Limestone DISTRICT SCHOOL BOARD

Our Intention: To make a positive difference in the lives of every student, in every classroom, in every school.

Agenda – Regular Board Meeting

Wednesday, October 21, 2026 - 6:00 p.m.

Limestone Education Centre
220 Portsmouth Avenue, Kingston, Ontario
Public Viewing: Join the Live Event

Private Session – 5:45 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) – September 16, 2026
4.2. Audit Committee Meeting Minutes (Private) – September 21, 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

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. CALL TO ORDER

8. ADOPTION OF THE AGENDA

9. DECLARATION OF CONFLICT OF INTEREST

10. PRESENTATION/DELEGATION

11. PRIVATE SESSION REPORT

12. APPROVAL OF MINUTES

12.1. Regular Board Meeting Minutes – September 16, 2026 (Pages 4-18)
12.2. Audit Committee Minutes – September 21, 2026 (Pages 19-22)
12.3. Education, Policy, and Operations Committee Minutes – October 7, 2026 (Pages 23-27)

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
14.3. Reports for Action
14.4. Reports for Information
  14.4.1. Staff Mandatory Training 2026 – Superintendent McWilliams (Pages 28-29)
  14.4.2. Trustee Honoraria – Acting Superintendent Richard (Pages 30-31)
  14.4.3. AP 552: Naming/Renaming of Schools – CEO/CEDO/Director Burra (Pages 32-37)
  14.4.4. Strategic Plan Year-End-Report – CEO/CEDO/Director Burra (Pages 38-47)

15. UNFINISHED BUSINESS

16. BUSINESS ARISING

17. CORRESPONDENCE

18. NOTICES OF MOTION

19. ANNOUNCEMENTS

19.1. Recognition of Outgoing Trustees

20. COMMITTEE MINUTES FOR INFORMATION

20.1. Indigenous Education Committee Meeting Minutes – May 26, 2026 (Pages 48-51)
20.2. Special Education Advisory Committee Meeting Minutes – September 9, 2026 (Pages 52-55)

21. FUTURE BOARD MEETING SCHEDULE

November 18, 2026 (Initial/Inaugural Meeting)
November 23, 2026 (Committee Selection/Special Meeting)
December 2, 2026 (EPOC)
January 13, 2027
February 3, 2027 (EPOC)
February 17, 2027
March 3, 2027 (EPOC)
March 24, 2027
April 14, 2027
May 5, 2027 (EPOC)
May 19, 2027
June 2, 2027 (EPOC)
June 16, 2027

22. ADJOURNMENT

Regular Board Meeting Minutes September 16, 2026

PRIVATE SESSION

Roll Call:

Trustees:	Staff:
G. Elliott B. Godkin R. Hutcheon (regrets) T. Lloyd (Vice-Chair) J. MacLeod-Kane J. Maracle K. McGregor (Chair) J. Morning S. Ruttan C. Scott A. Bateman (Student Trustee) (regrets) M. Katz (Student Trustee) (regrets) V. McCourt (Student Trustee) (regrets)	K. Burra, CEO/CEDO/Director of Education M. Crothers, Communications Consultant P. Gollogly, Superintendent
Guests:	Recorder:
	S. Mitton, Executive Assistant to the CEO/CEDO/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 Godkin and Trustee MacLeod-Kane. 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) – August 19, 2026

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

5. FOR INFORMATION

5.1. Safe Schools Update – None at this time..
5.2. Personnel Update – None at this time.
5.3. Labour Update – None at this time.
5.4. Legal Update – None at this time.
5.5. Property Update – None at this time.
5.6. OPSBA Update – None at this time.

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 Scott. Carried.

The meeting adjourned at 5:46 p.m.

PUBLIC MEETING

Roll Call:

Trustees:	Staff:
G. Elliott B. Godkin R. Hutcheon T. Lloyd (Vice-Chair) J. MacLeod-Kane J. Maracle K. McGregor (Chair) J. Morning S. Ruttan C. Scott A. Bateman (Student Trustee) M. Katz (Student Trustee) V. McCourt (Student Trustee)	K. Burra, CEO/CEDO/Director of Education M. Blackburn, Superintendent M. Crothers, Communications Consultant P. Gollogly, Superintendent S. Hedderson, Superintendent A. McDonnell, Superintendent T. McKenna, Superintendent S. McWilliams, Superintendent of Human Resources S. Sartor, Superintendent M. Christopher, ITS
Guests:	**Recorder:**
Dave Fowler, Manager of Facility Services Charlyn Downie, Assistant Manager of Facility Services Yusuf Abdulkareem, Human Rights and Equity Advisor Ellyn Clost-Lambert, Research Analyst	S. Mitton, Executive Assistant to the CEO/CEDO/Director and Trustee Liaison

Rae McDonald, Elementary Equity Curriculum Consultant Andrea Barrow, Secondary Equity and Inclusion Consultant	

Chair McGregor welcomed everyone to the Regular Board Meeting and called the roll.
She provided the Acknowledgement of Territory: "The Limestone District School Board is situated on the traditional territories of the Haudenosaunee and Anishinaabek. 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 Hutcheon 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

9.1. Facility Services Update: Summer Projects

Manager Fowler explained that the Facility Services summer projects encompassed a district-wide program of 322 capital projects valued at approximately $31 million, delivered across all schools in Limestone. The work was prioritized through the Ministry's asset management database and included upgrades and maintenance across multiple categories such as accessibility improvements, building envelope renewal, interior renovations, electrical systems, lighting, HVAC, communications and security, plumbing, site servicing, and structural work. All projects were completed in compliance with applicable regulatory standards, including playground safety requirements, Technical Standards and Safety Authority regulations, National Fire Protection Association codes, municipal bylaws, and Ministry of the Environment requirements, with ongoing upgrades required as codes evolve.

Manager Fowler explained that in addition to capital construction, operational efficiencies were introduced within caretaking services. These included the installation of reduced-use soap dispensing systems, generating estimated annual savings of approximately $40,000, and the implementation of "extreme red pads" for floor stripping, which eliminated the need for chemical strippers, reduced processing time, and produced estimated savings of approximately $22,000. Summer maintenance also included refinishing and replacement of classroom flooring using durable commercial vinyl sheet goods, as well as ongoing summer cleaning and refinishing activities, including gym floor maintenance to extend asset life cycles.

Assistant Manager Downie shared that significant building envelope work was completed, including roof replacements transitioning from built-up tar and gravel systems to modified bitumen roofing, offering improved durability, reduced structural load, and easier maintenance. Courtyard and exterior renewal projects combined roofing, window replacement, drainage improvements, and accessibility upgrades such as level-entry doors and automated access systems. Site improvements also included resurfacing and reconfiguration of parking and outdoor circulation areas, improved wayfinding and traffic flow, and upgrades to outdoor play and learning environments.

Assistant Manager Downie explained that educational space modifications were undertaken to support evolving program needs, including classroom reconfiguration at Kingston Secondary School, acoustic improvements in technical spaces, and installation of portable classrooms supported by new underground utility trenching. Accessibility upgrades formed a major component of the work, including elevator installations and modernizations, accessible pathway construction, upgraded washrooms, and improved outdoor surface conditions to reduce hazards and improve access.

Mechanical and infrastructure upgrades included major HVAC, plumbing, electrical, and IT system renewals at several sites, with schools such as La Salle and Loughborough receiving significant electrical infrastructure upgrades to support future air conditioning expansion. At La Salle, temporary generator power was required during construction phases due to hydro disconnection. Broader system planning also included measures to mitigate heat impacts through tree planting, window film installation, and building envelope enhancements.

Outdoor and community-facing improvements included playground replacements at multiple schools, naturalized Kindergarten play yards, upgraded basketball courts supported through external grant funding, and coordinated infrastructure projects such as water service renewal aligned with site redevelopment.

The presentation concluded with acknowledgment of the work of Facility Services staff for delivering the extensive summer work program.

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

10. PRIVATE SESSION REPORT

Trustee Lloyd stated that earlier this evening during Private Session:

- The minutes were approved from the Regular Board Meeting (Private Session) of August 19, 2026.

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

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

11. APPROVAL OF MINUTES

11.1. Regular Board Meeting Minutes – August 19, 2026

11.2. Education, Policy, and Operations Committee Minutes – September 2, 2026

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

12. REPORTS FROM OFFICERS

12.1. Chair's Report

Chair McGregor stated: "As we settle into the first few weeks of a new school year, there is a sense of energy and optimism across Limestone schools. Classrooms are filled with learning, hallways are buzzing with activity, and students are reconnecting with friends, building new relationships, and embracing new opportunities.

September is always a time of fresh beginnings. It is a chance for students to set new goals, for staff to welcome learners into their classrooms, and for school communities to come together in support of student success. Across our district, we are already seeing the positive impact of the care, dedication, and commitment that staff bring to their work each day.

On behalf of the Board of Trustees, I would like to thank all staff for the tremendous effort involved in preparing for the school year. While much of that work takes place behind the scenes, it plays a vital role in ensuring that students return to safe, welcoming, and engaging learning environments. From Facility Services and custodial teams, to Information Technology, administrative and support staff, educators, and school leaders, the successful start to the school year is truly a collective effort.

