

Agenda – Regular Board Meeting

Wednesday, April 15, 2026 - 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)** – March 11, 2026
- 4.2. **Education, Policy and Operations Meeting Minutes (Private)** – April 1, 2026

5. FOR INFORMATION

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

Limestone District School Board

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

6. REPORT TO PUBLIC SESSION

Public Meeting – 6:00 p.m.

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

7. ADOPTION OF THE AGENDA

8. DECLARATION OF CONFLICT OF INTEREST

9. PRESENTATION/DELEGATION

10. PRIVATE SESSION REPORT

11. APPROVAL OF ABSENCES

12. APPROVAL OF MINUTES

- 12.1. Regular Board Meeting Minutes – March 11, 2026 (Pages 4-16)
- 12.2. Education, Policy, and Operations Meeting Minutes – April 1, 2026 (Pages 17-22)

13. REPORTS FROM OFFICERS

- 13.1. Chair’s Report
- 13.2. Director’s Report

14. REPORTS

- 14.1. OPSBA Report – Trustee McGregor
- 14.2. Student Trustees’ Report and Introduction to New Student Trustees
- 14.3. Reports for Action
- 14.4. Reports for Information
 - 14.4.1. See Yourself in Limestone: Student Census 2025 Update – Superintendent McDonnell (Pages 23-25)
 - 14.4.2. Family Engagement and School Climate Survey – Associate Superintendent Gollogly (Pages 26-27)
 - 14.4.3. Graduation Schedule – Director Burra (Verbal Update)
 - 14.4.4. Student Achievement Plan – Program Leadership Team (Pages 28-30)

Limestone District School Board

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15. UNFINISHED BUSINESS

15.1. **Election of the OPSBA Representative** *MOTION MOVED BY Trustee Godkin and seconded by Trustee Hutcheon: That the Board defers the election of the OPSBA representative until we receive further information from OPSBA, which is anticipated by the April 15, 2026, Board Meeting, and that the current representative remains in place until that time. Carried.*

16. NEW BUSINESS

17. CORRESPONDENCE

18. NOTICES OF MOTION

19. ANNOUNCEMENTS

20. COMMITTEE MINUTES FOR INFORMATION

20.1. **Indigenous Education Committee Meeting Minutes** – February 10, 2026 (Pages 31-34)

20.2. **Special Education Advisory Committee Meeting Minutes** – February 11, 2026 (Pages 35-39)

21. FUTURE BOARD MEETING SCHEDULE

May 6, 2026 (EPOC)

May 20, 2026

June 3, 2026 (EPOC)

June 17, 2026

22. ADJOURNMENT

Regular Board Meeting Minutes – March 11, 2026

PRIVATE SESSION

Roll Call:

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

1. CALL TO ORDER

Vice-Chair Lloyd called the meeting to order.

2. RESOLVE INTO COMMITTEE OF THE WHOLE AND PRIVATE SESSION

MOTION: To move into Private Session.

MOVED BY: Trustee Godkin and seconded by Trustee Scott. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

Vice-Chair Lloyd 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) – February 18, 2026

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See Yourself in Limestone

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

5. FOR INFORMATION

- 5.1. Safe Schools Update – Associate Superintendent Gollogly provided a Safe Schools update.
- 5.2. Property Update
- 5.3. Labour Update
- 5.4. Personnel Update – Trustees discussed some Personnel updates.
- 5.5. Legal Update
- 5.6. OPSBA Update

6. REPORT TO PUBLIC SESSION

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

MOTION: That the Board rise and report.

MOVED BY: Trustee Godkin. Carried.

PUBLIC MEETING

Roll Call:

Trustees:	Staff:
G. Elliott B. Godkin R. Hutcheon T. Lloyd (Vice-Chair) J. Maracle K. McGregor (Chair) (approved virtual) J. Morning J. Neill (absent) 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:
Melissa Baker-Cox, Pathways and Equity Consultant, LDSB Tori Latchmore, Secondary Teacher, SWAC, LDSB Conner Shaw, OYAP Level 1 Student – Electrical Lindsay Bell, MLL Teacher, LDSB Alex Biens, Settlement Worker in Schools, KEYS	S. Mitton, Executive Assistant to the Director and Trustee Liaison

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Fereshteh Shaer Zadeh, Settlement Worker in Schools, KEYS	
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Chair Lloyd welcomed everyone to the Board Meeting and called the roll. She 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. We honour their cultures and celebrate their commitment to this land.”

7. ADOPTION OF THE AGENDA

*MOVED BY: Trustee Godkin and seconded by Trustee Scott that the agenda, as presented, be approved.
Carried.*

8. DECLARATION OF CONFLICT OF INTEREST

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

9. PRESENTATION/DELEGATION

9.1 Dual Credit and School Within a College (SWAC) Update

Associate Superintendent McKenna welcomed educators Melissa Baker-Cox and Tori Latchmore to present on Expanded Opportunities programming which she noted is in alignment with the Student Achievement Plan priority of improving student graduation rates and preparedness for future success, with particular emphasis on increasing participation in job skills programming. The presentation focused on highlighting Dual Credit and School Within a College (SWAC) initiatives. It was reported that participation in job skills programming has increased from 23% to 28% in the current year, demonstrating positive progress and reinforcing the strong correlation between experiential learning opportunities and student graduation outcomes. Presenters provided an overview of Dual Credit programming, which enables eligible Grade 11 and 12 students to earn both secondary school elective credits and college credits through courses delivered primarily at St. Lawrence College, with priority given to students at risk of not graduating, those enrolled in Specialist High Skills Major and Ontario Youth Apprenticeship Program pathways, returning students, and students exploring career pathways or transitioning to college or apprenticeship programs.

Information was shared regarding the SWAC program, which supports approximately 40 students per semester who attend college full-time while completing a combination of compulsory secondary school credits and dual credits in a structured and supportive learning environment. The program is designed to

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promote academic success and facilitate a successful transition to postsecondary education. Student voice was incorporated through a recorded testimonial, which highlighted increased engagement, confidence, and readiness for college as a result of participation in SWAC and Dual Credit programming. Enrolment and achievement data demonstrated continued growth and strong outcomes, with fall 2025 reporting 204 Dual Credit students, including Level 1 apprenticeship participants, a 99% success rate in Dual Credit courses, and substantial credit accumulation across both Dual Credit and SWAC participants. Also included in the presentation was current and upcoming course offerings, including new programs responsive to student interest and local labour market needs, as well as partnerships with regional postsecondary institutions. Ongoing efforts to expand skilled trades programming were noted, along with a current overview of winter enrolment and anticipated spring offerings, subject to college capacity and availability.

The presentation concluded with an overview of the Ontario Youth Apprenticeship Program (OYAP) Level 1 Dual Credit pathway. Connor Shaw shared his experience as a participant in the electrical apprenticeship stream. Mr. Shaw described gaining hands-on technical skills, workplace readiness, and significant staff support throughout the apprenticeship and co-op process. The experience was identified as instrumental in securing apprenticeship opportunities and clarifying career direction, demonstrating the impact of Dual Credit and apprenticeship programming on student success and postsecondary outcomes.

