
Agenda – Education, Policy and Operations Committee Meeting

Wednesday, September 2, 2026

Limestone Education Centre

220 Portsmouth Avenue, Kingston, Ontario

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

Public Meeting – 5:30 p.m.

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

1. CALL TO ORDER

2. ADOPTION OF THE AGENDA

3. DECLARATION OF CONFLICT OF INTEREST

4. PRESENTATION

5. REPORTS FOR ACTION

5.1 Policy 3 and Policy 20 Updates – CEO/CEDO/Director Burra (Pages 3-16)

6. REPORTS FOR INFORMATION

6.1 Early Years Update and Pilot – Superintendent McDonnell (Pages 17-20)

6.2 Safe Schools Review and Update – Associate Superintendent Gollogly (Pages 21-22)

6.3 Curriculum Updates and Assessment and Evaluation Policy Changes – Associate Superintendent Sartor, Associate Superintendent McKenna and Associate Superintendent Gollogly (Pages 23-26)

7. UNFINISHED BUSINESS

8. NEW BUSINESS

8.1 Notice of Motion from Trustee MacLeod-Kane “That the rules that outline the Role of the Board Chair, the Trustee Code of Conduct, and the Role of the Trustee that have not been mandated by the Province, be reviewed, in the spirit of democracy and freedom of speech of elected officials, in order to revise these documents in a manner that would allow trustees to speak more freely on issues of

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concern to constituents and challenge majority decisions made by the Board of Trustees if they believe it is warranted, without reprimand by the Board, recognizing that the electorate should be the ultimate arbiter of a Trustees conduct.”

9. CORRESPONDENCE

10. NEXT MEETING – October 7, 2026

11. ADJOURNMENT

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Administrative Report: Updates to Policy 3 and 20

Education, Policy and Operations Meeting

September 2, 2026

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

This report relates to Board governance and focuses attention on housekeeping changes to Policies 3 and 20 based on legislative and regulatory changes stemming from the passage of Bill 101, Putting Student Achievement First Act (2026), and derived regulatory changes.

Background

Bill 101 was passed in the spring of 2026. This legislation and corresponding regulations impact a number of Board policies. The resulting changes from this recent legislation require the updating of Board policies.

Current Status

At its meeting on August 19, 2026, the Board approved a series of housekeeping amendments to several Board policies to ensure alignment with recent legislative and regulatory changes. The majority of these revisions reflected the province's adoption of, and requirement to use, the titles of Chief Executive Officer (CEO) and Chief Education Officer (CEDO) in place of the former Director of Education designation. As a result, consequential amendments to Policy 3: Chief Executive Officer Job Description and Policy 20: Selection of the Director were presented for Trustee consideration and review.

The proposed revisions to Policy 3: Chief Executive Officer Job Description update the policy to reflect the Board's transition from a Director of Education governance model to a CEO model in accordance with the requirements of Ontario Regulation 206/26. In addition to renaming the policy and updating references throughout, the revisions clarify that the CEO may also serve as the CEDO, provided the individual meets the prescribed qualifications, or may appoint a qualified Chief Education Officer to fulfill the educational leadership responsibilities of the role. The revised policy expands the CEO's areas of responsibility to include risk management, capital infrastructure planning and management, collective bargaining and labour relations, governance and conflict resolution, and fiduciary, legal, and regulatory compliance. A new section outlining the qualifications and responsibilities of the CEO has also been incorporated. Consequential revisions include the renumbering of existing sections and updates to the legal references to include subsection 279(1) of the Education Act and Ontario Regulation 206/26.

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The proposed revisions to Policy 20: Selection of the Director similarly align the policy with the Board's updated governance structure by replacing references to the Director of Education with the CEO position. The policy purpose has been revised to reflect the recruitment and selection of a CEO, with corresponding updates throughout the document to align with the responsibilities and qualifications of the role. The amendments recognize that the CEO may also serve as the CEDO, where qualified, or appoint a qualified individual to that position. As discussed at the August 19 Board Meeting, I currently hold both roles for Limestone. The revised policy expands the qualifications and competencies expected of candidates, including demonstrated leadership experience in a complex organization and expertise in areas such as fiscal stewardship, risk management, labour relations, governance, regulatory compliance, strategic and capital planning, equity and inclusion, and community engagement. Qualifications specific to the CEDO role, as required under Ontario Regulation 206/26, have also been incorporated. Additional updates to the advertising, selection, and interview processes ensure alignment with the revised CEO job description while maintaining the Board's responsibility for the final hiring decision for the CEO. If the CEO is not qualified to also serve as the CEDO, the CEO would appoint someone to serve in this role. The legal references have been updated to include subsection 279(1) of the Education Act and Ontario Regulation 206/26, and the revision date has been updated to August 2026.

