

Agenda – Education, Policy and Operations Committee Meeting

Wednesday, April 1, 2026

Limestone Education Centre

220 Portsmouth Avenue, Kingston, Ontario

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

Public Meeting – 5:30 p.m.

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

1. CALL TO ORDER

2. ADOPTION OF THE AGENDA

3. DECLARATION OF CONFLICT OF INTEREST

4. REPORTS FOR ACTION

5. REPORTS FOR INFORMATION

5.1 Student Human Rights and School Safety Reporting Tool Data 2024-2025 – Superintendent McDonnell (Pages 2-3)

5.2 Ministry of Education: Student and Family Support Offices and Customer Service Protocol – Associate Superintendent Gollogly (Pages 4-9)

5.3 Math Achievement Action Plan Update – Associate Superintendent Hedderson (Pages 10-13)

6. UNFINISHED BUSINESS

7. NEW BUSINESS

8. CORRESPONDENCE

9. NEXT MEETING – May 6, 2026

10. ADJOURNMENT

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Administrative Report: Student Human Rights and School Safety Reporting Tool Data 2024-2025

Education, Policy, and Operations Committee Meeting

April 1, 2026

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) Student Human Rights and School Safety Reporting Tool Data for the 2024-2025 school year. The Student Human Rights and School Safety Reporting Tool Data supports all five LDSB Strategic Plan goals by identifying barriers to student well-being and learning, informing equitable system responses, and strengthening accountability and responsiveness to students, families, and communities.

Background

The LDSB Human Rights Report data was last shared with Trustees at the October 2, 2024, Education, Policy, and Operations Committee (EPOC) meeting. The tool has been in place since October 2022.

Current Status

The following areas of the Student Human Rights Report Data are highlighted to provide a summary to Trustees of the data for the 2024-2025 school year. For the 2024-2025 school year, the tool was reconfigured to combine complaints for human rights, school safety, and bullying. This report only highlights complaints related to human rights.

In 2024–2025, 280 human rights-related concerns were reported by students, parents/guardians, staff, and community members. Of the 280 reports submitted as human rights complaints, 81 were reclassified as “Other Issues” and 12 were reclassified as “Safe Schools” concerns after investigation. These do not count toward the total of human rights investigations. “Other Issues” indicates that while the concern requires follow-up, it does not meet the criteria for a human rights complaint or a Safe Schools incident.

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Safe Schools incidents include bullying and cyberbullying, and any threats to the safety of the school community including crime, violent incidents, or environmental concerns.

At the end of 2024–2025, 78 reports filed as human rights complaints were unassigned. Ten reports did not have enough information to be assigned as per the Human Rights and Equity Advisor who received all reports without a clear school assignment. The remainder of the unassigned reports were duplications of the same incident reported (investigations not begun), or investigations still in progress, or the outcome has not yet been entered into the system. One-hundred and twenty-nine reports were verified as human rights complaints. Just over half of all verified human rights reports were submitted by students (51%, N=64), followed by LDSB staff members (31%, N=39), and parents (13%, N=16). The remaining 5% of reports were made by other members of the school community (like a coach) or by people who did not indicate their relationship to the issue.

Of the 70 reports with grade information, Grade 7 students comprised 24% (N=16), followed by Grade 8 students (16%, N=12), and Grade 9 students (16%, N=11). Grade 5 students comprised the next-largest group at 10% (N=7). As in previous years, race and race-related grounds continue to be the most cited reasons for reporting (N=64, 51% of verified reports), followed by sexual orientation (N=26, 21%). Gender identity, and ethnic origin followed closely (N=23 each, 18%).

Next Steps and Communication Plan

The Student Human Rights and School Safety Report 2024-2025 will be shared publicly on the Limestone District School Board website.

Recommendations

That this report be received for information purposes.

Prepared by: Yusuf Abdulkareem, Human Rights and Equity Advisor

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

Reviewed by: Krishna Burra, Director of Education

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Administrative Report: Student and Family Support Offices and Customer Service Protocol

Education, Policy and Operations Committee Meeting

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

The development of the Student and Family Support Office is tied to the Strategic Plan Goal, Improve Responsiveness and Service to Families, Staff, and Community Partners.

Background

The Ministry of Education mandated that all supervised school boards implement a Student and Family Support Office (SFSO) to centralize and streamline inquiries in January 2026. These offices are to be implemented in all other school boards to start the 2026-2027 school year. Limestone advised the Ministry of our plan for the SFSO by the end of March 2026, as required. The requirement for a SFSO builds on, and is aligned with, the requirements of PPM 170 (2024) and requires the following timelines and components:

- Acknowledgement of inquiries within two business days
- Resolution or provision of timelines within five business days
- Categorization and tracking of inquiries by theme (e.g., attendance, mental health, special education)

Current Status and Next Steps

To measure effectiveness, boards will be required to collect and report monthly on key performance indicators, including turnaround time, inquiry volume, and customer satisfaction, as well as the volume and type of inquiries categorized by primary themes such as attendance, bullying, curriculum, early years and child care, governance, human rights, mental health, parent engagement, safe schools, school facilities and repairs, school personnel, school year calendar, special education, student assessment, student transportation, and other.