I would also like to acknowledge the ongoing partnership of families and caregivers. Education is most successful when schools and families work together, and we are grateful for the trust and support families place in our schools every day.

As extracurricular programs, athletics, club, arts opportunities, and student leadership initiatives begin to take shape, we are reminded that learning extends well beyond the classroom. These experiences help

students develop confidence, build connections, discover new interests, and foster a sense of belonging within their school communities.

This time of year, also reminds us of the importance of creating positive learning environments where every student feels welcomed, respected, supported, and valued. As a board, we remain committed to supporting student achievement and well-being, and ensuring that every student, in every classroom, in every school has the opportunity to reach their full potential.

As we look ahead at the school year before us, we are excited about the opportunities that lie ahead and grateful for the collective efforts of staff, students, families, and community partners who help make Limestone such a strong and caring school district.

Thank you, that concludes my report."

12.2. Director's Report

Director Burra stated: "Good evening, Trustees and the viewing public. Overall, and all things considered, I am very pleased to report that Limestone has had a positive start to the 2026-2027 school year. While there is always room for improvement, it is amazing to see everything come together with about 20,500 students and almost 3,000 staff starting the school year in all Limestone sites and the virtual school.

Preliminary enrolment numbers are close to projections with slightly lower numbers at elementary offset by higher numbers at secondary. Today was Day 10 of the 2026-2027 school year for students, and it has been wonderful to have students back in schools and to see various activities like sports, clubs, field trips, and great learning already underway helping to support the overall Limestone student experience. We must all recognize and have gratitude for the time and efforts of staff and community members to make all of these extracurricular activities a reality for students. Fall sports, clubs, and activities have started across the district, parent councils are kicking off their school years, and students are involved in a range of activities like the several hundred LDSB students going to the Fall Fair later this week in Kingston or the range of Terry Fox fundraising activities that will come in the next couple of weeks. I look forward to starting my visits to schools next week, and I greatly look forward to seeing, hearing, and feeling the energy and excitement of learning and fun in Limestone schools.

Trustees may have noticed the Orange "Survivors' Flag" flying on the second flagpole at the Education Centre. Schools with a second flagpole are doing the same, and in schools without a second flagpole, the orange flag is prominently on display in the school. Looking ahead to next two weeks, a wide range of activities will be taking place in schools and the community to honour Orange Shirt Day, and the sixth annual National Day for Truth and Reconciliation on Wednesday, September 30. This is a critical date to recognize the harm and trauma of the Residential Schools system, to honour the survivors and their

families, and continue our collective learning and journey of reconciliation. Schools continue to have a critical role in supporting this journey and ensuring the truth is known about Residential Schools and their legacy in Canada.

In the next couple of weeks, we will be kicking off the annual United Way of KFL&A campaign in Limestone. I invite all Trustees to join this effort. As you will hear, Limestone's Student Trustees and their peers on the Inter-School Council will also be engaging in raising funds this year for the second year in a row to support the United Way through the Youth United campaign. No amount is too little, and every dollar matters in supporting some of the most vulnerable children, youth, and families in the communities we serve. Our campaign focus this year will be on the power of collective participation to help those in need.

I would also like to bring to Trustees' attention to the professional learning focus we continue to pursue in Limestone for the 2026-2027 school year. We must continue to hone our craft to best serve students. While this work will not be completed this year and is ongoing, I think it is critical to highlight its importance in ensuring schools are making a positive difference for all students today, and into their futures. We need all Limestone students to find purpose in school, to find value in school, and to find hope in school. We know this is not the case for all students. While we do have to track, monitor, and report on the 11 indicators in the provincial Student Achievement Plan, we must continue to centre those students who are currently underserved, and not currently finding success.

As a result, our system focus this year for professional learning, continues to centre our attention on students, and continuing the work we started four years ago focused on three inquiry questions: First, for whom is the current education system not working and why? Second, how do I/we know? And third, what can I/we try to do differently to make a difference? It is only through improving outcomes at the individual student level that we will see macro-level improvement on the province's three core priorities and Student Achievement Plan, and the Limestone Strategic Plan. As educators and as a system, we have a critical responsibility in supporting children and youth in the communities we serve. Our overall purpose is well placed by emphasizing our intention to make a positive difference in the lives of every student, in every classroom, in every school; and to make sure everyone sees themselves in Limestone. At this point, we are still awaiting the 2025-2026 EQAO results. We will share them when they become available.

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

13. REPORTS

13.1. OPSBA Report

Trustee McGregor provided an update following participation at the Board of Directors meeting. She advised that the Ontario Public School Boards' Association (OPSBA) is currently facing financial and

operational pressures and is undertaking organizational restructuring to ensure the sustainability of its core functions. As part of these efforts, OPSBA is planning a reduction in staffing and adjustments to its operations in order to address resource limitations while maintaining essential services.

Trustee McGregor further reported that OPSBA is exploring options related to its office accommodation needs as a cost-saving measure. Considerations include relocating to a new office space and examining opportunities to either sell or lease its current premises. These measures are intended to support the organization's longer-term financial sustainability.

Despite the anticipated restructuring, Trustee McGregor noted that OPSBA remains committed to supporting School Board Trustees across the province. Efforts will continue to focus on advocacy, engagement, and the provision of services to member Boards, with an emphasis on maintaining support for Trustees while adapting to changing financial realities.

She concluded by noting that administrative arrangements, including meeting logistics and attendance funding, are managed separately from local Board operations.

13.2. Student Trustees' Report

Student Trustees McCourt and Bateman stated: "Good evening.

On behalf of myself and my Co-Student Trustees, I'm pleased to give this month's Student Trustee report. At this month's Inter-School Council meeting, which took place last Tuesday, student representatives from student councils had the opportunity to meet for the first time, discuss opportunities for collaboration, and learn from guest speakers.

We hosted two guest speakers, Kate Brant, an Indigenous elder, who spoke about the National Day for Truth and Reconciliation, and Farrah Khan from Possibility Seeds who spoke about Consent Awareness Week. Both guest speakers shared ideas and knowledge about both topics and we were grateful that they made the time to come to our meeting. Representatives were excited to take what they learned and implement it at their schools.

As I'm sure all Trustees know, another area that we as Student Trustees have been working on is Consent Awareness Week. At my school, the student council is already engaged in preparations to work on initiatives during this week and I'm sure other student councils are in the same process, especially after the session from Possibility Seeds. I'm looking forward to later in this meeting when the motion will be brought forward.

Looking ahead, our next Inter-School Council meeting will feature a "Seeing is Believing Tour" from United Way. This tour will help promote our upcoming fundraiser, which is being held in collaboration with United Way.

That concludes our report. Thank you."

13.3. Reports for Action

None at this time.

Trustee Elliott excused himself at 6:45p.m.

13.4. Reports for Information

13.4.1. Limestone District School Board Equity Team Action Plan, 2025-2028

Superintendent McDonnell presented the Limestone District School Board (LDSB) Equity Team Action Plan 2025-2028, noting that the report was included in Trustees' meeting packages. She introduced members of the board's Equity Team, including Elementary Equity Consultant Rae McDonald, Secondary Equity Consultant Andrea Barrow, and Human Rights and Equity Officer Yusuf Abdulkareem, who is also supporting research initiatives during the current school year.

Superintendent McDonnell reminded Trustees that the Equity Team Action Plan was last presented to the Board in October 2025 and noted that, consistent with the board's commitment to accountability and transparency, annual updates on progress and outcomes will continue to be provided at the beginning of each school year.

She advised that the presentation would highlight several key areas of focus within the Equity Team Action Plan to provide Trustees with an overview of the progress being made across the LDSB. Superintendent McDonnell emphasized the importance of this work in advancing the school board's commitment to equity, inclusion, and human rights, and noted that the examples being shared represented a snapshot of the ongoing efforts underway throughout the system.

Ms. McDonald presented an update on the Elementary Equity Team's progress in advancing the Equity Team Action Plan, with a particular focus on Culturally Relevant and Responsive Pedagogy (CRRP). She noted that educators and Early Childhood Educators participated in professional learning opportunities designed to strengthen equitable teaching, learning, and assessment practices. Through initiatives such as the New Teacher Induction Program and literacy-focused professional learning, staff explored strategies to embed equity into instruction, assessment, and literacy development while fostering identity-affirming learning environments.

Ms. McDonald reported on efforts to build leadership capacity through participation in the Harmony Movement's *Words Matter* campaign. Pilot schools engaged in a year-long initiative focused on fostering student well-being, belonging, and inclusive school cultures. School leaders collaborated regularly to share promising practices and address challenges related to implementation. Based on positive feedback and outcomes, plans are underway to expand the initiative to additional schools.

A highlight of the year was the *Scroll Smart, Feel Better* symposium for Grades 7 and 8 students, developed in collaboration with mental health, STEM, Information Technology Services, and Special Education staff. Piloted in three schools, the symposium strengthened students' digital citizenship and critical media literacy skills by exploring topics such as algorithmic bias, online stereotypes, microaggressions, and responsible online engagement. The initiative supported students in developing critical thinking skills and contributing to safer, more inclusive digital communities.

