
Agenda – Parent Involvement Committee

Thursday, October 22, 2026 - 6:00 p.m.

Limestone Education Centre

220 Portsmouth Avenue, Kingston, Ontario

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

Public Meeting – 6:00 p.m.

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

1. Welcome

- 1.1. Call to order and land acknowledgement
- 1.2. Confirmation of attendance/regrets
- 1.3. Review of meeting guidelines
- 1.4. Declaration of conflict of interest

2. Adoption of the Agenda

3. Year End Report

4. PIC Overview and Elections

- 4.1. PIC Mandate
- 4.2. PIC Rep role overview
- 4.3. School Rep vacancies
- 4.4. Trustee introduction
- 4.5. Board representative introduction
 - 4.5.1. Report
- 4.6. Correspondence submission process
- 4.7. Focus Groups overview

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- 4.8. Working Groups overview
- 4.9. Overview of Board Committees with parent representation
 - 4.9.1. PIC representation at ESAC
- 4.10. PIC Co-Chair Election
- 4.11. PIC Administrative Officer confirmation
- 4.12. Community Representatives confirmation

5. Committee Business

- 5.1 BASP Correspondence response
- 5.2 Board committees and parent involvement correspondence response
- 5.3 PIC Bylaws
 - 5.3.1 Review and approval
- 5.4 2026-27 PRO funding
 - 5.4.1 Overview of PRO funding
 - 5.4.2 Timeline review
 - 5.4.3 Call for subcommittee

6. Collaboration/Questions/Open Floor

7. Next Meeting Date

Thursday, November 12, 2026 at 6 p.m.

8. Adjournment

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Parent Involvement Committee Meeting Minutes – May 14, 2026

Public Meeting

Roll Call:

Trustees:	Staff:
B. Godkin	K. Burra, Director of Education P. Gollogly, Assoc. Superintendent (regrets)
Invitees:	Recorder and Producer:
V. Venditti, Co-Chair J. Clayton, Co-Chair and W.J. Holsgrove PS M. Redmond, Bayridge PS and BSS L. De Pauw, Centennial PS M. Rickey, EVS M. Foster, J.R. Henderson/FSS/Module de l'Acadie S. Bradley, Joyceville PS M. Hudson, LCVI A. Ewart, Molly Brant ES S. Gratto, Storrington PS V. Wood, SHS Z. Mnyetto, KEYS P. Bearse, Southeast Public Health	E. Smith, Admin. Assistant M. Christopher, IT

1. Welcome

- Co-Chair Venditti called the meeting to order.
- Co-Chair Venditti welcomed everyone and invited PIC Rep. Bradley to provide the Land Acknowledgement with the group.
- Attendance/Regrets: Assoc. Supt. Gollogly sent regrets and Director Burra is in attendance.
- Declarations of conflict of interest: PIC Rep. Bradley, as a City of Kingston employee, declared conflict of interest in connection with Before and After Care.
- Co-Chair Venditti reviewed meeting norms.

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

Engagement and conduct: Maintain respectful and professional behavior during discussions. Allow speakers to present without interruption; encourage constructive and courteous dialogue. PIC and the Board are allies working collaboratively for students and the school community.

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Keep discussions community-focused, avoiding personal stories. Stay on topic; changes in agenda template were made to help maintain focus and respect everyone's time.

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

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

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

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

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

2. ADOPTION OF THE AGENDA

2.1 Item 4.1 of the agenda was replaced by presentation on Finding Balance in a Digital World. The agenda was adopted as amended.

3. APPROVAL OF MINUTES

3.1 PIC Meeting Minutes from February 5, 2026, approved.

4. Presentations

Prior to presenting, Director Burra provided a comprehensive overview of board's Violence Risk Threat Assessment (VTRA) process, which has been used for over 20 years to assess and respond to concerning or threatening student behaviour. The approach is based on established practices developed by Canadian risk assessment expert Kevin Cameron. The distinction between lockdowns and hold and secure procedures was explained, emphasizing that situations can change rapidly and that safety responses are adjusted based on the location and nature of a perceived threat. The importance of educating families about safety-related terminology and emergency procedures was highlighted to reduce confusion and improve understanding during incidents. Annual forms are sent home to inform families about the violence threat risk assessment process, and additional notifications are provided regarding safety procedures such as hold and secure, lockdowns, and evacuations.

