

Agenda – Parent Involvement Committee

Thursday, February 5, 2026- 6:00 p.m.

Limestone Education Centre

220 Portsmouth Avenue, Kingston, Ontario

Virtual Link: [Link to Live Event](#)

Public Meeting – 6:00 p.m.

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 culture and celebrate their commitment to this land.”

1. Welcome

- Call to order
- Land acknowledgement
- Attendance/Regrets
- Declaration of conflict of interest
- Review of meeting norms

2. Adoption of the Agenda

3. Approval of Previous Minutes

- PIC Meeting – November 13, 2025

4. Presentations

- Family Engagement Climate Survey – L. Gillam/E. Lambert

5. Business Arising from Previous Meeting

- 5.1 PIC correspondence about parent involvement on subcommittees
- 5.2 PIC correspondence regarding Trustee role
- 5.3 PIC Community Representative position vacancy
- 5.4 PIC Guest Speakers
- 5.5 PRO library document

Limestone District School Board

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

6. PIC Co-Chair Report

7. Board and Trustee Updates

8.1 Superintendent/Director Update

8.2 Trustee Update

8. Community Member Updates

9.1 South East Health Unit – P. Bearse

9.2 Keys - Z. Mnyetto

9. Working Group and Subcommittee Updates

9.1 PRO funding subcommittee

9.2 Neurodiversity planning subcommittee

9.3 2SLGBTQIA+ Focus Group

10. New Business

- BASP Correspondence

11. Collaboration/Questions/Open Floor

12. Next Meeting Date

Thursday, April 9, 2026 at 6 p.m.

13. Adjournment

Limestone District School Board

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

See Yourself in Limestone

Parent Involvement Committee Meeting Minutes – November 13, 2025

Public Meeting

Roll Call:

Trustees:	Staff:
B. Godkin R. Hutcheon (regrets)	A. McDonnell, Superintendent S. Gillam, Superintendent P. Gollogly, Assoc. Superintendent L. Gillam, Research Analyst
Invitees:	Recorder and Producer:
V. Venditti, Co-Chair M. Redmond, Bayridge PS and BSS H. Somerville, Calvin Park PS K. McCuen, Central PS S. Patrick, Clarendon PS M. Rickey, EVS J. Avery, Fairfield ES M. Foster, J.R. Henderson/FSS/Module de l'Acadie S. Bradley, Joyceville PS C. Scales, KSS M. Hudson, LCVI M. Valente, LISS C. Bird, Module Vanier A. Ewart, Molly Brant ES E. Wilkinson, Odessa PS S. Gratto, Storrington PS J. Clayton, W.J. Holsgrove PS C. Bevens-Leblanc, 2SLGBTQIA+ Focus Group (regrets) Z. Mnyetto, KEYS P. Bearse, Southeast Health Unit (regrets)	E. Smith, Administrative Assistant M. Christopher, IT

1. Welcome

- Co-Chair Venditti called the meeting to order.
- Co-Chair Venditti shared a personalised land acknowledgement with the group.
- Attendance/Regrets: P. Bearse, and C. Bevens-Leblanc sent regrets.
- Declarations of conflict of interest: S. Bradley declared possible conflict in connection with the presentation on Before and After Care.

Limestone District School Board

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

- Co-Chair Venditti reviewed meeting norms.

Housekeeping items: All attendees must sign in with name, role, and school (or organization for community members). When speaking, identify yourself by name, school, and role for accurate record keeping.

Engagement and conduct: Maintain respectful and professional behavior during discussions. Allow speakers to present without interruption; encourage constructive and courteous dialogue. PIC and the Board are allies working collaboratively for students and the school community. Keep discussions community-focused, avoiding personal stories. Stay on topic; changes in agenda template were made to help maintain focus and respect everyone's time.

New Topics and Motions: Only appointed PIC representatives may bring forward new topics or motions. Items should be submitted via email to PIC Co-Chairs or during agenda call-outs before meetings. Time-sensitive items may be requested for addition on the day, subject to group approval.

Guest Participation: Guests may observe and ask follow-up questions on presented topics. Guests cannot introduce new items; they must email PIC Co-Chairs or go through their school PIC Rep.

Quorum and Voting: Decisions require quorum; voting privileges are limited to PIC representatives. Voting items will be announced in advance to ensure participation.

Conflicts of Interest: Disclose any potential or perceived conflicts for notes.

Goal: Create a meeting environment that is respectful, transparent, and productive for all participants.

