

Agenda – Regular Board Meeting

Wednesday, September 16, 2026 - 6:00 p.m.

Limestone Education Centre

220 Portsmouth Avenue, Kingston, Ontario

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

Private Session – 5:45 p.m.

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

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

1. CALL TO ORDER

2. RESOLVE INTO COMMITTEE OF THE WHOLE PRIVATE SESSION

3. DECLARATION OF CONFLICT OF INTEREST

4. ACTION ITEMS

- 4.1. Regular Board Meeting Minutes (Private) – August 19, 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

Limestone District School Board

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

6. REPORT TO PUBLIC SESSION

Public Meeting – 6:00 p.m.

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

7. CALL TO ORDER

8. ADOPTION OF THE AGENDA

9. DECLARATION OF CONFLICT OF INTEREST

10. PRESENTATION/DELEGATION

10.1 **Facility Services Update: Summer Projects** – D. Fowler, Manager of Facility Services and C. Downie, Assistant Manager of Facility Services

11. PRIVATE SESSION REPORT

12. APPROVAL OF MINUTES

- 12.1. **Regular Board Meeting Minutes** – August 19, 2026 (Pages 5-16)
- 12.2. **Education, Policy, and Operations Committee Minutes** – September 2, 2026 (Pages 17-23)

13. REPORTS FROM OFFICERS

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

14. REPORTS

- 14.1. **OPSBA Report** – Trustee McGregor
- 14.2. **Student Trustees’ Report**
- 14.3. **Reports for Action**
- 14.4. **Reports for Information**
 - 14.4.1. **Limestone District School Board Equity Team Action Plan, 2025-2028** – Superintendent McDonnell (Pages 24-31)
 - 14.4.2. **See Yourself In Limestone: Student Census 2025 Update** – Superintendent McDonnell (Pages 32-34)
 - 14.4.3. **Virtual School Update** – Superintendent Sartor (Pages 35-37)

Limestone District School Board

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

15. UNFINISHED BUSINESS

16. BUSINESS ARISING

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

17. CORRESPONDENCE

18. NOTICES OF MOTION

19. ANNOUNCEMENTS

20. COMMITTEE MINUTES FOR INFORMATION

20.1 Special Education Advisory Committee Meeting Minutes – June 10, 2026 (Pages 38-41)

21. FUTURE BOARD MEETING SCHEDULE

October 7, 2026 (EPOC)
October 21, 2026
November 18, 2026 (Initial Meeting)
November 23, 2026 (Special Meeting)
December 2, 2026 (EPOC)
January 13, 2027
February 3, 2027 (EPOC)
February 17, 2027
March 3, 2027 (EPOC)
March 24, 2027

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April 14, 2027
May 5, 2027 (EPOC)
May 19, 2027
June 2, 2027 (EPOC)
June 16, 2027

22. ADJOURNMENT

Limestone District School Board

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

See Yourself in Limestone

Regular Board Meeting Minutes August 19, 2026

PRIVATE SESSION

Roll Call:

Trustees:	Staff:
G. Elliott B. Godkin (virtual) R. Hutcheon (regrets) T. Lloyd (Vice-Chair) J. MacLeod-Kane J. Maracle K. McGregor (Chair) J. Morning S. Ruttan C. Scott A. Bateman (Student Trustee) (regrets) M. Katz (Student Trustee) (regrets) V. McCourt (Student Trustee) (regrets)	K. Burra, CEO/CEDO/Director of Education M. Crothers, Communications Consultant P. Gollogly, Associate Superintendent S. Hedderson, Associate Superintendent A. McDonnell, Superintendent of Education T. McKenna, Associate Superintendent S. McWilliams, Superintendent of Human Resources R. Richard, Acting Superintendent of Business Services
Guests:	Recorder:
	S. Mitton, Executive Assistant to the CEO/CEDO/Director and Trustee Liaison

1. CALL TO ORDER

Chair McGregor called the meeting to order.

2. RESOLVE INTO COMMITTEE OF THE WHOLE AND PRIVATE SESSION

MOTION: To move into Private Session.

MOVED BY: Trustee Lloyd and 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) – June 17, 2026

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

Limestone District School Board

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

5. FOR INFORMATION

- 5.1. Safe Schools Update – Associate Superintendent Gollogly provided a Safe Schools Update.
- 5.2. Personnel Update – CEO/CEDO/Director Burra provided a Personnel Update.
- 5.3. Labour Update
- 5.4. Legal Update
- 5.5. Property Update
- 5.6. OPSBA Update

6. REPORT TO PUBLIC SESSION

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

MOTION: That the Board rise and report.

MOVED by: Trustee Scott. Carried.

The meeting adjourned at 5:35 p.m.

PUBLIC MEETING

Roll Call:

Trustees:	Staff:
G. Elliott B. Godkin (virtual) R. Hutcheon T. Lloyd (Vice-Chair) J. MacLeod-Kane J. Maracle K. McGregor (Chair) J. Morning S. Ruttan C. Scott A. Bateman (Student Trustee) M. Katz (Student Trustee) V. McCourt (Student Trustee) (regrets)	K. Burra, Director of Education M. Blackburn, Associate Superintendent M. Crothers, Communications Consultant P. Gollogly, Associate Superintendent S. Hedderson, Associate Superintendent A. McDonnell, Superintendent of Education T. McKenna, Associate Superintendent S. McWilliams, Superintendent of Human Resources R. Richard, Acting Superintendent of Business Services S. Sartor, Associate Superintendent of Education
Guests:	Recorder:
P. Carson, Manager of Financial Services	S. Mitton, Executive Assistant to the CEO/CEDO/Director and Trustee Liaison

Limestone District School Board

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

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

7. ADOPTION OF THE AGENDA

Trustee MacLeod-Kane indicated that she would like to share a notice of motion later in the agenda.

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

8. DECLARATION OF CONFLICT OF INTEREST

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

9. DELEGATION/PRESENTATION

None at this time.

10. PRIVATE SESSION REPORT

Trustee Lloyd stated that earlier this evening during Private Session:

- The minutes were approved from the Regular Board Meeting (Private Session) of June 17, 2026.
- Associate Superintendent Gollogly provided a Safe Schools update.
- CEO/CEDO/Director Burra provided a personnel update.

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

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

11. APPROVAL OF MINUTES

- 11.1. Regular Board Meeting Minutes – June 17, 2026

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

12. REPORTS FROM OFFICERS

- 12.1. Chair’s Report

Limestone District School Board

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

Chair McGregor stated: “As summer break comes to an end, we look ahead with excitement and optimism to a new school year across the Limestone District School Board.

On behalf of the Board of Trustees, I extend a warm welcome back to students and families as they prepare for the first day of school on Wednesday, September 2, as well as to staff across the system. A new school year brings fresh energy, new opportunities for learning and growth, and a chance to strengthen the connections that make our schools vibrant places to learn and work.

We are grateful for the dedication and preparation that have taken place throughout the summer to ensure schools are ready to welcome students. From classroom setup and facility improvements to planning and professional learning, many people have worked behind the scenes to support a strong start to the year.

As Trustees, we look forward to seeing Limestone schools come alive once again with learning, discovery, and achievement. We are proud of the educators, support staff, administrators, and all LDSB employees who create inclusive, caring, and engaging environments where every student can thrive.

