

Agenda – Regular Board Meeting

Wednesday, September 17, 2025 - 6:00 p.m.

Limestone Education Centre

220 Portsmouth Avenue, Kingston, Ontario

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

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. Regular Board Meeting Minutes (Private) – August 20, 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

6. REPORT TO PUBLIC SESSION

Limestone District School Board

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

Public Meeting – 6:00 p.m.

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.”

7. ADOPTION OF THE AGENDA

8. DECLARATION OF CONFLICT OF INTEREST

9. PRESENTATION/DELEGATION

- 9.1 **Facility Services Update: Summer Projects** – D. Fowler, Manager of Facility Services and C. Downie, Assistant Manager of Facility Services

10. PRIVATE SESSION REPORT

11. APPROVAL OF MINUTES

- 11.1. **Regular Board Meeting Minutes** – August 20, 2025 (Pages 4-12)
11.2. **Education, Policy, and Operations Committee Minutes** – September 3, 2025 (Pages 13-17)

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**
13.4. **Reports for Information**
 13.4.1 **Virtual School Update** – Associate Superintendent Sartor (Pages 18-20)
 13.4.2 **Summer Programming** –Program Team (Pages 21-27)

14. UNFINISHED BUSINESS

Limestone District School Board

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

15. NEW BUSINESS

16. CORRESPONDENCE

17. NOTICES OF MOTION

Motion brought forward by Trustee Lloyd: *“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.”*

18. ANNOUNCEMENTS

19. COMMITTEE MINUTES FOR INFORMATION

19.1 Special Education Advisory Committee Meeting Minutes – June 11, 2025 (Pages 28-33)

20. FUTURE BOARD MEETING SCHEDULE

October 1, 2025 (EPOC)
October 29, 2025
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

Limestone District School Board

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

Regular Board Meeting Minutes August 20, 2025

PRIVATE SESSION

Roll Call:

Trustees:	Staff:
G. Elliott B. Godkin (Vice-Chair) (regrets) 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 P. Gollogly, Associate Superintendent 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

Chair McGregor 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 and Trustee Neill. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

Chair McGregor 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) – June 18, 2025

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

Limestone District School Board

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

See Yourself in Limestone

5. FOR INFORMATION

- 5.1. Safe Schools Update
- 5.2. Personnel Update
- 5.3. Labour Update
- 5.4. Legal Update – Director Burra provided a legal update.
- 5.5. Property Update
- 5.6. OPSBA Update

6. REPORT TO PUBLIC SESSION

Chair McGregor called for a motion for the Board to rise and report.

MOTION: That the Board rise and report.

MOVED by: Trustee Neill. Carried.

PUBLIC MEETING

Roll Call:

Trustees:	Staff:
G. Elliott B. Godkin (Vice-Chair) (regrets) R. Hutcheon (Virtual) 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)	K. Burra, Director of Education M. Blackburn, Associate Superintendent M. Crothers, Communications Consultant S. Gillam, Superintendent of Education P. Gollogly, Associate Superintendent 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:
P. Carson, Manager of Financial Services Y. Abdulkareem, Human Rights and Equity Advisor	S. Mitton, Executive Assistant to the Director and Trustee Liaison

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

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She provided the Acknowledgement of Territory: “The Limestone District School Board is situated on the traditional territories of the Haudenosaunee and Anishinaabe. 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

MOVED BY: Trustee Neill and seconded by Trustee Scott that the agenda, as presented, 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. DELEGATION/PRESENTATION

None at this time.

10. PRIVATE SESSION REPORT

Trustee Elliott stated that earlier this evening during Private Session:

- The minutes were approved from the Regular Board Meeting (Private Session) of June 18, 2025.
- Director Burra provided a Legal update.

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

MOVED By Trustee Elliott and seconded by Trustee Scott that the Private Session Report be received.
Carried.

11. APPROVAL OF MINUTES

11.1 Regular Board Meeting Minutes – June 18, 2025

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

12. REPORTS FROM OFFICERS

12.1. Chair’s Report

Chair McGregor stated: “As we prepare to welcome students and families back into our schools on Wednesday, September 3, I want to take a moment to reflect on the excitement and promise that a new school year brings.

Limestone District School Board

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

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Each September marks a fresh beginning—an opportunity for students to grow, for families to engage, and for staff to collaborate in creating vibrant learning environments. This year, we look forward to building on our shared commitment to making a positive difference in the lives of every student, in every classroom, and every school across Limestone.

The start of the school year is not only a time of renewal but also a chance to strengthen relationships, foster innovation, and celebrate the diverse strengths of our communities. I am confident that through collaboration, dedication, and a shared vision for student success, we will achieve great things together.

On behalf of the Board, I extend a warm welcome back to all students, families, and staff. Let's make this year one of meaningful learning, growth, and achievement.

This concludes my report.”

12.2. Director's Report

Director Burra stated: “Good evening Trustees and members of the public joining us for this meeting. I am pleased to provide you with my update tonight as we prepare for the start of the 2025-2026 school year in two weeks.

I hope everyone found themselves with some holiday time this summer to enjoy time with family and friends. In reflecting on this summer, it is important for everyone to have the opportunity to recharge and reflect on the important work we do collaboratively to support children and youth in the Limestone community.