Chair Lloyd thanked the team for their presentation and opened the floor to questions.

10. PRIVATE SESSION REPORT

Trustee Elliott stated: "Earlier this evening during Private Session, the Private Session minutes were approved from the February 18, 2026, Regular Board Meeting. Associate Superintendent Gollogly provided a Safe Schools update, and Trustees discussed some Personnel updates. 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. APPROVED ABSENCES

None at this time.

12. APPROVAL OF MINUTES

Chair Lloyd asked for a motion to approve the following minutes:

- 12.1. Regular Board Meeting Minutes – February 18, 2026

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

13. REPORTS FROM OFFICERS

13.1. Chair's Report

Chair Lloyd stated: "I would like to begin by recognizing the tremendous success of the 2026 LDSB Skills Competition. This event provided meaningful, hands-on learning experiences for both elementary and secondary students, and showcased the talent, creativity, and skill development happening across our system. Opportunities like this allow students to explore a wide range of interests and future pathways, while building confidence and practical skills that will serve them well beyond the classroom.

A sincere thanks to the Expanded Opportunities Team for their hard work and dedication in bringing this event to life. Their efforts made it possible for many students to participate, and the success of the day truly highlights the breadth of pathways available to LDSB students. We are grateful for their commitment to supporting student success in innovative and engaging ways.

I would also like to acknowledge the many ways our schools recognized Black History Month throughout February. It was wonderful to see students and staff engaging in meaningful learning through a variety of activities and celebrations that highlighted history, culture, and contributions. These experiences helped foster reflection, understanding, and dialogue across our school communities, and reinforced the importance of learning from diverse voices and perspectives.

Three days ago, we also marked International Women's Day. It was an opportunity to reflect on the contributions and leadership of women in our schools and communities, including women, trans women, and non-binary people who continue to shape our classrooms, our workplaces, and our society in meaningful ways. It is also a reminder that around the world many women are still advocating for basic rights, safety, and opportunity. I look forward to a time when a day like this is no longer necessary; when equity and respect are simply the standard everywhere. But until then, it remains important that we recognize both the progress that has been made and the work that still lies ahead.

As we look ahead, I would like to remind families, students, staff, and community members that the LDSB Budget Survey remains open for the next couple of weeks. This is an important opportunity to provide feedback directly to Trustees as we begin planning for the 2026-2027 school year budget. We

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encourage everyone to share their perspectives and help inform the decisions that shape our system moving forward.

Finally, with March Break just around the corner, I would like to extend best wishes to our students, families, and staff. I hope this break provides an opportunity to rest, recharge, and enjoy time with friends and family, as we prepare to move into the second half of the semester and look ahead to the spring months.”

13.2. Director’s Report

Director Burra stated: “Good evening, Trustees and the viewing public. Based on recent weather, it appears winter is not quite done with us, but we have also enjoyed some glimpses of spring. Given the fluctuations we have seen from day to day, and even within a day, I am sure everyone is looking forward to more spring-like weather.

As I indicated in my last update in February, as we head further into the spring season, preparations for 2026-2027 continue to ramp up. A critical component of this planning and preparation is the overall budget. At this point, we are anticipating the release of the provincial budget and board specific allocations at some point in April. With Queen’s Park reconvening later this month, we are hopeful for the release of further information within a few weeks. So, while we continue to prepare for next year and projecting enrolment for September, some critical decisions will have to wait until we see our specific budget allocations.

As Trustees are aware, there have been a number of engagement opportunities for students, families, and staff in the past few weeks: virtual school interest for 2026-27, the school year calendar which we approved at the end of February, and the budget survey that is currently live are prime examples. As a reminder, we will also be putting out a Family Engagement survey this spring.

This evening there are three reports on the agenda: one for action and two for information. Given the requirements related to Trustee Distribution, the Board will need to provide guidance to staff prior to the deadline later this month. Additionally, we have an operational plan focused on support for multi-language learners, and another regarding the budget development cycle for 2026-2027. We also have a presentation this evening focused on Dual Credit and School Within a College or SWAC.

A couple of weeks ago, I had the pleasure of visiting the local skills competition at St. Lawrence College. Several hundred LDSB students participated in the event that not only showcases the talents of Limestone students in trades related areas, but also the St. Lawrence facility and the importance of

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our partnership with the college. As a result of the local competition, Limestone will have 16 elementary students advancing to provincials in four different competitions, and 28 secondary students advancing in 21 different competitions. The provincial skills competition runs from May 4-6, 2026, in Toronto at the Congress Centre.

With March Break quickly coming upon us, I hope all students and staff who get this break enjoy some time before the stretch run of the spring.

That concludes my report, Chair Lloyd.”

14. REPORTS

14.1. OPSBA Report

Trustee Ruttan provided Trustee McGregor’s report she stated: “On Saturday, February 28, I attended the OPSBA Board Meeting. When the discussion arose regarding the composition of the “Regional Leadership Team,” I was very vocal explaining the need for equal representation for all Boards within a region.

As a result, OPSBA has decided to scratch the wording to eliminate any description of the composition of the regional group, making the representation status quo. That means that there won’t be a Regional Leadership Team. Each Board within the region will continue to have equal voice in their region, with the Chair and Vice-Chair of the region sitting on the OPSBA Board of Directors, and the OPSBA Rep will continue to vote for LDSB at the membership meetings.

Our regional voice and concerns will flow through either Susan Humphries as Chair or Shannon Binder as Vice-Chair. Each time that we vote for our Regional Chair and Vice-Chair, all Boards will have the opportunity to elect someone they feel will do a good job of communicating, sharing and voicing our concerns, and identifying issues common to our region.

This change will only take place if the amendment above is approved by the OPSBA Board on March 14. I hope the Limestone Board supports this change to secure equal voice.”

Trustee Ruttan noted that she had been tasked with bringing forward an amendment to Appendix B, the refreshed governance model, for consideration at the upcoming meeting. The proposed amendment responds to concerns raised by the Limestone District School Board at a recent Board of Directors meeting regarding the composition of the Regional Leadership Team. Specifically, the amendment would revise the proposed amended and restated By-law No. 5 by removing the newly proposed wording related to the structure of the Regional Leadership Team in Section 7.03, thereby reverting to the original governance model.

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Trustee Ruttan explained that, under the restored model, each member Board would continue to hold one vote, with the Regional Chair and Vice-Chair elected to represent the region at the provincial board. The Regional Leadership Team would function as a body of equal Board representatives, with the Chair and Vice-Chair conveying positions and direction on behalf of the region. This change would eliminate the proposed work group structure and maintain the existing governance approach.

Trustee Ruttan further advised that the amendment was expected to be approved at a special meeting, followed by ratification at the regular Board Meeting scheduled for March 14. Subject to approval, Limestone District School Board would then be able to proceed with its OPSBA elections and appoint representatives that were deferred during the previous committee allocation process, with those elections anticipated to take place in April.