Ms. McDonald also highlighted the development of the Elementary Equity and Inclusion Lending Library, created in partnership with ETFO Limestone and elementary educators. The resource provides schools with access to diverse and inclusive materials that reflect a range of cultures, identities, family structures, abilities, and lived experiences. Scheduled to launch in the fall, the collection will include educator supports and resources aligned with Social Studies curriculum themes.

Ms. McDonald noted that these initiatives demonstrate a coordinated approach to implementing the Equity Team Action Plan through curriculum, instruction, leadership development, and student learning. She emphasized that this work continues to support student engagement, achievement, well-being, and belonging while promoting equitable and meaningful learning opportunities for all students.

Ms. Barrow provided an update on several initiatives supporting equity, inclusion, and student well-being across the district. She highlighted the continued growth of the SHINE Club, a culturally responsive leadership and well-being program for Black, Indigenous, and other racialized students. In 2026, the program expanded to include separate streams for students in Grades 1 to 6 and Grades 7 to 8, recognizing the differing developmental needs of participants. Following its success at Molly Brant Elementary School, the program is being expanded to J.G. Simcoe Public School and Centennial Public School.

Ms. Barrow also reported on the development of a new peer-to-peer anti-bullying program for students in Grades 6 to 8. Created in partnership with teacher candidates from Queen's University, the program equips students to become leaders and advocates who help prevent bullying, challenge discrimination, and promote inclusive school communities. Thirty secondary students were trained to deliver workshops within their family of schools, with plans to expand participation across the district.

Trustees heard updates on equity-focused learning opportunities, including the expansion of mandatory human rights training for all LDSB student-athletes through a new online module. The training continues to focus on addressing anti-Black racism in sport. Ms. Barrow also highlighted professional learning provided to educators in preparation for the implementation of mandatory Canadian Black History curriculum content, including access to local historical resources, expert presentations, and trauma-informed teaching strategies.

Ms. Barrow further reported on the third annual Indigenous, Black, and Racialized Career Day, delivered in partnership with the Indigenous Education and Experiential Learning teams. Approximately 60 students participated, engaging with professionals from a variety of sectors and exploring post-secondary and career pathways that reflected the diversity of their identities and experiences.

Mr. Abdulkareem noted that all Kindergarten to Grade 12 school leaders participated in professional learning focused on sustaining equity-centered leadership and supporting student success through equitable educational practices. In addition, an update was provided on the Community Equity Advisory Committee, which continues to support equity and human rights initiatives through professional learning, review of human rights reporting data, and meaningful student representation. Recruitment of new community and student members is underway for the coming year.

In closing, Mr. Abdulkareem noted that these initiatives reflect the Board's ongoing commitment to advancing equity, inclusion, belonging, and student well-being through leadership development, professional learning, student engagement, and community collaboration.

Chair McGregor thanked Superintendent McDonnell and the Equity Team and called upon Trustees for comments or questions.

13.4.2. See Yourself In Limestone Student Census 2025 Update

Superintendent McDonnell presented an update on the *See Yourself in Limestone Student Census 2025,* noting that students in Grades 4 to 12 were invited to participate in the voluntary and confidential census during November and December 2025. The census was conducted in alignment with Ontario's Anti-Racism Act and was designed to collect demographic and experiential information to better understand how student identity intersects with learning, achievement, and school experiences. The project was supported through Ministry of Education funding dedicated to the collection and use of voluntary demographic data by school boards.

Trustees were advised that 9,414 students participated in the census, representing 66 percent of eligible students. Staff noted that participation rates reflected a higher number of family opt-outs than in the 2020 census cycle, with more than 600 families choosing not to participate. Participation among students

with special education needs was approximately 29 percent, closely reflecting their proportion within overall board enrolment. Staff also reported that translation tools were made available to support accessibility, with more than 70 students utilizing the survey in over 14 languages. She turned the presentation over to Research Analyst Ellyn Clost-Lambert.

Ms. Clost-Lambert provided an update on response rates highlighting that elementary participation remained strong and consistent with the 2020 census, with response rates in Grades 4 to 8 increasing slightly. Secondary participation declined from 62 percent in 2020 to 51 percent in 2025. She explained that factors such as secondary school scheduling and student availability may have contributed to the lower response rate. Despite the decline, Ms. Clost-Lambert emphasized that Limestone's response rates remain among the strongest in the province and acknowledged the significant efforts of school staff in supporting student participation.

It was reported that the project has progressed into the initial phase of data analysis. Preliminary review of the data is underway, with researchers examining trends, identifying areas requiring further investigation, and comparing emerging findings to previous census results. Ongoing work is being supported by the Technical Advisory Group (TAG) composed of both internal and external members who provide expertise and guidance throughout the process. Staff noted that the group plays an important role in strengthening the integrity of the analysis and helping to mitigate potential bias through diverse perspectives.

Trustees also heard that further analysis will include comparisons between the 2020 and 2025 census results, as well as exploration of longer-term trends where feasible. Staff indicated that this work is complex and requires careful consideration to ensure valid comparisons across various indicators.

The presentation outlined the next stage of the project, which will focus on data validation. It was explained that this process involves sharing findings with the individuals and groups who contributed to the census and consulting with them to ensure the results are accurately understood and appropriately interpreted. Initial validation activities will take place with student groups, including the Indigenous Leadership Circle and Inter-School Council, before expanding to community partners and advisory groups who participated in the development of the census.

In closing, it was emphasized that the census project remains ongoing, and that interest-holder engagement, data validation, and detailed analysis will continue throughout the coming year. Trustees were advised that a comprehensive report on the findings of the *See Yourself in Limestone Student Census 2025* is anticipated to be released in spring 2027.

Chair McGregor thanked Superintendent McDonnell and Research Analyst Clost-Lambert for their presentation and called upon Trustees for questions.

13.4.3. Virtual School Update

Superintendent Sartor provided an update on the Elementary Virtual School, noting the significant evolution of virtual learning delivery over the past six years. Enrolment and supervision structures have fluctuated considerably during this period. At the height of the COVID-19 pandemic, the program served approximately 1,600 elementary students and more than 1,000 secondary students, making it the largest elementary site in the district at that time. Following the Ministry of Education's 2023 decision to make virtual learning optional, the board entered into a tri-board partnership with the Renfrew County District School Board and the Kawartha Pine Ridge District School Board (KPRDSB). Renfrew County later withdrew from the arrangement, while the partnership with Kawartha Pine Ridge continues.

Superintendent Sartor reported that current enrolment in the Elementary Virtual School is 84 students, including 48 students from LDSB and 36 students from KPRDSB. Students from outside partner boards are only formally registered after direct confirmation between CEOs and the receipt of an attestation verifying Ontario residency. Of the LDSB students enrolled, 21 reside within the board's catchment area, while 27 students are from other participating boards. Overall enrolment has declined slightly compared to the previous school year.

With respect to programming and student achievement, Superintendent Sartor advised that the work of the Virtual School is guided by the board's Student Achievement Plan priorities. Instructional efforts continue to focus on literacy and mathematics through short learning cycles and data-informed practices designed to respond to individual student needs. Plans are also underway to enhance student learning through virtual engagement opportunities with community speakers, broadening awareness of future pathways and opportunities. A school-wide positive attendance strategy has been implemented and is currently being reviewed in collaboration with Kawartha Pine Ridge District School Board.

Superintendent Sartor further noted the continued emphasis on maintaining strong communication with families and acknowledged the leadership of Kate Myers and Scott McFarlane in supporting the program. Despite ongoing shifts in enrolment, the Elementary Virtual School remains aligned with system priorities and committed to student success.

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

14. UNFINISHED BUSINESS

None at this time.

15. BUSINESS ARISING

Motion by Student Trustee Katz and endorsed by Trustee Lloyd: *"Given that Limestone DSB is committed to providing safe, inclusive, and equitable learning environments for all students; and that peer sexual harassment and sexual violence remain serious concerns in Ontario schools and in society at large; and that consent education, healthy relationships, and gender-based violence prevention are part of the Ontario Physical and Health Education (PHE) Curriculum and critical components of student safety and well-being; and that Consent Awareness Week, a national initiative led by Possibility Seeds and High School Too, is observed annually during the third week of September to advance consent education and support survivors; I move that Limestone DSB formally recognize the third week of September as Consent Awareness Week and the Board encourage schools to engage in age-appropriate programming, dialogue, and education based on the Ontario PHE curriculum during Consent Awareness Week to promote a culture of consent and to help prevent gender-based violence."*

Student Trustee Katz read his motion. He noted that the motion represented a practical step toward supporting safe, inclusive, and equitable learning environments and reinforcing the Board's commitment to student well-being.

The motion was moved by Trustee Lloyd and seconded by Trustee Hutcheon. Following an opportunity for discussion and consideration by the Board, the motion was carried.

16. CORRESPONDENCE

None at this time.

17. NOTICE OF MOTION

None at this time.

18. ANNOUNCEMENTS

Trustee Maracle spoke on behalf of Trustees expressing their appreciation for Trustee Liaison Mitton's ongoing support for Trustees. It was noted that she consistently manages logistical requirements effectively, contributing significantly to the smooth functioning of meetings.