Discussion focused on the challenge of balancing timely communication with families while respecting privacy requirements and ongoing police investigations. Efforts are made to share as much information as possible without compromising student privacy or investigative processes. It was noted that social media and the speed of information sharing can create additional challenges, as expectations for immediate communication often exceed the information available to schools at the time. Examples were shared of situations such as swatting incidents and police-directed safety measures where schools may need to implement lockdowns or hold and secure procedures without being provided with full details of the underlying situation.

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PIC Rep. Foster asked how the board balances community requests for information with legal and privacy obligations. Director Burra acknowledged the complexity of this balance, provided some challenging examples of situations and emphasized the board's responsibility to protect student privacy and support ongoing investigations when necessary.

Director Burra presented ongoing initiatives targeting grade 7 and 8 students on digital balance, responsible technology use, and mental health, including workshops, data collection, and resources for students and families, with additional input from participants on related risks and curriculum alignment.

The Board has implemented workshops for grade 7 and 8 students focusing on finding balance in a digital world, responsible use of technology, and the impact of social media and AI. Students are encouraged to reflect on their own device use, and data is collected to inform ongoing programming. The sessions emphasise mindful and intentional device use, the effects of screen time on sleep and well-being, and practical strategies such as tracking screen time, setting limits, and removing devices from bedrooms. Students were provided with a take-home resource package summarizing key workshop messages, self-monitoring tools, and tips for maintaining healthy technology habits. The resource package also included information about school-based and community mental health supports, helping students identify where to seek assistance, if needed.

PIC Rep. De Pauw suggested including information on teen dating violence, digital tracking, location-sharing apps, cyberbullying, and gender-based violence as part of future presentations. Director Burra acknowledged these concerns and noted that some of these topics are addressed through other curriculum areas and some, such as relationship violence, are tied to grade 9 physical education.

Question was asked if this will go to high schools in the coming year. Director Burra noted that the Grade 7–8 digital wellness workshops were intentionally targeted at this age group as a priority audience, given available resources and the early development of technology-use habits. Committee members discussed the value of extending digital wellness resources to secondary students and families. Suggestions included making workshop videos and supporting materials available online to increase accessibility and awareness. Participants highlighted the challenges parents face in monitoring and managing technology use, particularly as students become more knowledgeable about ways to bypass parental controls and device restrictions.

5. BUSINESS ARISING FROM PREVIOUS MEETING

5.1 BASP Correspondence

Co-Chair Venditti discussed the draft correspondence and multiple reminders sent to PIC representatives for comments. PIC Co-Chairs did not receive any feedback.

The recommendations include developing a short-term action plan, enhancing regular reporting and communication, establishing a long-term strategy, clarifying roles among stakeholders, increasing opportunities for parent input, and improving data collection and planning frameworks.

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The working group has been reviewing data and collaborating with Superintendent McDonnell and Trustees. Recent engagement surveys included questions about childcare, and a working group continues to analyse statistics to inform recommendations.

With no objections raised, the group agreed to submit the recommendations promptly to align with upcoming trustee meeting and support related board initiatives, including a proposed in-house pilot for childcare.

5.2 Recommendation for parental involvement on Board committees

The committee reviewed the draft recommendations developed to strengthen parent engagement and collaboration across board committees. No additional feedback had been received since the recommendations were circulated.

The recommendations include:

1. Conducting a review of parent involvement across board committees, including identifying opportunities for increased parent participation and improving transparency around available engagement opportunities.
2. Reviewing and updating Board Policy 11 to ensure the language accurately reflects the current PIC membership structure.
3. Strengthening communication between board committees and PIC through regular updates, presentations, and opportunities for two-way dialogue on matters relevant to families.
4. Exploring additional PIC representation on relevant board committees to improve collaboration and reduce siloed communication between groups.

