

Agenda – Regular Board Meeting

Wednesday, May 20, 2026 - 6:00 p.m.

Limestone Education Centre
220 Portsmouth Avenue, Kingston, Ontario

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

Private Session (Will follow adjournment of public meeting)

*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) – April 15, 2026

5. FOR INFORMATION

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

6. REPORT TO PUBLIC SESSION

Limestone District School Board

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

Public Meeting – 6:00 p.m.

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

7. ADOPTION OF THE AGENDA

8. DECLARATION OF CONFLICT OF INTEREST

9. PRESENTATION/DELEGATION

- 9.1. Limestone District School Board Student Achiever Awards

10. PRIVATE SESSION REPORT

11. APPROVAL OF ABSENCES

12. APPROVAL OF MINUTES

- 12.1. Regular Board Meeting Minutes – April 15, 2026 (Pages 4-19)
- 12.2. Budget Committee Meeting Minutes – April 22, 2026 (Pages 20-23)
- 12.3. Audit Committee Meeting Minutes – May 4, 2026 (Pages 24-26)
- 12.4. Education, Policy, and Operations Meeting Minutes – May 6, 2026 (Pages 27-34)

13. REPORTS FROM OFFICERS

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

14. REPORTS

- 14.1. OPSBA Report – Trustee McGregor
- 14.2. Student Trustees’ Report
- 14.3. Reports for Action
 - 14.3.1. Disposition of School Property at 53 Victoria Street, Wolfe Island - Superintendent Young (Pages 35-37)
 - 14.3.2. Trustee Replacement – Director Burra (Pages 38-41)
- 14.4. Reports for Information
 - 14.4.1. Interim Financial Report for Quarter 2 – Superintendent Young (Pages 42-44)
 - 14.4.2. LDSB Before and After School Program (BASP) Review – Superintendent McDonnell (Pages 45-48)

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15. UNFINISHED BUSINESS

16. NEW BUSINESS

17. CORRESPONDENCE

18. NOTICES OF MOTION

19. ANNOUNCEMENTS

20. COMMITTEE MINUTES FOR INFORMATION

20.1. Environmental Sustainability Advisory Committee Minutes – March 3, 2026 (Pages 49-53)

20.2. Special Education Advisory Committee Minutes – March 25, 2026 (Pages 54-59)

21. FUTURE BOARD MEETING SCHEDULE

June 3, 2026 (EPOC)

June 17, 2026

August 19, 2026

22. ADJOURNMENT AND MOVE INTO PRIVATE SESSION

Regular Board Meeting Minutes – April 15, 2026

PRIVATE SESSION

Roll Call:

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

1. CALL TO ORDER

Vice-Chair Lloyd called the meeting to order.

2. RESOLVE INTO COMMITTEE OF THE WHOLE AND PRIVATE SESSION

MOTION: To move into Private Session.

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

3. DECLARATION OF CONFLICT OF INTEREST

Vice-Chair Lloyd asked Trustees if they had a conflict of interest to declare with any of the agenda items. There were no conflicts declared.

4. ACTION ITEMS

- 4.1. Regular Board Meeting Minutes (Private) – March 11, 2026
- 4.2. Education, Policy, and Operations Committee Minutes (Private) – April 1, 2026

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

5. FOR INFORMATION

- 5.1. Safe Schools Update – Director Burra provided a Safe Schools update.
- 5.2. Property Update
- 5.3. Labour Update
- 5.4. Personnel Update
- 5.5. Legal Update – Director Burra provided a Legal and Property of the Board update.
- 5.6. OPSBA Update

6. REPORT TO PUBLIC SESSION

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

MOTION: That the Board rise and report.

MOVED BY: Trustee Godkin. Carried.

PUBLIC MEETING

Roll Call:

| | |
|---|--|
| Trustees: | Staff: |
| G. Elliott B. Godkin R. Hutcheon T. Lloyd (Vice-Chair) J. Maracle K. McGregor (Chair) (approved virtual) J. Morning J. Neill (absent) S. Ruttan C. Scott M. Comeau (Student Trustee) R. Kolosov (Student Trustee) S. Ismail (Student Trustee) | K. Burra, Director of Education M. Blackburn, Associate Superintendent M. Crothers, Communications Consultant S. Gillam, Superintendent of Education P. Gollogly, Associate Superintendent S. Hedderson, Associate Superintendent A. McDonnell, Superintendent of Education T. McKenna, Associate Superintendent S. McWilliams, Superintendent of Human Resources S. Sartor, Associate Superintendent of Education C. Young, Superintendent of Business Services |
| Guests: | Recorder: |
| Mathew Katz, Incoming Student Trustee Victoria McCourt, Incoming Student Trustee Audrey Bateman, Incoming Student Trustee Laura Gillam, LDSB Research Analyst Ellyn Clost-Lambert, LDSB Research Analyst | S. Mitton, Executive Assistant to the Director and Trustee Liaison |

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

7. ADOPTION OF THE AGENDA

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

8. DECLARATION OF CONFLICT OF INTEREST

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

9. PRESENTATION/DELEGATION

None at this time.

10. PRIVATE SESSION REPORT

Vice-Chair Lloyd stated: “During the Private Session following the adjournment of the April 1 EPOC meeting, Director Burra provided a Safe Schools and Personnel Update. There was no other business conducted, or motions passed in Private Session.

Earlier this evening during Private Session, the Private Session minutes were approved from the March 11, 2026, Regular Board Meeting and the April 1, 2026, EPOC Meeting. Director Burra provided a Safe Schools, and a Legal and Property of the Board Update. There was no other business conducted, or motions passed in Private Session. I move this report.”

*MOVED BY: Trustee Lloyd and seconded by Trustee Godkin that the Private Session report be received.
Carried.*

11. APPROVED ABSENCES

Chair McGregor stated that a letter was received from Trustee Neill requesting a medical leave of absence from March 13 to August 31, 2026. She put forward the following motion:

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MOVED BY: Trustee McGregor and seconded by Trustee Scott that the Board of Trustees accept Trustee Neill's request for a medical absence from March 13 to August 31, 2026, and that his absences for the March Board Meeting and April EPOC Meeting are changed to reflect this leave. Carried.

12. APPROVAL OF MINUTES

Chair McGregor asked for Vice-Chair Lloyd to address this agenda item. Vice-Chair Lloyd ask for a motion to approve the following minutes:

- 12.1. Regular Board Meeting Minutes – March 11, 2026
- 12.2. Education, Policy, and Operations Meeting Minutes – April 1, 2026

Chair McGregor requested to separate the minutes from the March 11, 2026, Board Meeting, to change her approved virtual attendance to an approved absence due to connectivity issues.

MOVED BY: Trustee Godkin and seconded by Trustee Elliott that the Regular Board Meeting minutes from March 11, 2026, be amended to reflect Trustee McGregor's approved absence, and be approved. Carried.

MOVED BY: Trustee Godkin and seconded by Trustee Scott that the minutes from the April 1, 2026, EPOC Meeting, as presented, be approved. Carried.

13. REPORTS FROM OFFICERS

13.1. Chair's Report

Chair McGregor stated: "I would like to begin my report this evening by thanking everyone who took the time to share their feedback through the 2026-2027 Budget Survey. We know that completing surveys requires thoughtful consideration and time, and we are truly grateful to those who participated. The feedback received plays an important role in shaping decisions and helping to inform the development of the budget for the upcoming school year. Trustees will be reviewing this information as we head into budget season.

In early May, Limestone will be inviting families to participate in the Family Engagement and Climate Survey. This optional survey is anonymous and explores a range of topics, including feeling connected to school, family involvement, safety and bullying, communication, before- and after-school programming, and how technology is being used in schools. The feedback shared through this survey helps schools and the board better understand what is working well, where there may be opportunities for improvement, and what barriers may make engagement more challenging for some

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families. This input supports continued efforts to strengthen communication, support student well-being, and enhance school experiences across the system. The Board will be hearing more this evening on the Family Engagement and Climate Survey, which I am looking forward to learning more about.

As Trustees are aware, earlier this week the provincial government announced new legislation that will have governance implications for School Boards. We will await further information as the legislation progresses through the approval process and as additional regulatory direction is provided.

Before closing, I would also like to take a moment to welcome our newly elected 2026-2027 Student Trustees. Congratulations to them on their successful campaigns and thank you to all students who put their names forward and shared their voices through this important process. I am looking forward to having them join the Board in the next school year and to the perspectives and leadership they will bring.

As we move through the spring months, it continues to be inspiring to see the learning and growth taking place across Limestone. From classrooms and school communities to outdoor spaces and co-curricular activities, there is a great deal to celebrate. This is an exciting time of year, and we appreciate the continued dedication of students, staff, and families in supporting learning both inside and outside of the classroom.

That concludes my report.”

13.2. Director’s Report

Director Burra stated: “Good evening, Trustees and the viewing public. I have a number of updates for this evening’s meeting.

We are still eagerly awaiting provincial budgetary information. The hope was that this information would be released shortly after MPPs returned to Queen’s Park a few weeks ago. The longer the delay, the greater the challenge for us in preparing for the 2026-27 school year. This information is vital for our planning purposes in preparing for the next school year. I know financial services will do the best they can to unpack the funding and the local implications in Limestone, and allow us to continue planning once the information is made available. That being said, further delays do create some challenges for our staffing processes.

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As Trustees are aware, there were demonstrators along Portsmouth this afternoon/evening prior to our meeting. This is a testament to the importance of education for children, youth, and families. The stakes are significant in our work and education matters. Across the province there are concerns tied to funding, staffing in schools, violence, and special education, among many others, we can expect to see more demonstrations, particularly as the province and labour groups prepare for the next round of bargaining. This also sets some of the context as we enter budget season and further preparation for 2026-2027.

With recent government announcements and the introduction of new legislation, we have now received the government's plan for governance changes moving into the future. While these changes will be significant, we all await additional details through regulations which will provide much more detail regarding the changes outlined earlier this week and the planned timeline for any transitions, as well as any regulatory consultation process.

I have a few highlights of recent events to share with Trustees this evening.

First, a few points of celebration. At the 2026 FLASF held toward the end of March at the Queen's Faculty of Education, Limestone students from Calvin Park, LCVI, and KSS won all five of the 'best in fair' awards. All of these students, Grades 8 to 12, will be attending the National Science Fair in Edmonton at the end of May.

As a second point of celebration, Limestone students accounted for almost 300 participants in the 2026 Kingston Kiwanis Music Festival, out of 1,162 total participations (over one quarter overall officially from schools), primarily through bands, ensembles, and the Sistema choir at Molly Brant ES. Other Limestone students participated in the festival beyond the 300 officially representing their schools. Limestone groups performed strongly, with six bands rated platinum and two rated gold. The festival ran from March 26 to April 11, and the culmination will be the Highlights Concert on April 28 at the Isabel Bader Centre for the Performing Arts.