Chair McGregor took some time to acknowledge Superintendent McDonnell's last Board Meeting. She expressed that Superintendent McDonnell will be greatly missed and she shared well wishes for her retirement later this month on behalf of the Board of Trustees.

19. COMMITTEE MINUTES FOR INFORMATION

None at this time.

20. FUTURE BOARD MEETING SCHEDULE

October 7, 2026 (EPOC)
October 21, 2026
November 18, 2026 (Annual Meeting)
November 23, 2026 (Special Meeting)
December 2, 2026 (EPOC)
January 13, 2027
February 3, 2027 (EPOC)
February 17, 2027
March 3, 2027 (EPOC)
March 24, 2027
April 14, 2027
May 5, 2027 (EPOC)
May 19, 2027
June 2, 2027 (EPOC)
June 16, 2027

21. ADJOURNMENT

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

The meeting adjourned at 7:51 p.m.

Audit Committee Meeting Minutes – September 21, 2026

Public Meeting

Roll Call:

Trustees:	Staff:
T. Lloyd, Chair G. Elliott S. Ruttan	K. Burra, CEO/CEDO/Director of Education R. Richard, Acting Executive Superintendent of Corporate and Staff Services M. Blackburn, Superintendent P. Carson, Manager of Financial Services L. Benjamin, Assistant Manager of Financial Services
Invitees:	**Recorder and Producer:**
G. Segu, Sr. Regional Internal Audit Manager M. Melvyne, Regional Internal Auditor P. L'Orfano, Regional Internal Auditor R. Macdonald, External Auditor, KPMG	D. Burns, Administrative Assistant

Acting Superintendent Richard began the meeting with opening remarks and then read the Land Acknowledgement.

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

1. ACTION ITEMS

1.1 ELECTION OF COMMITTEE CHAIR

Superintendent Richard called for nominations for the position of Audit Committee Chair for the 2026-2027 school year. Trustee Ruttan nominated Trustee Lloyd. Superintendent Richard called for further nominations one additional time. Hearing none, Trustee Lloyd was acclaimed and accepted the nomination and assumed the role of Chair.

2. CALL TO ORDER

Chair Lloyd called the meeting to order at 5:37 pm.

3. ADOPTION OF THE AGENDA

Chair Lloyd asked if there were any additions to the agenda. There were no additions.

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

MOVED BY*: Trustee Ruttan. Carried.*

4. DECLARATION OF CONFLICT-OF-INTEREST

Chair Lloyd inquired whether any members had a conflict of interest with respect to the agenda items. No conflicts of interest were declared.

5. REPORTS

5.1 REPORTS FOR INFORMATION

5.1.1 2026-27 Annual Report on Internal Audit Activities and Appendices

G. Segu, Senior Regional Internal Audit Manager, presented the 2026-27 Annual Report on Internal Audit Activities and Appendices. The report outlined the mandate and standards governing the Ontario East Regional Internal Audit Team (RIAT), confirmed its independence and compliance with professional standards, and summarized audit activities completed during 2025-26. RIAT reported completion of 100% of its annual audit plan, including the Educational Assistant Deployment and Staffing Benchmarking reviews.

Chair Lloyd invited questions from committee members. No questions were raised

5.1.2 KPMG Interim/Year End Audit

R. Macdonald, the KPMG external auditor, provided a verbal update on the interim and year-end audit. The audit team has completed the planning and risk assessment phase and has begun interim audit procedures. The audit remains on schedule and is progressing in accordance with the approved audit plan.

Chair Lloyd invited questions from committee members. No questions were raised.

6. OTHER BUSINESS

None.

7. NEXT MEETING DATE

November 9, 2026.

8. MOTION TO MOVE INTO PRIVATE SESSION

MOTION: To move into private session

MOVED BY: Trustee Ruttan. Carried.

Private Session

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

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

9. REPORTS

9.1 REPORTS FOR ACTION

9.1.1 2026-27 Regional Internal Audit Plan

G. Segu, Senior Regional Internal Audit Manager, presented the 2026-27 Regional Internal Audit Plan.

MOTION: To approve the 2026-27 Internal Audit Plan as presented.

MOVED BY: Trustee Ruttan. Carried.

9.2 REPORTS FOR INFORMATION

9.2.1 2025-26 Staffing Benchmarking Review

G. Segu, LDSB's Senior Regional Internal Audit Manager, discussed the Ontario-East RIAT staffing benchmarking review.

9.2.2 2025-26 EA Allocation Engagement-Part 1-Process Final Report

G. Segu shared part one of the final report on the review of LDSB's Educational Assistant (EA) allocation process.

10. ADJOURNMENT & REPORT TO PUBLIC SESSION

Chair Lloyd will rise and report to the Board on the proceedings of the Audit Committee at the upcoming November 18, 2026 Regular Board Meeting.

11. PRIVATE DISCUSSION BETWEEN AUDITORS AND THE AUDIT COMMITTEE

LDSB staff were excused from the meeting to allow the Committee to hold a private session with the external and internal auditors.

MOTION: To adjourn.

MOVED BY: Trustee Ruttan. The meeting adjourned at 6:55 pm.

Education, Policy and Operations Committee Meeting Minutes – October 7, 2026

PUBLIC MEETING

Roll Call:

Trustees:	Staff:
G. Elliott B. Godkin R. Hutcheon T. Lloyd (Vice-Chair) J. MacLeod-Kane J. Maracle K. McGregor (Chair) J. Morning S. Ruttan C. Scott A. Bateman (Student Trustee) (regrets) M. Katz (Student Trustee) V. McCourt (Student Trustee)	M. Blackburn, Superintendent of Education K. Burra, CEO/CEDO/Director of Education P. Gollogly, Superintendent of Education S. Hedderson, Superintendent of Education T. McKenna, Superintendent of Education S. McWilliams, Superintendent of Human Resources S. Sartor, Superintendent of Education R. Richard, Acting Superintendent of Business Services A. Grange, Communications Consultant M. Christopher, ITS
Guests:	**Recorder:**
Steven Gillespie, Elementary Learning Partner Kristen Matthews, Elementary Learning Partner Mohamed Yusuf, Elementary Occasional Teacher Nate Zahn, Outdoor Education Consultant	S. Mitton, Executive Assistant to the CEO/CEDO/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 Godkin that the agenda, as presented, be approved. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

There were no conflicts declared.

4. PRESENTATION

4.1 2025-2026 EQAO Data

Superintendent Sartor began the presentation for the 2025-2026 EQAO results, noting overall progress in student achievement and strong participation across assessments. The presentation focused on the Board's strategic goals for literacy and mathematics, with particular attention to students with special education needs, who represent approximately 25 to 30 per cent of Limestone students.

Grade 3 results showed continued improvement in reading, writing and mathematics. Since 2022-2023, reading and writing results have increased significantly, with the Board achieving its five-year goal of reaching or exceeding the provincial average within two years. In mathematics, 65.7 per cent of students met the provincial standard, representing continued improvement. Students with special education needs also performed above provincial results in all three areas, although an achievement gap remains.

Grade 6 results demonstrated longer-term improvement in literacy, including significant gains in writing for students with special education needs. Mathematics remains an area of focus, with 50.3 per cent of students meeting the provincial standard. Cohort data demonstrated substantial gap closing between Grades 3 and 6, with many students who had previously been below the provincial standard subsequently achieving it. This improvement was particularly notable among students with special education needs.

In Grade 9 mathematics, 54 per cent of students met the provincial standard. While results remain above 2022-2023 levels, there was a decline from the previous year and a slight widening gap with the provincial result. Cohort data nevertheless demonstrated that Limestone students who had not met the standard in Grade 6 were achieving it in Grade 9 at a higher rate than the province. Mathematics achievement remains an area requiring continued attention.

OSSLT results were reviewed, noting Limestone's high participation rate of approximately 96 per cent and positive movement in literacy. While results remained below the provincial level, achievement for students with special education needs was identified as an area of focus due to the continued achievement gap and the importance of the literacy requirement for graduation.

The presentation concluded by highlighting positive results related to student identity and belonging, noting that Limestone students generally reported seeing cultural diversity reflected in their learning materials at rates above the provincial average. These results were recognized as encouraging evidence of the Board's ongoing equity efforts, while continued improvement remains a priority.

Vice-Chair Lloyd thanked the Program Leadership Team for their presentation and called upon Trustees for questions.

5. REPORTS FOR ACTION

None at this time.

6. REPORTS FOR INFORMATION

6.1 Summer Programming

Superintendent Sartor introduced the Summer Programming Report, noting that several programs were offered throughout the summer. The presentation highlighted two programs in particular: the Summer Literacy and Math Program and summer programming at Gould Lake. She invited elementary learning partner, Kristen Matthews, to provide an overview of the Summer Literacy and Math Program, which provides targeted support for students who would benefit from additional literacy and mathematics intervention before entering the next grade. The program supported 235 students from 37 Limestone schools across four sites, with 53 staff. Instruction was informed by assessment data and individual learning goals to provide focused support within the three-week program.

Elementary learning partner Steven Gillespie highlighted the addition of a dedicated mathematics component, modelled after the established structured literacy approach. Students participated in explicit literacy instruction, targeted small-group support, mathematics fluency activities, collaborative problem-solving and reasoning tasks. Growth was reported in both achievement and confidence, with students increasingly demonstrating positive attitudes about themselves as literacy and mathematics learners.