With the summer season schools were not running as they do for the other ten months of the year. However, there was lots of activity for students this July and August. Similar to last summer, over 260 students participated in Camp Read-A-Lot, and over 700 secondary students participated in summer session earning credits. In addition, almost 570 students participated in outdoor education programming offered at some schools, at Gould Lake, and/or on outdoor education trips. Trustees will receive a report in the fall providing more details regarding the range of summer programs that occurred in July and August. In addition, a considerable amount of facilities work occurs in schools during the summer and Manager Fowler will provide a summary of this work in September.

We are greatly looking forward to welcoming back staff and well over 20,000 students as the school year starts. While over 99% of students will be in face-to-face classrooms, Limestone continues to offer a virtual option for some students. Regardless of the format of learning, Limestone will continue to do its

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best to meet students where they are and support student well-being. Mental health and well-being are essential conditions for achievement and learning for all students.

Schools will be reopening next week with many staff getting ready for the new school year and we look forward to Limestone schools welcoming students back on Wednesday, September 3, with a full range of activities to be available for students in the 2025-2026 school year. As a reminder, we are starting the school year with a PA day on Tuesday, September 2. With almost all labour agreements behind us, we can expect stability on that front for this year. We all know that extracurriculars like sports and clubs, full arts programming, and field trips are of tremendous value. As Trustees know, all of these student activities are made possible by the generous time provided by staff and some community members. I think I speak for everyone in expressing our gratitude to the staff and community members that provide these valuable experiences and services to Limestone students.

This evening there are some routine, cyclical reports coming to Trustees, but we also look forward to sharing with you an overview of a new administrative procedure focused on Human Rights, and an award to honour the late former Trustee Judith Brown.

As Trustees know, considerable work occurs by central departments: facilities, finance, human resources, and ITS during the summer months to ensure schools are ready for the school year. I would like to acknowledge staff in all of those departments for the important work they do throughout the year, but also during the summer months.

Finally, I should also note that Limestone hosted its 12th successful Summer Institute earlier today with approximately 200 LDSB educators attending to learn from each other and continue to hone their craft. A wide range of learning topics were available to support educator learning K-12. We are very pleased to be able to provide this valuable learning opportunity to staff. This is just one example of learning that Limestone educators have been participating in this summer. As we all know, learning is a journey, not a destination, and we must always model learning to support the system, and do the best we can to serve every student, in every classroom, in every school.

Thank you, Chair McGregor. That completes my report for this evening."

13. REPORTS

13.1. OPSBA Report

Trustee McGregor reminded Trustees to complete their modules prior to August 31, 2025. She acknowledged that there are six modules and encourages those still outstanding to have them completed.

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13.2. Student Trustees' Report

None at this time.

13.3. Reports for Action

13.3.1. Short-Term Borrowing Resolution

Superintendent Young indicated that the purpose of the report was to recommend a short-term borrowing resolution for the 2025-26 school year to meet cash flow requirements. The Education Act requires the Treasurer of the Board furnish to the bank a copy of the resolutions authorizing the borrowing of the funds. Superintendent Young noted that the board has a cash management strategy implemented by the province. He reviewed the report with Trustees. He noted that we don't currently have a capital line of credit as we do not have any capital projects at this time.

Chair McGregor called upon Trustees for comments or questions.

MOTION MOVED by Trustee Ruttan and seconded by Trustee Elliott that the Board authorize the signing officers of the Board to enter into agreements with the Royal Bank of Canada for the following:

1. *The borrowing of funds to meet operating requirements to a maximum of \$20 million for the 2025-2026 fiscal year. Carried.*

13.4. Reports for Information

13.4.1. Interim Reporting Quarter 3

Manager Carson indicated that the purpose of her report is to report on the interim financial operating expenditures for the period ending May 31, 2025. She stated that the Q2 2024-2025 interim financial report was presented to the Board on April 23, 2025.

Manager Carson reviewed Appendix 1 of the 2024-2025 interim financial report for quarter three with Trustees. The report indicates a spending level of 76 per cent. This is 9 per cent reduction in the spending level from this quarter last year. Manager Carson noted that this is due to additional expenditures related to the Bill 124 remedy payment from last year. She reviewed the expenditure categories captured in the Appendix.

Chair McGregor thanked Manager Carson and called upon Trustees for comments or questions.

13.4.2. Administrative Procedure 107 – Human Rights

Chair McGregor welcomed Superintendent McDonnell and Human Rights & Equity Advisor Abdulkareem to present their report. Superintendent McDonnell began by sharing Administrative Procedure (AP) 107 and how it acknowledges the impacts of historical and ongoing systemic discrimination. The purpose of

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See Yourself in Limestone

AP 107 is to outline the Board's approach to creating equitable, inclusive, and accessible environments free from discrimination and harassment. This procedure also aligns with the Board's strategic plan goal of fostering student learning, achievement, and well-being. Importantly, Superintendent McDonnell shared that AP 107 serves as an overarching human rights procedure, establishing a consistent foundation for understanding, protecting, and enforcing human rights across the Board. It acts as an umbrella for other related procedures, such as those APs addressing student complaints, workplace harassment, and gender identity, ensuring they are grounded in the same principles and legal obligations. The procedure signals that human rights are not confined to isolated areas but are central to the Board's culture, policies, and daily operations.

Human Rights & Equity Advisor Abdulkareem shared some key components of AP 107 which include clear definitions of human rights concepts to promote shared understanding, clarification of roles and responsibilities for all community members, and detailed descriptions of processes relevant to the broader school community. The procedure emphasizes accountability through data collection and reporting, which is vital for compliance and continuous improvement. It outlines protected grounds under the Ontario Human Rights Code and affirms the Board's commitment to upholding these legal standards. Examples of discrimination are provided to illustrate how violations may occur, and the scope of the procedure is defined to apply to students, staff, Trustees, and all members of the Board.

