

Agenda – Regular Board Meeting

Wednesday, May 21, 2025- 6:00 p.m.

Limestone Education Centre

220 Portsmouth Avenue, Kingston, Ontario

Public Viewing: <https://bit.ly/LDSBBoardMTGMay2125>

Private Session – 5:30 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. **Special Meeting of the Board Minutes (Private Session Only)** – April 16, 2025
- 4.2. **Regular Board Meeting Minutes (Private)** – April 23, 2025
- 4.3. **Special Meeting of the Board Minutes (Private Session Only)** – May 1, 2025
- 4.4. **Audit Committee Meeting Minutes (Private)** – May 5, 2025

5. FOR INFORMATION

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

Limestone District School Board

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

6. REPORT TO PUBLIC SESSION

Public Meeting – 6:00 p.m.

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

7. ADOPTION OF THE AGENDA

8. DECLARATION OF CONFLICT OF INTEREST

9. PRESENTATION

- 9.1. Limestone District School Board Student Achiever Awards

10. PRIVATE SESSION REPORT

11. APPROVAL OF MINUTES

- 11.1. Budget Committee Meeting Minutes – April 16, 2025 (Pages 4-6)
- 11.2. Regular Board Meeting Minutes – April 23, 2025 (Pages 7-20)
- 11.3. Audit Committee Meeting Minutes – May 5, 2025 (Pages 21-24)
- 11.4. Education, Policy and Operations Committee Meeting Minutes – May 7, 2025 (Pages 25-28)

12. REPORTS FROM OFFICERS

- 12.1. Chair’s Report
- 12.2. Director’s Report

13. REPORTS

- 13.1. OPSBA Report – Trustee McGregor
- 13.2. Student Trustees’ Report
- 13.3. Reports for Action
- 13.4. Reports for Information
 - 13.4.1. Multi-Year Accessibility Plan – Superintendent Gillam (Pages 29-36)
 - 13.4.2. Board Action Plan (BAP) - Indigenous Education – Superintendent Gillam (Pages 37-39)

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14. UNFINISHED BUSINESS

15. NEW BUSINESS

16. CORRESPONDENCE

17. NOTICES OF MOTION

18. ANNOUNCEMENTS

19. COMMITTEE MINUTES FOR INFORMATION

- 19.1. Parent Involvement Committee Meeting Minutes - February 27, 2025 (Pages 40-55)
- 19.2. Environmental Sustainability Advisory Committee Meeting Minutes - March 4, 2025 (Pages 56-58)
- 19.3. Parent Involvement Committee Meeting Minutes - April 3, 2025 (Pages 59-69)

20. FUTURE BOARD MEETING SCHEDULE

June 4, 2025 (EPOC)
June 18, 2025
August 20, 2025

21. ADJOURNMENT

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Budget Committee Meeting Minutes – April 16, 2025

Public Meeting

Roll Call:

Trustees:	Staff:
R. Hutcheon (Chair) B. Godkin (Vice-Chair) G. Elliott J. Morning C. Scott J. Maracle K. McGregor S. Ruttan T. Lloyd J. Neill	K. Burra, Director of Education C. Young, Superintendent of Corporate Services C. Downie, Capital Planning and Community Use of Schools Supervisor
Invitees:	Recorder and Producer:
	D. Burns, Administrative Assistant

1. CALL TO ORDER

Trustee Godkin read the Acknowledgement of Territory.

Trustee Godkin called the meeting to order at 7:05 pm.

2. ADOPTION OF THE AGENDA

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

3. DECLARATION OF CONFLICT OF INTEREST

None.

4. INFORMATION ITEMS

4.1 Budget Development Schedule

Superintendent Young presented the Budget Development Schedule, outlining future meeting dates and topics to be discussed.

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

4.2 2025-2026 Projected Enrolment and 10-year Enrolment Trend

Assistant Manager of Facility Services Downie presented the 2025-2026 projected enrolment and 10-year enrolment trend report.

Enrolment numbers are increasing at this time although births are still in decline. Continued growth is projected due to migration into the area. The 2025-26 projected enrolment of 20,656 ADE for an increase of 42 ADE from 2024-2025 Revised Estimates. An increase of 21 ADE is projected at the secondary level and an increase of 21 ADE is projected at the elementary level. These projections contain Other Pupils of the Board, which includes international students.

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

4.3 Budget Survey Results Presentation

Superintendent Young presented the 2025-2026 budget survey results and stated that this was our fifth annual budget survey. The online survey was open from February 25 to March 21. A total of 294 responses were received. Last year, 1,662 responses were received. The survey was advertised on LDSB webpage, Twitter, Facebook, Instagram and was emailed to family, staff, community, and federation partners. Superintendent Young thanked the Trustees for making the survey available on their social media feeds.

Question No. 1 on the survey asked, "What is your involvement with the LDSB?" Predominantly, those who responded were family members at a total of 63 %, 33% were LDSB employees, 3% were LDSB students, 1% were Community Members/Taxpayers, and 0% were Community Partners.

Question No. 2 required individuals to rank the importance of allocating financial and staff resources to a number of educational programs and services. From all the responses, people placed these programs as the most important: 1. Reading & Writing Skills, 2. Early Interventions, 3. Mental Health and Well-being, 4. Supports for Students with Exceptionalities and 5. Math Learning (numeracy development).

Question No. 3 on the survey asked, "How satisfied are you with the boards public budget consultation process?" 74% of respondents were satisfied or very satisfied, and 19.4% were unsatisfied. We will solicit feedback from people to see how we can improve the survey to better capture needs within the system.

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A ThoughtExchange question was added to the end of the survey. ThoughtExchange invites people to share their thoughts and allows others to rank those thoughts. The question asked: “Are there any additional priorities, or do you wish to elaborate on any program that LDSB should consider for the 2025-2026 Budget.”

The top six thoughts shared were: 1. Hire more support staff to provide early intervention to at-risk children individually and in small groups, 2. More EAs in the classroom to manage behaviors effectively and utilize teachers more efficiently, 3. Behavioral support programs for students who require them, 4. Autism programs and special needs classrooms for students who thrive in smaller environments, 5. Bring back specialized programs for high needs students and 6. Student mental health support in schools.

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

5. OTHER BUSINESS

None at this time.

6. NEXT MEETING DATE

May 14, 2025, at 5:30 pm

7. ADJOURNMENT

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

The meeting adjourned at 8:00 pm.

Regular Board Meeting Minutes – April 23, 2025

PRIVATE SESSION

Roll Call:

Trustees:	Staff:
G. Elliott B. Godkin (Vice-Chair) R. Hutcheon (Chair) T. Lloyd J. Maracle K. McGregor J. Morning J. Neill (regrets) S. Ruttan C. Scott A. Bukhari (Student Trustee) (regrets) R. Kolosov (Student Trustee) (regrets) S. Kumar (Student Trustee) (regrets)	K. Burra, Director of Education S. Gillam, Superintendent of Education A. McDonnell, Superintendent of Education T. McKenna, Associate Superintendent S. McWilliams, Superintendent of Human Resources S. Sartor, Associate Superintendent J. Silver, Superintendent of Education C. Young, Superintendent of Business Services (virtual)
Guests:	Recorder:
	S. Mitton, Executive Assistant to the Director and Trustee Liaison

1. CALL TO ORDER

Vice-Chair Godkin called the meeting to order.

2. RESOLVE INTO COMMITTEE OF THE WHOLE AND PRIVATE SESSION

MOTION: To move into Private Session.

MOVED BY: Trustee Godkin and Trustee McGregor. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

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

4. ACTION ITEMS

4.1 Regular Board Meeting Minutes (private) – March 26, 2025

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

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5. FOR INFORMATION

- 5.1. Safe Schools Update – Superintendent Gillam provided a Safe Schools Update.
- 5.2. Personnel Update
- 5.3. Labour Update – Superintendent McWilliams provided a labour update.
- 5.4. Legal/Property Update – Director Burra provided a legal and property update.
- 5.5. OPSBA Update

6. REPORT TO PUBLIC SESSION

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

MOTION: That the Board rise and report.

MOVED by: Trustee Scott. Carried.

PUBLIC MEETING

Roll Call:

Trustees:	Staff:
G. Elliott – excused himself at 7:15 p.m. B. Godkin (Vice-Chair) R. Hutcheon (Chair) T. Lloyd J. Maracle K. McGregor J. Morning J. Neill S. Ruttan C. Scott A. Bukhari (Student Trustee) R. Kolosov (Student Trustee) (regrets) S. Kumar (Student Trustee) (regrets)	K. Burra, Director of Education P. Carson, Manager of Financial Services 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. McWilliams, Superintendent of Human Resources J. Silver, Superintendent of Education C. Young, Superintendent of Business Services (virtual)
Guests:	Recorder:
Gillianne Mundell, Indigenous Elementary School-Based Learning Coach Adam Andrecyk, Vice-Principal Incoming Student Trustees; Mia Comeau and Siham Ismail	S. Mitton, Executive Assistant to the Director and Trustee Liaison

Chair Hutcheon welcomed everyone to the Regular Board Meeting and called the roll.

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She called upon Trustee Godkin to provide the Land Acknowledgement: "The Limestone District School Board is situated on the traditional territories of the Haudenosaunee and Anishinaabe. 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. As I have mentioned previously, I have love and respect for Indigenous People and a deep appreciation of the land."

7. ADOPTION OF THE AGENDA

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

8. DECLARATION OF CONFLICT OF INTEREST

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

9. DELEGATION/PRESENTATION

9.1 Learning from the Land Through the Four Seasons

Superintendent Gillam introduced Indigenous Elementary School-Based Learning Coach, Gillianne Mundell. She began by sharing some background information about herself. She shared that she feels privileged to be working with kids and helping them connect with the land.

Ms. Mundell shared an overview of a "year at a glance", and reviewed some examples of the focus of each of the four seasons:

Fall:	Relationships – developing meaningful connections with the land, plants animals and each other. Big ideas – tobacco teachings, Haudenosaunee creation story, nature norms and bundles, sit spots, honouring the harvest moon.
Winter:	Respect – for oneself, others, and the land – discovering light amid darkness. Big ideas – the Winter Solstice, storytelling, fire, making, honouring the Spirit Moons, making evergreen teas.
Spring:	Reciprocity – understanding the interconnected relationships that exist on Mother Earth. Big Ideas – plant medicines, honouring the maple, frog and budding moons, celebrating the gifts of water.

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Summer: Relationships – How can I contribute to meaningful change? What are my duties in ensuring we honour the well-being of the next seven generations?
Big ideas – Land Commitments, the Summer Solstice, National Indigenous Peoples Day, honouring the Strawberry Moon.

Ms. Mundell emphasized the importance of connecting the land-based learning to curriculum. She concluded her presentation by sharing some personal stories about her experiences teaching elementary students.

10. PRIVATE SESSION REPORT

Earlier this evening during Private Session:

- The private session minutes were approved from the Regular Board Meeting of March 26, 2025.
- Superintendent Gillam gave a Safe Schools update.
- Superintendent McWilliams gave a Labour update.
- Director Burra gave a Property and Legal update.

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

*MOVED By Trustee Godkin and seconded by Trustee Neill that the Private Session Report be received.
Carried.*

11. APPROVAL OF MINUTES

11.1 Regular Board Meeting Minutes – March 26, 2025

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

12. REPORTS FROM OFFICERS

12.1. Chair's Report

Chair Hutcheon stated: "Good evening, I would like to begin this report by recognizing the exceptional resilience demonstrated by our staff and students during these challenging times following the recent cyber incident. Their unwavering dedication and adaptability have been truly commendable, and I am confident that we will emerge stronger from this experience.

Looking ahead, we anticipate an exciting season for our school communities. Our staff and students are preparing for a variety of extracurricular activities designed to enrich our educational environments and

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See Yourself in Limestone

foster a sense of community. From sports to arts and academic clubs, there is something for everyone to look forward to.

Yesterday, April 22 was Earth Day. Recognizing Earth Day is crucial in fostering a sense of responsibility and awareness among our students, helping them understand the impact of their actions on the environment. It was wonderful to see many students, staff, and school communities celebrating Earth Day across our district.

As graduation season approaches, the Board is enthusiastic about celebrating the achievements of our graduating students. Their dedication and hard work have led them to this significant milestone. We are keen to honour the accomplishments of our Specialist High Skills Major students, Limestone Student Achievers, and Staff Awards at the upcoming Board and Committee meetings in May and June.

We extend our sincere gratitude to students, families, and staff for their continued support and commitment to our school communities. Together, we will navigate these challenges and celebrate the successes that lie ahead.

That concludes my report.”

12.2. Director’s Report

Director Burra stated: “Good evening, Trustees and the viewing public. We apologize for the inconvenience of not being able to broadcast this evening live due to our current cyber incident, but we will make a recording of the meeting available in the coming days. I have a number of updates for this evening’s meeting.

We are still eagerly awaiting provincial budgetary information. The hope was that this information would be released shortly after MPPs returned to Queen’s Park. The longer the delay, the greater the challenge for us in meeting our needs in preparing for the 2025-26 school year. This information is vital for our planning purposes in preparing for the next school year. I know Superintendent of Corporate and Staff Services Young and Manager of Financial Services Carson, and their teams, will do the best they can to unpack the funding and the local implications in Limestone, and allow us to continue planning once the information is made available. That being said, further delays do impede our staffing processes.

I have a few highlights of recent events to share with Trustees this evening. First, On April 16, The LDSB Entrepreneur Showcase was held at Mitchell Hall at Queen’s, featuring innovative student businesses and products, with opportunities for students to pitch their ideas to local community partners and receive valuable feedback.

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The Ministry of Education's Entrepreneurship Education Pilot Projects aim to promote entrepreneurship education for Grades 7 to 12 students, fostering an entrepreneurial mindset and skills to run a business or social enterprise. Developed in partnership with local industry and community organizations, these projects support all students, including those with disabilities and special education needs, in today's changing economy. The objectives include encouraging innovative initiatives, fostering collaboration with industry partners, supporting student business plans, and promoting engagement in entrepreneurship, particularly in STEM and skilled trades. Limestone had 20 students participate in the pilot.