Student and caregiver feedback was also positive. By the end of the program, 91 per cent of students initially identified as reluctant, or very reluctant, to attend were reported as eager or very eager to participate, while 96 per cent of students indicated pride in their learning. In addition, 86 per cent of caregivers reported a better understanding of how to support learning at home.

Ms. Matthews explained that family engagement was supported through an open house, where families participated in literacy and mathematics activities, connected with staff and learned about community resources. Families also received learning resources and progress reports outlining student growth, strengths, and next steps to support continued learning beyond the program.

The presentation concluded with student mentor and Queen's University PhD candidate Mohamed Yusuf highlighting the introduction of the student mentor role, which was supported through youth-focused funding. Mentors provided additional opportunities for connection, representation, and individualized support during instructional and non-instructional times. Mr. Yusuf emphasized that these relationships

contributed to students' sense of belonging, engagement, and confidence. Overall, the program was recognized for its positive impact on student learning, confidence, and connection to school.

Superintendent McWilliams introduced the Gould Lake summer programming report, noting that 619 students participated in a variety of outdoor education programs. She introduced outdoor education consultant, Nate Zahn, who highlighted the range of opportunities offered to students across grade levels, including Nature Camp, Outdoor Escape, Quest, Girls Adventure Program, Outreach, Outdoor Skills, Wilderness Instructor Course and, Pursuits.

Programming provided students with opportunities to develop outdoor skills, leadership, independence, teamwork, confidence, and perseverance through experiences such as canoeing, kayaking, camping, navigation, wilderness travel and, newly this year, archery. Mr. Zahn highlighted the progression of programming available as students advance through the grades, including opportunities to earn credits, certifications, and co-operative education experience. Strong staff-to-student ratios and appropriately trained staff supported student participation and safety.

Family feedback regarding the programs was very positive, with particular emphasis on increased student confidence, independence, interpersonal skills, and enthusiasm for outdoor learning. Mr. Zahn also noted the value of providing students with opportunities to disconnect from technology, develop resilience, and to build meaningful connections with peers and the natural environment.

Mr. Zahn emphasized the importance of reducing financial barriers to participation. Through support from Friends of Outreach, approximately $17,000 in financial assistance was provided to 42 students. Continued partnerships with community organizations were also highlighted as supporting access to programming. Overall, the summer programming was recognized for providing engaging outdoor education experiences that support student growth, well-being, and personal development.

Vice-Chair Lloyd thanked Superintendent McWilliams and Mr. Zahn for their presentation and called upon Trustees for questions.

7. UNFINISHED BUSINESS

None at this time.

8. NEW BUSINESS

None at this time.

9. ANNOUNCEMENTS

None at this time.

10. CORRESPONDENCE

None at this time.

11. FUTURE MEETING SCHEDULE

December 2, 2026

12. ADJOURNMENT

Moved by Trustee Godkin that the meeting adjourn. Carried.

The meeting adjourned at 7:20 p.m.

Administrative Report: Staff Mandatory Training 2026

Regular Board Meeting

October 21, 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 overview with respect to the Mandatory Training that all new LDSB employees as well as returning LDSB employees are required to complete at the commencement of the 2026-2027 school year. This report ties to the Strategic Plan goal focused on student well-being, and the goal to improve responsiveness and service to families, staff, and community partners.

Background

Current employees have been required to complete annual mandatory training for a number of years. The training materials vary from year to year based on new training requirements as may be directed by the board, Ministry of Labour, Ministry of Education, Ministry of Health and Long-Term Care, or other regulatory bodies. Examples of such training have included Human Rights, Violence in the Workplace, Respect and Inclusion in the Workplace: Understanding Harassment and Discrimination, and other health and safety training topics. Additionally, annual training has covered Accessibility and Customer Service Standards, Student Regulation Strategies, Student Safety Plans, Safe Schools Protocols and Reporting Requirements, Privacy and Information Management, Cyber Security, Automated External Defibrillators, Lockout/Tagout, and Ergonomics.

In addition to the mandatory training, all Principals and Vice-Principals are provided an annual list of relevant Administrative Procedures that they are to review at the commencement of every school year. Similarly, academic staff are provided a list of relevant Administrative Procedures that they are to review. All identified Administrative Procedures are to be reviewed by October 30, 2026.

In order to render the amount of annual training manageable, new topics are added and routine topics are staggered on an alternating year cycle.

All new employees are required to complete all training, relevant to their role, upon hire, after which they complete the cyclical training as determined by Human Resources.

Current Status

For the 2026-2027 school year, mandatory training for permanent staff was divided over the September 1 and October 26 P.A. days with a completion date of October 30 to complete the modules. All casual/occasional employees had until September 30, 2026, to complete the training modules, which were released simultaneously.

An overview of the modules to be completed for the 2026-2027 school year will be shared at the October 21, 2026, Board Meeting.

Additional Topics Reviewed

As referenced above, staff also review several Administrative Procedures annually, some of which are reviewed as a full staff during the first couple of staff meetings.

Next Steps and Communication Plan

Training topics continue to be reviewed annually to ensure staff are provided with the necessary information to ensure safe, healthy, and respectful working and learning environments.

Recommendations

That Trustees receive this report for information.

Prepared by: Susan McWilliams, Superintendent of Human Resources

Reviewed by: Krishna Burra, CEO/CEDO, Director of Education

Administrative Report: Honoraria for Board Members

Regular Board Meeting

October 21, 2026

Purpose

Ontario Regulation 320/26 - Honoraria for Board Members sets out the new method for calculating the limits on honoraria paid under Section 191 of the *Education Act*. The regulation requires an outgoing Board to establish an honoraria policy for the new term of Trustees on, or before, October 15, 2026. Regulation 320/26 was enacted by the Minister on September 29, 2026 and is now in force.

Background

Board Policy 10 (Trustee Honoraria and Expenses) sets out the criteria for the calculation of the Trustee honoraria in accordance with the Education Act, relevant regulations and Ministry funding provisions. *Ontario Regulation 320/26* outlines the new method of calculating honoraria for Board members and as such, Board Policy 10-Section 1.1.0 has been amended to read as follows:

1.1.0 The honoraria for members of the Board will be set in accordance with the Education Act, Regulation 320/26 and Ministry funding provisions and shall be as follows:

- For a member of the Board, including the Chair and Vice-Chair, an amount that is the lesser of,

  i) $9,000, and
  ii) The total of the base amount and the enrolment amount determined by the Board for its members for the 2025-26 year of the term of office under Ontario Regulation 357/06 (Honoraria for Board Members) made under the Act and the Board's policy, as they read on September 21, 2026.

- An additional amount of $1,000 for the Chair of the Board and $500 for the Vice-Chair of the Board

The new regulation for Board members' honoraria applies for all terms of office beginning November 15, 2026. As a result, the requirements of the updated regulation and corresponding Board policy override

the Trustee Honoraria decision made at the August 19, 2026 Board Meeting that was based on the previous method of determining the honoraria.

Current Status

The Trustee Honoraria policy as set out in Policy 10 (Trustee Honoraria and Expenses), section 1.1.0 has been revised and now aligns with *Ontario Regulation 320/26*.

> The honoraria for members of the Board will be set in accordance with the *Education Act*, *Ontario Regulation 320/26* and Ministry funding provisions and shall be as follows:
>
> - a base amount of $9,000 per Trustee
> - an additional amount of $1,000 for the Chair of the Board
> - an additional amount of $500 for the Vice-Chair of the Board

The honoraria effective November 15, 2026 will be as follows:

Trustee	$9,000
Vice-Chair	$9,500
Chair	$10,000

Recommendations

That the Board receives this information regarding the update to Policy 10 based on the implementation of *Ontario Regulation 320/26* and required board compliance.

Prepared by: Roger Richard, Acting Executive Superintendent of Corporate and Staff Services
Reviewed by: Krishna Burra, CEO/CEDO/Director of Education

Administrative Report: Administrative Procedure 552: Naming/Renaming of Schools

Regular Board Meeting

October 21, 2026

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

To provide Trustees with an update related to new requirements related to the naming and renaming of schools in the province of Ontario. Given Trustees' historical decision-making tied to the naming and renaming of schools, changes in legislation and regulation necessitate a governance change related to this topic.

Background

Historically, Limestone DSB Trustees have been the final decision-makers for the naming and renaming of schools. However, legislation that was passed in the fall of 2025, and further clarified in detail in Ontario Regulation 244/26 in July 2026, final decision-making now rests with the Minister of Education.

Current Status

At the Wednesday, August 19 Board Meeting, Trustees approved housekeeping changes to Policy 2 that highlighted the new authority of the Minister of Education related to the naming and renaming of schools. As a consequence of this provincial, regulatory change, we have updated AP 552 Naming and Renaming of Schools to ensure compliance with Ontario Regulation 244/26. The Administrative Procedure was adapted to ensure clarity regarding the authority of the Minister, and to include specific requirements related to the new regulation. To the maximum extent possible, the historical process was maintained while ensuring compliance.