For clarity and convenience, Ontario Regulation 206/26 also states the following information:

If a person is employed as a director of education of an English-language district school board on the day this subsection comes into force, that person may continue to hold the position, whether or not they hold the qualifications specified in subsection (1), until the earliest of the following days:

- 1. The day the employment contract expires, as provided for in the employment contract as it read on the day this subsection comes into force.*
- 2. The day employment is terminated. [It should be noted that based on legislative changes through Bill 101, the termination of a Chief Executive Officer now requires the approval of the Minister of Education.]*
- 3. December 31, 2032.*

The Education Act, S. 283.0.1.1 provides further Information:

- (1) The director of education of an English-language district school board shall appoint an employee of the board as the chief education officer of the board. (2) The director of education may be appointed under subsection (1) as the chief education officer of a board.*

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Next Steps and Communication Plan

Update Policy 3 and 20 based on the edits required by recent legislation and/or regulation.

Recommendations

That Trustees approve the proposed revisions to Policies 3 and 20 as outlined in Appendix A, and provide any additional suggested amendments for consideration.

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

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

Attachments: Appendix A LDSB Policies 3 and 20.

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~~DIRECTOR OF EDUCATION~~ Chief Executive Officer JOB DESCRIPTION

As of May 2026, the Director of Education is both now the ~~Chief Education Officer and the~~ Chief Executive Officer (CEO) of the Limestone District School Board. The ~~CEO Director~~ reports directly to the Corporate Board. The ~~CEO Director~~ is accountable to the Board of Trustees and, through Statute, to the Minister of Education for the organization and operation of the district. All Board authority delegated to staff is delegated through the ~~Director of Education~~ CEO. If qualified, the CEO may also assume the role of Chief Education Officer, or this role may be appointed by the CEO.

Areas of Responsibility

1.0.0 STUDENT/STAFF WELFARE

- 1.1.0 Takes the necessary steps to provide a safe and caring environment that fosters well being, and maintains respectful and responsible behaviour for each student.
- 1.2.0 Takes the necessary steps to provide for the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided by Limestone District School Board.
- 1.3.0 Takes the necessary steps to provide facilities to accommodate Limestone District School Board students.
- 1.4.0 Acts as, or designates, the local attendance counsellor for the district.

2.0.0 EDUCATIONAL AND SYSTEM LEADERSHIP

- 2.1.0 Provides leadership in all matters relating to education in the district or supports the Chief Education Officer to fulfill this role as well as 2.2.0 and 2.3.0.-
- 2.2.0 Ensures that effective and appropriate educational programs are delivered to all students in the district.

- 2.3.0 Establishes and maintains clear, consistent expectations that that encourage pupils to pursue educational goals.
- 2.4.0 Considers directly, or supports the Chief Education Officer, in the implementation of various measures to assess the academic achievement of pupils, including but not limited to tests administered by the Education Quality Accountability Office, average grades on student achievement reports, and the average number of secondary school credits accumulated.
- 2.5.0 Ensures that students in the district have the opportunity to meet the standards of education mandated by the Ministry of Education.
- 2.6.0 Develops and maintains positive and effective relations with staff at the provincial and local government levels.
- 2.7.0 Develops and maintains positive and effective relations with schools and board departments.
- 2.8.0 Provides leadership to promote clear, consistent, expectations that focus on successful outcomes for students.
- 2.9.0 Demonstrates positive and proactive leadership that has the support of the staff with whom the Director works most closely.
- 2.10.0 Makes succession plans to ensure strong future leadership for Limestone District School Board.
- 3.0.0 **FISCAL RESPONSIBILITY**
- 3.1.0 Ensures that the fiscal management of the district is in accordance with the Ministry's Funding Model, other applicable grant regulations, and in accordance with the provisions of the *Education Act*, Regulations, and Board Policy.
- 3.2.0 Ensures that the fiscal management of the district is in alignment with priorities and goals in the board's multi-year strategic plan.
- 3.3.0 Uses appropriate evidence for accounting to stakeholders.
- 4.0.0 **ORGANIZATIONAL MANAGEMENT**
- 4.1.0 Demonstrates effective organizational skills that result in district compliance with all legal, Ministerial and Board mandates and timelines.
- 4.2.0 Reports to the Minister with respect to matters identified in and required by the

Education Act and Regulations.