Superintendent McDonnell concluded the presentation by sharing next steps. This includes ensuring awareness and understanding of AP 107 among staff, students, families, partners and community members. A communication plan is in place, beginning with mandatory staff training on the September PA Day. The Board also plans to share the procedure with families and community partners, supported by a family guide to enhance understanding. Labour partners and associations have reviewed the procedure, which is now publicly available on the LDSB website.

The Board will continue to analyze human rights data to identify trends and inform decision-making. This includes evaluating where additional resources or support may be needed. The Limestone District School Board is committed to releasing human rights data annually, with reports being prepared for public sharing and community engagement.

Chair McGregor thanked Superintendent McDonnell and Equity Advisor Abdulkareem and called upon Trustees for questions.

13.4.3 The Judith Brown Black Excellence Award

Director Burra began his presentation by acknowledging that this award was finalized and presented in late June after the late Trustee Judith Brown's family's approval in mid-June. The Judith Brown Black

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Excellence Award was given to a deserving student from LCVI at the June 2025 graduation, with teacher Andrea Barrow assisting in the presentation.

Director Burra noted for awareness that there is a tribute to Judith Brown, featuring a portrait by artist Sandra Brewster, currently displayed downtown on Brock Street.

Director Burra explained that the award was created in response to requests from Trustees, Limestone staff, and the Umoja Black Advisory Council, which Judith Brown helped found and lead. The award description reflects Judith's legacy as an educator, community member, and Trustee.

Moving forward, the award will be presented annually to one graduating Black student in the board, with nominations submitted by schools. Due to time constraints, the first award was directly selected, but future awards will follow a formal nomination process similar to other board recognitions. Plans are underway to attach a financial component to the award through fundraising efforts supported by the family and Umoja.

Chair McGregor thanks Director Burra and called upon Trustees for questions.

14. UNFINISHED BUSINESS

14.1. Feeding Minds: Food and Beverages Policy (PPM-150) Delegation

Chair McGregor referenced a letter in the agenda package from the delegation that took place at the June 18, 2025 Board meeting.

15. NEW BUSINESS

None at this time.

16. CORRESPONDENCE

None at this time.

17. NOTICE OF MOTION

None at this time.

18. ANNOUNCEMENTS

None at this time.

19. COMMITTEE MINUTES FOR INFORMATION

None at this time.

Limestone District School Board

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

[See Yourself in Limestone](#)

20. FUTURE BOARD MEETING SCHEDULE

September 3, 2025 (EPOC)
September 17, 2025
October 1, 2025 (EPOC)
October 29, 2025
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

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

The Meeting Adjourned at 6:38 p.m.

Limestone District School Board

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Education, Policy and Operations Committee Meeting Minutes – September 3, 2025

PUBLIC MEETING

Roll Call:

Trustees:	Staff:
G. Elliott B. Godkin (Vice-Chair) (regrets) 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 of Education S. Gillam, Superintendent of Education C. Young, Superintendent of Business Services M. Crothers, Communications Consultant A. Grange, Communications Consultant
Guests:	Recorder:
Andy Mills, Food Sharing Project Brenda Moore, Food Sharing Project	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 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. 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

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

3. DECLARATION OF CONFLICT OF INTEREST

Limestone District School Board

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

See Yourself in Limestone

There were no conflicts declared.

4. PRESENTATION – None at this time.

5. REPORTS FOR ACTION – None at this time.

6. REPORTS FOR INFORMATION

6.1 “See Yourself in Limestone” Communication Strategy 2025-2026

Chair Godkin introduced Communications Consultants Allison Grange and Maddie Crothers to share the communications updates and strategies for the upcoming school year. They emphasized their ongoing commitment to enhancing engagement with families, educators, community partners, and the public.

Communications Consultant Crothers shared some recent projects including the full redesign of all district websites, launched in August 2024, featuring accessible design, built-in translation, mobile optimization, and updated content tailored to diverse audiences. She highlighted that a new change this year is an updated E-newsletter tool where school newsletters will now be hosted directly on school websites. This change will improve accessibility, inclusivity, and consistency as well as being translatable to other preferred languages.

Communications Consultant Grange noted that following the launch of the multi-year strategic plan, the communications team developed branded materials—posters, templates, videos—to embed the plan into daily communications. This strategy will assist with embedding the Strategic Plan into everyday communication and foster a stronger sense of identity and alignment across the system. She noted that this year’s focus is on building awareness and alignment around the strategic theme “See Yourself in Limestone,” with messaging centered on making a positive difference in every student’s life. She highlighted some key areas of focus:

- Student Recruitment and Retention
- Staff Recruitment and Retention
- Expanded Opportunities Programming

Communications Consultant Grange shared an example of a campaign highlight which emphasized the impact of French educators in our system and promotes Limestone DSB as a supportive and rewarding place to teach.

The presentation concluded by sharing how the communications team will work with the Senior Team to develop comprehensive communications plans for the Multi-Year Strategic Plan and support additional

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initiatives and campaigns throughout the year. Included in the strategy is an enhanced approach to evaluation and monitoring which will allow for optimizing resources and better-informed decisions to make the most impact across the system.

Chair Godkin thanks Communications Consultants Grange and Crothers and called upon Trustees for questions.