Next Steps and Communication Plan

While no naming or renaming processes are currently underway, AP 552 will be updated to ensure Limestone's compliance with the new regulation when any naming or renaming process begins.

Recommendations

That Trustees receive this report for information.

Prepared by: Krishna Burra, CEO/CEDO/Director of Education

Reviewed by: Krishna Burra, CEO/CEDO/Director of Education

Attachment: Administrative Procedure 552 Naming/Renaming of Schools

Administrative Procedure 552
Naming/Renaming of Schools

The Limestone District School Board (Board) recognizes the significance of naming school properties as an opportunity to acknowledge the civic contributions of particular individuals, or to commemorate the unique local traditions, culture, history and/or geography of the community.

The Board is committed to involving the school community in the process of naming/renaming schools in accordance with the following procedure.

1. RECOMMENDATIONS FOR NAMING/RENAMING

Recommendations for the naming of new schools or renaming of existing schools or sites shall be presented to the Board for consideration.

2. NAMING OF PROPERTY

The Board shall ensure that, when naming Board property, all legal restrictions and obligations are considered.

3. PROCESS

Any suggestion regarding the need to name a new school shall be forwarded to the Director of Education by the appropriate Integration Committee for presentation to the Board for a decision, and recommendation to the Minister of Education. Any suggestion regarding the need to rename a school shall be forwarded to the Director of Education by a school community (students, families, and staff) for consideration. For the renaming of a school, the school's supervisory officer will convene a Renaming Committee. Any renaming would be subject to a decision by the Board, and final decision by the Minister of Education.

4. INTEGRATION COMMITTEE/RENAMING COMMITTEE

4.1. The Integration Committee established in accordance with Board Policy 15 will have the responsibility for coordinating the process for the naming of a new school. A

Renaming Committee will be convened for coordinating the process for the renaming of a school or site.

4.2. The Integration Committee/Renaming Committee will determine appropriate methods for consultation with all school community stakeholder groups, including, but not limited to, students, staff, families and the community at large.

5. COMMITTEE GUIDELINES

The Integration Committee/Renaming Committee shall:

a) Avoid the duplication of names of school buildings or sites within the jurisdiction of the Board;

b) Avoid the use of names of present Board members and staff members; or other living persons;

c) The committee process for naming a school, or changing the name of a school, must ensure that any proposed names for a school fall under one of the following categories:

i) Name of a geographical area or local feature, such as the location, community, or street where the school is located. Local features can include plants or trees.
ii) Name in commemoration of an event of significance to the area, province or country, if at least ten years have elapsed since the event.
iii) Name to commemorate a person, living or deceased, provided the person has made a demonstrable contribution to the legacy of the area, the province or country.
iv) Name that honours the significance of communities who have helped shape Ontario's rich and diverse history (e.g., First Nations communities, Francophone communities).

d) Names submitted that do not fit with one of the requirements c) above, will not be considered, nor shared for public input.

e) School names must not:

- Promote commercial interests (e.g. include the name of a business or brand).

- Commemorate a person with an unpardoned criminal record.

6. REPORT TO BOARD

6.1. The Integration Committee/Renaming Committee shall review all submissions and prepare a report for the Board's consideration and approval, which shall include:

a) A short list of at least three recommendations, and not more than five recommendations, for potential names for the Board property in question for the Board's consideration and approval;

b) Within the shortlist, if only 3 or 4 recommendations are put forward, only one may be a name of a specific person. If 5 recommendations are put forward in the shortlist, a maximum of two names of specific people may be submitted;

c) A summary of the rationale received in support of each of the names on the short list;

d) Provide a detailed historical analysis of any individual or significant event being considered for the naming/renaming of a school/building; and

e) An indication of the relative level of support for each of the names on the short list.

6.2. The Board of Trustees, using the Ministry of Education- School Naming Application Form, will submit the choice of a school name, or renamed school, for final approval to the Minister of Education. The Minister has 60 days to approve or reject the name. If after 60 days have passed without a response from the Minister, the school name will be deemed to be approved.

6.3. If a name is rejected by the Minister, the board shall not use the rejected name and,

(i) if the rejected name is the school's current name, shall immediately start using the school's previous name,

(ii) if the rejected name is not the school's current name, shall continue to use the current name, and

(iii) if the school does not currently have a name, shall create a temporary name for the school based on its address, as needed; and

The board may reapply using a different name but shall comply with the clauses in 6.3 (above) until a new name, if any, is approved.

7. CEREMONY/RECOGNITION

Upon approval by the Minister, an appropriate ceremony may be planned by the representative committee.

References:

Education Act s. 174(8), (2025)

O.Reg 244/26, (2026)

Administrative Report: Strategic Plan, End-of-Year Report 2025-2026

Regular Board Meeting

October 21, 2026

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

To provide Trustees an end-of-year status report on the 2025-2026 Strategic Plan.

Background

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

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

Current Status

At the Board Meeting on October 21, 2026, Senior Staff will present an end-of-school-year Strategic Plan Overview – 2025-2026 (attached). Given this report reflects our third year of the Limestone District School Board Strategic Plan (2023-2028), some progress is noted for each of the goals. The 2025-2026 EQAO data that was shared at the Education, Policy, and Operations Committee (EPOC) meeting on October 7, 2026, has been incorporated into this year-end report. As a result, this report will assess the progress of Limestone three years into a five-year plan. The evaluation framework is included to assist the Board in tracking progress of goals. As a reminder, multiple data sets and evidence are used to evaluate the progress toward the desired outcomes. Last year's overview of meetings is attached mapping the Strategic Plan Goals to specific meetings/committees for 2025-2026.

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

We will continue to provide Trustees with updates focused on important areas of work through reports shared as part of EPOC and Board Meeting agendas throughout the 2026-2027 school year. Operational plan updates throughout the year will provide further opportunities to monitor the overall Strategic Plan and Provincial Student Achievement Plan.

Recommendations

That the Board receive the Strategic Action Plan Year End – 2025-2026 Report for information.

Prepared and Reviewed by: Krishna Burra, CEO/CEDO/Director of Education

Attachments:
1. Interim Strategic Action Plan and Provincial Student Achievement Plan Update for 2025-2026
2. Board/EPOC Agenda Items 2025-2026 mapped to Goals from the LDSB Strategic Plan



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

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

Green means implementation is on track.

Blue means implementation of a given strategy is complete.

Strategic Plan 2024-2028 Framework

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

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

GOALS

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

Improve student well-being/sense of belonging, participation/engagement in class time, and time focused on learning	Improve literacy learning and achievement for every student	Improve math learning and achievement for every student	Improve graduation rates and preparedness for future success for all groups of students	Improve Responsiveness and Service to Families, Staff, and Community Partners

PLAN

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

High Impact Strategies	Sample High Level Actions informing Operational Plans	Primary Operational Plan(s)	Progress

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

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

METRICS

Satellite Data are high-level indicators that we are making progress towards our goals.

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

Student Achievement Plan	LDSB Baseline Data (2022-2023)	Provincial Baseline Average (2022-2023)	LDSB Previous Results by Year (2025/2026)	Provincial Previous Results by Year (2025/2026)
Increase Grade 3 EQAO Reading Results so that they are above the provincial average by the Fall of 2029.	59%	73%	77%	75%
Increase Grade 3 EQAO Writing Results so that they are above the provincial average by the Fall of 2029.	47%	66%	69%	67%
Increase Grade 6 EQAO Reading Results so that they are above the provincial average by the Fall of 2029.	77%	84%	86%	86%
Increase Grade 6 EQAO Writing Results so that they are above the provincial average by the Fall of 2029.	75%	84%	87%	85%
Increase Grade 10 OSSLT Results so that they are above the provincial average by Fall of 2029.	79%	85%	81%	86%
Increase Grade 3 EQAO Math Results so that they are above the provincial average by the Fall of 2029.	43%	60%	66%	65%
Increase Grade 6 EQAO Math Results so that they are above the provincial average by the Fall of 2029.	37%	50%	50%	52%
Increase Grade 9 EQAO Math results so that they are above the provincial average by the Fall of 2029.	51%	54%	54%	59%
Increase the percentage of students who earn 16 or more credits by end of grade 10 to above 80% by Fall of 2029.	75%	80%	80%	TBD
Increase the percentage of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)	20%	21%	28%	TBD
Increase percentage of students graduating with an OSSD within five years of starting grade 9 from 2022 to 2028 to a minimum of 90%.	88.5% (2021/22)	89.1% (2021/22)	89.2% (2024/2025)	89.5% (2022/23) TBD (2024-2025)
Increase the percentage of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade level, post-secondary, etc.)	n/a	n/a	65%	TBD

Student Achievement Plan	LDSB Baseline Data (2022-2023)	Provincial Baseline Average (2022-2023)	LDSB Previous Results by Year (2025/2026)	Provincial Previous Results by Year (2025/2026)
Increase the percentage of Students taking a Grade 12 mathematics course or at least one grade 11 or 12 science course	54.3%	60.5%	71.5%	TBD
Increase the Percentage of students in grade 1-8 whose individual attendance rate is equal to or greater than 90%	48.1%	52.6%	45.5% (2025/26)	TBD
Reduce the Percentage of students in grade 4-12 that were suspended at least once	4.65%	3.32%	2.3 % (2025-2026)	TBD
Percentage of 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health	Source: EQAO (2023/24 first year available.) 6 – 63.3% 9 – 66.9% 10 – 67.7%	Source: EQAO (2023/24 first year available.) 6 – 58.6% 9 – 61.8% 10 – 61.7%	Source: EQAO (25/26) 6 – 61% 9 – 70% 10 – 68%	Source: EQAO (25/26) 6 – 61% 9 – 65% 10 – 65%