As we begin the 2026-2027 school year, we remain committed to supporting student success and well-being and look forward to celebrating the accomplishments, milestones, and memorable moments that the year will bring.

Thank you. That concludes my report.”

12.2. Director’s Report

Director Burra stated: “Good evening Trustees and members of the public joining us for this meeting. I am pleased to provide you with my update tonight as we prepare for the start of the 2026-2027 school year in two weeks when students return to Limestone schools on Wednesday, September 2.

I hope everyone found themselves with some holiday time this summer to enjoy time with family and friends. In reflecting on this summer, it is important for everyone to have the opportunity to recharge and reflect on the important work we do collaboratively to support children and youth in the Limestone community.

With the summer season, schools were not running as they do for the other ten months of the year. However, there was lots of activity for students this July and August. Similar to last summer, over 250 students participated in Summer Literacy/Numeracy camps, and over 900 secondary students participated in summer session earning credits. In addition, almost 640 students participated in outdoor education programming offered at some schools, at Gould Lake, and/or on outdoor education trips.

Limestone District School Board

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Trustees will receive a report in the fall providing more details regarding the range of summer programs that occurred in July and August. In addition, a considerable amount of facilities work occurs in schools during the summer and Manager Fowler will provide a summary of this work in September.

We are greatly looking forward to welcoming back staff and well over 20,000 students as the school year starts. While over 99% of students will be in face-to-face classrooms, Limestone continues to offer a virtual option for some students. Regardless of the format of learning, Limestone will continue to do its best to meet students where they are and support improved student achievement and well-being. Mental health and well-being are essential conditions for achievement and learning for all students.

Schools will be reopening next week with many staff getting ready for the new school year and we look forward to Limestone schools welcoming students back on Wednesday, September 2. As a reminder, we are starting the school year with a P.A. day on Tuesday, September 1.

With almost all labour agreements expiring on August 31, labour negotiations at the provincial level have started over the past few months and will be continuing into the weeks and months ahead. Like similar labour years in the past, we can anticipate some potential volatility in the public education sector, but hopefully minimal impact on students and families. We will have to be adaptable and plan for a range of potential contingencies.

We all know that extracurriculars like sports and clubs, full arts programming, and field trips are of tremendous value to students. As Trustees know, all of these student activities are made possible by the generous time provided by staff and some community members. I think I speak for everyone in expressing our gratitude to the staff and community members that provide these valuable experiences and services to Limestone students.

This evening there are some routine, cyclical reports coming to Trustees, as well as primarily housekeeping adjustments to Board policies required by recent legislation and regulations.

As Trustees know, considerable work occurs by central departments: facilities, finance, human resources, and ITS during the summer months to ensure schools are ready for the school year. I would like to acknowledge staff in all of those departments for the important work they do throughout the year, but also during the summer months.

Finally, I should also note that Limestone hosted its 13th successful Summer Institute earlier today with over 100 LDSB educators attending to learn from each other and continue to hone their craft. A wide range of learning topics were available to support educator learning K to 12. We are very pleased to be able to provide this valuable learning opportunity to staff. This is just one example of learning that

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Limestone educators have been participating in this summer. As we all know, learning is a journey, not a destination, and we must always model learning to support the system, and do the best we can to serve every student, in every classroom, in every school.

Thank you, Chair McGregor, that completes my report for this evening.”

13. REPORTS

13.1. OPSBA Report

Trustee McGregor reported that she was elected Eastern Regional Vice-Chair, while Shannon Binder was elected Eastern Regional Chair. Trustee McGregor noted that she expects to have additional information to share at the next Board Meeting following the Board of Directors meeting being held in Toronto on August 20, 2026.

13.2. Student Trustees’ Report

None at this time.

13.3. Reports for Action

13.3.1. Short-Term Borrowing Resolution

Acting Superintendent Richard presented the report recommending the approval of a short-term borrowing resolution for the 2026-2027 school year to support the board’s cash flow requirements. He explained that, in accordance with the Education Act, the Treasurer is required to provide the board’s financial institution with a copy of the resolution authorizing any such borrowing.

Acting Superintendent Richard advised that the board continues to operate within the province’s cash management framework, which is designed to support effective financial planning and liquidity management. He noted that the board is required to arrange short-term bridge financing during the construction of major capital projects, capital additions/retrofits and School Condition Improvement projects. He reviewed the report with Trustees.

Chair McGregor called upon Trustees for comments or questions.

MOTION MOVED by Trustee Ruttan and seconded by Trustee Lloyd that the Board authorize the signing officers of the board to enter into agreements with the Royal Bank of Canada for the following:

- 1. The borrowing of funds to meet operating requirements to a maximum of \$20 million for the 2026-2027 fiscal year. Carried.*

13.3.2. Honoraria for Board Members

Limestone District School Board

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

Acting Superintendent Richard presented the report regarding Trustee honoraria and explained that, in accordance with Board policy and the applicable Ontario regulation, Trustee remuneration is calculated using four components: a base amount, an enrolment amount, an attendance amount, and a distance amount. He noted that the calculation also includes additional honoraria for the positions of Chair and Vice-Chair in recognition of their added responsibilities.

Acting Superintendent Richard advised that the base amount has remained unchanged for many years and is currently set at \$5,900 per Trustee. He noted that the Vice-Chair and Chair receive additional amounts of \$2,500 and \$5,000, respectively. In addition, both positions receive a supplementary enrolment-based amount calculated using the board's average daily enrolment.

He explained that the enrolment component of the honorarium is determined using a provincially prescribed formula based on 1.75 times the board's average daily enrolment, with the resulting amount allocated among Trustees. The attendance component is also established by regulation and is based on an assumed average of two Board Meetings per month over a twelve-month period, resulting in an annual attendance amount of \$1,200 per trustee.

With respect to the distance component, Acting Superintendent Richard advised that boards must encompass a minimum geographic area of 9,000 square kilometres to qualify. As the Limestone District School Board covers an area of just under 7,200 square kilometres, the Board does not meet the threshold and is therefore not eligible for a distance amount.

Acting Superintendent Richard reviewed the current honoraria and the calculations set out in the report. He noted that the annual honorarium for a Trustee was calculated at approximately \$11,094, while the Vice-Chair and Chair honoraria were calculated at approximately \$14,100 and \$17,121, respectively.

Referring Trustees to the appendix, Acting Superintendent Richard highlighted the detailed breakdown of each component used in the calculation, including the base, attendance, and enrolment amounts. He further noted that the calculation includes an Indigenous Education allocation provided directly through the provincial grants framework. He explained that this amount is determined by the Ministry and allocated across the board's Trustee complement in accordance with the prescribed methodology.

Acting Superintendent Richard concluded by noting that the calculations supported the recommendation outlined in the report:

MOTION MOVED by Trustee Lloyd and seconded by Trustee Hutcheon that the Board approve the following honoraria policy to be effective for the new term of Trustees on November 15, 2026:

Limestone District School Board

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Trustee Honoraria Policy (Board Operations)

The honoraria for members of the Board will be set in accordance with the Education Act, Ontario Regulation 357/06 and Ministry funding provisions and shall be as follows:

- *a base amount of \$5,900 per Trustee plus 100% of the C.P.I. adjustments as permitted by Regulation;*
- *100% of the annual enrolment permitted by Regulation;*
- *an attendance amount of \$50 limit per meeting permitted by Regulation, set at \$1,200 per Trustee; and*
- *an additional base amount of \$5,000 for the Chair and \$2,500 for the Vice-Chair of the Board*

The motion was carried.

