 school year. We must continue to hone our craft to best serve students. While this work will not be completed this year, I think it is critical to highlight its importance in ensuring schools are making a difference for all students today, and into their futures. We need all Limestone students to find purpose in school, to find value in school, and to find hope in school. We know this is not the case for all students. While we do have to track, monitor, and report on the 11 indicators in the provincial Student Achievement Plan, we must continue to centre those students who are currently underserved and not currently finding success. As a result, our system focus this year for professional learning continues to centre our attention on students, and continuing the work we started three years ago focused on three inquiry questions: First, for whom is the current education system not working and why? Second, how do I/we know? And third, what can I/we try to do differently to make a difference? It is

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only through improving outcomes at the individual student level that we will see macro-level improvement on the province's three core priorities and Student Achievement Plan, and the Limestone Strategic Plan. I should note that 2024-2025 EQAO results should become public in the next couple of weeks. As educators and as a system, we have a critical responsibility in supporting children and youth in the communities we serve. Our overall purpose is well-placed by emphasizing our intention to make a positive difference in the lives of every student, in every classroom, in every school; and to make sure everyone sees themselves in Limestone.

All educators want to make a difference in the lives and destinies of children and youth. Our continued journey of inquiry and our united, stated intention will focus our collective efforts. I look forward to more discussion and updates regarding our progress in the coming days, weeks, months, and years.

Thank you, Chair McGregor. That concludes my report."

13. REPORTS

13.1 OPSBA Report

Chair McGregor provided an overview of the structure of OPSBA, explaining that Board representatives and Regional Chairs comprise the Executive Committee. Susan Humphries from Renfrew County shared an advocacy initiative via e-mail, encouraging all Boards to submit letters in support of Trustees. OPSBA has also released a comprehensive report for Trustees, which includes detailed information on honorariums, responsibilities, and guidance for responding to media and constituent inquiries. Trustees were urged to read the report carefully to ensure consistent and aligned messaging. The report is intended to support Trustees in navigating increased public scrutiny and questions regarding their roles and responsibilities. Trustees were encouraged to review both documents to be well-prepared for public and media engagement.

13.2 Student Trustees' Report

Student Trustee Comeau stated: "Representatives from all schools came to the first meeting. Student Trustees introduced themselves and discussed the purpose of the Interschool Council (ISC). Then the council focused on goals for the upcoming school year and steps to put those goals into action. Across all goals, there was a focus on improving student involvement in schools.

Mr. Burra and a United Way presenter then joined the meeting to introduce the United Way and discuss raising money for it in schools. ISC members then worked together to come up with ideas to implement funding for United Way so that they can be successful in their individual schools.

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Finally, the description and applications for the Environmental Sustainability Advisory Committee student positions were sent out in the meeting minutes via e-mail.”

13.3 Reports for Action

None at this time.

13.4 Reports for Information

13.4.1 Virtual School Update

Associate Superintendent Sartor began her presentation by sharing how virtual school continues to support all five Strategic Plan goals which includes:

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

Associate Superintendent Sartor explained how virtual school has evolved significantly since its creation during the COVID-19 pandemic, when enrolment peaked at 1,600 elementary and 1,000 secondary students. Following the Ministry’s decision to make virtual learning optional, Limestone entered into a partnership with Kawartha Pine Ridge District School Board (KPR), which remains active, while Renfrew County opted out.

Associate Superintendent Sartor noted that current enrolment stands at 103 elementary students, up from 86 last year, with 55 from Limestone and 20 from outside the LDSB and KPR. Students from other boards are only admitted with direct approval from their home board’s Director.

To date, seven other boards have sent students to Limestone’s virtual school; once registered, these students are considered Limestone students.

Associate Superintendent Sartor shared some examples of the link to the Student Achievement Plan. Virtual school instructional goals include data-driven approaches in literacy and math, the use of the Knowledgehook math tool, proactive attendance strategies, and engagement with community speakers. She concluded her report by thanking virtual school staff and the Katarokwi Learning Centre leadership team of Kate Myers, Adam Andrecyk, and Scott McFarlane for their contributions to the successful start to the school year.

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Chair McGregor thanked Associate Superintendent Sartor and called upon Trustees for comments or questions.

13.4.2 Summer Programming

The leadership team presented an overview of summer learning programs, emphasizing their alignment with Strategic Plan goals.

Associate Superintendent Sartor introduced the "Read-a-Lot" literacy camp, a three-week intensive intervention for students entering Grades 1-6. The program supported 262 students across three sites, with 50 staff members involved, and included participation from high school students through Focus on Youth funding. Data collection incorporated student, educator, and family feedback, along with pre- and post-program literacy diagnostics. Survey results showed a notable increase in students who enjoy reading—from 40% before the program to 70% after—representing 79 additional students who reported they love to read. Academic data also demonstrated growth in phonemic awareness and decoding skills, with fewer students struggling and more showing consolidated literacy skills. Family feedback was overwhelmingly positive, with many parents noting increased excitement and confidence in their children's reading abilities. Overall, the program provided targeted literacy support during the summer months and helped address the board's inquiry questions around equity—specifically, identifying whom the system is not working for, how that is known, and what actions can be taken.

Associate Superintendent Blackburn shared key highlights about Summer Session. He shared that over 800 students registered for e-learning across 20 different courses, including co-op opportunities. The increase in enrolment was attributed to expanded course offerings and participation in the online learning consortium. The program achieved a 90% course completion and credit attainment rate. Weekly feedback from families was collected, with positive responses highlighting the quality of course delivery and the benefit of daily synchronous teacher connections. The Summer Session served a range of learners, including those looking to get ahead and those needing to repeat credits or receive additional support.

Superintendent Gillam shared information about the Focus on Youth program which is supported by Ministry funding. This support enabled the hiring of 31 youth leaders and recreation assistants through the YMCA to facilitate various training camps, including the Read-a-Lot literacy initiative. Through these efforts, over 5,000 students were impacted through the Focus on Youth activities, with 262 students engaged in the Read-a-Lot program and three involved from the Y student program. The initiative created meaningful opportunities for high school students to mentor and collaborate with younger peers, fostering a supportive and enriching learning environment.

Superintendent Gillam shared that Ministry-funded summer learning supports were primarily focused on easing students' transitions back to school in late August, reaching over 500 students across 43 sites.

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These programs allowed students—especially newcomers and those requiring additional help—to connect with staff and receive tailored support. To ensure inclusivity, 12 Educational Assistants worked at Read-a-Lot literacy camps, helping students with special education needs participate successfully. Additional support was provided by an Adolescent Care Worker and a Learning Program Support Teacher, who also delivered stress management programs for elementary students.

Summer mental health supports were also funded by the Ministry, though staffing was limited due to seasonal employment constraints. Superintendent Gillam noted that two social workers maintained caseloads, continuing care for previously connected students. Administrators received Level 1 Violence Threat Risk Assessment training to better address student safety concerns. The psychiatry pilot with Kingston Health Sciences Centre continued, offering summer access to psychiatric services for previously referred students, though participation declined due to a staff leave. To strengthen support for students with complex needs, 26 Educational Assistants received intensive training, and over 50 staff participated in behaviour management workshops. Educators also engaged in School Mental Health Ontario courses to enhance mental health literacy. Funding additionally supported upcoming student mental health symposiums and Applied Suicide Intervention Skills Training (ASSIST) for staff.

Superintendent McWilliams concluded the presentation by sharing information about the Gould Lake summer programs which experienced notable success, with 546 students participating; an increase of nearly 100 from the previous year. Offerings included a wide range of outdoor education experiences such as Nature Camp, Outdoor Escape, Quest, Outreach, Outdoor Pursuit, Outdoor Skills, Wilderness Instructor, and Kayak Instructor courses. These camps were held at diverse and scenic locations where many students completed half or full credit courses through their participation. Parent and student testimonials emphasized the program's positive impact, adventurous spirit, and supportive environment. Gould Lake remains one of the most popular summer offerings, thanks to the strong leadership of Nate Zahn and Dan Moser, along with a dedicated team of camp leaders and outdoor education guides.

14. UNFINISHED BUSINESS

None at this time.

15. NEW BUSINESS

None at this time.

16. CORRESPONDENCE

None at this time.

17. NOTICE OF MOTION

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Chair McGregor called for the motion to be brought forward. Trustee Ruttan proposed a friendly amendment, which led to a request for the OPSBA representative to engage with OPSBA regarding the potential abolition of the designation of English-speaking secular students as an equity issue. The original motion remained unchanged and was subsequently put to a vote.