In terms of upcoming events, this Friday on the PA day we are very excited to be holding a Collaborative Care Initiative event with KCHC with some of our elementary schools, Educational Services staff, and other community partners. This is very exciting, collaborative, community work to focus efforts on improving access to services for students and families in need.

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There is another exciting, upcoming event Trustees may also want to note. The Limestone District School Board and Queen's University are hosting another Neurovibes Evening- A Night Exploring Neurodiversity on April 29, 2026, on Queen's campus at the Biosciences building. This free evening event, is open to students, staff, and family members. The evening will provide attendees with opportunities to learn more about neurodiversity, neurodiverse-affirming practices, and supports within our community. There will be a range of speakers from the LDSB and Queen's, community partner displays, and more. And, on the following day, there will be focused professional learning for some staff focused on supporting students with special education needs and neurodiversity.

As Trustees are aware, we did collect voice from members of the Limestone community as part of our annual budget process. This information will be shared with Trustees as part of our budget process moving further into this spring. As you will hear more about this evening, more voice will be collected from families in early May with the launch of a Family Engagement and School Climate Survey.

This evening there are four reports on the agenda: a Student Census update, the upcoming Family Engagement and School Climate Survey I mentioned a moment ago, a verbal update on graduations, and a Student Achievement Plan update.

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

14. REPORTS

14.1. OPSBA Report

Chair McGregor provided an update on recent proposed legislative changes, noting that the legislation would prohibit School Boards from paying certain membership fees, resulting in reduced funding. She indicated that the Board is awaiting further information regarding the implications of this change, though early indications suggest the impact may be negative.

Chair McGregor announced that Limestone DSB has stepped forward to host the Eastern Regional Meeting after the original plan could not proceed. The meeting will be held in the boardroom on Saturday, May 2, and Trustees are encouraged to attend, with virtual access available for those unable to participate in person. In addition, Trustees were advised of the upcoming Labour Relations Symposium taking place the following Thursday and Friday in Toronto, which a number of Trustees are expected to attend.

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14.2. Student Trustees' Report

Student Trustee Comeau stated: "Before the April student Trustees report, I would like to introduce to you the new incoming Indigenous, Rural, and Urban Student Trustees for the 2026-2027 term.

Victoria McCourt is the incoming Indigenous Student Trustee. She is in Grade 11 at Frontenac Secondary School. She is a registered band member of the Mohawks of the Bay of Quinte where her mom grew up. Victoria feels that having a voice to represent Indigenous students, their issues and concerns is important. She would like to see more opportunities to get Indigenous students and youth together outside of academics. Victoria would love to see more traditional workshops and events. Victoria feels its important for our youth to feel proud of who they are, their Indigenous identity, and not feel ashamed or that they have to hide it.

Audrey is the incoming Rural Student Trustee. She is currently in Grade 11 at Sydenham High School. She values inclusivity and connection both in and outside of school. She loves meeting new people and is always excited to take on new challenges. She feels driven to make high school a more hands-on experience by creating more opportunities for engagement and giving back within the school community.

Mathew Katz is the incoming Urban Student Trustee. He is a Grade 11 student at Frontenac Secondary School. As a Student Trustee, Mathew is looking forward to working with students to make LDSB better. He is passionate about climate change and anti-racism, and hopes to make a difference on these issues during his time as Student Trustee. Ultimately, Mathew hopes to use the position of Student Trustee to amplify students' perspectives and create tangible and positive changes. Thank you Victoria, Audrey, and Mathew for your introductions and attendance to this meeting. We're excited to see the positive change you will bring in the board. Now I will read the April Interschool Council (ISC) report.

The meeting began with a personalized land acknowledgment written and presented by Rachel Kolosov.

Then we split up school representatives into two groups to brainstorm ideas on how we can make sure this year's work in Interschool Council won't be lost next year. Ideas brought up include, having a shared Google Classroom which is kept between terms and to have one group chat which is kept between terms.

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Then representatives split into groups again to share ideas they had planned for spring and summer events within their schools. Ms. Barrow also provided a reminder to stay mindful in avoiding summer spirit days which may appropriate Hawaiian culture.

After that discussion, InterSchool Council had Laura Conboy and Melissa West as speakers to help students improve and build mental health initiatives in their schools. This discussion covered many topics and allowed students to share their lived input and experiences with stressors in schools alongside helping representatives build the process for starting or improving mental health clubs in their schools. Students came up with many ideas to work on including, fighting the stigma against reaching out to Adolescent Care Workers and having ISC partner with the Mental Health Team to promote mental health events occurring in Limestone. Laura and Mellisa also shared the work they did with the Mental Health Symposiums earlier this year. Including the toolkit they developed for improving student engagement, which will continue to help students with improving mental health initiatives in their schools.

Finally, we had a student from Kingston Secondary School (KSS) join the meeting who presented an initiative he started at his school to recycle inhalers. One medical inhaler can disperse 30Kgs of carbon dioxide into the atmosphere when thrown away. To improve his high school's carbon footprint, Carson partnered with "go zero" and bought an inhaler recycling box for KSS then "go zero" picks up to recycle the inhalers properly. Carson brought this idea to Interschool Council to encourage other schools in Limestone to fundraise and buy inhaler recycling boxes from "go zero" for their own schools to help eliminate the carbon footprint of our board.

This concludes my Student Trustees report."

14.3. Reports for Action

None at this time.

14.4. Reports for Information

14.4.1. See Yourself in Limestone: Student Census 2025 Update

Superintendent McDonnell presented a Student Census update and introduced Laura Gillam and Ellyn Clost-Lambert, LDSB Research Analysts, who supported the presentation. Trustees were directed to the "See Yourself in Limestone Student Census Update" report included in the agenda package. The presentation provided an overview of the 2025 Student Census, with a focus on participation and response rates.

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Trustees were reminded that the voluntary and confidential online student census was administered in November 2025 to students in Grades 4 to 12, with age-appropriate versions for Grades 4 to 6 and Grades 7 to 12. Students completed the census during class time. Data collection was followed by extensive data cleaning and validation, which has now been completed, and data analysis is currently underway with support from the Technical Advisory Committee (TAG).

It was reported that 9,414 students participated in the census, representing approximately 60% of enrolled students in Grades 4 to 12. Approximately 29% of participating students identified as having special education needs, consistent with board-wide proportions. In addition, approximately 70 students accessed built-in translation tools, marking the first use of this feature.

Response rates for the 2025 census were reported as 86% for Grades 4 to 6, and 62% for Grades 7 to 12, for an overall completion rate of 69%, down from 76% in 2020. When grouped by panel, response rates were 85% for Grades 4 to 8 and 51% for Grades 9 to 12, with secondary participation declining from the previous census.

Upcoming next steps were outlined, including continued data analysis through spring and summer 2026, followed by the phased release of reports between winter 2026 and spring 2027. Decisions regarding reporting timelines and data presentation will be determined in collaboration with TAG. Trustees were advised that a general update reflecting the information shared would be communicated to families and the community following the meeting.

Chair McGregor opened the floor for questions.

14.4.2. Family Engagement and School Climate Survey

Superintendent Gillam invited Laura Gillam and Ellyn Clost-Lambert, LDSB Research Analysts, back to present on the Family Engagement and School Climate Survey. They provided an overview of the development and purpose of the Family Engagement and Climate Survey. Following consultation with the Parent Involvement Committee in spring of the previous year, families expressed interest in broader engagement. As a result of further discussion, the Kindergarten to Grade 3 component was removed, and the Board committed to a survey focused on families of students in Grades 4 to 12.

It was explained that the survey serves two purposes. Traditionally, school climate surveys support district and school-level planning and are required under the Education Act and PPM 145 to assess school climate and prevent bullying and harassment in schools. This year, additional emphasis has been placed on gathering family engagement data to better support the work of the Parent Involvement Committee and School Councils, which have identified gaps in information needed to support effective family engagement.

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Described were two core components of the survey: engagement and climate. The engagement section focuses on communication, inclusion, participation in school activities, and responsiveness to families, aligned with the Board's Strategic Plan. The climate section fulfills legislative requirements and gathers information on safety, belonging, and school response to student needs. Additional areas include before and after-school programming, responsible use of artificial intelligence, and other emerging priorities. Consultation sessions were held with parent and School Council representatives to identify key information needs and ensure the survey results are accessible, meaningful, and actionable. Feedback emphasized the importance of clear, usable data that supports school-level planning without requiring extensive interpretation.

Draft versions of the survey were shared with administrators, labour partners, and board committees in late March, with feedback accepted until the end of the current week. Following final revisions, both paper and online versions will be prepared for distribution. The survey is scheduled to launch on May 1 and remain open for a defined period.

It was clarified that this survey is distinct from a census, with only high-level demographic data collected. Responses will be grouped to protect anonymity, and no individuals or families will be identifiable. The intent is to support informed decision-making at the school and system levels. Results will be shared later in the fall or winter with Trustees, the Parent Involvement Committee, and individual School Councils.

Chair McGregor called upon Trustees for any questions.

14.4.3. Graduation Schedule

Director Burra provided a verbal update on the 2025-2026 Graduation Schedule. He reminded Trustees that there are fewer than 50 instructional days remaining in the 2025-2026 school year, noting this period marks the beginning of graduation season. Upcoming celebrations include Grade 8 transition ceremonies and secondary school graduations, which traditionally occur on the day prior to the June PA Day.

Trustees were advised that there is no expectation they attend all graduations, as several ceremonies often occur simultaneously, even within the same family of schools. The primary objective is to ensure representation by Trustees and Senior Staff at all secondary school graduations. Trustees were encouraged to prioritize their time accordingly.

Director Burra also highlighted a recent memorandum issued by the Minister of Education to all school boards concerning graduation ceremonies. This memo has been circulated across the system and emphasizes that graduations must be apolitical and focused solely on celebrating students, without providing a platform for politically divisive or controversial topics.

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Schools, particularly secondary schools, have been reminded of expectations to review graduation-related content, including yearbook submissions, class poems, and valedictory speeches, to ensure appropriateness and compliance with Ministry expectations. While this review process may lead to differing viewpoints, boards have a responsibility to uphold the Ministry's direction and maintain the celebratory nature of ceremonies.

Finally, Director Burra noted that the memorandum also reinforces expectations regarding staff professionalism, including conduct on social media. Divisive, racist, homophobic, or hate-based comments made online are considered serious matters and may result in consequences from both the government and regulatory bodies such as the Ontario College of Teachers. Trustees were reminded that graduation schedules will be distributed shortly.

Chair McGregor thanked Director Burra and called upon Trustees for questions.

14.4.4. Student Achievement Plan

The Director explained that the Provincial Student Achievement Plan is being brought forward at this time to meet the Ministry requirement that boards publish the plan on their websites by April 30. This presentation provided Trustees with an overview of the information that will be posted publicly. The plan reflects work undertaken over the past several years and aligns with the Limestone District School Board Strategic Plan, including updated Education Quality and Accountability Office (EQAO) data and changes arising from previous legislation.

