

## **Agenda – Regular Board Meeting**

**Wednesday, August 20, 2025- 6:00 p.m.**

Limestone Education Centre

220 Portsmouth Avenue, Kingston, Ontario

**Public Viewing:** <https://bit.ly/LDSBBoardAug2025>

### **Private Session – 5:30 p.m.**

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

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

#### **1. CALL TO ORDER**

#### **2. RESOLVE INTO COMMITTEE OF THE WHOLE PRIVATE SESSION**

#### **3. DECLARATION OF CONFLICT OF INTEREST**

#### **4. ACTION ITEMS**

- 4.1. Regular Board Meeting Minutes (Private) – June 18, 2025

#### **5. FOR INFORMATION**

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

#### **6. REPORT TO PUBLIC SESSION**

**Limestone District School Board**

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

## **Public Meeting – 6:00 p.m.**

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

### **7. ADOPTION OF THE AGENDA**

### **8. DECLARATION OF CONFLICT OF INTEREST**

### **9. PRESENTATION/DELEGATION**

### **10. PRIVATE SESSION REPORT**

### **11. APPROVAL OF MINUTES**

- 11.1. Regular Board Meeting Minutes – June 18, 2025 (Pages 4-20)

### **12. REPORTS FROM OFFICERS**

- 12.1. Chair’s Report
- 12.2. Director’s Report

### **13. REPORTS**

- 13.1. OPSBA Report – Trustee McGregor
- 13.2. Student Trustees’ Report – No report.
- 13.3. Reports for Action
  - 13.3.1 Short-Term Borrowing Resolution – Superintendent Young (Pages 21-22)
- 13.4. Reports for Information
  - 13.4.1 Interim Financial Report for Quarter 3 – Superintendent Young and Manager of Financial Services, Paula Carson (Pages 23-25)
  - 13.4.2 Administrative Procedure 107- Human Rights –Superintendent McDonnell and Human Rights and Equity Advisor, Yusuf Abdulkareem (Pages 26-40)
  - 13.4.3 The Judith Brown Black Excellence Award –Director Burra (Pages 41-42)

### **14. UNFINISHED BUSINESS**

- 14.1. Feeding Minds: Food and Beverage Policy (PPM-150) Delegation (Page 43)

**Limestone District School Board**

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**15. NEW BUSINESS**

**16. CORRESPONDENCE**

**17. NOTICES OF MOTION**

**18. ANNOUNCEMENTS**

**19. COMMITTEE MINUTES FOR INFORMATION**

**20. FUTURE BOARD MEETING SCHEDULE**

September 3, 2025 (EPOC)  
September 17, 2025  
October 1, 2025 (EPOC)  
October 29, 2025  
November 19, 2025 (Annual Meeting)  
November 24, 2025 (Special Meeting)  
December 3, 2025 (EPOC)  
January 14, 2026  
February 4, 2026 (EPOC)  
February 18, 2026  
March 11, 2026  
April 1, 2026 (EPOC)  
April 15, 2026  
May 6, 2026 (EPOC)  
May 20, 2026  
June 3, 2026 (EPOC)  
June 17, 2026

**21. ADJOURNMENT**

**Limestone District School Board**

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## Regular Board Meeting Minutes – June 18, 2025

### PRIVATE SESSION

#### Roll Call:

| Trustees:                                                                                                                                                                                                                                                                           | Staff:                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| G. Elliott<br>B. Godkin (Vice-Chair)<br>R. Hutcheon (Chair)<br>T. Lloyd<br>J. Maracle<br>K. McGregor<br>J. Morning<br>J. Neill<br>S. Ruttan<br>C. Scott<br>A. Bukhari (Student Trustee) (regrets)<br>R. Kolosov (Student Trustee) (regrets)<br>S. Kumar (Student Trustee) (regrets) | K. Burra, Director of Education<br>P. Gollogly, Associate Superintendent |
| Guests:                                                                                                                                                                                                                                                                             | Recorder:                                                                |
| Scott Yake, Ontario Education Services Corporation                                                                                                                                                                                                                                  | S. Mitton, Executive Assistant to the Director and Trustee Liaison       |

### 1. CALL TO ORDER

Vice-Chair Godkin called the meeting to order.

### 2. RESOLVE INTO COMMITTEE OF THE WHOLE AND PRIVATE SESSION

*MOTION: To move into Private Session.*

*MOVED BY: Trustee Scott and Trustee McGregor. Carried.*

### 3. DECLARATION OF CONFLICT OF INTEREST

Vice-Chair Godkin 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) – May 21, 2025
- 4.2. Special Meeting of the Board Minutes (Private Session Only) – May 27, 2025
- 4.3. Education, Policy, and Operations Meeting Minutes – June 4, 2025

#### Limestone District School Board

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

## 5. FOR INFORMATION

- 5.1. Safe Schools Update – Associate Superintendent Gollogly provided a Safe Schools update.
- 5.2. Personnel Update – Trustee Lloyd provided a Personnel Update.
- 5.3. Labour Update
- 5.4. Legal Update
- 5.5. Property Update
- 5.6. OPSBA Update

## 6. REPORT TO PUBLIC SESSION

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

*MOTION: That the Board rise and report.*

*MOVED by: Trustee McGregor. Carried.*

## PUBLIC MEETING

### Roll Call:

| Trustees:                                                                                                                                                                                                                                                       | Staff:                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| G. Elliott<br>B. Godkin (Vice-Chair)<br>R. Hutcheon (Virtual)<br>T. Lloyd<br>J. Maracle<br>K. McGregor (Chair)<br>J. Morning<br>J. Neill<br>S. Ruttan<br>C. Scott<br>A. Bukhari (Student Trustee)<br>R. Kolosov (Student Trustee)<br>S. Kumar (Student Trustee) | K. Burra, Director of Education<br>M. Crothers, Communications Consultant<br>S. Gillam, Superintendent of Education<br>A. Grange, Communications Consultant<br>S. Hedderson, Associate Superintendent<br>T. McKenna, Associate Superintendent<br>S. Sartor, Associate Superintendent of Education<br>J. Silver, Superintendent of Education<br>C. Young, Superintendent of Business Services |
| Guests:                                                                                                                                                                                                                                                         | Recorder:                                                                                                                                                                                                                                                                                                                                                                                    |
| Staff Award Winners<br>Madison Stewart, Food for Good Program<br>Kelvin MacQuarrie, Manager of ITS<br>Laura Alward, Manager of ITS                                                                                                                              | S. Mitton, Executive Assistant to the Director and Trustee Liaison                                                                                                                                                                                                                                                                                                                           |

### Limestone District School Board

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

Vice-Chair Godkin welcomed everyone to the Regular Board Meeting and indicated that he would be chairing the meeting this evening. He called the roll.

He provided the Land Acknowledgement: "The Limestone District School Board is situated on the traditional territories of the Haudenosaunee and Anishinaabe. We acknowledge their enduring presence on this land, as well as the presence of Métis, Inuit, and other First Nations from across Turtle Island. We honour their cultures and celebrate their commitment to this land. As a descendent from Northern Europe, I am honoured to be on this land and thankful for all that Indigenous people do to protect it."

## **7. ADOPTION OF THE AGENDA**

Chair Godkin indicated that an adjustment to the agenda would be required due to the correspondence received from Trustee Hutcheon. As a result, the adoption of agenda and the declaration of conflict of interest will follow the presentations and delegations.

## **8. DELEGATION/PRESENTATION**

### **8.1 Limestone District School Board Staff Awards: Barry C. O'Connor Excellence in Education Awards, J.C. McLeod Excellence in Teaching Awards**

Chair Godkin invited Awards Committee member Trustee Ruttan to introduce the Barry C. O'Connor Excellence in Support Staff Awards and the J.C. McLeod Excellence in Teaching Awards.

Trustee Ruttan began by acknowledging the Awards Committee members: Trustees Elliott, Ruttan, McGregor, and Lloyd. She introduced the awards.

The Barry C. O'Connor Award recognizes excellence in education as provided by support staff throughout the district. This award was established to recognize support staff in the following categories: Clerical and Secretarial, Educational Services Staff, Educational Assistants, and Central Office Staff.

Trustee Ruttan invited the following staff to read the citations for the Barry C. O'Connor Award winners:

Clerical and Secretarial

Rob Switzer presenting to Tracy MacVicar, Kingston Secondary School.

Educational Services Support

Principal Michael Blackburn presenting to Nancy Gourdier-Golle, Student Support Counsellor.

### **Limestone District School Board**

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Educational Assistants

Principal Joanne Borges presenting to Shannon Gambicourt, Winston Churchill Public School.

Central Office Staff

Paula Carson and Lindsay Benjamin presenting to Jody Fitz, Education Centre.

Trustee Ruttan extended congratulations to the 2024-2025 recipients of the Barry C. O'Connor Excellence in Education Awards on behalf of the Trustees and introduced the next award.

J.C. McLeod was the Director of Education for the former Lennox and Addington County Board of Education from 1969 to 1983. He recognized and rewarded excellence in teaching throughout his time as Director and on his retirement, he established a fund to continue this focus.