MOVED BY: Trustee Lloyd and Seconded by Trustee Ruttan that “With the support of Trustees, the Chair of the Board write a letter indicating that the Board of Limestone DSB Trustees affirm the critical role of Trustees as democratically elected and accountable public officials, and calls on the Minister of Education and the provincial government to abandon any potential proposal to systematically remove Trustees or abolish elected district School Boards. Additionally, that this letter be communicated to the Minister of Education, Ministry of Education, all Ontario School Boards, Trustee associations, Student Trustee associations and local MPPs. Carried with one Trustee abstaining.

18. ANNOUNCEMENTS

None at this time.

19. COMMITTEE MINUTES FOR INFORMATION

19.1 Special Education Advisory Committee Meeting Minutes – June 11, 2025

20. FUTURE BOARD MEETING SCHEDULE

October 29, 2025

21. ADJOURNMENT

MOTION MOVED BY: Trustee Hutcheon and seconded by Trustee Lloyd that the meeting adjourn. Carried.

The Meeting Adjourned at 7:46 p.m.

Limestone District School Board

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[See Yourself in Limestone](#)

Education, Policy and Operations Committee Meeting Minutes – October 1, 2025

PUBLIC MEETING

Roll Call:

Trustees:	Staff:
G. Elliott B. Godkin (Vice-Chair) R. Hutcheon T. Lloyd J. Maracle K. McGregor (Chair) J. Morning J. Neill (regrets) S. Ruttan C. Scott M. Comeau (Student Trustee) R. Kolosov (Student Trustee) (regrets) S. Ismail (Student Trustee)	K. Burra, Director of Education A. McDonnell, Superintendent of Education T. McKenna, Associate Superintendent of Education C. Young, Superintendent of Business Services A. Grange, Communications Consultant M. Crothers, Communication Consultant
Guests:	Recorder:
	S. Mitton, Executive Assistant to the Director and Trustee Liaison

1. CALL TO ORDER

Chair Godkin welcomed everyone to the meeting and called upon Trustee Hutcheon to provide the 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. On behalf of the School Board, we express our sincere gratitude for sharing this land with us and continue our reconciliation efforts. We honour their cultures and celebrate their commitment to this land.”

2. ADOPTION OF THE AGENDA

Trustee McGregor requested a private session following adjournment of the meeting to be reported out at the October 29 Regular Board Meeting.

MOVED BY: Trustee McGregor that the agenda as amended be approved. Carried.

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3. DECLARATION OF CONFLICT OF INTEREST

There were no conflicts declared.

4. REPORTS FOR ACTION – None at this time.

5. REPORTS FOR INFORMATION

5.1 Update on Administration of See Yourself in Limestone Student Census 2025

Superintendent McDonnell provided an update on the administration of the "See Yourself in Limestone Student Census 2025," emphasizing its critical role in collecting demographic data. This data will help the district better understand student backgrounds and support the creation of inclusive and equitable learning environments.

A timeline for the Student Census 2025 was reviewed, outlining the consultation process and key milestones. Notably, Superintendent McDonnell stated that Census Week has been scheduled for November 24 to 28, during which students will be invited to complete the survey.

Superintendent McDonnell shared details of the survey, including that it will be voluntary, confidential, and conducted online. There will be two versions of the survey tailored to different age groups—one for students in Grades 4 to 6 and another for those in Grades 7 to 12. The decision to focus on Grades 4 to 12 was made following extensive consultation and thoughtful reflection.

To support educators, Superintendent McDonnell introduced a resource package that will assist with the implementation of the census. This resource will include information on the survey's purpose, question domains, accessibility features, the consent process, and teaching materials to help guide classroom discussions.

Superintendent McDonnell highlighted some key dates, including October 10, when educator guides and family information will be released. This date marks the beginning of consistent communication efforts leading up to Census Week to ensure all interest groups are informed and prepared.

An overview of the question domains was provided, with the Superintendent McDonnell stressing the importance of consultation feedback in shaping the final survey content. These domains aim to reflect the diverse experiences and identities of students across the district.

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Superintendent McDonnell reiterated that participation in the census is entirely optional. Students may opt out at any time, and that parents have until November 10 to opt their children out of the survey, ensuring that consent and choice remain central to the process.

Finally, Superintendent McDonnell acknowledged the valuable input received from students during the development of the survey. Student voices played a key role in shaping the questions and approach, reinforcing the importance of youth engagement in district initiatives.

Chair Godkin thanked Superintendent McDonnell and called upon Trustees for questions.

5.2 Update on Junior Elementary Sports

Associate Superintendent McKenna began her presentation by sharing the history of Limestone Elementary School Athletic Association. She emphasized the important role athletics play in supporting student engagement, promoting well-being, and ensuring inclusive opportunities for all students.

Associate Superintendent McKenna shared that the sports calendar for the current school year includes a variety of events such as cross-country, volleyball, basketball, soccer, and track and field. While some venues are still to be confirmed, planning is underway to ensure equitable access to all scheduled activities.

Associate Superintendent McKenna addressed several challenges impacting the delivery of junior sports programming, including equipment replacement costs, reliance on volunteer support, and ongoing budget pressures. She stressed the importance of maintaining a balance between competitive and non-competitive opportunities to ensure broad student participation. A focus on intramural programming was also highlighted, with an emphasis on encouraging broad-based class participation. Associate Superintendent McKenna reiterated the importance of inclusive practices that allow all students to engage in physical activity, regardless of skill level or background.

In closing, Associate Superintendent McKenna acknowledged the collective effort required to sustain junior elementary sports and expressed appreciation to staff, volunteers, and families for their continued support and contributions to the success of these programs.

Chair Godkin thanked Associate Superintendent McKenna for her presentation and called upon Trustees for questions.

6. UNFINISHED BUSINESS

None at this time.

Limestone District School Board

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7. NEW BUSINESS

None at this time.

8. CORRESPONDENCE

None at this time.

9. FUTURE MEETING SCHEDULE

December 3, 2025

10. ADJOURNMENT AND MOVE INTO PRIVATE SESSION

Moved by Trustee Lloyd that the meeting adjourns. Carried.

The Meeting Adjourned at 6:22 p.m.

PRIVATE SESSION

Roll Call:

Trustees:	Staff:
G. Elliott B. Godkin (Vice-Chair) R. Hutcheon T. Lloyd J. Maracle K. McGregor (Chair) J. Morning J. Neill (regrets) S. Ruttan C. Scott M. Comeau (Student Trustee) (regrets) R. Kolosov (Student Trustee) (regrets) S. Ismail (Student Trustee) (regrets)	K. Burra, Director of Education A. McDonnell, Superintendent of Education T. McKenna, Associate Superintendent of Education C. Young, Superintendent of Business Services A. Grange, Communications Consultant M. Crothers, Communication Consultant
Guests:	Recorder:
	S. Mitton, Executive Assistant to the Director and Trustee Liaison

11. CALL TO ORDER

Vice-Chair Godkin called the meeting to order.

12. DECLARATION OF CONFLICT OF INTEREST

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Limestone District School Board is situated on traditional territories of the Anishinaabek and Haudenosaunee.

Vice-Chair Godkin asked Trustees if they had a conflict of interest to declare with any of the agenda items. There were no conflicts declared.

13. ACTION ITEMS

None at this time.

14. FOR INFORMATION

- 14.1. Safe Schools Update
- 14.2. Personnel Update
- 14.3. Labour Update
- 14.4. Legal Update
- 14.5. Property Update
- 14.6. OPSBA Update – Trustee McGregor provided an OPSBA Update.

15. REPORT TO PUBLIC SESSION

Vice-Chair Godkin called for a motion for the Board to rise and report at the October 29, 2025, Regular Board Meeting.

MOTION: That the Board rise and report.

MOVED by: Trustee Scot. Carried.

The meeting adjourned at 6:36 p.m.

Limestone District School Board

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See Yourself in Limestone

Administrative Report: Accumulated Surplus Financial Update

Regular Board Meeting

October 29, 2025

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

To provide Trustees with the latest financial information related to the Board's accumulated surplus and propose additional investments in Limestone District School Board for 2025-2026.

Background

The following information has been assembled from the 2024-2025 Year End Consolidated Financial Statements.