Trustees were reminded that the Student Achievement Plan focuses on three provincial priority areas: core academic skills, preparation for future success, and student engagement and well-being. The core academic skills section emphasizes literacy and mathematics results in Grades 3, 6, 9, and 10, including Ontario Secondary School Literacy Test (OSSLT) outcomes. The preparation for future success section includes data on course-taking patterns, student perceptions of readiness for next steps, and participation in expanded learning opportunities. The student engagement and well-being section includes quantitative and qualitative data on mental health programming and attendance, primarily in Grades 1 to 8, noting some misalignment with recent provincial proposals emphasizing secondary attendance.

It was noted that Limestone's data continues to be embedded in the Board's strategic planning framework and is regularly shared with staff, students, and families. Trustees were reminded that the plan will be accompanied by a public-facing summary and a video, similar to the approach used when EQAO results were released in the fall. As required, the board will also invite public feedback following the publication of the plan.

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Trustees were advised that the reporting timeline has shifted from previous years, with the publication deadline extended from March 31 to April 30. Following publication, families and community members will have an opportunity to provide input, consistent with consultation expectations tied to both the Strategic Plan and the Student Achievement Plan.

A visual overview of how the Student Achievement Plan data will appear publicly was shared, showing Limestone results alongside provincial comparisons across the three priority areas. A more detailed review of literacy results highlighted that Limestone now exceeds provincial results in elementary literacy and is within one percentage point of the province in OSSLT outcomes. It was noted that Limestone's rate of improvement is trending faster than the provincial average.

Associate Superintendent Sartor outlined the literacy improvement strategy, including continued implementation of the Early Reading Screener from Kindergarten through Grade 8, targeted professional learning in evidence-based writing instruction, tiered literacy supports for students requiring intensive intervention, and the use of short cycles of learning to inform responsive instruction. In addition, visible learning teams in Grades 7 to 12 are continuing to focus on high-impact instructional and assessment practices to support ongoing student achievement growth.

Associate Superintendent Hedderson presented mathematics achievement results. He remarked that Limestone continues to see improvement, with results now exceeding the province in Grade 3, aligning in Grade 6, and improving in Grade 9.

Key mathematics strategies were reviewed, including mandatory daily fluency practice, implementation of the board's math instructional progression to support equitable outcomes, and the use of data-informed short cycles of learning. Highlighted was the consistent use of concrete, visual, and digital approaches to strengthen conceptual understanding, along with continued capacity-building for educators and administrators, particularly in assessment years.

Associate Superintendent McKenna shared an update on student preparation for future success. The four-year graduation rate has increased to 89%, placing Limestone close to the provincial average. The percentage of students earning 16 credits by the end of Grade 10 has improved to 80%, aligning with the province. Participation in senior math and science courses has increased to 53.7%, with continued growth anticipated.

Progress was also reported in experiential and pathway-focused programming. Participation in at least one job-embedded skills program, such as Specialist High Skills Major (SHSM), Dual Credit, or Ontario Youth Apprenticeship Program, has increased to 29%, slightly exceeding provincial levels. Student perception

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data indicates approximately 60–61% of students feel prepared for their next steps, compared to a provincial rate of 64%.

Associate Superintendent McKenna outlined next steps within the implementation of assessment, evaluation, and reporting practices, with a continued focus on visible learning strategies, student success teams, close monitoring of achievement at the school level, and ongoing support for SHSM, co-op, and experiential learning pathways to further improve student outcomes.

Superintendent Gillam presented the final section of the Student Achievement Plan focused on student engagement and well-being. Trustees were advised that suspension rates in Limestone remain higher than the provincial average. Attendance rates show a slight decline, consistent with provincial trends, though it was noted that there are discrepancies between Ministry data and internal dashboard data. A deeper analysis of attendance data will be brought forward later in the spring to explain these variations.

It was noted that three groups are disproportionately represented in both suspension and attendance data: male students, students with special education needs, and students from lower socio-economic communities. This data provides an opportunity to further examine systemic barriers affecting attendance and behaviour, and to inform targeted supports.

Superintendent Gillam reported a slight increase in the number of students who are able to identify mental health supports and services available to them. Key focus areas continue to include strengthening relationships among school staff, students, families, and community partners, recognizing that strong relationships support improved engagement, attendance, and access to help when needed.

Attendance continues to be monitored as a critical indicator through school-based student success teams, particularly for students identified as at risk. Alternative and re-engagement programs continue to be refined to support students on short and long-term suspensions, with an emphasis on early intervention and prevention.

Efforts to increase student engagement include expanding experiential learning opportunities and continuing student mental health symposiums, which were launched at the secondary level and are now extending to Grades 7 and 8. Mental health literacy modules in Grades 6 to 8 and Grade 10 continue to be implemented, alongside a sustained focus on universal Tier 1 mental health supports so students clearly understand how and where to access assistance across all schools. The presentation concluded by sharing the video on the Student Achievement Plan.

Chair McGregor thanked the team for their presentation and called upon Trustees for questions.

Limestone District School Board

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

15. UNFINISHED BUSINESS

15.1 Election of the OPSBA Representative

Vice-Chair Lloyd assumed the Chair for this item. Trustees were reminded of Trustee Godkin's motion, included in the agenda package, which was to defer the election of the OPSBA representative until the April 15, 2026, Board Meeting when further information from OPSBA was available.

Trustee Godkin proposed that, in light of current information, no election take place at this time and that the current representative continue in the role. Director Burra advised that, in keeping with Board by-laws and the upcoming municipal election, it would be appropriate for the appointment to extend until mid-November, allowing the incoming Board to revisit the decision following its inaugural meeting. The following motion was put forward:

MOTION MOVED BY: Trustee Godkin and Seconded by Trustee Hutcheon: That the current OPSBA representative remains in position until the municipal election takes place and following the inaugural Board Meeting held on November 15, 2026.

The motion was put to a vote and carried. Trustee McGregor will remain as OPSBA representative until November 15, 2026. It was confirmed that the originally deferred motion was effectively resolved by this decision.

The Board then sought nominations for the OPSBA alternate position for the remainder of the term. Trustee Hutcheon put her name forward, with no other nominations received. Trustee Hutcheon was acclaimed as the OPSBA alternate and was congratulated by the Chair.

16. NEW BUSINESS

None at this time.

17. CORRESPONDENCE

None at this time.

18. NOTICE OF MOTION

None at this time.

19. ANNOUNCEMENTS

None at this time.

Limestone District School Board

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20. COMMITTEE MINUTES FOR INFORMATION

- 20.1. Indigenous Education Committee Meeting Minutes – February 10, 2026
- 20.2. Special Education Advisory Committee Meeting Minutes – February 11, 2026

21. FUTURE BOARD MEETING SCHEDULE

May 20, 2026

22. ADJOURNMENT

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

The Meeting Adjourned at 7:43 p.m.

Limestone District School Board

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Budget Committee Meeting Minutes – April 22, 2026

Public Meeting

Roll Call:

| | |
|---|---|
| Trustees: | Staff: |
| K. McGregor (Chair of the Board) T. Lloyd (Vice-Chair) R. Hutcheon B. Godkin G. Elliott J. Morning -regrets C. Scott J. Maracle S. Ruttan J. Neill – regrets S. Ismail, Student Trustee M. Comeau, Student Trustee | K. Burra, Director of Education C. Young, Superintendent of Corporate and Staff Services S. Gillam, Superintendent of Curriculum and Program Services M. Blackburn, Associate Superintendent of Curriculum and Program Services C. Downie, Assistant Manager of Facility Services P. Carson, Manager of Financial Services L. Benjamin, Assistant Manager of Financial Services |
| Invitees: | Recorder and Producer: |
| | D. Burns, Administrative Assistant S. Shaw, Producer |

1. CALL TO ORDER

Trustee Lloyd read the Acknowledgement of Territory.

Trustee Lloyd called the meeting to order at 7:09 pm.

2. ADOPTION OF THE AGENDA

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

3. DECLARATION OF CONFLICT OF INTEREST

None.

4. INFORMATION ITEMS

Limestone District School Board

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



4.1 Budget Development Schedule

Superintendent Young presented the detailed schedule for the 2026-2027 budget development process to the trustees, outlining key dates, steps, and the roles of staff such as Assistant Manager Downie in enrollment projections and budget preparation.

Superintendent Young explained the timeline for budget development, starting with enrollment projections in January, school consultations in February, budget survey and departmental requests in March, staffing projections and ministry announcements in April, review of priorities and funding in May, and finalization and submission of the budget in June.

Trustee Lloyd thanked Superintendent Young and called upon Trustees for comments or questions.

4.2 2026-2027 Projected Enrolment and 10-year Enrolment Trend

Assistant Manager of Facility Services Downie presented the 2026-2027 projected enrollment and 10-year trend, highlighting declining birth rates, migration impacts, and anticipated decreases in both elementary and secondary enrollment for the Limestone District School Board.

Enrollment projections are developed using data from Baragar, which incorporates Ontario live birth registrations, Canada Revenue Agency address data, and census information, supplemented by local knowledge from schools and communities.

Birth rates in the district have been declining, with the average dropping from 1,813 per year (2008-2021) to 1,670 in the last three years, leading to fewer junior kindergarten enrollments; the capture rate, or percentage of local students choosing Limestone schools, also decreased from 71.5% in 2024 to 70.9% in 2025, this is 0.6% lower. Last year there was also a decrease in the number of students who registered with Limestone District School Board in grade 9. This was a trend change that affected our enrolment numbers.

Migration contributed significantly to enrollment increases in recent years, with 2024 seeing a net gain of 635 youth, but 2025 saw a lower-than-average gain of 360 youth, indicating a slowdown in population growth and the need for caution in projections.

For 2026-2027, elementary enrollment is projected to decrease by 92 students and secondary by 127. These projections contain Other Pupils of the Board, which includes international students.

Planning for the upcoming school year includes both enrollment projections and facility space arrangements. Two portable classrooms are scheduled to be added at Kingston Secondary School

Limestone District School Board

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for the next school year. Schools operating at over 100% capacity, as indicated in Appendix B, currently have portable classrooms in place to address space needs.

Trustee Lloyd thanked Assistant Manager of Facility Services Downie for her report and called upon Trustees for comments or questions. Discussion ensued.

4.3 Budget Survey Results Presentation

Superintendent Young provided an overview of the 2026-2027 budget, explaining revenue sources, expenditure categories, and the process for balancing the budget, including the use of reserves and the impact of Ministry regulations.

The majority of revenue comes from Core Education Funding, with additional sources including departmental budgets, secondments, leases, community use revenues, and Responsive Education Programming (REP) funding.

Expenditures are primarily allocated to instruction (80%), with the remainder distributed among administration, transportation, pupil accommodation, and other areas, using a three-year rolling average for variable costs like utilities.