2. ADOPTION OF THE AGENDA

2.1 Adopted.

3. APPROVAL OF MINUTES

3.1 PIC Meeting Minutes from October 23, 2025, approved.

4. Presentations

- Land Acknowledgement Training - Superintendent Gillam provided an in-depth presentation to PIC members on the purpose, delivery, and customization of land acknowledgements within the Limestone District School Board, emphasizing the importance of genuine reflection, relationship-building, and actionable steps toward reconciliation. Supt. Gillam informed that the Indigenous team is available to support School Councils and provide presentations on land acknowledgements and land-based teachings. Supt. Gillam highlighted the availability of resources such as the First Nations and Treaty map of Ontario and offered to assist with obtaining materials or arranging presentations. In response to questions raised by PIC Representatives, Supt. Gillam confirmed that the Indigenous team provides presentations for students and can supply resources for families to support discussions at home. He noted that requests for such resources can be made through school contacts.
- Before and After School Program (BASP) - A comprehensive review of the Limestone District School Board's BASP, completed in Spring 2025, to determine the needs of LDSB families, was presented by Superintendent McDonnell and Research Analyst Laura Gillam. The scope of the review involved an assessment of the current and anticipated needs for BASP spaces in schools across the district, with a

Limestone District School Board

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

focus on equity, viability, and enrolment. The presentation included detailed survey findings, gaps in access to BASP spaces, challenges with staffing shortages, and next steps, with active discussion and questions from participants regarding enrolment, funding, and program models. The survey received 1,910 responses, primarily from families in the City of Kingston and Frontenac County, and captured both current users and those unable to access programs. Findings revealed a shortfall in available before and after school program spaces, with 1,658 additional spots needed in the previous year (2024/25) and 2,567 total anticipated spaces for the current year (2025/26). Based on survey responses from LDSB families, 24% of students in K-6 required BASP for 2025/26, only 13% of the K-6 student population could be accommodated based on licensed capacity, and just 8% based on current capacity and staffing levels, leaving a substantial unmet need. The highest numbers in identified need for BASP spaces were for students in Kindergarten, and lowest for students in grades 5 and 6. Key barriers to closing the gap in access to BASP spaces identified through family survey third-party provider feedback included insufficient program spots, staffing shortages (particularly in rural areas), and limited support for students with special education needs. The shortage of qualified staff, especially ECEs, was highlighted as a major constraint, with salary and split shifts contributing to recruitment and retention challenges.

The Board has implemented strategies such as promoting job postings to qualified staff, facilitating connections between third-party providers and employees (e.g., EAs/ECEs), and partnering with Tri Board Transportation to provide courtesy busing, where possible. A committee consisting of LDSB and BASP Third Party Providers servicing LDSB schools, meets regularly to address operational challenges.

Next steps include reviewing additional data sources, mapping community resources, considering the prioritization of BASP Extended Day (JK/SK) Programs in LDSB schools, and considering the expansion of authorized recreation programs. The board is investigating the feasibility of piloting an in-house before and after school program, similar to models in other Ontario boards, which would require further consultation.

Participants asked about program timing, survey costs, enrollment processes, funding, and the distinction between for-profit and not-for-profit providers. The board clarified that fees are paid directly to third-party providers, and that the board does not collect fees or receive direct funding for these programs.

5. ELECTIONS AND ROLE CONFIRMATIONS

5.1 Election

- Nomination for PIC Co-Chair was received and accepted. Co-Chair Venditti welcomed Jamie Clayton, PIC Rep. W.J. Holsgrove PS.

6. Business Arising from Previous Meeting

- The next meeting date for the 2SLGBTQIA+ Focus Group was set for November 18 at 7pm, with promotion conducted via Facebook and council networks. The group is working to increase awareness and participation and is considering feedback on messaging and outreach strategies.

Limestone District School Board

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

Clarification was provided that the group is primarily intended for parents, caregivers, and families of 2SLGBTQIA+ students, but is also open to allies and community members who share the goal of making schools welcoming and safe. The group aims to balance inclusivity with ensuring that impacted families have a central voice. The group maintains a process for RSVPs to help protect the space and ensure participants' safety and comfort.

- Bylaws are officially signed and available on the Board's website.
- A member noted heavy reliance on Facebook for updates and shared that they don't check Facebook frequently. The existence of two Facebook groups is causing confusion, and they asked why more communication is not sent by email. Co-Chair Venditti clarified that there are two Facebook presences:
 - Closed group: Intended for collaboration among PIC representatives and School Council Chairs—to enable easier access to one another and build connection across the board.
 - Public Facebook page: Being used increasingly to share informational and transparent updates about PIC and ongoing work, reflecting feedback received last year.

Email remains part of the mix, but it can be challenging to balance while also accommodating people who do not use social media. Question was asked which Facebook group contains 2SLGBTQ+ information; the response indicated that the advertisement for this meeting was posted on the public Facebook page.

- At the last meeting, the review of PIC Rep. Rules was deferred. After further consideration and awareness of upcoming priorities, the decision was made not to include this as a presentation in today's agenda. Instead, the plan is to redevelop the content into a resource that will be distributed to all members. Resource is currently being developed; details on format and presentation method are still being finalized. Members are advised to stay tuned for updates.
- Parent representation on committees – Co-Chair Venditti reiterated they intended to follow up with the Director but, due to the short turnaround between meetings, this has not occurred yet. An email to Director Burra will be sent the next week.
- Correspondence on future state of Trustee roles - The correspondence letter is in draft; it has been shared with PIC Rep. Bradley and Bevens-Leblanc for editing. Template letter for School Councils is also being finalized and will be shared after the weekend.
- Third Community seat for PIC (bylaws allow up to three) - Options discussed included One Roof and the Kingston Native Centre Language Nest; no additional suggestions were received by email. It was proposed, if attendees agree, to conduct an electronic poll by email to confirm whether to send invitations to these organizations. There were no objections. Co-Chair Venditti will send an email to this effect.
- Co-Chair Venditti acknowledged that the opportunity to vote on guest speakers, which was mentioned in the previous meeting, was not included in the recap email as intended. Apology offered for the oversight; the item will be included this time.
- Co-Chair Venditti completed the PRO initiative library, which was shared via public Facebook page, but it will be included in the meeting recap email as well.