This award recognizes the outstanding contributions of individual teachers to classroom instruction or the improvement of classroom instruction, over a number of years. This distinguished award is presented annually to one teacher in the elementary panel and one teacher in the secondary.

Trustee Ruttan invited the following staff to read the citations for the J.C. McLeod Award Winners:

Principal Deborah Thompson presenting to Elementary Teacher Tara Murphy

Principal Michael Blackburn presenting to Secondary Teacher Tammy Hagerman

Trustee Ruttan congratulated the 2024-2025 J.C. McLeod Award winners and thanked them for their exemplary service to students and staff across the Limestone District School Board.

Chair Godkin called for a short recess.

## **8.2 Recognition of Outgoing Student Trustees**

Chair Godkin stated, "It is my privilege, on behalf of all Trustees and Senior Staff to acknowledge the service of this year's Student Trustees, Rachel Kolosov, Ayesha Bukhari, and Siya Kumar.

### **Limestone District School Board**

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All three Student Trustees are exceptional student leaders, as evidenced by their continued efforts to further develop student voice across our school district, as well as at the provincial level, bringing Limestone student voices to the Ontario Student Trustee's Association.

You have all made a positive difference around this horseshoe and represented the students at the Limestone District School Board with integrity and passion. Thank you for your work over the past year.

Next year, Urban Student Trustee Kumar will be attending the University of Waterloo to study Chemical Engineering.

Indigenous Student Trustee Kolosov will be returning next year as Student Trustee.

Rural Student Trustee Bukhari will be attending the University of Ottawa to study Conflict Studies and Human Rights".

Chair Godkin stated that "In addition to being the Rural Student Trustee, Ayesha represented the students of Limestone District School Board on the Grants Committee of the Limestone Learning Foundation. Committee Chair Wess Garrod had the following statement he wanted us to share tonight:

'This past year, Ayesha Bukhari represented the students of Limestone District School Board on the Grants Committee of the Limestone Learning Foundation.

Student input into funding opportunities is considered by the Limestone Learning Foundation as a critical component to the decision-making process. Ayesha always shared the Limestone Learning Foundation Grants Committee projects and information with the Interschool Student Council, to ensure that the committee received the opinions and suggestions from the diverse student population of the schools.

Ayesha has been an excellent student representative, always presented her thoughts and ideas in a positive manner, and considered both sides of the discussion before making her decision. She is a very intelligent individual with a warm and kind personality, and she consistently demonstrates desire and self-motivation to succeed.

The Limestone Learning Foundation is pleased to present Ayesha with a cheque for \$200, as a gesture of our appreciation for her time and effort contributed to Limestone Learning Foundation Grants Committee. On behalf of the Foundation, we wish her the very best of success in her future endeavours.'

We thank all three of you for your leadership, strong advocacy, and dedication to your role as Student Trustees, and wish you good luck with your future endeavours! Congratulations!"

**Limestone District School Board**

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### **8.3 Delegation Feeding Minds: Food and Beverage Policy (PPM-150)**

Chair Godkin invited Madison Stewart who joined virtually from Food for Good, to make her delegation. She shared a video related to PPM 150, School Food and Beverage Policy. Trustees were invited to ask questions of clarification with further discussion potentially occurring at the August 20, 2025 Board Meeting.

## **9. ADOPTION OF THE AGENDA**

Chair Godkin shared that correspondence from Trustee Hutcheon was received indicating her resignation from her role as Chair. As a result, he proposed the addition of an agenda item to address this following the Reports from Officers agenda item.

*MOVED BY: Trustee Lloyd and seconded by Trustee McGregor that the agenda, as amended, be approved. Carried.*

## **10. DECLARATION OF CONFLICT OF INTEREST**

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

## **11. PRIVATE SESSION REPORT**

Chair Godkin invited Trustee Ruttan to provide the Private Session Report:

At the Special Meeting of the Board, May 27, 2025:

- Director Burra provided a personnel update.

At the Education, Policy, and Operations Meeting, June 4, 2025:

- Director Burra provided a personnel update

Earlier this evening during Private Session:

The Private Session minutes were approved from the following:

- The May 21, 2025, Regular Board Meeting
- The May 27, 2025, Special Meeting of the Board
- The June 4, 2025, Education, Policy, and Operations Committee Meeting
- Associate Superintendent Gollogly provided a Safe Schools update.
- Trustee Lloyd provided a personnel update which resulted in a motion being passed.

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

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

## **12. APPROVAL OF MINUTES**

- 12.1 Budget Committee Meeting Minutes – April 16, 2025
- 12.2 Regular Board Meeting Minutes – April 23, 2025
- 12.3 Audit Committee Meeting Minutes – May 5, 2025
- 12.4 Education, Policy, and Operations Committee (EPOC) Meeting Minutes – May 7, 2025

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

## **13. REPORTS FROM OFFICERS**

### **13.1. Chair's Report**

Chair Godkin stated: "As we approach the end of another remarkable school year, I want to take a moment to reflect on and celebrate the incredible efforts and achievements of our Limestone community.

June marks not only the closing of the academic year but also a time of celebration, reflection, and gratitude. Across our district, students have been wrapping up their studies, showcasing their learning, and participating in a wide range of extracurricular activities that highlight their creativity, leadership, and school spirit.

I want to extend my heartfelt thanks to our students for their resilience, enthusiasm, and dedication throughout the year. Your hard work and perseverance have been truly inspiring.

To our educators, support staff, and administrators—thank you for your unwavering commitment to student success. Your passion and professionalism continue to shape a learning environment where every student feels supported and empowered.

To our families and caregivers—your partnership and encouragement have been vital. Thank you for being such an integral part of our students' journeys.

This month, we've also seen vibrant celebrations of diversity and inclusion across the district. Pride events have brought our communities together in powerful and joyful ways. A special thank you to everyone who

### **Limestone District School Board**

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participated in the Greater Napanee Pride Parade and the Kingston Pride Parade. Your presence and support send a strong message of love, acceptance, and unity.

We were also proud to support the second annual Inclusive Fun Fair hosted by the Inclusive Play Project at Shannon Park on June 7. This free, family-friendly event brought together community members of all ages and abilities to celebrate inclusion, accessibility, and connection. With live entertainment, a bustling vendor market, interactive games, and a vibrant KidsZone, the fair raised awareness and funds for Kingston's first fully inclusive playground. Events like this remind us of the power of community and the importance of creating spaces where everyone feels welcome and valued.

As we look ahead to the final days of the semester, let's continue to lift each other up and celebrate the many successes—big and small—that have defined this school year.

Wishing everyone a safe, restful, and joyful summer ahead."

### **13.2. Director's Report**

Director Burra stated: "Good evening, Trustees and the viewing public. I am pleased to provide you with my update tonight as we enter the last ten days of the 2024-2025 school year.

June is always a time of reflection as we complete one school year and continue preparations for the next school year. It is also a time of change as we see students graduate from secondary school, staff retire, and many staff and students prepare for transitions. It is also a time of celebration across the system as students graduate and enjoy end-of-year activities and celebrations. We were able to enjoy some celebrations this evening with the annual Limestone Staff Awards. This evening we heard, and saw, some great examples of people focused on doing the very best they can to support students and learning in LDSB.

In recent weeks and months, many graduating Limestone students have received significant scholarships and admissions to universities, colleges, and apprenticeships or have developed work plans for next year. I would be remiss to not mention the fact that Student Trustee Bukhari deserves to be recognized for being a TD Scholarship recipient, and the Trustee Laurie French Student Leadership Award from the Community Foundation for Lennox and Addington. Congratulations student trustee Bukhari. With secondary graduations just over a week away, I know Trustees and Senior Staff can look forward to hearing the plans of LDSB grads at those celebrations and honouring the graduates of 2025.

I would also like to highlight for Trustees the tremendous success Limestone athletes experienced at the Provincial Finals in Track and Field. Wyatt Lee from FSS won Gold in the Senior Boys 100 metre and 200 metre. Athena Andrezyk from KSS won Gold in the Senior Girls 3000 metre. And the junior girls 4x100

#### **Limestone District School Board**

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relay team from KSS also won gold. That team consisted of Caitlyn Wimmer, Mara Barrow-McLagan, Amaya Barrows-McLagan and Marina Playter-Tuffs. Limestone students also won two silver medals and four bronze medals. I should also note that the LSS senior boys won provincial AA gold. I should also note that LSS and KSS hosted provincial soccer championships. Congratulations to these winners and all of the other LDSB athletes who participated in the provincial finals.

In reflecting on the 2024-2025 school year, or any other school year, I think it is important to again remember Kathy Freston's wise words: "The goal is progress, not perfection." In education the stakes are always high for each learner, and there is always more we can do to serve each student. While there is always much to celebrate, there is also always room for improvement in realizing our LDSB intention of making a positive difference in the lives of every student, in every classroom, in every school.

Given June is National Indigenous History Month, and Saturday is National Indigenous Peoples Day, Trustees should be aware that there are a range of activities occurring in the community this weekend, and at Confederation Park. This information has been shared with schools.