The board has previously run deficit budgets balanced by reserves, as permitted by ministry regulations, but must adhere to rules limiting deficits to 1% of operating revenues and requiring Ministry approval for further use of reserves.

The Budget Committee, consisting of all trustees, reviews and recommends the budget, which must be approved by the board and submitted to the Ministry, with potential changes pending new legislation that may alter the approval process.

Superintendent Young presented the results of the 2026-2027 budget survey. The online survey was open from February 23 to March 23. A total of 262 responses were received. Last year, 294 responses were received. The survey was advertised through multiple platforms including the board website, social media, and direct emails.

Question No. 1 on the survey asked, “What is your involvement with the LDSB?” Predominantly, those who responded were 144 family members, 104 were LDSB employees, 10 were LDSB students, and 4 were Community Members/Taxpayers.

Question No. 2 required individuals to rank the importance of allocating financial and staff resources to a number of educational programs and services. Respondents ranked support for students with special education needs as the top priority, followed by reading and writing skills, mental health and well-being, math learning, and experiential learning.

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Question No. 3 on the survey asked, “Do you have any recommendations for improving our budget survey?”. Respondents frequently noted that the survey itself could be improved to better capture priorities. Respondents want clearer definitions, more structure, and better context so feedback can be more meaningful and actionable.

Trustee Lloyd thanked Superintendent Young and called upon Trustees for comments or questions. Discussion ensued.

5. OTHER BUSINESS

None at this time.

6. NEXT MEETING DATE

May 13, 2026, at 5:30 pm

7. ADJOURNMENT

MOVED BY: Trustee McGregor that the meeting be adjourned. Carried.

The meeting adjourned at 7:42 pm.

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Audit Committee Meeting Minutes – May 4, 2026

Public Meeting

Roll Call:

| | |
|--|---|
| Trustees: | Staff: |
| T. Lloyd S. Ruttan G. Elliott | K. Burra, Director of Education C. Young, Superintendent of Corporate Services P. Carson, Manager of Financial Services L. Benjamin, Assistant Manager of Financial Services |
| Invitees: | Recorder and Producer: |
| R. Richard, Audit Committee Member C. Innocente, Audit Committee Member-regrets G. Segu, Internal Audit Manager G. Champagne, Regional Internal Audit Senior L. Huber, Audit Partner, KPMG | D. Burns, Administrative Assistant S. Shaw, Administrative Assistant |

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

1. CALL TO ORDER

Chair Lloyd called the meeting to order at 5:32 pm.

2. ADOPTION OF THE AGENDA

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

MOTION: That the Agenda as presented be accepted.

MOVED BY: Trustee Ruttan. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

None.

Limestone District School Board

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

4. REPORTS FOR INFORMATION

4.1 2025-26 Regional Internal Audit Plan

G. Segu introduced G. Champagne as the new internal auditor for Limestone District School Board.

G. Segu briefly summarized the 2025-26 Regional Internal Audit Plan. This report provides a regular update on the progress of the work performed by the regional internal audit team (“RIAT”) in 2025-2026. G. Segu outlined the 2025-2026 Staffing Benchmarking report which examines central administrative staffing across seventeen participating school boards for the years: 2022-23, 2023-24, and 2024-25. The key areas in scope for the review will include all core areas under the School Board Administrative Fund: Board-based Staffing Allocation as well as equivalent board staffing funded through the School Facilities Fund. The 2025-2026 Educational Assistant Development report is not yet initiated however, it will be used to determine whether, the Educational Assistant allocation process is efficient, effective, fair and transparent; and to set criteria used for Educational Assistant deployment.

There were no follow-up procedures to report on. There were no management requests for engagement to report on.

Chair Lloyd asked if there were any questions, discussion ensued.

4.2 Audit Planning Report

L. Huber presented the Audit Planning Report for the year ending August 31, 2026. L. Huber advised that R. Macdonald would be assisting with the audit this year while L. Huber takes a 4-month sabbatical.

Initial materiality has been set using the prior year audited financial statements. Performance materiality has been set at 75% of materiality or \$6,000,000. KPMG’s assessment of misstatements, if any, in amounts or disclosures at the completion of the audit will include the consideration of both qualitative and quantitative factors. Materiality as a percentage of total expenses is 2.4%.

Audit planning begins with an assessment of risks of material misstatement in the financial statements. Management override of controls is a presumed risk which is always considered in every financial statement audit. There is nothing significantly different year-over-year.

KPMG is committed to being seen as independent. They have strict rules and protocols to maintain their independence that meet or exceed those of the International Ethics Standards Board for Accountants, International Code of Ethics for Professional Accountants and CPA Code.

Chair Lloyd thanked L. Huber for the report and asked for any questions, and discussion ensued.

Limestone District School Board

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5. OTHER BUSINESS

Superintendent Young thanked external Audit Committee members R. Richard and C. Innocente for serving for two three-year terms. Superintendent Young reviewed the legislation for Audit Committees and explained that the two external Audit Committee members have completed their maximum terms as allowed by Ontario Reg 361/10, and that the board will advertise the positions for at least 30 days, with the goal of appointing new members for the September 14, 2026, meeting.

6. NEXT MEETING DATE

September 14, 2026

7. PRIVATE DISCUSSION BETWEEN AUDITORS AND THE AUDIT COMMITTEE

The committee excused Limestone District School Board staff to provide for a private conversation with both the external and internal auditors.

8. ADJOURNMENT

MOTION: To adjourn.

MOVED BY: Trustee R. Richard. Carried.

The meeting adjourned at 6:25 pm.

Education, Policy and Operations Committee Meeting Minutes –

May 6, 2026

PUBLIC MEETING

Roll Call:

| | |
|--|---|
| Trustees: | Staff: |
| G. Elliott B. Godkin R. Hutcheon T. Lloyd (Vice-Chair) J. Maracle K. McGregor (Chair) J. Morning S. Ruttan C. Scott M. Comeau (Student Trustee) R. Kolosov (Student Trustee) (regrets) S. Ismail (Student Trustee) | K. Burra, Director of Education M. Blackburn, Associate Superintendent of Education S. McWilliams, Superintendent of Human Resources C. Young, Superintendent of Business Services A. Grange, Communications Consultant |
| Guests: | Recorder: |
| J. DaCosta, CEO, Tri-Board Transportation P. Allison, Elementary STEM Consultant R. Parry, Innovation and Technology-enabled L. Alward, Manager of Innovation and Digital Transformation K. MacQuarrie, Manager of Information and Communications Technology | S. Mitton, Executive Assistant to the Director and Trustee Liaison |

1. CALL TO ORDER

Chair Lloyd welcomed everyone to the meeting and provided the Land Acknowledgement: “The Limestone District School Board is situated on the traditional territories of the Anishinaabek and Haudenosaunee. We acknowledge their enduring presence on this land, as well as the presence of Métis, Inuit, and other First Nations from across Turtle Island. On behalf of the School Board, we express our sincere gratitude for sharing this land with us and continue our reconciliation efforts. We honour their cultures and celebrate their commitment to this land.”

Chair Lloyd stated: “Before we proceed, I would like to take a moment to acknowledge Trustee Jim Neill, who passed away on Sunday, April 26, 2026.

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The Limestone District School Board is deeply saddened by the passing of Trustee Neill, who served as a Trustee since 2022.

During his time on the Board, Trustee Neill demonstrated a strong commitment to public education and to supporting the work of the Board in service to students, families and communities across Limestone. He was a long-time educator in the Upper Canada District School Board and served multiple terms as a City of Kingston Councillor. We are grateful for the contributions he made as a Trustee.

We extend our sincere condolences to Trustee Neill's family, friends, and colleagues during this difficult time.

Personally, I always valued his warmth, his joy, and his sense of humour- but particularly the fact that he was a strong advocate for all local services working collaboratively for the betterment of our community.

As a mark of respect, the LDSB Education Centre (Board Office), as well as Kingston Secondary School and its family of schools, will fly their flags at half-mast until the end of the day, today, Wednesday, May 6, 2026.

Trustee Neill's obituary is available online for those who wish to learn more or pay their respects."

2. ADOPTION OF THE AGENDA

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

3. PRESENTATION

3.1 Tri-Board Annual Update

Chair Lloyd welcomed Jeremy DaCosta, Chief Executive Officer of Tri-Board Student Transportation Services, who provided his annual update. Mr. DaCosta shared background information on the student transportation consortium, noting that it was established in 2006 and is one of 34 consortia across the province. He explained that Tri-Board is responsible for equitable policy administration and route planning, supported by a staff of 15 employees, and that it currently provides transportation for 30,919 riders across 617 routes, covering approximately 62,000 kilometres daily and serving 138 schools.

Mr. DaCosta outlined preparations for the 2026-2027 school year, including a new agreement with bus operators effective September 2026. He reported that a competitive procurement process began in March 2025 and resulted in contracts being awarded to five operators on October 1, 2025. He also highlighted Tri-Board's transportation "opt-in" approach and noted that the opt-in deadline for the upcoming school year is August 5, 2026, which supports the availability of busing on the first day of school. He advised that,

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as a result of this process, more than 90 per cent of students and families received transportation on the first day of school in 2025-2026.

Operational efficiencies were reviewed, including efforts to shift the culture of efficiency from “most of the time,” to “all of the time,” supported by the addition of a Transportation Analyst and strengthened approval processes. Mr. DaCosta also shared data comparing inclement weather events during the 2024-2025 and 2025-2026 school years, noting a significant increase in weather-related disruptions this year. Trustees viewed a Global News video titled, “Inside the 4 a.m. decision to cancel school buses in southeastern Ontario,” which demonstrated the early-morning coordination involved in transportation decisions. The video highlighted the role of 20 to 25 drivers monitoring road conditions and providing photographic evidence, as well as Tri-Board’s consultation with a meteorologist to support forecasting for both morning and afternoon travel. Mr. DaCosta emphasized that decisions to cancel transportation are not taken lightly and are guided by multiple safety-related factors.

In closing, Mr. DaCosta identified emerging issues impacting student transportation, including infrastructure challenges such as bridge load restrictions, the proposed ALTO high-speed rail project, rising fuel and bus part costs, and ongoing bus driver staffing shortages. Chair Lloyd thanked Mr. DaCosta for his presentation and invited questions from Trustees.

4. DECLARATION OF CONFLICT OF INTEREST

There were no conflicts declared.

5. REPORTS FOR ACTION – None at this time.

6. REPORTS FOR INFORMATION

6.1 Artificial Intelligence in Limestone

Associate Superintendent Blackburn introduced his report and provided an overview of Limestone’s ongoing approach to artificial intelligence, grounded in guiding principles that emphasize enhancement and continuous improvement, responsible innovation informed by feedback, and the protection of privacy. Particular attention was given to safeguarding personal and confidential information, ensuring compliance with applicable legislation, implementing robust security measures, and clearly communicating the appropriate use of AI. These guiding principles continue to underpin AI-related work, with an increasing focus on teaching and learning, meeting diverse student needs, and improving system processes.