The Limestone District School Board and Queen's University hosted Neurovibes - A Night Exploring Neurodiversity on April 3, 2025, at Katarokwi Learning Centre. This free evening event, open to students, staff, and family members, provided guests with opportunities to learn more about neurodiversity, neurodiverse-affirming practices, and supports within our community. There were speakers from the LDSB and Queen's, a neurodivergent speaker panel, community partner displays, and more.

Next week at the United Way Workplace Volunteer Awards luncheon, Limestone will be given two awards: first an award honouring the 10-24 Leaders of the Way who contributed over \$1500 to the fundraising campaign, and a Sandstone Achievement Award acknowledging that Limestone contributed between \$50,000 and \$100,000 to the most recent campaign. The work of the United Way is of critical importance in supporting some of the most vulnerable members of the communities we serve, and I am proud of our collective efforts to support critical services for so many of the families that benefit from the work of the United Way.

I would also like to publicly acknowledge the tremendous work of the LDSB Integrated Technology Services staff. Given the impact of a recent cyber incident, the ITS staff have demonstrated service above and beyond normal work requirements. I would like to acknowledge the department's work throughout this past long weekend, and every other day since the incident. I would also like to publicly acknowledge and thank those members of the senior team and school administrators that also supported work in schools on the weekend. Lots of work is currently underway and as always, we commit to sharing updates related to the cyber incident as new information becomes available. That being said, there is an impact on the system in having network systems offline for students, families, and staff. Lots of work is occurring behind the scenes to move us toward restoration, and providing work arounds to support schools in their regular day-to-day operations. We greatly appreciate people's patience and support during this current challenge. And it is during adverse times like this that I have great appreciation for what makes Limestone so great: the cumulative and collective good will of members of the Limestone community to pull together, focus on what matters, and supporting each other along the way.

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This evening there are four reports on the agenda: Interim Financial Reporting for the second quarter, a virtual school update, a Student Achievement Plan update, and a report updating Trustees on Artificial Intelligence in Limestone.

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

13. REPORTS

13.1 OPSBA Report

Trustee McGregor provided her update:

- The Regional Meeting was held on April 5, 2025, in Brockville at their Board Office.
- May 20 to 23, 2025 is take your MP to Work which is an initiative encouraged by OPSBA.
- June 12 to 14, 2025 is the Annual General Meeting.
- June 6, 2025, is the Healthy Democracy deadline for awards. The committee is looking for nominations.
- Trustee Modules for learning are being released – This is mandatory training with hope of being in compliance by August.

13.2 Student Trustees’ Report

Student Trustee Bukhari stated: "Good evening Trustees and the viewing public.

I am excited to introduce to you the new incoming Rural and Urban Student Trustees for the 2025-2026 school year.

Mia Comeau is the incoming Rural Student Trustee. She is a Grade 11 student at Granite Ridge Education Centre. She values contributing positively to her school and district. She enjoys forming new connections and learning. She is driven to ensure academic courses will continue to be offered at rural schools, so that all students can succeed in whichever pathway they choose.

Siham Ismail is the incoming Urban Student Trustee. She is a Grade 10 student at Kingston Secondary School. She is a proud member of the school Affinity Club where she helps in the creation and implementation of events in the school geared towards creating a welcoming environment for racialized students, and students from other minority groups. With help from the connections to her community, Siham looks forward to addressing the needs of students at urban schools.

We look forward to working with our incoming Student Trustees to help them find a smooth transition into the role.

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Our April Inter-Student Council (ISC) meeting took place on April 15, chaired by Student Trustee Kumar, and Student Trustee Kolosov.

To begin this meeting, we were privileged to be joined by Dr. Lee Airton, who is an Associate Professor of Gender and Sexuality Studies in Education at Queen's University. Over the years, they have founded multiple initiatives like, "They Is My Pronoun", and the "No Big Deal", campaign with a focus on enabling individuals and institutions to welcome gender and sexual diversity into everyday life. They are also the author of *Gender Your Guide* which you may have seen displayed during spring visits to schools.

Dr. Airton provided us with a wealth of information on how to support inclusive events during Pride Month within schools and the community, especially with the rise of discrimination and hate-based violence against 2SLGBTQ+ communities.

We engaged in personal reflection, productive group discussion on our experiences and what strategies we can employ as student leaders to support all of our students year-round.

As an ISC, we are looking forward to planning a community celebration event in June for all LDSB students. We firmly believe that hate has no home here and look forward to celebrating the diverse community of students Limestone is home to. Thank you."

13.3 Reports for Action

None at this time.

13.4 Reports for Information

13.4.1 Interim Financial Report for Quarter 2

Chair Hutcheon welcomed Manager Paula Carson to present the Interim Financial Report on Quarter 2 for 2024-2025. She noted that Quarter 1 was presented to the Board on January 15, 2025. She reviewed the operating expenditures in Appendix A with Trustees and highlighted the following:

- The Interim Financial Report Operating Expenditures for the period ending February 28, 2025 or Quarter 2, reflects that we have spent \$149.3M or 48% of our \$312.7M operating budget. This is comparable to the 50% spent at quarter 2 for the 23-24 fiscal year.
- Under the Instruction category, the main change is expenses for classroom teachers, professional/paraprofessionals, and department heads decreased due to the timing of pay periods. The second quarter of the 23-24 school year had one additional pay period compared to the second quarter of the 24-25 school year.

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- The reduction in costs for textbooks and supplies is due to the increased budget for Indigenous supplies that has not been spent as of Quarter 2. The decrease in computer expenditures is because of the additional Special Education Equipment budget added but not yet utilized in Quarter 2.
- The Continuing Education decline is due to the unspent Personal Support Worker (PSW) budget in quarter 2.
- Under the Administration and Governance category, the Trustee expenditures decreased due to the timing of the pay periods for new and existing Trustees.
- The Transportation, Pupil Accommodation and Other categories are consistent with Quarter 2 of the 2023-24 fiscal year.

Chair Hutcheon thanked Manager Carson for her report and called upon Trustees for questions.

Chair Hutcheon thanked Manager Carson and asked Trustees for questions.

13.4.2 Virtual School Update

Associate Superintendent Sartor introduced Vice-Principal Adam Andreycyk who joined her for the virtual school update. She began by highlighting the success of the partnership with the Kawartha Pine Ridge District School Board in offering virtual schooling. She shared that a total of 95 students participated in the virtual school program, with 56 of those students being from the Limestone District School Board (LDSB).

Associate Superintendent Sartor stated that a survey was conducted to gather families' intentions to continue virtual school for the fall. Out of the 56 LDSB families, 32 responded and 7 new families expressed interest in enrolling. While all grades from K to 8 were represented in the data collected, the highest numbers of interest were in grades 3 and 8.

The survey asked questions on the reasons for choosing virtual school as an option. Families cited health and safety concerns, flexibility, and direct involvement in their children's learning as primary reasons.

Data on highlights and feedback about virtual school was also collected in the survey process. Families appreciated the structure, staff, and the ability to stay organized and focused. Families also noted positive impacts on mental health outcomes, support for specific health needs and flexible structure.

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Vice-Principal Andrecyk explained that sometimes virtual school has a stigma of isolation attached to it. In response to feedback from students, families and staff he shared that virtual school offers family engagement nights, clubs (e.g., Lego, Student Council), and special events like the Fall Creativity Showcase. Virtual school has also hosted various guest speakers, including an astronaut and a paleontologist, to engage students in STEM activities.

The presentation concluded by sharing some student voice of a Grade 7 student who shared their positive experience and benefits of virtual school. Examples included staying organized, making friends, and participating in clubs.

Chair Hutcheon thanked Associate Superintendent Sartor and Vice-Principal Andrecyk and called upon Trustees for questions.

Trustee Elliott excused himself at 7:15p.m.

13.4.3 Student Achievement Plan Update

Superintendent Silver began her presentation by sharing the background of the Student Achievement Plan (SAP) and noting some important timelines. She reviewed the priorities of the SAP which include:

- Achievement of learning outcomes in core academic skills – Improve students’ literacy learning and achievement
- Preparation of students for future success – Improve students’ graduation rates and preparedness for future success
- Student engagement and well-being – Improve students’ participation in class time and learning

Superintendent Silver noted that the public reporting template is required to be completed and posted on the LDSB website by April 30, 2025. There is also an expectation to have the Student Achievement Plan Tool completed in the SharePoint site by June 30, 2025.

Superintendent Silver reviewed the Student Achievement Plan including new goals included in the plan. This information is now available in both percentage and graph form. She highlighted one new area of focus on data for students in Grades 6, 9 and 10 reporting on awareness of mental health supports and services in order to seek supports for mental health under student engagement and well-being.

Superintendent Silver concluded her report by sharing examples of some of the work completed in support of the SAP in each respective focus area. These include the following:

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Achievement of Learning Outcomes in Core Academic Skills:

- Collaboration with EQAO: Working with the Education Quality and Accountability Office, teachers, and central staff to provide targeted sessions on assessment and OSSLT strategies. Sharing EQAO Released Questions, Frameworks, and Practice Tests with all stakeholders.
- Data Analysis: Analyzing individual student achievement data to identify gaps in learning outcomes.
- Math Achievement Action Plan: Implementing and monitoring Phase III of the LDSB Math Achievement Action Plan, which includes short-term interventions for students not meeting provincial standards in mathematics and long-term initiatives. Central and School Teams will support schools in implementing evidence-based instructional strategies for students in Grades 3, 6, and 9 math priority schools.

Supporting Students for Future Success:

- Collaboration with Student Success Teams: Working with school administrators to improve awareness of pathways to graduation and post-secondary learning opportunities.
- Engagement Strategies: Implementing strategies to support engagement in Intermediate grades through experiential learning opportunities.
- STEM Opportunities: Expanding mathematics (STEM) opportunities at the Intermediate level through a shared interest in science and technology skills development.
- SHSM Programs: Supporting Specialist High Skills Major (SHSM) programs, which include co-op placements. Student Success Teams will continue their work on supporting transitions from elementary to secondary school programs.

Student Engagement & Well-being:

- YMCA Suspension Program: Creating a program with outreach team members to support high-risk youth aged 12–18 years old who are suspended or expelled from school.
- Restorative Practices Training: Continuing the implementation of Restorative Practices training for staff members working directly with students.
- RISE Program: Implementing the RISE Program for students in grades 6–8 who have had negative interactions while at school.
- Attendance Improvement Campaign: Supporting attendance leads within each family of schools by providing professional development sessions focused on improving student attendance rates.
- Safe Schools Initiatives: Threat Assessment Protocols, Bullying Prevention Programs, Safe Schools Incident Reporting Forms online system, and continued Mental Health Supports with an intentional focus on the K–12 system.

Chair Hutcheon thanks Superintendent Silver for her report and called upon Trustees for questions.

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13.4.4 Artificial Intelligence in Limestone -

Director Burra began his presentation by sharing some of the background of Artificial Intelligence (AI) at LDSB and the road map of the Boards AI journey. Director Burra highlighted the pervasive presence of AI in various sectors, including education and emphasized the importance of understanding AI's capabilities and limitations. He shared some examples of work completed to date and noted the upcoming AI Family Night taking place on April 30, 2025.

Director Burra shared how AI can personalize learning, provide instant feedback, and support differentiated instruction. He stated that AI can help students with special education needs and enhance teaching efficiency. He explained the benefits of using AI at LDSB:

- Efficiency for Staff and potential for automating some time-saving tasks.
- Equity
- Personalized, just-in-time learning
- Increase in ubiquity of AI tools
- Moral responsibility in informing/educating students, families and staff of the need for AI literacy

Director Burra shared the ethical considerations of AI including the importance of ethical use of AI, including privacy concerns, age restrictions, and the need for proper citation when using AI-generated content. He shared some examples of how AI can be misused and how to address academic integrity while using AI-generated content. Some examples on how to maintain academic integrity are:

- Clearly define assignment expectations (including learning goals and success criteria).
- Explicitly state the degree, if any, that AI can be used on the task and the required referencing standards.
- Educate students about the limitations of AI.
- Promote the value and need for independent thought and perspective.
- Educate students about academic dishonesty and referencing standards
- Create tasks that limit the efficacy of potential AI use. For example, requiring personal connections with curriculum, using multiple sources of data (product, conversation, & observation), and emphasizing the importance of process.

Director Burra highlighted the Equity Considerations observed with AI. These range from access to technology, biases in AI algorithms, student and family awareness, educator training and support and balancing surveillance and trust.

Director Burra reviewed the five guiding Principles for AI use in education at LDSB:

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- **Ethical Use:** Prioritize ethical considerations, accountability, and transparency, in support of respectful human interaction, through responsible education, training, and usage.
- **Accessibility and Equity:** Ensure access to AI is inclusive and equitable, minimizing biases, and supporting diverse learning needs.
- **Teaching and Learning:** Use AI to improve and innovate teaching and learning, and improve student achievement and well-being. Equip staff and students with the skills to use AI responsibly to enhance the educational environment.
- **Enhancement and Improvement:** Strive for continuous innovation and improvement through experimentation and learning, where feedback is used to refine and enhance AI use.
- **Protection and Privacy:** Protect personal and confidential data, comply with privacy laws, implement robust security measures, and clearly communicate AI use.

The presentation concluded by sharing the variety of different AI tools that are currently being piloted within LDSB. These tools include Microsoft Copilot, Quizziz, Brisk Teaching, Magic School, and schoolai. Director Burra expressed caution regarding the privacy and security implications of using AI platforms without knowledge of where the data is going and how it will be stored. He emphasized that Board purchased platforms have the strongest privacy and security measures.

Chair Hutcheon thanked Director Burra for his presentation and called upon Trustees for questions.