5.0.0 STRATEGIC PLANNING

- 5.1.0 Provides leadership for the development and review of a multi-year strategic plan, in accordance with Ministry regulation and Board Policy, as amended.
- 5.2.0 Ensures appropriate involvement of the board (approval of process and timelines, establishment of board priorities and outcomes, key results and final board approval).
- 5.3.0 Reports regularly on implementation results achieved in relation to the board's multi-year strategic plan and the and district improvement plans.

6.0.0 PERSONNEL MANAGEMENT

- 6.1.0 Has overall authority and responsibility for all personnel-related issues, save and except those personnel matters precluded by board policy, legislation or collective agreements.
- 6.2.0 Ensures effective systems are in place for the selection, supervision, development and performance review of all staff.

7.0.0 RISK MANAGEMENT

7.1.0 Ensures effective systems are in place to eliminate, reduce, and/or mitigate risks for the organization

8.0.0 CAPITAL INFRASTRUCTURE MANAGEMENT AND PLANNING

8.1.0 Ensures capital project and infrastructure is effectively managed from the planning process through to completion.

9.0.0 COLLECTIVE BARGAINING AND LABOUR RELATIONS

9.1.0 Effectively manages labour relations within the provincial collective bargaining structure.

10.0.0 GOVERNANCE, CONFLICT RESOLUTION, AND NEGOTIATION

10.1.0 Understands the governance framework for Board governance based on existing legislation and regulation.

10.2.0 Demonstrates political acuity to effectively resolve conflicts, build consensus, and negotiate between different individuals and/or

groups.

11.0.0 FIDUCIARY, LEGAL, AND REGULATORY COMPLIANCE

11.1.0 Understands, implements, and upholds fiduciary, legal, and regulatory requirements.

127.0.0 **POLICY/PROCEDURES**

127.1.0 Facilitates the planning, development, implementation, review and evaluation of board policies.

127.2.0 Provides leadership in the planning, development, implementation, review and evaluation of administrative procedures.

138.0.0 **~~DIRECTOR~~Chief Executive Officer/BOARD RELATIONS**

138.1.0 Establishes and maintains positive working relations with Limestone District School Board.

138.2.0 Supports Limestone District School Board in performing its role and facilitates the implementation of its role as outlined in board policy.

138.3.0 Communicates effectively with the board and individual trustees.

138.4.0 Reports violations by Board of Act, regulations, policies or guidelines to Board and if not addressed satisfactorily, report such violations to the Deputy Minister of Education.

~~149~~.0.0 COMMUNICATIONS AND COMMUNITY RELATIONS

~~9~~.1.0 Establishes effective communication strategies to keep the district informed of key monitoring reports, student, volunteer and staff successes, local issues and board decisions.

~~149~~.2.0 Ensures that open, transparent and positive internal and external communications are in place.

~~149~~.3.0 Ensures that School Councils have the opportunity to provide appropriate advice and support as required in the regulations and/or board policy.

~~149~~.4.0 Participates in community affairs in order to enhance and support the district and promote public education.

~~150~~.0.0 STUDENT, STAFF AND DISTRICT RECOGNITION/PUBLIC RELATIONS

~~150~~.1.0 Establishes effective recognition programs and strategies to ensure that the internal and external audiences are aware of student, volunteer, staff and district successes.

~~161~~.0.0 RURAL AND URBAN SETTINGS

~~161~~.1.0 Provide leadership experience in both urban and rural school communities.

~~172~~.0.0 COMMITMENT TO EQUITY AND INCLUSION

~~172~~.1.0 Provide leadership experience and is a proven team builder, with a commitment to equity and inclusion.

~~172~~.2.0 Provide leadership experience with Equity (First Nations, LGBTQ and racialized communities).

~~138~~.0.0 TECHNOLOGY

~~183~~.1.0 Uses technology and social media to engage and connect with staff, partners and stakeholders.

~~149~~.0.0 UNIONS AND NON-UNION STAFF

~~194~~.1.0 Works collaboratively with union and non-union staff; staff morale focus to resolve issues.

~~2015~~.0.0 **ETHICAL, MORAL AND PROFESSIONAL INTEGRITY**

~~2015~~.1.0 Provides a collaborative leadership style as recognized by direct reports, peers and colleagues.

~~2116~~.0.0 **PROFESSIONAL LEARNING**

~~2116~~.1.0 Committed to continued professional learning and networking.