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For September, Limestone will have a dedicated phone extension, website with a form for submission, and e-mail address to support the Student and Family Support Office. The office will provide another entry point into the system for students and families to make inquiries or bring forward concerns/issues. The superintendent with responsibility for the SFSO will help facilitate responses to students and families.

For incoming inquiries, a standardized Ministry Customer Satisfaction and Feedback Survey was developed to gather data on:

- Timeliness of responses
- Ease of access to support
- Overall satisfaction with the SFSO

Additionally, a Status Report Template was created to monitor inquiry trends, response times, and satisfaction metrics on a monthly basis for internal review, and annual reporting to the Ministry.

Recommendations

That this report be received for information purposes.

Prepared by: Patty Gollogly, Associate Superintendent

Reviewed by: Krishna Burra, Director of Education

Attachments: Customer Satisfaction and Feedback Survey
Student and Family Support Office Status Report Template

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Student & Family Support Office (SFSO)

Customer Satisfaction & Feedback Survey

Section A: About Your Inquiry

Please identify the primary theme of your inquiry by checking the topic below.

- | | |
|--|---|
| <input type="radio"/> Attendance | <input type="radio"/> Safe Schools |
| <input type="radio"/> Bullying | <input type="radio"/> School Facilities & Repairs |
| <input type="radio"/> Curriculum | <input type="radio"/> School Personnel |
| <input type="radio"/> Early Years & Child Care | <input type="radio"/> School Year Calendar |
| <input type="radio"/> Governance | <input type="radio"/> Special Education |
| <input type="radio"/> Human Rights | <input type="radio"/> Student Assessment |
| <input type="radio"/> Mental Health | <input type="radio"/> Student Transportation |
| <input type="radio"/> Parent Engagement | <input type="radio"/> Other |

If 'Other' was checked, please specify the topic below: (open response, not to exceed 25 words)

Section B: Service Experience

1. My inquiry was acknowledged within two (2) business days.
 - Yes
 - No
2. My inquiry was addressed within five (5) business days.
 - Yes
 - No
3. I received an estimated timeline for addressing my inquiry as it could not be fully addressed within five (5) days.
 - Yes
 - No
 - Not Applicable

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Student & Family Support Office (SFSO) Customer Satisfaction & Feedback Survey

Section C: Customer Satisfaction

Please identify your degree of satisfaction regarding the following questions.

Survey Question	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
The SFSO got back to you quickly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was easy to reach the SFSO when you needed help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I was satisfied with my experience with the SFSO.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section D: Open-Ended Feedback

Additional comments (not to exceed 100 words):

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Student and Family Support Office (SFSO) Status Report Template

Reporting Information

Reporting Period: _____

School Board: _____

1. Inquiry Volume and Themes

1.1 Total Inquiries Received:

Data Category	Total Number of Inquiries
Total # inquiries received	
Total # inquiries addressed	
Total # unaddressed/open (as of reporting date)	

1.2 Inquiries by Primary Theme:

Theme	Number of Inquiries	% of Total
Attendance		
Bullying		
Curriculum		
Early Years and Child Care		
Governance		
Human Rights		
Mental Health		
Parent Engagement		
Safe Schools		
School Facilities & Repairs		
School Personnel		
School Year Calendar		
Special Education		
Student Assessment		
Student Transportation		
Other (specify)		

Student and Family Support Office (SFSO) Status Report Template

1.3 Trend Analysis:

<i>Provide details explaining significant changes in inquiries (+/- 10% variance) that occurred since the previous reporting period</i>

2. Service Performance Metrics (KPIs)

2.1 Average Response Time:

Average number of days from inquiry receipt to response: _____

Response Time	% of Inquiries
Acknowledged within 2 business days (%) (if not 100% then specify why)	
Provided estimated response date within 5 days (%) (if not 100% then specify why)	
Addressed inquiry within 5 business days (%)	
Extended follow-up required to address inquiry (over 5 business days) (%)	

3. Customer Satisfaction Results

Measure	Average Score
Timeliness of response	
Ease of access	
Overall satisfaction	

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Administrative Report: Math Achievement Action Plan Update

Education, Policy and Operations Committee Meeting

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

This report updates Trustees on the continued evolution and implementation of Limestone's Math Achievement Action Plan. The plan is aligned with the LDSB Strategic Plan goal of improving math learning and achievement for every student and improving student well-being/sense of belonging/engagement in class time, and time focused on learning.

Actions in the LDSB Math Achievement Action Plan help to advance the following high-leverage strategies from the LDSB Strategic Plan:

- Create positive cultures that support student engagement and well-being in service of student learning and achievement;
- Increase educator ability to foster growth in student learning and achievement; and
- Support the capacity of administrators and school teams to analyze and interpret data as guidance for implementing impactful student achievement plans.