It was reported that during the 2024-2025 school year, information regarding AI was shared with students and families through the Limestone District School Board website, Director’s messages, and family

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information evenings. Engagement with families has continued into the current year through events held across the district, including a recent session at Kingston Secondary School and Module Vanier, where families were invited to attend an AI-focused presentation to further support awareness and understanding.

In the 2025-2026 school year, the board continued its focus on professional learning through the fall system PA Day. Educators participated in sessions with keynote speakers addressing the current state of AI use locally and globally, as well as considerations for classroom application. This learning emphasized the “three Cs”- curiosity, collaboration, and critical thinking- to support thoughtful and reflective use of AI in educational contexts.

Associate Superintendent Blackburn welcomed Elementary STEM Consultant Paul Allison who outlined the development and ongoing use of the myLDSB AI for Educators intranet site, an evolving resource designed to support responsible and effective AI integration into teaching and learning. The page provides up-to-date information on AI developments, classroom strategies, and resources for both educators and students. In addition, a pilot project involving approximately 40 educators was described, focusing on the exploration of three AI tools: Wayground (formerly Quizizz), Brisk, and Copilot. Participants are testing these tools in classroom settings and will contribute use-case videos and shared learning to support broader system implementation.

Consultant Ryan Parry provided an update on the development of digital media literacy modules available through myLDSB. These modules span Kindergarten to Grade 12 and emphasize being safe, kind, and responsible while online, with consistent focus on digital citizenship, security and privacy, and artificial intelligence. The progression supports developmentally appropriate learning, beginning with foundational habits in Kindergarten and moving toward critical analysis, ethical considerations, and responsible participation in the digital world in senior grades. The modules serve as flexible guiding resources for educators, supported by comprehensive teacher guides.

Trustees were informed of an ongoing AI digital literacy and mental health symposium initiative delivered in collaboration with multiple departments. The program has reached over 1,500 intermediate students and focuses on healthy technology balance, understanding AI, recognizing manipulated or harmful content, and supporting digital well-being. Feedback indicates improved student awareness, strengthened critical thinking skills, and increased understanding of digital risks and benefits. Students were provided with take-home resources and access to school-based and community supports to reinforce learning and promote responsible technology use.

Associate Superintendent Blackburn noted that work related to artificial intelligence continues across the Limestone District School Board, building on foundational efforts from the 2024-2025 school year. In

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2025-2026, the focus shifted toward ethical and responsible exploration and collaboration, with an emphasis on strengthening teaching and learning practices. Looking ahead to 2026-2027, the board plans to refine existing approaches, increase the sharing of best practices, and maintain a strong focus on the impact of AI in classroom settings.

During the 2025–2026 school year, the Board received ongoing guidance from provincial organizations and industry groups, with expert recommendations informing enhancements to system guidelines and resources. A balanced framework for AI use was shared, emphasizing neither restrictive nor unregulated adoption, but rather ethical, secure, and privacy-conscious use. Associate Superintendent Blackburn also underscored the importance of research-informed practice and thoughtful engagement with AI, highlighting the shared responsibility to learn alongside students, families, and staff while supporting students to become informed and responsible shapers of the future.

In closing, Trustees were informed of plans for Limestone’s first Technology Summit, scheduled for August 19, which will provide educators with an opportunity to further explore AI through curiosity, collaboration, and critical thinking.

The presentation concluded with Chair Lloyd expressing appreciation for the work undertaken and an invitation for questions from Trustees.

6.2 2023-2026 Integrated Technology Services (ITS)

Associate Superintendent Blackburn provided a presentation outlining highlights of the Integrated Technology Services (ITS) operations, supported by the final year of the 2023-2026 ITS Operational Plan. The plan was developed to align with the Limestone District School Board’s strategic directions and is organized around three key pillars: customer service excellence; data integrity and learning environment; and infrastructure improvements. Progress and outcomes were reviewed annually to support continuous improvement, with students and staff remaining central to all initiatives.

Associate Superintendent Blackburn invited Manager of Innovation and Digital Transformation, Laura Alward, to present. Manager Alward shared information related to the data integrity pillar, which reported continued efforts to improve data literacy, documentation, accuracy, and compliance across systems. Key actions included enhanced data verification processes for both the board’s Student Information System and the Ontario Student Information System, utilizing a two-stage verification process involving schools and central staff. Additional work focused on strengthening data privacy and security, clarifying access controls, and expanding the Limestone dashboard solution to improve availability and access to data for additional staff groups.

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Updates were also provided on learning environment and infrastructure improvements, with a focus on equity, consistency, and staff readiness provided by Manager of Information and Communications Technology, Kelvin MacQuarrie. Manager MacQuarrie shared Initiatives included standardizing classroom technology across schools, centralizing device purchasing and deployment, and establishing consistent virtual learning environments. Over the duration of the plan, approximately 14,000 devices were deployed for students and staff. Additional outcomes included centralized print management resulting in annual cost savings, standardized video surveillance systems, expanded staff training resources through the myLDSB portal, and the implementation of a public reporting tool related to human rights, safe schools, and bullying concerns.

Manager Alward reported on ongoing efforts to enhance customer service excellence through the provision of technology solutions that improve support and communication for staff, students, and families. Key actions include establishing consistent and secure communication systems across all schools, strengthening the ITS service model, and improving the clarity and timeliness of communications related to system outages, updates, and available resources. An additional priority involves the development of a centralized “one-stop shop” to provide employees with streamlined access to supports and resources across the organization.

Trustees were advised of several outcomes achieved to date. These include progress toward standardizing phone and public address systems, the successful migration of the ITS help desk to an existing board platform, and the launch of the myLDSB intranet as a centralized source of information for staff. Enhancements to myLDSB include a weekly role-based news digest distributed by e-mail, summarizing key updates relevant to staff roles. Collectively, these initiatives have supported improvements in communication, access to information, and overall customer responsiveness within ITS.

Chair Lloyd thanked the ITS team and called upon Trustees for questions.

6.3 Staff Absence Trends

Superintendent McWilliams provided an annual update on staff absence trends, with a focus on benchmarking data, employee group results, and short- and long-term sick leave utilization. As in previous years, the Limestone District School Board participated in the School Boards Co-operative Inc. (SBCI) attendance study, which benchmarks attendance data across 64 Ontario school boards. Staff reported that the average sick leave usage for permanent employees during the 2024-2025 school year was 12.68 days, a decrease from 12.92 days in 2023-2024, and significantly below the provincial average of 15.59 days. This placed the board 13th out of 64 boards provincially.

It was noted that salary continuation costs as a percentage of payroll decreased from 6.0 percent in 2023-2024 to 5.2 percent in 2024-2025, reflecting incremental improvement. Superintendent McWilliams

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emphasized that even small reductions in average sick leave usage have a meaningful financial impact, noting that a reduction of one sick day per employee could result in savings of approximately \$1 million. Overall trends indicate that employee sick leave usage continues to remain below provincial averages.

Further analysis distinguished between short-term and long-term absences. For permanent employees, the average length of long-term absences exceeded 27 days. Short-term caseloads decreased to 462 cases in 2024-2025 from 494 cases the previous year, while long-term caseloads declined to 552 cases from 572 cases. Short-term utilization accounted for 54.44 percent of absences, slightly higher than the provincial average, while long-term utilization remained below the provincial average despite a modest year-over-year increase.

Superintendent McWilliams reviewed multi-year sick leave trends and associated costs, noting that while rates increased during and immediately following the COVID-19 period, they have since begun to trend downward. Although absenteeism levels remain significant, Limestone continues to perform more favourably than the provincial average across employee groups. Further analysis by employee group indicated improving trends among permanent employees, with elementary teachers showing gradual declines following post-pandemic increases and secondary teachers maintaining lower overall usage. Higher sick leave usage continues among early childhood educators, educational assistants, and custodial and maintenance staff, while non-union staff and Principals/Vice-Principals generally report lower averages. The importance of supporting employees to return to work as early and safely as possible was emphasized, as research confirms that timely return-to-work supports employee well-being and organizational stability.

Monthly trend data were also reviewed, demonstrating predictable seasonal patterns. Sick leave usage is typically lower at the start of the school year, increases through the late fall, particularly in November, declines during December, stabilizes in January and February, and rises again in the spring before tapering off in June. Superintendent McWilliams noted that while the spring increase is not fully understood, it is being monitored as part of ongoing trend analysis.

Superintendent McWilliams outlined a range of strategies implemented to support attendance and encourage safe and timely return to work. These include enhanced data tracking, proactive and supportive attendance conversations between Principals or supervisors and employees when established thresholds are met, and increased focus on workplace accommodations where appropriate. Informal meetings are used to acknowledge improvement or identify additional supports, with escalation to the Attendance Support Program only if concerns persist. These measures are intended to be supportive, not disciplinary.

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Additional efforts include encouraging the scheduling of medical appointments outside working hours where possible, or limiting absences to partial days, which has contributed to improved trends. Collaboration with union partners, school administrators, and supervisors remains an essential component of the board's approach. Preliminary projections for 2025-2026 indicate a modest overall increase in sick leave usage, with variation across employee groups. The presentation concluded with reported improved success in filling absences through strengthened recruitment and management of occasional and casual staff, underscoring the need to balance attendance management with workforce availability.

Chair Lloyd thanked Superintendent McWilliams for her presentation and opened the floor for questions.

7. UNFINISHED BUSINESS

None at this time.

8. NEW BUSINESS

None at this time.

9. ANNOUNCEMENTS

Trustee McGregor recognized Trustee Liaison Mitton for her contributions to organizing the May 2, 2026, OPSBA Eastern Regional meeting, noting her coordination of catering and management of all technological components that supported both in-person and remote participants across Eastern Ontario, ensuring a smooth hybrid experience. Director Burra was also acknowledged for delivering a well-received presentation on social media that added significant value to the day's agenda and discussions. Trustee McGregor reported that participant feedback was unanimously positive, with attendees praising the boardroom facilities, the quality and relevance of the presentation, and the overall organization of the event, which was described as well-executed and exceeding expectations.

10. CORRESPONDENCE

None at this time.

11. FUTURE MEETING SCHEDULE

June 3, 2026

12. ADJOURNMENT

Moved by Trustee Godkin that the meeting adjourn. Carried.

The meeting adjourned at 7:34 p.m.

Limestone District School Board

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

Administrative Report: Disposition of School Property at 53 Victoria Street, Wolfe Island

Regular Board Meeting

May 20, 2026

Purpose

To provide information to Trustees related to the disposition of the Limestone District School Board (“LDSB”) owned property located at 53 Victoria Street, Wolfe Island, ON – Plan OS PT LOT 1.

Background

Marysville Public School is a 3-classroom building that was built in 1953. It is approximately 500 sq metres and has an on the ground (“OTG”) school of 72. The property is .478 hectares.