14.2. Student Trustees' Report

Student Trustee Kolosov stated: "Good evening Trustees,

Our Inter-School Council (ISC) meeting for this month took place on March 3, and we started our meeting off on a very high note, with a personally made land acknowledgement, developed and presented by the Frontenac SS student representatives. In a previous ISC meeting, Liv Rondeau shared a presentation on how to create personalized land acknowledgements and we learned about the importance of recognizing histories, commitments, and responsibilities towards honouring the land we collectively live upon.

As we've now entered well into the second semester, ISC members participated in a collaborative session to identify the priorities and concerns of students in their schools over the semester and beyond. What we noticed were both new and recurring themes of student engagement, well-being, and the smaller structures in place that have a role in student voice. They found opportunities for the early involvement of Grade 9s, while still guiding senior students through the uncertainties and stresses that come with postsecondary would be very beneficial. Students also would like representation of the diverse cultures and identities at each of our schools, as well as the support for all students to have a place in school life. Next, we revisited what works well and the areas that could be improved at their school councils, for example, the communication systems we have in place to communicate with ISC members, their staff advisors, and the school councils.

Over the course of the semester, schools have begun to wrap up fundraising efforts for Youth United with the United Way KFL&A. With a total of nine secondary schools across the LDSB participating, we have so far received cheques from four out of the nine schools, with more contributions to come. All of the funds raised will go to supporting three local and student-supporting organizations ISC had the

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opportunity to tour in October: the Boys and Girls Club, Youth Diversion, and the Food Sharing Project.

Finally, we would like to give a warm welcome to the incoming Student Trustees for the 2026-2027 school year; Audrey Bateman, representing the rural school communities, Mathew Katz, representing the urban school communities, and Victoria McCourt, representing the Indigenous students of the LDSB. As Mia, Siham, and I soon transition out of our roles, we are looking forward to transitioning the incoming Student Trustees for the upcoming school year.

Thank you!”

14.3. Reports for Action – *Due to the scheduled presentation associated with Agenda Item 14.4.2. Multilingual Language Learning (MLL) Operational Plan, the following motion was brought forward: MOVED BY Trustee Godkin and seconded by Trustee Scott that Agenda Item 14.4.2. be advanced in the agenda. Carried.*

14.3.1. Trustee Determination and Distribution for Approval for 2026 Election

Superintendent Young presented the Trustee Determination and Distribution Report for the 2026 municipal election for Trustee consideration and approval. Trustees were advised that the report is required to be submitted to the Ministry by the end of March in the year of the election and is substantially similar to the report reviewed at the February 18 Board Meeting, with updated data and recommendations included for decision-making purposes. Based on the 2026 electoral population and the requirements of provincial regulation, it was confirmed that the Limestone District School Board remains entitled to nine elected Trustees, in addition to one appointed Trustee, consistent with the Board’s current structure.

Superintendent Young outlined the first component of the recommendation, which proposes the continued designation of the municipalities of North Frontenac, Central Frontenac, and Addington Highlands as low population municipalities. It was noted that the Board has maintained these designations since 1998 and that such designation provides for enhanced representation for municipalities with smaller populations, in accordance with Ontario Regulation 412/00. The guiding principles supporting this designation were reviewed, including reasonable representation for low population municipalities, recognition of historic and geographic communities, alignment of geographic areas where possible, and avoidance of undue deviation from representation by population.

The second component of the recommendation addressed the calculation of electoral quotients, noting that once municipalities are designated as low population, their electoral quotients must

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be increased by one, as prescribed by regulation. Updated population data for both the 2022 and 2026 elections were reviewed, demonstrating that the application of low population adjustments results in an overall Trustee distribution that continues to support nine elected Trustees, with representation distributed across rural and urban areas, including five Trustees within the City of Kingston.

The third component of the recommendation proposed maintaining the same ward-based Trustee distribution for the 2026 election as was approved for the 2022 election. Staff explained that population changes since the last election have been minimal and that there have been no municipal boundary changes affecting ward configurations. The existing distribution reflects previous Trustee decisions to balance electoral population, geographic cohesion, school alignment, and community representation across northern, rural, and urban regions of the Board. Staff concluded the presentation by advising that the recommendations collectively support continuity, regulatory compliance, and equitable representation, and invited questions from Trustees.

MOTION MOVED by Trustee Godkin and seconded by Trustee Ruttan that In accordance with Ontario Regulation 412/00, Section 4. (1)(a) and Section 4. (2) made under the Education Act, the Limestone District School Board:

- a. Designate the municipalities of North Frontenac, Central Frontenac, and Addington Highlands as low population municipalities.*
- b. The sum of the electoral quotients for these municipalities be increased by one; and*
- c. Designate the distribution of Trustees to the various wards for 2026 election to be the same as the final distribution as determined for the 2022 election. All three were carried after Trustee discussion.*

Trustee Maracle abstained from the vote.

14.4. Reports for Information

14.4.1. 2026-2027 Budget Development Schedule

Superintendent Young presented the proposed budget development schedule for the 2026-2027 budget cycle, as outlined in the agenda package. Trustees were advised that the Ministry of Education had not yet announced the 2026-2027 funding benchmarks, noting that in the previous year the announcement was made on May 23, 2025, with related funding information released concurrently. It was acknowledged that this timing presents challenges, as budget estimates are required to be submitted to the Ministry by the end of June. Staff reported that multi-year enrolment projections are currently under development using census data, consultant analysis,

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and local school-based information, including registration trends and class size data. While adjustments are being made based on this feedback, staff indicated that there is limited confidence at this time in realizing a projected enrolment increase for 2026-2027.

Trustees were informed that a budget survey was released on February 23 and will close on March 23, with results to be compiled and reported back to the Board. The budget development timeline was reviewed, including a budget meeting scheduled for April 22, 2026, at 7:00 p.m., following the Committee of the Whole, at which time enrolment projections and survey results will be presented, recognizing that enrolment projections are a key driver of funding.

At the May 13 meeting, staff will provide an overview of core education funding and, if available, preliminary operating revenue information. It is anticipated that at the June 3, 2026, Budget Committee meeting, staff will present preliminary operating expenditures, preliminary capital revenue and expenditure budgets, and the draft consolidated budget forms for review. An additional meeting has been scheduled for June 10, should further discussion be required to finalize and approve the budget in advance of submission deadlines.

Chair Lloyd thanked Superintendent Young and opened the floor for questions.

14.4.2. Multilingual Language Learning (MLL) Operational Plan

Associate Superintendent Sartor presented an overview of the Multilingual Language Learning (MLL) team's work in support of Board and system priorities, as outlined in the report provided to Trustees. The presentation highlighted key areas of focus within the MLL Operational Plan, including enhancing educator and administrator understanding of the STEP oral language assessment tool, supporting the implementation of Lexia English as a tiered intervention strategy, developing system processes to better identify and support multilingual learners with potential special education needs, strengthening instructional strategies in collaboration with the Mathematics team, and expanding community partnerships in support of student achievement and well-being.

An overview was provided of the evolution of MLL programming in response to the increasing number and complexity of multilingual learners across the system. Megan Bell, LDSB MLL Teacher outlined initiatives implemented since 2020, including improved communication tools, expanded community partnerships, trauma-informed professional learning, curriculum-aligned assessment updates, and the development of centralized resources to support educators. It was reported that the MLL team currently provides direct support to approximately 350 elementary students in English programs, 40 elementary students in French Immersion, and 95 secondary students,

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representing learners from over 80 countries, with indirect support provided through classroom collaboration and resource sharing.