Background

A Math Achievement Action Plan (working version) was developed in Fall 2023 based on requirements provided by the Ministry. The rationale for the LDSB Math Achievement Action Plan was shared, along with a vision for equity and excellence in all mathematics classrooms, and expectations for high levels of learning and achievement for every student, in every classroom, in every school. The Math Achievement Action Plan was endorsed by the Director of Education and the Board of Trustees in November 2023. The blueprint outlined the Board's concrete, visible, and measurable strategies as well as key performance indicators (KPIs) under the following areas of focus:

- Fidelity of the Math Curriculum
- Ongoing learning of Math Content Knowledge for Teaching

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- Knowing the Math Learner and ensuring mathematical tasks, interventions, and supports are relevant and responsive
- Measurable Results: Improvements in Math Achievement

The Math Achievement Action Plan is updated annually, and resources and supports are allocated in response to system needs, informed by quantitative and qualitative data from each school’s Student Achievement Plan, school visits, and key performance indicators.

Provincial Metrics

In addition to local key performance indicators, the province also monitors the following metrics:

- Number of students who progressed in their level of achievement on math report cards;
- Monitoring the levels of achievement of students supported through curriculum modifications on math report cards;
- Number of students whose individual attendance rate in math class is equal to or greater than 90 percent; and
- Number of Grades 3, 6 and 9 math students who report positive results regarding math attitudes and confidence.

Current Status

Satellite data are high-level indicators that we are making progress towards our goal of improving math learning and achievement for every student.

The metrics below, an overview of EQAO data we shared in January, correspond with one of the Three Priority Areas in the Provincial Student Achievement Plan: Learning Outcomes in Core Academic Skills and are specific to the area of math.

Student Achievement Plan	LDSB Baseline Data (2022-23)	Provincial Baseline Average (2022-23)	LDSB Results (2023-24)	Provincial Results (2023-24)	LDSB Results (2024-25)	Provincial Results (2024-25)
Increase Grade 3 EQAO Math Results so that they are above the provincial average by the Fall of 2029.	43%	60%	57%	61%	64.5%	63.6%
Increase Grade 6 EQAO Math Results	37%	50%	40%	50%	51.3%	51.4%

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so that they are above the provincial average by the Fall of 2029.						
Increase Grade 9 EQAO Math results so that they are above the provincial average by the Fall of 2029.	51%	54%	49%	54%	55.1%	57.8%

Since the last update in January 2026:

- Learning Teams (principals and teachers) from all elementary schools participated in two professional learning and planning sessions to engage in guided analysis of EQAO contextual and achievement data to inform instructional planning, with particular attention to improving mathematics and literacy outcomes for students not yet meeting the provincial standard;
- EQAO-aligned mathematics diagnostic tasks were implemented, or are in the process of implementation, in all Grade 3 and 6 classrooms to support student readiness for the Spring assessments and reinforce a shared understanding of the provincial standard;
- As part of the ongoing system inquiry focused on centring students in the margins, continued attention was given to students with modified Individual Education Plans in mathematics, with a focus on identifying and implementing strategies to improve outcomes;
- An additional provincial strategic planning meeting with Board Math Leads was held to share promising system, school, and classroom strategies;
- An additional provincial webinar was held to strengthen mathematics content knowledge for Math Action Teams and Ontario educators in Grades 3, 6, and 9.
- The LDSB Math Action Team, School-Based Math Facilitators, and Learning Partners continued to support schools in implementing short learning cycles, including the use of diagnostic mathematics data, developmental continua, daily mathematics fluency, and content diagnostics as foundational equity-building strategies;
- The Board continued the phased introduction of an additional digital math tool (Magma Math) in Grades 3 to 9, with educator feedback informing its effective integration into instructional practice;
- The LDSB Math Team continue to engage with the Provincial Math Team, collaborated with other school boards, and continues to develop resources to support student achievement, with an emphasis on closing achievement gaps, and supporting school administrators in monitoring math programming.

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Collectively, these actions reflect a coordinated, systemwide approach to strengthening math achievement, and reducing gaps for students most in need of support.

Next Steps and Communication Plan

- Spring Math tutors will be placed in select schools for additional support beginning in April;
- A Ministry of Education visit to selected Limestone schools is planned for May 7 – 8, 2026 (schools to be confirmed);
- The first LDSB–Queen’s Primary/Junior Mathematics Additional Qualification course will launch on April 9, 2026;
- Grade 9 Math Teams will engage in collaborative data analysis and preparation in advance of the Grade 9 EQAO assessment;
- The LDSB Math Team will work collaboratively with EQAO researchers to deepen understanding of the relationship between student confidence and achievement in Grade 9 math;
- The LDSB Math Team will continue to gather, analyze, and use a range of data to ensure the Math Achievement Action Plan remains responsive to the needs of students, educators, administrators, and families, with the goal of improving mathematics outcomes for all students.

Recommendations

That this report be received for information and endorsement.

Prepared by: Steve Hedderson, Associate Superintendent of People, Strategy, Engagement, and Curriculum and Program Services: Math and FSL

Reviewed by: Krishna Burra, Director of Education

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