

Education, Policy and Operations Committee Meeting Minutes –

June 3, 2026

PUBLIC MEETING

Roll Call:

Trustees:	Staff:
G. Elliott B. Godkin R. Hutcheon T. Lloyd (Vice-Chair) J. Maracle K. McGregor (Chair) J. Morning S. Ruttan C. Scott (regrets) M. Comeau (Student Trustee) R. Kolosov (Student Trustee) (regrets) S. Ismail (Student Trustee)	K. Burra, Director of Education M. Blackburn, Associate Superintendent of Education S. Gillam, Superintendent of Education T. McKenna, Associate Superintendent of Education R. Richard, Acting Superintendent of Business Services S. Hedderson, Associate Superintendent of Education S. Sartor, Associate Superintendent of Education A. McDonnell, Superintendent of Education M. Crothers, Communications Consultant A. Grange, Communications Consultant M. Christopher, ITS
Guests:	Recorder:
P. Allison, Intermediate STEM Consultant M. Baker-Cox, Secondary Curriculum Consultant G. Petznick, Expanded Opportunities Consultant L. Alward, Manager of Innovation and Digital Transformation K. MacQuarrie, Manager of Information and Communications Technology P. Carson, Manager of Financial Services D. Fowler, Manager of Facility Services C. Pilutti, Indigenous Education Teacher, J.G. Simcoe	S. Mitton, Executive Assistant to the Director and Trustee Liaison

1. CALL TO ORDER

Chair Lloyd welcomed everyone to the meeting and provided 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.”

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2. ADOPTION OF THE AGENDA

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

3. DECLARATION OF CONFLICT OF INTEREST

There were no conflicts declared.

4. PRESENTATION

4.1 Skills Ontario

Associate Superintendent McKenna opened the presentation by introducing members of the Skills Ontario team, including Paul Allison, Melissa Baker-Cox, and Geoff Petznick, before inviting Mr. Allison to begin.

Mr. Allison provided an overview of the Skills Ontario competitions, noting strong Limestone District School Board participation with over 300 students engaged at the local March event across both elementary and secondary panels in a wide range of skilled trades and technology areas.

Mr. Allison introduced the elementary award recipients, beginning with the Construction competition from Southview elementary School. Students were recognized for designing and building a scale model of an affordable home, demonstrating collaboration, problem-solving, and applied design skills. The Horticulture and landscape design team from R.G. Sinclair Public School was also recognized, marking the inaugural year of this competition. Students worked in teams to develop and present custom landscape proposals based on client needs and constraints. Additional recognition was given to students participating in the LEGO Mechanical Engineering competition from La Salle Intermediate and Secondary School, and the VEX Robotics team from Cataraqui Woods Elementary School. The robotics team demonstrated strong technical and teamwork skills in designing, programming, and operating a robot to complete timed competitive tasks, representing the board effectively at the provincial level.

Mr. Petznick introduced the secondary award recipients, beginning with recognition of an Auto Paint competitor who demonstrated outstanding performance in a demanding, multi-day provincial competition. He highlighted the complexity and high skill level required in the Computer-Aided Manufacturing category, recognizing a student who achieved a gold medal, and noted plans for continued competition at future events. The Team Building (Construction) group was also acknowledged for earning a silver medal despite last-minute challenges, with particular praise for the high quality of their craftsmanship and teamwork.

Post-secondary achievements were also highlighted. A former student, now studying and working in the auto body field, was invited to share her experience after earning gold at the provincial level and competing nationally, emphasizing the value of hands-on, career-focused learning. Additionally, a former student in electrical installation was formally recognized for past achievements, including provincial gold

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and national bronze medals. He spoke about the significant impact of skills competitions on shaping his career pathway and credited the program with enabling early exploration of skilled trades.

The presentation concluded with remarks of appreciation for the coaches, staff, and partners who support the Skills Ontario program, including St. Lawrence College, Skills Ontario, and Skills Canada.

Acknowledgment was also extended to parents and guardians for their support, and congratulations were offered to all student participants for another successful year of achievement.