14. UNFINISHED BUSINESS

None at this time.

15. NEW BUSINESS

None at this time.

16. CORRESPONDENCE

None at this time.

17. NOTICE OF MOTION

None at this time.

18. ANNOUNCEMENTS

None at this time.

19. COMMITTEE MINUTES FOR INFORMATION

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19.1 Parent Involvement Committee Meeting Minutes November 14, 2024

20. FUTURE BOARD MEETING SCHEDULE

May 7, 2025 (EPOC)

May 21, 2025

June 4, 2025 (EPOC)

June 18, 2025

21. ADJOURNMENT

MOTION MOVED BY: Trustee McGregor and seconded by Trustee Neill that the meeting adjourn. Carried.

The Meeting Adjourned at 8:38 p.m.

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Audit Committee Meeting Minutes – May 5, 2025

Public Meeting

Roll Call:

Trustees:	Staff:
S. Ruttan T. Lloyd G. Elliott	K. Burra, Director of Education C. Young, Superintendent of Corporate Services P. Carson, Manager of Financial Services L. Benjamin, Assistant Manager of Financial Services M. Blackburn, Principal, Educational Services S. Gillam, Superintendent of Curriculum & Program Services S. Balson, Senior Budget Analyst
Invitees:	Recorder and Producer:
R. Richard, Audit Committee Member C. Innocente, Audit Committee Member G. Segu, Internal Audit Manager P. L'orfano, Internal Auditor A. Michael, External Auditor, KPMG	D. Burns, Administrative Assistant S. Shaw, Administrative Assistant

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

1. CALL TO ORDER

Chair Lloyd called the meeting to order at 5:31 pm.

2. ADOPTION OF THE AGENDA

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

MOTION: That the Agenda as presented be accepted.

MOVED BY: Trustee Elliott. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

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

None.

4. REPORTS FOR INFORMATION

4.1 2024-25 Regional Internal Audit Plan

G. Segu briefly summarized the 2024-25 Regional Internal Audit. This report provides a regular update on the progress of the work performed by the regional internal audit team (“RIAT”) in 2024-2025. The 2023-2024 Special Education Benchmarking Report was completed. There were no follow-up procedures to report on. There were no management requests for engagement to report on.

Chair Lloyd asked for questions, there were none.

4.2 Audit Committee Annual Agenda Leading Practices

G. Segu presented the Audit Committee Annual Agenda Leading Practices report. The content of this report intends to assist Management and Audit Committee members in establishing their annual agenda, in accordance with regulation 361/10 as well as leading practices for Audit Committees. The content was created by compiling observations across the Ontario-East Region, then peer-reviewed by all Regional Internal Audit Managers in the province. There were various topics under consideration, external audit, internal audit, management reports, legislative compliance, cybersecurity, general and governance and regulatory organizations updates.

Chair Lloyd asked for any questions, there were none.

4.3 2023-24 Strategic Risk Assessment Results Ontario East Regional Final Report

G. Segu presented the 2023-24 Strategic Risk Assessment Results Ontario East Regional Final Report. The 2023-24 Region-wide Strategic Risk Assessment (SRA) for the Ontario-East Region was conducted by RIAT in accordance with the Institute of Internal Auditors Standards. The assessment involved eight district school boards and aimed to identify and evaluate strategic risks across the region. A total of 12 strategic risks were identified and assessed by representatives from each district school board. The top three risks were identified as attendance management, recruitment and retention and IT security.

Chair Lloyd asked for any questions, discussion ensued.

4.4 2023-24 Special Education Benchmarking Final Report

P. L’orfano presented the 2023-24 Special Education Benchmarking Final Report. The main objective of this engagement was to conduct analysis of special education funding and spending over the 2021-22 to 2022-23 school years. RIAT benchmarked this data with Boards of similar size and function throughout the province. RIAT created and circulated a survey for Boards to complete. The survey was used to conduct analysis for areas that cannot be measured through quantitative data.

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The Ministry establishes policies and programs regarding governance, funding, and delivery of education, as well as providing procedures for the identification of exceptional students.

LDSB demonstrated significant strengths in its approach to special education. LDSB has high identification rates of exceptionalities, particularly for learning disabilities, autism, and multiple exceptionalities, with a focus on consistency in identification practices year over year. LDSB achieved 100% IEP coverage for all identified special education students by 2022-23, reflecting a robust commitment to tailored support and inclusion. LDSB had favorable student-to-counselor ratios (135.44 students per counselor in 2022-23), which enhanced accessibility to social services.

Chair Lloyd thanked P. L'orfano for the report and asked for any questions, there were no questions.

4.5 Audit Planning Report

A. Michael presented the Audit Planning Report for the Year Ending August 31, 2025. There are no newly effective accounting standards. There are newly effective auditing standards, however, KPMG does not anticipate there being any significant impact on the audit.

Initial materiality has been set using the prior year audited financial statements. Performance materiality has been set at 75% of materiality or \$8,000,000. KPMG's assessment of misstatements, if any, in amounts or disclosures at the completion of the audit will include the consideration of both qualitative and quantitative factors. Materiality as a percentage of expenses is 2.27%.

KPMG IT audit professionals are involved to understand the entity level controls surrounding the information systems used by the School Board including matters related to cybersecurity and any implications on financial reporting.

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

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

Chair Lloyd thanked A. Michael for the report and asked for any questions, discussion ensued.

5. OTHER BUSINESS

None.

6. FUTURE MEETING DATE

September 2025

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7. MOTION TO MOVE INTO PRIVATE SESSION

MOTION: To move into private session.

MOVED BY: Trustee Elliott. Carried.

Private Session – 6:15 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 his or her 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.

8. FOR INFORMATION

8.1 Property of the Board

Superintendent Young and Director Burra discussed a property matter.

9. PRIVATE DISCUSSION BETWEEN AUDITORS AND THE AUDIT COMMITTEE

The committee excused LDSB staff to provide for a private conversation with both the external and internal auditors.

10. ADJOURNMENT & REPORT TO PUBLIC SESSION – At the May 21, 2025, Regular Board Meeting

MOTION: To adjourn.

MOVED BY: Trustee Elliott. Carried. The meeting adjourned at 7:00 p.m.

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Education, Policy and Operations Committee Meeting Minutes – May 7, 2025

PUBLIC MEETING

Roll Call:

Trustees:	Staff:
G. Elliott B. Godkin (Vice-Chair) R. Hutcheon (Chair) T. Lloyd (virtual) J. Maracle (regrets) K. McGregor J. Morning J. Neill S. Ruttan C. Scott A. Bukhari (Student Trustee) R. Kolosov (Student Trustee) (regrets) S. Kumar (Student Trustee) (regrets)	K. Burra, Director of Education T. McKenna, Associate Superintendent J. Silver, Superintendent of Education (virtual) C. Young, Superintendent of Business Services
Guests:	Recorder:
	S. Mitton, Executive Assistant to the Director and Trustee Liaison

1. CALL TO ORDER

Chair Godkin welcomed everyone to the meeting and provided the Land Acknowledgement: “The Limestone District School Board is situated on the traditional territories of the Anishinaabe 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 be approved. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

There were no conflicts declared.

4. REPORTS FOR INFORMATION

Limestone District School Board

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4.1 Workforce Census and Belonging Survey Preliminary Results

Associate Superintendent McKenna presented information on the preliminary results of the Limestone District School Board Workforce Census and Belonging Survey. She explained that this survey was distributed to staff in an online format in October 2024. The overall response rate was 38% or 1,240 respondents compared to 58% or 1,849 respondents when this survey was completed in 2022. Associate Superintendent McKenna shared that most of the respondents were teachers with 47% elementary and 20% secondary, and noted an underrepresentation of custodial/maintenance, Educational Assistants, lunch or yard supervisors, and school office support staff.

Associate Superintendent McKenna shared some positive findings from the survey questions. This includes:

- 92% Agree with the statement: I get along well with other staff
- 82% Agree with the statement: I feel accepted by staff
- 81% Agree with the statement: If I need support, there is a colleague I feel safe talking to
- 85% Agree with the statement: I am treated with respect by colleagues
- 86% Agree with the statement: I understand what is expected of me at work

Associate Superintendent McKenna shared some of the results where improvement is needed. She shared some examples of the data collected:

- 66% Agree with the statement: If I need support, there is a supervisor that I feel safe talking to
- 61% Agree with the statement: My immediate supervisor supports my mental health
- 78% Disagree with the statement: Limestone has a clear and focused vision for staff mental health
- 73% Disagree with the statement: I believe Limestone senior leadership demonstrates a commitment to supporting staff mental health

As a result of the preliminary data, key areas of focus and action emerged. Focus groups were engaged and feedback was collected from Staff Affinity groups to ensure that action is tied to survey results. Associate Superintendent McKenna shared the areas of focus, and the action tied to supporting these areas:

1. Actively increase representation of diverse identities within the LDSB workforce.

- Actively recruit from multiple job boards and attend various job fairs to widen the pool of applicants.

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- Partnership with Queens: Collaborate through the Internationally Trained Teachers Program and the French, Technology, and Indigenous teacher training programs to encourage placements at Limestone schools and recruit new teachers.
- Partnerships with St. Lawrence College: Support student placements in LDSB schools and the Education Centre.

2. Invest in practices that will support human rights and equity, employee sense of belonging, and inclusion in the LDSB community.

- Provide human rights training to staff.
- Review policies, procedures, and guidelines to remove discriminatory biases. Create new policies where needed to ensure a discrimination-free environment.
- Survey and/or interview staff upon hiring and departure to learn about their experiences within the board.
- Collaborate with the staff affinity group on priorities and strategies regarding equity and human rights.

3. Work to support staff well-being.

- Promote Employee Assistance Program to support staff well-being.
- Promote staff well-being through mental health literacy training at all levels of the organization.
- Continue to collect staff voice in future WCBS and Corporate Services Survey.
- Include worksite information in future workplace climate surveys to provide more precise support for staff.

Chair Godkin thanked Associate Superintendent McKenna for her presentation and called upon Trustees for questions.

5. REPORTS FOR ACTION

5.1 Policy 15 Update

Chair Godkin introduced Director Burra to present his report. He noted that there is a recommendation included within the report so this presentation should be moved to a 'Report for Action'. Director Burra began by reviewing the background related to the proposed updates to Policy 15, Electronic Meetings and Participation of Board Members. He made reference to Bill 98: The Better Schools and Student Outcomes Act, 2023, Ontario Regulation 463/97: Electronic Meetings and Meeting Attendance, and pre-existing Section 228 of the Education Act. He reminded Trustees that a preliminary discussion took place at the Education, Policy and Operations Committee (EPOC) meeting in December 2024.

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Director Burra reviewed the purpose for the changes which are to provide some flexibility for clear gaps in regulation 463/97. He highlighted that in section 2.3.0 and 2.4.0 there are some proposed changes to allow for shared “Board” decision-making and flexibility.

Director Burra provided some other potential changes for consideration which include moving away from the current structure and dismantling the EPOC meetings into two or three smaller committees. By restructuring the EPOC meeting from a committee of the whole into smaller groups, Regulation 463/97 would no longer be applicable.

Chair Godkin opened the floor for comments and questions. The following motion was put forward:

MOVED BY: Trustee Ruttan that the Board of Trustees discuss the edited policy that the Director has provided, but not make a decision tonight, and take the decision to the next EPOC (June 4, 2025) meeting once everyone has had a chance to review. Carried.

Chair Godkin thanked Director Burra and opened the floor for discussion.

6. UNFINISHED BUSINESS

None at this time.

7. NEW BUSINESS

None at this time.

8. CORRESPONDENCE

None at this time.

9. FUTURE BOARD MEETING SCHEDULE

June 4, 2025

10. ADJOURNMENT

Moved by Trustee Neill that the meeting adjourns. Carried.

The Meeting Adjourned at 7:06 p.m.

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Administrative Report: Multi-Year Accessibility Plan

Regular Board Meeting

May 21, 2025

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

To update Trustees on the Limestone District School Board (LDSB) Multi-Year Accessibility Plan 2023-2026, which is mandated by *Ontario Regulation 191/11 Integrated Accessibility Standards* and the *Accessibility for Ontarians with Disabilities Act (AODA)*, 2005.

Strategic Plan Goals:

- Improve student well-being/sense of belonging, participation/engagement in class time, and time focused on learning
- Improve literacy and math learning and achievement for every student
- Improve responsiveness and service to families, staff, and community partners

Background

The LDSB Multi-Year Accessibility Plan is developed in accordance with the Integrated Accessibility Standards Regulation under the AODA. It incorporates the intentions of the board to meet its obligations under the *Ontarians with Disabilities Act*, 2001.

Furthermore, in 2017, two standards development committees were established to address barriers facing students: one focused on K-12, and another focused on postsecondary education. The K-12 Accessibility Standards recommendations are designed to reduce and prevent accessibility barriers in the publicly funded education system. These standards set out the K-12 Standards Committee's initial recommendations for a proposed education accessibility standard. In anticipation of many, if not all of these recommendations becoming finalized, the LDSB Accessibility Committee has decided to include our work on these standards in our Multi-Year Plan.

The Multi-Year Accessibility Plan describes the measure that the board will take over the three-year period from January 1, 2023, to December 31, 2026, to identify, remove, and prevent barriers to people with disabilities who work, learn, and participate in the school board community and environment including

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students, staff, parents and caregivers, volunteers, and visitors to the board and its schools. The LDSB is committed to the continual improvement of access to school board facilities, policies, programs, practices, and services for people with disabilities. More information is available at the following LDSB web page:

[Accessibility](#).

Furthermore, this plan aims to:

- Describe the process by which LDSB will identify, remove, and prevent barriers.
- Review yearly efforts to remove and prevent barriers.
- Describe the measures LDSB will take during the period of January 1, 2023, to December 31, 2026, to identify, remove, and prevent barriers.
- Describe how LDSB will make this Multi-Year Accessibility Plan available to the public.
- Make a commitment to provide an annual status report on the board's implementation of the Multi-Year Accessibility Plan.
- Make a commitment to review and update this Multi-Year Accessibility Plan at least once every three years.

