Limestone DISTRICT SCHOOL BOARD

Our Intention: To make a positive difference in the lives of every student, in every classroom, in every school.

Agenda – Regular Board Meeting

Wednesday, June 17, 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) – May 20, 2026
4.2. Education, Policy and Operations Meeting Minutes (Private) – June 3, 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

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

9.1. Limestone District School Board Staff Awards
9.2. Delegation: Funding Increase for Supports

11. PRIVATE SESSION REPORT

12. APPROVAL OF ABSENCES

13. APPROVAL OF MINUTES

13.1. Regular Board Meeting Minutes – May 20, 2026 (Pages 4-16)
13.2. Education, Policy, and Operations Meeting Minutes – June 3, 2026 (Pages 17-23)
13.3. Budget Committee Meeting Minutes – June 3, 2026 (Pages 24-26)
13.4. Budget Committee Meeting Minutes – June 10, 2026 (Pages 27-30)

14. REPORTS FROM OFFICERS

14.1. Chair's Report
14.2. Director's Report

15. Trustee Vacancy: Declaration of Qualification and Declaration of Involvement: Joyce MacLeod-Kane

16. REPORTS

16.1. OPSBA Report – Trustee McGregor
16.2. Student Trustees' Report
16.3. Reports for Action
16.4. Reports for Information

16.4.1. Special Education Restructuring Evaluation – Associate Superintendent Blackburn (Pages 31-32)

16.4.2. Math Achievement Action Plan Update – Associate Superintendent Hedderson (Pages 33-37)

17. UNFINISHED BUSINESS

18. BUSINESS ARISING

Notice of Motion from Trustee Lloyd: "*In recognition and acknowledgement of challenges that exist in many classrooms that impact students, frontline educators, and support staff, I move that the LDSB Board of Trustees have the Chair of the Board write a letter to the Minister of Education and Ministry of Education requesting additional funding to help support the hiring of more staff to directly support student learning and well-being in schools. The letter should include reference to Limestone DSB annually spending approximately $10 million above funding received to support special education in the board.*"

19. CORRESPONDENCE

20. NOTICES OF MOTION

21. ANNOUNCEMENTS

22. COMMITTEE MINUTES FOR INFORMATION

22.1. Indigenous Education Committee Minutes - March 26, 2026 (Pages 38-41)

22.2. Special Education Advisory Committee Minutes - April 22, 2026 (Pages 42-48)

22.3. Special Education Advisory Committee Minutes - May 27, 2026 (Pages 49-51)

23. FUTURE BOARD MEETING SCHEDULE

August 19, 2026

24. ADJOURNMENT

Regular Board Meeting Minutes – May 20, 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) S. Ismail (Student Trustee)	M. Blackburn, Associate Superintendent K. Burra, Chief Executive Officer/Director of Education M. Crothers, Communications Consultant S. Gillam, Superintendent of Education A. Grange, Communications Consultant S. Hedderson, Associate Superintendent A. McDonnell, Superintendent of Education T. McKenna, Associate Superintendent S. Sartor, Associate Superintendent P. Carson, Manager of Financial Services
Guests:	**Recorder:**
2026 Limestone Student Achievers and Staff L. Gillam, LDSB Research Analyst	S. Mitton, Executive Assistant to the Director and Trustee Liaison

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."

1. ADOPTION OF THE AGENDA

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

2. 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.

3. DELEGATION/PRESENTATION

3.1 2025-2026 Limestone Student Achiever Awards Presentation

Chair McGregor invited Awards Committee member Trustee Ruttan to introduce the awards. She stated: "On behalf of the Trustee Awards Committee, including Trustees Elliott, McGregor, and myself, we would like to thank Associate Superintendent Gollogly, Trustee Liaison Mitton, and Limestone's secondary schools for their support with the nominations of the 2026 Limestone Student Achiever Award recipients.

Tonight, we recognize exemplary graduating secondary students for their contributions to the Board's strategic priorities and their support of others during the 2025-2026 school year.

Recipients have demonstrated exemplary achievement in all three categories, leadership, positive attitude, energy, and school spirit and academic standing."

She invited Trustee Elliott to present the 2025-2026 Student Achiever Awards. He stated: "It is an honour to present this year's recipients of the Limestone Student Achiever Awards. These dedicated and compassionate young people have made a significant difference throughout their high school careers, both within their school and in the broader community." He invited the following Administrators to read the citation for their student achiever:

Principal Sheri Jones, Bayridge Secondary School – Evan Keeler
Principal Tyler Wilson, Ernestown Secondary School – Hayleigh Knetsch
Vice-Principal Bonney Morris-Pocock, Frontenac Secondary School – Elian Kaiser
Principal Carrie Moore, Granite Ridge Education Centre – Mia Comeau
Principal Darren Seymour, Kingston Secondary School – Sarah Monaghan
Principal Suchetan James, La Salle Intermediate and Secondary School – Lilly Simpson
Principal Margaret Connelly, Loyalist Collegiate and Vocational Institute – Cade Sleeth
Principal Paul MacDonald, Napanee District Secondary School – Abby Kelsey and Isabelle Koktan
Principal Becky MacDonald, North Addington Education Centre – Chloe Mazurski
Principal Molly Slate, Sydenham High School – Kayl Vankoughnett

Trustee Ruttan once again congratulated the Student Achiever Award winners and Chair McGregor called for a short recess.

4. PRIVATE SESSION REPORT

Chair McGregor stated that Private Session will occur at the end of this meeting and will be reported out after the Private Session concludes.

5. APPROVAL OF ABSENCES

None at this time.

6. APPROVAL OF MINUTES

6.1 Regular Board Meeting Minutes – April 15, 2026
6.2 Budget Committee Meeting Minutes – April 22, 2026
6.3 Audit Committee Meeting Minutes – May 4, 2026
6.4 Education, Policy, and Operations Committee (EPOC) Meeting Minutes – May 6, 2026

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

7. REPORTS FROM OFFICERS

7.1. Chair's Report

Chair McGregor stated: "As we approach the final stretch of the school year, I would like to take a moment to recognize the many events and celebrations taking place across our schools. From creative showcases and athletic accomplishments to meaningful community connections and year-end milestones, these experiences highlight the energy and commitment of students and staff across Limestone.

This time of year also invites us to reflect on important opportunities for learning and recognition. From May 31 to June 6, we observe National AccessAbility Week, which highlights the importance of accessibility and inclusion in our communities and schools. June is also Pride Month, recognized and celebrated across the district as we affirm our commitment to creating safe, welcoming, and inclusive spaces for all students, staff, and families.

I am also pleased to share that Limestone will once again be participating in both the Greater Napanee and Kingston Pride Parades in the coming weeks. Students, staff, and families are warmly invited to join in as we celebrate inclusion, diversity, and community.

As always, I extend my best wishes to all students, staff, and families for a successful and fulfilling final month of the school year."

7.2. Chief Executive Officer/Director's Report

CEO/Director Burra stated: "Good evening Trustees and the viewing public.

It is hard to believe that we are already past the middle of May and about five weeks remain in the 2025-2026 school year. As everyone knows, this is a very busy season in schools across the board. The annual science fair and heritage fair occurred in recent weeks. A full range of secondary athletics' seasons are underway and now all elementary schools are in the thick of a very hectic track and field season. Thinking back to where we were only a few years ago, it is wonderful that the wide range of student activities and

experiences are alive and well in Limestone. We know these types of activities and experiences are critical for student well-being and engagement.

As Trustees know, it is also a busy season for us as we prepare budgets for the 2026-2027 school year, and there are several upcoming budget meetings as part of our annual budget process. Last week, the Ontario government released Core Education funding to school boards. Financial Services continues to work through the funding to support our annual budgetary process. As Trustees know, staff replacement costs, special education funding, transportation funding, and unfunded statutory benefits are four areas of concern in recent years, and we are certain all four areas will continue to be pressure points moving into the next school year. Consequently, we will continue to feel a strain and tightening of our financial resources and flexibility to make any local, funding decisions.

Tonight's award celebration of the Limestone Student Achievers is yet another reminder of the important work we do to support the education of local children and youth, and placing focus on the students we serve. The 11 students we honoured this evening are exceptional young people that we can expect to see phenomenal things from in the next chapters of their lives. While it is wonderful that we annually honour the Limestone Student Achievers in May, we also will be honouring almost 2,000 Grade 12 graduates at the end of June. Before those end-of-year graduations, we will have an opportunity at the June 3 Education, Policy, and Operations Committee meeting to celebrate and honour the Skills Ontario Competition winners.

As a short preview, Limestone had 26 secondary students representing Limestone in the provincial championships two week ago. In addition, we had 16 elementary students representing LDSB also attend. LDSB secondary students won a gold, a silver, and a bronze at the competition. Also of note, a former LDSB grad who took part in the post-secondary competition came away with a gold medal.

While writing my monthly director's reports for this meeting, like all others, I am reminded of the many, many fantastic things happening in schools to help support Limestone students. This does not mean things are always perfect, but taking a step back and seeing what is occurring in schools every day for the benefit of students is an important perspective to maintain when we see challenges.