Accumulated Surplus

	2025	2024
Available for compliance:		
Unappropriated	\$ 21,132,470	\$ 19,727,938
Internally appropriated:		
Committed Capital Projects	5,722,591	5,969,712
School Budget Balances	2,098,955	2,107,949
Retirement Benefits	-	222,321
Workers Safety Insurance Board	2,947,793	3,006,174
	31,901,809	31,034,094
Unavailable for compliance:		
Employee future benefits	(628,674)	(850,994)
Accrued interest	(618,841)	(670,855)
School generated funds	4,813,673	4,399,932
Revenue recognized for land	7,953,742	7,953,742
Asset Retirement Obligation to be covered in the future	(31,660,521)	(29,972,586)
	(20,140,621)	(19,140,761)
Accumulated surplus	\$ 11,761,188	\$ 11,893,333

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Note:

It is important to identify that with the exception of the unappropriated surplus, if the Board were to spend any of the other available for compliance surplus funds beyond the unappropriated surplus, the Board may be faced with an operational deficit in future years as the internally appropriated surplus funds are encumbered.

Current Status

For the 2024-2025 fiscal year, Limestone District School Board ended the year with its accumulated surplus at \$1.6M higher than projected. The revised estimates projected the accumulated surplus to be \$10.2M at the end of August 31, 2025. The actual accumulated surplus at August 31, 2025 was \$11.8M as shown above. It is proposed that \$500,000 of the additional surplus be reinvested back into school programs.

The Ministry of Education allows school boards to incur an in-year deficit up to one percent of their 2025-2026 Core Education Funding operating allocation. As a result, a school board may incur an in-year deficit up to the lower of one percent of the school board's Core Education Funding operating allocation or the accumulated surplus for the preceding school year, consistent with the requirements set out in Ontario Regulation 280/19. If a school board runs a deficit for three (3) consecutive years, approval is required by the Minister of Education.

One percent of operating revenue for Limestone District School Board totals \$3.16M.

The additional investment will bring the total expenditures over revenue to \$3.03M and will not require Minister approval for this investment to proceed.

At the June 11, 2025 Board meeting, Trustees approved the following programs to be supported by spending Accumulated Surplus.

Expenses

Equity and Inclusion positions - Human Rights Officer and Teachers	\$ 320,000
Short-term Educational Assistants	925,000
Additional IT Devices and Technology	800,000
Cyber Security	350,000
Educational Software	140,000
Total Expenses	\$2,535,000

As part of a calculated and planned draw down of the accumulated surplus, the projects listed below are proposed as additional investments into Limestone District School Board schools. These proposed

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investments are one-time expenditures that will not contribute to structural deficits within the organization. These investments are strategically placed in Special Education and Math/IT.

New Expenses - for Approval

Special Education short-term staff investment	\$400,000
Mathematics and IT equipment investment	100,000
Total Expenses	\$500,000

Recommendations

That the Limestone District School Board approve amending the budget to use an additional \$500,000 of accumulated surplus to support the additional investments for the 2025-2026 school year.

Prepared by: Craig Young, Superintendent of Business Services

Reviewed by: Krishna Burra, Director of Education

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See Yourself in Limestone

Administrative Report: Limestone District School Board-Equity Team Action Plan, 2025-2028

Regular Board Meeting

October 29, 2025

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

To provide Trustees with an update on the Limestone District School Board (LDSB) Equity Team Action Plan, 2025-2028 and progress being made toward established goals. The Equity Action Plan supports the following goals of the LDSB Strategic Plan:

- Improve student well-being/sense of belonging, participation/engagement in class time, and time focused on learning
- Improve literacy learning and achievement for every student
- Improve 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 partner

Background

The LDSB Equity Action Plan 2nd Edition, 2020-2024, was last shared with Trustees at the October 2, 2024, Education, Policy, and Operations Committee (EPOC) meeting. On an annual basis, outcomes will be shared with Trustees at the start of each new school year. An updated plan has been developed, renamed the Equity Team Action Plan, 2025-2028.

Current Status

Recognizing the importance of this work, the following areas of focus within the Equity Team Action Plan are highlighted for Trustees to provide a snapshot of the progress being made in Limestone:

Addressing Discriminatory Language: Student Modules (Elementary)

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[See Yourself in Limestone](#)

New student learning modules have been launched to support elementary learners in understanding the impact of discriminatory language. These modules help students recognize harm, reflect on their actions, and develop inclusive strategies to prevent future incidents.

The modules are intended to be used as educational tools in response to specific incidents. Each module is designed with an individualized learning focus to deepen understanding of the harm caused and to support the development of an accountability plan aimed at preventing similar harm in the future. Administrators are encouraged to use them flexibly at their sites, recognizing that various staff roles contribute to student learning.

Modules are available as printable PDFs and editable Google Docs and can be completed independently or with educator support. Activities are organized into manageable sections and labeled by grade divisions - Primary, Junior, and Intermediate- with flexibility to meet individual learning needs. These new resources complement the existing resources (Addressing Discrimination & Microaggressions), which are designed for whole-class learning (focusing on building consistency in equity, diversity, and inclusion (EDI) understanding and developing upstander strategies).

Optional modules are also available to administrators, which include:

- A Junior/Intermediate activity exploring the historical and emotional weight of the N-word and strategies to interrupt harm.
- A Primary-level module celebrating the science and beauty of skin colour and emphasizing respect for identity.
- An apology-writing worksheet for Junior/Intermediate students to support restorative reflection and accountability.

A professional development session was held in mid-October for administrators, aligned with the launch of these modules.

Guide on Human Rights Expectations in LDSB for Families and Caregivers

The "Guide on Human Rights Expectations in LDSB for Families and Caregivers" underscores the Limestone District School Board's responsibility to provide safe, equitable, and inclusive learning environments for every student. In response to the increasing complexity of human rights issues and the need for clarity among students, families, and caregivers, this guide serves as a vital reference to ensure that everyone understands the protected grounds enshrined in the Ontario Human Rights Code, and what is expected within the school community. Practical examples and guidance illustrate how rights are respected on a daily basis, while clear procedures address situations involving competing rights and outline consequences for potential violations. The necessity of this document lies in its role as a proactive

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measure to support a safe and welcoming environment for all. The Guide for Families and Caregivers is a practical extension and addendum of AP 107 (Human Rights) that was shared in August 2025, translating its principles and procedures into accessible language and actionable steps for the broader school community.

Supporting Human Rights and Equity in Rural Schools

We have launched regular collaborative meetings with administrators from rural school sites to co-develop solutions to some challenges they face in their school communities. Some of the challenges identified are unique equity challenges stemming from geographic isolation, limited access to resources, and resistance from some community members to equity learning. To support this work, we are designing professional learning focused on supporting equity work through challenges, and implementing targeted initiatives that prioritize rural needs. Notably, the roll-out of Limestone Learning Foundation's (LLF) Sounds Abound elementary music kits will begin with rural schools, reflecting our commitment to distance-related equity. Additionally, equity arts funding has been reserved to offset transportation costs, ensuring rural students have access to enriching arts experiences.

Tracking Our Commitment to Black Student Equity: OHRC Dreams Delayed Action Items

The OHRC's Dreams Delayed report highlights the systemic barriers and negative experiences faced by Black students in Ontario's education system. In response, LDSB has developed a dedicated tracking tool to monitor our progress on the 11 action items outlined for school boards. This internal spreadsheet will help us assess implementation, identify gaps, and ensure accountability across departments.

KASSAA and Human Rights Presentations

Last year it was shared that LDSB would be extending a pilot project which started with soccer teams during spring season, to all LDSB Kingston Area Secondary School Athletic Association (KASSAA) student athletes. This fall there were 15 in-person presentations and one online presentation, for approximately 1,000 LDSB students. As we move forward with this initiative, we will be focusing on increasing staff capacity and will be transitioning this presentation to an online module to be delivered by individual school coaches. The online module will change slightly each sport season to address what has been reported the previous year. The current focus continues to be Anti-Black racism in sport as this is the biggest area of concern due to the number of incidents that have, and continue, to occur. Training for coaches will start this winter and spring with full implementation anticipated for Fall 2026. Additional funding has been provided through a grant from Olympic Day Canada which will allow LDSB to also provide training to officials.

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Anti-Black Racism Modules

An Anti-Black racism module has been created for use by students in Grades 7 to 12. This is in a response to the data collected over the past three years that has shown a continued and concerning pattern of Anti-Black racism reports with most of the incidents including the N-word. In consultation with Umoja and as part of the [Dreams Delayed Report](#) that was released this spring from the Ontario Human Rights Commission, we have created an online educational module for students who have been suspended for Anti-Black racism. As a result, administrators can now send students home with an Anti-Black racism homework package to complete online.