13.3.3. Policy Updates

CEO/CEDO/Director Burra presented proposed policy amendments required to align Board policies with recent legislative and regulatory changes arising from Bill 101. He noted that the majority of the revisions are housekeeping in nature and include updates to titles and terminology, amendments to Trustee expense provisions to reflect legislative requirements, revisions related to the Parent Involvement Committee, and changes reflecting the Minister's authority regarding the naming and renaming of schools.

CEO/CEDO/Director Burra advised Trustees of minor drafting errors in Policies 4 and 5 where references to the Chief Education Officer should instead read Chief Executive Officer. He indicated that these corrections would be made prior to approval. He also outlined the legislative changes establishing the roles of Chief Executive Officer and Chief Education Officer and advised that, as he currently holds the qualifications for both positions, he would assume both responsibilities, consistent with the approach being taken by many school boards across the province.

CEO/CEDO/Director Burra highlighted that Policies 3 and 20 contain amendments related to the qualifications and responsibilities of the Chief Executive Officer and Chief Education Officer and may require further review by the current or future Board or Education, Policy, and Operations Committee Meeting. As a result, he was not recommending approval of those policies at this time. He advised that the current approach does not require changes to staffing or employment arrangements and provides flexibility for future organizational decisions. In closing, CEO/CEDO/Director Burra recommended approval

Limestone District School Board

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of the housekeeping amendments and noted that Policies 3 and 20 would return for further consideration following additional review. The recommended motion was put forward:

MOTION MOVED by Trustee Godkin and seconded by Trustee Hutcheon that Trustees receive this report for information and approve the housekeeping edits as captured in the appendices for the following policies: 2, 4, 5, 6, 7, 9, 10, 11, 12, 13, 15, 16, 17, 19, and 24. As noted, Policies 3 and 20 will be further discussed at an Education, Policy, and Operations Committee Meeting for potential approval. Carried.

13.4. Reports for Information

13.4.1. Interim Financial Report for Quarter 3

Manager Carson presented the Interim Financial Report on Operating Expenditures for the period ending May 31, 2026 (Quarter 3). She noted that a similar Quarter 2 report had been presented to the Board on May 20, 2026. Referring Trustees to Appendix 1, she reported that total operating expenditures as of May 31, 2026 were \$241.4 million, representing 76% of the board's \$316.9 million operating budget. She noted that this expenditure rate is consistent with the same reporting period in the previous fiscal year, when 76% of the operating budget had also been expended.

Manager Carson reviewed the major variances within the Instruction category. She reported that Educational Assistant (EA) expenditures had decreased due to lower spending on short-term EA support. In contrast, textbook and supply expenditures had increased, primarily as a result of a \$350,000 investment in cyber monitoring, which was funded through surplus reserves. She also noted an increase in staff development costs related to the timing of training activities, with more training sessions completed in Quarter 3 of the current school year compared to the same period in the previous year. Expenditures for continuing education were also higher, largely due to the timing of program delivery, including the Personal Support Worker program.

In the Administration and Governance category, Manager Carson advised that expenditures had increased as a result of additional costs associated with the SDS-Cayenta modernization project. She explained that SDS-Cayenta is the board's integrated enterprise resource planning (ERP) system, supporting financial reporting, payroll, and human resources functions.

Manager Carson reported that expenditures in the Transportation and Pupil Accommodation categories remained consistent with Quarter 3 results from the 2024-2025 fiscal year. She further noted that spending within the Other category had increased due to a reduction in the budget associated with temporary EAs seconded under Jordan's Principle.

Manager Carson concluded by advising that the report was provided for information purposes and indicated that staff would be pleased to respond to any questions from Trustees.

Limestone District School Board

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Chair McGregor thanked Manager Carson and called upon Trustees for comments or questions.

14. UNFINISHED BUSINESS

None at this time.

15. BUSINESS ARISING

15.1. Delegation from the June 16, 2026 Board Meeting: Funding Increase for Supports

Chair McGregor referred Trustees to the letter in the agenda package that was sent to a Marlene Feenstra who gave the delegation that took place at the June 18, 2025, Board Meeting. Chair McGregor called upon Trustees for further discussion. There was none.

16. CORRESPONDENCE

None at this time.

17. NOTICE OF MOTION

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

Student Trustee Katz provided notice of motion, endorsed by Trustee Lloyd, recommending that the Limestone District School Board formally recognize the third week of September as Consent Awareness Week and encourage schools to engage in age-appropriate programming, dialogue, and education based on the Ontario Health and Physical Education curriculum. In speaking to the motion, Student Trustee Katz noted that the proposal was developed in collaboration with fellow Student Trustees and received unanimous support from the Inter-School Council. He emphasized the importance of consent education in promoting student safety and well-being, increasing awareness and understanding of consent, supporting survivors, and helping to prevent gender-based violence, while aligning with the Ontario curriculum and

Limestone District School Board

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the Board's commitment to safe, inclusive, and equitable learning environments. This motion will be discussed at the next Board Meeting September 16, 2026.

Chair McGregor called upon Trustee MacLeod-Kane to read her notice of motion to be discussed at a future meeting:

"That the rules that outline the Role of the Board Chair, the Trustee Code of Conduct, and the Role of the Trustee that have not been mandated by the Province, be reviewed, in the spirit of democracy and freedom of speech of elected officials, in order to revise these documents in a manner that would allow Trustees to speak more freely on issues of concern to constituents and challenge majority decisions made by the Board of Trustees if they believe it is warranted, without reprimand by the Board, recognizing that the electorate should be the ultimate arbiter of a Trustee's conduct."

18. ANNOUNCEMENTS

None at this time.

19. COMMITTEE MINUTES FOR INFORMATION

None at this time.

20. FUTURE BOARD MEETING SCHEDULE

September 2, 2026 (EPOC)

September 16, 2026

October 7, 2026 (EPOC)

October 21, 2026

November 18, 2026 (Annual Meeting)

November 23, 2026 (Special Meeting)

December 2, 2026 (EPOC)

January 13, 2027

February 3, 2027 (EPOC)

February 17, 2027

March 3, 2027 (EPOC)

March 24, 2027

April 14, 2027

May 5, 2027 (EPOC)

May 19, 2027

June 2, 2027 (EPOC)

June 16, 2027

Limestone District School Board

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21. ADJOURNMENT

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

The Meeting Adjourned at 6:40 p.m.

Limestone District School Board

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[See Yourself in Limestone](#)

Education, Policy and Operations Committee Meeting Minutes – September 2, 2026

PUBLIC MEETING

Roll Call:

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

1. CALL TO ORDER

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

2. ADOPTION OF THE AGENDA

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

3. DECLARATION OF CONFLICT OF INTEREST

There were no conflicts declared.

Limestone District School Board

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

4. PRESENTATION

None at this time.

5. REPORTS FOR ACTION

5.1 Policy 3 and Policy 20 Updates

CEO/CEDO/Director Burra presented proposed revisions to Policies 3 and 20, noting that the changes are primarily required to reflect amendments introduced by Bill 101 and associated regulations, which replace references to the Director of Education with the position of Chief Executive Officer (CEO). He explained that the revisions update the job description, responsibilities, and future selection process for the CEO and align Board policy with provincially mandated requirements. While many responsibilities previously assigned to the Director of Education remain unchanged, new responsibilities prescribed through regulation have been incorporated into the policies.