Current Status

The LDSB Accessibility Planning Committee includes a diverse group of members from various roles and organizations. These include:

- Board staff: Superintendent, Principal of Educational Services, Assistant Manager of Facility Services, Capital Project Coordinator, Principal, Blind/Low Vision Teacher, Deaf and Hard of Hearing Teacher, Special Education Coordinator, ETFO, Human Rights Officer, Human Resources, Communications, and a student
- Tri-Board: CEO, Safety Officer
- Special Education Advisory Committee (SEAC)
- KidsInclusive, CNIB, Canadian Hearing Services
- Parents/caregivers and community members with disabilities

The Accessibility Committee is responsible for establishing, reviewing, and updating the Accessibility Plan in consultation with individuals with disabilities, the SEAC, and other interest holder groups, including those previously noted. The Committee also works to ensure that all policies, procedures, and practices align with the principles of accessibility and inclusive/universal design.

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Recently, the Committee has committed to embedding the K-12 Education Accessibility Standards into its work. This commitment aims to enhance access to facilities, policies, programs, practices, and services for students, staff, parents/caregivers, volunteers, visitors, and community members to the greatest extent possible.

Additionally, the Committee is responsible for the ongoing identification of barriers and for incorporating these into the Multi-Year Accessibility Plan wherever practicable.

The principles of inclusive practice, freedom from barriers, and accessible environments inform all policies, programs, procedures, and services of the LDSB. Through the Multi-Year Accessibility Planning process under the AODA, the LDSB regularly assesses its programming, policies, and practices to ensure continuous improvement in accessibility. This process is further informed by feedback from the LDSB SEAC.

Barrier identification methodologies and the corresponding actions are outlined in the table below.

Methodology	Description	Status
K-12 Education Accessibility Standards	Review of key sections of the K-12 Education Accessibility Standards by the Accessibility Committee Seek input from staff, students, families, SEAC, Senior Team, and the Accessibility Committee	Annually
Public and employee feedback	Special Education Review data Comments gathered through web page access (Accessibility Feedback Form) and for employees through individual requests for accommodations (HR accommodations plans and emergency response plans)	Spring and fall 2023 Ongoing
Review of plan and status report by SEAC	Opportunity for input and feedback prior to approval and posting on webpage Include both Accessibility Plan and Appendices	Annually

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Accessibility Planning Committee review of plan and development of status report	Opportunity for input and feedback prior to bringing to Senior Team and SEAC	Annually
Accessibility Planning Committee considers Facilities reports	Audit of buildings and identification of schools for action included in multi-year strategy Use of Facilities Improvement Plans (FIPs) as possible accommodation supports Begin work on LDSB Accessibility Standards	Ongoing

One example of our ongoing work to enhance accessibility is the collaboration between the Accessibility Lead, the Special Education Coordinator responsible for accessibility, Facility Services, and community partners such as KidsInclusive. Occupational therapy recommendations are shared through partners like KidsInclusive to school staff. With the support of the Special Education Coordinator, staff then submit work orders. These work orders are tracked and reviewed regularly at Accessibility Committee meetings. Facility Services works closely with schools and staff to address these work orders in a prioritized and timely manner.

In addition, Facility Services frequently integrates accessibility features into capital enhancement projects and Facility Improvement Plans, further demonstrating a commitment to systemic accessibility improvements. This ongoing consultation and coordination have provided the Accessibility Committee with a comprehensive understanding of efforts to remove barriers to accessing and participating in school life.

Future priorities for the Accessibility Committee and Facility Services include exploring the development of LDSB Accessibility Standards for current projects and for any new school builds approved in the coming years.

Although the K-12 Education Accessibility Standards have not yet been mandated by the Ministry of Education, Educational Services staff, Communications, and the Accessibility Committee have committed to identifying key elements of the standards. These elements are being incorporated as annual goals within the Multi-Year Plan, with progress tracked each year.

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The attached working document provides examples of how various departments are aligning their efforts to support the core goals of the proposed education accessibility standards. This year, we are focusing on developing parent- and caregiver-friendly videos that explain the Identification, Placement and Review Committee process, as well as the Individual Education Plan process. We are also collaborating closely with the Communications Department to launch a full digital accessibility video series on our website.

Next Steps and Communication Plan

Work will continue with the Facility Services team and the Accessibility Lead on moving towards LDSB Accessibility Standards that will support future work in enhancing accessibility across the district. We continue to adjust the format with which accessibility work orders are tracked so that staff and the Committee can support this great work.

The Accessibility Committee will begin the process of updating the 2023-2026 Multi-Year Plan for release in January of 2026. Consultation will begin with interest holder groups in the fall of 2025 to ensure interest holder voice is included in any adjustments to this plan to support accessibility for all.

Recommendation

That this report be received by the Trustees for information purposes.

Prepared by: Scot Gillam, Superintendent

Reviewed by: Krishna Burra, Director of Education

Attachment

K-12 Educational Accessibility Standards – Areas of Focus

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K-12 Accessibility Standards –Areas of Focus

	2024-2025 Potential Goals	Ongoing Focus	Evidence
<u>Section one: Attitudes, behaviours, perceptions and assumptions</u>	4.2. Develop, implement and periodically evaluate a multi-year age-appropriate program/curriculum to teach all students, school board staff and families of school board students about the inclusion of and full participation of students with disabilities. <i>Develop a student/family friendly version of accessibility plan.</i>	1.1. Set up and maintain a network of teachers and other staff with disabilities	-2024-2025 Staff Affinity Groups
<u>Section two: Awareness and training</u>	2.6. Develop a common Universal Design for Learning training, mandatory for all educators (senior administration, school administration, teachers, occasional teachers, educational assistants and Professional Support Staff Personnel members) both at the pre-service level and on-going throughout the school year <i>Develop universal, board wide training that could be delivered in schools (video, caption) to be used in PA days/staff meetings.</i>	2.8.1. Develop and deliver adaptive/assistive technology and services training programs	-UDL video in progress -LDSB Special Education Teacher Course
<u>Section three: Curriculum assessment and instruction</u>	3.16.4.b.- Ensure fair and equitable, barrier-free assessments for students with disabilities, through policy and procedures that commit to ensuring all assessments of student performance and learning meet these provisions. <i>Work with program team to make assessment/instruction resources that are inclusive/accessible. Equity/inclusion should also be at the table.</i>	3.14.2. Ensure that school and system leaders in their respective roles guide the design, assessment, evaluation, reporting and monitoring of Universal Design for Learning and Differentiated Instruction in their schools as it relates to access, equity and inclusion for all learners. 3.16.4.h. Curriculum that addresses experiential learning, employability skills development, specialty	-Ed Services PD -SHSM -Review of Secondary Assessment and Evaluation document for additions.

		pathways such as Specialist High Skills Major (SHSM) and school-to-work transitions.	
<u>Section four: Digital learning and technology</u>	4.33 Develop, implement, monitor and evaluate comprehensive training programs for its staff on procuring and using accessible digital technology. 35.1. Establish, publicize and enforce information technology procurement accessibility requirements, to ensure that no technology is purchased either by a school board unless it ensures full digital accessibility. Expand current siloed training	4.34 Designate an accessible “digital accessibility lead” (a board-level staff appointment) that will support educators in the procurement and use of digital technologies and will be responsible for all digital information at the school and system level. 4.33 Digital Accessibility Video Series https://limestoneschools.sharepoint.com/sites/CommunicationsServices/SitePages/Now-Live--Digital-Accessibility-Video-Series.aspx	Allison Grange and Maddie Crothers, Jessi Lalonde and Matthew Aylsworth -Communications/Ed. Services. -Dawn Cameron –Intervention Assistant – Technology.
<u>Section five: Organizational barriers</u>	52.12. Establish a dedicated resource within the school board, or shared among school boards, to convert instructional materials to an accessible format, where needed, on a timely basis. IT or Ed. Services?	5.40.4. Ensure that students with a disability shall have access to and receive any programs and services, including special education or other disability-related services or supports that they require, in accordance with the <i>Ontario Human Rights Code</i> on the duty to accommodate persons with disabilities. 5.41.7. A policy should be developed to ensure integrated and collaborative planning between community agencies and school boards for students with disabilities who require services delivered at school, that are funded by other ministries. 5.49.1-5.49.19 All of the students with disabilities and the parents/guardians of those students have the right to fully participate in the planning and implementation of the student’s educational plan/program.	-Guide to IEP/IPRC (Student/family friendly) - Allison Grange and Maddie Crothers, Jessi Lalonde and Matthew Aylsworth
<u>Section six: Social realms</u>	6.57 Hold educational events at venues on school board property or outside school board property whose built environment is	6.58 Each school board should develop and create the role of the Transition Facilitator/Navigator to work with	Nicola Dillard

	accessible to students and staff with disabilities. The buses used to transport students to the off-site events should also be accessible, so that students with disabilities do not have to travel to the event separate from their classmates. Field trip policy shared widely	students and their families in collaboration with school staff, and community agencies to explore pathways and develop transition plans. 6.61.1-6.61.9 Transportation 65.1. Review its experiential learning programs to identify and remove any accessibility barriers. 65.2. Put in place a process to affirmatively reach out to potential placement organizations in order to ensure that there will be a range of accessible placement opportunities in which students with disabilities can participate.	Pathways, Possibilities, Partnerships Grant Accessible Wheelchair – On Order LDSB AP260 20.1. Key Considerations for Out-of-School Activities: 1. Inclusion and Accessibility: Activities should reflect the diverse needs of students, ensuring that all can fully participate, regardless of gender, culture, or ability.
Section seven: Physical and architectural barriers	7.79 a. Take an inventory of the accessibility of its existing indoor and outdoor play spaces and gym and playground equipment, and make this public, including posting this information online. b. Adopt a plan to remediate the accessibility of new gym or playground equipment, in consultation with the school board's Special Education Advisory Committee and Accessibility Committee, and widely with the families of students with disabilities. Pilot program for accessible play (add single items to yards)	7.70.a-c. Develop a plan to ensure that the built environment of its schools and other educational facilities becomes fully accessible to persons with disabilities as soon as reasonably possible Continue to develop LDSB Accessibility Standards	Accessibility Committee Facility Services
Section eight: Planning for emergencies and safety framework	8.149 School Boards should provide administrators training and guidelines on supporting students with disabilities through transitioning and change during an emergency. Guidance for Administrators around Fire safety plans/Emergency plans (Evacuation, Hold/secure, Lockdown, etc.)	8.144. School Boards should ensure that its hub of learning resources specific to students with disabilities is accessible and available remotely to support teachers and students in their learning during an emergency.	Minds online

Administrative Report: Board Action Plan (BAP) - Indigenous Education

Regular Board Meeting

May 21, 2025

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

To update Trustees on the Indigenous Education Board Action Plan (BAP), which is Ministry mandated, and how the BAP supports the goals of the LDSB Strategic Plan.

Strategic Plan Goals:

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

Background

Funding information for Indigenous Education for the 2024/25 academic year was shared with school boards in Spring 2024 as part of the Core Funding announcement. Limestone District School Board received just over \$2.2 million to support Indigenous education initiatives for the year.

The majority of this funding is allocated to the Board Action Plan (BAP), with approximately \$200,000 designated specifically for the First Nations, Métis, and Inuit (FNMI) Studies component. In addition, Limestone received Responsive Education Program (REP) funding for 2024/25. Through this stream, the Indigenous elementary program, *Bridge*, operating at Katarokwi Learning Centre, was allocated \$150,000.

Indigenous Education funding is enveloped, meaning it must be used exclusively to support Indigenous education initiatives through the BAP or the FNMI Studies component.

In 2023-2024, significant structural changes were made to strengthen the role and function of the Indigenous Education Committee (IEC). Membership for the IEC was established through an expressions of interest process and is now composed exclusively of community members, representatives from organizations that support Indigenous peoples, and parents/caregivers. The IEC is

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recognized as an autonomous committee of the Board and plays an active role in guiding the development of the BAP, ensuring it is constructed in a culturally respectful and responsive manner. The IEC also receives regular updates on the progress of BAP initiatives.

Current Status

School boards are required to develop Board Action Plans (BAPs) on Indigenous Education to guide the allocation of resources and supports aimed at improving the engagement, learning, achievement, and well-being of First Nations, Métis, and Inuit students. The goal of the BAP is to foster learning environments where Indigenous students are supported to thrive and reach their full potential. To ensure the BAP is reflective of local Indigenous demographics and community partnerships, it is expected that school boards co-plan and co-develop BAP initiatives in collaboration with their Indigenous Education Council (IEC), ensuring that all learners see themselves and their cultures reflected in the learning experience.

Highlights of the 2024/25 LDSB Board Action Plan includes:

- Staffing of the Indigenous Education Team – Vice Principal of Indigenous Education, FNMI Consultant & Grad Coach, Elementary Re-engagement Teacher, Land-Based Learning Teacher, Indigenous Student Support Counselor
- Indigenous Student Leadership Circle (ISLC)
- Land-Based Learning PD for staff
- Mohawk & Anishinaabemowin Language Programming
- NBE3U/C/E & NAC classroom support and PD
- School Based Projects & Events
- Indigenous Family Nights
- Indigenous Community Members/Knowledge Keepers Support in schools
- Resource Purchases/Development
- Grad Coach and Pathway Support – Recognition of Experiential Learning Pilot (RELC)
- River and Bridge Programs
- Student/Family Supports

In addition to actively constructing, monitoring, and adjusting the Board Action Plan (BAP), the Indigenous Education Council (IEC) has played a key role in supporting Indigenous education across the district throughout the 2024–25 school year. This has included a comprehensive review of the IEC's Terms of Reference and ongoing collaboration with the Indigenous Education Team. Attendance at IEC meetings has remained consistently high, with members fully engaged in supporting current BAP initiatives while also identifying new priorities for the future.