This module includes:

- What is Racism? Microaggressions
- History of Anti-Black Racism in Canada
- History of the N-word
- LDSB Prohibiting the Use of the N-word Video
- How Does it Feel to Be Called the N-word
- Human Rights: LDSB Video, Intent vs Impact
- Dealing with the Moment: How to Intervene
- Final Reflection

The module has a total of seven sections with short quizzes and reflection questions embedded. The administrator will be able to use the student's reflection responses as discussion points during the suspension re-entry meeting.

This module is to only be used by Administrators (Principals and Vice-Principals) with non-Black students. The Anti-Black racism module is part of a restorative and educational approach designed to address the root causes of racism, promote accountability, and support a safer and inclusive school environment.

Next Steps and Communication Plan

At the end of the 2025-2028 Equity Action Plan cycle, the Community Equity Advisory Committee will review the progress made towards achieving the goals outlined herein.

Recommendations

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That this report be received for information purposes.

Prepared by: Alison McDonnell, Superintendent of Education, Curriculum and Program Services: Early Years and Equity and Inclusion

Reviewed by: Krishna Burra, Director of Education

Attachment: LDSB Equity Team Action Plan 2025-2028

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Affirming Identities	Human Rights Learning (Anti-Bias, Anti-Racism, Anti-Oppression Learning)	Culturally Relevant & Responsive Pedagogy (CRRP)	Families & Community Partnerships	Identifying & Removing Systemic Barriers
Priority: To foster spaces that affirm, empower, and embrace diverse identities, ensuring inclusivity and equity through a meaningful commitment to intersectionality within LDSB.	Priority: To raise awareness and increase knowledge about human rights, the harmful effects of systemic racism, exclusion, and other forms of discrimination on historically and currently marginalized communities within the LDSB.	Priority: To cultivate a student-centred, asset-based pedagogical approach that seeks to empower every student in their own learning experiences by building bridges of meaningfulness between school and culture.	Priority: To build purposeful and collaborative community and family relationships to increase student sense of belonging and academic achievement.	Priority: To reduce disproportionality, and center human rights, anti-oppression and equity, in policies and practices and in all decision-making. "
Actions: • Dates of Significance, with a highlight on Significant Faith-Based Days • Student Affinity Groups (Grades 7-12) & events, training for staff • Guidelines on Special Programs under the Ontario Human Rights Code	Actions: • Human Rights learning modules (N-word, Discriminatory Language, Antisemitism, Islamophobia, Gender Identity and Gender Expression) • KASSAA Human Rights in Athletics presentations, with student voice	Actions: • Grade 7,8,10 Black History curriculum implementation and lessons • Resource Selection Tool: Supplementary Intermediate/ Secondary Social Science supplement	Actions: • Continue to gather input from & build relations with (included but not limited to): the Community Equity Advisory Committee (CEAC), Mental Health Substance Use Committee (MHSUC), UMOJA, Parent Involvement Committee (PIC), City of Kingston	Actions: • Student Census, 2025 • Implementation of Guidelines on Preventing Discrimination based on gender identity and gender expression, • Analysis of LDSB Human Rights Incidents/Complaints Tool Data • Implementation of Elementary & Secondary Awards Review Guidelines

• Student Voice Video	• Human Rights and Equity Professional Development (Accommodation, Human Rights Reporting and Investigation, Supporting racialized students, Addressing Anti-Black Racism to Change Pedagogy and Practice) • Equity Sharepoint site: Access to professional equity learning & curriculum resources • Student Human Rights Symposium • Human Rights Symposium for Senior Team, Administrators, Trustees and Unions	• CRRP Professional Development for ECEs, NTIP teachers, & development of resources for elementary teachers	Anti-Racism Task Force, Technical Advisory Group (TAG) and community-based outreach • Family Guide to Human Rights in LDSB • Student Census 2025 consultations/Student Census Family/Student Guides	• Analysis of disaggregated suspension and expulsion data • Creation and implementation of Human Rights AP • Implementation of recommendations from Dreams Delayed • Creation and implementation of Assessment, Evaluation and Reporting Procedures • Review of barriers identified by rural schools (Equity Arts Projects)
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Administrative Report: Strategic Plan – Interim End-of-Year Report 2024-2025

Regular Board Meeting

October 29, 2025

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

To provide Trustees an end-of-year status report on the 2024-2025 Strategic Plan.

Background

Under the Education Act, the Director must review the Multi-Year Strategic Plan (MYSP) annually with the Board of Trustees. This occurs in the fall to capture the previous school year. To assist Trustees with their ongoing monitoring, a “traffic light” system to evaluate the progress of the overall plan has been provided as we operationalize the achievement of our strategic goals and the provincial Student Achievement Plan. It should be noted as a reminder, that Trustees will see components of specific operational plans to provide further detail regarding our progress and movement on the overall Strategic Plan.

In June 2023, Bill 98: The Better Schools and Outcomes Act, 2023, was passed requiring the embedding of provincial priorities, as reflected in the Provincial Student Achievement Plan, in each School Board’s Strategic Plan.

Current Status

At the Board Meeting on October 29, 2025, Senior Staff will present an end-of-school-year Strategic Plan Overview – 2024- 2025 (attached). Given this report reflects our second year of the new Limestone District School Board Strategic Plan (2023-2028), some progress is noted for each of the goals. However, Senior Staff will have to bring forward additional data once 2024-2025 EQAO data is released by the provincial government. Without the EQAO data, we are currently missing a large number of indicators that are legislatively required to be included as the foundation of the LDSB MYSP and Student Achievement Plan.

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[See Yourself in Limestone](#)

Trustees will see additional details and progress based on regular reports on different operational plans active in the system supporting the overall Strategic Plan.

Once Senior Staff have the 2024-2025 EQAO data, we will review the Strategic Action Plan and Provincial Student Achievement Plan Update for 2024-2025 employing the same traffic light system. While we can discuss our professional learning plans for 2025-2026, we will be unable to assess progress on the LDSB MYSP (2023-2028) until we receive the provincial data. Once we have the 2024-2025 EQAO data, each outcome will be assessed as to its status, two years into the five-year plan. The Evaluation Framework will be included to assist the Board in tracking progress of goals. As a reminder, multiple data sets and evidence are used to evaluate the progress toward the desired outcomes. Last year's overview of meetings is attached mapping the Strategic Plan Goals to specific meetings/committees for 2024-2025.

We will continue to provide Trustees with updates focused on important areas of work through reports shared as part of Board and Education and Policy Operations Committee (EPOC) and Board Meeting agendas throughout the 2025-2026 school year. Operational plan updates throughout the year will provide further opportunities to monitor the overall Strategic Plan and Provincial Student Achievement plan.

Recommendations

That the Board receive the interim Strategic Action Plan Year End – 2024-2025 Report for information. Once provincial data is released to school boards, further information will be shared to finalize the 2024-2025 report back to the Board.

Prepared and Reviewed by:

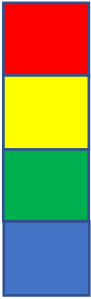
Krishna Burra, Director of Education

Attachments:

1. Interim Strategic Action Plan and Provincial Student Achievement Plan Update for 2024-2025
2. Board/EPOC Agenda Items 2024-2025 mapped to Goals from the LDSB Strategic Plan

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Red indicates we are still in the planning phase and implementation is not yet underway, or something has changed impacting progress.

Yellow indicates that a plan is in place and that we are in the initial phases of implementation.

Green means implementation is on track.

Blue means implementation of a given strategy is complete.

Strategic Plan 2024-2028 Framework

FOCUS: Equity and Excellence in Student Learning, Achievement, and Future Success within a Positive Culture

Preamble: While the goal is to improve student learning, achievement, well-being, and future success within a positive culture for each student, we recognize the need to focus particular attention on Indigenous students (rights-based and holistic education) and students who belong to, or identify with, historically and/or currently marginalized/oppressed populations (equity seeking), and who are currently not having their needs met within Limestone.

GOALS

These goals are linked to identified high leverage strategies that will continue to advance progress of all goals.

Improve student well-being/sense of belonging, participation/engagement in class time, and time focused on learning	Improve literacy learning and achievement for every student	Improve 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
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PLAN

High leverage strategies have been identified as strategies that will significantly enhance the goals stated above and are supported by robust and detailed staff plans that are monitored by the senior team.