CEO/CEDO/Director Burra further explained that the legislation establishes separate roles for Chief Executive Officer and Chief Education Officer, permitting a Board to appoint a CEO who may not possess an educational background. In such circumstances, a Chief Education Officer would be required to fulfill the educational leadership responsibilities assigned under regulation. He noted that he currently holds both the Chief Executive Officer and Chief Education Officer responsibilities; however, the policies must recognize the possibility that these functions may be separated in the future.

CEO/CEDO/Director Burra advised that, in addition to the required housekeeping amendments, Trustees may wish to consider whether any supplemental responsibilities should be added to the policies. While provincially mandated duties cannot be removed, Boards may choose to include additional expectations. He also identified a minor correction within Policy 3, section 2.9, where a reference to the Director of Education should be updated to Chief Executive Officer.

The recommended motion included in the agenda package was put on the floor for discussion.

*MOTION MOVED by Trustee MacLeod-Kane that Trustees approve the proposed revisions to Policies 3 and 20, as outlined in Appendix A, and provide any additional suggested amendments for consideration.
Carried.*

6. REPORTS FOR INFORMATION

6.1 Early Years Update and Pilot

Limestone District School Board

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

Superintendent McDonnell provided an update on the Limestone District School Board's Before and After School Program (BASP) review and the development of in-house services. She reviewed the extensive data sources used to inform decision-making, including the Phase One BASP review conducted in spring 2025, which was initiated in response to requests for additional information regarding family access to before and after school programming. The review included a family survey, focus groups with third-party providers, and consultation with school councils; and identified recurring themes related to service gaps, anticipated future demand, and barriers to access.

Superintendent McDonnell explained that the Phase Two review, conducted between fall 2025 and winter 2026, examined additional data to better understand community needs and support future planning. Sources included the 2023 Early Development Instrument (EDI), Baragar enrolment and demographic data, Statistics Canada information, Ministry of Education data, community mapping of existing third-party child care providers, and results from the BASP section of the 2026 Family Engagement and Climate Survey. She noted that this analysis, together with municipal waitlist information and directed growth planning data, informed the recommendations presented to Trustees.

Superintendent McDonnell reminded Trustees that a report presented in May 2026 outlined the board's intention to proceed with an in-house BASP pilot. She announced that four schools had been identified as pilot sites: École Maple Elementary School, Harrowsmith Public School, Granite Ridge Education Centre, and Tamworth Elementary School. She noted that three of the sites are located within Frontenac County and one site is located within Lennox and Addington County. She further advised that an additional potential site is currently under consideration and will be shared once confirmed.

Superintendent McDonnell advised that the board's goal is to launch the pilot programs in December 2026, while recognizing that several factors could affect the implementation timeline. These include Ministry of Education licensing requirements, participation in the Canada-Wide Early Learning and Child Care (CWELCC) funding process, municipal planning requirements associated with directed growth plans, staffing and infrastructure readiness, and the development of operational processes necessary to meet licensing standards. She also noted that ongoing provincial labour negotiations could have an impact on implementation timelines.

In closing, Superintendent McDonnell expressed enthusiasm for the introduction of the in-house pilot program as an opportunity to improve access to high-quality child care services for Limestone students and families. She noted that the board intends to consider expansion to additional sites in the future based on the evaluation of the pilot's success and ongoing analysis of community needs. She advised that future updates regarding the implementation of the pilot would be provided by Superintendent Sartor.

Chair Lloyd thanked Superintendent McDonnell and called upon Trustees for questions.

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6.2 Safe School Review and Update

CEO/CEDO/Director Burra provided an update related to the continuing work with Dr. Wendy Craig and the 3 Phases of her Safe Schools Review. SO Gollogly reported that staff are working with Dr. Wendy Craig to enhance the accessibility, consistency, and visibility of safe schools information on the board's website. Updates have been made to current resources and information available under the Safe Schools section, and staff will continue to review and improve content to ensure it remains current, relevant, and easily accessible to families and school communities.

It was noted that administrative procedures have been revised to strengthen language related to bullying prevention and intervention, including more explicit references to cyberbullying. Staff are also reviewing resources, links to Ministry information, and processes related to Safe Schools Incident Reporting to ensure information is readily available and consistently communicated across the system.

CEO/CEDO/Director Burra advised that efforts have been made to consolidate safe schools information into a single location on the Board website. This work was undertaken in response to information being distributed across multiple webpages, with the goal of streamlining access and improving user experience for students, families, and staff.

As part of ongoing professional learning, it was shared that a half-day session during the October 26, 2026 P.A. Day will be dedicated to this work. In collaboration with Interval House, author Barbara Coloroso will provide presentations and learning opportunities for administrators and staff on topics related to student safety and well-being.

Chair Lloyd thanked Superintendent Gollogly and CEO/CEDO/Director Burra for their update and called upon Trustees for questions.

6.3 Curriculum Updates and Assessment and Evaluation Policy Changes

Superintendent Sartor began the presentation by providing an overview of significant curriculum, assessment, and evaluation changes introduced by the Ministry of Education between spring 2026 and the start of the 2026-2027 school year. She reported that considerable work was undertaken throughout the spring and summer to prepare educators for implementation through the development of resources, professional learning opportunities, and system supports.

Superintendent Sartor outlined the introduction of the new Kindergarten Curriculum, which came into effect at the beginning of the school year and represents a substantial revision from the 2016 program. The updated curriculum includes four specific learning strands, a greater emphasis on explicit instruction

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in literacy and mathematics, structured literacy approaches, progress monitoring, and tiered instruction. While play-based learning remains an important component, the curriculum now combines play-based approaches with more direct teaching strategies. Additional changes include mandatory early reading screening, increased focus on culturally responsive assessment practices, and expanded Indigenous education content. Superintendent Sartor noted that efforts to support implementation included sharing Ministry and sector resources, providing targeted professional learning for registered early childhood educators, administrator training, and dedicated staff collaboration time during the September P.A. Day.

Looking ahead, Superintendent Sartor advised that support will continue through school-based coaching, professional learning, resource development, and ongoing assistance from program consultants and administrators. Schools have also been provided with communication materials to help inform families of the curriculum changes and to support student learning at home.

Superintendent Gollogly reported on revisions to the Grades 7 and 8 History curriculum, noting the inclusion of mandatory learning related to the contributions of Black individuals and communities in Canada. Educators were introduced to the revised curriculum in spring 2026 and have been provided with summaries of key changes and supporting resources from the Ministry. The revisions are intended to strengthen students' understanding of the historical and ongoing contributions of Black Canadians to the development of the country.

Superintendent McKenna provided an overview of secondary assessment and evaluation policy changes. Beginning this school year, all secondary courses will include a 65 percent classroom assessment component, with the remaining 35 percent allocated between final examinations, and attendance and participation. She noted that course outlines, assessment plans, final evaluations, and reporting practices were updated over the summer to align with the new requirements. Trustees were also advised that students who entered Grade 9 in September 2025 must successfully meet new financial literacy graduation requirements as part of earning an Ontario Secondary School Diploma.