As Trustees are aware, June is also Pride month, and like the last few years, Limestone formally participated in the fourth annual Napanee Pride Parade earlier this month, which was a great success, and we also had a very strong presence this past weekend for the Kingston Pride Parade. We must continue to take a strong stance in support of human rights, and against hate in the communities we serve.

In closing, I want to offer my congratulations to all students graduating from Limestone and to staff entering their last ten days of work with Limestone. There is much to be proud of in Limestone and I have a great deal of gratitude and humility in serving as its Director. Thank you also to the Board of Trustees for your continued collaboration, strong support of public education, and advocacy. While all of us around this table may not always agree on everything, I think we can all be proud of the way we conduct ourselves and work together for the betterment of Limestone students.

Thank you, Trustees; that concludes my report for this evening."

#### **14. CORRESPONDENCE AND ELECTION OF THE CHAIR**

Chair Godkin called for a motion to accept Chair Hutcheon's resignation as Chair of the Board.

*MOVED BY Trustee Scott and seconded by Trustee Neill that the Board accepts the resignation of Trustee Hutcheon from Chair of the Board. Carried.*

Due to the vacancy of the Chair position, Chair Godkin called for nominations for the position of Chair of the Board for the session ending November 19, 2025.

#### **Limestone District School Board**

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Trustee Elliott nominated Trustee McGregor. Trustee McGregor accepted the nomination.

Trustee Neill nominated Trustee Godkin. Trustee Godkin accepted the nomination.

Director Burra took over the election process due to Trustee Godkin's acceptance of nomination for the position of Chair. Director Burra called for nominations two additional times. Hearing none, he called for a motion that nominations be closed.

*MOVED* by Trustee Lloyd and seconded by Trustee Elliott that the nominations be closed. Carried.

Trustee Scott called for a point of order related to a comment from Trustee Morning. He shared that Trustee Morning may have encountered a technical issue and was unable to make her nomination. A motion to reopen the nominations commenced.

*MOVED* by Trustee Scott and seconded by Trustee McGregor that the nominations be reopened. Carried.

Director Burra called for nominations.

Trustee Morning nominated Trustee Ruttan. Trustee Ruttan declined the nomination.

Director Burra called for nominations two more times and hearing none, he called for a motion that nominations be closed.

*MOVED* by Trustee Lloyd and seconded by Trustee Neill that the nominations be closed. Carried.

Both the nominators and candidates addressed the Board. The candidates thanked their colleagues for their nominations.

Trustees voted on their selection of the Chair of the Board. Superintendent Silver and Superintendent Young counted the votes. Director Burra congratulated Trustee McGregor on being voted Chair of the Limestone District School Board for the session ending November 19, 2025.

Director Burra called for a motion for the ballots to be destroyed.

*MOVED* by Trustee Scott and seconded by Trustee Maracle that the ballots be destroyed. Carried.

#### **Limestone District School Board**

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## **15. REPORTS**

### **15.1. OPSBA Report**

Trustee McGregor provided her update:

- The Annual General Meeting was held in Niagara on the Lake. Discussion ensued at the conference about the location with a suggestion that future meeting be held in Toronto or Ottawa for better accessibility. There were some great guest speakers and several meetings taking place. Trustee McGregor remarked on the 'Landscape of Nations' tour she attended during the conference which is a memorial dedicated to the contributions and sacrifices made by the Haudenosaunee Six Nations and Indigenous allies that participated in the War of 1812.
- The November Regional Meeting will be held Renfrew.

### **15.2. Student Trustees' Report**

Chair McGregor invited Student Trustee Kolosov to give her report. She stated, "Good evening Trustees,

We had our last Interschool Council (ISC) meeting on the third of this month. At this meeting, we celebrated our success as a group this past school year, where the school representatives from each school brought their incoming reps for next year, which gave us the chance to meet and get to know our ISC team for next year!

On June 10, after a lot of hard work from ISC members, we were able to run the LDSB Community Pride Event. During this event we had a number of school groups coming in to host tables with some arts, crafts, and games, as well as community organizations like the Kingston Public Library. We were also thrilled to have the Queens Faculty of Education GSA come in, as well as Kingston Youth Pride, and LDSB's Alyssa Vernon who did some collaging with guests. Student-run booths included face painting, flag painting, bracelet and keychain making, and more. It was such an amazing experience to see all of the students and families coming together to enjoy an evening of celebration to kick off Pride Month. We would like to extend a big thank you to all of the community members who came in, staff who helped support the event, the KSS custodial team for helping set up, and all of the students who helped make the event possible and the great success it was!

We also had Pat Vanderholst do a PD session on Indigenous land teachings, with a tour around Lake Ontario Park, sharing different teachings connected to the land. On behalf of ISC, I'd like to thank Pat for sharing his time and knowledge with us.

On behalf of the incoming Student Trustees, we look forward to what the next term of ISC will bring next school year!

#### **Limestone District School Board**

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Thank you.”

### **15.3. Reports for Action** None at this time.

### **15.4. Reports for Information**

#### **15.4.1. Operational Plan: Integrated Technology Services (ITS)**

Associate Superintendent Hedderson introduced his report and emphasized the alignment with all five strategic goals:

- Improve student well-being/sense of belonging, participation/engagement in class time, and focus 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 for families, staff, and community partners.

Associate Superintendent Hedderson invited Manager of Information Communication Technologies, Kelvin MacQuarrie, and Manager of Innovation and Digital Transformation, Laura Alward to continue the presentation.

Manager MacQuarrie shared the operational framework noting that the plan is structured around three pillars; Data Integrity, Learning Environment and Infrastructure Improvements, and Customer Service Excellence. He shared some examples of the ongoing technology deployments and upgrades to the Board. He shared that 5,960 one-to-one laptops were deployed over the last three years to secondary students. He noted that 1,264 iPads and 2,156 Chromebooks have been deployed to the system with 1,400 additional Chromebooks being added over the summer. Manager MacQuarrie shared that upgrades have been made to 11 Secondary School labs with eight more computer labs being upgraded over the summer. He shared that due to bulk purchasing, the board has been able to save approximately \$400 off each laptop. This summer, 400 educator loaner laptops will be refurbished and redeployed to the system to support Educational Assistants, part-time educators, and vocational instructors.

Manager MacQuarrie shared some information on how technology is monitored over time. He shared a graph showing board device reliability and the impact on service levels. His data showed that with the overall increase in laptops for staff and students, the support calls received for devices remain manageable and show a slightly decreasing trend. Manager MacQuarrie shared some statistics on the status of classroom projectors. He indicated that approximately 88% of our classroom learning spaces are equipped with a projection device. Of 88%, 24% of the projectors in the system are out of date. As a

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result, ITS piloted interactive TV panels at various schools to examine the possibility of replacing projectors with these screens.

Manager MacQuarrie shared some of the other projects that ITS is working on including the implementation of a new immutable data backup solution. The system protects cloud e-mails, SharePoint, and server data from ransomware attacks, and was proved effective during the recent cyber incident by enabling rapid recovery.

Other projects underway include the rollout of Microsoft 365 Copilot licenses to administrators, managers, and senior staff, as well as a transition to a different service desk platform. The shift aims to streamline services and leverage existing board-wide platforms and utilizes the existing system, eBase. This platform includes features to allow tracking of devices improving oversight. Manager MacQuarrie turned the presentation over to Manager Alward.

Manager Alward highlighted some projects underway aimed at improving efficiencies for families, students, and staff. A notable development was the consolidation of the student human rights and safe schools reporting forms into a single, streamlined structure, simplifying the process for families and enabling school administrators to view and classify all incoming concerns more efficiently. Additionally, enhancements were made to the elementary staffing app, which was well-received last year. New features now support consolidation, surplus, and return-from-leave requests, offering a unified tool for staff and improved data visibility for HR and staffing committees.

Manager Alward shared progress on the student achievement tools: following the launch of the school portfolio and class profile in previous years, a new student profile was introduced to centralize key data points for individual students, supporting educators and administrators in monitoring learning, well-being, and achievement. This includes tracking progress through tools like reading screeners. Furthermore, the Student Achievement Plan app was updated to allow administrators to input both qualitative and quantitative data, including key performance indicators, into a single platform, enhancing efficiency and data integration. During check-ins, data is now collected within a centralized app, enabling the creation of aggregated dashboards that provide Senior Staff with a comprehensive view of all check-in information across the system.

Within the Innovation and Digital Transformation portfolio, corporate applications have focused on data integration and process improvements. This includes the release of balancing templates to support school office staff with ministry reporting, along with process reviews and additional training. A significant milestone was achieved with zero data corrections required in graduation rate verification—an outcome of years of improved data practices.