This evening Trustees will see four reports, two for action and two for information. We will need to take some next steps as it relates to the Marysville PS property and the vacancy created by the recent passing of Trustee Neill. In addition, Trustees will receive updates related to second quarter financials and another focused on needs and next steps related to Before and After School Programs in LDSB schools.

In closing, I would like to highlight a few upcoming events: LDSB will again be participating in the Greater Napanee Pride Parade May 30, and the Kingston Pride Parade on June 13. We are encouraging LDSB

families, students, and staff to walk with us again. We need to continue our journey to have everyone see themselves in Limestone. We still have much work ahead of us, but events like this are important steps on that path.

That concludes my report for this evening, Chair McGregor. Thank you."

8. REPORTS

8.1 OPSBA Report

Trustee McGregor provided her report. She shared that the OPSBA provincial office has prepared and submitted a nine-page response to the government regarding Bill 101. She encouraged Trustees to review the document if they have not already done so.

Trustee McGregor shared that "Take Your MPP to School Week" is currently underway. In conjunction with this initiative, the Healthy Democracy Student Leadership Award is being offered, with one $1,000 award available for the Eastern Region. The application deadline is May 26 and she noted that school Principals were reminded that previously prepared student submissions may be reused. Further details are available on the OPSBA website.

Finally, Trustee McGregor reported that due to recent financial adjustments implemented by the Ministry, the Annual General Meeting (AGM) and regional meetings will no longer take place in person in Ottawa. Instead, both the AGM and regional meeting will be held virtually on June 4 and 5, with participants attending remotely.

8.2 Student Trustees' Report

Student Trustee Ismail stated "Good evening, Trustees and members of the public,

On behalf of my co-Trustees Mia Comeau and Rachel Kolosov, who chaired this month's meeting, I am pleased to present the May Interschool Council (ISC) report.

A consistent theme this month was Grade 8 transition programming. Multiple schools organized orientation days and welcoming events to support incoming students, with student councils taking active ownership of that work.

Schools across the district are closing the year with community-focused celebrations. ESS hosted May Mania; NDSS held barbecues and graduation programming; SHS organized a carnival day; FSS held a pep rally alongside leadership elections; LSS hosted La Salle Palouzza; and BSS has Blazer Day this upcoming

Friday as a community fundraising initiative. These student-led events build school cultures and directly support student well-being and belonging during a season where exams are fast approaching.

Graduation planning is well underway, with schools reporting Grade 12 breakfasts, grad assemblies, lip sync battles, sign-out events, and formal ceremonies that all mark a meaningful close to students' secondary school experience.

Co-president elections, student council programming, and inclusion-focused clubs continue to sustain student voice across our schools. Schools also shared updates on Pride-related initiatives planned at their schools for June.

As mentioned in our last report, a student at KSS founded an inhaler recycling initiative now being promoted district-wide through our ISC Google Classroom, a platform that continues to help us share resources and stay connected, especially during this period of transition.

From transition programming to graduation celebrations, from leadership elections to environmental action, students across the Limestone District continue to shape the culture and direction of their schools.

That concludes our May ISC report. Thank you."

8.3 Reports for Action

8.3.1 Disposition of School Property at 53 Victoria Street, Wolfe Island

CEO/Director Burra presented the report on the disposition of school property located at 53 Victoria Street on Wolfe Island. He advised that for the 2025-26 school year there were zero student registrations. Trustees reviewed the circumstances leading to the closure and acknowledged the financial and operational considerations associated with maintaining an unused facility.

CEO/Director Burra provided Trustees with an overview of the legislative requirements governing the disposition of school property, including the obligation to offer the property to prescribed public entities and to ensure that any eventual sale is conducted at fair market value. The requirements outlined the formal process that must be followed prior to declaring a property surplus and proceeding with its disposition.

CEO/Director Burra confirmed that community engagement was undertaken, including the hosting of town hall meetings, through which residents were informed of the critical role of student enrolment in sustaining its operation.

Following discussion, CEO/Director Burra directed Trustees to the recommendation provided in the agenda package.

MOTION Moved by Trustee Ruttan and seconded by Trustee Scott 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. Carried.

8.3.2 Trustee Replacement

CEO/Director Burra presented his report outlining the process to address the vacancy created by the passing of Trustee Jim Neill. Trustees were reminded that the Education Act and Board Bylaws govern the filling of trustee vacancies, providing two primary options: conducting a by-election or making an appointment. It was noted that the decision rests solely with the Board and must be confirmed through a formal motion. Trustees were also advised of guiding principles set out in the bylaws, including consideration of the timing of the vacancy, financial implications, representation of the affected geographic area, and the diversity and composition of the Board.

CEO/Director Burra provided an overview of the by-election option, noting that it would require coordination with the City of Kingston and an estimated timeline of approximately ten weeks, which would likely result in a summer election. The projected cost of conducting a by-election was identified as between $175,000 and $200,000. Trustees were reminded that, given the proximity to the next municipal election cycle, a by-election would result in a relatively short term of office for the successful candidate.

The Board also reviewed the option of filling the vacancy by appointment. Trustees were informed that, under the Education Act, the vacancy must be filled within 90 days of its occurrence. The Board may appoint one of the unsuccessful candidates from the 2022 election, provided they remain qualified and are willing to serve, or may instead undertake an application and interview process. Details of a potential application process were outlined, including public advertising, submission of applications and supporting materials, and an interview process conducted by a selection committee composed of Trustees, with a recommendation brought forward for Board approval.

Trustees discussed additional considerations related to the appointment option, including the vote distribution from the previous election and the relative support levels of unsuccessful candidates. Through discussion, Trustees acknowledged that legislative requirements necessitate filling the vacancy within the prescribed timeline and that there is no option to leave the position vacant beyond that period. The following motions were brought forward:

MOVED BY Trustee Ruttan and seconded by Trustee Lloyd THAT: The Board of Trustees eliminate the by-election option because it is too costly. Carried.

MOVED BY Trustee Ruttan and seconded by Trustee Lloyd THAT: The Board of Trustees conduct a vote between Option 2 and 3 to determine the preferred method for filling the Trustee vacancy.

A vote was held between Option 2, appointment of the second- or third-place finisher, and Option 3, an application and interview process. Option 2 received majority. Carried.

8.4 Reports for Information

8.4.1 Interim Financial Report for Quarter 2

Chair McGregor welcomed Manager of Financial Services Paula Carson to present her report which outlines the Interim Financials for the period ending February 28, 2026 (Quarter 2). Manager Carson acknowledged that the report was previously introduced during the January 15, 2026, meeting and that it is provided for information purposes. Trustees were directed to Appendix 1 for a detailed overview of operating expenditures.

It was reported that total operating expenditures as of February 28, 2026, were $163.3 million, representing approximately 52% of the approved $316.9 million operating budget. This level of expenditure was noted as comparable to the 48% reported during the same period in the 2024-2025 fiscal year.

Within the Instruction category, expenditures included salaries and costs associated with classroom teachers, supply staff, care professionals, departmental leadership, school administration, support staff, and continuing education. Variances in this category were attributed in part to the timing of pay periods, with Quarter 2 of the 2025-2026 fiscal year including one additional pay period compared to the same quarter in the prior year. Additional increases were noted in textbooks and supplies, including $350,000 allocated to cyber monitoring funded through surplus reserves. Increased expenditures for computer equipment, totaling approximately $0.8 million, were also reported and were similarly funded through surplus reserves. The increase in staff development costs reflected a higher number of training sessions completed in Quarter 2 compared to the previous year.

Under the Administration and Governance category, expenditures related to Trustees, Senior Administration, and Supervisory Officers were also impacted by the timing of pay periods, again reflecting one additional pay period in the current reporting period relative to the prior year.

Transportation and pupil accommodation expenditures were reported as consistent with those incurred during Quarter 2 of the 2024-2025 fiscal year.

Manager Carson concluded her presentation by sharing that in the Other category, variances were attributed to changes in budget allocations related to temporary Educational Assistants assigned to support school administration, with a reduction observed in the 2025-2026 fiscal year compared to the previous year.

Chair McGregor thanked Manager Carson for her presentation and called upon Trustees for questions.

8.4.2 LDSB Before and After School Program (BASP)

Superintendent McDonnell, accompanied by the Research Analyst, Laura Gillam presented Phase Two of the Limestone District School Board Before and After School Program (BASP) review. The presentation began with a review of the Phase One findings shared in June 2025, which established the purpose of the review: to assess whether families have sufficient access to before and after school program spaces across the district. The review was guided by principles of equity, program viability, and alignment with the Board's broader enrolment strategy.

Trustees were reminded that before and after school programs provide childcare and recreational opportunities for students in Kindergarten to Grade 6 outside the regular school day and are funded through parent fees. The board is required under the Education Act to ensure access to such programs where demand and viability exist, either through direct delivery or through agreements with third-party providers. It was noted that Limestone currently fulfills this obligation through third-party partnerships, with 27 programs operating within schools. While authorized recreational and skill-building programs exist in a limited number of schools, these were noted as outside the scope of the current review.