22.0.0 CHIEF EDUCATION OFFICER

22.1.0 The CEO may also hold the role of Chief Education Officer if they are qualified based on sections i. and ii. If the CEO is not qualified, they must appoint a Chief Education Officer based on sections i. and ii.

i. The person must have leadership experience related to the administration and delivery of the pedagogical functions of an educational institution that is comparable in size, scope and complexity to the board to which the person is to be appointed or employed. For the purposes of subsection 283.0.1.1 (3) of the Act, this qualification is equivalent to membership in the Ontario College of Teachers with respect to the appointment of chief education officers of English-language district school boards.

ii. For the purposes of subsection 283.0.1.1 (3) of the Act, the following are prescribed as other qualifications for chief education officers of English-language district school boards:

(a) The person must have experience, in an executive role, in all of the following areas:

(b) Educational program delivery.

(c) Organizational leadership.

(d) Application of research and data relating to pedagogical practice.

(e) Creating environments that support student achievement and enhance student well-being.

(f) If the person is a member of the Ontario College of Teachers, the person's membership must be in good standing.

Legal Reference: *Education Act* S. 279(1), S. 283, S. 286, S. 301, Bill 177: Student Achievement and School Board Governance Act, and Regulation 206/26.

Revised: ~~July 2021~~August 2026



SELECTION OF THE ~~DIRECTOR~~ Chief Executive Officer

Limestone District School Board recognizes the importance of appointing a highly effective system leader to implement the work of the Board. When selecting a ~~Director of Education~~ Chief Executive Officer, the Board will seek ~~a chief executive officer~~ a CEO who will consider the needs of students as the key mission of the organization. The Board needs a ~~Director~~ Chief Executive Officer to provide ~~educational leadership~~, fiscal responsibility, organizational and personnel management, and strategic planning. The ~~Director~~ CEO must uphold the Board's key outcomes of a focus on students, respect for staff members, a belief in partnerships and accountability. If qualified, the CEO may also assume the role of Chief Education Officer. If the CEO is not also the Chief Education Officer, the CEO will appoint a Chief Education Officer who will provide educational leadership.

Limestone District School Board is committed to the establishment of selection procedures for the ~~Director~~ Chief Executive Officer's position which capture the complexity of the workplace and provide practical multi-criteria assessments of the degree to which the candidates possess the knowledge, skills and attributes of a successful system leader.

1.0.0 Preparation for the Selection Process

- 1.1.0 Limestone District School Board will select a consultant to assist in organizing the screening and selection process. The consultant may be a local individual in whom the Board has confidence, or a member of a consulting firm that has experience in hiring senior management.
- 1.2.0 The consultant will provide a workplan. This plan will include execution of stakeholder consultations for the creation of a candidate profile for Board review and/or revision. The plan shall also include proposed timelines.
- 1.3.0 The Board will establish a ~~Director~~ CEO's Selection Committee to short-list the candidates to be interviewed by the Board. The Selection Committee shall consist of the Board and the consultant.

1.4.0 The consultant is responsible for the in-service training of the Selection Committee

and the Board in all aspects of the selection procedures.

1.5.0 The Selection Committee shall decide on the most appropriate form of advertising for this position.

1.6.0 The consultant will prepare an advertisement including as many of the most desirable factors aligned with Policy 3 ~~Director of Education~~Chief Executive Officer Job Description as is reasonable to place in the advertisement.

1.7.0 The consultant will assume the responsibility for initiating the advertising process. The consultant will ensure the Superintendent of Human Resources posts the vacancy within the Board, and that the Superintendent of Human Resources will make every reasonable effort to ensure that all qualified current Limestone District School Board employees are made aware of the vacancy. The consultant will endeavour to ensure a diversity of candidates are provided.

1.8.0 The Board will, at its discretion, also advertise externally.

2.0.0 Multi-Criteria Assessment

2.1.0 Applications shall be submitted by letter with an attached résumé indicating experience, education and references with the appropriate releases under the Freedom of Information and Protection of Privacy Act. In addition, candidates will be requested to submit a paper of not more than two typewritten pages indicating their concept of the role of a ~~Director of Education~~Chief Executive Officer and philosophy of ~~leadership~~education.

2.2.0 The consultant will study all submissions from external candidates, contact references and select an appropriate number of candidates for review and consideration by the Selection Committee.

3.0.0 Candidates Selected for an Interview

3.1.0 Once the Selection Committee has ranked all applicants, both internal and external, it shall recommend an appropriate number of candidates for final consideration in an interview with the full Board. Normally, not more than five candidates would be involved in the final interview.

3.2.0 In preparation for the interview, the Selection Committee will review the achievements of each of the candidates to be interviewed as well as the skills, knowledge and personal characteristics of the candidates as determined by the submissions.

3.3.0 The consultant will prepare interview questions that can be used to determine the

skills, knowledge and personal characteristics of the candidate. The promotion criteria to be used is outlined in Section 4.1.0.