6.2 Food Sharing Project Update

Superintendent Gilliam opened by affirming that the Food Sharing Project is deeply aligned with Limestone's strategic goal of improving student well-being and engagement, recognizing that hungry students cannot learn effectively. He shared that the program has been a longstanding initiative in the region, with over 40 years of service and support from the Ontario Student Nutrition Program. Superintendent Gilliam praised the dedication of school nutrition coordinators—often educational assistants or teachers—who ensure food is ordered, prepared, and distributed discreetly and respectfully. He introduced Andy Mills, Executive Director of the Food Sharing Project, and Brenda Moore, Chair of the Board and former Limestone principal to present the program's scope and impact.

They highlighted that nutritious food is delivered weekly to 88 publicly funded schools across Kingston, Frontenac, and Lennox & Addington, amounting to over 12,000 meals or snacks per week. A new initiative, "Lunch Is Ready," supported by the National School Food Program, provides complete prepared meals once a week, including fruit and milk, to registered students. Brenda Moore emphasized the growing need, noting that food insecurity in the region has worsened—from one in nine families to one in three over the past few years.

Andy Mills stressed that school meals are often the best food students receive all day and that the definition of "in need" now includes many middle-income families. The program aims to eliminate stigma and barriers, ensuring every student has access to food.

The presentation concluded with sharing future goals of the program including expanding the "Lunch Is Ready" program and exploring the use of idle cafeterias in Secondary schools. While funding details from the federal program remain unclear, the team is optimistic about infrastructure support and continued collaboration with the school board.

Chair Godkin thanked Superintendent Gillam, Andy Mills, and Brenda Moore for their presentation and called upon Trustees for questions.

6.3 Extreme Weather

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See Yourself in Limestone

Director Burra began his report, updating Trustees on the significant public health restructuring in Eastern Ontario. Previously, three separate health agencies operated in the region—KFL&A Public Health, Leeds, Grenville & Lanark, and Hastings Prince Edward. These have now been amalgamated into a single health unit covering all of Eastern Ontario outside of Ottawa, the Southeast Health Unit. This consolidation is expected to streamline services and unify public health messaging across the region.

Director Burra addressed changing weather patterns and their impact on school operations. He noted that while extreme cold alerts are less frequent, there has been a noticeable increase in heat and humidity warnings, as well as poor air quality days. These conditions have already affected school activities, such as outdoor sports events, and prompted adjustments to schedules.

In response to these environmental changes, the Southeast Health Unit has shifted its approach. It no longer provides specific temperature thresholds for outdoor activity restrictions and instead, it offers general mitigation strategies. The board now relies on guidance from organizations like the Canadian Pediatric Society, which recommends indoor recess when temperatures or wind chills exceed -27°C. This change reflects a broader trend in public health messaging since the pandemic, with less prescriptive guidance and more emphasis on local decision-making.

Looking ahead, Trustees were informed that there will be an upcoming presentation with an update on the board's 10-year capital plan, with a focus on expanding air conditioning in schools. Rising temperatures have made cooling infrastructure a growing priority. While full implementation will not be achieved quickly, the board is working to gradually increase the number of air-conditioned buildings. This initiative is in response to both media scrutiny and community concerns, particularly during warmer months.

Director Burra touched on occupational health standards. Regulation 851 of the Occupational Health and Safety Act provides guidance for indoor temperatures below 18°C, which applies to schools. However, there is currently no formal threshold for high temperatures. Despite this, the board remains committed to taking reasonable precautions to protect both staff and students during extreme weather.

Trustees were reminded of the importance of site-specific decisions due to significant weather variation across the district. For example, freezing rain in Kingston might coincide with heavy snowfall north of Highway 401. Schools are equipped to respond to these conditions with emergency procedures such as shelter-in-place protocols, which may be triggered by events like gas leaks, environmental spills, or severe storms.

Trustees were encouraged to share this information with constituents, especially given the public interest in how schools manage weather-related challenges.

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Director Burra concluded the presentation with a note on Associate Superintendent Gollogly's temporary medical leave. In her place, retired Superintendent Jess Silver will step in to support during this period.

Chair Godkin thanked Director Burra and called upon Trustees for questions.

7. UNFINISHED BUSINESS

None at this time.

8. NEW BUSINESS

8.1 Potential Notice of Motion

Chair Godkin noted the potential motion included in the package. He clarified the process for submitting a notice of motion for the next board meeting, given that the current meeting was not a regular board meeting. It was discussed that, according to board bylaws, a notice of motion is typically introduced at one board meeting and scheduled for discussion at the subsequent meeting. However, to expedite this process and allow for immediate discussion and potential decision at the next meeting, the board may vote to amend the agenda at the beginning of that meeting. This amendment would require a two-thirds majority vote. If approved, the motion would be added to the agenda for full discussion and decision. Trustees agreed to this approach, with no objections raised, and acknowledged that no action was required during the current meeting other than awareness that the notice of motion would be brought forward at the next board meeting.

9. CORRESPONDENCE

None at this time.

10. FUTURE BOARD MEETING SCHEDULE

October 1, 2025

11. ADJOURNMENT

Moved by Trustee Lloyd that the meeting adjourns. Carried.

The Meeting Adjourned at 6:50 p.m.

Limestone District School Board

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

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Administrative Report: Virtual School Update

Regular Board Meeting

September 17, 2025

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

To provide Trustees with an update on Virtual School, and goals for the 2025/2026 school year.