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[See Yourself in Limestone](#)

Following the recent cyber incident, the rollout of a new electronic file storage system was accelerated, providing all schools, departments, and programs with standardized digital storage spaces. This initiative supports operational efficiency and lays the foundation for future board-wide records management. The ITS management team uses a visual roadmap to monitor workloads, allocate resources, and adapt to operational needs, helping to identify over-allocated teams and maintain flexibility. The corporate team also follows a cyclical OnSIS reporting process, reviewing errors and responding to Ministry of Education quality assurance activities. These reviews help identify recurring issues and drive process adjustments, contributing to improved data accuracy. Currently, the team is refining processes in response to repeated Ministry inquiries, particularly in development-related submissions, as part of a continuous improvement cycle.

Manager Alward concluded the presentation by sharing that a survey was sent out in May of this year to Principals asking the question: *What supports/structures/processes would you say supported your work in moving the Student Achievement Plan forward for this year?*

- Student Achievement Plan application 68%
- Data dashboards 82%

She explained that much of this work stems from the Corporate Services Survey, which gathers staff input on what's working and what needs improvement. Another Corporate Services Survey will be released Fall of 2025 and will assist with the next iteration of the ITS Operational Plan.

Chair McGregor thanked Associate Superintendent Hedderson, Manager MacQuarrie, and Manager Alward for their presentation and called upon Trustees for questions.

#### **15.4.2. Math Achievement Action Plan Update**

Associate Superintendent Hedderson provided an update on the Math Achievement Action Plan (MAAP), emphasizing its alignment with the strategic plan and its focus on fostering positive cultures that support student engagement, well-being, and achievement—particularly in mathematics. The plan prioritizes building educator capacity, supporting administrators and school teams in using data to guide instructional decisions, and ensuring interventions are responsive to student needs. Preliminary data is still being collected as schools work to maximize student growth opportunities ahead of the final report submission to the province in mid-July.

The three provincial priority actions remain: implementing the curriculum with fidelity using high-impact instructional practices, deepening math content knowledge, and understanding the math learner. The

#### **Limestone District School Board**

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update also referenced Phase 4 of the MAAP, noting continued efforts to strengthen these focus areas. Associate Superintendent Hedderson reviewed the four Key Provincial Indicators for 2024-25:

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

This year's MAAP placed intentional focus on highlighting the progress of students with math modifications, particularly at the elementary level. While some progress was noted, further work remains, and adjustments will be made based on feedback and data trends. EQAO results showed encouraging signs:

- Grade 3 saw a 13.6% increase in students meeting the standard.
- Grade 6 improved by 3.1%.
- Grade 9 showed a 1.6% decrease, although ten more students met the standard compared to the previous year.

Preliminary report card data from Term 2 also indicated growth. Progress among students with math modifications remained relatively stable, with a slight increase in those achieving the standard. These early indicators will be further analyzed alongside other data sources with the goal of exceeding the provincial average.

Associate Superintendent Hedderson emphasized the importance of identifying areas needing attention to support student progress in math, mainly through the analysis of provincial prevention metrics such as attendance and student self-perception. Attendance data revealed a decline in the percentage of students maintaining 90% or greater attendance in math, with Grade 9 Semester 2 dropping to 42.5% and elementary Term 2 to 57.16%, though this includes all absences, even approved ones like sports or competitions; efforts are underway to disaggregate this data for clearer insights. Encouragingly, student confidence in math has improved, with 62.31% reporting confidence in an internal survey, up from 57% reflected in EQAO data. Early indicators suggest a link between increased fluency and confidence. Associate Superintendent Hedderson shared that the team continues to work on standardizing grade-level expectations across schools and is leveraging AI tools to help educators identify and address misconceptions, all as part of a broader strategy to uphold high expectations and ensure equitable learning experiences system-wide.

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Associate Superintendent Hedderson concluded his report by noting that schools have been actively supporting math learning at home through updated family math kits and hosting family math nights using materials developed by the math team and supplemented locally. He shared that a monitoring cycle has also been implemented, guiding educators and administrators to engage in continuous actions throughout the school year to track student progress and provide early interventions. Educators and administrators are increasingly seeking support, indicating growing coherence and shared commitment across the system to improve math outcomes.

Chair McGregor thanked Associate Superintendent Hedderson for his report and called upon Trustees for questions.

## **16. UNFINISHED BUSINESS**

None at this time.

## **17. NEW BUSINESS**

None at this time.

## **18. CORRESPONDENCE**

None at this time.

## **19. NOTICE OF MOTION**

None at this time.

## **20. ANNOUNCEMENTS**

None at this time.

## **21. COMMITTEE MINUTES FOR INFORMATION**

- 20.1. Indigenous Education Committee Meeting Minutes – September 24, 2024 (Pages 42-45)
- 21.2. Indigenous Education Committee Meeting Minutes – November 26, 2024 (Pages 46-48)
- 19.3. Indigenous Education Committee Meeting Minutes – January 28, 2025 (Pages 49-51)
- 19.4. Indigenous Education Committee Meeting Minutes – March 18, 2025 (Pages 52-55)
- 19.5. Special Education Advisory Committee Meeting Minutes – April 16, 2025 (Pages 56-62)
- 19.6. Special Education Advisory Committee Meeting Minutes – May 22, 2025 (Pages 63-65)

## **22. FUTURE BOARD MEETING SCHEDULE**

August 20, 2025

## **23. ADJOURNMENT**

### **Limestone District School Board**

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

The Meeting Adjourned at 8:36 p.m.

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## Administrative Report: Short-Term Borrowing Resolution

### Regular Board Meeting

August 20, 2025

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#### Purpose

To recommend a short-term borrowing resolution for the 2025-2026 school year to meet cash flow requirements.

#### Background

The *Education Act* requires the Treasurer of the Board to furnish to the bank a copy of the resolution(s) authorizing the borrowing of funds.

#### Current

##### Operating

Periodically the Board is required to borrow funds for current operating purposes to provide interim financing until revenues are received from Municipalities and the Province. The Board did not have any operating borrowing requirements during 2024-2025. The Board is subject to cash flow decisions from the Province and should have a borrowing resolution in place to provide interim financing if our cash flow situation should change.

The operating resolution authorizes the signing officers of the Board to borrow operating funds when required to meet short-term cash flow needs. The dollar amount of the operating borrowing requirement has been set to a maximum of \$20 Million and is the same amount as in 2024-2025.

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### Capital

The Board is also required to arrange short-term bridge financing during the construction of major capital projects, capital additions/retrofits and for School Condition Improvement projects.

The Board currently has credit facilities to cover all the required borrowing for the School Condition Improvement projects.

The Royal Bank of Canada (RBC) is the Board's primary banker, a relationship that dates back to 1966. The banking services agreement with RBC extends to April 30, 2027.

### **Recommendations**

That the Board authorize the signing officers of the Board to enter into agreements with the Royal Bank of Canada for the following:

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

**Prepared by:** Craig Young, Superintendent of Corporate Services

**Reviewed by:** Krishna Burra, Director of Education

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## **Administrative Report: Interim Financial Report for Quarter 3**

### **Regular Board Meeting**

**August 20, 2025**

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

To report on the Interim Financial Operating expenditures for the period from September 1, 2024 to May 31, 2025 (Quarter 3).

#### **Background**

The Interim Financial Report – Operating Expenditures for the period ending February 28, 2025, was presented to the Board on April 23, 2025. This report provided operating expenditures for the period from September 1, 2024 to February 28, 2025 (Quarter 2).

Attached is the Interim Financial Report – Operating Expenditures for the period ending May 31, 2025 (Quarter 3), which is presented in a similar format to the 2024-2025 operating budget, indicating the amount spent by expenditure category and the associated percentage.

As of Quarter 3, \$238.96M of the \$312.7M operating budget, or 76%, has been spent. This is 9% lower than the 85% recorded in the same quarter last year. The difference is primarily due to additional expenditures for Bill 124 Remedy payments included in the previous year's results.

It is important to note that expenditures are calculated based on payments made within the specified period. Some expenditures may be non-cyclical, potentially resulting in higher or lower amounts within a given timeframe. For further details, refer to Appendix 1.

The Board is on target to end the 2024-2025 fiscal year with a balanced budget as projected.

#### **Recommendations**

That this report be received for information purposes.