7. Chair's Report

Limestone District School Board

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

- Co-Chair Venditti confirmed PRO funding of \$31,000 and an additional \$8,492 for PIC engagement. Discussion focused on how these funds can be used for guest speakers, events, and community engagement, with flexibility to support various initiatives. Participants discussed ways to improve the impact of PRO grants by encouraging collaboration between schools, sharing resources, and opening events to the broader community. Examples of successful partnerships and strategies for connecting councils were shared.
- Email was received from Maltby Centre Kingston regarding video vault; it appears to be a lot of developmental resources and neurodiversity resources. Co-Chair Venditti will share the information with the meeting recap.
- Student Census report was provided at the last meeting by Assoc. Superintendent Gollogly.
- Chair Workshop took place. Internet connectivity prevented sharing of the recording. It will be updated/redone and shared with all Chairs and Representatives once compiled. Slides will be sent if a new recording cannot be completed soon. Aim is to capture key engagement and insights from the session, as there are not reflected in the slides alone.
- PIC Representative identification – out of 58 schools, 33 schools Principals responded and identified designated Representatives; 12 schools identified a School Council Chair but no Representative (Chairs acting as proxy); 13 school provided no response yet. Some participants may be active without formal identification: follow with schools is planned. Specific school details will be shared in the next recap.
- Co-Chair Venditti provided clarification on quorum: current bylaws set quorum at 15% of formal reps or a minimum of 8 members, whichever is achievable. Previous quorum was 8; kept low intentionally to ensure business can be conducted given participation challenges. Discussion acknowledged difficulty in meeting higher ratios and the need for flexibility.
- Decision-making opportunities will continue to be shared via email to all Representatives, allowing those unable to attend meetings to participate.

8. Board and Trustee Updates

8.1 Superintendent/Director Update

Assoc. Superintendent Gollogly welcomed everyone. The Board had the first complete and then partial inclement weather days this week. Tri-Board Student Transportation Services (Tri-Board) works closely with their school bus companies to determine if it is safe to offer school transportation on inclement weather days.

All schools as well as the Education Centers' Flags were lowered to half-mast in honour of Remembrance Day. Ceremonies took place at our schools throughout the board on November 11, 2025.

An update on [Limestone's Student Achievement Plan is included in the most recent Board Meeting package \(pages 37 through 39\)](#) – as Director Burra indicated in his family communication, we are looking for opportunities for feedback from families and looking at feedback in regards to the goals and high impact strategies and focus on improvement, student learning and well-being. The plan outlines how the Board is working to support student success in three key areas:

Limestone District School Board

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

- Achievement in Core Academic Skills (literacy and numeracy)
- Preparation for Future Success (graduation rates, career pathways)
- Student Engagement and Well-Being

There is a link in family update where you can leave your feedback [Share your feedback with Limestone online here.](#)

PIC Director's Night is planned for Thursday, December 4, 2025, at 6pm. Information will be sent to everyone one and advertised.

A reminder has been issued regarding the upcoming PA Day, scheduled for Friday, November 14, 2025.

Tri Board Student Transportation's procedures for inclement weather were reviewed, with suggestions to improve notification methods, such as adding text alerts. The use of the Tri Board app and School Messenger was discussed as current options.

8.2 Trustee update(s)

Trustee Godkin informed that the Board approved \$500,000 in surplus funding, with \$400,000 allocated to special education staffing and \$100,000 to mathematics and IT equipment, supplementing ongoing investments in these areas. Trustee Godkin clarified that this is over and above the fact that the Board has been contributing over \$10 million into Spec. Ed, which is where their priorities have been.

Next meeting of the Board is on November 19, 2025 – Annual General Meeting. Chair and Vice-Chair will be elected for 2025/26. Trustees elect those roles annually; Trustee terms are four years.

Special Meeting is on November 24, 2025, - Trustees will confirm committee assignments. If multiple Trustees seek the same committee, a committee election will be held.

Trustee Godkin discussed briefly government intention to remove Trustee positions. Updated proposed legislation would give the Minister freehand to replace Trustees for any reason whatsoever with a public supervisor, whereas current legislation limits this power to cases of financial mismanagement.

Trustee Godkin also informed that Federal flag protocol changed this year. Schools cannot fly any other flag on the same pole as the Canadian flag. Previously, a second flag could be flown if the Canadian flag was primary. Second flagpole option: if a school wishes to add a second flagpole, the Board is willing to collaborate on location and compliance (on school property). No Board funding is currently available for second flagpoles. School Councils interested in pursuing this may initiate the conversation—please contact Patty Gollogly, Associate Superintendent, to coordinate next steps. Estimated cost for a flagpole is \$4,000 to \$5,000. The Board Facilities Department would ensure proper installation and adherence to requirements.