4.0.0 Promotion Criteria for the ~~Director~~ Chief Executive Officer's Position and the Role of Chief Education Officer

4.1.0 The ~~person~~ Chief Executive Officer must have experience leading an organization within the public sector, broader public sector or private sector that is comparable in size, scope and complexity to the board to which the person is to be appointed or employed. In addition, The ~~Director of Education~~ Chief Executive Officer is expected to display above-average competence in the following areas:

- i. student/staff welfare;
- ii. educational and /or system leadership;
- iii. Budget stewardship and fiscal responsibility;
- iv. organizational management;
- v. strategic planning
- vi. personnel management;
- vii. Risk management;
- viii. Capital infrastructure management and planning;
- ix. Collective bargaining and labour relations;
- x. Governance, conflict resolution, and negotiation;
- ~~vi-~~xi. Fiduciary, legal, and regulatory compliance;
- ~~vii-~~xii. policy/procedures;
- ~~viii-~~xiii. ~~Director~~CEO/Board relations;
- ~~ix-~~xiv. communications and community relations;
- ~~x-~~xv. student, ~~staff~~ and district recognition/public relations;
- ~~xi-~~xvi. successful experience leading in rural and urban settings;
- ~~xii-~~xvii. inclusive leader, team builder, commitment to equity, inclusion and diversity; and experience with Equity (First Nations, Métis and Inuit, French Language, 2SLGBTQIA+, accessibility and racialized communities);
- ~~xiii-~~xviii. uses technology and social media to engage and connect;
- ~~xiv-~~xix. works collaboratively with union and non-union staff; staff morale focus to resolve issues;
- ~~xv-~~xx. ethical, moral and professional integrity; and

xxi. professional learning.

4.1.1 Chief Education Officer

The CEO may also hold the role of Chief Education Officer if they are qualified based on sections i. and ii. If the CEO is not qualified, they must appoint a Chief Education Officer based on sections i. and ii.

- i. The ~~person~~ Chief Education Officer must have leadership experience related to the administration and delivery of the pedagogical functions of an educational institution that is comparable in size, scope and complexity to the board to which the person is to be appointed or employed. For the purposes of subsection 283.0.1.1 (3) of the Act, this qualification is equivalent to membership in the Ontario College of Teachers with respect to the appointment of chief education officers of English-language district school boards.
- ii. For the purposes of subsection 283.0.1.1 (3) of the Act, the following are prescribed as other qualifications for chief education officers of English-language district school boards:
 - (a) The person must have experience, in an executive role, in all of the following areas:
 - (b) Educational program delivery.
 - (c) Organizational leadership.
 - (d) Application of research and data relating to pedagogical practice.
 - (e) Creating environments that support student achievement and enhance student well-being.
 - (f) If the person is a member of the Ontario College of Teachers, the person's membership must be in good standing.

- 4.2.0 The following skills, areas of knowledge, and personal characteristics/attitudes will also be considered for the role of Chief Executive Officer and/or Chief Education Officer:

<u>Skills</u>	<u>Knowledge</u>	<u>Attitudes</u>
Negotiation	Student Programs	Dependability
Decision Making	Policies and Procedures	Sincerity
Organization	Community Needs	Consistency
Communication	Teaching Methodologies	Flexibility
Conflict Management	Change Strategies	Enthusiasm
Judgement	Ontario Legislation	Humour
Personnel Evaluation	Learning Theory	Confidence
Problem Solving	Finance	Initiative
Program Evaluation	School District Resources	Energy
Planning	Current Trends in Education	Self-Worth
	Elementary Schools	Honesty
	Secondary Schools	
	Special Education	
	French	

5.0.0 Selection Committee Decision

- 5.1.0 Final consideration will include an interview of all short-listed candidates and a review of all information gathered to date. The Selection Committee will select one of the candidates for the ~~Director~~ Chief Executive Officer's position if that candidate is supported by a clear majority of the Selection Committee.
- 5.2.0 The Selection Committee will make a recommendation to Limestone District School Board in open session that the Board hire the successful candidate.

Legal References:

Education Act S. 171 Powers of Boards; S. 283 Chief Executive Officer; S. 285 Responsibility of Supervisory Officer; S. 279(1).

Regulation 206/26

Revised: ~~September 2021~~ August 2026

Administrative Report: Limestone District School Board In-House Before and After School Program Pilot

Education, Policy and Operations Committee Meeting

September 2, 2026

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

To provide Trustees with an update on the Limestone District School Board (LDSB) In-House Before and After School Program (BASP) Pilot. This work supports the LDSB Strategic Plan Focus to improve Responsiveness and Service to Families, Staff, and Community Partners.