The school had zero student registrations for the 2025-26 school year, and previous year’s enrolment is shown below:

| | |
|-----------------------|----|
| 2024-2025 school year | 8 |
| 2023-2024 school year | 14 |
| 2022-2023 school year | 20 |
| 2021-2022 school year | 20 |
| 2020-2021 school year | 25 |
| 2019-2020 school year | 19 |

Current Status

- This site was closed for the purposes of pupil accommodation as of September 1, 2025, and the building is vacant.
- The operating costs for keeping the building available for use are approximately \$75,000 per year.
- From a financial perspective, an enrolment of 20 students is required for the revenue to match the operating expenses.
- There is no enrolment forecasted at Marysville for the next 10 years.

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- There are currently 7 students that live on the island who currently attend Central Public School, 3 students who attend French immersion at Rideau Public School, 1 student who attends Lancaster Drive Public School and 4 students who attend Module Vanier.
- Parents with children who live on the island are currently provided the option of enrolling at Central Public School or Rideau Public School.
- All students who live on the island and are enrolled in a LDSB high school are transported over to the mainland to attend KSS.

Census Data

| | 2021 | 2016 | 2011 |
|-------------------------|------|------|------|
| Population | 1930 | 1760 | 1864 |
| % of population over 65 | 36.5 | 30.1 | 21 |
| Average Age | 53.4 | 50.4 | 45.5 |
| Median Age | 59.6 | 55.9 | 50.5 |

- In the census data, the Wolfe Island statistics are included with all the Frontenac Islands.
- The population on the Frontenac Islands has increased from the 2016 census to the 2021 census. This may be explained as a result of retirees moving to the island as the average population age, and the median age of residents on the island continues to increase year over year.

The Government of Ontario has recently introduced a new regulation 374/23: Acquisition and Disposal of Real Property that now governs the sale and disposition of school buildings. This legislation has replaced the old Regulation 444/98. and provides for more oversight and control by the Minister of Education at earlier stages in the process. This legislation also changes the priority list of persons or bodies who are eligible for placing a right of refusal on the property.

- LDSB is required to seek Minister’s approval for disposition under Ontario Regulation 374/23 Disposition of Surplus Real Property.
- In the case of a discretionary disposition, the Minister shall,
 - identify the person or body to whom the property must be offered, if the board intends to offer it to any person or body, or
 - inform the board that it may offer the property to any person or body

The legislation requires school boards to consider first the following classes of persons or bodies, in the following order of priority:

1. School boards.
2. The Crown in the right of Ontario.

Limestone District School Board

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3. Persons or bodies who require the property in order to achieve such provincial priorities as have been identified for the purpose.
- An offer for sale must be at fair market value.
 - An appraisal to determine fair market value has not yet been undertaken.

Recommendations

That the Limestone District School Board hereby resolves that Marysville PS is not currently being used; is not needed to meet the board's current pupil accommodation needs; and is not needed to meet the board's pupil accommodation needs for the next 10 years.

That the Board authorizes the Superintendent of Corporate and Staff Services to obtain Minister's approval to sell this property.

That the Board authorize the Superintendent of Corporate and Staff Services to undertake the notification process and dispose of 53 Victoria Street in accordance with the Ministry of Education regulations including but not limited to Ontario Regulation 374/23 Disposition of Surplus Real Property.

Prepared by: Charlyn Downie, Assistant Manager, Facility Services
Craig Young, Superintendent of Corporate and Staff Services

Reviewed by: Krishna Burra, Director of Education

Administrative Report: Trustee Replacement

Regular Board Meeting

May 20, 2026

Purpose

With the passing of Trustee Jim Neill on Sunday, April 26, 2026, a seat at the Board of Trustees became vacant. Consequently, based on the Education Act and LDSB Procedural Bylaws, Article III, a replacement for Trustee Neill is required.

Background

LDSB Procedural Bylaws, Article III, outline the necessary Board decisions required to fill the vacant Trustee seat. Article III is based on the requirements outlined in the Education Act. Historically, during the last 20 years, when a Trustee seat has become vacant, the Board has decided to make an appointment to fill the seat. Most recently this occurred in the fall of 2024.

Current Status and Next Steps

Trustee vacancies fall within the Education Act, but provide the options of a by-election or appointment. A final decision on filling a vacancy rests with the Board of Trustees, and requires a formal motion. Article III of the LDSB Procedural Bylaws is rooted in legislation outlined in Section 221 (1) & (2) of the Education Act.

The Guiding Principles outlined in the Bylaws (Article III) for filling a trustee vacancy are as follows: (a) Timing of the vacancy relative to the previous/subsequent elections; (b) Relative support of the 2nd-place finisher in a previous election; (c) Financial cost associated with a by-election; (d) Representation of a particular geographic area on the board; and (e) Diversity of representation on the board at the time of the vacancy.

Trustees will need to make a decision regarding how they would like to fill the vacant seat through a by-election or through an appointment. Staff will support the Board's decision and take the next logistical steps to fill the vacancy.

Limestone District School Board

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Recommendations

Trustees receive this report for information, and provide direction to staff regarding next steps in filling the vacant Trustee seat.

Prepared and Reviewed by: Krishna Burra, Director of Education

Attachment: Appendix A: Article III from the LDSB Procedural Bylaws

Limestone District School Board

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ARTICLE III - BOARD OF TRUSTEES

Section 1. Composition. See Article I Board Composition, Section 1.

Section 2. Terms. See Article I Board Composition, Section 1 subsection 1.1.

Section 3. Vacancies on the Board. A vacancy in a position of an elected Trustee shall be filled by the Board in accordance with the provisions of the Education Act either by by-election or appointment as outlined in sections 3.0 to 3.3.4.

3.0 Guiding Considerations for Filling Trustee Vacancies on the Board:

- (a) Timing of the vacancy relative to the previous and subsequent elections;
- (b) Relative support of the second-place finisher in the previous election;
- (c) Financial cost associated with a by-election to fill the vacancy as outlined in 3.1;
- (d) Representation of a particular geographic area on the board; and
- (e) Diversity of representation on the board at the time of the vacancy.

3.1 A final decision on filling the vacancy rests with the Board and requires the approval of a formal motion.

3.2 By-election. If the Board chooses to fill a Trustee vacancy through a by-election in the vacated electoral zone, the process becomes the responsibility of the local municipality and takes approximately ten weeks. The municipality will provide to the Board information regarding the implications of holding a by-election, including previous election results, and estimated costs.

3.3 Appointment. If the Board chooses to appoint a replacement, the Education Act requires that the vacancy be filled within 90 days after the office becomes vacant but does not specify the method of appointment.

3.3.1 Qualification. The Education Act S. 219 (1) specifies the qualifications necessary to be elected as a member of a Board, and, therefore, to be appointed to a Board:

- a. qualified to vote for members of the Board;
- b. a resident in the area of jurisdiction of the Board; and
- c. not disqualified as outlined in S. 219(4), (5) and (7).

3.3.2 Unsuccessful Trustee Candidate. The Board may choose to appoint one of the unsuccessful Trustee candidates from the last municipal election, providing that the candidate remains a qualified person and is willing to serve.

3.3.3 Application and Interview Process: If the Board chooses to offer the position to a broader range of electors, the following actions will occur:

- a. the vacancy shall be advertised in the local media;
- b. persons interested in the position shall be required to submit an application in writing to the secretary of the Board;
- c. persons interested in the position shall also be required to submit a résumé or summary including past accomplishments and experience; persons shall also submit a letter of intent outlining the reasons for wishing to serve on the Board and ways in which the individual can contribute to its overall effectiveness;
- d. applicants will be informed that they should be prepared to make a short verbal presentation to a selection committee. The time for the presentation should not exceed five minutes;

- e. applicants must sign consent forms and declaration of qualifications forms;
- f. information packages including facts about Limestone District School Board, a copy of Policy No. 5 Trustee Code of Conduct, and a schedule of Board and committee meetings will be made available to the applicants;
- g. applicants may request a public forum to review the role of a Trustee; and
- h. the applications will be available for review by the public if requested.

3.3.4 Selection Committee & Interview Process. A Selection Committee consisting of all trustees shall be responsible for providing a recommendation to the Board. The Selection Committee shall select its Chair from among its members. Only candidates who have submitted written applications by the deadline date shall be interviewed. While applications will be public, interviews would not occur in public. Ideally the interviews will be face-to-face but under extenuating circumstances and to ensure maximum attendance, the interviews may be conducted electronically. The Selection Committee shall make its recommendation to the Board at the next meeting of the Board following the interviews. The Secretary of the Board shall be the administrative liaison to the Selection Committee. The Selection Committee shall establish its operating practices. The appointed candidate shall be advised promptly of the Board's decision and shall be sworn in at the next opportunity following the appointment.

3.3.5 Indigenous Trustee Vacancy. Any vacancy in the position of the Indigenous Trustee will be filled in accordance with processes determined by the Mohawks of the Bay of Quinte.

3.3.6 Student Trustee Vacancy. Any vacancy in the position of one or more of the student trustees will be filled as outlined in Policy 9 (Student Trustees)

Section 4. Duties of the Board. The Board shall have all duties as provided in the Education Act. It shall have the duties and powers to create and enforce Limestone District School Board policy. In addition, the Board shall have such further duties and powers as are set forth in the bylaws, special rules of order, the parliamentary authority.

Administrative Report: Interim Financial Report for Quarter 2

Regular Board Meeting

May 20, 2026

Purpose

To report on the Interim Financial Operating expenditures for the period from September 1, 2025, to February 28, 2026 (Quarter 2).

Background

The Interim Financial Report – Operating Expenditures for the period ending November 30, 2025, was presented to the Board on January 14, 2026. This report provided operating expenditures for the period from September 1, 2025, to November 30, 2025 (Quarter 1).

Attached is the Interim Financial Report – Operating Expenditures for the period ending February 28, 2026 (Quarter 2), which is presented in a similar format to the 2025-2026 operating budget, indicating the amount spent by expenditure category and the associated percentage.

As at Quarter 2, \$163.3M of the \$316.9M operating budget or 52% has been spent. This is comparable to the 48% results from the same quarter last year.

It is important to note that expenditures are based upon items paid within the stated period. Certain expenditures may be non-cyclical in nature, which may lead to higher or lower expenditures within a given period. (See Appendix 1 for more information.)

The Board is on target to end the 2025-2026 fiscal year within the budgeted deficit of (\$2.9M).

Recommendations

That this report be received for information purposes.