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**Prepared by:** Paula Carson, Manager of Financial Services

**Reviewed by:** Craig Young, Superintendent of Corporate Services  
Krishna Burra, Director of Education

**Attachments:** Appendix 1- Interim Financial Report – Operating Expenditures (Quarter 3)

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**Limestone District School Board**  
**Interim Financial Report - Operating Expenditures**  
**For the Period Ending May 31, 2025 (Quarter 3)**  
**Appendix 1**

| Expenditure Categories                     | 2024-2025<br>Revised<br>Estimates | 2024-2025<br>Expenditures at<br>(Q3) | 2024-2025<br>% Spent at<br>(Q3) | 2023-2024<br>% Spent at<br>(Q3) |
|--------------------------------------------|-----------------------------------|--------------------------------------|---------------------------------|---------------------------------|
| <b>Instruction</b>                         |                                   |                                      |                                 |                                 |
| Classroom Teachers                         | \$ 156,808,216                    | \$ 114,083,991                       | 73%                             | 84%                             |
| Supply Staff                               | 9,093,926                         | 8,082,440                            | 89%                             | 99%                             |
| Educational Assistants                     | 20,285,585                        | 18,914,521                           | 93%                             | 101%                            |
| Early Childhood Educators                  | 5,411,946                         | 4,674,031                            | 86%                             | 98%                             |
| Textbooks and Supplies                     | 8,465,909                         | 5,110,801                            | 60%                             | 76%                             |
| Computers                                  | 4,367,695                         | 3,198,785                            | 73%                             | 62%                             |
| Professionals/Paraprofessionals            | 11,192,782                        | 8,097,961                            | 72%                             | 83%                             |
| Library and Guidance                       | 3,621,464                         | 2,814,671                            | 78%                             | 79%                             |
| Staff Development                          | 2,001,576                         | 1,551,218                            | 77%                             | 81%                             |
| Department Heads                           | 338,096                           | 255,802                              | 76%                             | 98%                             |
| Principals and VPs                         | 12,818,919                        | 9,939,208                            | 78%                             | 77%                             |
| School Office                              | 7,665,252                         | 6,357,976                            | 83%                             | 93%                             |
| Coordinators and Consultants               | 5,160,950                         | 3,873,073                            | 75%                             | 78%                             |
| Continuing Education                       | 1,998,291                         | 909,465                              | 46%                             | 54%                             |
| <b>Instruction Total</b>                   | <b>249,230,607</b>                | <b>187,863,943</b>                   | <b>75%</b>                      | <b>85%</b>                      |
| <b>Administration and Governance</b>       |                                   |                                      |                                 |                                 |
| Trustees                                   | 177,422                           | 111,631                              | 63%                             | 70%                             |
| Directors and Supervisory Officers         | 904,698                           | 702,937                              | 78%                             | 75%                             |
| Board Administration                       | 7,647,376                         | 5,657,107                            | 74%                             | 82%                             |
| <b>Administration and Governance Total</b> | <b>8,729,496</b>                  | <b>6,471,675</b>                     | <b>74%</b>                      | <b>81%</b>                      |
| <b>Transportation</b>                      |                                   |                                      |                                 |                                 |
| Transportation                             | 21,198,438                        | 18,977,566                           | 90%                             | 90%                             |
| <b>Transportation Total</b>                | <b>21,198,438</b>                 | <b>18,977,566</b>                    | <b>90%</b>                      | <b>90%</b>                      |
| <b>Pupil Accommodation</b>                 |                                   |                                      |                                 |                                 |
| School Operations and Maintenance          | 30,347,638                        | 22,848,657                           | 75%                             | 81%                             |
| <b>Pupil Accommodation Total</b>           | <b>30,347,638</b>                 | <b>22,848,657</b>                    | <b>75%</b>                      | <b>81%</b>                      |
| <b>Other</b>                               |                                   |                                      |                                 |                                 |
| Other Non-Operating Expenses               | 3,196,037                         | 2,797,867                            | 88%                             | 89%                             |
| <b>Other Total</b>                         | <b>3,196,037</b>                  | <b>2,797,867</b>                     | <b>88%</b>                      | <b>89%</b>                      |
| <b>Operating Expenditures Total</b>        | <b>\$ 312,702,216</b>             | <b>\$ 238,959,708</b>                | <b>76%</b>                      | <b>85%</b>                      |

## **Administrative Report: Administrative Procedure 107- Human Rights**

### **Regular Board Meeting**

**August 20, 2025**

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

To share with Trustees Administrative Procedure 107: Human Rights (AP 107). This administrative procedure sets out the Board's approach to creating equitable, inclusive, and accessible learning and working environments that are free from discrimination and harassment.

This administrative procedure supports the Strategic Plan goal of fostering student learning, achievement, and well-being by ensuring all members of the Limestone District School Board (LDSB) community feel respected, safe, and supported.

#### **Background**

In the past few years, the Ministry of Education has provided human rights training for Trustees and senior leaders in school boards. Additionally, staff have provided updates to Trustees regarding student census data, staff workforce data, school climate data, and human rights complaints' data. The LDSB recognizes the existence and impacts of historical and ongoing systemic discrimination. AP 107 outlines the Board's commitment to anti-colonial, anti-oppressive, anti-racist, and anti-discriminatory practices, and to creating respectful environments for students, staff, and the broader community. The procedure applies to all LDSB community members and covers conduct both within, and beyond, the physical school/work environment, including online spaces and off-site events.

AP 107 affirms LDSB's commitment to legislative and policy compliance, and upholding the Ontario Human Rights Code and the Canadian Charter of Rights and Freedoms. AP 107 also respects and recognizes the Universal Declaration of Human Rights, and the United Nations Declaration on the Rights of Indigenous Peoples.

AP 107 addresses systemic discrimination identified through LDSB Student Census results, Staff Workforce Census and Belonging Survey, Human Rights Reporting Tool data, and School Climate Surveys, which

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revealed disproportionalities and inequities affecting students' access to learning, sense of belonging, and feelings of safety.

AP 107 clarifies roles and responsibilities by establishing clear expectations for all community members, staff, and leaders, along with consistent complaint processes for different interest groups.

AP 107 creates accountability through data collection and reporting, ensuring progress is tracked, shared, and used to inform decision-making and continuous improvement.

### Current Status

The creation and implementation of Administrative Procedure 107: Human Rights provides clarity in the following areas:

- Clear definitions of key human rights concepts such as discrimination, harassment, equity, prejudice, and reprisal.
- A comprehensive list of protected grounds under the Ontario Human Rights Code (e.g., race, disability, creed, gender identity, age).
- Detailed forms of discrimination, including subtle discrimination, microaggressions, and systemic discrimination.
- Specific complaint mechanisms for different parties (students, employees, Trustees, members of the public).
- Defined roles and responsibilities for all LDSB community members, employees, managerial staff, the Human Rights and Equity Advisor, and the Director of Education.
- Requirements for human rights learning and awareness, including regular training and review cycles.
- Annual data collection, analysis, and public reporting on human rights trends.
- Prohibitions on reprisal and vexatious complaints, with disciplinary measures for violations.

### Next Steps and Communication Plan

The following are the next steps in the implementation of Administrative Procedure 107: Human Rights:

#### Limestone District School Board

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- Ensure ongoing communication and awareness for staff, students, union and labour partners, families and the community on AP 107.
- Continue annual analysis of human rights data to identify systemic issues and gaps, and use this information to inform decision making.
- Publicly release the annual human rights report on the Board's website.
- Review related administrative procedures to ensure alignment with AP 107.

### Recommendations

That Trustees receive this report for information.

**Prepared by:** Yusuf Abdulkareem, Human Rights and Equity Advisor,  
Alison McDonnell, Superintendent of Education

**Reviewed by:** Krishna Burra, Director of Education

**Attachments:** Administrative Procedure 107 Human Rights

**Limestone District School Board**

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## Administrative Procedure 107

### Human Rights

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#### 1.0 Purpose

The Limestone District School Board (“LDSB” or the “Board”) acknowledges and affirms the existence and impacts of historical and ongoing systemic discrimination and recognizes the need for and importance of anti-colonial, anti-oppressive, anti-racist, and anti-discriminatory approaches and actions to prevent and address discrimination, as well as respectful learning and working environments.

LDSB is committed to creating an equitable, inclusive, and accessible school and work climate that upholds the Ontario Human Rights Code (the “Code”), the Canadian Charter of Rights and Freedoms, and respects and recognizes the Universal Declaration of Human Rights and the United Nations Declaration on the Rights of Indigenous Peoples. This administrative procedure affirms our commitment to creating an environment where all students, staff, and members of the broader school community feel comfortable, accepted, and that human rights are protected and respected. This administrative procedure is implemented through related LDSB administrative procedures, guidelines, and LDSB complaint mechanisms.

#### 2.0 Scope and Application

This administrative procedure prohibits discrimination and harassment related to any of the protected grounds under the *Code* and applies to all LDSB Community Members which consists of students, parents/guardians, full-time, part-time, temporary, probationary, casual and contract employees, , permit holders, vendors, service providers, contractors, volunteers, visitors, bargaining agents and associations, and all other persons invited to, or who work on, Board property. Where there is any inconsistency between this administrative procedure and other Board procedures or guidelines, this procedure shall prevail. All new procedures, guidelines, and revisions to existing ones shall be in compliance with this administrative procedure.

This administrative procedure covers the conduct of LDSB community members which interferes with the learning and working environment, and the conduct of LDSB employees which interferes with LDSB’s operational interests or public reputation. The conduct does not have to take place within the physical confines of LDSB’s premises and includes the “extended workplace” or “extended learning environment”. This includes conduct online, on social media, or events that occur outside of the physical learning or working environment or regular work/school hours, but which have implications for school and work climates such as work or school trips, staff social activities or other work/school-related functions.

#### 3.0 Definitions

**Allegation** is an unproven claim or assertion based on an individual’s belief that a LDSB community member has done something that violates this administrative procedure.

**Balance of Probabilities** is the standard of proof upon which findings of fact will be made and is satisfied where a reasonable proposition is more probable than not, and more probable based on the evidence than any other proposition.