The presentation recapped engagement activities undertaken in Phase One, including a family survey, school council input, third-party provider focus groups, and analysis of waitlists. These consultations identified several key issues, including insufficient program access, long waitlists, limited flexibility, and challenges in supporting students with diverse learning needs. Survey data indicated a significant demand for approximately 2,500 before and after school program spaces, particularly at the Kindergarten level, with demand distributed across family of schools in proportion to overall student populations.

Further analysis highlighted a substantial gap between identified demand and available spaces. While approximately one-quarter of students expressed a need for care, the proportion of available licensed spaces was notably lower, and not all spaces were fully utilized, underscoring both access and distribution challenges across the system.

Outlined were steps that have already been undertaken to address these issues, including collaboration with municipal partners in Kingston and Lennox and Addington, promotion of employment opportunities within third-party programs, coordination with Tri-Board Transportation to improve access, and the establishment of a childcare committee with community partners. Six recommendations arising from Phase One were referenced, with the current presentation focusing on advancing further data collection to inform implementation decisions.

Additional data analysis conducted during the 2025-2026 school year incorporated multiple sources, including Early Development Instrument data, socioeconomic indicators, enrolment trends, student mobility, existing childcare availability, and family survey responses. This integrated approach was intended to support evidence-based, equitable decision-making. It was also noted that several schools currently have no access to before and after school programming, either within the school or in the surrounding community.

Based on the findings, administration announced plans to initiate licensed in-house pilot before and after school programs operated directly by the Limestone District School Board. These pilots are intended to complement, rather than replace, existing third-party services, with a focus on addressing service gaps and enhancing access for families. Specific locations and timelines for implementation have not yet been determined, as further considerations remain, including analysis of updated survey data, Ministry licensing requirements, alignment with the Canada-wide Early Learning and Child Care system, staffing requirements, and the establishment of financial and administrative processes.

Superintendent McDonnell emphasized the board's continued commitment to its partnerships with third-party providers and reiterated that the in-house pilots are designed to expand, not displace, existing services. The presentation concluded with expressions of optimism regarding the initiative's potential to improve access to before and after school care for families across the district.

Chair McGregor thanked Superintendent McDonnell and Research Analyst Gillam and called upon Trustees for questions.

9. UNFINISHED BUSINESS

None at this time.

10. NEW BUSINESS

None at this time.

11. CORRESPONDENCE

None at this time.

12. NOTICE OF MOTION

None at this time.

13. ANNOUNCEMENTS

None at this time.

14. COMMITTEE MINUTES FOR INFORMATION

14.1. Environmental Sustainability Advisory Committee Meeting Minutes - March 3, 2026

14.2. Special Education Advisory Committee Minutes - March 25, 2026

15. FUTURE BOARD MEETING SCHEDULE

June 3, 2026 (EPOC)
June 17, 2026
August 19, 2026

16. MOVE INTO PRIVATE SESSION

MOTION: To move into Private Session.

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

PRIVATE SESSION

Roll Call:

Trustees:	Staff:
G. Elliott B. Godkin R. Hutcheon T. Lloyd (Vice-Chair) J. Maracle K. McGregor (Chair) J. Morning S. Ruttan	K. Burra, Director of Education S. Hedderson, Associate Superintendent T. McKenna, Associate Superintendent

C. Scott M. Comeau (Student Trustee) (regrets) R. Kolosov (Student Trustee) (regrets) S. Ismail (Student Trustee) (regrets)	
Guests:	Recorder:
	S. Mitton, Executive Assistant to the Director and Trustee Liaison

17. CALL TO ORDER

Vice-Chair Lloyd called the meeting to order.

18. 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.

19. ACTION ITEMS

19.1. Regular Board Meeting Minutes (Private) – April 15, 2026

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

20. FOR INFORMATION

20.1. Safe Schools Update – Associate Superintendent McKenna provided a Safe Schools Update.

20.2. Property Update – Director Burra provided a Property Update.

20.3. Labour Update

20.4. Personnel Update – Associate Superintendent Hedderson provided a Personnel Update. Director Burra provided a Personnel Update.

20.5. Legal Update

20.6. OPSBA Update

21. 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

22. PRIVATE SESSION REPORT

Vice-Chair Lloyd stated: "Earlier this evening during Private Session, the Private Session minutes were approved from the April 15, 2026, Regular Board Meeting. Associate Superintendent McKenna provided a Safe Schools update, Associate Superintendent Hedderson provided a personnel update, and Director Burra provided a personnel and property update. There was no other business conducted, or motions passed in Private Session.

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

23. ADJOURNMENT

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

The meeting adjourned at 8:56 p.m.

Education, Policy and Operations Committee Meeting Minutes – June 3, 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 (regrets) 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. Gillam, Superintendent of Education T. McKenna, Associate Superintendent of Education R. Richard, Acting Superintendent of Business Services S. Hedderson, Associate Superintendent of Education S. Sartor, Associate Superintendent of Education A. McDonnell, Superintendent of Education M. Crothers, Communications Consultant A. Grange, Communications Consultant M. Christopher, ITS
Guests:	**Recorder:**
P. Allison, Intermediate STEM Consultant M. Baker-Cox, Secondary Curriculum Consultant G. Petznick, Expanded Opportunities Consultant L. Alward, Manager of Innovation and Digital Transformation K. MacQuarrie, Manager of Information and Communications Technology P. Carson, Manager of Financial Services D. Fowler, Manager of Facility Services C. Pilutti, Indigenous Education Teacher, J.G. Simcoe	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."

2. ADOPTION OF THE AGENDA

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

3. DECLARATION OF CONFLICT OF INTEREST

There were no conflicts declared.

4. PRESENTATION

4.1 Skills Ontario

Associate Superintendent McKenna opened the presentation by introducing members of the Skills Ontario team, including Paul Allison, Melissa Baker-Cox, and Geoff Petznick, before inviting Mr. Allison to begin. Mr. Allison provided an overview of the Skills Ontario competitions, noting strong Limestone District School Board participation with over 300 students engaged at the local March event across both elementary and secondary panels in a wide range of skilled trades and technology areas.

Mr. Allison introduced the elementary award recipients, beginning with the Construction competition from Southview elementary School. Students were recognized for designing and building a scale model of an affordable home, demonstrating collaboration, problem-solving, and applied design skills. The Horticulture and landscape design team from R.G. Sinclair Public School was also recognized, marking the inaugural year of this competition. Students worked in teams to develop and present custom landscape proposals based on client needs and constraints. Additional recognition was given to students participating in the LEGO Mechanical Engineering competition from La Salle Intermediate and Secondary School, and the VEX Robotics team from Cataraqui Woods Elementary School. The robotics team demonstrated strong technical and teamwork skills in designing, programming, and operating a robot to complete timed competitive tasks, representing the board effectively at the provincial level.

Mr. Petznick introduced the secondary award recipients, beginning with recognition of an Auto Paint competitor who demonstrated outstanding performance in a demanding, multi-day provincial competition. He highlighted the complexity and high skill level required in the Computer-Aided Manufacturing category, recognizing a student who achieved a gold medal, and noted plans for continued competition at future events. The Team Building (Construction) group was also acknowledged for earning a silver medal despite last-minute challenges, with particular praise for the high quality of their craftsmanship and teamwork.

Post-secondary achievements were also highlighted. A former student, now studying and working in the auto body field, was invited to share her experience after earning gold at the provincial level and competing nationally, emphasizing the value of hands-on, career-focused learning. Additionally, a former student in electrical installation was formally recognized for past achievements, including provincial gold

and national bronze medals. He spoke about the significant impact of skills competitions on shaping his career pathway and credited the program with enabling early exploration of skilled trades.

The presentation concluded with remarks of appreciation for the coaches, staff, and partners who support the Skills Ontario program, including St. Lawrence College, Skills Ontario, and Skills Canada.

Acknowledgment was also extended to parents and guardians for their support, and congratulations were offered to all student participants for another successful year of achievement.

5. REPORTS FOR ACTION – None at this time.

6. REPORTS FOR INFORMATION

6.1 Corporate Services' Survey Feedback

CEO/Director Burra provided a high-level overview of the 2025 Corporate Services Survey, noting strong staff participation and reaffirming its role in supporting continuous improvement across central services. Building on the 2022 survey, which led to the creation of the myLDSB internal portal, the board continues to focus on improving access to information and enhancing supports to schools. Feedback highlighted strengths in the timeliness of communications, while identifying opportunities to improve clarity, increase targeted messaging, and expand opportunities for two-way communication with staff.

Facility Services reported positive feedback regarding the cleanliness and overall condition of school facilities, with caretaking staff recognized for their important contributions. Key areas for improvement include strengthening communication with schools, improving the timeliness and transparency of work order responses, and enhancing consistency in project updates. Planned actions include standardized project reporting, improved access to information through internal resources, and a continued emphasis on responsive, service-oriented practices.