Co-Chair Venditti said that schools may expedite certain projects by raising funds locally rather than waiting for the Board's facilities schedule, which often operates on a queue system because of their own

Limestone District School Board

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

responsibilities. It was also noted that, while fundraising offers flexibility, it is not equitable across all schools. Some schools can easily raise \$4,000–\$5,000 for projects (e.g., flagpoles), while others might require years of fundraising to reach the same amount.

9. Community Update

9.1 Southeast Health Unit – P. Bearse sent regrets. Couple of notes were provided:

- Reminder that Grade 5 and 9 students get a free Access Pass to a variety of recreational facilities at designated times.
- Immunization of School Pupils Act – there was a media release recently from Southeast Public Health Unit, remind parents and guardians to make sure that they are uploading their children's immunization records. It is parents/guardians responsibility to upload those in the system. The Health Unit will begin their official review in the New Year.

9.2 KEYS – No update was provided.

10. PIC Subcommittee Updates

- PRO Funding Subcommittee – no applications were received during the initial review window (November 4 to 7). One application has now been received. Subcommittee members have been connected to begin the process. Communication to families will follow once plans are finalized to encourage participation.
- There were no additional suggestions that came forward about other subcommittees that people had interest in. PIC Reps. Bradley and Rickey have interest and will continue to talk about developing a subcommittee for neurodiverse families.

11. Next Meeting Date

Thursday, February 5, 2026 at 6 PM.

12. Adjournment

The meeting adjourned at 8:20 PM.

Limestone District School Board

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

IMMEDIATE REQUEST: Update board website with current committee descriptions, bylaws/TORs, info regarding opportunities for parent involvement with the same, outlining description of role, responsibilities, level of commitment, criteria, terms, processes, etc.

Board of Trustees

- Are PIC & IEC the only Board Committees that are identified as autonomous by the MOE? If so, does the Board have a policy outlining parent seats/involvement on the Board Committees that are not?
- How are Board Committee parent members selected? Is this different per committee? If different, please offer an explanation briefly describing each.
- How frequently are policies/TOR/Bylaws defining/outlining parent seats and specifics regarding the same (ie, length of terms, selection process, qualifications, etc) on Board Committees reviewed? Are these reviewed by the Board, or by each individual Committee?
- How frequently does the Board consult with the PIC to seek input on the parent seats on the Board Committees that are not identified as autonomous by the MOE?

Operations

- Please provide a list of all board committees and subcommittees that have parent seats/members
- For each parent/family seat on every board committee/subcommittee, please provide a list of current persons, the end of their terms respectively, and when the call for interest will be out for each
- For each parent/family seat position on every board committee/subcommittee, please provide a repository of the Terms of Reference or Bylaws
- For each parent/family seat position on every board committee/subcommittee, please provide the selection criteria and process used to fill upcoming seats
- For each parent/family seat position on every board committee/subcommittee, please provide the selection criteria and VACANCY procedures used to fill outside of the typical, scheduled call for members in the case of vacancies outside of the standard term

PIC Response re: Board Committees (Board Level and Operational)

Board of Trustees

- Are PIC & IEC the only Board Committees that are identified as autonomous by the MOE? If so, does the Board have a policy outlining parent seats/involvement on the Board Committees that are not?

PIC and SEAC are statutory Board Committees as outlined in legislation/regulation. While the Ministry requires the existence of IECs or IEACs, the IEC is NOT a statutory committee. For over 15 years this committee was the IEAC and the Board made it a 'board-level' committee just a few years ago. The LDSB Board of Trustees have designated the IEC as autonomous to ensure its independence as an advisory body. While the Ministry requires the existence of IECs or IEACs, it is not a mandatory board-level committee with trustee representation.

- How are Board Committee parent members selected? Is this different per committee? If different, please offer an explanation briefly describing each.

It is different depending on the committee. The IEC has their own process which is outlined in their terms of reference. ESAC specifies that a parent representative will be identified by PIC. And obviously PIC has its own bylaws indicating how members are selected/chosen. The Community Equity Advisory Committee and Technical Advisory Group (Student Census) each have their own respective terms of reference. The chart below provides more details.

- How frequently are policies/TOR/Bylaws defining/outlining parent seats and specifics regarding the same (ie, length of terms, selection process, qualifications, etc) on Board Committees reviewed? Are these reviewed by the Board, or by each individual Committee?

Some of these committees would be subject to potential legislation or regulation but otherwise each committee would have its own terms of reference outlining the process. This can be reviewed as the committee sees fit similar to the annual PIC review of the bylaws. The Board of Trustees reviews Board Policies on a regular basis, as needed, based on trustee requests and/or changes to legislation/regulation. For example, in the past few years, Board policies were adjusted to add an

Indigenous Student Trustee, an Indigenous Trustee from the Mohawks of the Bay of Quinte based on an Education agreement we are party to, and the change of the IEAC to the Board IEC. For the most part committees would adjust their terms of reference or bylaws but would have to conform with Board Policy and/or provincial legislation and/or regulation. I can speak to this in more detail given this is a bit complicated.