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The final IEC meeting of the year will take place on May 27, 2025. At this meeting, members will confirm their participation for the 2025–26 school year and introduce any new community or organizational representatives. A process to address any parent/caregiver vacancies will be developed by consensus and shared publicly ahead of the initial September 2025 IEC meeting. The Council will also review its Terms of Reference once more and finalize new initiatives for inclusion in the 2025–26 BAP.

One of the key initiatives this year has been the elementary Bridge Program, which received primary funding through the Responsive Education Program (REP). This culturally grounded program is supported by a classroom teacher, an Indigenous Support Worker, and local Knowledge Keepers and Elder; and focuses on supporting self-identified Indigenous students in elementary school who may be experiencing challenges with school engagement, particularly in literacy and numeracy. Although REP funding for 2025–26 has not yet been confirmed, the Indigenous Education Team and the IEC are committed to continuing the Bridge Program regardless of the status of those funds.

Recommendations

That this report be received by the Trustees for information purposes.

Prepared by: Scot Gillam, Superintendent

Reviewed by: Krishna Burra, Director of Education

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Parent Involvement Committee Meeting Minutes – 27 February 2025

Public Meeting

Roll Call:

Trustees:	Staff:
R. Hutcheon (regrets) B. Godkin (regrets)	P. Gollogly, Assoc. Superintendent M. Christopher, IT
Invitees:	Recorder and Producer:
C. Bevens-Leblanc, Co-Chair V. Venditti, Co-Chair and KSS/Module Vanier S. Black, Bath PS M. Rickey, Bayridge PS M. Redmond, Bayridge PS N. Castillo, FSS M. Foster, J.R. Henderson/Module de l'Acadie S. Bradley, Joyceville PS M. Hudson, KLC M. Valente, LSS C. Innocente, LCVI/Calvin Park PS J. Kehoe, Molly Brant ES M. Richmond, Odessa PS M. Carrier, Perth Road PS S. Gratto, Storrington PS C. Glavin, W.J. Holsgrove J. Clayron, W.J. Holsgrove J. Hall, South East Health Unit	E. Smith, Administrative Assistant

1. CALL TO ORDER

Co-Chair Venditti called the meeting to order at 6p.m.

PIC Representative Bradley provided the Acknowledgement of Territory: "We acknowledge that the Limestone District School Board is situated on the traditional territories of the Anishinaabe and Haudenosaunee who recognize their enduring presence and that of Indigenous peoples across Turtle Island. Acknowledging territory is just the beginning. True reconciliation requires ongoing learning, reflection and action. So, as we gather for this meeting, I am hoping that we all challenge ourselves to move beyond words by listening to Indigenous voices, committing to meaningful change in our schools and communities, something that we can all do together. So may this space be one of learning, respect and responsibility as we work toward a future rooted in justice and understanding."

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2. ADOPTION OF THE AGENDA

2.1 Adopted.

3. DECLARATION OF CONFLICT OF INTEREST

3.1 No declarations of conflict of interest.

4. APPROVAL OF MINUTES

4.1 PIC Meeting Minutes of 14 November 2024 were approved.

5. BUSINESS ARISING FROM MINUTES

5.1 Co-Chair Venditti noted that there were some questions that had been asked of J. Hall, KFL&A Health Unit, at the previous meeting and that responses to those questions were provided in the Minutes of 14 November, page 15-17 KFL&A Update.

PIC Rep. Innocente noted that Trustee Godkin was supposed to provide an update on the process of selecting members for board committees, i.e. how committees select their members and when terms come up. In view of Trustee Godkin's absence, this update is being deferred.

6. EDUCATION SERVICES UPDATE

6.1 Co-Chairs Bevens-Leblanc and Venditti provided their update.

- PRO funding deadline for application is 28 February 2025. Co-Chairs have been providing updates in the Facebook group. There is almost \$14,000 allocated out, out of \$31,000. They have been sharing about what types of things people are being approved for and hope that schools find that information helpful, to have some inspiration.
- Bylaw review committee was established. There was some overlap in members between this and the PRO funding committee, so for different reasons and this one, there has not been a meeting of those individuals. Now that things are winding down, we can expect to get something more established for bylaws.
- Co-Chair Venditti noted that there was a reference in the previous minutes about having drafts available for this meeting. However, this has not occurred yet. The subcommittee members are currently taking their notes, and they plan to bring them together and present something at the meeting in April. It was agreed that this goal for April is reasonable and achievable.
- Co-Chair Bevens-Leblanc informed about the PRO funding, approximately \$22,000 of the \$31,000 in PRO funding is allocated, with some funding leftover. The subcommittee will determine how to proceed with this remaining funding. Additionally, there was \$8,449 in other PIC funding, of which \$1,056 has been spent. The Focus Group spent a portion of this amount (approx. \$250) and has plans to host another

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event with similar expenditures. PIC is having staff come in to do a consult for the 2025 Student Census, so food and childcare will be available. There is still approximately \$7,000 remaining in parent engagement funding. She encouraged the group to suggest or organize initiatives that could utilize the funding.

- Co-Chair Bevens-Leblanc informed that there was a ministry consult with PIC Chairs right after the last meeting, and although the notes are not available, a summary will be included in their report for everyone to review. Another consult was scheduled for this month, but it has been put on hold due to the election. The PIC has two seats available: one on the Environmental Sustainability and Advisory Committee (ESAC) and one on the School Mental Health Committee. Parents who are passionate about environmental issues or mental health are encouraged to take these seats. ESAC meets only four times a year, so it is not a huge commitment, but having a voice there would be valuable. The School Mental Health Committee includes various community organizations and board representatives focusing on mental health. If anyone is interested in participating, it would be fantastic to have their involvement. Discussion followed.
- It was noted that in the absence of Trustee Godkin, an update on the process for selecting board members is deferred.
- Equity Team is scheduled to have a presentation on 2025 Student Census in April.

6.2 Trustees Godkin and Hutcheon sent their regrets.

6.3 Superintendent Gollogly provided Board Update:

- On 5 February 2025, Black History kick-off event was held at LCVI. Several Trustees and senior staff were able to attend the opening ceremonies. There were several moving tributes to our former colleague and friend, Trustee Judi Brown.
- Local Skills Competition took place on 26 and 27 February 2025 at St. Lawrence College. Students in grade 9 to 12 competed in a variety of different events from culinary to welding to masonry and plumbing. The winners will go to Skills Ontario Competition in May.
- LDSB in partnership with PIC and South East Public Health are hosting an event on 4 March 2025 at 6 p.m. with Dr. Shimi King, author of the “The Tech Solution: Creating Healthy Habits for Digital World”. Event will take place at Queen’s University.
- On Wednesday, 30 April 2025, Director Burra will be hosting an evening for LDSB families at LDSB Education Centre on Artificial Intelligence (AI). He will provide an overview of this relatively new technology, how it impacts people’s lives already and its potential uses to support student learning in Limestone schools.
- Assoc. Supt. Gollogly thanked all Limestone staff who participated in 2024 United Way campaign. The LDSB staff contributed almost \$55,000 to the campaign which provides critical supports to meet the needs of some of the most vulnerable people in KFL&A, including students and families we serve.

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- Regarding school calendar, PIC Rep. Bradley asked if it is possible to have a visual representation of the calendar when surveys come out. This suggestion was made to help with decision making, as it is easier to visualize the calendar dates. Assoc. Supt. Gollogly informed that the Board approved school calendar was option 3.
- PIC Rep. Kehoe raised a question regarding the shortage of bus drivers and the impact on routes for students who have no other means of getting to school. She inquired about the options available for parents who do not drive. This issue has been brought up before, but a concrete answer has never been provided. PIC Rep. Kehoe gave a route 193 as an example. Assoc. Supt. Gollogly will look into this matter.
- PIC Rep. Innocente had a wondering about how we frame the education around the elections that is provided to students. She noted that while religious education is delivered in an ecumenical manner, the same equitable process does not seem to apply to political education. She expressed concerns about teachers sharing their own political views from a position of power, which may be inappropriate in a classroom setting. She wondered how staff are coached on sharing their political views in such settings. The discussion centered around the mandate that teachers should not bring their own political beliefs into the classroom. If there are isolated incidents at specific schools, parents are encouraged to speak directly to the principal or the particular teacher involved. It was noted that some schools have been conducting their own elections, which has been interesting and educational for students as they investigate different political sides. However, if there are any situations where students have reported teachers sharing their political views, it should be addressed. The reason for bringing this issue to the committee table rather than individual administration is to determine if it is a widespread concern affecting multiple schools. The intention is to address issues that are happening at more than one school. The discussion concluded with a request for understanding from the Board on how staff are educated about what is appropriate and inappropriate when it comes to political education. Assoc. Supt. Gollogly informed that educators have to be absolutely non-biassed. PIC Rep. Innocente requested that the Director provide clear guidance to all schools regarding political education, as it is not an isolated issue. It was noted that at least one other person in the room had experienced similar concerns. The request emphasized the need for better coaching for staff in advance of the next election to ensure they understand what is appropriate and inappropriate when discussing political matters with students. Assoc. Supt. Gollogly informed that the Director sends out communications about elections being held in schools and what can and cannot be done. Voting takes place in schools as required by the Education Act. Assoc. Supt Gollogly noted concerns and will bring them to the Director's attention.
- PIC Rep. Kehoe raised a concern about the unintentional influence teachers may have on students during political discussions. She noted that when students are separated into parties, teachers who align with those parties sometimes get placed with the corresponding students. This indirect influence

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can affect the students' perceptions of the world. Jennifer emphasized that while this may not be intentional, it is important to be mindful of the impact of words on a vulnerable population.

- Discussion followed.

7. CORRESPONDENCE

PIC Representative Kehoe initiated conversation regarding previous correspondence regarding IEC. Co-Chair Bevens-Leblanc acknowledged that there have been concerns raised about parent seats on various board committees. Efforts are being made to connect with relevant individuals and determine the best approach to address these concerns. The need to address these concerns was reiterated, and efforts will be made to connect and follow up on the issue. Discussion occurred.

8. ASSOCIATION UPDATES

8.1 J Hall, Public Health Nurse with South East Health Unit provided an update (detailed updated is attached):

- The immunization team is conducting the annual review of the Immunization of School Pupils Act. Notices were sent out in January to students who did not meet immunization requirements, and caregivers are advised to consult with healthcare providers and submit vaccination records to South East Health Unit by the indicated deadline. Family doctors and healthcare providers do not automatically report immunizations to public health, so caregivers need to do this themselves. For any questions, parents and caregivers should contact the Kingston Public Health Office, and the direct line to the immunization team is included in the minutes.
- She also shared updates on their events:
 - The Annual Jingle Bell run/walk/wheel had an impressive turnout with 16,481 students from 57 schools participating, which was higher than last year.
 - The Celebration of Dance initiative encourages students to enjoy dance while supporting the arts and health and physical education curriculums. Registration opened on 10 February, and schools are invited to join the virtual event on 7 May.
 - The Marathon Club registration starts on 3 March. Schools can sign up, and students will accumulate kilometres towards a full or half marathon. Schools are encouraged to organise a final one-kilometre lap as a celebratory event to help students achieve the recommended 60 minutes of daily physical activity.
- J. Hall concluded her update and offered to answer any questions.
- PIC. Rep. Kehoe followed up on a parent's question from the last meeting regarding the language used in the Immunization of School Pupils Act. The concern is that it is not clear to newcomer families that vaccinations are not mandatory, as the language in the forms suggests otherwise. This confusion leads to distress when families receive suspension letters for not meeting immunization requirements. Co-Chair Venditti disclosed that she is a nurse on the immunization team at Public Health. Whilst not representing Public Health in this meeting, she confirmed that feedback regarding the language used

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in the Immunization of School Pupils Act has been received by the team. For the current season, the forms and related pieces were created and established, with some aspects adjustable once the process begins. However, many elements cannot be changed immediately. At the end of the review, there will be debrief moments where collected feedback will be discussed as part of next year's planning. She mentioned that the language on the forms changes every year based on feedback, and updates are constantly being made. Although she was not at the previous meeting, she was aware of the concerns and confirmed that conversations about these issues are ongoing. However, immediate changes are not feasible.

- PIC Rep. Bradley confirmed that the response was provided in the previous Health Unit update which is included in the Minutes.
- Discussion followed.

9. OTHER BUSINESS

9.1 Collaboration working group – *How will we decide together if we are successful? What does success look like and how will we know if we have done it?*

The meeting moved on to the topic of collaboration and working groups. Participants were divided into breakout rooms, both online and in person, to discuss specific questions. After some time in their groups, they would reconvene to compile a list of group responses.

The topics of conversation were provided, and participants were invited to add any additional topics they wanted to discuss. The goal was to have a productive discussion and gather responses from each group.

Group 1- The group discussed whether they are meeting their purpose of parent engagement through various means. They reviewed the Ministry's hopes and dreams for the group and considered how much of their agenda should be devoted to smaller collaborative sessions versus board-wide consultations and solution-based discussions. There was a strong consensus that at least half of their time should be spent on smaller collaborative sessions, while no more than 10% should be spent on broad provincial-level education topics. The remaining time should be spent co-creatively with the board. This was seen as an important takeaway from the discussion. Additionally, there were some specific suggestions for improvement that can be shared separately. The discussion highlighted several key points for improving committee operations. It was emphasized that every committee member should have access to the names and emails of all other members to facilitate communication. Additionally, there should be a list of online attendees, including their names, the number of attendees, and the schools they represent. The agenda setting should reflect the interests of the committee members, and more time should be spent on practical pieces, such as successful programs. A suggestion was made to provide a list of 80 successful PRO funding projects that members could easily adopt without needing to write their own grant proposals. This would help ensure that funds are utilized effectively, as demonstrated by the fact that only \$14,000 out of \$31,000 has been spent. The group discussed various strategies to measure

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success. They considered the benefits and drawbacks of gathering feedback during the meeting versus afterward. A good metric suggested was the number of engaged schools and persons, which should be kept front and center. They also talked about implementing a living, breathing scorecard with red, yellow, and green lights for each item discussed. Before leaving a topic, the group would spend a few minutes collaborating on what actions to take, by when, and who would be responsible. This scorecard would be reviewed at every meeting. It was proposed that the Co-Chairs create a report summarizing the accomplishments, challenges, and ongoing goals of the past 12 months. This report would help new members understand the group's work without having to review extensive meeting records.