High Impact Strategies	Sample High Level Actions informing Operational Plans	Primary Operational Plan(s)	Progress
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1. Increase educator ability to foster growth in student learning and achievement.	○ Embed and model high-impact instructional and equitable assessment practices in all professional learning sessions ○ Ensure program team and coaches are supporting high-impact and culturally responsive instruction and assessment in schools/classrooms ○ Further develop educator growth in data literacy for intentional planning of instructional and assessment practices, including the use of student voice/feedback ○ Support school capacity to use targeted instructional strategies and effective interventions (Tier 1, 2 & 3) to support student learning and achievement ○ Support educators and school teams to use short learning cycles as an opportunity to build new learning and check for understanding with the goal of accelerating growth and achievement ○ Identify and mitigate systemic, structural, and attitudinal barriers or impediments to improve student learning and achievement	ESL Equity Action Plan Indigenous Education Literacy Math Special Education Student Success	
2. Support the capacity of administrators and school teams to analyze and interpret data as guidance for implementing impactful student achievement plans.	○ Build Instructional Leadership capacity within schools. ○ Identify and mitigate systemic, structural, and attitudinal barriers or impediments to improve student learning, achievement and well-being ○ Increase access to data, and improve capacity to use data to make informed school-based decisions to achieve better outcomes for students ○ Provide opportunities for administrators to share best practices at larger group meetings (Admin meetings, Family of Schools meetings), and during Professional Activity Days ○ Use similar questions during Superintendents' School Visits to provide focus and system coherence ○ Develop and communicate a process to monitor implementation of the Student Achievement Plan	Equity Action Plan Literacy Math Student Success	
3. Create positive cultures that support student engagement & well-being in service of student learning and achievement.	○ Develop and implement a comprehensive plan to support and assess student belonging, well-being, and engagement using multiple data points focused on student voice, including the school climate survey. ○ Increase knowledge and understanding of trauma informed practice and relationship-based approaches by administrators and educators to support student well-being ○ Increase implementation of culturally responsive pedagogy by administrators and educators.	Early Years Literacy MLL Equity Action Plan Indigenous Education Outdoor Education Safe Schools Special Education	

	○ Create infrastructure in K-8 to support re-engagement efforts ○ Identify and mitigate systemic, structural, and attitudinal barriers or impediments to improve student attendance, engagement and well-being	Student Mental Health Student Success	
4. Create a culture of service excellence by meaningfully collaborating and communicating with families, staff, and community partners	○ Provide schools with tools to further support a service orientation and to enhance positive school cultures ○ Support schools in providing consistent information to families and staff ○ Utilize central communication tools to provide a consistent experience for family and staff communication ○ Ensure a balance of different engagement opportunities per year to seek feedback from members of the Limestone community ○ Regularly share the results of data collection with interest holders ○ Identify and mitigate systemic, structural, and attitudinal barriers to effective and meaningful communication ○ Collect family, staff, and community partner voice with respect to perceptions of service to support continuous improvement	Communications Early Years Literacy MLL Equity Action Plan Facility Services Accessibility Plan Family Engagement Financial Services HR ITS	
5. Align board resources to support improved student achievement, learning, and well-being.	○ Review, refine, implement, and communicate criteria for examining budget allocations, and to inform budget decisions ○ Identify and mitigate systemic, structural, and attitudinal barriers or impediments to improve student learning, achievement and well-being ○ Support staff well-being and build capacity across the system to proactively address personal and/or work-related challenges.	Communications Facility Services Financial Services HR ITS	

METRICS

Satellite Data are high-level indicators that we are making progress towards our goals. At this point, the province has yet to release EQAO data. Consequently, an additional update and assessment will occur once we receive the data for 2024-2025.

It should be noted that the categories of data below correspond with the Three Priority Areas in the Provincial Student Achievement Plan: (1) Learning Outcomes in Core Academic Skills; (2) Preparation of Students for Future Success; and (3) Student Engagement and Well-Being.

EPOC and Board Meetings 2024-2025

Strategic Plan Goals [Well-being, Literacy, Math, Grad Rates, Responsiveness]

Date	Item
September 4, 2024 EPOC Meeting	PPM 170 Parents Guide to School Communication Well-being, Responsiveness Grade 9/10 Technology and the Skilled Trades Courses Literacy, Math, Grad Rates Communications Update Responsiveness
September 18, 2024 Regular Board Meeting	Virtual School Update Well-being, Literacy, Responsiveness, Math, Grad Rates Facility Services Update Summer Projects Well-being Student and Staff Absences Well-being, Responsiveness
October 2, 2024 EPOC Meeting	Summer Programming Report Well-being, Literacy, Math, Grad Rates, Responsiveness Equity Action Plan 2020-2024 Well-being, Grad Rates, Responsiveness
October 23, 2024 Regular Board Meeting	YSIP and Short-Term Suspension Program Presentation Well-being, Responsiveness Strategic Plan – End-of-Year Report 2023-2024, and EQAO Presentation Well-being, Literacy, Math, Grad Rates, Responsiveness Trustee Vacancy Governance
November 13, 2024 Special Meeting	October 23, 2024 Board Meeting Minutes and November 11, 2024 Audit Committee Meeting Minutes Governance
November 13, 2024 Initial/Annual Meeting	Initial/Annual Governance Election of the Chair and Vice-Chair Governance Math Action Achievement Plan Update Math
November 18, 2024 Special Meeting of the Board/ Nominations Meeting	Selection of Committees Governance
December 4, 2024 EPOC Meeting	Director's Annual Report Governance Updates to Policies 9 and 15 Governance, Responsiveness School Climate Data Survey Well-being, Responsiveness
January 15, 2025 Regular Board Meeting	Revision to Board Policy 11: Committees of the Board Governance Multi-Year Capital and School Renewal Project Plan Well-being, Responsiveness 2024-2025 Revised Estimates and Interim Financial Report for Q1 Governance Mental Health Operational Plan 2024-2025 Well-being, Responsiveness

February 5, 2025 EPOC Meeting	School Year Calendar Governance, Responsiveness Trustee Code of Conduct Governance Operational Plan: Literacy, 2024-2025 Literacy, Grad Rates
February 19, 2025 Regular Board Meeting	School Year Calendar Governance, Responsiveness Outdoor Education Well-being, Literacy, Math, Grad Rates, Responsiveness International Education Well-being, Literacy, Math, Grad Rates, Responsiveness
March 5, 2025 EPOC Meeting	2025-26 Budget Development Schedule Governance Communicable and Vaccine-Preventable Disease Prevention and Management in Schools Well-being, Responsiveness Update on the See Yourself in Limestone Student Census 2025 Well-being, Grad Rates, Responsiveness
March 26, 2025 Regular Board Meeting	MAAP3i Math Achievement Action Plan Presentation Well-being, Math, Grad Rates Math Achievement Action Plan Update Math Educational Services 2024-25 Monitoring and Operational Plan Well-being, Literacy, Math, Grad Rates, Responsiveness Student Achievement Plan Well-being, Literacy, Math, Grad Rates, Responsiveness
April 23, 2025 Regular Board Meeting	Learning From the Land through the Four Seasons Well-being, Literacy, Math, Grad Rates, Responsiveness Virtual School Update Well-being, Literacy, Responsiveness, Math, Grad Rates Interim Reporting Q2 Governance Student Achievement Plan Update Well-being, Literacy, Math, Grad Rates, Responsiveness Artificial Intelligence in Limestone Well-being, Literacy, Math, Grad Rates, Responsiveness
May 7, 2025 EPOC Meeting	Workforce Census and Belonging Survey Preliminary Results Well-being, Grad Rates, Responsiveness Policy 15 Update Governance
May 21, 2025 Regular Board Meeting	Limestone Student Achievers Presentation Governance Multi-Year Accessibility Plan Well-being, Literacy, Math, Grad Rates, Responsiveness Board Action Plan (BAP) Indigenous Education Well-being, Literacy, Math, Grad Rates, Responsiveness
June 4, 2025 EPOC Meeting	Presentation: Skills Ontario Competition Awards Grad Rates Policy 15 Update Governance LDSB Before and After School Program (BASP) Review Well-being, Responsiveness
June 18, 2025 Regular Board Meeting	Recognition of Outgoing Student Trustees Governance Operational Plan: Integrated Technology Services (ITS) Well-being, Literacy, Math, Grad Rates, Responsiveness Math Achievement Action Plan Update Math
August 20, 2025 Regular Board Meeting	Short-Term Borrowing Resolution Governance Interim Reporting Q3 Governance Administrative Procedure 107 Human Rights Well-being, Responsiveness The Judith Brown Black Excellence Award Governance

October 2, 2025

Dear Minister Calandra,

With the support of my fellow Trustees and a formally approved motion, as the Chair of the Limestone District School Board, I am writing to you regarding your comments suggesting that Ontario's elected school Trustees be removed from the governance model of public education. In addition, you have suggested potentially different outcomes for the boards of Catholic and French first language school boards which may be politically expedient for the provincial government but is nonsensical and inequitable from a practical perspective given the important local voice that Trustees provide, regardless of their board affiliation. Given the importance of this issue, I would like to request that you engage with the Ontario Public School Board Association (OPSBA) at your earliest convenience to ensure you are hearing the perspective of all English public school boards in the province of Ontario.