Limestone DISTRICT SCHOOL BOARD

EPOC and Board Meetings 2025-2026

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

Date	Item
September 3, 2025 EPOC Meeting	Food Sharing Project Update **Well-being**, **Responsiveness** Extreme Weather **Well-being**, **Responsiveness** "See Yourself in Limestone" Communications Strategy 2025-2026 **Responsiveness**
September 17, 2025 Regular Board Meeting	Facility Services Update Summer Projects **Well-being** Virtual School Update **Well-being**, **Literacy**, **Responsiveness**, **Math**, **Grad Rates** Summer Programming Report **Well-being**, **Literacy**, **Math**, **Grad Rates**, **Responsiveness**
October 1, 2025 EPOC Meeting	Update on Administration of See Yourself in Limestone Student Census 2025 **Well-being**, **Responsiveness** Update on Junior Elementary Sports **Well-being**, **Responsiveness**
October 29, 2025 Regular Board Meeting	UMOJA Presentation **Well-being**, **Responsiveness** LDSB Equity Team Action Plan 2025-2028 **Well-being**, **Grad Rates**, **Responsiveness** Strategic Plan – Interim End-of-Year Report 2024-2025, **Well-being**, **Literacy**, **Math**, **Grad Rates**, **Responsiveness** Accumulated Surplus Financial Update **Governance**
November 19, 2025 Initial/Annual Meeting	Initial/Annual **Governance** Election of the Chair and Vice-Chair **Governance**
November 24, 2025 Special Meeting of the Board/ Nominations Meeting	Selection of Committees **Governance**
December 3, 2025 EPOC Meeting	Director's Annual Report **Governance** "See Yourself in Limestone" Communications Update **Responsiveness** School Year Calendar **Governance**, **Responsiveness** EQAO Presentation **Well-being**, **Literacy**, **Math**, **Grad Rates**, **Responsiveness**
January 14, 2026 Regular Board Meeting	Multi-Year Capital and School Renewal Project Plan **Well-being**, **Responsiveness** 2025-2026 Revised Estimates and Interim Financial Report for Q1 **Governance** Strategic Plan – End-of-Year Report 2024-2025 **Well-being**, **Literacy**, **Math**, **Grad Rates**, **Responsiveness** Math Achievement Action Plan Update **Well-being**, **Math**, **Grad Rates**
February 4, 2026 EPOC Meeting	School Year Calendar **Governance**, **Responsiveness** Mental Health, Substance use, and Addictions Strategy 2025-2028 **Well-being**, **Responsiveness**

February 18, 2026 Regular Board Meeting	School Year Calendar **Governance**, **Responsiveness** LDSB Continuing Education: A Closer Look at the Personal Support Worker Program **Well-being**, **Literacy**, **Math**, **Grad Rates**, **Responsiveness** Trustee Distribution **Governance**
March 5, 2026 EPOC Meeting	Communicable and Vaccine-Preventable Disease Prevention and Management in Schools **Well-being**, **Responsiveness** Update on the See Yourself in Limestone Student Census 2025 **Well-being**, **Grad Rates**, **Responsiveness**
March 11, 2026 Regular Board Meeting	Trustee Determination and Distribution for Approval for 2026 Election **Governance** Dual Credit and School Within a College (SWAC) Update **Well-being**, **Literacy**, **Math**, **Grad Rates**, **Responsiveness** 2026-27 Budget Development Schedule **Governance** Multilingual Language Learning (MLL) Operational Plan **Well-being**, **Literacy**, **Math**, **Grad Rates**, **Responsiveness**
April 1, 2026 EPOC Meeting	Student Human Rights and School Safety Reporting Tool Data 2024-2025 **Well-being**, **Responsiveness** Ministry of Education: Student Family Support Offices and Customer Service Protocol **Well-being**, **Responsiveness** Math Achievement Action Plan Update **Math**
April 15, 2026 Regular Board Meeting	Graduation Schedule **Grad Rates** See Yourself in Limestone: Student Census 2025 Update **Well-being**, **Literacy**, **Math**, **Grad Rates**, **Responsiveness** Student Achievement Plan Update **Well-being**, **Literacy**, **Math**, **Grad Rates**, **Responsiveness**
May 6, 2026 EPOC Meeting	Workforce Census and Belonging Survey Preliminary Results **Well-being**, **Grad Rates**, **Responsiveness** Policy 15 Update **Governance**
May 20, 2026 Regular Board Meeting	Limestone Student Achievers Presentation **Governance** Interim Reporting Q2 **Governance** Trustee Replacement **Governance** Disposition of School Property at 53 Victoria Street, Wolfe Island LDSB Before and After School Program (BASP) Review **Well-being**, **Literacy**, **Math**, **Grad Rates**, **Responsiveness**
June 3, 2026 EPOC Meeting	Presentation: Skills Ontario Competition Awards **Grad Rates** Corporate Services' Survey Feedback **Responsiveness** Student Attendance **Well-being**, **Responsiveness**, **Grad Rates** Board Action Plan (BAP) Indigenous Education **Well-being**, **Literacy**, **Math**, **Grad Rates**, **Responsiveness**
June 17, 2026 Regular Board Meeting	Recognition of Outgoing Student Trustees **Governance** Trustee Vacancy: Declaration of Qualification and Declaration of involvement **Governance** Special Education Restructuring Evaluation **Well-being**, **Literacy**, **Math**, **Grad Rates**, **Responsiveness** Math Achievement Action Plan Update **Math**

August 19, 2026 Regular Board Meeting	Short-Term Borrowing Resolution **Governance** Interim Reporting Q3 **Governance** Honoraria For Board Member **Governance** Policy Updates **Governance**

Indigenous Education Committee (IEC) Meeting Minutes

May 26, 2026

Public Meeting

Roll Call:

Trustees:	Members:
J. Maracle G. Elliott	**Present:** Crystal Loft (Mohawk Traditional Knowledge Keepers from Tyendinaga) Mandy Smart (Mohawk Traditional Knowledge Keepers from Tyendinaga) Deb St. Amant (Queen's University & Grandmother's Council, LDSB Cultural Advisor) Alison Billings (Parent/Caregiver Representative) Bond Strand (LDSB – Elementary Teacher – Bridge Program) Liz Coates (Kingston Frontenac Public Library) Scot Gillam (LDSB – Superintendent) Sandy Maracle (Mohawks of the Bay of Quinte) Patty Brinklow (Mohawks of the Bay of Quinte) Géorgie Gagné Mel Urquhart (Youth Diversion) Martha Duncan (LDSB – Elementary Principal – Fairfield Elementary School) Lindsay Morcom (Queen's & Ardoch First Nation) Jessi DiRocco (LDSB – Elementary Indigenous Reengagement Teacher) Liv Rondeau (LDSB – Vice Principal of Indigenous Education) Laura Callow (Providence Care) Krishna Burra, Director

Trustees:	Members:
R. Hutcheon	**Regrets:** Rachel Kolosov (LDSB Indigenous Student Trustee) Rena Petrick (Parent/Caregiver Representative) Tasha Wallace (Parent/Caregiver Representative) Michelle Nyamekye (LDSB – River Teacher) Taylor Arndt (KNCLN – River Program) Pat Vanderholst (LDSB FNMI Consultant & Grad Coach) Amber Bryant-Peller (City of Kingston) Brandon Maracle (Kingston Native Centre and Languages Nest) Cristina Warner (HomeBase Housing) Jayme Blondin (Sexual Assault Centre – Kingston) Kristen Lemay (Kingston Frontenac Public Library) Mary-Jane Vincent (LDSB – Indigenous Support Worker) Willow Prue (LDSB – Indigenous Student Support Counselor) Lorrie Larock (Youth Wellness Hubs of Ontario – One Roof) Lindsay Rogers (Highland Waters Métis Council) Shannon Tyner (LDSB – Secondary Principal – Ernestown Secondary School) Danka Brewer (Shabot Obaadjiwan Omaamiiwininii Community) Gillianne Mundell (Elementary Land Based Indigenous Education Teacher) Kaycie Brant (Parent/Caregiver Representative)

1. WELCOME

Deb St. Amant opened the meeting.

2. INTRODUCTIONS

Introductions were made around the circle. Superintendent Gillam identified that Shannon Tyner, LDSB Secondary Principal, had retired and was no longer part of IEC. A new representative will be identified in September 2026. Director Burra and Superintendent Gillam discussed the transfer of Vice Principal Liv Rondeau to Welborne PS. No other changes are anticipated, except for the addition of Indigenous staff to support Indigenous students and families. Director Burra explained that a new Lead would be hired. If the successful candidate aspired to become an administrator, the Lead position could potentially become a vice-principal or principal position in the future. The current intent is to provide another Indigenous staff member with valuable experience in the Lead role. Both acknowledged the impact of Liv's departure and recognized her exemplary work of the past six years.