It was noted that some positive changes, including clearer website navigation and communication pathways, have already resulted from previous discussions on parent engagement.

Trustee Godkin encouraged school councils to build stronger connections with their local trustee by extending invitations to council meetings. It was noted that ongoing dialogue between trustees and school communities can strengthen communication and support decision-making.

No concerns or objections were raised regarding the recommendations. Consensus was reached to move the recommendations forward for submission.

5.3 Bill 33 information

Co-Chair Venditti acknowledged that the proposed legislation changes had already been reviewed and discussed previously. The item was retained on the agenda to ensure it was formally recognized and documented before being closed. It was noted that any future legislative changes or emerging issues of interest will continue to be shared and discussed as information becomes available.

5.4 LDSB and PIC collaborative initiative

Co-Chair Venditti noted that, at the previous meeting, PIC discussed the possibility of a future Limestone–PIC collaboration as an opportunity to utilize remaining PRO funding. A topic was suggested related to increased concerns about student online activity and the need for greater parent awareness of

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associated risks. Co-Chair Venditti confirmed that Paul Davis, an expert on digital and online safety, is scheduled to speak on June 5, at 5:30pm to 7:00pm, with details on timing and format to be finalised and communications to be sent to school communities.

6. Chair's Report

Co-Chair Venditti informed of the opportunity to collaborate with the board for a guest speaker, Wendy Gee who spoke on May 12 about human trafficking awareness. Slides from the presentation are available and will be passed along. Lots of good feedback was received afterwards.

Co-Chair Venditti provided some statistics concerning attendance at PIC meetings, detailed information will be provided in the annual PIC report. Draft survey engagement will be sent to those PIC representatives that have been engaged this school year. Couple of different resources will be sent via Smore newsletter. Co-Chair Venditti shared information gathered from community partners, including resources related to mental health supports, such as local mental health walk-in clinics and access to counselling services through One Stop Talk. Information was also shared from the Sexual Assault Centre Kingston regarding a program for self-identified girls aged 14–18 focused on building confidence, boundary-setting, self-defence skills, and awareness of sexual violence. The program also offers volunteer hours and refreshments.

Members were advised of the Mayor for a Day program and encouraged to share information with school communities to promote student participation.

Co-Chair Venditti was unable to attend the provincial parent engagement meeting due to her attendance of human trafficking awareness event. She did review information that was provided in the agenda and shared information on resources and presentation about “Artificial Intelligence (AI): What Parents and Families Need to Know.”

The committee received an update on PRO Grant funding. A total of 19 initiatives were submitted and approved, including one collaborative application involving three schools. Several final reports have already been received. Following the allocation of approved projects, approximately \$10,000 in funding remains available for eligible parent engagement activities, although additional expenditures (e.g., refreshments, equipment, speakers, and possible open house activities) may reduce the remaining balance. Deadline for PRO funding reports is May 29, 2026.

Members discussed grant applications from schools and suggested reviewing application trends over the past several years to better understand participation levels. Several factors that may be affecting applications were identified, including limited volunteer capacity, difficulty finding someone to lead initiatives, uncertainty about eligible activities, and challenges navigating funding requirements. Members noted that the availability of funding may not be the primary issue; rather, schools may need clearer examples of successful projects and more practical guidance on how funds can be used. Discussion highlighted challenges related to Ministry funding restrictions, particularly limitations on refreshments and certain types of programming, which can make it difficult to plan events that attract

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parent participation. It was clarified that schools also receive \$500 Parent Engagement funds for eligible parent engagement activities.

The group agreed that there is a need to better communicate eligible uses of grant funding, develop examples and resources for schools, and focus messaging on what funding can support rather than on restrictions. Further review of funding trends, eligibility criteria, and communication supports was identified as a potential next step.

Members were encouraged to continue sharing ideas, questions, and resources through email and the PIC Facebook group over the summer months. Plans are being explored to increase engagement and activity within the Facebook group during the upcoming school year.