Prepared by: Paula Carson, Manager of Financial Services

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

Limestone District School Board

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

Attachment: Appendix 1 - Interim Financial Report – Operating Expenditures (Quarter 2)

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**Limestone District School Board
Interim Financial Report - Operating Expenditures
For the Period Ending February 28, 2026 (Quarter 2)
Appendix 1**

| Expenditure Categories | 2025-2026 Revised Estimates | 2025-2026 Expenditures at (Q2) | 2025-2026 % Spent at (Q2) | 2024-2025 % Spent at (Q2) |
|--|--------------------------------|--------------------------------------|---------------------------------|---------------------------------|
| Instruction | | | | |
| Classroom Teachers | \$ 159,910,300 | \$ 78,996,831 | 49% | 45% |
| Supply Staff | 9,610,395 | 5,264,205 | 55% | 51% |
| Educational Assistants | 21,639,036 | 12,184,016 | 56% | 56% |
| Early Childhood Educators | 5,572,520 | 3,197,247 | 57% | 53% |
| Textbooks and Supplies | 8,055,032 | 3,960,666 | 49% | 44% |
| Computers | 4,286,122 | 2,268,920 | 53% | 33% |
| Professionals/Paraprofessionals | 11,109,571 | 5,733,546 | 52% | 45% |
| Library and Guidance | 3,657,933 | 1,863,289 | 51% | 51% |
| Staff Development | 1,646,127 | 1,149,598 | 70% | 46% |
| Department Heads | 376,216 | 194,397 | 52% | 47% |
| Principals and VPs | 13,153,509 | 6,590,749 | 50% | 48% |
| School Office | 7,566,122 | 4,404,183 | 58% | 54% |
| Coordinators and Consultants | 5,194,849 | 2,729,529 | 53% | 47% |
| Continuing Education | 2,214,652 | 799,651 | 36% | 26% |
| Instruction Total | 253,992,384 | 129,336,827 | 51% | 47% |
| Administration and Governance | | | | |
| Trustees | 177,422 | 83,472 | 47% | 39% |
| Directors and Supervisory Officers | 885,427 | 539,689 | 61% | 50% |
| Board Administration | 7,732,407 | 4,294,854 | 56% | 47% |
| Administration and Governance Total | 8,795,256 | 4,918,015 | 56% | 47% |
| Transportation | | | | |
| Transportation | 21,300,678 | 12,746,782 | 60% | 60% |
| Transportation Total | 21,300,678 | 12,746,782 | 60% | 60% |
| Pupil Accommodation | | | | |
| School Operations and Maintenance | 30,818,429 | 15,149,998 | 49% | 49% |
| Pupil Accommodation Total | 30,818,429 | 15,149,998 | 49% | 49% |
| Other | | | | |
| Other Non-Operating Expenses | 1,967,301 | 1,102,271 | 56% | 48% |
| Pupil Accommodation Total | 1,967,301 | 1,102,271 | 56% | 48% |
| Operating Expenditures Total | \$ 316,874,048 | \$ 163,253,893 | 52% | 48% |

Administrative Report: LDSB Before and After School Program (BASP) Review

Regular Board Meeting

May 20, 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) Before and After School Program (BASP) Review. This work supports the LDSB Strategic Plan Focus to improve Responsiveness and Service to Families, Staff, and Community Partners.

Background

Before and After School Programs (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 Before and After School Programs or they may enter into an agreement with a third-party.

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.

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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-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.

The family survey was conducted between April 14-25 and was open to all current LDSB families with children in Kindergarten to Grade 6. The survey was also sent to all families who had registered their child for the first time for Kindergarten in LDSB for the 2025-2026 school year. The survey provided families with the opportunity to identify needs and barriers in accessing BASP. One-thousand, nine-hundred and ten (1910) survey responses were received.

The focus group discussion with third-party providers of BASP in LDSB schools and Consolidated Municipal Service Managers (CMSM) from local municipalities, was conducted on April 30. Two questions for discussion were shared ahead of time:

- What do you see as the barrier to providing accessible BASP services to families in the LDSB?
- What strategies can you identify to address the barriers and leverage more access to this service?

School Councils were asked to respond to the following question:

- What improvements or changes would you suggest for the accessibility of Before and After School Programs in your area?

Eleven school councils responded.

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 highlights 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. Several LDSB schools do not currently have a BASP at their school site. These include Prince Charles PS (Verona), GREC, Land O'Lakes PS, Amherst Island PS, Perth Road PS, W.J. Holsgrove PS, J.G. Simcoe PS, Storrington PS, Glenburnie PS, Clarendon Central PS, Centreville PS, Enterprise PS, and Tamworth ES.

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The LDSB has been working diligently with the third-party providers and the CMSMs 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 EAs and 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 Early Childhood Educators/Educational Assistants.
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.

Current Status

Based on the first recommendation from the BASP Review, LDSB initiated Phase 2 in the 2025-2026 school year. As part of Phase 2, and in addition to the Limestone Family BASP Survey data (2025), 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

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Centre, Land O' Lakes PS, J.G. Simcoe PS, Glenburnie PS, Storrington PS, Clarendon PS, Centreville PS, Enterprise PS, Tamworth ES, Perth Road PS and Prince Charles Public School in Verona.

Next Steps and Communication Plan

Using the data collected during the LDSB BASP Review Spring 2025 and the Phase 2 review of the additional data sets noted above, the LDSB will initiate an in-house pilot (licensed BASP run by the LDSB) at a handful of schools in LDSB, schools to be determined. The data currently being collected through the BASP section of the Family Engagement and Climate Survey will also guide the identification of the pilot schools. The start date of the in-house pilot will be determined by timelines required to license a BASP through the Ministry of Education, ensure that the licensed BASPs are Canada-Wide Early Learning and Child Care (CWELCC) enrolled, and ensure infrastructure is in place to address staffing needs as well as financial responsibilities.

Recommendations

That Trustees receive this report for information.

Prepared by: Superintendent Alison McDonnell, and Laura Gillam-Research Analyst

Reviewed by: Krishna Burra, Director of Education

Limestone District School Board

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ENVIRONMENTAL SUSTAINABILITY ADVISORY COMMITTEE MEETING MINUTES – March 3, 2026

MS Teams Meeting

Roll Call:

| | |
|---|--|
| <p>Trustees: J. Morning (Co-Chair)</p> <p>Members: Julia Stroud – Sustainable Kingston Kelly McGann – Sandy Pines Wildlife Centre (Co-Chair) Jim Barber – Cataraqui Conservation Jadon Hook – City of Kingston Peter Bearse – Southeast Public Health Carissa Bird - PIC Luke MacDonald – Loyalist Township</p> | <p>Staff: Stephanie Sartor – Limestone DSB Daniel Hendry – Sustainable Initiatives Coordinator David Fowler – Limestone DSB Facilities</p> <p>Regrets: Claire Ahn Heather McGregor</p> |
| <p>Invitees:</p> | <p>Recorder and Producer: Katie Bentley, Administrative Assistant</p> |

- **CALL TO ORDER**

Kelly McGann called the meeting to order.

- **ADOPTION OF THE AGENDA**

Motion: *That the agenda for the ESAC meeting be adopted as presented.*

Moved by: Jim Barber (on behalf of Stana)

Seconded by: Peter Bearse

Carried

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- **DECLARATION OF CONFLICT OF INTEREST**

No conflict of interest declared.

- **APPROVAL OF MINUTES**

Adoption of minutes moved by Jim Barber that the minutes as presented be approved.

Seconded by Julia Stroud Carried.

- **WELCOME AND INTRODUCTIONS**

Participants introduced themselves, including their names and organizations.

- **COMMUNITY PRESENTATION – Julia Stroud – Sustainable Kingston**

- **Topic:** *Food Cycler Initiative*

Julia Stroud presented a project aimed at reducing food waste in schools using Food Cycler machines. She explained that the units significantly reduce the volume of food scraps and create a dry material that can be used in school gardens.

She highlighted the educational value for students, including learning about waste reduction, circularity, and climate action in a manageable, hands-on way.

Julia noted that Food Cycler is easier for schools to manage than green bin pickup or traditional composting and requires minimal upkeep.

The goal is to secure funding—through discounts and matching contributions—to provide a unit for every school in Kingston and for the Experiential Learning Team.

Julia invited members to help by sharing the fundraising link and promoting the initiative within their networks.

- **COMMUNITY ORGANIZATION UPDATES**

Limestone District School Board – (Daniel Hendry)

- Imagine the Future, a community initiative engaging hundreds of students in climate-focused presentations and creative projects (visual arts, writing, sculpture). Planning for the next fall session is already underway.
- Due to provincial changes to Ontario’s recycling system, LDSB is rebuilding its battery recycling program. A new supplier has been identified, and schools will soon resume sending batteries for central collection and proper disposal.

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- The Food Cycler program continues to receive strong interest. A teacher from Odessa Public School presented the project at a summer conference, highlighting its educational value.
- Promoting an upcoming free public talk by Monique Gray Smith, author of *Braiding Sweetgrass for Young Adults*, on March 12. Partner organizations are invited to share event information through their networks.
- Limestone contributed to a provincial study accepted by OASBO; staff will present the findings at a conference in May.
- Preparing for various Earth Week / Earth Month activities taking place system-wide in April, many led by school-level staff.

Limestone District School Board - Facilities – (David Fowler)

- Approximately \$20 million in capital projects are planned for this year, covering accessibility upgrades, building envelope work, interior renovations, HVAC improvements, electrical and lighting upgrades, communication and security systems, plumbing, and structural work.
- Sustainability considerations and energy-efficient technologies are incorporated wherever possible.
- Significant work continues on school site development, including naturalized playground improvements, redesigned parking lots, bus loops, and student drop-off areas.
- Ongoing collaboration with the City of Kingston on pathway connections, *Stride and Ride* maps, and ensuring safe walking routes to schools.
- Winter coordination with snow-clearing teams aims to keep pedestrian paths accessible, supporting active school travel year-round.
- Schools continue to face challenges with parent traffic patterns, prompting efforts to encourage safer drop-off practices, walking from short distances away, school bus use, and transit use to reduce congestion.
- Additional project details will be shared as summer construction work progresses.

Cataraqi Conservation – (Jim Barber)

- Maple Madness begins this weekend and runs every weekend in March and throughout March Break. Last year's event saw approximately 14,000 visitors and 18,000 pancakes served. New wagons and expanded recycling efforts are part of this year's improvements.
- The province has introduced significant changes to conservation authorities, including the proposed amalgamation of 36 authorities into 7. Details are still unclear, but there is concern about impacts on local accountability and conservation work.
- Cataraqi Conservation is encouraging the public to stay informed and share their perspectives on maintaining strong local watershed management.

Limestone District School Board

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- Despite uncertainty, the organization remains busy with watershed safety, monitoring, flood forecasting, and public programming.
- Recent outdoor activities have been successful, including a strong ski season and weekend trail use.

Sandy Pines Wildlife Centre – (Kelly McGann)

- Continuing to deliver educational programs in schools and collaborating with Cataraqui Conservation.
- Several winter program days were cancelled due to weather, but spring programming is expected to proceed with a full schedule.
- Hosting one remaining guided hike event on-site (open to the public, with many student participants).
- Preparing for the annual Mother’s Day Baby Shower, the organization’s largest fundraiser, which draws many children and families.
- Offering Earth Week virtual tours, including a large free tour for schools at the end of the week.
- Ongoing work on aviary repairs, including rebuilding two aviaries and progressing toward adding a third.