The Board of Trustees of the Limestone DSB affirms the critical role of Trustees as democratically elected and accountable public officials, and calls on you as the Minister of Education, and the provincial government, to abandon any potential proposal to systematically remove Trustees or abolish elected district school boards, regardless of their affiliation and the communities they serve.

We firmly believe that local voices are essential in shaping and serving the communities we serve as Trustees. Just as MPPs represent communities at the provincial level, school Trustees represent families and students in education. Trustees play a critical role in ensuring effective governance by requiring transparency, accountability, and community engagement in local schools.

While principals, superintendents, and directors of education are employees of the school board who operate based on the directives of the Ministry of Education, Trustees provide an independent voice that ensures local concerns are heard at the decision-making table. Families may reach out to a Trustee when they feel their issue is not being addressed fairly or adequately within the school system, or when the concern involves board-wide policies, funding, or access to programs, all areas that administrators cannot change on their own. Consequently, Trustees play a critical role as a bridge between the communities we serve and the board, ensuring that families have a direct channel to raise local concerns, seek guidance, and influence decisions that affect their children's education.

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Karen McGregor, Chair | Krishna Burra, Director of Education and Secretary | Craig Young, Treasurer

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Eliminating Trustees would silence local input and further concentrate decision-making at Queen's Park. Locally elected Trustees provide a critical check and balance between provincial initiatives and local priorities. For example, while the province allocates funds for school boards to use, Trustees influence how that funding is allocated to best meet local needs. There is already a perception that too many decisions are made based on the needs of large urban centres, instead of being sensitive to local and rural needs.

Additionally, school boards have long been recognized nationally and internationally as a strength by balancing consistency across the province with responsiveness to local circumstances. At a time when your government continues to emphasize the importance of parent/guardian/family voice, engagement with local communities, and greater transparency, your suggested plan of removing Trustees would run counter to government messages focused on school boards in recent years.

The current structure of publicly elected school board Trustees creates accountability because Trustees must face their communities every four years. The removal of Trustees would shift accountability solely to provincially elected MPPs. This impact would be real, and school district communities would lose their local voice.

We are asking you to further engage with school boards and OPSBA to better understand all our roles in supporting publicly funded education, representing families, and representing local concerns. Local communities need more, not less, voice in education. Your potential plan for removing Trustees would do irreparable harm to local voice in shaping education in the province of Ontario. We hope you will reconsider your proposed plan and value the critical role of Trustees and school boards in Ontario.

Yours in Education,



Karen McGregor
Chair of the Limestone DSB

cc. Deputy Minister, Ministry of Education; all publicly funded school board chairs in Ontario, all Trustee associations, Student Trustee associations, and local MPPs

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Karen McGregor, Chair | Krishna Burra, Director of Education and Secretary | Craig Young, Treasurer

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ENVIRONMENTAL SUSTAINABILITY ADVISORY COMMITTEE MEETING MINUTES – MAY 13, 2025

MS Teams Meeting

Roll Call:

Trustees: J. Morning (Co-Chair) R. Hutcheon Members: H. McGregor, Queen's University (Co-Chair) S. Luxford-Oddie, Cataraqui Conservation G. Hendry, Sustainable Kingston J. Hook, St. Lawrence College E. MacEachren, Queen's University Faculty of Education L. MacDonald, Loyalist Township J. Pelow, Sandy Pines Wildlife Centre	Staff: A. McDonnell, Superintendent of Education D. Hendry, Sustainable Initiatives Co- Ordinator Regrets: P. Bearse, KFL&A Public Health J. Pelow, Sandy Pines Wildlife Centre J. Salter-Keane, City of Kingston J. Campbell, Loyalist Township C. Bevens-Leblanc, PIC Representative R. Healey, Kingston Coalition for Active Transportation G. Hall, Queen's University D. Fowler, Manager of Facility Services
Invitees: Victoria Renner – Frontenac Arch Biosphere Network	Recorder and Producer: Jennifer Dooley, Administrative Assistant

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1. CALL TO ORDER

Trustee Morning, Co-chair, called the meeting to order.

2. ADOPTION OF THE AGENDA

Adoption of agenda moved by Stana Luxford-Oddie that the agenda presented, be approved. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

No conflict of interest declared.

4. APPROVAL OF MINUTES

Adoption of minutes moved by Stana Luxford-Oddie that the minutes as presented be approved. Carried.

5. WELCOME AND INTRODUCTIONS

Participants introduced themselves, including their names and organizations.

6. COMMUNITY PRESENTATION – Vitoria Renner – Frontenac Arch Biosphere Network

Victoria Renner gave an overview of the Frontenac Arch Biosphere Network, its UNESCO designation, and its focus on sustainability through education, conservation, and eco-tourism. She also gave a detailed explanation of the Youth Climate Action Summit: goals, structure, and outcomes. Victoria highlighted successful student-led climate action plans (e.g., composting, recycling, plant-based cooking classes, pollinator literacy fair). Emphasis was given to importance of youth involvement in planning, workshops, and event sustainability efforts (e.g., carpooling, compostable name tags). She also discussed funding challenges and interest in expanding the summit and securing sustainable funding.

7. COMMUNITY ORGANIZATION UPDATES

- Limestone District School Board – D. Hendry

Daniel Hendry shared updates on school-based environmental initiatives, including Earth Hour participation, upcoming reports on youth transit programming, and summer facility work.

- Limestone District School Board – A. McDonnell
Nothing to report.

- Limestone District School Board – Trustee J. Morning
Nothing to report.

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- Limestone District School Board – Trustee R. Hutcheon
Nothing to report.

- Sandy Pines Wildlife Centre – J. Pelow
Jess Pelow reported on education programs, a successful Earth Week virtual tour, participation in local eco-conferences, and the launch of a new nature walk program aimed at becoming a future field trip destination.

- Loyalist Township – L. MacDonald
Luke MacDonald described the tree subsidy program, e-waste drives, and the construction of a net-zero-ready pool facility. Odessa Public School's food cycler program was highlighted as a partnership between the township and local schools.

- Cataraqui Conservation – S. Luxford-Oddie
Stana Luxford-Oddie provided updates on active native plant sales, busy education programs, and partnerships with Sandy Pines.

- Queen's University Faculty of Education – E. MacEachren
Elizabeth MacEachren introduced the Envirathon program, a science-focused environmental competition not currently present in the Limestone board and encouraged local adoption.

8. UNFINISHED BUSINESS

8a. Joy Morning raised concerns about the environmental footprint of AI, including increased electricity and water use, and the lack of regulatory oversight. This prompted a broader discussion on the sustainability of digital vs. paper-based practices.

8b. Robin Hutcheon and others reflected on the need to reconsider assumptions about the environmental benefits of going paperless, emphasizing the importance of balancing convenience, sustainability, and resilience in education and operations.

8c. Alison McDonnell confirmed that LDSB has developed AI guidelines for staff and students and suggested inviting a speaker on AI's environmental impact for a future meeting.

9. NEXT MEETING DATE- TBA

10. ADJOURNMENT

Heather McGregor adjourned the meeting. The meeting was adjourned at 5:23 p.m.