Superintendent McKenna further reported on updates to the Grade 10 Canadian History curriculum, including the addition of learning related to Black history in Canada, extremist political and social ideologies, the Holocaust, and antisemitism. The revisions are intended to deepen students' understanding of diverse Canadian experiences, discrimination, human rights, and the impacts of extremist ideologies. Professional learning and resource development began in the spring and continued throughout the summer, with teachers and central staff using September P.A. Day time to review course outlines and ensure the new expectations are integrated into instructional programming.

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Superintendent McKenna concluded the presentation by advising that families will be informed of the assessment and evaluation changes and that further communication will be provided as additional Ministry updates are received.

Chair Lloyd thanks Superintendents Sartor, Gollogly, and McKenna for their presentation and opened the floor for questions.

7. UNFINISHED BUSINESS

None at this time.

8. NEW BUSINESS

8.1 Motion from Trustee MacLeod-Kane

Chair Lloyd read Trustee MacLeod-Kane's motion which was presented at the Regular Board Meeting of August 19, 2026. She called upon Trustee MacLeod-Kane to speak to her motion.

Trustee MacLeod-Kane introduced the motion to review the Role of the Trustee, the Role of the Board Chair, and the Trustee Code of Conduct. She noted that the Role of the Trustee and Role of the Board Chair provisions were last revised in 2021 and advised that the proposed review was being brought forward in the interest of promoting fairness, democratic participation, and effective representation within the Board. Trustee MacLeod-Kane acknowledged that the existing governance documents were originally developed with the intention of supporting respectful conduct, good governance, and productive Board deliberations.

Trustee MacLeod-Kane expressed concern that the current governance documents may, at times, limit Trustees' ability to fully represent the interests and concerns of their constituents. She stated that in her opinion, Trustees should be able to question previous Board decisions, raise new issues, and continue advocating for the communities they represent without feeling constrained in carrying out their responsibilities. She further emphasized that Trustees are accountable to the electorate, and that differing viewpoints and ongoing debate are important components of a democratic process.

During discussion, Trustee Ruttan raised a point of order to seek clarification regarding the process and timing for deferring a matter. She advised that a deferral may be considered once a motion is on the floor.

Trustee Ruttan requested that the matter be deferred. CEO/CEDO/Director Burra provided clarification regarding the procedural requirements for a deferral motion and advised that, once moved, a motion to defer is not debatable and must be voted on by the committee.

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Trustee Ruttan then moved that consideration of the motion be deferred. The motion to defer was put to a vote.

MOTION MOVED by Trustee Ruttan that the motion be deferred to a future Board Meeting for consideration by the new sitting Board. Carried

9. ANNOUNCEMENTS

None at this time.

10. CORRESPONDENCE

None at this time.

11. FUTURE MEETING SCHEDULE

October 7, 2026

12. ADJOURNMENT

Moved by Trustee McGregor that the meeting adjourn. Carried.

The meeting adjourned at 7:03p.m.

Administrative Report: Limestone District School Board Equity Team Action Plan, 2025-2028

Regular Board Meeting

September 16, 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) Equity Team Action Plan, 2025-2028 and progress being made toward established goals. The Equity Team Action Plan supports the following goals of the LDSB Strategic Plan:

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

Background

The LDSB Equity Team Action Plan 2025-2028 was last shared with Trustees at the October 20, 2025, Education, Policy, and Operations Committee (EPOC) meeting. On an annual basis, outcomes will be shared with Trustees at the start of each new school year.

Current Status

Recognizing the importance of this work, the following areas of focus within the Equity Team Action Plan are highlighted for Trustees to provide a snapshot of the progress being made in Limestone:

Elementary Equity Team Highlights:

Professional Learning

Advancing Culturally Relevant and Responsive Pedagogy (CRRP) remains a key pillar of the Equity Team Action Plan. CRRP supports educators in connecting curriculum, instruction, and assessment to students'

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identities, experiences, and strengths, creating learning environments where all students can engage, achieve, and thrive.

Throughout the 2025-2026 school year, educators and Early Childhood Educators (ECEs) participated in a variety of professional learning opportunities designed to deepen their understanding and application of CRRP in classroom and school settings.

A significant area of focus was our collaboration with educators participating in the New Teacher Induction Program (NTIP). Through this professional learning, participants explored strategies for embedding equity throughout the assessment cycle, including examining personal and systemic bias, designing learning goals through an inclusive lens, and expanding opportunities for students to demonstrate their learning in diverse ways. This work supports more equitable assessment practices and helps ensure all students have meaningful opportunities to demonstrate their knowledge, skills, and understanding.

This learning was also closely connected to LDSB's literacy priorities. In partnership with the Literacy Team, targeted professional learning supported educators in combining Structured Literacy approaches with culturally responsive and identity-affirming practices, helping to build essential literacy skills while fostering student engagement, belonging, and achievement.

The same foundational principles informed our work with ECEs, where professional learning focused on identity-affirming practices, representation, and the creation of inclusive learning environments. These sessions highlighted the critical role ECEs play in supporting positive learner identity through meaningful interactions, intentional resource selection, and the cultivation of learning spaces where all children see themselves reflected and valued.

Leadership Development

A Words Matter Limestone Network was created to build leadership capacity to address identity-based harm and foster inclusive school environments. Schools engaged with the Harmony Movement's *Words Matter* campaign resources and participated in virtual networking sessions throughout the school year, where they shared learning, implementation strategies, and experiences with colleagues from across the district. Eight schools participated last year. Additional schools will be offered the opportunity to participate in the 2026-2027 school year.

Student Engagement

A Grades 7 and 8 student symposium, *Scroll Smart, Feel Better*, was developed and piloted in collaboration with the LDSB Mental Health, STEM, and Information Technology Services staff. During this symposium students explored digital citizenship, deepening critical media literacy skills and strategies related to online well-being, and the responsible use of artificial intelligence; while examining issues such as algorithmic bias, stereotypes, and influencer culture. Schools that participated were Ernestown Intermediate, LaSalle

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Intermediate, and Calvin Park Public School. The goal will be to expand the pilot to further sites in 2026-2027.

Resource Development

Throughout the 2025-2026 school year, in collaboration with ETFO Limestone, and alongside a group of elementary educators, the Elementary Equity and Inclusion Lending Library was developed along with accompanying CRRP educator supports.

Organized around intersectional themes connected to the Ontario Social Studies curriculum, this initiative is designed to provide educators with access to high-quality instructional resources that reflect diverse cultures, identities, family structures, abilities, and lived experiences. Recent additions to the collection have further strengthened representation related to neurodiversity, disability justice, and socioeconomic diversity.

With the official launch planned for this Fall, schools will receive both a curated package of books and access to an expanded online collection. These resources will be supported by an accompanying educator guide, and CRRP learning supports to help educators with fostering inclusive learning environments, strengthen curriculum connections, and promote student engagement and achievement through diverse and representative learning materials.

SHINE

SHINE Club™ is an identity-affirming leadership and well-being program created by V. Ophelia Rigault to support Black, Indigenous, and other racialized students. The program provides a safe and culturally responsive affinity space where students build self-esteem, positive identity, belonging, emotional literacy, leadership skills, and community connections through storytelling, creative activities, movement, and relationship-building.

The name SHINE represents Self-Esteem, Hope, Inclusion, Neighbourhood, and Empowerment. Beginning in 2026, the program expanded to a two-tier model: SHINE Club™ (Grades 1-6) and SHINE Club™: Future Leaders (Grades 7-8), recognizing the different developmental needs of younger children and adolescents. Last year the program was at Molly Brant P.S., and this year the program will be expanding to J.G Simcoe P.S. and Centennial P.S.