Financial Services was recognized as a highly reliable and customer-focused department, particularly in the areas of payroll and accounts payable. Staff feedback emphasized strong communication and service. Areas for growth include expanding training and supports for new and existing staff, strengthening access to resources through myLDSB, and enhancing budget training tools and guidance for schools.

Human Resources feedback reflected positive perceptions of staff professionalism, approachability, and expertise. Opportunities for improvement include standardizing response times, expanding consistent use

of employee feedback mechanisms, and increasing the availability of clear, accessible information through the myLDSB portal to support staff in navigating HR processes.

Integrated Technology Services reported strong feedback related to customer service, including responsiveness and in-person support. Areas for growth include strengthening change management practices, improving asset management and long-term technology planning, expanding training opportunities across employee groups, and increasing awareness and use of data tools. Continued enhancements to the myLDSB portal, particularly related to navigation, search functionality, and communication consistency, were also identified as priorities.

CEO/Director Burra concluded by thanking staff for their contributions and emphasizing the value of survey feedback in guiding ongoing improvements to better support schools and student learning.

6.2 Board Action Plan (BAP) Indigenous Education

Superintendent Gillam presented an overview of the Board Action Plan (BAP) on Indigenous Education, noting its alignment with the Board's Strategic Plan priorities of student well-being, achievement, engagement, and strengthened relationships with Indigenous families and community partners. The plan is developed collaboratively with the Indigenous Education Team and the Indigenous Education Committee and includes approximately 21 Ministry-aligned initiatives aimed at improving academic and well-being outcomes for Indigenous students while embedding Indigenous perspectives across the K to 12 system.

Superintendent Gillam outlined key system-level initiatives, including the continued expansion of Indigenous education staffing and supports, as well as the growth of the Indigenous Youth Leadership Circle, which provides students with meaningful opportunities for cultural learning, leadership development, and post-secondary exploration. Ongoing efforts to increase access to Indigenous language programming in Mohawk and Anishinaabemowin were also highlighted, alongside expanded land-based learning opportunities supported through partnerships with community organizations and Knowledge Keepers.

Professional learning remains a key focus, with staff engaging in training related to Indigenous histories, treaty education, and culturally responsive practices. The re-establishment of Truth and Reconciliation Commission (TRC) Leads in each school has strengthened system capacity and increased the presence of Indigenous-focused learning and initiatives within school communities.

The Superintendent emphasized the success of expanded land-based teaching models, particularly in schools with higher Indigenous student populations, where programming has contributed to increased student engagement, belonging, attendance, and leadership development. Indigenous ways of knowing

and learning were noted as having a positive impact on all students and increasingly forming part of regular classroom practice.

Ms. Pilutti (J.G. Simcoe Public School) provided additional school-level perspective, highlighting the impact of a full-time Indigenous education teacher in supporting a significant Indigenous student population. She reported increased student engagement, attendance, and confidence through consistent, culturally grounded and hands-on learning approaches. Ms. Pilutti noted growth in student leadership, increased visibility and use of Indigenous languages across the school, and the integration of land-based learning throughout the year. She also emphasized the importance of strong community partnerships and described a shift from isolated activities to consistent, school-wide practices that support belonging, cultural identity, and student success.

The presentation concluded with an emphasis on the importance of continued collaboration with community partners and the ongoing integration of Indigenous education as a sustainable and fundamental component of system practice.

6.3 Student Attendance

Superintendent Gillam provided an overview of district efforts to improve student attendance, emphasizing its direct connection to student well-being, sense of belonging, engagement, and academic achievement. Attendance was identified as a key priority within the Student Achievement Plan, with a focus on increasing the percentage of students attending at or above 90%. It was noted that this target has been extended to include both elementary and secondary students. Superintendent Gillam reiterated that the Board's approach is supportive rather than punitive, with a focus on removing barriers and working collaboratively with families.

Strategies implemented across schools include increased monitoring of attendance data, early identification of students at risk of chronic absenteeism, and regular collaboration among school teams to address concerns. The importance of data was highlighted in tracking patterns, identifying trends, and supporting timely intervention. It was also noted that external factors, such as illness, transportation challenges, and systemic barriers, can impact attendance and affect students' ability to meet the 90% threshold.

The presentation outlined several system-wide supports, including the Collaborative Care Initiative, a partnership with Kingston Community Health Centres designed to connect students and families with primary care and wraparound supports. Early results indicate positive outcomes, including improved access to healthcare for students who previously lacked support. Additional approaches include the continued implementation of relationship-based and trauma-informed practices to foster a sense of safety

and belonging, as well as the identification of “students of concern” to ensure targeted, ongoing support and monitoring.

Examples of school-based practices were shared to illustrate local efforts to improve attendance. Schools are increasingly using proactive and supportive strategies, such as incentive programs, structured communication approaches, and tiered intervention models. These initiatives focus on early outreach to families, addressing barriers collaboratively, and reinforcing positive attendance habits. Across all examples, a consistent theme was the emphasis on encouragement and support rather than punitive measures.

Looking ahead, Superintendent Gillam noted that improving attendance will remain a priority, with continued focus on strengthening communication with families, addressing systemic barriers such as food insecurity and transportation, and refining school-based strategies. The board will also monitor forthcoming provincial direction related to secondary attendance requirements and adjust practices accordingly. The presentation concluded with a reaffirmation of the importance of consistent, supportive approaches to improving attendance and student success.

7. UNFINISHED BUSINESS

None at this time.

8. NEW BUSINESS

Trustee Lloyd read her notice of motion: “In recognition and acknowledgment of challenges that exist in many classrooms that impact students, frontline educators, and support staff, I move that the LDSB Board of Trustees have the Chair of the Board write a letter to the Minister of Education and Ministry of Education requesting additional funding to help support the hiring of more staff to directly support student learning and well-being in schools. The letter should include reference to Limestone DSB annually spending approximately $10 million above funding received to support special education in the board.”

9. ANNOUNCEMENTS

None at this time.

10. CORRESPONDENCE

None at this time.

11. FUTURE MEETING SCHEDULE

September 2, 2026

12. ADJOURNMENT

Moved by Trustee McGregor that the meeting adjourn. Carried.

The meeting adjourned at 7:24 p.m.

Budget Committee Meeting Minutes – June 3, 2026

Public Meeting

Roll Call:

Trustees:	Staff:
K. McGregor (Chair) T. Lloyd (Vice-Chair) R. Hutcheon B. Godkin G. Elliott J. Maracle J. Morning S. Ruttan J. Maracle C. Scott (regrets)	K. Burra, Director of Education R. Richard, Acting Superintendent of Corporate Services P. Carson, Manager of Financial Services M. Blackburn, Associate Superintendent of Education S. Gillam, Superintendent of Education S. Hedderson, Associate Superintendent of Education A. McDonnell, Superintendent of Education T. McKenna, Associate Superintendent of Education S. McWilliams, Superintendent of Human Resources S. Sartor, Associate Superintendent of Education
	Recorder and Producer:
	S. Mitton, Administrative Assistant A. Grange, Communications Consultant

Chair Lloyd 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."

1. CALL TO ORDER

Chair Lloyd called the meeting to order at 7:30 pm.

2. ADOPTION OF THE AGENDA

Chair Lloyd asked for any additions or objections to the agenda. There were none.

MOTION: That the Agenda as presented be accepted.

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

3. DECLARATION OF CONFLICT OF INTEREST

None.

4. REPORTS FOR INFORMATION

4.1 2026-2027 Preliminary Operating Budget Revenue

P. Carson presented the 2026-2027 Preliminary Operating Budget Revenue. The preliminary operating revenue is not yet presented on a full Public Sector Accounting Board (PSAB) basis. It excludes School Generated Funds at an estimated amount of $6.7M and Charitable Trust donations at an estimated amount of $188,000. These components as well as the capital revenue estimates will be incorporated at the June 10 meeting.

The 2026-2027 preliminary operating revenue is presented alongside the 2025-2026 revised estimates and 2025-2026 estimates for comparison purposes. The projected enrolment of 20,343 ADE reflects an overall decrease of 279 ADE from the 2025-2026 Revised Estimates.

Adult education, continuing education, literacy and numeracy, and summer school enrolment is projected at 260 ADE.

Core Education Funding or Core Ed operating allocations have increased $4.2M or 1.4% in total.

The Classroom Staffing Fund allocation has decreased $250,000 or 0.2%. The Classroom Staffing Fund provides school boards with funding to support the majority of staffing in the classroom for all students.

The Learning Resources Fund has increased $4M or 8.4%. The Learning Resources Fund supports the costs of staffing typically required outside the classroom to support student needs.

Special Education Fund allocation has decreased $300,000 or 0.8%. The Special Education Fund supports positive outcomes for students with special education needs.

School Facilities Fund allocation has increased $245,000 or 0.8%. The School Facilities Fund supports operating (including cleaning and utilities), maintaining, renovating, and renewing school buildings.

Student Transportation Fund allocation has increased $0.5M or 2.7%. The Student Transportation Fund supports the transportation of students between home and school.