**Complainant** is any LDSB community member who makes a complaint that discrimination or harassment has occurred contrary to this administrative procedure and related administrative procedures and guidelines.

**Discrimination** is an adverse differential impact, regardless of intent, based on a protected ground of discrimination under the *Code* that results in harm to an individual or group of individuals by violating dignity, inherent worth, and/or limiting full, equal, and meaningful access to Social Areas recognized under the *Code*, such as education services, employment, vocational associations, and contracts, that are available to other members of society.

**Early/Informal Resolution** is a remedial and restorative process for the early and expedient resolution of complaints of discrimination or harassment and may be appropriate in certain circumstances.

**Equality** is when all people within a specific society or isolated group have the same status in certain respects, including civil rights, freedom of speech, property rights, and equal access to certain social goods and services.

**Equity** takes into consideration the fact that the social identifiers (ability, race, gender, socioeconomic status, etc.) do, in fact, affect equality. In an equitable environment, an individual or a group would be given what was needed to give them equal advantage. This would not necessarily be equal to what others were receiving. It could be more or different. Equity is an ideal and a goal, not a process. It ensures that everyone has the resources they need to succeed. For example, a student with a reading disability might receive audiobooks and extra time on tests so that they can access the curriculum like their peers.

**Grounds of Discrimination** are the seventeen (17) enumerated categories upon which discrimination is prohibited under the *Code* and this administrative procedure. The grounds of discrimination are described section 4.0.

**Hate Crime** means a criminal offense that is committed against a person or property and motivated in whole or in part by bias, prejudice, or hatred based on a *Code*-protected ground. This includes, but is not limited to, hate-motivated violence, incitement of hate or hate-motivated violence, and/or the display of symbols or other representations identified with groups promoting hate and violence. It also includes such crimes committed against a person who is associated, or perceived to be associated, with individuals or groups identified with one of the *Code*-protected grounds.

**Hate Incident** means non-criminal conduct that is motivated in whole or in part by bias, prejudice, or hate against an individual or group on the basis of a *Code*-protected ground. The conduct can be verbal, nonverbal, or written, and may manifest itself in the form of slurs, insults, harassment, abusive gestures, taunting, displays of offensive materials or hate symbols, or other acts which may intimidate, degrade, and/or marginalize the targeted individual or group. A hate incident can encompass situations in which the conduct is directed against people associated, or perceived to be associated, with individuals or groups identified with one of the *Code*-protected grounds.

**Harassment** is a course of vexatious comment or conduct based on a protected ground of discrimination that is known or ought reasonably to be known to be unwelcome.

**LDSB Community Members** are students, parents/guardians, trustees, full-time, part-time, temporary, probationary, casual and contract employees, permit holders, vendors, service providers, contractors, volunteers, visitors, bargaining agents and associations, and all other persons invited to, or who work on, Board property.

**LDSB Complaint Mechanism** is any LDSB process, as established through applicable LDSB policies, procedures, collective agreements, and/or terms and conditions, for addressing complaints.

**LDSB Employees** are post-secondary co-op/practicum students, full-time, part-time, temporary, probationary, casual, and contract employees.

**Managerial/Supervisory Staff** include all staff in LDSB learning and working environments who exercise supervisory authority, de facto supervisory authority, or significant responsibility over students and/or employees and carry responsibility for addressing incidents/complaints of discrimination.

**Mediation** is a possible early resolution process and involves a neutral third party who acts as a facilitator to assist the parties in reaching a negotiated, mutually agreeable settlement.

**Prejudice** is a prejudgment or preconceived opinion, feeling, or belief, usually negative, often based on stereotypes, that includes feelings such as dislike or contempt against a person or social group and is often enacted as discrimination or other negative behavior.

**Related LDSB Administrative Procedures and guidelines** are other human rights related documents through which this administrative procedure is implemented. They include AP 105: Equity and Inclusive Education, AP 350: Codes of Conduct, AP 352: Student Clothing, AP 353: Progressive Discipline and Promoting Positive Student Behaviour, AP 376: Student Human Rights Incidents and Complaints, AP 400: Equitable Recruitment, Retention & Promotion, AP 405: Understanding Harassment and Discrimination, Guidelines on Supporting Gender Identity and Gender Expression, Prohibiting the use of the N-word.

**Restorative Practices** offer an alternative to traditional disciplinary actions that center on punishment for misbehaviours. Restorative practices focus on resolving conflict, repairing harm, and healing relationships.

**Reprisal** is an action, or threat, implied or explicit, that is intended as retaliation against a LDSB Community Member for reporting an incident, asserting their rights, or making a complaint under this human rights procedure, and related administrative procedures and guidelines, or against someone who has participated in a process under this administrative procedure or complaint mechanisms. This includes threats against a complainant, respondent, witness, or investigator.

**Respondent** is anyone who has a complaint made against them under this administrative procedure or related administrative procedures and guidelines.

**School Staff** are LDSB employees who exercise supervision, responsibility and/or authority over students, including but not limited to: Teachers, Principals, Vice-Principals, Superintendents, Educational Assistants, Administrative Staff, Early Childhood Educators, Lunchroom Supervisors, Library Staff, etc.

**Stereotypes** are widely held, simplified, fixed, and overgeneralized beliefs about a group of people. Groups are often stereotyped on the basis of ability, sex, gender identity, race and ethnicity, nationality,

age, socioeconomic status, language, and so forth. Stereotypes are deeply embedded within social institutions and wider culture.

**Student** is anyone regardless of age, who is enrolled in any educational program offered by LDSB.

**Vexatious Complaints** are complaints that are inappropriate, unnecessary, and/or brought forward without sufficient merit, solely to harass, annoy, distress, demean, embarrass, and/or humiliate a LDSB Community Member. Vexatious Complaints are a violation of this administrative procedure. Examples of vexatious complaints may include making a complaint:

- Regarding a matter that has already been addressed or is currently being addressed through a LDSB complaint mechanism, creating duplicity of processes;
- Against a LDSB community member due to a personal adverse reaction, hurt feelings, or discomfort with the content or delivery of Board-directed training, education and/or professional development aligned with LDSB's commitment to equity, anti-racism, anti-oppression, de-colonized perspectives, dismantling discrimination, addressing historical disadvantage, promoting and supporting human rights, culturally responsive and relevant pedagogy, etc.;
- Solely in retaliation against a LDSB community member for making a complaint or
- To improperly circumvent a Board process.

**Witnesses** include LDSB community members with relevant information regarding an incident under investigation under this administrative procedure and related administrative procedures and complaint mechanisms.

#### **4.0 Grounds of Discrimination**

The [Ontario Human Rights Code](#) and this administrative procedure prohibit discrimination on the following grounds:

##### **Age**

You cannot be discriminated against because of your age where you work, live or go to get a service. Discrimination based on age can include ageism and stereotypes about younger or older individuals that result in adverse differential impact.

##### **Citizenship**

Discrimination based on citizenship status is a violation of the *Code*. All individuals, whether Canadian citizens, citizens from other countries, persons with dual citizenship, landed immigrants or permanent residents, refugees, and non-permanent residents, should not be treated differently or harassed.

##### **Creed**

Creed may also include non-religious belief systems that, like religion, substantially influence a person's identity, worldview and way of life such as the spiritual faiths/practices of Indigenous cultures, as well as newer religions (assessed on a case-by-case basis). The following characteristics are relevant when considering if a belief system is a creed under the *Code* and the human rights administrative procedure. A creed:

- is sincerely, freely and deeply held;
- is integrally linked to a person's identity, self-definition and fulfilment;
- is a particular and comprehensive, overarching system of belief that governs one's conduct and practices;
- addresses ultimate questions of human existence, including ideas about life, purpose, death, and the existence or non-existence of a Creator and/or a higher or different order of existence;
- has some "nexus" or connection to an organization or community that professes a shared system of belief.

Creed does not include secular, moral or ethical beliefs or political convictions. It does not extend to beliefs that incite hatred or violence against other individuals or groups, or to practices and observances that claim to have a religious basis, but which contravene international human rights standards or criminal law.

### **Disability**

Disability covers a broad range and degree of visible and non-visible conditions, and includes past, present, or perceived disabilities of a learning, physical, developmental, or mental health nature.

### **Family Status**

A parent and child-type relationship. Includes non-biological parent-and-child relationships including families formed through adoption, step-parent relationships, foster families, non-biological LGBTQ2+ parents, and all persons who are in a "parent-and-child-type" relationship. It also includes persons providing eldercare to aging parents or those in parent-type relationships. Family status covers a range of family forms, including lone-parent and blended families, and families where parents are in same-sex or common-law relationships.