Ms. Bell further highlighted professional learning, school-based initiatives, and community engagement activities undertaken to support multilingual learners, including staff presentations, professional activity days, extracurricular programs, culturally responsive supports, and participation in community events. Particular emphasis was placed on collaboration with community partners, including KEYS, through the Settlement Workers in Schools (SWIS) program. Representatives from KEYS, Alex Debiens and Fereshteh Shaer Zadeh outlined the scope of settlement services provided to newcomer students and families and described targeted programming implemented at Lord Strathcona Public School to address student well-being, social integration, and conflict resolution through trauma-responsive, strength-based group programming.

The presentation concluded by emphasizing the alignment of this work with the Board's Strategic Plan, specifically the priority of improving responsiveness to families, staff, and community partners. Trustees were advised that the SWIS partnership is a relatively new initiative within the board, currently supported by four settlement workers, and that staff look forward to strengthening this collaboration to further support students and families.

Chair Lloyd thanked Associate Superintendent Sartor and the presenters and invited questions from Trustees.

15. UNFINISHED BUSINESS

None at this time.

16. NEW BUSINESS

None at this time.

17. CORRESPONDENCE

None at this time.

18. NOTICE OF MOTION

None at this time.

19. ANNOUNCEMENTS

None at this time.

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20. COMMITTEE MINUTES FOR INFORMATION

- 20.1. Environmental Sustainability Advisory Committee Meeting Minutes – October 7, 2025

21. FUTURE BOARD MEETING SCHEDULE

April 15, 2026

22. ADJOURNMENT

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

The Meeting Adjourned at 7:33 p.m.

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See Yourself in Limestone

Education, Policy and Operations Committee Meeting Minutes –

April 1, 2026

PUBLIC MEETING

Roll Call:

Trustees:	Staff:
G. Elliott B. Godkin R. Hutcheon T. Lloyd (Vice-Chair) J. Maracle K. McGregor (Chair) J. Morning (virtual) J. Neill (absent) S. Ruttan C. Scott M. Comeau (Student Trustee) R. Kolosov (Student Trustee) (regrets) S. Ismail (Student Trustee) (regrets)	K. Burra, Director of Education M. Blackburn, Associate Superintendent of Education S. Hedderson, Associate Superintendent of Education P. Gollogly, Associate Superintendent of Education A. McDonnell, Superintendent of Education C. Young, Superintendent of Business Services A. Grange, Communications Consultant
Guests:	Recorder:
Y. Abdulkareem, Human Rights and Equity Advisor	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.”

2. ADOPTION OF THE AGENDA

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

3. DECLARATION OF CONFLICT OF INTEREST

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There were no conflicts declared.

4. REPORTS FOR ACTION – None at this time.

5. REPORTS FOR INFORMATION

5.1. Student Human Rights and School Safety Reporting Tool Data 2024-2025

Superintendent McDonnell welcomed LDSB Equity and Human Rights Advisor Yusuf Abdulkareem, who was in attendance for the presentation. Trustees were advised that this data was last formally shared in October 2024 and that the consolidated reporting tool has been in place since October 2022. It was noted that the report forms part of the public accountability process and, following this presentation, will be posted on the Limestone District School Board website alongside previous reports.

Mr. Abdulkareem explained that the reporting tool was restructured to combine human rights and school safety reporting into a single system in response to community feedback requesting a streamlined and accessible process. The tool allows students, parents, staff, and community members to report concerns related to human rights, school safety, bullying, and related issues. Data presented focused specifically on human rights complaints received through the tool during the 2024-2025 school year.

During the reporting period, a total of 280 concerns were submitted. Following review and investigation, 129 reports were confirmed as human rights complaints involving one or more protected grounds under the Ontario Human Rights Code. The remaining reports were reclassified as other school-based or safety-related concerns requiring follow-up but not meeting the criteria for a human rights designation. Grade 7 students accounted for the largest proportion of verified human rights complaints (24%), followed by Grades 8 and 9, consistent with trends observed in previous reporting cycles. Race-related grounds represented the highest proportion of complaints, including a significant number related to anti-Black racism, with sexual orientation, gender identity, ethnic origin, and creed also identified.

Mr. Abdulkareem further outlined enhancements to the reporting in response to community feedback, emphasizing a shift toward including actions taken by the board in response to the data, rather than reporting statistics alone. Examples included system-wide human rights learning initiatives, the development of anti-Black racism learning modules for suspended students in grades 7 to 12, and the provision of additional resources and professional learning through SharePoint, curriculum consultants, and administrator training. Trustees were advised that these measures are intended to address identified trends and support continued improvement in human rights and equity practices across the system.

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Chair Lloyd thanked Superintendent McDonnell and Equity and Human Rights Advisor Yusuf Abdulkareem for their presentation and called upon Trustees for questions.

5.2. Ministry of Education: Student and Family Support Offices and Customer Service Protocol

Associate Superintendent Gollogly reported on a new Ministry of Education mandate requiring school boards to establish a Student and Family Support Office and a formal customer service protocol. While the requirement was initially applied to boards under Ministry supervision, it is now mandated for all boards to be fully implemented by the September 2026 school year. Associate Superintendent Gollogly advised that upon review, the mandate closely aligns with existing Limestone DSB administrative practices and timelines for responding to family concerns.

Trustees were informed that current administrative procedures already require acknowledgement of family concerns within two business days and either resolution or a status update within five business days. Staff explained that while concerns typically follow a progression from classroom to school and system administration, families may enter the process at any level. These practices are already well established across the system and consistent with the Ministry's expectations in Policy Program Memorandum 170.

Beginning in September, the board will introduce enhancements to formalize compliance with the mandate. These include the designation of a dedicated Superintendent overseeing the Student and Family Support Office, the establishment of a dedicated phone number and e-mail address for family concerns, and the inclusion of this information on the board's website. Concerns received through these channels will be formally tracked and categorized by topic, including attendance, curriculum, early years, mental health, special education, and school climate.

Associate Superintendent Gollogly further advised that concerns received through the Student and Family Support Office will be subject to mandated tracking and reporting requirements, including timelines for response and engagement. Monthly data, along with results from a family customer service satisfaction survey, will be submitted to the Ministry of Education to assess how concerns are addressed and resolved.

Associate Superintendent Gollogly shared the implementation overview, outlining current development work, including assignment of supervisory responsibility, creation of tracking tools, submission of a proposal to the Ministry, and preparation for system launch no later than September 1, 2026. Staff noted that a phased or "soft" launch may occur over the summer as development continues.

Chair Lloyd thanked Associate Superintendent Gollogly and called upon Trustees for questions.