The School Board Administration Fund allocation has decreased $82,000 or 0.9%. The School Board Administration Fund supports governance and administration costs for the operation of the school board, including its board offices and facilities, as well as for parent engagement activities.

Other Government Grants have decreased $4.7M or 87.1%.

The Ministry has not yet released the 26-27 REP funding details, as shown in Appendix A. $2.5M from the 25-26 REP has moved into Core Education funding, resulting in a net funding decrease of $1M.

Other variances are due to various grants not being announced at the time of preparing this budget.

Acting Superintendent Richard extended thanks to the Finance team for their hard work over the last week and weekend in preparing the report. Acting Superintendent Richard made closing remarks with regards to the report.

Chair Lloyd asked for any questions on the report, discussion ensued.

Chair Lloyd thanked Manager Carson for the Report.

5. OTHER BUSINESS

None at this time.

6. NEXT MEETING

Chair Lloyd noted the upcoming Budget Committee meeting on June 10.

7. ADJOURNMENT

MOTION: To adjourn the meeting.

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

The meeting adjourned at 7:52 pm.

Budget Committee Meeting Minutes – June 10, 2026

Public Meeting

Roll Call:

Trustees:	Staff:
K. McGregor (Chair) T. Lloyd (Vice-Chair) R. Hutcheon B. Godkin G. Elliott J. Morning (virtual) S. Ruttan C. Scott	K. Burra, Director of Education R. Richard, Acting Superintendent of Corporate Services P. Carson, Manager of Financial Services S. Gillam, Superintendent of Education S. Hedderson, Associate Superintendent of Education A. McDonnell, Superintendent of Education T. McKenna, Associate Superintendent of Education S. Sartor, Associate Superintendent of Education M. Christopher
	Recorder and Producer:
	S. Mitton, Administrative Assistant S. Shaw, Administrative Assistant

1. CALL TO ORDER

Chair Lloyd called the meeting to order at 7:00 pm. Chair Lloyd noted that the Acknowledgement of Territory was read earlier during the Special Education Advisory Committee meeting.

2. ADOPTION OF THE AGENDA

Chair Lloyd asked for any additions or objections to the agenda. There were no additions or objections

MOTION: That the Agenda as presented be accepted.

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

3. DECLARATION OF CONFLICT OF INTEREST

None.

4. REPORTS FOR INFORMATION

4.1 2026-2027 Preliminary Operating Budget Expenditures

Manager Carson presented the 2026-2027 preliminary operating budget expenditures. Manager Carson highlighted the following changes from the 2025-2026 revised estimates to the 2026-2027 estimates:

Classroom Teachers and Supply Staff have decreased $0.5M or 0.3%.

Educational Assistants have decreased $0.4M or 2%.

Early Childhood Educators have decreased $135,000 or 2.4%.

Textbooks and Supplies have increased $0.6M or 7%.

Computers have decreased $0.4M or 9.4%.

Professionals / Paraprofessionals have increased $0.3M or 3.0%.

Staff Development has decreased $0.6M or 37.6%.

Principals and Vice Principals have increased $0.5M or 3.9%.

School Office has increased $0.3M or 3.8%.

Coordinators and Consultants have decreased $0.4M or 6.9%.

Continuing Education has decreased $0.4M or 18.3%.

Administration and Governance has decreased $70,000 or 0.8%

Transportation has increased $2.2M or 10.2%

School Operations and Maintenance have decreased $1.1M or 3.7%

Other Non-Operating Expenses have increased $146,000 or 7.4%

The 26-27 Preliminary Operating Budget Expenditures of $316.8M, are $73,000 lower than the 2025-2026 Revised Estimates operating expenditures of $316.87M.

Acting Superintendent Richard presented highlights from appendix A to C.

Chair Lloyd opened the floor for questions and discussion ensued.

4.2 2026-2027 Preliminary Capital Budget- Revenues and Expenditures

Manager Carson presented the 2026-2027 preliminary capital budget – revenue and expenditures report. The 2026-2027 preliminary capital budget- capital revenues of $23.7M, are balanced to the capital expenditures of $23.7M. For 2026-2027, the school renewal allocation is $4.4M, a decrease of $6,300 or 0.1%, as compared to the 2025-2026 revised estimates amount of $4.4M.

The school condition improvement allocation is $16.7M, an decrease of $44,000 or 0.3%, as compared to the 2025-2026 revised estimates amount of $16.8M. The funding from each source matches the expenses.

Manager Carson noted that the school renewal revenue of $4.4M matches the school renewal expense of $4.4M.

Chair Lloyd thanked Acting Superintendent Richard and Manager Carson and opened the floor for questions and discussion ensued.

5. ACTION ITEMS

5.1 2026-2027 Budget and Recommendation for Approval

Manager Carson presented the 2026-2027 budget and recommendation for approval report. The 2026-2027 preliminary operating budget revenue totaling $313.9M was presented at the June 3, 2026, Committee of the Whole (Budget) meeting. The 2026-2027 preliminary operating budget expenditures totals $316.8M.

The 2026-2027 preliminary capital budget revenues and expenditures total $23.7M. The Ministry requires school boards to submit a consolidated Public Sector Accounting Board ("PSAB") budget. The operating revenue is $313.9M, and the capital is $23.7M.

There are PSAB adjustments for capital, and school generated funds. There are similar adjustments to the operating and capital expenses. Amortization of Asset Retirement Obligations ("ARO") of $1.7M and after all of these adjustments there is a $4.8M deficit.

The compliance report excludes some of the PSAB adjustments, the main one being the amortization of ARO of $1.7M, leaving us with a deficit of just under $3M for compliance purposes.

Acting Superintendent Richard discussed the appendices.

Chair Lloyd opened the floor to questions and discussion ensued.

Trustee Ruttan moved the recommendation from the report.

Trustee Godkin proposed the following amendment:

MOTION: That the budget which has been presented for approval be amended to incorporate accounts receivable to show the 1.1M of statutory benefits not funded by the government.

The question was called; the amended motion was defeated.

Trustees were referred back to the recommendation outlined in their agenda package moved by Trustee Ruttan.

MOTION: That the Board approve the 2026-2027 Budget prepared on a PSAB basis with total revenues of $340.98M and total expenditures of $345.76M.

Chair Lloyd asked if there were any objections to the motion; t*he motion is passed with two dissenting members.*

5.2 2027-2028, 2028-2029 Deficit Elimination Plan

Acting Superintendent Richard presented the deficit elimination plan. Ontario Regulation 280/19 allows for an exception to the requirement of a balanced budget providing that the board: (a) has sufficient accumulated surplus to fund the deficit, (b) has a deficit budget that is less than 1% of its operating revenues and (c) the board submits a deficit elimination plan for approval. The Board currently has $18.2 million in unallocated accumulated surplus to fund a deficit elimination plan. Appendix A details the two-year deficit elimination plan for the years 2027-2028 and 2028-2029. Acting Superintendent Richard discussed Appendix A.

Chair Lloyd opened the floor to questions and discussion ensued.

> *MOTION: That the Board approve the 2027-2028, 2028-2029 Deficit Elimination Plan as outlined in the Two-Year Deficit Elimination Plan.*
>
> *MOVED BY: Trustee Scott.*

Chair Lloyd asked if there were any objections to the motion, as presented; t*he motion is passed with two dissenting members.*

6. OTHER BUSINESS

None at this time.

7. ADJOURNMENT

MOTION: To adjourn the meeting.

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

The meeting adjourned at 8:12 pm.

Administrative Report: Special Education Restructuring Evaluation

Regular Board Meeting

June 17, 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 elementary special education restructuring and the monitoring/evaluation that has occurred. This work aligns with the following Strategic Plan goals:

- Improve student well-being/sense of belonging, participation/engagement in class time, and time focused on learning
- Improve literacy learning and achievement for every student
- Improve math learning and achievement for every student

Background

During the 2023-24 school year, Educational Services completed a Special Education Review and shared the results and recommendations with Trustees. Following this review, a restructuring of elementary special education services was undertaken which resulted in the reallocation of many system-level supports to school-based supports. During the 2024-25 school year, a monitoring and evaluation plan was enacted to gather information from a variety of Interest holders on the implementation and impact of these changes.

Current Status

Service delivery data, special education teacher feedback, and three separate surveys were conducted during the 2024-25 school year. The results were analyzed by the Educational Services Leadership Team and Research Analyst throughout the 2025-26 school year. The data gathered highlighted the following observations and areas of impact:

- Increased service delivery for students and the ability to respond flexibly and responsively to student need.

- Importance of the development of the in-school team to gather information, make collaborative decisions regarding services/supports and access additional system and community resources.
- Ongoing need for capacity building and training for school staff focused on UDL and Tier 1 supports.
- Positive impact of the IST role in providing enhanced and targeted school-based support.
- Ongoing need for purposeful, planned, and supported inclusion of students with special education needs.

Next Steps and Communication Plan

Results of the restructuring evaluation will be shared with LDSB staff and Labour Partners and will inform the 2026-27 Educational Services Operational Plan.

Recommendations

It is recommended that Trustees receive this report for information.