- How frequently does the Board consult with the PIC to seek input on the parent seats on the Board Committees that are not identified as autonomous by the MOE?

Three or four years ago, the Board did consult on more public facing policies. If the Board further adjusts some of these policies, they would be made available for consultation. That being said, as an advisory body, PIC can always make recommendations. The Board committees we are talking about that have parent representation are the IEC, PIC, and ESAC. IEC and PIC both have the ability to adjust their terms of reference/bylaws provided they conform with Board Policy and/or provincial legislation/regulation.

Operations

- Please provide a list of all board committees and subcommittees that have parent seats/members

There are two formal operational committees/subcommittees: the Community Equity Advisory Committee (CEAC) and the Technical Advisory Group for the Student Census.

- For each parent/family seat on every board committee/subcommittee, please provide a list of current persons, the end of their terms respectively, and when the call for interest will be out for each. Please see the chart below.

- For each parent/family seat position on every board committee/subcommittee, please provide a repository of the Terms of Reference or Bylaws. Please see the chart below and attached.

- For each parent/family seat position on every board committee/subcommittee, please provide the selection criteria and process used to fill upcoming seats. Please see the chart below.

- For each parent/family seat position on every board committee/subcommittee, please provide the selection criteria and VACANCY procedures used to fill outside of the typical, scheduled call for members in the case of vacancies outside of the standard term. Please see the chart below.

Committee	Current Parent Representatives	Current Term	Bylaws/Terms of Reference	Specifics regarding Vacancies or mid-term openings and selection criteria
Indigenous Education (IEC)	Rena Petrick, Tasha Wallace, Kaycie Brant, Martina Kataquapit, Nathan Cheechoo, Alison Billings	Directly from the Terms of Reference: At the May IEC Meeting, consensus of the circle will determine if there are any caregiver vacancies that need to be filled for the upcoming school year. This decision will rest solely with the circle and will involve discussions with current caregivers and the rest of the IEC membership. If vacancies do exist, an	Policy 11 and IEC Terms of Reference (Attached and Published on the website).	Directly from the Terms of Reference, If vacancies do exist, an expression of interest process will take place at the beginning of September. LDSB caregivers will be provided one week to complete an expression of interest. Successful candidates will be selected using the following criteria: <ul style="list-style-type: none"> • Caregiver to at least one Indigenous student (preference to those having more than one child) • Indigenous identity • Previous experience working with community organizations, or in community • Previous experience working or volunteering in the education field • Knowledge of Indigenous traditions • Demonstrated ability to work as team player and always demonstrate good character/professionalism • Positive attitude and ability to work with community and school board personnel

		expression of interest process will take place at the beginning of September. LDSB caregivers will be provided one week to complete an expression of interest. LDSB staff do not take part in this decision.		<p>Using the criteria above, consensus of the circle will determine which, of any, caregivers are selected to join IEC. LDSB staff will remove themselves from circle for these decisions.</p> <p>If a vacancy occurred during the school year, consensus of the circle indicated they would wait until May and follow the normal process of seeking new members in September because there are multiple parent representatives.</p>
Environmental Sustainability (ESAC)	Carissa Bird	2025-2026. One year term, renewable, but appointed by PIC each fall.	Policy 11	PIC Selected or Appointed.
Community Equity (CEAC) Not a Board Committee.	The terms of reference identifies community members not employed by LDSB. CEAC currently has 3 members who are parents of LDSB students in LDSB. This is	The term for committee members will be 2 years. All member's terms will end at the same time, regardless of start date. The term of student representatives on the committee	Terms of Reference (attached and published on the website)	Members of the CEAC will be able to offer diverse perspectives and/or lived experiences including (but not limited to) anti-Black racism, anti-Indigenous racism, anti-Semitism, Ableism/Disabilities, Homophobia, Transphobia, Islamophobia, and/or Poverty/Classism. Members are required to have a connection with the Board. Such connection can be as a current or former parent, staff, or community member who works for an organization that serves Limestone students. Staff Affinity Networks will nominate

	not a formal board committee, so we do not publish membership or minutes. The TOR does live on our website.	shall be 1 year with the possibility of a one-year extension. The current CEAC will end their term August 31, 2027. The next call for interest will occur in May 2027.		a representative to be on the CEAC. The community members and student representatives will be recruited by seeking expressions of interest. Student representatives must be entering grades 11 or 12 at the time of application. Expressions of interest will be reviewed by the Human Rights and Equity Advisor, Equity Curriculum Consultants, Superintendent of Education (Equity Portfolio), Associate Superintendent of Safe and Caring Schools and Program, and the Superintendent of Human Resources. The goal is to create a committee that is equitable, intersectional, and a fair representation of our community from the applications received. Should a vacancy occur in the middle of a term, the committee co-chairs will notify the remaining members and initiate a process to fill the position. New members are selected based on the criteria outlined in the membership selection section. To maintain the committee's effectiveness and continuity, once a new member is selected, they will receive an orientation to familiarize them with the committee's purpose, goals, and current stage of the work. Newer members' terms will end at the same time as other committee members, regardless of start date.
Technical Advisory Group (TAG) for the Student	Current parent rep has left the board. A call out for another	The term for committee members will be two years, ending	Terms of Reference (Attached and	TAG members are recruited every two years by seeking expressions of interest from LDSB students, staff, families, and community partners. The invitation for