5.3. Math Achievement Action Plan Update

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Associate Superintendent Hedderson provided an update on the Math Achievement Action Plan, highlighting its alignment with the Board's Strategic Plan and the provincial Math Achievement Action Plan. Trustees were reminded that the plan supports positive school cultures, student engagement and well-being, improvement in educator instructional capacity, and the effective use of data by administrators and school teams to guide achievement planning. The three provincial focus areas were reiterated: implementing curriculum and high-impact instructional practices, strengthening educator mathematics content knowledge, and better understanding the math learner to ensure responsive tasks and interventions.

Associate Superintendent Hedderson shared an overview of key provincial indicators, with a focus on student progress in mathematics achievement as reflected on report cards. Mid-year data from the 26 priority schools showed gradual improvement, particularly an upward shift of students previously achieving below the provincial standard, including movement from Level 1 to Level 2. There was also evidence of sustained achievement at Levels 3 and 4. Trustees were advised that, while overall board-level results continue to improve, variability between schools remains an area of focus, with ongoing analysis used to differentiate supports and target improvement where needed.

System level examples of strategies contributing to improved student outcomes were shared. These included the continued implementation of daily mandatory mathematics fluency instruction, which has supported incremental gains along the developmental fluency continuum. Progress was also reported in the use of diagnostic assessments and short, data-informed cycles of instruction to accelerate learning for students experiencing gaps. Increased utilization of provincially funded digital math tools was noted, supporting both classroom instruction and stronger homeschool connections.

Trustees were informed that qualitative data was also analyzed to better understand successful practices in schools demonstrating significant growth. Across five identified schools, common themes emerged, including a strong emphasis on foundational fluency, consistent use of responsive instructional adjustments, improved coherence and efficient use of instructional time, and strengthened student confidence and perseverance through purposeful practice. These strategies are being shared and unpacked with schools system-wide to support consistent implementation.

Additional system supports were outlined, including the introduction of targeted tutoring in select schools based on achievement data and staffing availability. Trustees were also advised of enhancements to summer programming, with the former Read-A-Lot initiative transitioning to a Summer Literacy and Math Program delivered across four sites. In addition, Associate Superintendent Hedderson reported on a new partnership with Queen's University to offer a blended Primary/Junior Mathematics Additional Qualification course, combining online learning with in-person sessions led by board staff. Ministry

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funding will substantially offset participant costs, and the initiative is intended to strengthen classroom practice through direct connections to system-based instructional work.

Chair Lloyd thanks Associate Superintendent Hedderson for his presentation and opened the floor for questions.

6. UNFINISHED BUSINESS

None at this time.

7. NEW BUSINESS

None at this time.

8. CORRESPONDENCE

None at this time.

9. FUTURE MEETING SCHEDULE

May 6, 2026

10. ADJOURNMENT AND MOVE INTO PRIVATE SESSION

Moved by Trustee Godkin that the meeting adjourns and that Trustees move into Private Session. Rise and report out from Private Session will take place at the public April 15, 2026, Regular Board Meeting. Carried.

The meeting adjourned at 6:31 p.m.

PRIVATE SESSION

Roll Call:

Trustees:	Staff:
G. Elliott B. Godkin R. Hutcheon T. Lloyd (Vice-Chair) J. Maracle K. McGregor (Chair) J. Morning (virtual) J. Neill (absent) S. Ruttan C. Scott	K. Burra, Director of Education M. Blackburn, Associate Superintendent of Education S. Hedderson, Associate Superintendent of Education P. Gollogly, Associate Superintendent of Education A. McDonnell, Superintendent of Education C. Young, Superintendent of Business Services A. Grange, Communications Consultant

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See Yourself in Limestone

M. Comeau (Student Trustee) (regrets) R. Kolosov (Student Trustee) (regrets) S. Ismail (Student Trustee) (regrets)	
Guests:	Recorder:
	S. Mitton, Executive Assistant to the Director and Trustee Liaison

11. CALL TO ORDER

Chair Lloyd called the meeting to order.

12. 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.

13. ACTION ITEMS

None at this time.

14. FOR INFORMATION

- 14.1. Safe Schools Update – Director Burra provided a Safe Schools Update.
- 14.2. Personnel Update – Director Burra provided a personnel update.
- 14.3. Labour Update
- 14.4. Legal Update
- 14.5. Property Update
- 14.6. OPSBA Update

15. REPORT TO PUBLIC SESSION

Chair Lloyd called for a motion for the Board to rise and report at the April 15, 2026, Regular Board Meeting.

MOTION: That the Board rise and report at the April 15, 2026, Regular Board Meeting.

MOVED by: Trustee McGregor. Carried.

The meeting adjourned at 7:28 p.m.

Administrative Report: See Yourself in Limestone: Student Census 2025 Update

Regular Board Meeting

April 15, 2026

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

The purpose of this report is to provide Trustees with an update on the See Yourself in Limestone: Student Census 2025, including response and participation rates. The Student Census supports the Strategic Plan's focus on Equity and Excellence in Student Learning, Achievement, and Future Success within a Positive Culture by providing disaggregated student voice data to inform equitable planning and decision-making. This information is used to identify systemic barriers, guide responsive programming and resource allocation, and monitor progress toward improved student well-being, engagement, achievement, and future readiness for all students in Limestone.

Background

On October 1, 2025, Trustees were provided with an update on the See Yourself in Limestone: Student Census 2025, including the purpose and legislative context for the census, its alignment with the LDSB Strategic Plan, and the Ministry of Education's Core Education Funding support for demographic data collection under the Anti-Racism Data Standards. Trustees were also informed of the proposed approach for the 2025 census, including consultation activities undertaken to date, the revised scope focusing on students in Grades 4 to 12, plans for administration and communication, and upcoming timelines and next steps.

In November 2025, the Limestone District School Board (LDSB) invited students in Grades 4 to 12 to take part in the voluntary and confidential See Yourself in Limestone: Student Census 2025. The census was conducted in alignment with Ontario's Anti-Racism Act (2017) and gathered information about students' identities and school experiences to better understand how these intersect with learning and achievement. The purpose of the census is to help LDSB identify and address systemic barriers to equitable education and to inform responsive programs, policies, and supports that help students thrive. This work was supported through the Ministry of Education's Core Education Funding, which includes dedicated funding for the collection and use of voluntary demographic data by school boards. As with the

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[See Yourself in Limestone](#)

2020 Student Census, the survey questions were developed and reviewed through consultation with the Technical Advisory Group (TAG), school board committees, and student and community groups.

The census was administered online and included two versions, one for Grades 4 to 6 and one for Grades 7 to 12. After reflection on the previous census and consultation with interest holders, LDSB proceeded with a Grades 4 to 12 Student Census to support data reliability, feasibility, and equitable access for families. Students had the opportunity to complete the survey during class time. In response to family feedback and in alignment with strategic priorities, LDSB also planned a Kindergarten to Grade 12 Family Engagement and Climate Survey later in the school year to explore similar themes from a family perspective. The Student Census was launched during the week of November 24 to 28, 2025, with accessible resources provided to schools and families, including guides outlining the survey purpose, questions, and options to opt out.

Current Status

Student Census 2025 Participation and Response Rates

The Student Census was administered across all Limestone schools over a three-week period in November and December 2025. More than 9,400 students in Grades 4 to 12 participated, representing 66% of all eligible students, with this participation rate reflecting approximately 600 opt-out requests from families whose children did not receive a survey. Among students who received the survey, the overall response rate was 69%, compared to 76% in 2020.