Group 2 (online)- If the school community is benefiting from our work and changes being made while making sure we create a safe space for all. Community is thriving and benefiting from the work being done. That everyone is working as a team-staff, parents, students and outside community with the board and government.

Group 3- The discussion at the second table echoed similar sentiments to the first table regarding strategic planning, such as using a scorecard to track initiatives throughout the year. The group acknowledged the wide range of initiatives but emphasized the need to focus on what is reasonable to accomplish within the year, considering both planned subjects and unexpected issues that may arise. A key focus was on engagement, community, and collaboration. The group noted that there is often a lot of back-and-forth discussion, which may not always be productive. They stressed the importance of ensuring that the group's values and purpose are reflected in the agenda and activities. Engagement was highlighted as a significant concern, with a consensus on the need to increase engagement levels. The group discussed the importance of understanding why people come to the table, their passions, and intentions, and maintaining respectful interactions to keep participants engaged. Action and follow-ups were also discussed as crucial for success. The group emphasized the need for clear expectations and understanding when issues arise, to avoid competitive dynamics and ensure productive discussions. The consensus was on the importance of community building and maintaining relationships. The group suggested that all members should have access to each other's contact information for council purposes and that there should be clear goals and benchmarks to measure progress. Overall, the group emphasized the need for strategic planning, clear communication, and fostering a collaborative and respectful environment to achieve their goals.

PIC Co-Chair Bevens-Leblanc requested that everyone provide their physical lists before they leave. She also asked if there is an action item and how would the committee like to proceed?

PIC Rep. Valente suggested that the group should set goals for the next school year in advance. She acknowledged that there might be different parents involved but emphasized the importance of having clear objectives from the start. She proposed that instead of discussing goals in September, the group

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should establish them beforehand, possibly even in June, to ensure they can hit the ground running. This approach would allow the group to plan ahead, similar to how businesses operate, and be flexible to adapt to any changes throughout the year. Co-Chair Venditti discussed the idea of setting preliminary goals at the end of the year, which would then be reviewed in the fall to ensure alignment. This approach would help the group start the new school year with clear objectives. There was also a suggestion to create a list of items to be addressed at the next meeting, including topics brought up today and in previous discussions. This would ensure continuity and follow-up on important issues.

The discussion emphasized the importance of having a summary of action items at the end of each meeting, which used to be standard in the minutes. The group suggested creating an agenda that includes a status update on ongoing initiatives, possibly using a Google Doc to track progress. This would make it easier to find information without sifting through minutes and agendas. The conversation also highlighted two main aspects: the initiatives piece, which involves a scorecard approach to measure success, and the actions related to events happening throughout the school year. The group stressed the need for accountability in initiatives and clear actions resulting from questions or concerns raised. Additionally, there was a mention of having a one to five-year plan, acknowledging that executives and businesses change over time. This plan would help maintain focus and direction despite any changes.

Further discussion followed.

Co-Chair Venditti asked the group if they felt like having more opportunities to connect would be beneficial in the process. Suggestion was made to maybe have more working meetings. The discussion compared the current board's structure to that of other boards, such as Ottawa Carlton, which have elected PIC members rather than PIC representatives from each school. It was noted that most boards have a smaller number of PIC members, usually in the lower double digits. It was mentioned that hybrid meetings require board staff, making them more complicated to organize. The group acknowledged that more frequent meetings tend to increase engagement, but the logistics of hybrid meetings present additional challenges.

A comment was made about the potential benefits of sub working groups meeting collaboratively. It was suggested that if more parents experienced these collaborative meetings, they might be more inclined to return. The idea was to have multiple sub-working group meetings based on specific topics, which could then report back with updates. This approach could make the meetings more engaging and address topics that haven't been discussed yet. It was noted that previously, meetings were held at different schools as an equity piece, but they have now returned to being held at the board. The discussion also mentioned that if sub working groups met independently, senior staff wouldn't necessarily need to be present, as long as reports were provided. Further discussion followed.

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PIC Co-Chair Bevens-Leblanc asked again what would the committee like action item to be on this and how are they following up on this?

The suggestion was made to have the minutes distributed earlier than just before the next meeting, with action items clearly listed. This would provide a timely reminder of tasks and help avoid last-minute rushes. It was noted that receiving the minutes shortly after the meeting would be beneficial for accountability and ensuring tasks are completed. Comment was made that there have to be action items, though.

Additionally, it was proposed to split the screen during meetings to display the working document, allowing everyone to follow along and agree on action items in real-time. This approach would help keep track of tasks and ensure everyone is on the same page.

The group discussed the idea of starting the next meeting with a list of action items to ensure everyone can follow along. As tasks are identified during the meeting, they would be added to the list, and everyone would agree on them. The group discussed setting up reminders based on individual preferences.

The group suggested creating a visual document that members can log into and co-create during the meeting. This would help keep track of tasks and ensure everyone is on the same page. They also discussed the importance of keeping certain topics front of mind, such as questions directed to the Director, and ensuring follow-up responses are received.

PIC Rep Bradley volunteered to bring their computer to document the meeting in real-time. The group appreciated this initiative and agreed it would help improve accountability and follow-up on action items. Assoc. Supt. Gollogly would consult with IT on technical aspect of it.

There was a suggestion to include a brief summary of meeting discussions in a document that could be shared with all principals. This would ensure that all school councils are aware of what happens at the meetings, even if they don't have a PIC representative present.

Co-Chair Bevens-Leblanc informed that there is an Excel document listing PIC Representatives and School Councils with their email addresses; the PIC Representative list will be uploaded into Facebook group and distributed to PIC representatives. This will help members connect with each other and facilitate communication within the committee.

PIC Representative Innocente suggested collaboration topic for the next meeting *"How will we decide what the efficacy of our meetings is?"* The group agreed that deciding on a methodology for collaboration is important and noted that they have already established a report card system.

10. NEXT MEETING DATE

Thursday, 3 April 2025, at 6 p.m.

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11. ADJOURNMENT

The meeting adjourned at 8.30 p.m

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Conversation with Parent Involvement Committee Chairs/Co-chairs & School Board Leads November 2024

Purpose of the Meeting

The second session of the 2024-25 PIC/school board parent engagement lead meeting series was held on November 19, 2024. Two meetings were held, one in English and one in French, and the theme of the meetings was Bullying Awareness and Prevention Week and Cyber Security.

Part 1: Resources for Parents and Caregivers

EDU highlighted the following resources for parents and caregivers with the theme in mind:

Your Child's Education: a parent guide to our school system

This is a parent-friendly webpage with easy to access information to support parent involvement in their children's education and to promote parent participation in school. Released in February, and constantly updated, this is a "one-stop shop" resource for parents with links to existing webpages and ministry-developed resources so that parents have the information they need to make informed decisions about their child's education and support their learning.

Policy Program Memorandum (PPM) 170: School board communication with parents

Starting this school year, school boards are required to:

- provide parents with information to support their active engagement in their child's education, and
- develop and comply with a protocol setting out standards for acknowledging and responding to parent inquiries.

Information on school board websites must, at minimum, reflect the information outlined in Your Child's Education: a parent guide to our school system.

The PPM requires school boards to include the following components in their communications protocol:

- Purpose/Objective: an overview of the communication protocol/procedure, including intended goals and outcomes.
- Process: the steps that boards will take in acknowledging and responding to parent inquiries about matters pertaining to their child's education.
- Timelines and Report Back: expected timelines for an acknowledgement and response.

Bullying – we can all help stop it

This webpage aligns with Bullying Prevention and Intervention Policy/Program Memorandum (PPM) 144 Bullying Prevention and Intervention and includes, for

example, information related to what to look for and how parents/guardians can support their child if they experience bullying, witness bullying or may be engaging in bullying.

Cyber Awareness Resources for K-12

Digital Innovation Solutions from the IT&T Cluster shared resources developed for October's Cyber Security awareness month - resources for in-class and at-home. The links can be found in the attached slide deck.

Part 2: Workshop: Raising Ethical Kids for a Networked World

To support the theme of Bullying Awareness and Prevention and Cyber-Security, MediaSmarts conducted a condensed version of the workshop: *Raising Ethical Kids for Networked World*. The presentation examined some of the moral dilemmas that kids face in their online activities and shared some strategies to help them build the social and emotional intelligence that's needed to support ethical decision making – and to build resiliency if things go wrong.

Part 3: PIC Showcase

The PIC Showcase is a new segment this year. PIC parent/staff teams inspired their peers with some of the many innovative PIC projects across the province – locally devised ways to provide what communities want and need, and innovative ways to engage more parents and different parents.

Two teams shared initiatives:

- Simcoe County DSB shared their *Reframing Bullying Pilot*
- Rainbow DSB presented *Parents. Partners. Potential. Learning Together: Resources for home.*

If your PIC has something to share, please let us know by emailing IEPEB@ontario.ca.

Part 4: Discussion

Participants shared about school climate from the parent and caregiver point of view - what they are hearing from parents about bullying prevention and cyber security. Actions of PICs to address these issues were discussed. Participants also provided updates on their plans for PPM128 parent awareness campaigns, and suggested topics they would be interested in for future meetings.

Bullying and Cyber-bullying:	
Concerns	Mitigation
<u>In general:</u> Parents expressed the perspective that bullying is on the rise and can escalate child-to-child. Concern was expressed about the effects of bullying including anxiety and depression. Children still suffer the after-effects of isolation during the pandemic -	Parents want to equip their children with skills needed to deal with bullying. It was noted that boards are offering training for teachers about the tech,

social norms, social cues, and ability to self-regulate are a challenge and may be leading to the increase.	cybersecurity and how to speak with their students, and suggested the same be offered for parents.
<u>Parenting challenges:</u> Parents shared concerns about bullying and cyberbullying outside school hours, noting they cannot be with their children 24/7. It is a challenge for parents to keep up with their children's tech skills to support them and keep them safe. Open discussion can also be a challenge as children may fear that if they talk to parents about cyberbullying, their phones will be confiscated.	Artificial Intelligence (AI) was seen as a promising tool to proactively detect, mitigate, and prevent bullying and cyberbullying incidents. PICs discussed ways to provide information for parents about bullying and cyberbullying (e.g., inviting police & health services to discuss bullying and related mental health and well-being issues; board-wide bullying awareness presentations). Understanding that tech can be intimidating for parents, PICs are seeking accessible ways to introduce tech topics in series (e.g., through a video on a specific topic followed by discussion).
<u>At school:</u> It was noted that bullying happens in less visible or monitored areas of schools, such as bathrooms. From the parent perspective, the response to bullying is not consistent school-to-school. Although actions may be taken after a report of bullying, parents may feel nothing is being done as there is a lack of communication and transparency from the school. The question was raised of having security in place in schools and school boards to handle cyber security incidents.	

PPM 128 – parent perspectives and plans:	
Implementation update	Parent information and awareness campaigns
<u>Cellphone use:</u> Many participants noted that although there are differences among classes and among schools, the strong stance on cellphone use is going well.	PICs are making plans for awareness campaigns; it is an ongoing focus in PIC meetings: PICs have had presentations from staff about PPM 128 implementation, why cell-phone misuse can be harmful, and strategies to avoid vaping starting in younger grades. PICs discussed investigating platforms, how best to work with school councils to promote awareness and sharing information with parents through local channels (e.g., PIC newsletters). Some PICs are attending sessions offered by education partners (for example, Provincial Parent Organizations'
<u>Vaping:</u> It was noted that vaping in washrooms tends to lead to bullying. There was mixed reaction on vape detectors – some feeling they have made a difference, others noting that students are finding ways to take them down or move to other areas to vape, and some noting a preference for prevention over detection. Parents wish to know more about the technology.	

AI detectors were seen as more efficient way to deal with vaping and the associated bullying incidents. It was shared that a strong administrative staff presence in the hallways at transition times is a positive influence.	sessions on vaping, mental health and additions, AI). One board shared the creation of a video through their Specialist High Skills Major (SHSM) program explaining why no cell phones in classrooms; as well, the SHSM program supplied visuals for all schools for vaping issues awareness.
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Topics of interest for a future meeting: Participants added to the Fall survey of their top topic choices for the year with the following:

- Mental Health and Addiction
- Deep Fakes, awareness and information; how to navigate mis-information
- Human trafficking
- Preparing students for the future of work
- Equity, racial inequities, inclusion, giving equal time and space
- Sources of funding to help PICs implement all they have been asked to do; sharing how PICs and boards are using funds
- Destreaming and the success/failure of it in high schools
- Curriculum and what families can do at home

Conclusion:

We are grateful to all participants for your willingness to share what you are hearing from parents and caregivers in your communities, the activities of your PIC, and your planning considerations for PPM 128 parent and caregiver information and awareness campaigns.

To help you share what you have learned in this session with your PIC, the slide decks of all presenters are attached.

Thank you for your continued commitment to support, encourage and enhance parent engagement in support of student achievement and well-being. We look forward to seeing you again in February.