Limestone District School Board continues to offer virtual school as a choice for students and families. In doing so, we are focusing on all of the Strategic Plan Goals, which are:

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

Background

Following the end of the 2022-2023 school year when the Ministry of Education announced that virtual school would be an option for Boards of Education to offer, rather than a requirement, Limestone District School Board (LDSB) engaged in a partnership with two Ontario School Boards to support the continuation of virtual school. In doing so, LDSB recognizes that choice is important for families based on personal circumstances.

In spring 2023, LDSB formalized an elementary virtual school partnership with Renfrew County District School Board (RCDSB) and Kawartha Pine Ridge District School Board (KPRDSB). In spring 2024, RCDSB discontinued their elementary virtual school partnership for the 2024/2025 school year. However, the partnership between LDSB and KPRDSB has continued since 2023.

As articulated in a formal agreement between KPRDSB and LDSB, LDSB provides the daily supervision of virtual school. Financial costs continue to be shared with KPRDSB in a manner proportional to student enrolment.

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Frequently, families from school boards across Ontario reach out to LDSB to request admission to virtual school. When this happens, there is direct communication between the Director of LDSB and the Director of the Board in which the student currently resides. A student is not registered in virtual school until Director Burra receives confirmation and approval from the Director of the school board in which the student currently resides. Once approved, the student is registered as a LDSB student.

This past summer, the Ministry of Education initiated an additional registration requirement for families requesting registration at a virtual school outside of their local school board's jurisdiction (catchment area). Families wishing to register a student in virtual school outside of their catchment area are required to obtain a completed Attestation Form confirming the pupil's eligibility and residency in Ontario. LDSB implemented this additional requirement at the beginning of the 2025/2026 school year.

Current Status

As of September 10, 2025, a total of 103 students were enrolled in elementary virtual school: 55 LDSB students and 48 KPRDSB students. This is an increase over the 2024-2025 school year in which 86 students were registered in virtual school.

The school organization currently is comprised of 5 classes which includes:

Class	# students
JK-Grade 2	16
Grade 3-4	19
Grade 4-6	21
Grade 6-7	22
Grade 7-8	25

The staff is comprised of 3 KPRDSB educators and 3 LDSB educators. The elementary virtual school is supervised by the Principal and Vice Principal of the Katarokwi Learning Centre and Alternative and Continuing Education.

To date, LDSB has registered 28 students from other districts which include Durham DSB, Renfrew County DSB, Trillium Lakelands DSB, Chippewas of Rama First Nation/Simcoe Muskoka Catholic DSB, Waterloo Catholic DSB, Greater Essex County DSB and Simcoe DSB.

Next Steps and Communication Plan

The school team will focus on the following commitments throughout the 2025/2026 school year:

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- Staff professional learning focused on building strong math and language programs that close gaps for those students in risk using short cycles of learning and ongoing progress monitoring. Learning will include:
 - implementing Knowledgehook (an online Math program) with students and offering family information sessions
 - using math diagnostic data to identify and provide targeted fluency activities as part of the daily math program.
 - participating in short math cycles to improve math pedagogy
 - using early reading screeners and diagnostic data to identify literacy learning gaps and then provide targeted instruction
- Implementing a targeted approach to address students with higher academic needs. This support is accomplished through Student Support Teacher (SST) meetings, small group instruction with classroom teachers and the support of St. Lawrence College (SLC) placement students
- Building a positive attendance plan by building relationships with students and families
- Reinforcing the importance of daily attendance in the online learning platform through regular communication with students and families

Recommendations

That this report be received for information purposes.

Prepared by: Stephanie Sartor, Associate Superintendent of Curriculum and Program Services, Kate Myers, Principal of Elementary Virtual School and Adam Andrezyk, Vice Principal of Elementary Virtual School

Reviewed by: Krishna Burra, Director of Education

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Administrative Report: Summer Programming

Regular Board Meeting

September 17, 2025

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

To provide Trustees with an update on summer programming that was offered to Limestone DSB students during July and August 2025.

Limestone District School Board continues to offer a wide variety of summer programming options for K-12 students. In doing so, we are focusing on all of the Strategic Plan Goals, which are:

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

Background

The Limestone District School Board has traditionally offered optional programming for elementary and secondary students during the summer months. These programs have evolved to meet the needs of the students within the system, but the general structure has remained.

Summer Learning Supports for Students with Special Education Needs and Mental Health Needs started in response to the impact of COVID-19. Since that time, the Ministry of Education has provided school boards with funding to enhance opportunities to provide mental health and summer learning opportunities for students with special education and/or complex mental health needs.

Current Status

Summer Literacy Program (Read-A-Lot)

This past summer, 262 students participated in an intensive reading instruction program called Read-A-Lot. Students attended a daily program (8:30-2:30) that ran from July 7-25. The program was offered in

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three geographically separated sites across the district: Bayridge PS, Molly Brant Elementary School and Southview PS.

Grounded in recommendations from the OHRC's Right to Read report that focuses on *early* instruction and intervention, students who completed SK through Grade 5 were invited to register. In partnership with Educational Services, each location was staffed with four educational assistants who supported student learning throughout the program. In addition, students who were hired through the Focus on Youth (FoY) program supported students at Bayridge PS.

Once again, there was a focus on family engagement throughout the program. Daily communication was shared with families. Each location hosted an Open House where families were invited into the classroom to learn alongside the students. Families received progress reports for each student at the end of the program. These progress reports were also shared with the student's home school.