Response rates varied by survey version and grade level. For students in Grades 4 to 6, the response rate was 86%, an increase from 84% in 2020. For students in Grades 7 to 12, the response rate was 62%, compared to 72% in 2020. By school panel, response rates were 85% for elementary students (Grades 4 to 8), similar to 84% in 2020, and 51% for secondary students (Grades 9 to 12), compared to 62% in 2020. Of all students who participated in the 2025 Student Census, 29% identified as having special education needs. More than 70 students accessed the survey using translation tools, representing 14 different languages. The board extends its appreciation to staff for their support in helping students access and navigate the survey.

The table below summarizes response rates for the Student Census 2025 in comparison to Student Census 2020:

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[See Yourself in Limestone](#)

Survey Group	2025 Response Rate	2020 Response Rate
Overall (Grades 4-12)	69%	76%
Grades 4-6 Survey	86%	84%
Grades 7-12 Survey	62%	72%
Elementary Panel (Grades 4-8)	85%	84%
Secondary Panel (Grades 9-12)	51%	62%

The Research Team has completed data cleaning and validation. Analysis of the results is now underway, including comparisons with the 2020 Student Census. This work is being done in consultation with TAG.

Next Steps and Communication Plan

As data analysis and report preparation progresses, an update will be shared with students, staff, and families regarding Student Census participation and next steps. A Student Census 2025 Report is planned to be released in the winter or spring of 2027 (see figure 1).

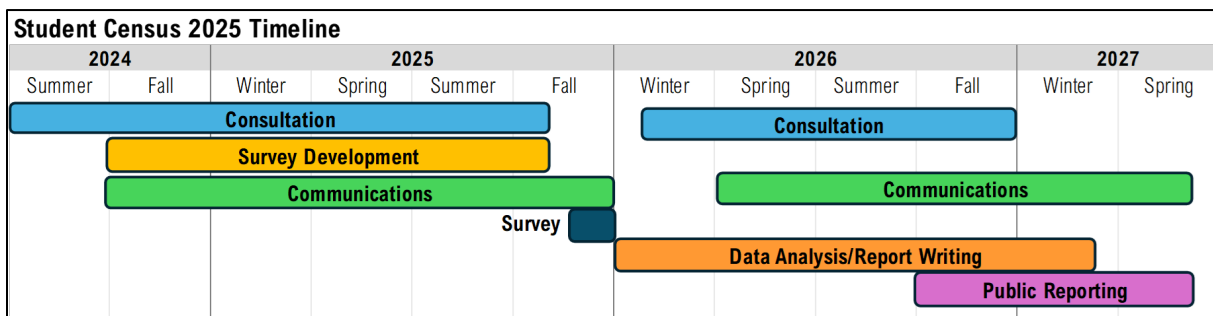


Figure 1. The graph above illustrates the timeline between 2024 and 2027 for the Limestone DSB Student Census 2025, including the span of time for consultation, survey development, communication, survey launch, data analysis and report writing, and public reporting.

Recommendations

That Trustees receive this report for information.

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

Reviewed by: Krishna Burra, Director of Education

Limestone District School Board

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Administrative Report: Family Engagement and School Climate Survey

Regular Board Meeting

April 15, 2026

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

This item is tied to the Strategic Plan Goal; Improve Responsiveness and Service to Families, Staff, and Community Partners.

Background

This survey was developed following earlier consultation with the Parent Involvement Committee (PIC) and is intended to support PIC's advisory role by providing meaningful system-level and school-level information about how families experience engagement, communication, safety, and connection at school. In addition, it directly supports the Limestone District School Board (LDSB) and our Strategic Plan goal to improve responsiveness and service to families, staff, and community partners by grounding decision-making in family voice.

The survey is designed to strengthen the board's ability to understand and respond to family needs, while also providing school councils with accessible and relevant data to inform local engagement strategies. It reflects a continued commitment to amplifying family voice, identifying barriers to participation, and improving school climate and relationships across the system.

The survey includes sections on school communication practices and clarity, family involvement and sense of belonging, and barriers to engagement such as timing, childcare, language, accessibility, and cost, and safety and bullying (including reporting and follow-up). Additional sections gather family perspectives on the use of artificial intelligence in education, as well as Before and After School Programs (BASP) to support planning and access. Demographic questions are included to better understand how experiences may differ across communities.

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[See Yourself in Limestone](#)

Participation in the survey is voluntary and anonymous. No identifying information is collected, and families may choose which questions they answer. Results will be reported in aggregate form only, and used to support learning, planning, and improvement at the Board, school, and school council levels. Safeguards are in place to protect confidentiality, including suppression or grouping of small data sets, thematic sharing of open-ended responses with identifying details removed, and restricted access to summary-level data by authorized staff, PIC, and school councils.

The survey is currently being refined through consultation with PIC, the Special Education Advisory Committee, the Indigenous Education Council, the Community Equity Advisory Committee, Umoja, and the Mental Health Lead to ensure it reflects diverse perspectives and community needs.

Current Status and Next Steps

Information about the survey will be published in the Director's Update and shared in school newsletters, and the survey link will be distributed directly to families via e-mail on May 1, 2026. Paper copies of the survey will also be available. The survey will remain open from May 1 through May 11, 2026.

Following the survey period, responses will be compiled and analyzed at the system and school levels. Aggregate results will be shared with PIC, Trustees, and school communities, and will be used to inform ongoing planning, communication strategies, and family engagement efforts across the board.

Recommendations

That Trustees receive this report for information.

Prepared by: Patty Gollogly, Associate Superintendent of Education

Reviewed by: Krishna Burra, Director of Education

Limestone District School Board

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See Yourself in Limestone

Administrative Report: Student Achievement Plan

Regular Board Meeting

April 15, 2026

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

To update Trustees on the Student Achievement Plan and share connections to the Limestone District School Board (LDSB) Strategic Plan Goals.

As all members of LDSB action the Student Achievement Plan goals, we are working collaboratively and intentionally as we focus on all of the LDSB 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

As part of a July 2023 memorandum, the Ministry regulated provincial priorities through a Student Achievement Plan Framework (O. Reg. 224/23). The framework sets out goals and performance indicators for school boards to monitor student achievement, develop action plans, and measure their progress in improving student outcomes. The LDSB Multi-Year Strategic Plan (2024-2028), aligns with Bill 98 provincial priorities and reporting requirements.

In March 2026, the Ministry shared LDSB's pre-populated Student Achievement Plan Public Reporting Template. School boards are required to publicly report on progress toward the provincial priorities with the completed Student Achievement Plan Public Reporting Template shared on board websites by April 30, 2026.

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See Yourself in Limestone

Current Status

LDSB Senior Staff continue to support the implementation of the Strategic Plan and the Student Achievement Plan through focused work with school and system leaders. Our work continues to prioritize improved student achievement in core academic areas, with an emphasis on literacy and mathematics, preparation of students for future success, and student engagement and well-being. To support this, we are collaborating closely with the Program Team, Learning Partners, School Math Facilitators, and Instructional Coaches to build educator capacity through professional learning, instructional coaching, and the use of assessment data to inform instruction.