5. REPORTS FOR ACTION – None at this time.

6. REPORTS FOR INFORMATION

6.1 Corporate Services' Survey Feedback

CEO/Director Burra provided a high-level overview of the 2025 Corporate Services Survey, noting strong staff participation and reaffirming its role in supporting continuous improvement across central services. Building on the 2022 survey, which led to the creation of the myLDSB internal portal, the board continues to focus on improving access to information and enhancing supports to schools. Feedback highlighted strengths in the timeliness of communications, while identifying opportunities to improve clarity, increase targeted messaging, and expand opportunities for two-way communication with staff.

Facility Services reported positive feedback regarding the cleanliness and overall condition of school facilities, with caretaking staff recognized for their important contributions. Key areas for improvement include strengthening communication with schools, improving the timeliness and transparency of work order responses, and enhancing consistency in project updates. Planned actions include standardized project reporting, improved access to information through internal resources, and a continued emphasis on responsive, service-oriented practices.

Financial Services was recognized as a highly reliable and customer-focused department, particularly in the areas of payroll and accounts payable. Staff feedback emphasized strong communication and service. Areas for growth include expanding training and supports for new and existing staff, strengthening access to resources through myLDSB, and enhancing budget training tools and guidance for schools.

Human Resources feedback reflected positive perceptions of staff professionalism, approachability, and expertise. Opportunities for improvement include standardizing response times, expanding consistent use

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of employee feedback mechanisms, and increasing the availability of clear, accessible information through the myLDSB portal to support staff in navigating HR processes.

Integrated Technology Services reported strong feedback related to customer service, including responsiveness and in-person support. Areas for growth include strengthening change management practices, improving asset management and long-term technology planning, expanding training opportunities across employee groups, and increasing awareness and use of data tools. Continued enhancements to the myLDSB portal, particularly related to navigation, search functionality, and communication consistency, were also identified as priorities.

CEO/Director Burra concluded by thanking staff for their contributions and emphasizing the value of survey feedback in guiding ongoing improvements to better support schools and student learning.

6.2 Board Action Plan (BAP) Indigenous Education

Superintendent Gillam presented an overview of the Board Action Plan (BAP) on Indigenous Education, noting its alignment with the Board's Strategic Plan priorities of student well-being, achievement, engagement, and strengthened relationships with Indigenous families and community partners. The plan is developed collaboratively with the Indigenous Education Team and the Indigenous Education Committee and includes approximately 21 Ministry-aligned initiatives aimed at improving academic and well-being outcomes for Indigenous students while embedding Indigenous perspectives across the K to 12 system.

Superintendent Gillam outlined key system-level initiatives, including the continued expansion of Indigenous education staffing and supports, as well as the growth of the Indigenous Youth Leadership Circle, which provides students with meaningful opportunities for cultural learning, leadership development, and post-secondary exploration. Ongoing efforts to increase access to Indigenous language programming in Mohawk and Anishinaabemowin were also highlighted, alongside expanded land-based learning opportunities supported through partnerships with community organizations and Knowledge Keepers.

Professional learning remains a key focus, with staff engaging in training related to Indigenous histories, treaty education, and culturally responsive practices. The re-establishment of Truth and Reconciliation Commission (TRC) Leads in each school has strengthened system capacity and increased the presence of Indigenous-focused learning and initiatives within school communities.

The Superintendent emphasized the success of expanded land-based teaching models, particularly in schools with higher Indigenous student populations, where programming has contributed to increased student engagement, belonging, attendance, and leadership development. Indigenous ways of knowing

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and learning were noted as having a positive impact on all students and increasingly forming part of regular classroom practice.

Ms. Pilutti (J.G. Simcoe Public School) provided additional school-level perspective, highlighting the impact of a full-time Indigenous education teacher in supporting a significant Indigenous student population. She reported increased student engagement, attendance, and confidence through consistent, culturally grounded and hands-on learning approaches. Ms. Pilutti noted growth in student leadership, increased visibility and use of Indigenous languages across the school, and the integration of land-based learning throughout the year. She also emphasized the importance of strong community partnerships and described a shift from isolated activities to consistent, school-wide practices that support belonging, cultural identity, and student success.

The presentation concluded with an emphasis on the importance of continued collaboration with community partners and the ongoing integration of Indigenous education as a sustainable and fundamental component of system practice.