Secondary Equity Team Highlights:

Anti-Bullying Peer-to-Peer Program

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Six teacher candidates from the Faculty of Education, Queen's University, worked with the equity team to revise a Red Cross Beyond the Hurt program. The newly created Anti-Bullying Peer-to-Peer Program for Grades 6-8 empowers students to become trained leaders and upstanders who help prevent bullying, challenge discrimination, and foster healthy, inclusive school communities through education, advocacy, and positive peer influence.

Four interactive lessons were created for Grade 6, four for Grade 7, and five lessons for Grade 8. Lessons were created using Dr. Andrew B. Campbell's book, *Stop the Hate, For Goodness Sake*, PREVNet, and Ophea resources. A poster was also created with a QR code to report safe school and bullying incidents for investigation.

Thirty secondary school students from Grades 10-12 were trained in the spring to deliver one hour in-person workshops to their feeder school classrooms. We currently have students trained from BSS, LSS, FSS, KSS, and NDSS with plans to expand this fall.

KASSAA and Human Rights Presentations

Last year we expanded this project to all LDSB KASSAA athletes. In the spring we moved from in-person presentations to testing an online module which is now ready for all student athletes to complete prior to the KASSAA season. The current focus continues to be Anti-Black racism in sport as this is the biggest area of concern due to the number of incidents that have occurred.

Canadian Black History

Prior to the release of the mandatory Canadian Black history learning for grades 7, 8, and 10, LDSB provided learning opportunities for educators to deepen their knowledge and understanding. We held three focus group sessions for Grades 7 and 8 teachers and three sessions for Grade 10 history teachers which also included a trip to the Queen's Archives to research Kingston Black history. We also invited historians from Queen's to share their research, and one session included staff from the Kingston and Frontenac Library who shared resources available for educators, students, and families on Canadian Black history. During this learning we shared curated online resources and discussed the importance of a trauma-informed approach when sharing challenging content with students.

Indigenous, Black, and Racialized Career Day

For the third year, we ran an Indigenous, Black, and Racialized Career Day in collaboration with the Indigenous Education team and the Experiential Learning team. Approximately 60 students participated in the one-day event in the fall at the Tett Centre.

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The day provided students with an opportunity to explore a wide range of post-secondary and career pathways while connecting them with professionals who reflect the diversity of their identities and lived experiences. The event created opportunities for students to see themselves represented in various fields and to learn directly from Indigenous, Black, and racialized professionals, educators, entrepreneurs, and skilled tradespeople.

The Career Day brings together speakers and mentors from many different sectors including university, college, skilled trades, business, research, and the arts. Students participated in panel discussions, engaged in one-on-one conversations with guidance counsellors, and learned about educational pathways, career journeys, workplace experiences, and strategies for success.

System Highlights:

Professional Learning Update: Educational Equity as a Driver of Student Success

All K-12 school and system leaders participated in the professional learning session *Educational Equity as a Driver to Student Success: Sustaining and Supporting Equity Work in Challenging Times*, presented by Dr. Lopez. The session reinforced the importance of centering students in equity initiatives and explored strategies for sustaining equity-focused leadership amid increasing challenges to equity, diversity, and inclusion efforts. Participants engaged with research and practical approaches for addressing resistance to equity work, strengthening community relationships, avoiding burnout, and maintaining momentum toward more equitable learning environments. The session provided leaders with tools and resources to support ongoing implementation of equity commitments, and to advocate for educational practices that advance student success and well-being for all learners.

Community Equity Advisory Committee

The Community Equity Advisory Committee (CEAC) has continued to play an important advisory role in supporting equity and human rights initiatives across the system. Throughout the year, committee members have remained actively engaged in their own professional learning while also contributing to the development and review of professional learning opportunities shared throughout the board. The committee has provided valuable input into the review of Human Rights reporting data, offering recommendations to help strengthen our practices and inform continuous improvement. We had an outstanding group of student representatives this past year that helped to ensure that student voices remained central to our work. We are in the process of recruiting new community members and student representatives to join the committee.

Next Steps and Communication Plan

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At the end of the 2025-2028 Equity Team Action Plan cycle, The CEAC will review the progress made towards achieving the goals outlined herein.

Recommendations

That this report be received for information purposes.

Prepared by: Alison McDonnell, Superintendent of Education, Curriculum, and Program Services: Early Years and Equity and Inclusion

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

Attachment: LDSB Equity Team Action Plan 2025-2028

Limestone District School Board

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See Yourself in Limestone

Affirming Identities	Human Rights Learning (Anti-Bias, Anti-Racism, Anti-Oppression Learning)	Culturally Relevant & Responsive Pedagogy (CRRP)	Families & Community Partnerships	Identifying & Removing Systemic Barriers
Priority: To foster spaces that affirm, empower, and embrace diverse identities, ensuring inclusivity and equity through a meaningful commitment to intersectionality within LDSB.	Priority: To raise awareness and increase knowledge about human rights, the harmful effects of systemic racism, exclusion, and other forms of discrimination on historically and currently marginalized communities within the LDSB.	Priority: To cultivate a student-centred, asset-based pedagogical approach that seeks to empower every student in their own learning experiences by building bridges of meaningfulness between school and culture.	Priority: To build purposeful and collaborative community and family relationships to increase student sense of belonging and academic achievement.	Priority: To reduce disproportionality, and center human rights, anti-oppression and equity, in policies and practices and in all decision-making. "
Actions: • Dates of Significance, with a highlight on Significant Faith-Based Days • Student Affinity Groups (Grades 7-12) & events, training for staff • Guidelines on Special Programs under the Ontario Human Rights Code	Actions: • Human Rights learning modules (N-word, Discriminatory Language, Antisemitism, Islamophobia, Gender Identity and Gender Expression) • KASSAA Human Rights in Athletics presentations, with student voice	Actions: • Grade 7,8,10 Black History curriculum implementation and lessons • Resource Selection Tool: Supplementary Intermediate/ Secondary Social Science supplement	Actions: • Continue to gather input from & build relations with (included but not limited to): the Community Equity Advisory Committee (CEAC), Mental Health Substance Use Committee (MHSUC), UMOJA, Parent Involvement Committee (PIC), City of Kingston	Actions: • Student Census, 2025 • Implementation of Guidelines on Preventing Discrimination based on gender identity and gender expression, • Analysis of LDSB Human Rights Incidents/Complaints Tool Data • Implementation of Elementary & Secondary Awards Review Guidelines

• Student Voice Video	• Human Rights and Equity Professional Development (Accommodation, Human Rights Reporting and Investigation, Supporting racialized students, Addressing Anti-Black Racism to Change Pedagogy and Practice) • Equity Sharepoint site: Access to professional equity learning & curriculum resources • Student Human Rights Symposium • Human Rights Symposium for Senior Team, Administrators, Trustees and Unions	• CRRP Professional Development for ECEs, NTIP teachers, & development of resources for elementary teachers	Anti-Racism Task Force, Technical Advisory Group (TAG) and community-based outreach • Family Guide to Human Rights in LDSB • Student Census 2025 consultations/Student Census Family/Student Guides	• Analysis of disaggregated suspension and expulsion data • Creation and implementation of Human Rights AP • Implementation of recommendations from Dreams Delayed • Creation and implementation of Assessment, Evaluation and Reporting Procedures • Review of barriers identified by rural schools (Equity Arts Projects)
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Administrative Report: *See Yourself in Limestone: Student Census 2025* Update

Regular Board Meeting

September 16, 2026

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

The purpose of this report is to provide Trustees with an update on the See Yourself in Limestone: Student Census 2025 moving into the 2026-2027 school year.