Working with school leaders continues to be a priority for this school year, with three key goals established. The goals support school-based Student Achievement Plans, in service of the Strategic Plan goals, and include improved data literacy, intentionally planning professional learning to support school goals, and supporting shared, collaborative leadership within schools. Centrally, we have aligned structures, supports, and resources to maintain clear focus and accountability towards these goals.

At the system level, each department continues to review and refine Operational Plans, ensuring alignment with the Student Achievement Plan and coherence across the system. These plans also guide ongoing collaboration and communication between departments to strengthen collective impact. Ongoing communication with Trustees regarding this work occurs through Board and Committee meetings, providing updates on progress, outcomes, and next steps.

Next Steps and Communication Plan

The completed Student Achievement Plan Public Reporting Template will be posted on the LDSB website by April 30, 2026. The completed template will include a macro-level overview of actions the board is taking to support the goals of both the Student Achievement Plan, and the Board's Multi-Year Strategic Plan.

As we continue to support responsiveness and service to families, staff, and community partners, we have also shared a short video that outlines progress in all areas of the Student Achievement Plan. As part of sharing the updated Student Achievement Plan with the wider community by the end of April, we will again share the short video with a survey link to invite feedback from different members of the LDSB community.

Recommendations

That Trustees receive this report for information.

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Prepared by: Scot Gillam, Superintendent of Education
Alison McDonnell, Superintendent of Education
Michael Blackburn, Associate Superintendent of Education
Patty Gollogly, Associate Superintendent of Education
Steve Hedderson, Associate Superintendent of Education
Talya McKenna, Associate Superintendent of Education
Stephanie Sartor, Associate Superintendent of Education

Reviewed by: Krishna Burra, Director of Education

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[See Yourself in Limestone](#)

Indigenous Education Committee (IEC) Meeting Minutes

February 10, 2026

Public Meeting

Roll Call:

Trustees:	Members:
<p>J. Maracle R. Hutcheon</p>	<p>Present: Crystal Loft (Mohawk Traditional Knowledge Keepers from Tyendinaga) Mandy Smart (Mohawk Traditional Knowledge Keepers from Tyendinaga) Lindsay Morcom (Queen’s & Ardoch First Nation) Tyler Brinklow (FNMI Consultant and Grad Coach) Michelle Nyamekye (LDSB – River Teacher) Kaycie Brant (Parent/Caregiver Representative) Martha Duncan (LDSB – Elementary Principal – Fairfield Elementary School) Liv Rondeau (LDSB – Vice Principal of Indigenous Education) Alison Billings (Parent/Caregiver Representative) Rena Petrick (Parent/Caregiver Representative) Tasha Wallace (Parent/Caregiver Representative) Jessi DiRocco (LDSB – Elementary Indigenous Reengagement Teacher) Deb St. Amant (Queen’s University & Grandmother’s Council, LDSB Cultural Advisor) Amber Bryant-Peller (City of Kingston) Liz Coates (Kingston Frontenac Public Library) Scot Gillam (LDSB – Superintendent) Laura Callow, (Providence Care) Danka Brewer (Shabot Obaadjiwan Omaamiwininii Community) Gillianne Mundell (Elementary Land Based Indigenous Education Teacher) Laura Callow (Providence Care)</p>

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Trustees:	Members:
	<p>Regrets:</p> <p>Rachel Kolosov (LDSB Indigenous Student Trustee) Bond Strand (LDSB – Elementary Teacher – Bridge Program) Brandon Maracle (Kingston Native Centre and Languages Nest) Cristina Warner (HomeBase Housing) Jayme Blondin (Sexual Assault Centre – Kingston) Kristen Lemay (Kingston Frontenac Public Library) Martina Kataquapit (Parent/Caregiver Representative) Mary-Jane Vincent (LDSB – Indigenous Support Worker) Nathan Cheechoo (Parent/Caregiver Representative) Willow Prue (LDSB – Indigenous Student Support Counselor) Sandy Maracle (Mohawks of the Bay of Quinte) Patty Brinklow (Mohawks of the Bay of Quinte) Lorrie Larock (Youth Wellness Hubs of Ontario – One Roof) Lindsay Rogers (Highland Waters Métis Council) Géorgie Gagné Mel Urquhart (Youth Diversion) Taylor Arndt (KNCLN – River Program) Shannon Tyner (LDSB – Secondary Principal – Ernestown Secondary School)</p>

1. WELCOME

Crystal Loft and Mandy Smart (Mohawk Traditional Knowledge Keepers from Tyendinaga) opened the meeting. This meeting was held entirely in a virtual format due to inclement weather.

2. INTRODUCTIONS

Introductions were made around the circle.

3. COMMITMENT STRING 2025-2026

As the meeting was virtual, Crystal and Mandy will ensure anyone without a bead on the Commitment String can complete this process at the March 26, 2026, meeting.

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4. ADOPTION OF THE AGENDA

MOVED BY: Consensus of IEC that the February 10, 2026, agenda be approved. Carried.

5. APPROVAL OF THE NOV 27th IEC MINUTES

MOVED BY: Consensus of IEC that the Minutes from November 27, 2026, be approved. Carried.

6. TEAM UPDATES

Vice Principal Rondeau shared the following updates:

- Monique Gray Smith visiting March 12 and 13, 2026. Community event on the March 12 and working with students and staff on the March 13. Monique is the author of *Braiding Sweetgrass for Young Adults* and many other books.
- Marie Wilson, who served as one of three commissioners of the TRC and her husband, Stephen, a residential school survivor, will be coming to lead professional development with history teachers on February 23, 2026.
- Friday, February 13, 2026, students, staff, and community members will be travelling to Montreal for the Kent Monkman exhibit at the Montreal Museum of Fine Arts.
- Chad Solomon will be coming to visit several elementary schools in late March.

7. TERMS OF REFERENCE APPENDICES

- The draft Code of Conduct was shared with the Committee. Recommendations to include specific references to the 7 Grandfather Teachings and adding Anishabeemowin terms were made to the Committee.
- Updates to the Code of Conduct will be shared prior to the March meeting for final revisions and circle approval.
- **Terms of Reference Item 4.0 Meetings discussion.** Two caregiver members have missed three consecutive meetings. As per the Terms of Reference, the circle discussed this item and suggested that Co-Facilitators Maracle and Gillam reach out to the two caregivers to determine next steps. Consensus of the circle agreed with this action and information will be brought to the March, 2026 meeting for further discussion. LDSB staff did not participate in this decision of circle.

8. BAP 2025-2026

- Vice Principal Rondeau provided an update on the BAP. Liv reviewed six areas of focus and connected the recommended actions of the IEC to actions that the Indigenous team are enacting in support of Indigenous Education. As a reminder, the areas of focus are:
 - Student achievement and preparing students for the future.
 - Indigenous Language Revitalization.
 - Land-Based Learning.