The first PIC meeting of the next school year is scheduled for October 22. Information regarding the meeting and opportunities for involvement will be circulated in advance.

Members will be invited to submit their names and a brief biography for consideration for the PIC Co-Chair position.

7. Board and Trustee Updates

7.1 Director Update

Director Burra informed that the Ministry's Core Education Funding was received on May 18, allowing staff to begin detailed budget planning. Financial Services is currently reviewing funding allocations and implications for staffing while working with labour partners on staffing plans for the coming school year. The Director noted that year-end remains an exceptionally busy period across the system, with numerous student activities, events, and graduation preparations taking place.

An update was provided on Bill 101 (Ontario), which has now been enacted. The legislation is focused primarily on governance and introduces significant changes affecting school boards, trustees, and directors of education. Additional regulations are still expected and may further clarify impacts on areas such as budget approval processes, governance, policy development, spending, and assessment and evaluation. The Director highlighted that the legislation gives the Minister expanded authority to introduce regulations without requiring new legislation, resulting in considerable uncertainty while boards await further direction.

Changes to the provincial bargaining structure were also discussed. Responsibility for representing employers at the central bargaining table has shifted from the Ontario Public School Boards' Association (OPSBA) to the Council of Directors of Education (CODE). The details of how this process will operate are still emerging.

The Director advised that education is entering a collective bargaining year, and while it is too early to predict any labour action, negotiations at the provincial level may have implications for the 2026–2027 school year. The hope remains that agreements can be reached with minimal disruption to students and families.

In response to a question regarding the role of school boards in collective bargaining, the Director clarified that central bargaining has been conducted at the provincial level for several years, involving government representatives, employer representatives, and labour unions. Under recent legislative

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changes, the OPSBA no longer serves as the employer bargaining agent. This responsibility has shifted to the CODE. Local trustees are no longer directly represented at the central bargaining table. However, Directors of Education may continue to provide advice and support as part of the bargaining process, similar to their involvement in previous rounds. The Director noted that the role of supervised school boards and their supervisors in the provincial bargaining process is still evolving and may become clearer as negotiations proceed. The governance and bargaining structure changes were described as significant and remain subject to further clarification.

7.2 Trustee Update(s)

Trustee Godkin apologized for not being able to attend the previous meeting.

The Trustee thanked PIC members, school councils, education partners, and advocacy groups for their efforts in raising concerns about proposed governance changes. As a result, trustees will continue to exist under the new legislation.

Concerns were expressed regarding the new governance model and reduced trustee influence over certain financial and operational decisions. The Trustee noted concerns about the impact of provincial supervision on school boards, citing examples from other jurisdictions where budget reductions have affected programs and services, including special education.

Appreciation was expressed for LDSB's historical ability to use financial resources and surpluses to support student needs, while acknowledging uncertainty about whether that flexibility will continue under the new legislative framework.

The Trustee encouraged community members to remain engaged in upcoming school board elections, noting that a number of trustee positions may see new candidates and that trustee experience and continuity will be important during this period of change.

Reference was made to recent reports indicating that many boys (52%) are falling behind academically, emphasizing the importance of early intervention and the value trustees bring through their diverse lived experiences and advocacy for students.

The Trustee highlighted the importance of maintaining direct connections between families and trustees, noting that trustees play a valuable role in helping families navigate concerns and bringing community perspectives forward to board leadership.

Appreciation was expressed to PIC members for providing input on budget priorities, which will help inform trustee decision-making during the budget process.

Upcoming community events were shared, including Pride in the Park in Napanee on May 30 and Kingston Pride celebrations on June 13.

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Trustee Godkin acknowledged the importance of after care and ongoing student supports, noting that provincial requirements are not always matched by sufficient funding for school boards and community organizations responsible for delivering services. The Trustee acknowledged the challenges this creates and commended board staff for their efforts to identify solutions and support students despite funding constraints.