6.3 Student Attendance

Superintendent Gillam provided an overview of district efforts to improve student attendance, emphasizing its direct connection to student well-being, sense of belonging, engagement, and academic achievement. Attendance was identified as a key priority within the Student Achievement Plan, with a focus on increasing the percentage of students attending at or above 90%. It was noted that this target has been extended to include both elementary and secondary students. Superintendent Gillam reiterated that the Board's approach is supportive rather than punitive, with a focus on removing barriers and working collaboratively with families.

Strategies implemented across schools include increased monitoring of attendance data, early identification of students at risk of chronic absenteeism, and regular collaboration among school teams to address concerns. The importance of data was highlighted in tracking patterns, identifying trends, and supporting timely intervention. It was also noted that external factors, such as illness, transportation challenges, and systemic barriers, can impact attendance and affect students' ability to meet the 90% threshold.

The presentation outlined several system-wide supports, including the Collaborative Care Initiative, a partnership with Kingston Community Health Centres designed to connect students and families with primary care and wraparound supports. Early results indicate positive outcomes, including improved access to healthcare for students who previously lacked support. Additional approaches include the continued implementation of relationship-based and trauma-informed practices to foster a sense of safety

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and belonging, as well as the identification of “students of concern” to ensure targeted, ongoing support and monitoring.

Examples of school-based practices were shared to illustrate local efforts to improve attendance. Schools are increasingly using proactive and supportive strategies, such as incentive programs, structured communication approaches, and tiered intervention models. These initiatives focus on early outreach to families, addressing barriers collaboratively, and reinforcing positive attendance habits. Across all examples, a consistent theme was the emphasis on encouragement and support rather than punitive measures.

Looking ahead, Superintendent Gillam noted that improving attendance will remain a priority, with continued focus on strengthening communication with families, addressing systemic barriers such as food insecurity and transportation, and refining school-based strategies. The board will also monitor forthcoming provincial direction related to secondary attendance requirements and adjust practices accordingly. The presentation concluded with a reaffirmation of the importance of consistent, supportive approaches to improving attendance and student success.

7. UNFINISHED BUSINESS

None at this time.

8. NEW BUSINESS

Trustee Lloyd read her notice of motion: “In recognition and acknowledgment of challenges that exist in many classrooms that impact students, frontline educators, and support staff, I move that the LDSB Board of Trustees have the Chair of the Board write a letter to the Minister of Education and Ministry of Education requesting additional funding to help support the hiring of more staff to directly support student learning and well-being in schools. The letter should include reference to Limestone DSB annually spending approximately \$10 million above funding received to support special education in the board.”

9. ANNOUNCEMENTS

None at this time.

10. CORRESPONDENCE

None at this time.

11. FUTURE MEETING SCHEDULE

September 2, 2026

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12. ADJOURNMENT

Moved by Trustee McGregor that the meeting adjourn. Carried.

The meeting adjourned at 7:24 p.m.

PRIVATE SESSION FOLLOWING BUDGET MEETING

Roll Call:

Trustees:	Staff:
G. Elliott B. Godkin (Vice-Chair) R. Hutcheon T. Lloyd J. Maracle K. McGregor (Chair) J. Morning S. Ruttan C. Scott (regrets) M. Comeau (Student Trustee) (regrets) R. Kolosov (Student Trustee) (regrets) S. Ismail (Student Trustee) (regrets)	K. Burra, Director of Education R. Richard, Acting Superintendent S. Hedderson, Associate Superintendent D. Fowler, Manager of Facility Services
Guests:	Recorder:
	S. Mitton, Executive Assistant to the Director and Trustee Liaison

13. CALL TO ORDER

Vice-Chair Lloyd called the meeting to order.

14. DECLARATION OF CONFLICT OF INTEREST

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

15. FOR INFORMATION AND ACTION

- 15.1. Safe Schools Update
- 15.2. Property Update – Acting Superintendent Richard provided a property update which resulted in a motion being passed.
- 15.3. Personnel Update – Vice-Chair Lloyd provided two personnel updates.
- 15.4. Labour Update
- 15.5. Legal Update

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15.6. OPSBA Update

16. REPORT TO PUBLIC SESSION

Chair Lloyd called for a motion for the Board to rise and report at the February 18, 2026, Regular Board Meeting.

MOTION: That the Board rise and report at the June 17, 2026, Regular Board Meeting.

MOVED by: Trustee Godkin. Carried.

The meeting adjourned at 8:32 p.m.

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