Prepared by:

Michael Blackburn, Associate Superintendent of Program and Curriculum Services; and

Deborah Thompson, System Principal of Educational Services

Reviewed by:

Krishna Burra, CEO/Director of Education

Administrative Report: Math Achievement Action Plan Update

Regular Board Meeting

June 17, 2026

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

This report updates Trustees on the continued evolution and implementation of Limestone's Math Achievement Action Plan. The plan is aligned with the LDSB Strategic Plan goal of improving math learning and achievement for every student and improving student well-being/sense of belonging/engagement in class time, and time focused on learning.

Actions in the LDSB Math Achievement Action Plan help to advance the following high-leverage strategies from the LDSB Strategic Plan:

- Create positive cultures that support student engagement and well-being in service of student learning and achievement;
- Increase educator ability to foster growth in student learning and achievement; and
- Support the capacity of administrators and school teams to analyze and interpret data as guidance for implementing impactful student achievement plans.

Background

A Math Achievement Action Plan (working version) was developed in fall 2023 based on requirements provided by the Ministry. The rationale for the LDSB Math Achievement Action Plan was shared, along with a vision for equity and excellence in all mathematics classrooms, and expectations for high levels of learning and achievement for every student, in every classroom, in every school. The Math Achievement Action Plan was endorsed by the Director of Education and the Board of Trustees in November 2023. The blueprint outlined the board's concrete, visible, and measurable strategies as well as key performance indicators (KPIs) under the following areas of focus:

- Fidelity of the Math Curriculum
- Ongoing learning of Math Content Knowledge for Teaching

- Knowing the Math Learner and ensuring mathematical tasks, interventions, and supports are relevant and responsive
- Measurable Results: Improvements in Math Achievement

The Math Achievement Action Plan is updated annually, and resources and supports are allocated in response to system needs, informed by quantitative and qualitative data from each school's Student Achievement Plan, school visits, and KPIs.

PROVINCIAL METRICS

In addition to local KPIs, the province also monitors the following metrics:

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

Current Status

Satellite Data are high-level indicators that we are making progress towards our goal of improving math learning and achievement for every student.

The metrics below represent an overview of EQAO data we shared in January and correspond with one of the Three Priority Areas in the Provincial Student Achievement Plan: Learning Outcomes in Core Academic Skills and are specific to the area of math.

Student Achievement Plan	LDSB Baseline Data (2022-23)	Provincial Baseline Average (2022-23)	LDSB Results (2023-24)	Provincial Results (2023-24)	LDSB Results (2024-25)	Provincial Results (2024-25)
Increase Grade 3 EQAO math results so that they are above the provincial average by the Fall of 2029.	**43%**	60%	**57%**	61%	**64.5%**	63.6%
Increase Grade 6 EQAO math results so that they are	**37%**	50%	**40%**	50%	**51.3%**	51.4%

above the provincial average by the fall of 2029.						
Increase Grade 9 EQAO math results so that they are above the provincial average by the fall of 2029.	**51%**	54%	**49%**	54%	**55.1%**	57.8%

Since the last update in March 2026:

- We hosted a successful Ministry of Education Mathematics Visit on May 9 and 10, visiting 11 schools to see students engaged in math learning in Grades 3, 6, 9 with positive feedback;
- Strategic planning sessions with other board Math Leads and teams from across the province;
- Itinerant and School-Based Math Facilitators, and Learning Partners have been supporting educators in schools in gathering content diagnostic data to plan for meaningful math learning and assist in closing achievement gaps through the use of short cycles;
- School-Based Math Facilitators and Learning Partners also continue to support math-related professional learning sessions for educators at staff meetings, “lunch and learns,” and Professional Activity Days;
- Weekly meetings and capacity building with School Math Facilitators and ongoing learning and support for Learning Partners about the Math Achievement Action Plan strategies;
- Additional provincial webinars were held to strengthen mathematics content knowledge for Math Action Teams and Ontario educators in Grades 3, 6, and 9;
- Grade 9 Math Teams engaged in collaborative data analysis and preparation in advance of the Grade 9 EQAO assessment in a joint professional learning session with the LDSB Math Team and EQAO Outreach Team;
- 13 LDSB educators completed a Primary-Junior Additional Qualification course in partnership with Queen’s University, led by the LDSB Math Team;
- Professional learning focus on fluency tasks and supporting the use of concrete and visual representations for students;
- 11 educators attended the Ontario Association of Mathematics Educators (OAME) professional learning conference and are bringing that learning back to the system; six educators presented their learning and work in Limestone to provincial colleagues;
- Professional learning for Student Support Teachers (SSTs) on how to support targeted fluency learning, classroom fluency learning, and progress monitoring in math for students with special

education needs;

- LDSB Math Team involvement in provincial ad-hoc committee supporting math resource development for Kindergarten educators;
- Professional learning sessions were held for Early Childhood Educators in supporting early mathematics development in Kindergarten in preparation for implementation of the new curriculum for the 2026-27 school year;
- Some elementary schools have had access to targeted math tutoring support for Grades 3 and 6 students currently achieving below the provincial standard, closing gaps in preparation for the Primary and Junior EQAO assessments;
- Some tutoring is also being provided to support students in Grade 9 math in select schools;
- School Leadership Teams continue to learn how to use achievement and indicator data at their school to provide responsive supports for students and staff in the core academic skills;
- Regular sharing of resources to support learning through school and central communications;
- Continued learning with the use of digital math tools: MathUP, Knowledgehook and Magma Math that support students' development of intended curricular outcomes and support educator capacity in knowing mathematics for teaching; and,
- More schools engaged in curriculum nights and Welcome to Kindergarten events that highlight mathematics and activities that families can engage in at home to support early math development.

The LDSB Math Team remains engaged with the Provincial Math Team, collaborates with other boards, and continues to develop resources to support educators and students. It has also facilitated a variety of in-person and virtual professional learning sessions for educators and administrators. School administrators are in the process of reporting a variety of qualitative and quantitative data as part of monitoring their Student Achievement Plans. Various data from these reports will be used as part of the final report to the Ministry. Further metrics will be shared in the Board Meeting.

Next Steps and Communication Plan

- Host and facilitate an East Region collaborative reflection and planning session with Math Teams from other school boards, and representatives from the Ministry Math Team and EQAO on June 12, 2026;
- LDSB Math Team will provide staff training and learning materials for the math portion of the LDSB Summer Literacy and Math Program;
- LDSB Math Team will be supporting aspiring educators at the Technological Education Multi-Session Program (TEMS) this summer at Queen's University;

- Share the final report on the 2025-26 LDSB Math Achievement Action Plan with the Provincial Math Action Team in mid-July;
- Revise and provide additional system communication and support related to the LDSB Instructional Progression of Mathematics in fall 2026;
- Continue updates to the broadly accessed 5-day fluency plans and gap-closing resources to support math teachers K-9;
- Update monthly Family Math Newsletters for 2026-27;
- Update Family Math Kits used by schools to facilitate Family Math Nights so these opportunities can continue in 2026-27;
- Reviewing the "Early Number Quantity and Counting Diagnostic" to ensure alignment with new Kindergarten curriculum;
- The LDSB Math Team will continue to work collaboratively with EQAO researchers to deepen understanding of the relationship between student confidence and achievement in Grade 9 math; and,
- The LDSB Math Team will continue to gather, analyze, and use a range of data to ensure the Math Achievement Action Plan remains responsive to the needs of students, educators, administrators, and families, with the goal of improving mathematics outcomes for all students.

Recommendations

That this report be received for information and endorsement.

Prepared by:
Steve Hedderson, Associate Superintendent of People, Strategy, Engagement, and Curriculum and Program Services: Math and FSL

Reviewed by:
Krishna Burra, Chief Executive Officer/Director of Education

Limestone DISTRICT SCHOOL BOARD

Our Intention: To make a positive difference in the lives of every student, in every classroom, in every school.