The Student Census supports the Strategic Plan's focus on Equity and Excellence in Student Learning, Achievement, and Future Success within a Positive Culture by providing disaggregated student voice data to inform equitable planning and decision-making. This information is used to identify systemic barriers, guide responsive programming and resource allocation, and monitor progress toward improved student wellbeing, engagement, achievement, and future readiness for all students in Limestone.

Background

In November 2025, the Limestone District School Board (LDSB) invited students in Grades 4 to 12 to take part in the voluntary and confidential See Yourself in Limestone: Student Census 2025. The census was conducted in alignment with Ontario's Anti-Racism Act (2017) and gathered information about students' identities and school experiences to better understand how these intersect with learning and achievement. The purpose of the census is to help LDSB identify and address systemic barriers to equitable education and to inform responsive programs, policies, and supports that help students thrive. This work was supported through the Ministry of Education's Core Education Funding, which includes dedicated funding for the collection and use of voluntary demographic data by school boards.

As with the 2020 Student Census, the survey questions were developed and reviewed through consultation with the Technical Advisory Group (TAG), school board committees, and student and community groups. After reflection on the previous 2020 Student Census, and consultation with interest holders, LDSB proceeded with a Grades 4 to 12 Student Census to support data reliability, feasibility, and equitable access for families. The census was administered online and included two versions, one for Grades 4 to 6 and one for Grades 7 to 12. Students had the opportunity to complete the survey during

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[See Yourself in Limestone](#)

class time. In response to family feedback and in alignment with strategic priorities, LDSB also initiated a Kindergarten to Grade 12 Family Engagement and Climate Survey in May 2026, to explore similar themes from a family perspective. The Student Census was launched during the week of November 24 to 28, 2025, and administered across all Limestone schools over a three-week period in November and December 2025 with accessible resources provided to schools and families, including guides outlining the survey purpose, questions, and options to opt out.

On April 15, 2026, Trustees were provided with an update on the See Yourself in Limestone: Student Census 2025, including participation and response rates across the district and next steps in the project. More than 9,400 students in Grades 4 to 12 participated, representing 66% of all eligible students, with this participation rate reflecting approximately 600 opt-out requests from families whose children did not receive a survey. Among students who received the survey, the overall response rate was 69%, compared to 76% in 2020.

Response rates varied by survey version and grade level. For students in Grades 4 to 6, the response rate was 86%, an increase from 84% in 2020. For students in Grades 7 to 12, the response rate was 62%, compared to 72% in 2020. By school panel, response rates were 85% for elementary students (Grades 4 to 8), similar to 84% in 2020, and 51% for secondary students (Grades 9 to 12), compared to 62% in 2020. Of all students who participated in the 2025 Student Census, 29% identified as having special education needs. More than 70 students accessed the survey using translation tools, representing 14 different languages. The board extends its appreciation to staff for their support in helping students access and navigate the survey.

Current Status

Data Analysis

The Research Team has completed preliminary calculations and is currently working to identify overall trends and areas that require further investigation, or secondary analysis. Secondary analysis will also include comparisons between 2020 and 2025 datasets. Once secondary analyses are complete, draft findings will be presented back to consultation partners, beginning with students, for validation and review prior to the release of any report.

Data Validation

Data validation is an important step in research with young people and in communities. The process helps the board to provide Student Census findings that are representative, valid, and respectful. The Research Team plans to bring the findings first to student groups, followed by the community partners and LDSB Committees who provided consultation in the early phases of the project. The intention in this work is to

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continue to include multiple perspectives from a variety of interest holders throughout the entire project to strengthen not only the findings, but the action taken throughout the district as a result.

Next Steps and Communication Plan

As data analysis, validation, and report preparation progresses, an update will be shared with students, staff, and families regarding the ongoing work and next steps. A Student Census 2025 Report is planned to be released in the spring of 2027.

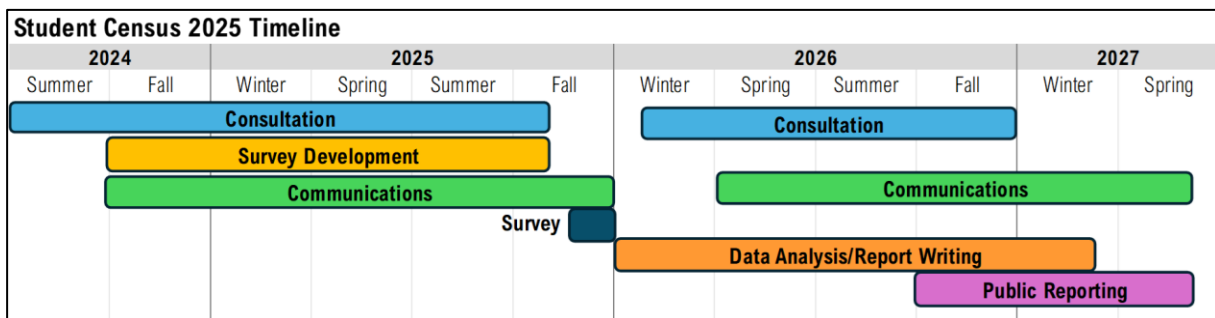


Figure 1. The graph above illustrates the timeline between 2024 and 2027 for the Limestone DSB Student Census 2025, including the span of time for consultation, survey development, communication, survey launch, data analysis and report writing, and public reporting.

Recommendations

That this report be received for information purposes.

Prepared by: Alison McDonnell, Superintendent of Education, Curriculum and Program Services: Early Years and Equity and Inclusion

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

Limestone District School Board

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See Yourself in Limestone

Administrative Report: Virtual School Update

Regular Board Meeting

September 16, 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) Virtual School, and goals for the 2026/2027 school year. The LDSB continues to offer virtual school as a choice for students and families. In doing so, we are focusing on all of the Strategic Plan Goals, which are:

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

Background

Following the end of the 2022-2023 school year when the Ministry of Education announced that virtual school would be an option for Boards of Education to offer, rather than a requirement, LDSB engaged in a partnership with two Ontario school boards to support the continuation of virtual school. In doing so, LDSB recognizes that choice is important for families based on personal circumstances.

In spring 2023, LDSB formalized an elementary virtual school partnership with Renfrew County District School Board (RCDSB) and Kawartha Pine Ridge District School Board (KPRDSB). In spring 2024, RCDSB discontinued their elementary virtual school partnership for the 2024-2025 school year. However, the partnership between LDSB and KPRDSB has continued since 2023.

As articulated in a formal agreement between KPRDSB and LDSB, LDSB provides the daily supervision of virtual school. Financial costs continue to be shared with KPRDSB in a manner proportional to student enrolment.

Frequently, families from school boards across Ontario reach out to LDSB to request admission to virtual school. When this happens, there is direct communication between the Chief Executive Officers (CEO)

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/Chief Education Officers (CEDO)/Directors of LDSB and the school board in which the student currently resides. A student is not registered in virtual school until CEO/CEDO/Director Burra receives confirmation and approval from the CEO/CEDO/Director of the school board in which the student currently resides. Once approved, the student is registered as a LDSB student.