Census. Not a Board Committee	parent rep will be occurring in the fall of 2026.	two years after the first TAG meeting of that term. All member's terms will end at the same time, regardless of start date. The current TAG will end December 31, 2026. Terms for LDSB students may be less than 2 years. All members will be given the opportunity to express interest in continuing at the end of their term. The next call for interest will occur in November 2026.	published on the website)	expressions of interest indicates that members of the TAG offer diverse perspectives and/or lived experiences, including (but not limited to) anti-Black racism, anti-Indigenous racism, anti-Semitism, ableism and/or disabilities, homophobia, transphobia, Islamophobia, geographical diversity (e.g., urban, rural), and/or poverty/classism. Experience in data collection, analysis, and/or reporting of identity-based data is strongly encouraged to support the purpose of the TAG. An understanding of the Anti-Racism Data Standards is an asset. Expressions of interest will be reviewed by the LDSB Student Census Team (Research Analysts and Superintendent of Education with Human Rights, Equity and Inclusion Portfolio). Should a vacancy occur in the middle of a term, the committee co-chairs will notify the remaining members and initiate a process to fill the position. New members are selected based on the criteria outlined in the membership selection section noted above. To maintain the committee's effectiveness and continuity, once a new member is selected, they will receive an orientation to familiarize them with the committee's purpose, goals, and current stage of the work. Newer members' terms will end at the same time as other committee members, regardless of start date.
-------------------------------	---	---	---------------------------	---

To: LDSB Parent Involvement Committee (PIC)
From: Lia De Pauw, Centennial PS PIC representative and parent of an SK and Gr. 6 student
Date: January 27, 2026
Subject: PIC advocacy to improve access and quality of before and after school care program (BASP)

Issue

Limestone elementary students – particularly kindergarten students – are experiencing a severe shortage in access to childcare. Both the School Board and the Service System Manager (SSM) for Kingston and Frontenac (i.e., the City of Kingston have contributed to this shortage of childcare through their approach to their legislated duties around childcare. PIC has an important role in speaking up on behalf of current and future JK to Gr. 6 students to ensure this situation is urgently and sustainably addressed.

Recommendations

1. PIC include among its priorities working with the School Board to meet their legislated duties to provide school aged childcare.
2. PIC communicate the following requests to School Board:
 - That the Board ensure that there is family representation on the committee(s) tasked with assessing, improving, and managing its BASP programming.
 - That the Board immediately communicate to the City of Kingston the need to ensure that the childcare service system plan include and adequately address the childcare needs of school aged children.
 - That the Board prioritize their efforts to develop sustainable solution to the shortage in high quality, affordable childcare (i.e., either sufficient licensed care to meet the need or equally qualified staff, such as would be the case with a School Board run BASP program).
 - That the Board find timely solutions to address the need in schools that face more significant access gaps.
 - That the Board postpone decisions on increasing Authorized Recreation and Skill Building Programs until the School Board has implemented a quality assurance process in place and a parent complaint mechanism for this form of unlicensed childcare.
 - That the Board ensure it meets its legislated duty to undertake an annual planning process for BASP that includes surveying parents of children who will be in JK to Gr.6 in the coming year, and make public their report to the Ministry of Education.
3. PIC review and provide formal communication to the City of Kingston on their proposed service system plan.

Background

Ontario's childcare system is complex and disjointed (see appendix for a visual overview), with families contributing substantially to its funding. The Province sets legislation and policies, and provides some public funds. The Province has set a target that 37% of children under age 6 will have access to licensed childcare by 2026.

The Province has delegated local management of childcare systems to Service System Managers (SSMs) under the Child Care and Early Years Act 2014. [School Boards have a legislated mandate to provide BASP](#) for students in kindergarten through grade 6, under the Education Act.

The Education Act and [Child Care and Early Years Act 2014](#) require School Boards and Service System Managers to collaborate to meet the needs of school aged children. This includes undertaking an annual survey of families to assess the need for BASP in the coming school year and develop plans to meet that need (see Section 4 of Ontario Regulation 221/11 under the Education Act).

Current State: Limestone BASP

The Board has not been meeting these legislated duties around ongoing planning of BASP. For example:

- The Board did not undertake this annual survey between March 2017 and April 2024, as part of the Board's review of their BASP approach in the 2024/25 school year.
- Prior to Superintendent McDonnell's BASP review, the Board was not tracking information about how many of the contracted Third Party BASP programs were operational and how many spaces were available for students in each grade by public school. When asked for this information in September 2024, the School Board indicated that this information would reside with each Third Party Provider or possibly the SSM. The City of Kingston however indicated that it was the responsibility of the Board to collect this information and they did not have information on operational spaces for school aged children.