Data related to student engagement and parent satisfaction was tracked and the results were overwhelmingly positive. This was measured based on student attendance, and surveys completed with students and caregivers during and after the program. Moreover, family engagement throughout the program remained high, as they directly participated in many aspects of the students' learning. In addition to engagement, families also commented that they learned more about how to support reading at home.

Significant achievement gains were realized in the areas of phonemic awareness, phonics and writing, as were measures of student confidence following the completion of the program.

Students were provided with bussing so that transportation to and from the program was not a barrier to student participation.

This summer, Read-A-Lot worked alongside a research team from Queen's University Faculty of Education. The research team studied teacher confidence levels related to teaching reading, at the beginning versus the end of the program. Results will be shared with LDSB this coming Fall.

Focus on Youth Program – YMCA of Eastern Ontario

This summer, the Focus on Youth program partnered with the YMCA of Eastern Ontario to provide meaningful employment for 22 young people as camp leaders, lifeguards, recreation staff, and front desk staff. Several of these positions were filled by youth-at-risk, offering them an opportunity to gain valuable work experience in a supportive environment.

Each participant received comprehensive training in YMCA policies and procedures, Healthy Child Development, WHMIS, AODA, workplace health and safety, violence and harassment prevention, program planning, behaviour management, and child protection.

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Throughout the program, participants were supervised and mentored by experienced YMCA staff to ensure they had the support and guidance needed to succeed. As a result, our camp counsellors, lifeguards, recreation staff, and customer service team built the knowledge and skills required to create safe, welcoming environments for children, families, and vulnerable community members.

Summer Credit Programs (Secondary)

Enrollment in Summer Session continued to increase in Summer 2025 with over 800 students initially registered in summer school. This included approximately 150 students taking LDSB courses from other boards in Ontario through the e-learning consortium. LDSB offered 20 different e-learning sections this summer including Gr. 10 Civics and Careers, Gr. 10 Academic English and Math, Gr. 11 University English, Math and Biology, the Ontario Secondary School Literacy Course as well as Gr. 12 University English, Biology and Gr. 12 College English. LDSB also had 7 summer co-op classes giving students the opportunity to earn credits while gaining valuable employment or volunteer experience.

Over 700 students finished their credits this summer including 130 students earning summer co-op credits. For those students who were able to complete their summer session course, 94% were successful in earning their credits.

Summer session teachers strive to offer consistent support to promote student success and our guidelines on synchronous teacher office hours each day is a unique aspect that allows students to connect with teachers directly for support and can lower the stress associated with asynchronous, summer learning. Staff were supported through weekly staff meetings and weekly students' success meetings. Follow-up with students who were struggling was facilitated by the Summer Session VP and Guidance Counsellor in addition to the support offered by teachers.

Feedback was sought from families participating in Summer Session with the VP reaching out to 15 families each week to check in on their experience with Limestone Summer Session.

Our Summer Travel for Credit Program did not run in the summer of 2025 due to lack of registrations in the program. There was a change to the proposed program itinerary this summer to all Canadian destinations connected to the Civics and Careers curriculum.

Back to School Transitions

Back to School Transitions were supported by Educational Assistants, Early Childhood Educators, Student Support Counsellors, Adolescent Care Workers, and Attendance Counsellors between August 25 and August 29. Over 500 students with special education needs and/or complex mental health concerns, at 43

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elementary and secondary schools, received a supportive transition back to school through school visits, team meetings, connections to caring adults and classroom tours.

Literacy Camp Support

Educational Assistant support was provided to Camp Read-A-Lot to enable the full participation of students with special education needs in summer literacy programming. Twelve Educational Assistants provided support over three weeks at three LDSB sites.

Adolescent Care Worker (ACW) for Summer School and Read-A-Lot Summer Literacy Program

An ACW provided social and emotional support to three secondary students who participated in summer school. The ACW also implemented Kids Have Stress Too! sessions to twenty-six (26) elementary students during Read-A-Lot Summer Literacy Program. This evidence-based program supports the creation of an emotionally healthy environment by promoting self-regulation and effective stress-management skills and strategies.

Learning Program Support (LPS) for Summer School

A 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 for four weeks 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.

Social Work Support

Two Social Workers provided ongoing mental health support to students on their existing caseload. Four elementary students and 16 secondary students received ongoing therapy throughout July and August.

Psychiatry Pilot

Through a continued partnership with Kingston Health Sciences Centre (KHSC), over a dozen LDSB students were offered a psychiatric assessment between June and August 2024. Students were provided with a 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.

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Intensive Skills Y-Training

Twenty-six (26) Educational Assistants participated in a two-and a half-day training. Participants learned and demonstrated the skills necessary to successfully support students with complex behavioural and mental health needs. Facilitators provide strategies for working with students through teaching, modelling, demonstration, and role playing. Most participants were also certified in Behaviour Management Systems training.

Behaviour Management Systems Training (BMS)

Fifty-seven (57) Educational Assistants and two (2) Intensive Support Teachers participated in BMS training. The primary emphasis of BMS training is prevention and includes strategies such as knowing the student, acting on early warning signs, the effective use of calming and de-escalation techniques. The training also addresses personal safety techniques such as avoidance, releases, and blocks.

Violence Threat Risk Assessment (VTRA) Level 1 Training

Twenty-five LDSB Principals and Vice-principals took part in Level 1 VTRA training this summer. VTRA Level 1 is a trauma-informed threat assessment framework that aims to identify and intervene within potential pathways to violence.