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- Engagement and collaboration with local Indigenous partners, communities, and organizations.
- Improving/Expanding knowledge of all students and educators on Indigenous history, perspectives, contributions and ways of knowing.
- Culturally-responsive well-being supports.

9. COMMITTEE MEMBER UPDATES

- Committee members, including Liz, Laura, Amber, and others, shared updates on local events, language class initiatives, city engagement projects, and opportunities for collaboration, inviting further input and connections from the group.

9. NEXT MEETING DATE

- Thursday, March 26, 2026

10. CLOSING

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

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See Yourself in Limestone

SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

February 11, 2026

Public Meeting

Roll Call:

Trustees:	Members:
T. Lloyd K. McGregor	<p>Present:</p> <p>A. Martin, Member-at-Large (Queen’s University) Z. Rogers, Community Living Kingston E. Clow, Member-at-Large L. Clouthier, Easter Seals Ontario K. Hill, Member-at-Large B. Sheahan, Epilepsy South Eastern Ontario</p> <p>Regrets:</p> <p>J. Barker, Lennox & Addington Resources for Children G. Eaton-Smith, Learning Disabilities Association of Kingston H. Clark, Autism Ontario</p>
Invitees:	Staff:
	<p>Present:</p> <p>S. Gillam, Superintendent of Education, Learning for All D. Thompson, Principal of Educational Services W. Fisher, Educational Services and Safe Schools Lead C. Snider, Special Education Program Coordinator M. Aylsworth, Special Education Program Coordinator M. West, Special Education Program Coordinator L. Conboy, Mental Health Lead N. Dillard, Vice-Principal of Educational Services J. Lalonde, Special Education Program Coordinator S. Labbett, Special Education Program Coordinator</p>
Recorder:	Guests:
J. Senior, Administrative Assistant	<p>Dr. Kristin Fossum, C. Psych. Dr. Petra McDowell, C. Psych. Dr. Erin Sulla, C. Psych.</p>

Limestone District School Board

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[See Yourself in Limestone](#)

1. WELCOME

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

Chair McGregor read the Acknowledgement of Territory:

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

2. ADOPTION OF THE AGENDA

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

3. DECLARATION OF CONFLICT OF INTEREST

None at this time.

4. APPROVAL OF MINUTES

MOVED BY Member-at-Large Erin Clow that the January 21, 2026, Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

None at this time.

6. EDUCATION SERVICES UPDATE

6.1 Sharing of Exceptionalities – Attention Deficit Hyperactivity Disorder (ADHD) – Limestone District School Board (LDSB) Clinical Psychologists, Dr. Kristin Fossum, Dr. Petra McDowell, and Dr. Erin Sulla provided an overview on supporting students with ADHD in LDSB Schools. The presentation provided an overview of ADHD from a strengths-based, neurodevelopmental perspective, including diagnostic processes, associated challenges, and evidence-based supports for students in LDSB schools.

Role of the LDSB Psychology Team:

The Psychology Team supports schools through consultation, multidisciplinary meetings, assessments, connection to community resources, and executive functioning or emotion regulation interventions when appropriate.

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[See Yourself in Limestone](#)

Key Points Discussed

- **ADHD Overview**

ADHD is a neurodevelopmental difference involving regulation of attention, activity level, and impulse control. It has a strong genetic component and is influenced by environmental factors, with onset in childhood.

- **Strengths and Differences**

Students with ADHD often demonstrate strengths such as creativity, curiosity, enthusiasm, energy, humour, sociability, and the ability to hyperfocus on areas of interest. Differences are most evident in executive functioning and emotion regulation, which can impact learning, social relationships, and mental health.

- **Diagnosis**

ADHD diagnosis is based on DSM-5-TR criteria and includes review of developmental history, interviews with parents, teachers, and students, standardized questionnaires, observations, and ruling out other contributing bio-psycho-social factors.

- **Prevalence and Comorbidities**

ADHD affects approximately 5–9% of Canadian children and youth. Common comorbidities include anxiety disorders, learning disabilities (particularly written expression), autism, substance use in youth, and other mental health concerns.

- **Associated Difficulties**

Challenges may include attention, working memory, inhibition, planning, organization, self-motivation, emotional regulation, and social functioning. These skills are closely linked to executive functioning and directly relate to Learning Skills and Work Habits reported on report cards.

- **Executive Functioning**

Research indicates that children with ADHD may show a developmental delay in executive functioning skills compared to peers, affecting academic and daily functioning.

- **Evidence-Based Supports**

Recommended supports include positive behavioural strategies such as chunking tasks, repetition of instructions, extra time, body breaks, executive functioning supports, emotion regulation instruction, occupational therapy referrals, and use of praise and rewards. Medication may be considered in collaboration with medical professionals.

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Key Takeaways

Students with ADHD have diverse and complex profiles of strengths and needs. Supports should focus on removing barriers, increasing understanding, and matching interventions to the student's level of need (Tier 1 to Tier 3). With appropriate support, students with ADHD can achieve strong outcomes.

6.2 2026-2029 Multi-Year Accessibility Plan – Superintendent Scot Gillam presented the 2026–2029 Limestone District School Board (LDSB) Multi-Year Accessibility Plan, developed in alignment with the *Accessibility for Ontarians with Disabilities Act (AODA)* and *Ontario Regulation 191/11 – Integrated Accessibility Standards*. The plan reflects the Board's ongoing commitment to removing barriers and improving accessibility across schools, programs, services, and communications.

Key Information Shared

- The Multi-Year Accessibility Plan applies to the 2026–2029 period and is guided by provincial accessibility legislation, including K-12 Education Accessibility Standards.
- A consultation process was outlined, including engagement with the Accessibility Committee beginning in September 2025, sharing of consultation results in November 2025, incorporation of feedback into the plan, and presentation to SEAC and Trustees in February 2026.
- The Board reaffirmed its commitment to accessibility planning, including maintaining an Accessibility Planning Committee, consulting with SEAC, engaging individuals with disabilities, and ensuring policies, procedures, and practices reflect principles of accessibility, inclusion, and universal design.
- Ongoing barrier identification was described, including the establishment of an LDSB Accessibility Standards Sub-Committee and continued work on mission, vision, and goals related to accessibility.
- 2025–26 System Goals supporting the Multi-Year Plan were highlighted, including:
 - School and playground accessibility audits.
 - Improvements to information and communication accessibility, including captioning and digital accessibility resources.
 - Physical accessibility supports such as work-order tracking and consultation using LDSB Accessibility Standards.
 - Implementation of K-12 Education Accessibility Standards.
 - Inclusion of staff and student voice on committees and supports for accessible school event planning and communication.

7. CORRESPONDENCE

None at this time.

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8. ASSOCIATION UPDATES

Brandy Sheahan, Epilepsy South Eastern Ontario – March is Epilepsy Awareness Month. During the month, there are several activities, including Purple Day on March 26, when students are encouraged to wear purple to show support. There will also be a Purple Door contest launching in March. As our next SEAC Meeting is on March 25, it was suggested that we all try to wear purple to the meeting.

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

March 25, 2026

11. ADJOURNMENT

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

The meeting was adjourned at 6:45 pm.

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