The above information is essential for helping Board staff to work with their Third Party Providers to meet the BASP needs in Limestone public schools. Not collecting this information has serious impacts for access to BASP. For example, Centennial PS's student population has increased by 40% in the last 5 years, yet there's been no associated increase in BASP spaces. This means that the already very low access rate to BASP at the school has eroded instead of being improved.

Superintendent McDonnell's BASP review further illustrates the significant gaps in BASP across the Board (see the [agenda](#) and [minutes](#) of the June 4, 2025 Education, Policies, Operations Committee for full information). The results of the review are dire, including:

- There are not enough programs and not enough available spots to meet the needs of local family:
 - 60% of families were unable to access BASP.
 - Parent data indicated a need for 1,658 additional BASP spots in the 2024- 2025 school year. The highest demand was for Junior Kindergarten (477 spots), followed by Senior Kindergarten (229). Demand decreased through to Grade 6.
 - Parent data indicated a need for 2,567 BASP spots in the current school year. The available third party staffing levels was projected to provide 887 spots, while licensed capacity would allow for 1,400 spots (staffing challenges means these programs are operating at capacity).
 - While 24% of students in JK to Grade 6 require BASP, third party providers can only provide care to 8% of these students and are licensed to provide care to 14%.
 - The highest needs for BASP were in the LCVI family (400 spots), Bayridge Secondary School family (368), and Ernestown Secondary School family (305).
- Several schools do not currently have a BASP at their school site, including: W.J. Holsgrove PS, J.G. Simcoe PS, Storrington PS, Glenburnie PS, and Central PS among others.

Among the School Board's proposed solutions is increasing the availability of Authorized Recreation and Skill Building Programs. However, there are quality issues with this form of childcare, including lower staff qualifications and higher adult to child ratios. There also are no external oversight mechanisms for this form of childcare:

- The Province has authorized this form of childcare under the [Child Care and Early Years Act 2014](#) but does not provide oversight in the form of inspections or assessment of parent concerns
- The City of Kingston – local SSM for Kingston and Frontenac – should provide local oversight as they provide considerable public funds as fee subsidies for this form of childcare, but are not.
- School Boards are supposed to ensure children's health, safety, and well-being when contracting this form of care. However, it does not appear that Limestone currently has different processes or expectations for Authorized Recreation BASP than for Licensed Childcare BASP.

To date, LDSB has not involved families in its review of its BASP program (other than as respondents to the April 2025 survey) or in discussions of how to improve BASP for its students. This is despite families being directly impacted by the availability and quality of BASP and also contributing 20% of the funding for childcare services, according to the City of Toronto's [Childcare and Early Years Service System Plan](#).

Current State: Service System Management in Kingston and Frontenac Counties

The [Ministry of Education required all SSMs to submitted by June 30, 2019 an Early Years and Childcare Service System Plan](#) that was approved by the municipal council and publicly available. The Ministry of Education then required SSMs in 2022 to develop a [Directed Growth Strategy for the Canada-Wide Early Learning and Child Care \(CWELCC\) program](#), as an appendix to their Service System Plan. The Directed Growth Plan was supposed to support the Provincial government's aims of ensuring that 37% of children aged 0-5 have access to a licensed childcare space by 2026 and to improve equity of access and inclusion during the roll out of the CWELCC program.

The City of Kingston has not yet produced either a Service System Plan or a Directed Growth Plan to inform the management of the childcare system in Kingston and Frontenac. The impact that the absence of these plans can be seen in: (1) the much lower access rates to BASP in Limestone's public schools in Kingston and Frontenac compared to Lennox and Addington; (2) the extreme variation in BASP access across School Boards and schools in Kingston and Frontenac; and the (3) the severe shortage of BASP for kindergarten students — who are within the CWELCC age range.

Furthermore, since 2020, the City staff responsible for the childcare system have only brought matters about childcare system twice to the responsible City Council Committee (Arts, Recreation, and Community Policies): [February 2024](#) and [June 2025](#). City staff did not share any information with this committee about their plans for the roll out of the CWELCC program, including the plan for distributing of almost 400 new spaces and the associated funding (up to \$350,000 for every 20 spaces for children aged 0-4). In November 2025, City [staff recommended merging this committee with another municipal committee responsible for road maintenance](#) claiming that Arts, Recreation, and Community Policies committee meetings are frequently cancelled as there is no business to discuss.

The City of Kingston began working on the first Service System Plan for Kingston and Frontenac in Spring 2025. A consultant shared information at the [June 2025 Arts, Recreation, and Community Policies meeting](#) about the process that had taken place to inform the plan. The discussion revealed that there had been no meaningful collaboration with School Boards on the first Service System Plan for Kingston and Frontenac and there was no intention to include school aged children in the Plan.