MH Lit- Mental Health in Action

Eighty-nine (89) educators and administrators completed the School Mental Health Ontario (SMHO) *MH Lit – Mental Health in Action* courses for educators and school administrators respectively. These courses are designed to provide educators and administrators with basic knowledge and information related to mental health, strategies to enhance student mental health, and everyday practices.

Gould Lake Outdoor Education

The following Gould Lake summer programs ran over July and August 2025 with 546 students participating across the different programs.

Nature Camp for Students in Grades 1 – 4

This 5-day program was held at the Gould Lake Outdoor Centre. Bus pick-up/drop off was held at different LDSB school sites to promote equitable access, including Loughborough Public School (Session 1), École Maple Elementary School (Sessions 2 and 5), Southview Public School (Session 3) and Molly Brant Elementary School (Session 4) this summer. One hundred and fifty-two (152) students participated in the program over four different weeks, ten (10) of whom were chosen from Molly Brant Elementary School to attend camp for free.

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Outdoor Escape for Students in Grade 5-6

Programming is conducted at the Gould Lake Conservation Area, where 93 students participated in the program, over 3 different one-week sessions.

Quest for Students in Grades 7 – 8

This 8-day program is conducted at Gould Lake Conservation Area, including a 5-day canoe trip in Frontenac Provincial Park. Students have the opportunity to earn a .5 PAD105 credit. Four sessions were offered over the summer, with 110 students participating in the program. As part of the Ontario Leadership Scholarship program, 20 students were chosen by staff from schools to participate.

Girls Adventure Program for Students in Grades 7-8

This 8-day program, intended for students who identify as female, is conducted at Gould Lake Conservation Area, and includes a 5-day canoe trip in Frontenac Provincial Park. Twenty-two (22) students attended this program earning a .5 PAD105 credit.

Outreach for Students in Grades 9- 10

This 16-day course is conducted at Gould Lake Conservation Area, including a 9-day canoe trip in Algonquin Provincial Park. Students had the opportunity to earn a full PAD205 credit. Two courses were held this summer with 76 students participating between both sessions.

Outdoor Pursuits for Students in Grades 10 – 11

This 16-day course is conducted at Gould Lake Conservation Area, including an 8-day canoe trip in Killarney Provincial Park or Temagami Area, and a 7-day hiking trip in the Western Uplands in Algonquin Provincial Park. Students earn a full PAD305 credit. Two courses ran this summer with 50 students participating between both sessions.

Outdoor Skills for Students in Grades 10- 11

This 16-day program is conducted at Gould Lake Conservation Area, including a 9-day kayak trip in Georgian Bay, and 4-day moving water course at Palmer Rapids. Students have the opportunity to earn a full PAD405 credit. Two courses ran this summer with 42 students participating between both sessions.

Wilderness Instructor Course for Students in Grades 11- 12

This 16-day co-op program is conducted at Gould Lake Conservation Area, including 13 days canoeing down the Missinaibi River. Ten students participated in this program, 10 of whom earned a full GWL30 credit and 7 of whom earned a full GWL3C credit.

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Kayak Instructor Course Students in Grades 11 – 12

This 32-day co-op program is conducted at Gould Lake Conservation Area, including 29 days kayaking the coast of Anticosti Island in Quebec. Ten students participated in this program, each earning a full GPP30 credit and a full GPP30C credit.

Next Steps and Communication Plan

Read-A-Lot Summer Literacy Program

Pre and post assessment data was collected for the Read-A-Lot program. Progress Reports were also completed for each student, and sent to their home school, for review by the school team. A copy of the Progress report was also sent home to families.

Gould Lake Outdoor Education

The Outdoor Education Team will plan to offer both summer credit and non-credit courses at Gould Lake Outdoor Education Centre in the summer of 2026 and explore ways to enhance student programs and experiences.

For all summer programs, we will continue to refine delivery and programming based on needs, feedback, and provincial funding.

Recommendations

That this report be received for information purposes.

Prepared by: Susan McWilliams, Superintendent of Education
Scot Gillam, Superintendent of Education
Patty Gollogly, Associate Superintendent of Education
Stephanie Sartor, Associate Superintendent of Education
Michael Blackburn, Associate Superintendent of Education

Reviewed by: Krishna Burra, Director of Education

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SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

June 11, 2025

Public Meeting

Roll Call:

Trustees:	Members:
T. Lloyd K. McGregor, Regrets	Present: A. Martin, Member-at-Large (Queen's University) Z. Rogers, Community Living Kingston H. Simson, Learning Disabilities Association of Kingston E. Clow, Member-at-Large K. Hill, Member-at-Large H. Clark, Autism Ontario Regrets: C. Lord, Epilepsy South Eastern Ontario L. Clouthier, Easter Seals Ontario J. Barker, Lennox & Addington Resources for Children
Invitees:	Staff:
	Present: S. Gillam, Superintendent of Education, Learning for All M. Blackburn, 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	C. Young, Superintendent of Corporate and Staff Services P. Carson, Manager of Financial Services D. Thompson, Principal

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1. WELCOME

Co-Chair Andrea Martin called the meeting to order and welcomed everyone to the meeting.

Co-Chair Andrea Martin 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.”

Superintendent Scot Gillam introduced Deborah Thompson to SEAC members as the incoming Principal of Educational Services for the 2025–2026 school year. She will be succeeding Principal Mike Blackburn, who will transition to an Associate Superintendent role in September 2025

2. ADOPTION OF THE AGENDA

MOVED BY: Member-at- Large Erin Clow 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 April 16, 2025, and May 22, 2025, Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

None at this time.