Parent Involvement Committee LDSB PIC

Date	KFL&A Public Health Update – School Health
February 8, 2024	Intro: South East Health Unit is our newly merged public health agency made up of Hastings Prince Edward Public Health; Kingston, Frontenac and Lennox & Addington Public Health; and the Leeds, Grenville and Lanark District Health Unit. South East Health Unit (formerly KFL&A Public Health) has a team of 10 Public Health Nurses (Registered Nurses) on the School Health Team. Each nurse is assigned one or two secondary schools and typically their elementary feeder schools. We work to support educators, students, and families through a health promotion lens, and work with the immunization team to deliver the grade 7 school-based immunization program. Our team also includes a school team dietitian and a physical activity specialist. School Health Team Updates: Immunization of School Pupils Act: The annual Immunization of School Pupils Act review is underway. Notices were provided to students who do not meet the requirements of the Immunization of School Pupils Act in January. Caregivers who received a notice should check with their healthcare providers to ensure that their child is up to date with their immunizations and submit all immunization records to KFL&A Public Health by the reporting deadline on their notice. Family doctors and healthcare providers do not automatically report immunizations to public health. Parents or caregivers with questions about their student’s immunizations should call KFL&A Public Health for more details. 613-549-1232, ext. 1451 Report immunizations here: https://www.kflaph.ca/en/health-topics/immunization-records-and-reporting.aspx Book appointments, if needed, here: https://www.kflaph.ca/en/clinics-and-classes/immunization-clinics.aspx Annual Jingle Bell Walk/Run/Wheel - 16,481 students from 57 schools participated (LDSB and ALCDSB). Celebration of Dance - encourages students to have fun with dance, while supporting The Arts and Health and Physical Education curriculums. When registered, educators are provided with links to dance videos choreographed by DANCEPL3Y and featuring local students. DANCEPL3Y is a program that fosters physical literacy by combining simple movements with positive messaging. Registration starts Feb 10. Schools are then encouraged to join in for the virtual event to have fun and celebrate dance together on May 7!

	Marathon Club – registration begins March 3, 2025. Schools sign up and interested kids will accumulate kilometers towards either full or half marathon. Encourage school to do final 1km lap to celebrate. The goal is to help students reach the recommended 60 minutes of daily physical activity. Parenting in KFL&A: Families and caregivers can connect with a registered nurse for any questions you have about your school age child/teen by phone 613-549-1154, email Parenting@kflaph.ca or following us on Facebook.
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ENVIRONMENTAL SUSTAINABILITY ADVISORY COMMITTEE MEETING MINUTES – March 4, 2025

MS Teams Meeting

Roll Call:

Trustees: J. Morning (Co-Chair) R. Hutcheon Members: H. McGregor, Queen’s University (Co-Chair) S. Luxford-Oddie, Cataraqui Conservation P. Bearse, KFL&A Public Health G. Hendry, Sustainable Kingston J. Hook, St. Lawrence College J. Pelow, Sandy Pines Wildlife Centre	Staff: A. McDonnell, Superintendent of Education D. Hendry, Sustainable Initiatives Co- Ordinator D. Fowler, Manager of Facility Services Regrets: J. Salter-Keane, City of Kingston J. Campbell, Loyalist Township L. MacDonald, Loyalist Township C. Bevens-Leblanc, PIC Representative R. Healey, Kingston Coalition for Active Transportation G. Hall, Queen’s University
Invitees:	Recorder and Producer: Jennifer Dooley, Administrative Assistant

Limestone District School Board

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

1. CALL TO ORDER

Heather McGregor, Community Co-chair called the meeting to order.

2. ADOPTION OF THE AGENDA

Adoption of agenda moved by Geoff Hendry that the agenda presented, be approved.
Carried.

3. DECLARATION OF CONFLICT OF INTEREST

No conflict of interest declared.

4. APPROVAL OF MINUTES

Adoption of minutes moved by Stana Luxford-Oddie that the minutes as presented, be approved. Carried.

5. WELCOME AND INTRODUCTIONS

Participants introduced themselves, including their names and organizations.

6. COMMUNITY PRESENTATION - Jess Pelow, Sandy Pines Wildlife Centre

Jess Pelow presented on the wildlife rehabilitation and education programs at Sandy Pines, including virtual and in-person school programs, free resources, and community partnerships.

7. COMMUNITY ORGANIZATION UPDATES

- *Limestone District School Board – D. Fowler*

David Fowler discussed ongoing projects and the importance of buying local products and services.

- Limestone District School Board – D. Hendry

Dan Hendry shared updates on transit initiatives, Earth hour, and potential conferences.

- Limestone District School Board – A. McDonnell

Nothing to report but wanted to thank Dan and Dave for their updates on behalf of LDSB.

- Limestone District School Board – Trustee J. Morning

Joy Morning provided an update on her solar production for 2025.

- Limestone District School Board – Trustee R. Hutcheon

Nothing to report.

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- Sustainable Kingston – G. Hendry

Geoff Hendry provided updates on Sustainable Kingston's initiatives, including the fall pitch-in event, the Sustainable Hospitality Summit, and the launch of the "Our Changing Planet" education program.

- Cataraqui Conservation – S. Luxford-Oddie

Stana Luxford-Oddie provided updates on Maple Sugarbush programs, flood forecasts, and tree planting.

- St. Lawrence College – J. Hook

Jadon Hook shared updates on sustainability engagement, waste audits, and Earth Week plans.

- KFL&A Public Health – P. Bearse

Peter Bearse provided updates on active school travel initiatives and the CAA Foot Patrol program.

- Queen's University – H. McGregor

Heather McGregor shared updates on teacher candidates' alternative practicum, the "Queens imagines the future" initiative, and potential partnerships for gardening projects.

8. UNFINISHED BUSINESS

No unfinished business reported.

9. NEXT MEETING DATE- TUESDAY, MAY 13, 2025 (MS TEAMS)

10. ADJOURNMENT

Heather McGregor adjourned the meeting. The meeting was adjourned at 5:30 p.m.

Parent Involvement Committee Meeting Minutes – April 3, 2025

Public Meeting

Roll Call:

Trustees:	Staff:
R. Hutcheon (regrets) B. Godkin	K. Burra, Director A. McDonnell, Superintendent P. Gollogly, Assoc. Superintendent E. Clost-Lambert, Research Analyst L. Gillam, Research Analyst
Invitees:	Recorder and Producer:
C. Bevens-Leblanc, Co-Chair V. Venditti, Co-Chair and KSS/Module Vanier B. Betts, Collins Bay PS M. Chapman, ESS N. Castillo, FSS M. Foster, J.R. Henderson/Module de l'Acadie S. Bradley, Joyceville PS M. Hudson, KLC C. Innocente, LCVI/Calvin Park PS M. Richmond, Odessa PS S. Khalifa, Sydenham PS J. Clayton, W.J. Holsgrove L. Aron, Winston Churchill PS J. Hall, South East Health Unit	E. Smith, Administrative Assistant M. Christopher, IT

1. CALL TO ORDER

Co-Chair Bevens-LeBlanc called the meeting to order at 6 PM.

PIC Representative Bradley provided the Acknowledgement of Territory: "We acknowledge that the Limestone District School Board is situated on the traditional territories of the Anishinaabe and Haudenosaunee, and recognize their enduring presence and that of Indigenous people across Turtle Island. While we acknowledge land, I think it is equally important to acknowledge its people. I like the turn of phrase territorial acknowledgement, I feel like it brings land and people together. As I continue to note, land acknowledgements are the first step in taking actions, we must move beyond words to move reconciliation forward together."

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2. ADOPTION OF THE AGENDA

Adopted with a revision to bring forward item 6.4 Student Census 2025 Consultation.

3. DECLARATION OF CONFLICT OF INTEREST

3.1 No declarations of conflict of interest.

4. APPROVAL OF MINUTES

4.1 PIC Meeting Minutes of February 27, 2025 are under review and, therefore, adoption of the minutes is deferred.

5. BUSINESS ARISING FROM MINUTES

5.1 PIC Representatives contact list - Co-Chair Venditti informed that the contact list for PIC Representatives has been shared with all other PIC Representatives. It is saved in the private PIC Facebook group and was also sent out in the post-meeting summary.

5.2 PRO Fund Initiative library - There was a reference to creating a PRO Fund initiative library. A one-pager, possibly put together by S. Bradley years ago, is available. Reports from last year's PRO Fund initiatives have been collected to build onto the library. This year, together with the Final Report, a Google survey link was sent out to collect more information about the challenges and successes of these initiatives to build a more robust library.

5.3 PIC goal setting- There was a discussion about how the collaboration document would be broadcast during the meeting. S. Bradley has the document on her laptop, but the necessary information to broadcast it was not available. The Google document will be shared again after the meeting via email.

5.4 Correspondence letters - A letter to the Director regarding absence reporting was sent out today (April 3) at 7:00 AM. Other letters regarding parent involvement on board committees are being worked on, with conversation happening in the background.

5.5 Co-Chair Venditti informed that there was a follow-up on discussion about bus cancellations from the last meeting. Assoc. Supt. Gollogly committed on following up on this matter and confirmed that an email response was sent out with the relevant information.

N. Castillo raised a question about the Artificial Intelligence (AI) Steering Committee. They emphasized the importance of this committee in shaping how artificial intelligence is introduced and used in schools; they noted the absence of parent or student representation and asked whether opportunities would be created for these voices to be included. Additionally, they suggested that including a community member who specializes in AI technology could be valuable. This person could bring perspective and support ethical, transparent implementation. N. Castillo expressed interest in contributing as a parent representative, if there is space available. Co-Chair Bevens-Leblance confirmed that the AI Steering Committee is at the operations level and added to PIC's list for operational level regarding parent

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involvement on various committees. There was also a discussion about the planned AI event on April 30, 2025. Concerns were raised about the requirement to attend in person, which could be a barrier for some due to the geographically diverse board. It was suggested to reconsider either location or plans to make the event more inclusive. Director Burra highlighted technical challenges in streaming the event from larger venues and committed to recording the evening and posting the video afterwards. Any of the questions that would be coming up would be shared in advance in terms of the form that will be shared in a week or two. Posting video online would allow people to submit questions even after the event. The technical issues and the need for additional equipment to stream effectively were discussed. It was noted that there would be student voices and a professor from Queens University contributing to the event. Director Burra informed that there will be three different opportunities within eight days for people to hear the information. This does improve accessibility and ensure that information is widely available, two out of these three nights are streamed.

6. EDUCATION SERVICES UPDATE

6.1 Co-Chairs Bevens-Leblanc and Venditti provided Co-Chair update:

- The Ministry consultation that was postponed due to the election has been rescheduled for May. One or both Co-Chairs will attend, depending on their schedules, and will provide a summary of the information afterwards.
- Co-Chair Venditti apologised for misspeaking at the previous meeting about having draft bylaws ready. The bylaw review is currently underway, with feedback and proposed changes being collected. The subcommittee responsible for the review is working to settle on a date to draft the bylaws and present them at the next meeting. It was suggested that when the bylaws are brought back to the group, the sections that are ministry-mandated and board-mandated should be clearly identified. This distinction would strengthen the conversation by clarifying which parts are non-negotiable and which parts are open to feedback. Different font colors or other methods could be used to highlight these sections. It was mentioned that other boards have similar guidelines where sections are labeled as legislated versus non-legislated. PIC Representatives Bradley shared that they drafted the current template that School Councils can use for their bylaws; they also volunteered to update the template before September.
- PRO Funding – out of \$31,000 budgeted, \$25,214 has been allocated. There is potentially additional \$1,000 in queue. Without this additional \$1,000, \$5,786 remains. There is an opportunity for the PIC to come up with an initiative to use the remaining funds. A decision needs to be made quickly if this is to be pursued. Approximately, \$7,000 is available for parent engagement funding; there are couple of things possibly that are going to be pulled from this pot, hence approximate amount. A suggestion was made to host a meet-and-greet style event where PIC Representatives would attend and invite School Council members from each school to participate. The idea included possibly using a Bowling Alley as the venue, which would provide activities and access to food to help people connect.
- N. Castillo discussed a proposal regarding the creation of a special education resource lending library.

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The idea is to utilize resources more effectively by redistributing special equipment that students have outgrown or no longer need. Currently, this equipment often remains unused in school cupboards and closets, while other students are waiting for it. The speaker shared a personal experience where their child needed equipment, but due to the lengthy ordering process, it did not arrive until much later. They emphasized that this delay negatively impacts students' success in school and suggested that a lending library could help bridge this gap. Co-Chair Bevens-Leblanc noted that funding for such equipment is typically provided by the Ministry and is not eligible for parent engagement funding. The proposal was put forward as an initiative to be explored further, with the hope of finding a way to fund and implement the lending library. They expressed willingness to do all the necessary work to make this happen, highlighting the positive impact it had on their child once the equipment was received. N. Castillo will email their proposal to PIC Co-Chair email who will forward it to Director Burra.

C. Innocente discussed the idea of succession planning. It was emphasized that succession planning should be a proactive responsibility of the Co-Chairs and the group. It was noted that succession planning should align with the strategy of the PIC and be part of the goal-setting process.

6.2 Trustees Godkin provided Trustee Update:

Trustee Godkin apologised for not being able to attend the February meeting. Trustee Godkin mentioned several reports and updates, including the Math Action Achievement Plan (MAAP), Educational Services for 2024 and 2025 Monitoring and Operational Plan, and the Student Achievement Plan update. Trustee Godkin encouraged attendees to review the last Board meeting for detailed information. The budget process has been delayed due to the provincial election. Trustee Godkin assured that work on the budget would commence soon and emphasized the importance of input and consultations from the community regarding budget priorities.

Trustees Godkin and Hutcheon will be attending OPSBA on May 1 and 2, so they will be joining the PIC meeting virtually.

The Director evaluation process is going forward, and Trustees are working towards September deadline. Trustee Godkin thanked for the inputs that have come thus far. Additionally, a new Ministry policy was mentioned, which states that if a Trustee misses a Board meeting without the consent of the Chair or Vice-Chair, they forfeit their seat. This policy is unprecedented and has raised concerns. The Trustees assured that they will do everything possible to comply with the policy while safeguarding democratic rights. Director Burra clarified that, starting in September, Trustees will need to follow specific parameters to participate virtually (e.g. distance); they must ask for permission in advance from the Chair, or the Vice-Chair. For example, if the weather is bad or they have an ill child or elderly parent, they must seek approval beforehand. However, there are concerns about unforeseen circumstances, such as a flat tire, which could prevent a Trustee from attending a meeting and result in vacating their seat. The discussion highlighted the need to address these concerns and ensure compliance with the new regulation while considering the realities of life.