Questions from the City Councillors revealed that the only consultations with the four school boards was through an online survey sent to community partners and they were not aware which school boards had responded. When asked about childcare for school aged children, the responsible City staff incorrectly indicated that only CWELCC-funded childcare is included in Service System Plans; however, [legislation](#) and [guidance](#) from the Ministry of Education indicates that Service System Plan focus on the childcare needs of children 0-12 years. City staff further indicated that the School Board is solely responsible for

planning childcare for school-aged children, despite the duty to cooperate being clearly articulated in the Education Act, Child Care and Early Years Act, and guidance from the Ministry of Education. This also overlooked the needs of school aged children on non-instructional days, including the summer break.

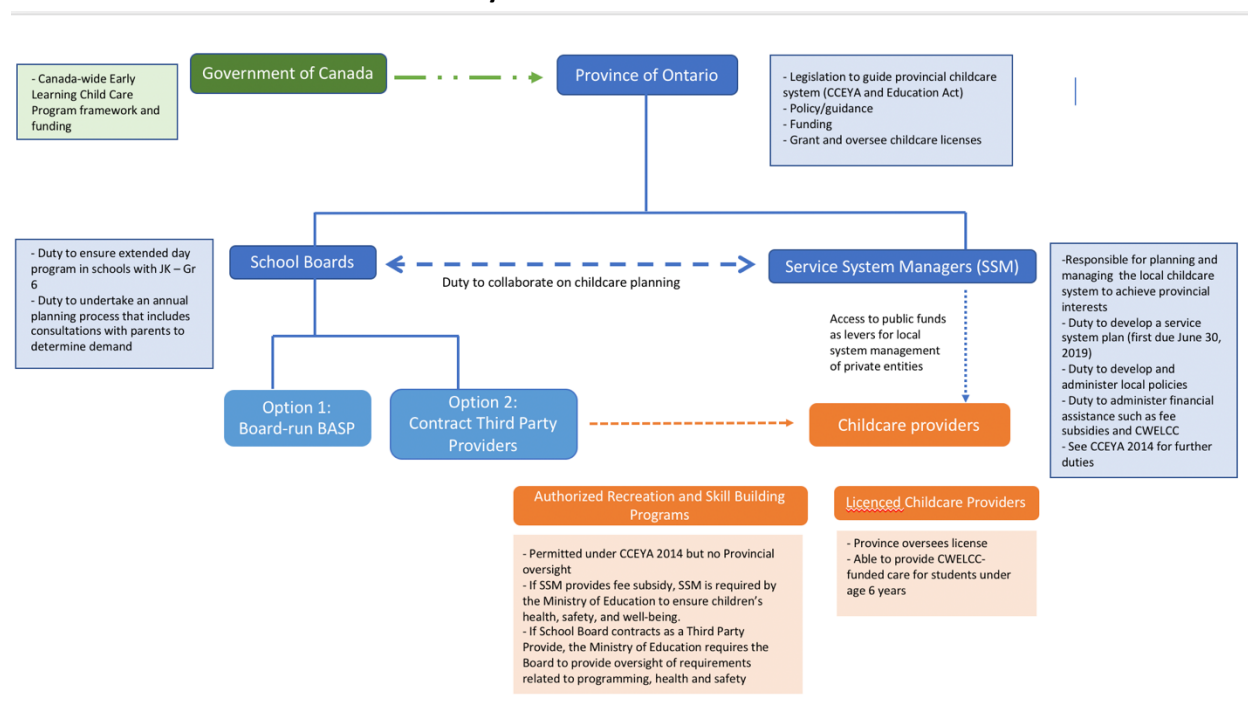
The development process for the Service System Plan included no meaningful consultations about the childcare system with either parents/caregivers with or without access to licensed childcare spaces, as required by the Ministry of Education. Instead, the consultant referred to an annual survey of parents/caregivers with children in licensed childcare around matters such as the quality of food served.

The City added a [validation survey](#) with parents/caregivers and community partners in September 2025. The consultation focused on seeking endorsement of the Service System Plan that had already been developed. While only 210 parents/caregivers responded to this survey, the findings highlight concerns about access to BASP and the quality of available BASP.

The City has slowed down their development plans for the Service System Plan, indicating that a draft plan will be shared with City Council in January 2026 (NB: this appears to have been postponed). It is not clear, however, whether the City has shifted towards more actively engaging the school boards, parents/caregivers, and elected local officials from Frontenac County.

Appendix

Visual overview of Ontario's childcare system



BASP Access Rates in Select Limestone Public Schools, calculated November 2024

Area	School	Coverage rate	Gap to Provincial Target
L & A	Amherstview	15.2%	21.8%

	Fairfield	18.2%	18.8%
	Bath	20.5%	16.5%
	Odessa	13.6%	23.4%
	Southview	12.9%	24.1%
	The Prince Charles (Napanee)	36.4%	0.6%
	North Addington	11.1%	25.9%
	Selby	21.5%	15.5%
	Newburgh	32.1%	4.9%
Kingston	Centennial	4.8%	32.2%
	Central	0.0%	37.0%
	Lancaster	11.3%	25.7%
	RG Sinclair	6.3%	30.7%
	Rideau	10.0%	27.0%
Ottawa 2019	Ottawa Kinders	30.6%	6.4%
	Ottawa School aged	32.9%	4.1%
Toronto 2015	Toronto Kinders	16.6%	20.4%