Background

BASP are programs that provide childcare and recreational activities for children in Kindergarten to Grade 6 outside of the regular school day and funded through parent fees. The Ministry of Education provides guidelines and regulations to ensure safety and effectiveness of programs.

School boards in Ontario have a responsibility to offer BASP in publicly funded schools for children in Kindergarten to Grade 6, where there is sufficient demand and/or viability ([O. Reg. 221/11](#)). In accordance with the Education Act and regulation, school boards may directly operate BASPs Programs, or they may enter into an agreement with a third-party.

Historically, LDSB has entered into agreements with third-party providers to deliver licensed BASP programs to students from Kindergarten to Grade 6 and is in compliance with the legislation and requirements laid out by the Ministry of Education in fulfilling its duty to provide BASP. There are currently 27 third-party licensed BASPs in LDSB elementary schools.

Authorized recreational and skill-building programs are another BASP model provided by some third-party providers. Currently, LDSB has four of these programs running in four schools.

An LDSB BASP Review occurred in spring of 2025 in response to Trustees' request for further information following some concerns raised by families. The process included a family survey, a focus group with third-

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party providers, a question for School Councils; and a review of Education Act regulations, the Child Care and Early Years Act, Ministry of Education and municipal guidelines, and resources related to the provision of BASP, along with literature related to best practices.

There were several recurring themes and key issues identified from the family survey, School Council question, and third-party provider focus group related to current gaps in service, anticipated needs for next year, as well as the most common barriers to accessing BASP.

The data from the review highlighted a recurring concern from families that there are not enough programs and not enough available spots to meet their family needs. In addition, third-party providers identified the shortage of staff as the major barrier to providing more BASP spots for families. It was also noted that staffing rural area schools is particularly difficult for providers and that there were several LDSB schools that did not currently have a BASP at their school site.

The LDSB has been working diligently with the third-party providers and the Consolidated Municipal Service Managers (CMSM) to address access to BASPs by advertising for Expressions of Interest for BASP in the schools currently without this service, working with third-party providers to share all job postings with all LDSB Educational Assistants (EAs) and Early Childhood Educators (ECEs), and, where possible, supporting courtesy busing requests for families to access third-party BASPs in the community.

Based on the BASP Review, the following areas were identified as next steps:

1. Review additional data sources to support decision-making related to identifying community needs. For example, the Early Development Instrument (EDI), Baragar–Canadian Census, and the mapping of other third-party BASP options outside of LDSB schools according to community/region needs.
2. Consider busing or catchment area changes in specific school communities to increase access to third-party BASP.
3. Continue supporting third-party providers in recruitment of LDSB ECEs/EAs.
4. Explore further expansion/partnerships with authorized recreation and skill-building programs where feasible.
5. Consider prioritization of BASP Extended Day (JK/SK) Programs in LDSB schools.
6. Investigate an In-House LDSB Pilot.

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LDSB initiated Phase 2 of this review in the 2025-2026 school year. As part of Phase 2, additional data sources were reviewed to support decision making related to identifying community needs. This data included: Early Development Instrument (EDI) from 2023, Limestone Baragar data (school enrolment trends, demographic data from Statistics Canada) Limestone Student Information System data, data from third-party providers (quantitative and qualitative), Ontario Ministry of Education data (Licensed Childcare finder) and the mapping of other third-party BASP options outside of LDSB schools according to community/region needs. It is noteworthy that schools with identified need for BASP spots and no programs available as of spring 2026, are Amherst Island PS, W.J. Holsgrove PS, Granite Ridge Education Centre, Land O' Lakes PS, J.G. Simcoe PS, Glenburnie PS, Harrowsmith PS, Storrington PS, Clarendon PS, Centreville PS, Enterprise PS, Tamworth ES, Perth Road PS, and Prince Charles Public School in Verona.

In May 2026, a report was presented to Trustees indicating that based on the analysis of the data noted above, in addition to the data collected through the BASP section of the Family Engagement and Climate Survey, May 2026, that LDSB would be proceeding with an In-House BASP Pilot (licensed BASP run by LDSB) in a handful of schools in LDSB, yet to be determined.

Current Status:

LDSB has identified the following four pilot sites for in house BASP:

- École Maple Elementary School
- Harrowsmith Public School
- Granite Ridge Education Centre
- Tamworth Elementary School

These sites were chosen based on the data referenced above, in addition to available waitlist data from the municipalities. One additional site may be identified and added to this group. All LDSB BASPs will be licensed and Canada-Wide Early Learning and Child Care (CWELCC) enrolled. The goal is for program implementation to occur before the end of December 2026. However, this timeline may be impacted by licensing timelines through the Ministry of Education, timelines for CWELCC enrolment, and timelines associated with ensuring infrastructure is in place to address staffing needs, as well as financial responsibilities. Given labour agreements are expiring and negotiations have started, any potential labour disruption may also impact the current timeline.