### **Gender Identity and Gender Expression**

- Gender identity: Each person's internal and individual experience of gender. It is their sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. A person's gender identity may be the same as or different from their birth-assigned sex. Gender identity is fundamentally different from a person's sexual orientation.
- Gender expression: How a person publicly presents their gender. This can include behaviour and outward appearance such as dress, hair, make-up, body language and voice. A person's chosen name and pronoun are also common ways of expressing gender.
- Intentionally misgendering an individual, such as refusing to acknowledge an individual by their preferred pronouns is a violation of this administrative procedure. Legitimate mistakes in identifying a person by their preferred pronouns may occur and will generally not be regarded as discrimination. However, all LDSB community members are expected to make good-faith efforts to correct and remedy those mistakes so that all LDSB community members can feel respected, included, and safe in LDSB teaching, working, and learning environments.

## **Marital Status**

The status of being married, single, widowed, divorced, or separated. It includes the status of living with a person in a conjugal relationship outside of marriage and includes both same-sex and opposite-sex relationships.

## **Race or Race-Related Grounds.**

Race is often tied to other personal characteristics/related grounds such as ethnic origin, place of origin, creed, or ancestry. In addition to physical characteristics such as colour, the following characteristics are commonly racialized:

- Language
- Accent or manner of speech
- Name
- Clothing and grooming
- Diet and food
- Beliefs and practices
- Leisure preferences

Racist comment or conduct asserts either explicitly or implicitly that one racialized group is inherently superior to others, or that one racialized group is inherently inferior. Racist ideology can be openly displayed in discriminatory slurs/statements, jokes, or hate crimes, or it can be more deeply rooted in attitudes, values, and stereotypical beliefs that express themselves as free expressions or mere personal opinions.

## **Sex**

Sex is related to a person's biological sex, male or female, and includes a broader notion of "gender," which can be described as the social characteristics attributed to each sex.

## **Pregnancy**

The right to equal treatment without discrimination because of sex also applies to pregnancy. A person cannot be discriminated against because they are, were, or may become pregnant, or because they had a baby. The term "pregnancy" includes all of the special needs and circumstances of a pregnant person and recognizes that the experiences of pregnancy will differ.

## **Sexual Orientation**

Sexual orientation is an inherent personal characteristic that forms part of an individual's core identity and encompasses the range of human sexuality, including intimate emotional and romantic attachments and relationships.

## **Record of Offences (in employment)**

A person cannot be discriminated against in employment because of a "record of offences." Record of offences is defined in the *Code* to mean a conviction for:

1. An offence in respect to which a pardon/record suspension has been granted under the Criminal Records Act (Canada) and has not been revoked, or
2. An offence in respect to any provincial enactment.

## **5.0 Forms of Discrimination**

**Stereotyping and prejudice** can be described as a process by which people use social categories such as ability, race, colour, ethnic origin, place of origin, religion, etc. in acquiring, processing, and recalling information about others. Stereotyping typically involves attributing the same characteristics to all members of a group, regardless of their individual differences. It is often based on misconceptions, incomplete information and/or false generalizations. Anyone can be capable of stereotyping, even those who are well meaning and not overtly biased. In most cases, stereotypes ascribe negative characteristics to a group but can also include harmful or limiting positive stereotypes.

**Racial profiling** is a form of stereotyping based on preconceived ideas about a person's character. It is discriminatory for decisions to be based on presumed characteristics instead of unbiased assessments of a person's behaviour. Racial profiling can manifest in any action taken for reasons of safety, security or public protection that relies on stereotypes about race, colour, ethnicity, ancestry, religion, or place of origin rather than on reasonable suspicion; and that singles out an individual for more scrutiny or different treatment.

**Direct discrimination** can occur when an individual or organization specifically excludes people, withholds benefits that are available to others, or imposes extra burdens that are not imposed on others in a substantively differential manner based on a protected ground of discrimination under the *Code*, without a legitimate or bona fide reason. This discrimination is often based on negative attitudes, stereotypes, and biases about people or groups of people.

**Adverse effect discrimination** may occur where a condition, policy, procedure, or practice is seemingly neutral but adversely impacts an individual or group based on a protected ground of discrimination, regardless of intent.

**Subtle discrimination** recognizes that discrimination is often subtle. Discriminatory remarks are not often made directly, and people do not usually voice stereotypical views as a reason for their behaviour. Subtle forms of discrimination can usually only be detected after looking at all of the circumstances to determine if a pattern of behaviour exists. Individual acts themselves may be ambiguous or explained away, but when viewed as part of a larger picture, may lead to an inference that discrimination was a factor in the treatment a person received. An inexplicable departure from usual practices may establish a claim of discrimination. Criteria that are applied to some people but not others may be evidence of discrimination if it can be shown that people and groups identified by the *Code* are being singled out for different treatment.

**Microaggressions** are subtle, often unintentional, comments, actions, or behaviors that convey prejudice or discrimination against members of marginalized groups. These acts may seem minor in isolation but can accumulate over time, contributing to a harmful or hostile environment for the individuals targeted.

**Harassment** is engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome. The reference to comment or conduct “that is known or ought reasonably to be known to be unwelcome” establishes both a subjective and an objective test for harassment.

**Poisoned environment** refers to a workplace, school, or other setting where the atmosphere is hostile, intimidating, or offensive due to pervasive discrimination, harassment, or inequality. This environment negatively affects individuals' well-being, mental health, and ability to fully participate or succeed in the setting.

**Systemic or institutional discrimination** consists of attitudes, patterns of behaviour, policies, or practices that are part of the social or administrative structures of an organization or sector, and that create or perpetuate a position of relative disadvantage for people based on a protected ground of discrimination under the *Code*. The attitudes, behaviour, policies, or practices appear neutral on the surface but nevertheless have an “adverse effect” or exclusionary impact. Systemic Discrimination can also overlap with other types of Discrimination. For example, a policy that has an adverse discriminatory effect can be compounded by the discriminatory attitudes of the person who is administering it.

## **6.0 LDSB Complaint Mechanisms**

6.1 There are various complaint mechanisms available to address allegations of violations of human rights in LDSB. The appropriate complaint mechanism depends on the parties involved:

- a) **Students:** All complaints of alleged human rights violations that involve a student are addressed through Administrative Procedure 376: Student Human Rights Incidents and Complaints and the human rights reporting tool. Complaints will be addressed through the appropriate policies, procedures, and guidelines (e.g., Caring and Safe Schools Policy, Bullying Prevention and Intervention Procedure)
- b) **LDSB Employees:** All complaints of alleged harassment or discrimination that involve only employees are addressed under Administrative Procedure 405, Administrative procedure 406, and the online Workplace Harassment and Discrimination Form.
- c) **Human Rights and Equity Advisor:** Complaints about the Human Rights and Equity Advisor should be made to the Director of Education
- d) **Superintendents:** Complaints against superintendents should be made to the Director of Education
- e) **Director of Education:** Complaints against the Director of Education should be made to the Chair of the Board.
- f) **Trustee:** Complaints against a Trustee should be made to the Board of Trustees and will follow processes outlined in the Trustee Code of Conduct. This may result in the hiring of a third party investigator.
- g) **Other LDSB Community Members:** Complaints of alleged harassment or discrimination against a member of the public by Board staff and vice-versa will be forwarded to the immediate supervisor of the Board staff at the time of the alleged incident or Human Resources.

- 6.2 All staff responsible for receiving complaints of harassment/discrimination must be familiar with appropriate procedures for receiving and responding to a complaint. They may also consult with the Human Rights and Equity Advisor regarding appropriate next steps where necessary.

## **7.0 Roles, Responsibilities, and Accountability**

### **7.1 All LDSB Community Members:**

- a) Are responsible for engaging in respectful, collaborative, and restorative communication and relationships with other LDSB community members in a manner that respects and promotes human rights and the dignity of everyone and contributes to a positive and productive learning and working environment free of discrimination.
- b) Are responsible for refraining from comments or conduct that violate the rights of others under the *code* and this administrative procedure.
- c) Are expected to adhere to this administrative procedure and related administrative procedures.
- d) Are expected to cooperate fully in any efforts to address or, where required, investigate an incident/complaint of discrimination, whether as a Complainant, Respondent, or Witness.
- e) Are required to keep the information disclosed or communicated in any process under this administrative procedure, related administrative procedures, and complaint mechanisms confidential and not improperly disclose or release the information.

### **7.2 All LDSB employees:**

- a) Are responsible for actively contributing to positive and inclusive learning and working environments and should report any violation of this administrative procedure.
- b) Are responsible for actively contributing to LDSB's human rights obligations and objectives, including fostering and maintaining inclusive learning and working environments through equity initiatives, culturally responsive and relevant pedagogy, and efforts to account for historical and ongoing disadvantages.
- c) Are subject to duties and responsibilities under the Education Act and/or Ontario College of Teachers Act (e.g. Teachers, Principals, etc.) and the regulations therein, and any other professional acts/regulations including relevant professional misconduct regulations are responsible for fulfilling those duties and responsibilities in a manner aligned with the *Code* and this administrative procedure.

#### **7.2.1 All LDSB employees in managerial and supervisory roles:**

- a) Are expected to lead by example by embodying inclusivity, fairness, human rights, and equitable practices in carrying out their duties in all LDSB learning and working environments.
- b) Are responsible for ensuring that employees under their supervision adhere to this administrative procedure and related administrative procedures.
- c) Are expected to take necessary steps to foster and maintain equitable, inclusive, respectful, positive, and productive learning and working environments by responding to and

investigating incidents of discrimination in violation of this administrative procedure, and implementing appropriate remedial, restorative and/or disciplinary procedures.