Indigenous Education Committee (IEC) Meeting Minutes

March 26, 2026

Public Meeting

Roll Call:

Trustees:	**Members:**
J. Maracle G. Elliott	**Present:** Crystal Loft (Mohawk Traditional Knowledge Keepers from Tyendinaga) Mandy Smart (Mohawk Traditional Knowledge Keepers from Tyendinaga) Alison Billings (Parent/Caregiver Representative) Rena Petrick (Parent/Caregiver Representative) Liz Coates (Kingston Frontenac Public Library) Scot Gillam (LDSB – Superintendent) Tasha Wallace (Parent/Caregiver Representative) Martha Duncan (LDSB – Elementary Principal – Fairfield Elementary School) Michelle Nyamekye (LDSB – River Teacher) Taylor Arndt (KNCLN – River Program) Lindsay Morcom (Queen's & Ardoch First Nation) Tyler Brinklow (FNMI Consultant and Grad Coach) Jessi DiRocco (LDSB – Elementary Indigenous Reengagement Teacher) Liv Rondeau (LDSB – Vice Principal of Indigenous Education) Amber Bryant-Peller (City of Kingston) Laura Callow (Providence Care)

Trustees:	Members:
R. Hutcheon	**Regrets:** Rachel Kolosov (LDSB Indigenous Student Trustee) Bond Strand (LDSB – Elementary Teacher – Bridge Program) Brandon Maracle (Kingston Native Centre and Languages Nest) Cristina Warner (HomeBase Housing) Jayme Blondin (Sexual Assault Centre – Kingston) Kristen Lemay (Kingston Frontenac Public Library) Mary-Jane Vincent (LDSB – Indigenous Support Worker) Willow Prue (LDSB – Indigenous Student Support Counselor) Sandy Maracle (Mohawks of the Bay of Quinte) Patty Brinklow (Mohawks of the Bay of Quinte) Lorrie Larock (Youth Wellness Hubs of Ontario – One Roof) Lindsay Rogers (Highland Waters Métis Council) Géorgie Gagné Mel Urquhart (Youth Diversion) Shannon Tyner (LDSB – Secondary Principal – Ernestown Secondary School) Danka Brewer (Shabot Obaadjiwan Omaamiiwininii Community) Gillianne Mundell (Elementary Land Based Indigenous Education Teacher) Kaycie Brant (Parent/Caregiver Representative) Deb St. Amant (Queen's University & Grandmother's Council, LDSB Cultural Advisor)

1. WELCOME

Crystal Loft and Mandy Smart (Mohawk Traditional Knowledge Keepers from Tyendinaga) opened the meeting. Members who had not completed their commitment string were able to do so from 5:30-6 pm with Crystal and Mandy.

2. INTRODUCTIONS

Introductions were made around the circle.

3. ADOPTION OF THE AGENDA

MOVED BY: Consensus of IEC that the March 26, 2026, agenda be approved. Carried.

4. APPROVAL OF THE FEBRUARY 10, 2026, IEC MINUTES

MOVED BY: Consensus of IEC that the Minutes from February 10, 2026, be approved. Carried.

5. TEAM UPDATES

Vice Principal Rondeau shared the following updates:

- Chad Solomon, a puppeteer from Henvey Inlet First Nation, visited six schools recently.
- Monique Gray Smith delivered a community lecture (approximately 100 attendees), and 100 students participated in a workshop with her.
- Professional development sessions were led for history teachers with Marie Wilson and Stephen Kakfwi.
- A third professional development session for TRC Leads was held, focusing on land acknowledgements, land-based learning, and art, alongside Dianne Sedore McCoy and Gail Brant Terry.
- The Indigenous Student Leadership Circle, along with Indigenous students across the Board, participated in the 2026–2027 Indigenous Student Trustee election.
- Secondary Indigenous students travelled to Montreal to visit the extraordinary *Kent Monkman: History Is Painted by the Victors* at the Montreal Museum of Fine Arts.
- Tyler Brinklow shared information on rabbit harvesting and cooking at KSS, along with ongoing college and university collaboration supporting Indigenous students in Grades 9–12.

6. TERMS OF REFERENCE APPENDICES – CODE OF CONDUCT

- The draft Code of Conduct was further discussed in circle. Minor edits (e.g., spelling) were identified, and discussion focused on the section regarding repeated or egregious breaches of the Code. It was confirmed that any recommendations in this section should reflect the voice of the circle, rather than the Co-Facilitators. One bullet was also significantly revised to read “undertake counselling,” without additional direction.
- Updates to this section, along with the final version of the Code of Conduct, will be shared prior to the May meeting for final circle approval.
- Follow-up discussion occurred regarding Terms of Reference Item 4.0 – Meetings. The two caregiver representatives were contacted and expressed appreciation for participating in the circle; however, they are unable to continue. The group discussed the resulting vacancies, reviewed options to fill them, and reached consensus to revisit previous expressions of interest,

rank remaining candidates, and select new members for September, ensuring a transparent and inclusive process. This process will take place at the May 2026 meeting. LDSB staff did not participate in this decision.

7. BAP 2025-2026 and Budget 2026-2027

- Vice Principal Rondeau provided an update on the BAP meeting with James Groat, the Ministry Lead for Indigenous Education. Liv reported that James recognized many of our initiatives as innovative and truly deepening an understanding and embedding of Indigenous Education.
- Superintendent Scot Gillam and Vice Principal Rondeau discussed the anticipated surplus in Indigenous education funding, the cautious approach to spending, and the expansion of professional development, particularly for Truth and Reconciliation Teacher leads, with plans to present detailed budget breakdowns in May and September.

8. COMMITTEE MEMBER UPDATES

- Liz Coates (Kingston Frontenac Public Library) announced the opening of the Isabel Turner Branch in June, featuring a new art installation and outreach to students from Alderville First Nation, including providing library cards and organizing visits.
- Laura Callow (Providence Care) shared plans for Pride events and Two-Spirit awareness initiatives, including partnerships with the Friendship Centre, and encouraged the use of personalized land acknowledgements following training.
- Michelle Nyamekye and Taylor Arndt (River Program) reported that River students are participating in dual credit courses, placements, and skilled trades competitions, including one student's acceptance to St. Lawrence College.
- Lindsay Morcom (Queen's University and Ardoch First Nation) announced the World Indigenous Studies and Education Master's program at Queen's, inviting applications and contributions to a publication reflecting on ten years since the TRC report.
- Alison Billings (Parent/Caregiver Representative) shared that the MNO is supporting a workshop with Shelley Moore on The Evolution of Inclusion on May 14, 2026. The link will be re-circulated.

9. NEXT MEETING DATE

- Tuesday, May 26, 2026

10. CLOSING

Crystal Loft and Mandy Smart (Mohawk Traditional Knowledge Keepers from Tyendinaga) closed the meeting.

SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES
April 22, 2026

Public Meeting

Roll Call:

Trustees:	Members:
T. Lloyd K. McGregor	Present: A. Martin, Member-at-Large (Queen's University) Z. Rogers, Community Living Kingston E. Clow, Member-at-Large B. Sheahan, Epilepsy South Eastern Ontario J. Barker, Lennox & Addington Resources for Children H. Clark, Autism Ontario Regrets: G. Eaton-Smith, Learning Disabilities Association of Kingston K. Hill, Member-at-Large L. Clouthier, Easter Seals Ontario
Invitees:	Staff:
	Present: S. Gillam, Superintendent of Education, Learning for All 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
Recorder:	Guests:
J. Senior, Administrative Assistant	S. Jurkowski, Principal J. Cumming, Speech and Language Pathologist H. Dean, Speech and Language Pathologist J. Burrows, Student Support Counsellor C. Bouchie, Student Support Counsellor

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: Trustee Tiffany Lloyd 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 Erin Clow that the March 25, 2026, Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

None at this time.

6. EDUCATION SERVICES UPDATE

6.1 Closing the Gaps-Math Modifications – Principal Susanna Jurkowski presented system-level work focused on gap-closing supports for students with modified IEPs in Math. District data from September 2022 to September 2024 was reviewed, indicating that the number of Math modifications in the Limestone District School Board remains high compared to provincial context, despite some recent decreases.

Use of Modifications and Monitoring of Progress

It was noted that most Math modifications are intended to be temporary. Data showed that some students working at Level 2 and Level 3 continue to receive modified programming, highlighting the importance of consistent monitoring and timely decision-making when students achieve modified goals, including whether modifications should be adjusted or removed.

Importance of Math Pathways

A sense of urgency was emphasized regarding the long-term impact of Math pathways on student success. Research was shared indicating that limited access to senior secondary Math courses significantly reduces students' post-secondary options, reinforcing the need for early and consistent gap-closing practices.

District Math Support Document – Purpose and Goals

Staff shared a collaboratively developed district Math support document, created by Special Education and Program teams, to guide consistent practice across the system. The purpose of the document is to:

- Support students in working toward grade-level expectations wherever possible.
- Maintain future academic pathways, especially into secondary school.
- Create consistency in modified IEP processes.
- Clarify when and how modifications should be added or removed.
- Support clear communication with families.

Feedback, Resources, and Implementation

Feedback from School Support Teams revealed questions and inconsistencies related to Math modifications, which informed the development of a Math Modifications FAQ document. Staff also shared a range of centralized gap-closing Math resources and instructional strategies. Implementation to date has included sharing this work at Administrator and Operations meetings.

Next Steps

Next steps include targeted Math professional learning for School Support Teams, increased focus on students with Math modifications during school visits, regular review of Math data at school-based team meetings, and continued collaboration between departments to support student achievement.

6.2 Sharing about Exceptionalities – Jen Cumming, Speech and Language Pathologist (SLP) and Hannah Dean, Communicative Disorder Assistant (CDA) shared a presentation outlining the role and delivery of Speech and Language Services within the board. It was explained that services are provided by speech-language pathologists and communicative disorder assistants, with teams typically supporting multiple schools and prioritizing students in Junior Kindergarten to Grade 3.

Access to Services and Identification

It was noted that no formal diagnosis or Ministry identification is required for students to access speech and language services. The team is often among the first educational services involved with students and families, particularly when there has been no prior connection with community agencies or health-care providers. While some students may later receive formal diagnoses or identifications (e.g., autism, speech or language impairment, intellectual–developmental disability), these are not prerequisites for service.