Using the most current data sets available, the LDSB, plans to increase pilot sites each subsequent school year, as necessary and feasible.

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Next Steps and Communication Plan

LDSB will initiate a communication strategy with families in these LDSB pilot schools this fall and will continue to work closely with the Ministry of Education to ensure licensing is completed, and with the CMSM to ensure CWELCC enrolment and successful implementation.

Recommendations

That Trustees receive this report for information.

Prepared by: Superintendent Alison McDonnell

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

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Administrative Report: Safe Schools Review and Update

Education, Policy and Operations Committee Meeting

September 2, 2026

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

To provide Trustees with an update on the Limestone District School Board (LDSB) Safe Schools Review being facilitated by Dr. Wendy Craig and other updates related to Safe Schools. This work supports the LDSB Strategic Plan Focus on *Improving student well-being/sense of belonging, and to improve Responsiveness and Service to Families, Staff, and Community Partners.*

Background

As a follow-up to a tragic/critical incident at a Limestone school in March 2026, in the spring of 2026, the board began to work with Dr. Wendy Craig from Queen's University, and a world-renowned expert in the area of bullying, to conduct a Safe Schools Review for Limestone DSB. This review includes LDSB policies, procedures, and practices related to safe and inclusive schools. The goal of this review is to identify any areas where improvements could be made, strengths that exist, and to provide potential recommendations to support positive school climates and student well-being.

Current Status:

In June/July, 2026, Dr. Craig invited families to complete the Family Voices Survey: School Climate, Bullying Prevention and Response. This survey was part of phase one, which also included reviewing several data sets, including school climate data, and board policies. It should be noted that this was a separate engagement from the LDSB Family Engagement and Climate Survey that collected information from families in May 2026. Several reminders were shared for both surveys to try to maximize family responses to both opportunities.

In response to our ongoing review of bullying prevention, intervention, and safe schools' practices, we have made updates to strengthen the clarity, accessibility, and consistency of information for students, families, staff, and the broader community. This work includes updates to our website and communication

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materials to ensure ease of access. We are also reviewing and updating relevant Administrative Procedures (APs), including additional, explicit references related to different types of bullying.

In addition, we are partnering to host Barbara Coloroso at an upcoming P.A. day this school year. This will provide an opportunity for a staff engagement and a family/community engagement on the topic of safe schools and bullying. We will share additional details as plans are finalized.

Next Steps and Communication Plan

Moving into the fall, phase two of the review will begin. Dr. Craig will be engaging with Limestone staff to collect additional information related to their experiences working to support students in schools. The timeline for this work will be dependent on the larger labour context. In addition, Dr. Craig will share results from the Family Voices Survey and invite additional feedback. At this juncture, we anticipate phase two occurring this fall/winter. Phase three is anticipated to occur in the spring of 2027 when Dr. Craig will report back to the Limestone community. During phase three, we will publicly share the findings and next steps, including any recommendations that may emerge. This process is designed to ensure that family voices help inform the review and future improvements across Limestone schools. We will continue to update the community and staff based on their engagement in each phase of the process.

Recommendations

That Trustees receive this report for information.

Prepared by: Associate Superintendent Patty Gollogly, and
Krishna Burra, CEO/CEDO/Director of Education

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

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Administrative Report: Curriculum Updates and Assessment and Evaluation Policy Changes

Education, Policy and Operations Committee Meeting

September 2, 2026

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

To provide Trustees with an update on changes to elementary and secondary curriculum, as well as changes to the Assessment and Evaluation policy, and how these changes support the goals of the Limestone District School Board (LDSB) Strategic Plan.

Limestone District School Board continues to focus on supporting curriculum fidelity and adhering to Ministry documents that support assessment and evaluation policies. In doing so, we are focusing on the following Strategic Plan Goals:

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

Background

Ontario's curriculum has evolved through successive phases of renewal intended to provide greater consistency, clarity, and responsiveness across publicly funded schools. Since the late 1990s, the province has moved toward common expectations by grade and subject, supported by achievement standards and provincial reporting practices. Over time, curriculum development has also become more transparent and cycle-based, with the Ministry of Education publishing review and revision processes that identify when particular subject areas will be revised, and how revisions will respond to emerging evidence, societal priorities, and student learning needs. The Ministry of Education's current curriculum review and revision guide outlines this ongoing process and identifies recent and upcoming revisions across Kindergarten to Grade 12.