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Indigenous Education Committee (IEC) Meeting Minutes

May 27, 2025

Public Meeting

Roll Call:

Trustees:	Members:
J. Maracle B. Godkin	Present: Crystal Loft (Mohawk Traditional Knowledge Keepers from Tyendinaga) Mandy Smart (Mohawk Traditional Knowledge Keepers from Tyendinaga) Kaycie Brant (Parent/Caregiver Representative) Liz Coates (Kingston Frontenac Public Library) Patrick Vanderholst (LDSB – Secondary Indigenous Reengagement Teacher) Patty Brinklow (Mohawks of the Bay of Quinte) Rachel Kolosov (LDSB Indigenous Student Trustee) Scot Gillam (LDSB – Superintendent) Tasha Wallace (Parent/Caregiver Representative) Mel Urquhart (Youth Diversion) Géorgie Gagné Lindsay Morcom (Queen’s & Ardoch First Nation) Deb St. Amant (Queen’s University & Grandmother’s Council, LDSB Cultural Advisor) Lorrie Larock (Youth Wellness Hubs of Ontario – One Roof) Lindsay Rogers (Highland Waters Métis Council)

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Trustees:	Members:
	Regrets: Bond Strand (LDSB – Elementary Teacher – Bridge Program) Brandon Maracle (Kingston Native Centre and Languages Nest) Danka Brewer (Shabot Obaadjiwan Omaamiwininii Community) Cristina Warner (HomeBase Housing) Garnet Armand Ruffo (Parent/Caregiver Representative) Jayme Blondin (Sexual Assault Centre – Kingston) Kristen Lemay (Kingston Frontenac Public Library) Linda Cory (Kagita Mikam) Martina Kataquapit (Parent/Caregiver Representative) Mary-Jane Vincent (LDSB – Indigenous Support Worker) Nathan Cheechoo (Parent/Caregiver Representative) Willow Prue (LDSB – Indigenous Student Support Counselor) Martha Duncan (LDSB – Elementary Principal – Fairfield Elementary School) Michelle Nyamekye (LDSB – River Teacher) Sandy Maracle (Mohawks of the Bay of Quinte) Shannon Tyner (LDSB – Secondary Principal – Ernestown Secondary School) Taylor Arndt (KNCLN – River Program) Alison Billings (Parent/Caregiver Representative) Gillianne Mundell (Elementary Land Based Indigenous Education Teacher) Jessi DiRocco (LDSB – Elementary Indigenous Reengagement Teacher) Liv Rondeau (LDSB – Vice Principal of Indigenous Education)

1. WELCOME

Crystal and Mandy (Mohawk Traditional Knowledge Keepers from Tyendinaga) opened the meeting.

2. INTRODUCTIONS

Introductions were made around the circle.

3. ADOPTION OF THE AGENDA

MOVED BY: Consensus of IEC that the agenda be approved. Carried.

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4. APPROVAL OF MINUTES

MOVED BY: Consensus of IEC that the March 18, 2025, IEC Minutes be approved. Carried.

5. INDIGENOUS TEAM UPDATES

- Most of the team was not present as they were at Camp Muskoka with the Indigenous Student Leadership Circle (ISLC). This 2-day overnight camping trip was the culminating activity for participants of the ISCL.
- Superintendent Gillam provided updates on the following initiatives:
 - Indigenous Student Leadership Circle
 - Indigenous Languages
 - Professional Development (PD) for staff
 - Community in Schools
 - Grade Coach and Ministry Pilot for Recognition of Experiential Learning Credit (RELC)
 - Resources and the Team
 - School Based Projects
 - River and Bridge updates
- Superintendent Gillam provided an overview of the Board Action Plan (BAP) SharePoint document and reviewed several of the Initiatives and process for confirming the BAP. The BAP will be shared with all IEC members prior to the May 27, 2025, meeting for final discussion and signing off. Questions or concerns can be shared with Superintendent Gillam prior to the May meeting to expedite the work that evening.

6. 2025-2026 CONFIRMATIONS

- Superintendent Gillam had confirmed that most IEC members have provided notice to remain on IEC for the 2025-2026 school year. Consensus of the circle was that an email will go to all members who have not yet provided confirmation to do so prior to September 2025.
- Superintendent Gillam confirmed that at least one caregiver will not be returning for the 2025–2026 school year. Discussion regarding whether this caregiver will be replaced—and if so, the process—will take place under the Terms of Reference agenda item. Two additional caregivers have yet to confirm their return; they will be contacted in the same manner previously agreed upon by the circle, with confirmation expected prior to September 2025.

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7. BAP 2025-2026

- Superintendent Gillam confirmed the 2025-2026 budget for the BAP and committed to bringing this information to the September 25, 2025, IEC Meeting for the purposes of planning and initializing the 2025-2026 BAP.

8. TERMS OF REFERENCE

- Consensus of the circle was that the Terms of Reference (TOR) will be adjusted to show that Superintendent Gillam and Trustee Maracle will be Co-Facilitators of the IEC. Adjustments will be made accordingly to the TOR.
- Consensus of the circle was to add language to Section 4.0 to ensure that any guests who attend IEC understand that their participation is limited to viewing only. Additional language will also be included to provide an avenue for bringing concerns to IEC that do not include bringing them to an official IEC meeting.
- Consensus of the circle was that all members of IEC will demonstrate commitment to the students and circle by creating a singular commitment string for the entire IEC. Details to be confirmed by the September 25, 2025, IEC meeting.
- Consensus of the circle is that additional information will be added to the section that deals with missing consecutive meetings so that if members have a good reason for missing, that this is a conversation with the Co-Facilitators.
- Superintendent Gillam took leave of the meeting at this time.
- Consensus of the circle is that Co-Facilitator Maracle will be bringing back a process for determining new caregiver membership when the circle decides new caregivers are needed.
- Consensus of the circle was that we will add IEC members having their cameras on (if able) when joining the meeting virtually to this section of the TOR.
- Consensus of the circle was that adding that continual breaches of the code of conduct can result in removal from the IEC to Section 4.0. Wording will be shared with the circle prior to confirmation in the TOR. Co-Facilitator Trustee Maracle will bring draft language.
- Consensus of the circle was that only certain members of IEC require an alternate and these positions will be confirmed at the September 25, 2025, IEC meeting.
- A point was made to ensure that a two-spirited representative be present at each meeting.
- Consensus of the circle was to adjust the language in Section 3.0 B so that the term “within” is replaced with wording that recognizes that many community members do not reside in the LDSB catchment area but serve the students and the community.

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9. MEMBER UPDATES

Members shared updates from their communities or organizations.

10. NEXT MEETING DATE

Thursday, September 25, 2025

11. CLOSING

Crystal and Mandy (Mohawk Traditional Knowledge Keepers from Tyendinaga) closed the meeting.

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SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

September 10, 2025

Public Meeting

Roll Call:

Trustees:	Members:
T. Lloyd K. McGregor,	Present: A. Martin, Member-at-Large (Queen's University) Z. Rogers, Community Living Kingston G. Eaton-Smith, Learning Disabilities Association of Kingston E. Clow, Member-at-Large K. Hill, Member-at-Large H. Clark, Autism Ontario L. Clouthier, Easter Seals Ontario Regrets: C. Lord, Epilepsy South Eastern Ontario J. Barker, Lennox & Addington Resources for Children
Invitees:	Staff:
	Present: S. Gillam, Superintendent of Education, Learning for All D. Thompson, Principal of Educational Services W. Fisher, Educational Services and Safe Schools Lead C. Snider, Special Education Program Coordinator M. Aylsworth, Special Education Program Coordinator M. West, Special Education Program Coordinator L. Conboy, Mental Health Lead J. Lalonde, Special Education Program Coordinator N. Dillard, Vice-Principal of Educational Services T. Bonham-Carter, Special Education Program Coordinator
Recorder:	Guests:
J. Senior, Administrative Assistant	None at this time.

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1. WELCOME

Chair McGregor called the meeting to order and welcomed everyone to the meeting.

Chair McGregor read the Acknowledgement of Territory:

“The Limestone District School Board is situated on the traditional territories of the Anishinaabe 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.”

2. ADOPTION OF THE AGENDA

MOVED BY: Trustee Tiffany Lloyd that the agenda be approved. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

None at this time.

4. APPROVAL OF MINUTES

MOVED BY Member-at-Large Erin Clow that the June 11, 2025, Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

None at this time.

6. EDUCATION SERVICES UPDATE

6.1 Presentation: Summer Learning Updates – Principal Deborah Thompson, Vice Principal Nicola Dillard, Mental Health Lead Laura Conboy, And Educational Services and Safe Schools Lead Wendy Fisher shared an in-depth presentation of Summer Learning.

Summer Learning for Students with Special Education Needs – Program Support

- **Literacy Camp Support:** Educational Assistant (EA) support was provided to Camp Read-A-Lot to enable the full participation of students with special education needs in summer literacy programming. Twelve EAs provided support over three weeks at four LDSB sites.
- **Summer School:** A Learning Program Support (LPS) teacher provided ongoing support, guidance and resources throughout summer school. LPS provided support for the full participation of students with special education needs in summer credit courses in July.
- **Sundance Youth Facility:** Educational programming and support were offered to youth in custody in July/August. Students engaged in credit and non-credit courses for four hours per week through a partnership between the St. Lawrence Youth Association and LDSB.