Human rights competencies will be considered in performance appraisals, hiring, and promotion decisions, in accordance with the staff or candidate's position and responsibility, and whether they directly engage with students.

**7.3 Human Rights and Equity Advisor:**

- a) Provides independent, neutral, unbiased, confidential advice and support to all LDSB community members. The Human Rights and Equity Advisor is not an advocate to any party in an investigation or complaint.
- b) Is responsible for monitoring and ensuring the system-wide implementation of the human rights administrative procedure.
- c) Responds to and investigates complaints that violate this administrative procedure or refers the complaint to the appropriate managerial/supervisory staff.
- d) May initiate inquiries, policy or procedure reviews, or investigations in the absence of a complaint where there is reason to believe this administrative procedure has been violated.
- e) Provides training, support, organization, and delivery of human rights education and activities.
- f) Does not make recommendations relating to formal discipline or monetary compensation. Disciplinary actions and decisions taken subsequent to any complaint or matter arising under this administrative procedure are at the discretion of the managerial/supervisory staff.

**7.4 Director of Education**

- a) Is responsible for implementing and operationalizing this administrative procedure and allocating sufficient resources to ensure its proper implementation.
- b) Is responsible for creating accountability and ensuring compliance with this administrative procedure.
- c) Is responsible for assessing the effectiveness of LDSB procedures and processes for addressing and responding to incidents/complaints of discrimination
- d) Is responsible for ensuring the independence and impartiality of the Human Rights and Equity Advisor.

**8.0 Human Rights Learning and Awareness**

**8.1 The Board will ensure that**

- a) LDSB community members are provided with appropriate and accessible information about their human rights and responsibilities.
- b) Staff and students receive user-friendly and age-appropriate resources and education about their human rights and responsibilities, and how to make human rights complaints.
- c) All new employees and newly promoted managers receive education and training on this administrative procedure and related administrative procedures.

- d) All LDSB employees review this administrative procedure and related administrative procedures at least every 3 years.

## **9.0 Data Collection, Analysis, and Reporting**

- 9.1 Quantitative and qualitative data is essential in ensuring human rights compliance, monitoring and analyzing trends, and developing appropriate remedies and responses. LDSB Senior Team members will, at least annually, analyze and review the results of relevant existing human rights data collected through the various complaint mechanisms, the Student and Family Census, the Staff Census, and school climate surveys.
- 9.2 The Human Rights and Equity Advisor and the Research and Data Team will prepare an annual report for the Board of Trustees documenting de-identified statistical trends as well as de-aggregated data based on the protected grounds of the Code to identify gaps in the system. The report will be publicly available and posted on the Board's website.

## **10.0 Reprisal**

Reprisal is a violation of the *Code* as well as this administrative procedure. No individual shall be negatively treated by any LDSB community member for reporting an incident, asserting their rights, making a complaint, providing information relating to a complaint, or helping to resolve a complaint under this administrative procedure.

Reprisal includes adverse or differential treatment experienced by an individual during or following a process under this administrative procedure. For example, adverse or differential treatment impacting future hiring, contracts or job assignments, job duties, responsibilities, assignments, privileges, advancement, authorizations, grades, evaluations, etc. Violating confidentiality by discussing a complaint under this administrative procedure with other LDSB community members may also be considered reprisal if it permits or encourages a hostile learning or working environment e.g. through gossiping or rumour-mongering.

## **11.0 Violation of this Administrative Procedure.**

A violation of this administrative procedure can occur without intent, but intent and acknowledgment of the comment or conduct that resulted in a discriminatory impact may be considered in the determination of the remedial and/or disciplinary action. Violations of this human rights administrative procedure include

- All forms of discrimination
- Violations of any related administrative procedure or guidelines.
- Failure by employees to report incidents of bullying, harassment, or discrimination
- Failure by managerial/supervisory staff to respond to incidents/complaints of discrimination in a timely and appropriate manner
- Acts or threats of reprisal
- Vexatious complaints

Any LDSB Staff that violates this administrative procedure may be subject to corrective or disciplinary action, up to and including dismissal. Supervisors are expected to investigate a breach of duties under

this administrative procedure and consider consequences in consultation with school supervisors and human resources.

## **References**

### **Legislation**

Ontario Human Rights Code  
Canadian Charter of Rights and Freedoms  
Education Act

### **LDSB Policies, Administrative Procedures, and Supporting Documents**

Administrative Procedure 105: Equity and Inclusive Education  
Administrative Procedure 146: Digital Citizenship  
Administrative Procedure 351: The Use of Electronic Communication, Social Media, and Mobile Devices by Students.  
Administrative Procedure 350: Codes of Conduct  
Administrative Procedure 352: Student Clothing  
Administrative Procedure 353: Progressive Discipline and Promoting Positive Student Behaviour  
Administrative Procedure 356: Bullying Prevention and Intervention  
Administrative Procedure 376: Student Human Rights Incidents and Complaints  
Administrative Procedure 358: Student Suspensions  
Administrative Procedure 359: Student Expulsion  
Administrative Procedure 400: Equitable Recruitment, Retention & Promotion  
Administrative Procedure 405: Understanding Harassment and Discrimination  
Administrative Procedure 406: Reporting and Investigating Workplace Harassment and Discrimination  
Administrative Procedure 415: Employee Progressive Discipline  
Guidelines on Supporting Gender Identity and Gender Expression  
Policy No. 5: Trustee Code of Conduct  
Prohibiting the use of the *N-word*.

## **Administrative Report: The Judith Brown Black Excellence Award**

### **Regular Board Meeting**

**August 20, 2025**

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

To provide Trustees with an update on the Judith Brown Black Excellence Award.

#### **Background**

With the passing of Trustee Judith Brown last year, a number of members of the Limestone DSB community voiced their support for creating an award in her honour. Support for honouring Trustee Judith Brown came from Trustees, Limestone staff, and members of the Umoja Black Advisory Council that Trustee Brown helped found, and lead. Consequently, the Judith Brown Black Excellence Award was established in the spring of 2025 to honour Judith's legacy.

The Judith Brown Black Excellence Award:

In honour of Trustee Judith Brown, who was a dedicated Black educator who advocated for education and equity, this award recognizes a Black student who exemplifies leadership, perseverance, and commitment to advancing inclusive education. As a champion for student success and diversity, Judith Brown worked tirelessly to promote Black Canadian and local history while creating opportunities for all learners, fostering a more equitable and inspiring learning environment.

This award is given annually to a graduating Black LDSB student who demonstrates outstanding academic achievement, community involvement, and a passion for promoting Black Canadian history. Through their actions, the recipient carries forward Judith Brown's legacy, making a meaningful impact in their school community and beyond.

It should be noted that the award description was approved by Trustee Brown's family in mid-June.

#### **Limestone District School Board**

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

### Current Status

The inaugural Judith Brown Black Excellence Award was proudly presented to a graduating student at Loyalist Collegiate and Vocational Institute (L.C.V.I.) during their June 2025 graduation ceremony. Moving forward, this award will be presented annually to one graduating Black student across the LDSB, continuing to honour Judith Brown's legacy and celebrate excellence, leadership, and community impact.

### Next Steps and Communication Plan

With the support of Trustee Brown's family and Umoja, additional fundraising efforts may take place over the coming year to help establish a financial component to accompany the Judith Brown Black Excellence Award. These contributions will further honour Judith Brown's legacy by providing meaningful support to future recipients as they continue their educational journeys and community leadership.

### Recommendations

That this report be received for information purposes.

**Prepared by:** Krishna Burra, Director of Education

**Reviewed by:** Krishna Burra, Director of Education

**Limestone District School Board**

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

See Yourself in Limestone

June 23, 2025

Via email: [madison@ffgp.ca](mailto:madison@ffgp.ca)

Dear Madison,

Thank you again for your delegation on the topic of “Feeding Minds: Food and Beverage Policy (PPM 150)”, presented to the LDSB Board of Trustees at the Board Meeting on Wednesday, June 18, 2025. The purpose of this letter is to acknowledge your delegation at the meeting and outline some potential follow-up.

Trustees will have the opportunity to discuss this delegation at the next Regular Board Meeting on August 20, 2025. Any potential outcomes from those discussions will be provided in writing to you as well.

In the meantime, if you have any feedback on your experience presenting at the Board Meeting, and how staff can assist to ensure delegations have a smooth presentation, kindly reach out to our producer, Maddie Crothers at [crothersm@limestone.on.ca](mailto:crothersm@limestone.on.ca) with your feedback.

Thank you again for sharing the information with the Board.

Sincerely,



Krishna Burra  
Director of Education

cc: Chair Karen McGregor

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

Karen McGregor, Chair | Krishna Burra, Director of Education and Secretary | Craig Young, Treasurer

See Yourself in Limestone