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 R. Richard, Acting Superintendent of Business Services
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 R. Richard, Acting Superintendent of Business Services 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	S. Mitton, Executive Assistant to the CEO/CEDO/Director and Trustee Liaison

Ellyn Clost-Lambert, Research Analyst 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.