6. EDUCATION SERVICES UPDATE

6.1 Presentation: Special Education Budget Review – Craig Young, Superintendent of Corporate and Staff Services and Paula Carson, Manager of Financial Services shared an in-depth report on the Special Education Budget for the 2025-2026 school year.

6.2 Educational Services Monitoring and Operational Plan 2024-2025 Update – Principal Michael Blackburn and Vice Principal Nicola Dillard delivered a comprehensive presentation updating the 2024-2025 Educational Services Monitoring and Operational Plan, and emphasized the alignment with the Mission Statement, which was co-created by SEAC:

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Our mission is to support the creation of equitable, supportive and fully inclusive learning spaces where all students can achieve their goals, develop to their full potential, and experience success. Our purpose is to support staff to recognize the unique strengths and needs of every student and to enable the conditions for learning, engagement, belonging and achievement.

Principal Blackburn and Vice Principal Dillard reviewed the four foundational principles from the Monitoring and Operational Plan:

- Culture Matters
- Supports Matter
- Programming Matters
- People Matter

Additionally, the Monitoring and Operational Plan lists eight specific key areas of focus for capacity building and support:

- Universal Design for Learning
- Executive Functions
- Assistive Technology
- Relationship Based Approaches
- Accessibility
- Neuroaffirming Practices
- Multi-tiered Systems of Support
- Modification/Accommodations

Strategic Alignment with LDSB Goals

The Educational Services Department focused its efforts throughout the year on aligning its goals with the broader Limestone District School Board (LDSB) Strategic Plan.

Goal #1

LDSB Strategic Plan Goal	Educational Services Goal	Strategy
Increase/ensure educator and staff ability to foster growth in student learning and achievement	Enhance the capacity of in-school teams and Educational Services staff to meet the needs of diverse learners	Implement focused and strategic professional learning plans for staff groups

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Actions Taken

- Delivered professional learning for Educational Assistants (EAs) focused on:
 - Applied Behaviour Analysis (ABA)
 - Universal Design for Learning (UDL)
 - Accommodations and Modifications
- Provided targeted professional learning for classroom teachers to support programming for students with complex needs.

Goal #2

LDSB Strategic Plan Goal	Educational Services Goal	Strategy
Create positive cultures that support student engagement and well-being	Promote culturally responsive, identity affirming and inclusive practices	Embed and refine processes and practices which support strengths-based and neuro-affirming approaches

Actions Taken

- Expanded system-wide knowledge and understanding of neuro-affirming practices through targeted professional learning.

Goal #3

LDSB Strategic Plan Goal	Educational Services Goal	Strategy
Meaningfully and effectively collaborate with communities and families	Promote partnerships, value voice, and reduce systemic barriers	Intentionally and authentically involve families and community partners

Actions Taken

- Created structures to access and respond to family and student voice.

Goal #4

LDSB Strategic Plan Goal	Educational Services Goal	Strategy
Align Board resources to support improved student achievement, learning and well-being	Effectively implement school-based models of support that are flexible, responsive and inclusive	Equitably allocate resources within school-based multi-tiered systems of support

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Actions Taken

- Provided resources to schools to implement universal supports.
- Supported the implementation of school-based referral pathways to supports and services.

Next Steps

- Ongoing Data Discovery
- Professional Learning Plan 2025-2026
- Ministry Grants
- Student and Family Voice
- In-School Team Support/Coaching
- Individual Education Plan (IEP) Transition

6.2 Special Education Audit Overview – Principal Michael Blackburn provided an overview of the Special Education Benchmarking Report – 2023-2024.

Purpose

To evaluate LDSB's performance in Special Education through an internal audit conducted by the Ontario East Team.

Key Strengths Identified

- **High Identification Rates:** LDSB consistently identifies exceptionalities such as learning disabilities, autism, and multiple exceptionalities, with a focus on year-over-year consistency.
- **IEP Coverage:** Achieved 100% IEP coverage for all identified special education students by 2022–2023, demonstrating a strong commitment to inclusion and tailored support.
- **SEA Fund Management:** Improved Special Equipment Amount (SEA) fund utilization, reducing over-allocation from 9.4% in 2021–2022 to 5% in 2022–2023.
- **Student Support Access:** Maintains a favorable student-to-counselor ratio (135.44:1 in 2022–2023), enhancing access to social services.
- **Resource Efficiency:** Demonstrates moderate per-teacher spending and efficient resource allocation compared to regional peers.
- **Inclusive Education:** Prioritizes inclusive education with most students integrated into general classrooms, with limited use of fully or partially self-contained classes.

Challenges Identified

- **Funding Deficit:** LDSB operates with a persistent special education funding shortfall, increasing from 17.54% in 2021–2022 to 20.16% in 2022–2023. This deficit highlights funding challenges despite LDSB's prioritization of special education programs.
- **Rising Costs:** Per-student spending rose significantly from \$5,076 in 2021–2022 to \$9,028 in 2022–2023, indicating higher investment but also reflecting higher costs.

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- **Staffing Ratios:** High student-to-psychologist (727:1) and student-to-educational assistant (15:1) ratios indicate limited access compared to other boards.
- **Regional Comparison:** While LDSB aligns with the median for special education metrics, it often falls below the regional average in enrolment, staffing, and funding adequacy.

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

September 10, 2025

11. ADJOURNMENT

MOVED BY: Member-at- Large Erin Clow, that the meeting adjourn. Carried.

The meeting was adjourned at 6:48 pm.

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