3. ADOPTION OF THE AGENDA

MOVED BY: Consensus of IEC that the May 26, 2026, agenda be approved. Carried.

4. APPROVAL OF THE MARCH 26, 2026, IEC MINUTES

MOVED BY: Consensus of IEC that the minutes from March 26, 2026, be approved. Carried.

5. TEAM UPDATES

Vice Principal Rondeau shared the following updates:

- Chad Solomon, an Anishinaabek puppeteer with Rabbit and Bear Paws, visited six schools in March.
- We are supporting the new Collaborative Care Initiative with KCHC to bring Indigenous health education, programming, and care to students in the Bridge Program and beyond.
- We are bringing the Indigenous Student Leadership Circle to Camp Muskoka. The trip is scheduled to leave on May 27, 2026.
- We led professional development with over 50 teachers in the New Teacher Induction Program, in which Indigenous Education is now a mandatory day.
- Presented at the OPC Eastern Conference to principals and vice-principals across Ontario on the Board's Indigenous Education initiatives.
- Samantha Doxtator is visiting in June to do a Haudenosaunee star knowledge workshop with students at No. 9 Gardens.
- Continuing to support students through Graduation Coaching.
- Bringing the Indigenous Place Names map to several geography classes throughout the board.
- Doing a history walking tour downtown Kingston with students from Bayridge Secondary School.

6. TERMS OF REFERENCE

- Code of Conduct was approved by consensus of the circle and will be added to the Terms of Reference for September.
- Terms of Reference Item 3.0 Membership- At the March 26, 2026, meeting, consensus of the group was to fill the two caregiver vacancies using the following method- revisit previous expressions of interest, rank all remaining candidates, and select new members for September, ensuring a transparent and inclusive process. Five (5) individuals were identified and ranked and will be contacted for their interest in joining IEC in the role of caregiver representative. This process will be completed in May and June so that the two new caregivers are in place for the September 2026 meeting. LDSB staff did not participate in this decision; however, Superintendent Gillam was tasked with reaching out and confirming caregiver interest based on the list provided by circle.

7. BAP Budget 2026-2027

- Superintendent Gillam reviewed the budget and expenses related to the Indigenous Education funding for 2026-2027. He highlighted the work of IEC in providing direction with respect to the addition of staff and supports based on our historical surplus. These additions included the addition of 4 Indigenous staff in the roles of Adolescent Care Worker, Attendance Counselor, Social Worker and Psychologist. Superintendent Gillam also spoke to the expansion of the Bridge program, adding another class, teacher and Indigenous Support Worker, housed at KLC. Additional supports are being provided to ensure the running of FNMI courses at secondary and additional funds to support professional development across the district and further support for the Truth and Reconciliation Leads at all elementary and secondary schools. Questions of clarification were asked, and the intent is to hire Indigenous individuals into each of these roles discussed. Another conversation ensued about the surplus and any concerns about the Ministry clawing this money back.
- Superintendent Gillam reminded IEC that they will be tasked with supporting the BAP process beginning in September. He also thanked them for all their work on the BAP this past school year.

8. COMMITTEE MEMBER UPDATES

- In recognition of Liv's transfer, Trustee Maracle provided Liv with flowers and a small token of our appreciation. Deb St. Amant and Lindsay Morcom sang a beautiful song, and each member of the circle spoke to Liv's contributions.
- In recognition of Scot's retirement, Trustee Maracle and Liv shared a beautiful, beaded medallion and spoke to the image. Crystal and Mandy sang two songs and Trustee Maracle and Scot participated in a men's dance. Liv and the Indigenous team members then presented Scot with a beautiful blanket, and each member of the circle spoke to Scot's contributions.
- IEC then shared a beautiful cake brought by Alison Billings.

9. NEXT MEETING DATE

- Tuesday, September 22, 2026

10. CLOSING

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

SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES
September 9, 2026

Public Meeting

Roll Call:

Trustees:	Members:
T. Lloyd Regrets: K. McGregor	Present: A. Martin, Member-at-Large (Queen's University) K. Hill, Member-at-Large E. Clow, Member-at-Large H. Clark, Autism Ontario Z. Rogers, Community Living Kingston J. Barker, Lennox & Addington Resources for Children Regrets: G. Eaton-Smith, Learning Disabilities Association of Kingston L. Clouthier, Easter Seals Ontario
Invitees:	Staff:
	Present: M. Blackburn, Superintendent of Education D. Thompson, Principal of Educational Service A. Todd, Vice-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 J. Lalonde, Special Education Program Coordinator S. Labbett, Special Education Program Coordinator
Recorder:	Guests:
J. Senior, Administrative Assistant	None at this time.

1. WELCOME

Trustee Lloyd called the meeting to order and welcomed everyone to the meeting.

Trustee Lloyd 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: 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 Katrina Hill that the June 10, 2026, Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

5.1 Special Education Plan 2026-2027 - Superintendent Michael Blackburn provided an update on the 2026-2027 Special Education Plan, noting that the plan has been finalized, posted on the Limestone District School Board website, and submitted to the Ministry of Education. Significant revisions were made to align with updated Ministry templates and requirements.

Members were advised that ongoing consultation on the Special Education Plan is a Ministry requirement. To support this process, a community feedback form has been added to the Board website, allowing community members to submit comments, questions, and recommendations. Feedback received will be reviewed and shared with SEAC as appropriate. In addition, regular consultation with SEAC throughout the school year will be incorporated to provide ongoing opportunities for input and feedback on the plan.

6. EDUCATION SERVICES UPDATE

6.1 Accessibility in Limestone Presentation – Educational Services Staff – The Educational Services Leadership Team provided an overview of accessibility initiatives outlined in the 2026-2027 Special Education Plan. Members learned about the Board's commitment to accessibility through compliance with the Accessibility for Ontarians with Disabilities Act (AODA), implementation of Board policies and procedures, and the ongoing work of the Accessibility Committee.

The team highlighted the collaborative work between Educational Services and Facility Services to identify and address accessibility barriers in schools. Through regular consultations and accessibility walk-throughs, the Board reviews and prioritizes projects to improve access for students, staff, and community members while working toward standards that exceed minimum building code requirements where possible.

An overview of Special Equipment Amount (SEA) funding was provided, including how specialized equipment and supports are identified and purchased to help students access learning, participate fully in school activities, and meet individual physical, communication, sensory, and personal care needs. Members also heard about efforts to provide both individualized supports and broader classroom resources that remove barriers to learning.

Current accessibility initiatives include accessibility improvements at Gould Lake, a power wheelchair pilot project, staff training on accessible communications, implementation of Microsoft accessibility tools, accessible field trip planning resources, and the use of centrally purchased accessibility equipment such as all-terrain wheelchairs, evacuation chairs, portable lifts, and change tables.

The presentation also highlighted Administrative Procedure 260 and the Accessible Field Trip Planning Guide, which support inclusive planning for field trips and events by focusing on removing barriers, addressing individual student needs, reducing financial barriers, and ensuring equitable alternatives when participation is not possible.

The presentation concluded with a student success story demonstrating the impact of a power wheelchair pilot project. Staff shared how access to the device increased a student's independence, mobility, choice-making, and participation within the school environment, illustrating the broader impact of accessibility initiatives on student belonging and inclusion.

7. CORRESPONDENCE

7.1 Thames Valley District School Board- Letter to Minister of Education regarding Funding Support for Students Requiring Special Education Programs and Services, dated June 22, 2026. Provided for information in the Agenda Package.

7.2 Halton District School Board – Letter to Minister of Education regarding Increased and Sustainable Special Education Funding, dated September 1, 2026. Provided for information in the Agenda Package.

8. ASSOCIATION UPDATES

None at this time.

9. OTHER BUSINESS

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

9.2 Future Agenda Items- SEAC members were invited to suggest topics for future SEAC agendas at any time throughout the school year. It was noted that recommendations may include areas of interest, requests for additional information on previous presentations, or topics members would like explored in greater detail. Members were encouraged to bring forward ideas during meetings or by contacting Board staff between meetings. While suggestions may not appear on the next agenda, they will be considered for future meetings to support ongoing learning, discussion, and consultation.

9.3 Other Business Updates- Superintendent Blackburn provided several updates for members' information. Members were advised that Laura Conboy, LDSB Mental Health Lead, has been seconded to School Mental Health Ontario for the current school year as a provincial system leader supporting school boards across Ontario. Recruitment efforts are underway to fill the role during the secondment period.

An update was also provided on the Inclusive Playground Project. The new inclusive playground at Shannon Park is scheduled to officially open on September 12, 2026, marking the culmination of a multi-year fundraising and community partnership effort supported by Limestone District School Board.

An update was provided regarding trustee and SEAC elections. Trustee elections will take place in October, with the new Board to be sworn in in November. Following the appointment of trustees to SEAC, elections for the SEAC Chair and Vice-Chair positions will be held. Current officers will remain in their roles until the election process is complete. Members were also advised that associations may review and update their SEAC representatives during this period.

NEXT MEETING DATE
October 14, 2026

10. ADJOURNMENT

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

The meeting was adjourned at 6:40 pm.