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Summer Learning for Students with Special Education Needs – Transition Support

- **Back to School Transitions:** Over 700 students with special education needs at 45 schools received support from Educational Assistants and Early Childhood Educators before school started. Supports included school visits, team meetings, connections to caring adults, and classroom tours.

Summer Mental Health Supports

- **Adolescent Care Worker (ACW) for Summer School and Read-A-Lot Literacy Program** – An ACW was available to provide support for secondary students attending summer school who were experiencing social, emotional, behavioural or attendance challenges. The ACW also shared content from *Kids Have Stress Too!* To 25 elementary students during the Read-A-Lot Summer Literacy Program.
- **Transition Support** – Attendance Counsellors supported 17 students (10 elementary, 7 secondary) during the last week of August, with 10 referred to community mental health supports.
- **Ongoing Mental Health Support:** Two Social Workers provided ongoing mental health support to students on their existing caseload. Four intermediate students and 16 secondary students received ongoing therapy throughout July and August.
- **Pilot Project with Kingston Health Sciences Centre (KHSC):** Through a time-limited collaboration with KHSC, students were able to benefit from psychiatric assessment, diagnostic clarification, medication recommendations, and in some cases, brief follow-up. Consent was provided by the student/family for information sharing from KHSC with the student's home school.
- ***MH Lit- Mental Health in Action:*** 52 elementary and 37 secondary educators completed the School Mental Health (SMHO) *MH Lit-Mental Health in Action* course.
- **Addressing Anti-Black Racism to Change Pedagogy and Practice:** Seven secondary educators completed Queen's AQ Course – *Addressing Anti-Black Racism to Change Pedagogy and Practice, Part 1*.
- ***By Your Side* Resource Hub:** In Partnership with South East Health Unit and Algonquin and Lakeshore Catholic District School Board (ALCDSB), Limestone District School Board (LDSB) promoted the SMHO *By Your Side* resource hub with family physicians and health teams across KFL&A. *By Your Side* is a free, online resource hub for caregivers, designed to support mental health learning and well-being for every family.
- **Professional Student Services Personnel (PSSP) Collaboration Day:** Approximately 50 Educational Services staff came together for a day of collaboration and learning. The event focused on team connection and multidisciplinary engagement.
- **Upcoming Initiatives:** Includes Applied Suicide Interventions Skills Training (ASIST), Stop Now and Plan (SNAP) in schools training, Student Mental Health and Wellness Symposiums, food insecurity initiatives, and student-led mental health initiatives.

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Summer Professional Learning

- **Behaviour Management Systems Training (BMS):** Fifty-seven EAs were recertified in BMS, while five EAs and two Intensive Support Teachers (ISTs) completed full BMS training. The primary emphasis of BMS is prevention which includes strategies like knowing the student, acting on early warning signs, and the effective use of calming and de-escalation techniques. BMS training also addresses personal safety techniques such as avoidance, releases, and blocks.
- **Intensive Skills Y-Training:** Twenty-six EAs participated in a two-and a half-day training focused on supporting students with complex behavioural and mental health needs. Facilitators taught strategies through instruction, modelling, and role play. Participants were also certified in Behaviour Management Systems training.

Pediatric Care Initiative

- **Joint Project with Kingston Community Health Centres:** Funded by the Sisters of Providence Grant, this initiative aims to align school and medical support plans for students and families in two pilot schools (KSS & LCVI).
- **Services Provided:** Access to primary care, coordination of services through KCHC, social prescribing, wrap-around supports, and case conferences to support both school and medical plans of care.

6.2 IEP Rollout Update – Special Education Coordinator Jessi Lalonde delivered a comprehensive presentation explaining the new process using Aspen as the platform for managing Individual Education Plans (IEPs) for Special Education.

Purpose and Vision

- Aspen is introduced as a unified platform for managing student information, especially IEPs for Special Education. The platform aims to streamline updates, protect student data, and link IEPs directly to staff assignments, making navigation familiar for school staff.

Key Benefits

- **One Platform:** All student data in one place.
- **Familiar Navigation:** Easy for staff already using Aspen for other tasks.
- **Linked to Staff Assignments:** Reduces manual access management.
- **Learner Profile:** Enhanced student profiles support IEP development.
- **Future Possibilities:** Plans to include safety/medical plans and document school-based interventions.

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Implementation Timeline

- **Fall 2024:** IT collaboration to tailor Aspen for LDSB needs; training materials prepared; focus group input.
- **January 2025:** System-wide messaging; collaboration with IT for data transfer.
- **February 2025:** Training for educators and administrators; migration of IEP data; teachers begin using Aspen for IEPs.
- **Spring 2025:** Continued training; archived IEPs moved; cross-checking data for September readiness.

Transition Details

- Sections like clinical assessments, educational assessments, strengths/needs, accommodations, SEA equipment, and transition plans have already been copied over to Aspen.
- Teachers are encouraged to ensure entries align with Ministry Guidelines and LDSB Best Practices.

IEP Sections and Instructions

- The IEP includes: Student Profile, Assessments, Courses/Accommodations, Provincial Assessments, Transition, Human Resources, IEP Team, Consultation, and Response.
- Detailed, easy-to-follow instructions and videos are available for each section, including best practices and previews of printed IEPs.

Symbols and Supports

- Symbols throughout the instructions indicate time-saving tips, Ministry guidelines, best practices, and roles such as Student Support Teacher (SST) and LPS.

Assessment and Editing

- Assessment data and strengths/needs are auto copied from learner profiles but can be edited by unlocking the section.
- Drop-down menus reflect LDSB-approved assessments; teachers can add/edit as needed.

Personalization

- Teachers can personalize strengths and needs for each student, using both suggested lists and custom entries.

Teacher To-Do List (September 2025)

- Add current assessment data.
- Ensure assessments relate to modified/alternative goals.
- Update strengths and needs.

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Support and Resources

- Trained staff (administrators, SSTs, ISTs, Special Education Coordinators) are available for support.
- Technical questions can be submitted via Heat tickets to the Aspen ITS team.
- A user-friendly checklist is provided for updating IEPs for Term 1.

Referral Process

- Decisions to refer students for Special Education are collaborative, based on classroom interventions and data.
- Guiding questions and criteria are provided for when to refer or not refer a student.

Tiers of Support

- **Tier 1:** Universal instruction and supports for all students.
- **Tier 2:** Targeted supplemental interventions for some students.
- **Tier 3:** Intensive interventions for a few students.
- Data and progress monitoring inform movement between tiers.

Ongoing System Support

- Coordinators and educators receive ongoing training and support.
- IT collaboration continues to ensure smooth implementation and dashboard development for data visibility.

6.3 SEAC Topic Selection for the 2025-2026 School Year – Superintendent Scot Gillam began the discussion on topic selection for the 2025-2026 SEAC Meeting schedule. The following topics were proposed or confirmed for presentation and discussion:

Planned Presentations

- Operational Monitoring Plan – Scheduled three times throughout the year.
- Budget Presentation – Tentatively planned for May or June, depending on government timelines.
- Special Education Structure Update – Focused on changes at the elementary level, with potential expansion to secondary.
- Mental Health Strategy – To be presented at a future date.

Suggested Topics from SEAC Members

- Pediatric Care Initiative – Interest in learning more about its rollout and impact.
- Student-Led Mental Health Initiatives – Exploring how funding supports student-driven efforts.
- Elementary to Secondary Transition Supports – Understanding the supports available to students during this transition.

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- Attendance and Engagement – Addressing attendance challenges and supporting students who struggle to attend school.
- Food Insecurity – Consideration of its relevance to SEAC discussions, especially in partnership contexts.

Members were encouraged to continue suggesting topics throughout the year. The committee expressed openness to evolving priorities and being responsive to emerging needs.

7. CORRESPONDENCE

None at this time.

8. ASSOCIATION UPDATES

None at this time.

9. OTHER BUSINESS

9.1 Administrative Report: Superintendent's Report – Superintendent Scot Gillam provided an overview of the Superintendent's Report, which was included in the Agenda Package.

10. NEXT MEETING DATE

October 15, 2025

11. ADJOURNMENT

MOVED BY: Trustee Tiffany Lloyd, that the meeting adjourn. Carried.

The meeting was adjourned at 6:43 pm.

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