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Recent curriculum changes reflect a continued emphasis on strengthening foundational, core academic skills while ensuring that learning is relevant to students' identities, communities, and future pathways. Updated curricula in areas such as Language, Mathematics, Science and Technology, Business Studies, Technological Education, and Social Studies/History/Geography demonstrate an increasing focus on evidence-informed instruction, financial literacy, digital and STEM learning, Indigenous perspectives, Black history, Holocaust education, and preparation for a rapidly changing world.

The province's assessment and evaluation policy has followed a similar trajectory: from local and course-based practices toward a more consistent provincial framework focused on student learning, communication with families, and public confidence in standards. *Growing Success*, first released in 2010, continues to provide the foundation for assessment, evaluation, and reporting in Grades 1 to 12, with updates added over time to address emerging needs.

Current Status

For implementation in the 2026-27 school year, the Ministry has identified the Kindergarten curriculum, Grades 7 and 8 History, and Grade 10 History as key curriculum updates. These changes build on earlier revisions while requiring boards to support educators with professional learning, resources, and coherent implementation planning.

Kindergarten Curriculum, 2026

The revised *Ontario Curriculum, Kindergarten (2026)* represents a significant update to early years programming, and will replace *The Kindergarten Program (2016)* beginning this school year. The revised curriculum maintains the central role of play-based, and inquiry-based, learning while providing clearer and more explicit expectations in foundational areas, particularly early literacy, mathematics, science, and technology. A key shift is greater emphasis on evidence-based, systematic, and explicit instruction in reading, including the development of oral language, vocabulary, alphabetic knowledge, phonemic awareness, phonics, fluency, comprehension, and writing. The curriculum also strengthens children's preparation for Grade 1 by building early skills in reading, writing, mathematics, and science through intentional learning opportunities.

Grade 7 and 8 History, 2026

The revised Grades 7 and 8 History curriculum, effective this school year, updates the History components of *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8*, and replaces the current 2023 curriculum document. The 2026 revisions focus specifically on History in Grades 7 and 8. A central change is the inclusion of mandatory learning about the significant contributions of Black individuals and communities to Canada's development, as well as the barriers they experienced in

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helping build a democratic, inclusive, and prosperous country. This learning is intended to position Black history as Canadian history, and to deepen students' understanding of Canada's diverse historical foundations.

Secondary Program Updates

The revised Grade 10 History curriculum strengthens the learning about Black history in Canada, including the experiences, contributions, and challenges of Black Canadians and communities. It also expands mandatory learning about extreme political and social ideologies, the Holocaust and antisemitism, and the Holodomor in Ukraine. Together, these changes deepen students' understanding of diverse Canadian experiences, discrimination, human rights, extremist ideologies, and their historical and contemporary impacts.

Beginning with students entering Grade 9 in September 2025, and taking the Grade 10 Careers course in 2026-2027, Grade 10 Ontario students must successfully complete the Financial Literacy Graduation Requirement as part of earning an Ontario Secondary School Diploma (OSSD). This Financial Literacy requirement is embedded in the Grade 10 Careers course and is worth 5% of their final grade. Training will take place this year, and subsequent years, for teachers of this course.

Ontario's new Secondary Assessment and Evaluation Framework introduces a standardized weighting structure for most secondary courses. In Grades 9-10, final grades will consist of 65% classroom work, 20% mandatory final evaluation(s), and 15% for attendance and participation. In Grades 11-12, final grades will consist of 65% classroom work, 25% mandatory final evaluation(s), and 10% attendance and participation. Most secondary courses will also require a mandatory written final examination, which must be administered during the designated examination period, with the Grade 9 EQAO Mathematics Assessment as an exception.

Next Steps and Communication Plan

At the most recent Administrator meeting in August, 2026, K to 12 administrators received a review of the curriculum updates from Senior Staff. During the P.A. day on September 1, teams were provided with time to collaboratively review the curriculum changes and plan together.

Administrators are preparing caregiver communication to share out to their community that outlines the changes to the curriculum, and directs all families to the Ministry of Education's website for more detailed information.

LDSB will continue to support alignment of classroom resources and assessment practices, and support schools in sustaining responsive, developmentally appropriate, learning environments that honour children's strengths while ensuring consistent access to foundational instruction.

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Recommendations

That this report be received for information purposes.

Prepared by: Stephanie Sartor, Associate Superintendent of Education,
Talya McKenna, Associate Superintendent of Education,
Patty Gollogly, Associate Superintendent of Education

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

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