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Trustee Godkin addressed the importance of focusing on children's mental health amidst various crises, including the political situation and the housing crisis. They emphasized the need to instill hope in children both at home and in schools, as children are often scared by the news they hear. Trustee Godkin shared personal experiences from travels to Copenhagen and Mexico, highlighting global support and the need for children to hear positive messages. He stressed the importance of community support and the role of parents in fostering a positive environment for children. Trustee Godkin encouraged parents and groups to get involved, however they can, with community colleges, especially given the cuts to essential programs that lead to jobs in the community.

Trustee Godkin informed of an issue that was brought to his attention about dangerous activities in school parking lots at night, such as burning rubber. Trustee Godkin advised parents to call the police if they witness such activities, as the school cannot monitor the parking lot 24/7. There was a discussion about multiple instances involving Board property, which are schools, and city intervention where an impasse has been reached. The police have stated that they cannot intervene on Board property unless invited or if a crime is being committed. This limitation is particularly problematic after hours when incidents occur without the Board's permission or knowledge. The recurring issue with both bylaw enforcement and police is that they cannot act on Board property without proper authorization. Trustee Godkin will look into this issue and provide an answer.

Trustee Godkin mentioned that the Senior Staff are reviewing the before and aftercare situation and should have more information by May. Director Burra confirmed that a survey was sent to all families with children currently in kindergarten to grade 5 to gather information about specific needs and sites for before and aftercare. Question was asked if the incoming Kindergarten classes for September 2025 were invited to do the survey. It was confirmed that anyone in the system applying to JK by the end of April or the start of May would be included in the survey.

Co-Chair Bevens-Leblanc noted that the Board has stopped doing live tweets of the meetings on X (formerly Twitter) and inquired if the Board Room briefs are still available. Director Burra confirmed that the Board Room Briefs are available, and meetings are posted online.

A request was made to have the email addresses of the Trustees displayed on the LDBS website.

A concern was expressed about gaps in communication. It was suggested that a more structured system for communicating events directly to families could improve attendance and parent engagement.

6.3 Assoc. Superintendent Gollogly provided Board Update:

Assoc. Superintendent Gollogly began the meeting by thanking everyone and mentioning that Director Burra had stopped by briefly before heading to another event hosted by Limestone DSB, specifically Neurovibes 2025.

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Assoc. Supt. Gollogly then discussed the upcoming AI Director's Evening scheduled for April 30, 2025 at 6:00 PM at LCVI.

She shared exciting news about Limestone's recent success at the Frontenac, Lennox and Addington Science Fair, where Limestone students won four out of the top five awards. The winning students will advance to the National Science Fair.

Additionally, Assoc. Supt. Gollogly highlighted a free webinar series organized by School Mental Health Ontario. The webinars, aimed at parents, caregivers, and families, will cover topics such as substance abuse, intersections of addictions and mental health, recognizing signs of substance abuse and behavioral addictions, current trends in student substance use in Ontario, and technology. These webinars will take place in April and May.

PIC Co-Chair Bevens-Leblanc provided feedback to the Board regarding scheduling. It was suggested that when planning events, the Board should consider the availability of attendees. The concern was raised that scheduling conflicts can lead to fewer people being present at events because parents/guardians cannot be in two places at once.

A question was raised about whether the Board has a list or schedule of events hosted by individual schools. The concern was that multiple events might be scheduled on the same night, leading to conflicts and lower attendance. It was noted that schools often do not publicly post their event schedules, but it would be beneficial for the Board to have this information to avoid scheduling conflicts and ensure better parent engagement. The discussion highlighted the importance of coordination between school administrations and the Board to manage event scheduling effectively. Discussion followed.

A question was raised about the responsibility for communicating Board events to parents and caregivers. Assoc. Supt. Gollogly responded, explaining that the Communication team disseminates information through the Board website, social media, and sometimes even the radio. Additionally, efforts are made through school administration to ensure parents are aware of events.

Co-Chair Venditti suggested to include Board events on the existing calendar on the Board's website, which currently only lists meetings. Assoc. Supt. Gollogly agreed to take this suggestion to the communications team, noting that while some events are planned well in advance, others, like the Talk by Doctor King, may not be known months ahead. She will ask the Communications team to include upcoming Board events on the calendar. They further noted that, for example, Neurovibes 2025 event was advertised via Board's Instagram account. On a note about Board communications, not related to school events, but in terms of sharing information, Co-Chair Venditti encouraged the attendees to take that back to their School Councils. Many School Councils have different social media accounts and newsletters, and she encouraged that those responsible for communication should be familiar with the Board's social media channels and share Board's information, if that is not already being done. Co-Chair Venditti

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emphasized the importance of connections between the Board and School Councils to improve information sharing. The discussion concluded with a thank you and an invitation for any other questions.

6.4 Co-Chair Bevens-LeBlanc welcomed Superintendent McDonnell, L. Gillam and L. Clost-Lambert, LDSB Research Analysts. L. Gillam and Clost-Lambert presented on Student Census 2025 which will be administered in the fall of 2025, likely in November. They expressed gratitude to those who reviewed the survey and provided feedback. The format of the presentation included introduction and background on the Student Census, followed by an interactive activity where attendees could provide feedback on specific questions. Attendees were given the opportunity to write down their feedback and share with the larger group. The goals for the evening were to build a shared understanding of the purpose of Student Census and the types of questions it asks, and the importance of gathering diverse perspectives to support survey design and administration. They emphasized the need to consider accessibility for students completing the survey. Before diving into the details of the student census, they planned to show a short video to create awareness, with the intention of sharing the video link with School Councils.

The Student Census is an optional survey open to all students in Limestone. Participation is voluntary, and students can skip any questions they do not wish to answer. Families also have the option to opt their students out, with more information to be provided. There are three versions of the census:

1. For students in grades 7-12, which includes all the questions.
2. For students in grades 4-6, which is shorter and age appropriate.
3. For students in K to grade 3, designed for families to complete alongside their students.

The census collects demographic data and information about students' experiences in school, which is then analyzed alongside achievement data. This data collection is mandated under the Anti-Racism Act (ARA) and funded by the Ministry of Education. The purpose is to understand the diverse backgrounds of students and identify potential barriers to equitable education, ultimately aiming to create a more inclusive learning environment.

Once the data is collected, identifiable information is removed to ensure privacy and confidentiality. The data is then combined with academic achievement data for analysis. Preliminary findings are reviewed and validated by the relevant groups before being published. This process ensures that the shared data accurately reflects the experiences of the students.

The analyzed findings are published as part of the board's accountability measures and are used to inform decision-making and planning at various levels, including policies, board planning, human rights education, and professional learning.

The key message emphasized was that the Student Census is about systemic change. The census aims to gather information on race, sexual orientation, and Indigenous identity to understand and improve systemic issues like racism, homophobia, and colonialism in education. The 2021 student census and the current survey tool, compatible with assistive technologies like screen readers, were discussed. Resources and guides are being created for teachers and support staff to assist students during the survey. Efforts

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are being made to ensure the survey is accessible, including translations and appropriate reading levels for different age groups. Definitions for terms in the survey will be provided through rollover icons to avoid overwhelming students with too much text. The survey is primarily conducted online, with an option for paper, if requested. The tool allows students to complete the survey in multiple sittings, if needed. Consultations have been held with various groups, including secondary students and the Interschool Council, to gather feedback and make necessary adjustments.

The presentation concluded with a plan to discuss the "experiences at school" question in more detail and to continue consultations with groups.

C. Innocente shared that the Indigenous Education Committee at the PIC table is not the only Indigenous voice that should be included in consultations; the Committee should not be considered a homogeneous voice for the Indigenous community. She also inquired about when the first findings might be available, she recalled delay in publishing 2021 Student Census report. E. Clost-Lambert informed that the current analysis is expected to be more focused because the team now knows what to report on based on previous consultations; the team is using a newer survey system, and the team also consists of two people now. It was discussed that respondents representing less than 15 individuals would not be individually represented in the shared data to avoid unintentionally identifying specific students. Instead, these respondents would be rolled up into a larger category. This approach ensures that the voices are represented without tying them to specific individuals.

There was a discussion about reporting absences based on demographics. The focus is on better understanding why students are missing school. The Board is required to report to the Ministry the proportion of students attending at 90% of the school day, year, week or above. The goal is to design responses that address the root causes of nonattendance. An extensive list of options is provided for students to choose from when answering why they missed school in the previous year. There was a concern raised about the large language barrier faced by new families to Canada, particularly non-English speaking families. It was emphasized that translation should be available for communication in advance of the survey.

N. Castillo raised several questions and concerns, such as if parents have access to their children's school email addresses, as the survey for K-3 students is sent to these emails. Not all parents might have the passcode, which could be a barrier. It was mentioned that last time, guides and technical support were provided to help parents access the survey. N. Castillo suggested various forms of support for parents who might struggle with accessing the survey, including a helpline, detailed instructional videos, and apps. N. Castillo emphasized the need for user-friendly solutions to ensure inclusivity. Director Burra clarified that K-3 survey has to be sent home to the parents/guardians. It was further discussed that some students might not be at the appropriate reading level for the survey. It was noted that having someone guide

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them through the survey could influence their answers and not truly reflect their voice. Instead, it was suggested that using talking text with clear colors would better honor the students' voices.

7. CORRESPONDENCE

None.

8. ASSOCIATION UPDATES

8.1 J. Hall, Public Health Nurse with South East Health Unit (SEHU) provided an update (also attached):

- Media release was issued about a measles outbreak in Ontario, which is the largest in over 30 years, affecting 11 Public Health Units with approximately 372 cases as of March 12, 2025. Hastings has a localized outbreak with 32 cases among individuals who were not previously immunized. The measles, mumps, rubella (MMR) vaccine, part of Ontario's routine immunization schedule, is required for children attending public schools, unless they have an exemption. The immunization rate in the area is around 95%, which is considered good. The vaccine is one of the best ways to prevent measles outbreaks and recommended reviewing vaccination status, especially for those born in 1970 or later.
- The second round of grade 7-8 immunizations has started, and links to school clinic dates and immunization reporting were provided. The suspension period for immunizations begins on April 8, and additional information and contact details for the immunization team were shared.
- Community partner program called "Something for Dads," a free ten-session program for parents of children under 18, hosted at Kingston Community Health Centre from April 16 to June 18, 2025. Flyer with more information was available.
- PIC Representative Castillo asked for clarification regarding suspension letters that families receive and what the process is for exemption. Relevant information is contained in the attached update from SEHU.

9. OTHER BUSINESS

9.1 Collaboration working group – *"How will PIC decide what the efficacy of our meeting is?"*

Deferred to the next meeting.

10. NEXT MEETING DATE

Thursday, May 1, 2025 at 6 PM.

11. ADJOURNMENT

The meeting adjourned at 8.10 PM.

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[See Yourself in Limestone](#)

Parent Involvement Committee LDSB PIC

Date	KFL&A Public Health Update – School Health
April 3, 2025	Intro: South East Health Unit is our newly merged public health agency made up of Hastings Prince Edward Public Health; Kingston, Frontenac and Lennox & Addington Public Health; and the Leeds, Grenville and Lanark District Health Unit. South East Health Unit (formerly KFL&A Public Health) has a team of 10 Public Health Nurses (Registered Nurses) on the School Health Team. Each nurse is assigned one or two secondary schools and typically their elementary feeder schools. We work to support educators, students, and families through a health promotion lens, and work with the immunization team to deliver the grade 7 school-based immunization program. Our team also includes a school team dietitian and a physical activity specialist. School Health Team Updates: <u>Measles</u> Ontario is currently experiencing its largest measles outbreak in 30 years, with 372 cases reported across 11 public health units as of March 12, 2025. Hastings has reported 32 cases, all involving individuals who were not previously immunized against measles. The measles, mumps, rubella (MMR) vaccine is part of the Ontario’s routine immunization schedule, and is required for children attending public schools unless they have an exemption. Key Recommendations: - The best protection against measles is vaccination with two doses of a measles-containing vaccine, which are almost 100 per cent effective at preventing infection. - The first dose of MMR vaccine is given at 12 months of age - Second dose is given at 4-6 years of age in the measles, mumps, rubella and varicella (MMRV) vaccine. - Some adults may have received only one dose of measles vaccine. A second dose of MMR vaccine is recommended for anyone born in 1970 or later. - For more information about measles, visit https://www.kflaph.ca/en/health-topics/measles.aspx The MMR vaccine is publicly funded and readily available through health-care providers or SEHU immunization clinics. It is strongly advised to check your immunization records and book an appointment if needed. Link to media release: https://www.kflaph.ca/en/news/vaccines-remain-the-best-protection-during-ongoing-measles-outbreak.aspx <u>Grade 7/8 Immunizations</u>

- **School clinic dates 2025:** <https://www.kflaph.ca/en/health-topics/grade-7-school-based-immunizations.aspx>

The suspension period for the Immunization of School Pupil's act will begin on April 8th, 2025.

- **Report immunizations here:** <https://www.kflaph.ca/en/health-topics/immunization-records-and-reporting.aspx>
- **Book appointments, if needed, here:** <https://www.kflaph.ca/en/clinics-and-classes/immunization-clinics.aspx>

Community partner programs

Free 10-session program, one evening per week. For parents of children under 18.

<https://www.facebook.com/photo?fbid=1051592417000066&set=a.619165416909437>

Parenting in KFL&A: Families and caregivers can connect with a registered nurse for any questions you have about your school age child/teen by phone 613-549-1154, email Parenting@kflaph.ca or following us on [Facebook](#).