Areas of Service and Intervention

The presentation outlined three core areas of support:

- Speech (e.g., articulation, fluency, voice)
- Oral language (receptive and expressive language)
- Complex communication, including support for minimally speaking or non-speaking students through augmentative and alternative communication (AAC)

It was noted that referrals are encouraged for minimally speaking students, as early intervention focuses on foundational communication skills such as joint attention, turn-taking, and engagement.

Service Delivery and Capacity Building

In addition to assessment and intervention, the team provides Tier 1 whole-class programming, small-group learning opportunities, educator and educational assistant capacity-building, and collaboration with community partners. A classroom-based learning visit focused on understanding multiple forms of communication and AAC was described, along with anonymized case examples illustrating referral pathways, intervention models, and increasing student communication and participation over time.

Student Support Pathways and Community Collaboration

Anonymized case examples were shared to demonstrate how students with speech delays, oral-language needs, and complex communication profiles are supported through screening, assessment, targeted intervention, and collaboration with community agencies when appropriate.

6.3 Stop Now and Plan (SNAP) for Schools – Wendy Fisher, Educational Services and Safe Schools Lead, and Julie Burrows and Chelsea Bouchie, Student Support Counsellors shared a presentation on SNAP for Schools, an evidence-based program designed to support self-regulation, emotional awareness, and problem-solving skills in students aged 6–11. The program is grounded in cognitive behavioural therapy principles and teaches students to pause and think before acting by understanding the connection between thoughts, feelings, and behaviours.

The presentation highlighted the importance of early intervention and prevention, noting that the development of self-regulation skills can reduce later risks associated with behaviour challenges, peer conflict, aggression, and risk-taking behaviours. Research associated with SNAP indicates improvements in classroom behaviour, student engagement, and social interactions within and beyond program settings.

Curriculum Alignment and Core Skills

SNAP for Schools aligns with the Ontario Health and Physical Education curriculum, where social-emotional learning (SEL) is embedded across grades. Shared areas of focus include emotion identification and management, stress management and coping, self-awareness, healthy relationships, and problem-solving.

The program supports students in:

- Recognizing emotions, body cues, and thoughts
- Using structured strategies to respond to challenging situations
- Practicing self-control and problem-solving in real-life school contexts

Service Delivery and Collaboration

The presentation outlined how Student Support Counsellors implement SNAP in collaboration with classroom teachers to ensure consistent language and reinforcement of skills across classrooms and school environments. Supports focus on skill development rather than behaviour management alone and emphasize consistency, repetition, and shared responsibility for student learning.

It was noted that SNAP is currently being implemented in elementary schools across the district, with educators participating in pre- and post-data collection to support future analysis of program impact.

Program Structure and Skill Development

SNAP sessions follow a consistent and predictable structure that includes check-ins, review of previous learning, introduction of new skills, discussion of common school scenarios, role-play practice, reflection, and calming activities before returning to class. The structured format supports student engagement, safety, and readiness to apply skills.

An overview of the SNAP session sequence was provided, addressing topics such as body cues, managing emotions, challenging unhelpful thoughts, joining in with peers, responding to peer pressure, problem-solving, and dealing with bullying. The use of learning logs, visual tools, and repeated practice was highlighted as central to building and reinforcing skills.

Application Beyond the Classroom

Examples were shared illustrating how students have applied SNAP strategies in classrooms, on the playground, at home, during sports, and in the community. Students were described as recognizing SNAP strategies in themselves and others, supporting peer problem-solving and appropriate self-regulation beyond formal program sessions.

6.3 Special Education Plan – Consultation Plan – Superintendent Scot Gillam shared that in accordance with Regulation 306, the Board (LDSB) is required to maintain a Special Education Plan that provides a high-level overview of special education programs, services, and organizational structures. This plan is distinct from the more detailed monitoring and operational updates regularly presented to the committee and is typically updated in early summer for posting on the Board website each September.

The Ministry of Education recently identified that the Board's Special Education Plan did not clearly outline a formal consultation process or opportunities for ongoing public feedback, as required under the regulation. While the Board has conducted multiple reviews and consultations related to special education, this consultation process was not explicitly documented within the plan.

To address this requirement, steps are underway to implement a formal consultation mechanism. A Special Education feedback form will be added to the Board website alongside the Special Education Plan, allowing members of the public to provide input. The form will include guidance directing school-specific concerns to schools as a first point of contact, while also allowing for broader feedback related to the Special Education Plan.

It was noted that this information will be brought forward for inclusion in the committee's May minutes, shared with the Ministry, and incorporated into the Special Education Plan. Moving forward, an annual summary of feedback received, and general themes will be reported to the committee each September, aligning the process with established practices used for accessibility planning.

7. CORRESPONDENCE

7.1 Kawartha Pine Ridge District School Board – Letter to Minister of Education regarding the impact of Bill 33, Supporting Children and Students Act 2025 and its potential impact on school boards, dated March 3, 2026. Provided for information in the Agenda Package.

7.2 Thames Valley District School Board – Letter to Minister of Education regarding Removal of Trustees in School Boards under Provincially Appointed Supervisors, dated March 31, 2026. Provided for information in the Agenda Package.

7.3 Huron-Superior Catholic District School Board – Letter to Minister of Education regarding Removal of Trustees in School Boards under Provincially Appointed Supervisors, dated April 2, 2026. Provided for information in the Agenda Package.

7.4 Hastings and Price Edward District School Board – Letter to Minister of Education regarding Removal of Trustees in School Boards under Provincially Appointed Supervisors, dated April 13, 2026. Provided for information in the Agenda Package.

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

May 27, 2026 – Tri-Board SEAC Meeting to be held at Algonquin and Lakeshore Catholic District School Board, 151 Dairy Avenue, Napanee. Information to follow.

11. ADJOURNMENT

MOVED BY: Member-at-Large Erin Clow that the meeting adjourn. Carried.

The meeting was adjourned at 6:55 pm.

Limestone DISTRICT SCHOOL BOARD

Our Intention: To make a positive difference in the lives of every student, in every classroom, in every school.

SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES
May 27, 2026

Public Meeting

Roll Call:

Trustees:	Members:
T. Lloyd K. McGregor	Present: A. Martin, Member-at-Large (Queen's University) Z. Rogers, Community Living Kingston Regrets: G. Eaton-Smith, Learning Disabilities Association of Kingston K. Hill, Member-at-Large L. Clouthier, Easter Seals Ontario E. Clow, Member-at-Large J. Barker, Lennox & Addington Resources for Children H. Clark, Autism Ontario
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 D. Thompson, Principal of Educational Services M. Blackburn, Associate Superintendent of Education
Recorder:	Guests:
J. Senior, Administrative Assistant	R. Barrett, Adolescent Care Worker, NDSS Student - NDSS

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: Trustee Tiffany Lloyd 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 April 22, 2026, Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

None at this time.

6. EDUCATION SERVICES UPDATE

6.1 Student Mental Health Supports- NDSS – Adolescent Child Care Worker, Ricki Barrett, from NDSS, along with an NDSS student, shared a presentation on Jack.org student initiatives. The student-led group focuses on reducing the stigma around mental health through monthly themed activities, including bulletin boards, school-wide announcements, and interactive events. Initiatives throughout the year included partnerships with Public Health and community organizations, wellness workshops, and activities to support students with exam stress and overall well-being. The group also organized Mental Health Week activities and continues to plan future initiatives. Ongoing goals include increasing student engagement, expanding partnerships, and promoting mental health awareness within the school community.

7. CORRESPONDENCE

7.1 Waterloo Region District School Board – Letter to Minister of Education regarding Provincial Proposal to Replace Trustees with Provincially Appointed Supervisors, dated April 27, 2026. Provided for information in the Agenda Package.

7.2 Waterloo Region District School Board – Letter to Minister of Education regarding Support for Funding Priorities for Students with Special Education and Mental Health Needs, dated April 27, 2026. Provided for information in the Agenda Package.

7.3 Waterloo Region District School Board – Letter to Minister of Education regarding concerns being raised by other boards across Ontario regarding the current state of special education funding and the protection of student rights under the Ontario Human Rights Code, dated April 27, 2026. Provided for information in the Agenda Package.

7.4 Upper Grand District School Board – Letter to Minister of Education regarding Funding Support for Students with Special Education and Mental Health Nees, dated May 13, 2026. Provided for information in the Agenda Package.

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.

9.2 Parent Concern - Rideau Public School – It was reported that a parent from Rideau Public School contacted Trustee Karen McGregor and Member-at-Large Andrea Martin regarding concerns about the level of support for their child. This information was shared with Associate Superintendents Michael Blackburn and Stephanie Sartor, as well as Principal Deborah Thompson, who are currently addressing the matter.

10. NEXT MEETING DATE

June 10, 2026

11. ADJOURNMENT

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

The meeting was adjourned at 5:45 pm to begin the Tri-Board SEAC Meeting.