In the summer of 2025, the Ministry of Education initiated an additional registration requirement for families requesting registration at a virtual school outside of their local school board's jurisdiction (catchment area). Families wishing to register a student in virtual school outside of their catchment area are required to obtain a completed Attestation Form confirming the pupil's eligibility and residency in Ontario. LDSB implemented this additional requirement at the beginning of the 2025-2026 school year.

Current Status

As of September 8, 2026, a total of 84 students were enrolled in elementary virtual school: 48 LDSB students and 36 KPRDSB students. This is a decrease from the 2025-2026 school year when 103 students were enrolled in elementary virtual school.

The school organization currently is comprised of four classes which includes:

Class	# Students
JK-Grade 2	9
Grades 3-4-5	21
Grades 5-6-7	25
Grades 7-8	29

The staff is comprised of 4.97 FTE educators: 2.0 KPRDSB educators and 2.97 LDSB educators. The elementary virtual school is supervised by the Principal and Vice-Principal of the Katarokwi Learning Centre and Alternative and Continuing Education.

To date, LDSB has registered 27 students from other districts which include Durham DSB, Renfrew County DSB, Trillium Lakelands DSB, Chippewas of Rama First Nation/Simcoe Muskoka Catholic DSB, Waterloo Catholic DSB, Greater Essex County DSB, Ottawa Carleton DSBs and Simcoe DSB.

Next Steps and Communication Plan

The school team will focus on the following commitments throughout the 2026-2027 school year:

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Staff professional learning focused on building strong math and language programs that close gaps for those students in risk using short cycles of learning and ongoing progress monitoring. Learning will include:

- Implementing Knowledgehook and/or Magma Math (online math programs) with students.
- Using math diagnostic data to identify and provide targeted fluency activities as part of the daily math program.
- Participating in short math cycles to improve math pedagogy.
- Using early reading screeners and diagnostic data to identify literacy learning gaps and then provide targeted instruction.
- Implementing a targeted approach to address students with higher academic needs. This support is accomplished through Student Support Teacher (SST) meetings, and small group instruction with classroom teachers.
- Building a positive attendance and engagement plan by communicating clear expectations and building relationships with students and families.
- Reinforcing the importance of daily attendance in the online learning platform through regular communication with students and families.

Recommendations

That this report be received for information purposes.

Prepared by: Stephanie Sartor, Superintendent of Curriculum and Program Services, Kate Myers, Principal of Elementary Virtual School, and Scott McFarlane, Vice-Principal of Elementary Virtual School

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

Limestone District School Board

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SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

June 10, 2026

Public Meeting

Roll Call:

Trustees:	Members:
T. Lloyd K. McGregor	Present: A. Martin, Member-at-Large (Queen's University) K. Hill, Member-at-Large E. Clow, Member-at-Large L. Clouthier, Easter Seals Ontario H. Clark, Autism Ontario Regrets: G. Eaton-Smith, Learning Disabilities Association of Kingston J. Barker, Lennox & Addington Resources for Children Z. Rogers, Community Living Kingston
Invitees:	Staff:
	Present: S. Gillam, Superintendent of Education 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 A. Todd, Vice-Principal of Educational Services J. Lalonde, Special Education Program Coordinator S. Labbett, Special Education Program Coordinator Regrets: D. Thompson, Principal of Educational Services M. Blackburn, Associate Superintendent of Education
Recorder:	Guests:
J. Senior, Administrative Assistant	P. Carson, Financial Services Manager R. Richard, Acting Superintendent of Corporate and Staff Services

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1. WELCOME

Chair McGregor called the meeting to order and welcomed everyone to the meeting.

Chair McGregor read the Acknowledgement of Territory:

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

2. ADOPTION OF THE AGENDA

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

3. DECLARATION OF CONFLICT OF INTEREST

None at this time.

4. APPROVAL OF MINUTES

MOVED BY: Member-at-Large Andrea Martin that the May 27, 2026, Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

None at this time.

6. SPECIAL EDUCATION BUDGET PRESENTATION

6.1 Special Education Budget – Financial Services Manager Paula Carson and Acting Superintendent of Corporate and Staff Services Roger Richard provided a detailed presentation on the 2026-2027 Special Education Budget. An electronic copy of the presentation was shared with SEAC members following the meeting at their request.

7. EDUCATION SERVICES UPDATE

7.1 Summer Supports – Special Education and Mental Health – Vice-Principal Alison Todd and Mental Health Lead Laura Conboy provided an update on Ministry funding that will support summer mental health and special education programming. Summer mental health initiatives will include Adolescent Care Worker (ACW) support for students attending summer school, implementation of the *Kids Have Stress Too* program at selected Camp Read-A-Lot sites and continued psychiatric consultation through Kingston Health Sciences Centre. Professional learning opportunities will also support mental health literacy and implementation of the Ministry’s substance use and digital safety modules. The Board will continue to support student engagement initiatives and partnerships related to mental health and experiential learning

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Summer Special Education supports will include Educational Assistant (EA) support for literacy camps, programming support for students with special education needs attending summer school, continued educational programming at Sundance Youth Facility, and transition supports for students entering or returning to school in September. Students who may benefit from transition supports are identified through established transition planning processes, and parents and caregivers may discuss potential support needs with school administration.

7.2 Special Education Update June 17, 2026, Board Meeting – Superintendent Scot Gillam provided an update on the ongoing review of the Elementary special education model. Staff have analyzed information collected through surveys of special education staff, administrators, classroom educators, Educational Assistants (EAs), Early Childhood Educators (ECEs), and Education Services staff, in addition to service delivery and operational data.

Preliminary findings indicated that effective Intensive Support Teachers (ISTs) play a critical role in identifying student needs, developing support plans, and providing responsive supports. Schools with strong IST processes reported more positive experiences with the model, while schools experiencing challenges often identified communication and implementation concerns. Staff noted that the needs-based model has increased access to supports for students without requiring a formal diagnosis or exceptionality.

Future work will focus on strengthening IST practices, enhancing communication regarding the model, expanding Tier 1 supports for classroom staff, and providing targeted professional learning for staff involved in Tier 2 and Tier 3 interventions.

7.3 Special Education Plan Consultation Update – Superintendent Scot Gillam provided an update regarding revisions to the Limestone District School Board Special Education Plan to ensure compliance with Ministry requirements for consultation. A consultation process and feedback form have been added to the Special Education Plan website to allow parents, caregivers, and community members to provide feedback. While school-level concerns are encouraged to be addressed directly with schools, broader feedback may be submitted through the online form. Feedback will be collected and reviewed annually, and the revised Special Education Plan will be submitted to the Ministry by the end of July. The updated plan will be brought forward to SEAC in the fall for review and approval.

8. CORRESPONDENCE

7.1 Bluewater District School Board – Letter to Minister of Education regarding Funding Support for Students with Special Education and Mental Health Needs, dated June 1, 2026. Provided for information in the Agenda Package.

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9. ASSOCIATION UPDATES

None at this time.

10. OTHER BUSINESS

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

11. NEXT MEETING DATE

September 9, 2026

12. ADJOURNMENT

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

The meeting was adjourned at 6:45 p.m.

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