Loyalist Township – (Luke MacDonald)

- The Township is launching several sustainability-focused studies this year:
 - Municipal Fleet Electrification **Study** – assessing how to phase out gas-powered vehicles, implement electric replacements, and plan required charging infrastructure over the next ten years.
 - Energy Audit & GHG Reduction Pathway – evaluating 17 municipal facilities to determine opportunities for energy efficiency upgrades (e.g., HVAC improvements, insulation) beyond basic like-for-like replacements.
 - Community Energy Financing Feasibility Study – exploring a program similar to *Better Homes Kingston*, tailored for Loyalist Township residents.
- A Community Tree Initiative, led by Dan, will roll out in May, offering subsidized full-size trees to residents.
- Additional sustainability projects continue to move forward within the Township.

KFL&A Public Health (Peter Bearse)

- Continuing work on the school parking and travel mapping project with the City of Kingston, which identifies safe parking areas and no-parking zones near schools to reduce congestion and support safer walking routes.

Limestone District School Board

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- Expanding the number of completed maps for local schools.
- Preparing spring active school travel communications (“Spring Into Spring”) to be shared with schools in April.
- No additional major sustainability updates currently.

Sustainable Kingston- Julia Stroud

- Pitch-In Kingston is coming up around Earth Day. Community members can sign up to collect litter at designated locations across the city; collected waste is dropped at pick-up points for city removal. The event draws strong participation, including from school groups.
- Kingston Climate Summit is scheduled for May 6. This year’s event is a collaboration between the City of Kingston and ICLEI Canada. Further details will be shared as the date approaches.

City of Kingston – Climate Engagement Programs (Jadon Hook)

- The Neighbourhood Climate Action Champions program is in its fourth year, with the largest cohort to date. Twenty-five residents will lead small, funded climate-focused projects, including biodiversity initiatives, community gardens, and education-based activities.
- Updates on project outcomes will be shared during future ESAC meetings, with most projects expected to conclude by summer and a full report released at year end.
- The City Nature Challenge will take place April 27–29, a four-day bioblitz encouraging residents—including students—to document local species using iNaturalist or a child-friendly companion app.
- Observations from the challenge support public education on biodiversity, help identify invasive species, and contribute to both the City’s Biodiversity Action Plan and the Kingston Climate Partnership’s Biodiversity Working Group.
- Jadon will provide a “how-to” guide for participating in a bioblitz and for using the apps, with optional resources for teachers, families, or community groups.
- The City will host related activities, including:
 - A virtual iNaturalist workshop (dates to be finalized, in partnership with the library).
 - A guided bioblitz event at Lemoine Point on April 27.

- **UNFINISHED BUSINESS**

- **None**

- **NEXT MEETING DATE-** Tuesday, May 12, 2026

- **ADJOURNMENT**

Kelly McGann adjourned the meeting.

Limestone District School Board

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

SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

March 25, 2026

Public Meeting

Roll Call:

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

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1. WELCOME

Co-Chair Andrea Martin called the meeting to order and welcomed everyone to the meeting.

Co-Chair Martin read the Acknowledgement of Territory:

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

2. ADOPTION OF THE AGENDA

MOVED BY: Member-at-Large Erin Clow that the agenda be approved. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

None at this time.

4. APPROVAL OF MINUTES

MOVED BY Trustee Tiffany Lloyd that the February 11, 2026, Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

None at this time.

6. EDUCATION SERVICES UPDATE

6.1 Intensive Support Teacher Team Sharing – Principal Carrie Propper, Principal of J.G. Simcoe Public School, introduced Kristin Rodgerson and Abby Smith, the school’s Intensive Support Teachers (IST). Principal Propper spoke proudly of the school’s collaborative culture and noted that the addition of 2.0 IST staffing this year has been a significant and positive change. Principal Propper emphasized that collaboration is the school’s greatest strength and credited the IST teachers for their leadership, dedication, and the positive impact they have on students and staff.

Kristin Rodgerson and Abby Smith, Intensive Support Teachers (IST) at J.G. Simcoe Public School, provided an overview of the school context, the Intensive Support Teacher model, and its impact on student engagement, inclusion, and learning.

J.G. Simcoe Public School serves approximately 220 students, with 95 students on Individual Education Plans (IEPs). Kristin and Abby explained that the school community experiences significant socio-economic challenges, including food insecurity, housing instability, trauma, and mental health

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needs. The school provides extensive nutrition supports, including weekly lunches and daily snacks, and works closely with community agencies to support students and families.

IST Model and Team-Based Approach

The evolution of the IST model was outlined, emphasizing a flexible and responsive approach to student support. The model focuses on maximizing instructional time, reducing unnecessary transitions, and supporting students within classroom environments whenever possible.

Classroom teachers remain the primary advocates for students, supported by Student Support Teachers (SSTs), ISTs, the Student Support Counsellor (SSCs), and administration. Regular weekly meetings and daily communication support coordinated planning, responsive decision-making, and shared responsibility for transitions and family communication.

Key Responsibilities of Intensive Support Teachers (ISTs)

The role of the Intensive Support Teachers was outlined and includes flexible and responsive student support; instructional and resource support for staff; development and implementation of alternative learning goals and schedules; coordination with paraprofessionals and community agencies; management of Tier 1 resources and SEA equipment; data collection and progress monitoring; enrichment opportunities for students with complex needs; and support for regulation, de-escalation, and student and staff safety.

Learning Spaces

Multiple intensive support spaces were highlighted, including the Student Resource Room, Sensory Room, and Star Zone. These spaces are designed to be flexible and responsive and support regulation, learning, therapy, and enrichment. These spaces contribute to increased time spent in classrooms and reduced hallway presence.

Student Impact and Outcomes

Case examples were shared demonstrating how individualized supports are implemented for students with complex needs, supported by systematic data collection and progress monitoring to inform next steps and celebrate growth. Outcomes included increased classroom engagement, expanded inclusion opportunities, improved attendance for some students, and a 24% increase in Grade 1 reading benchmark achievement.

Communication and Accessibility

The presentation highlighted the use of core communication boards, assistive technology, and specialized equipment to support communication and accessibility. The importance of family engagement and coordination with external agencies was also emphasized as a way to reduce barriers and support continuity of care for students and families.

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The presentation concluded with an emphasis on the importance of collaboration, trust, and shared responsibility. It was noted that at J.G. Simcoe Public School, expectations are not lowered; supports are raised, ensuring that every student is provided with meaningful opportunities to succeed.

6.2 Student-Led Mental Health Initiatives – Mental Health Lead Laura Conboy presented an overview of student-led mental health initiatives supported through Ministry summer funding that was distributed to schools in September 2025. Schools were encouraged to use the funding in ways that best met student needs, with an emphasis on student voice and leadership.

Examples from several schools were shared, including:

- **Amherst Island Public School** – Students designed and continue to lead the use of a regulation and wellness space (“Reg Room”) to support emotional regulation, reflection, and peer support.
- **Granite Ridge Education Centre** – Student-led initiatives included immunization support kits developed in collaboration with Public Health and school-wide wellness events.
- **James R. Henderson Public School** – Students formed the Belong and Believe Club, launched inclusive recess clubs, created wellness resources, and hosted a student-planned “Respect in Action” conference for peers.
- **LCVI** – Existing Wellness Club programming was expanded to include mental health promotion events, gratitude activities, and exam-stress supports.
- **Winston Churchill Public School** – Grade 5/6 student leaders facilitate weekly Wellness Club sessions for younger students focused on social-emotional learning and mindfulness.
- **LaSalle Intermediate and Secondary Schools** – Students created and distributed holiday wellness kits for all intermediate and secondary students, including community support information.

It was noted that these initiatives were ongoing and sustainable, rather than one-time events, and reflected the Board’s Mental Health Strategy in action through authentic student engagement. Additional student work will be shared at a future SEAC meeting.

6.3 Educational Services Monitoring and Operational Plan 2025/26 Update – Principal Deborah Thompson provided an update on the Educational Services Operational and Monitoring Plan, grounded in the outcomes of the previous Special Education Review and aligned with the Limestone District School Board Strategic Plan. The presentation emphasized the guiding principles that culture, supports, programming, and people matter. The four core goals of the plan were reviewed, including enhancing the capacity of in-school and Educational Services teams to support diverse learners; promoting culturally responsive, identity-affirming, and inclusive practices; valuing voice and reducing systemic barriers; and implementing flexible, responsive, and inclusive school-based models of support.

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Feedback collected in December 2025 focused on successes and highlights, turning points and difference makers, and works in progress related to implementation of the plan. A total of 56 responses were received, representing multiple Educational Services roles. It was noted that collaboration, relationships, team meetings, and support for complex learners were frequently identified as key areas of success. Turning points and difference makers most often referenced multidisciplinary teams, collaboration, engagement with parents and community services, and student success.

Areas identified as works in progress included inclusion, communication, consistency across multidisciplinary teams, consent processes, belonging, and capacity. It was highlighted that multidisciplinary teams (MDTs) were consistently identified across all categories—as a success, a difference maker, and an area requiring continued development—prompting further examination of team functioning.

Further exploration focused on what contributes to effective MDTs. Elements identified as working well included diverse professional voices, willingness to collaborate, open communication, clear action planning, regular meetings, and the involvement of Special Education Coordinators. Strategies associated with well-functioning teams included set agendas, consistent meeting schedules, clear leadership roles, use of referral pathways, documented minutes and follow-up actions, and intentional planning. Challenges identified included time constraints, scheduling, variability in participation, communication, and obtaining consent for information sharing.

Possible next steps were outlined to support consistency and effectiveness of MDTs across schools, including clearer communication regarding team composition, key elements of effective teams, practical strategies for success, sample templates for agendas, minutes, and action plans, and troubleshooting supports. It was emphasized that effective in-school and multidisciplinary teams play a critical role in prioritizing students in decision-making, developing comprehensive support plans, monitoring progress, and refining practice in support of student success.

7. CORRESPONDENCE

7.1 Durham District School Board – Letter to Minister of Education regarding Provincial Proposal to Replace Trustees with Provincially Appointed Supervisors, dated February 19, 2026. Provided for information in the Agenda Package.

7.2 Toronto District School Board – Letter to Minister of Education regarding Provincially Appointed Supervisor not attending SEAC Meetings, dated February 25, 2026. Provided for information in the Agenda Package.

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8. ASSOCIATION UPDATES

None at this time.

9. OTHER BUSINESS

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

10. NEXT MEETING DATE

April 22, 2026

11. ADJOURNMENT

MOVED BY: Trustee Tiffany Lloyd that the meeting adjourn. Carried.

The meeting was adjourned at 7:20 pm.

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