The Trustee encouraged PIC members to consider future trustee roles and emphasized that strong collaboration between PIC and trustees will become increasingly important as governance changes take effect.

8. Community Member Updates

8.1 Southeast Public Health (SEPH) – RN Bearse had no updates at the present time.

8.2 KEYS Update – Z. Mnyetto reported that planning is underway for summer programming, including efforts to secure summer camp opportunities for children and youth who may not otherwise be able to participate due to financial barriers. Increased demand for subsidized summer programs was noted, while the availability of funded spaces continues to decline, creating challenges in meeting community needs. KEYS is exploring creative programming options to keep children engaged over the summer and is seeking additional community partnerships and resources.

Plans are also underway to offer summer tutoring support, particularly for students with significant learning gaps in mathematics and literacy. Funding applications have been submitted to support staffing and program resources, and discussions are taking place regarding potential locations to host the program.

During discussion, members inquired about opportunities to financially support youth participation. KEYS confirmed that donations can be directed toward specific initiatives and agreed to share information about available donation options.

9. Working Group and Subcommittee Updates

9.1 Neurodiversity planning subcommittee

PIC Rep. Rickey reported on participation in the Neurovibes event, where a PIC information table was hosted. Approximately 20 families expressed interest, and additional families from outside LDSB took information to share with their own school boards. Feedback from attendees was positive, with interest expressed in the concept of creating opportunities for families of neurodiverse children to connect and support one another.

A local sensory and fidget products company expressed interest in supporting the initiative and offered to sponsor refreshments for a future event. Further discussion will take place regarding sponsorship opportunities.

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Plans are underway to host an initial family networking/open house event in June, pending space availability. The proposed format is an informal opportunity for families to meet, connect, and share experiences.

Longer-term plans include a combination of in-person and virtual engagement opportunities, with virtual sessions potentially focusing on specific topics and challenges affecting neurodiverse children and their families. Members agreed to assist in promoting the event once details are finalized, and updated promotional materials will be shared with PIC representatives for distribution.

10. New Business

10.1 Approval of PIC bylaws

Members were advised that the annual bylaw review must be completed before the end of the school year. As no draft revisions were available for discussion at the meeting, it was proposed that a draft of any recommended changes be circulated electronically for member review. Members will have the opportunity to provide feedback, suggest edits, and participate in an online vote to confirm support for the revised bylaws. PIC members were encouraged to submit any suggestions for additions or amendments by email. It was noted that the current bylaws are comprehensive and that only minor revisions are anticipated at this time.

10.2 PIC promotional video

Co-Chair Venditti provided an update on the development of a PIC promotional video intended to encourage parent engagement and participation in PIC. Board support has been secured for both the filming and editing of the video. Preliminary planning has been completed, including the development of themes, sample messaging, and potential scripts to assist participants while allowing them flexibility to share their own experiences. Several potential participants have been identified and approached, with initial responses being positive. The video is expected to be completed and launched at the beginning of the next school year as part of PIC outreach and recruitment efforts.

11. Collaboration/Questions/Open Floor - None

12. Next Meeting Date

Thursday, October 22, 2026, at 6 PM.

13. Adjournment

The meeting adjourned at 8:45 PM.

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PIC Report – Superintendent Patty Gollogly

October 22, 2026

Welcome to the 2026–2027 school year! I hope you and your families have enjoyed a wonderful start to the fall.

The school year is off to a great start across Limestone, and we are excited to begin another year of collaboration and partnership with our Parent Involvement Committee (PIC). We sincerely thank all committee members for volunteering their time, sharing their perspectives, and supporting meaningful family engagement across our district.

As we begin the year, I would like to share some exciting celebrations, important updates, and opportunities for families to get involved.

Celebrating Student Achievement: EQAO Results

We are pleased to share that Limestone students continue to make positive progress in their learning, as reflected in the recently released **2025–2026 Education Quality and Accountability Office (EQAO) results**.

There is much to celebrate!

- Continued improvement and progress across all Grade 3 and Grade 6 assessments.
- An increase in the number of students achieving the provincial standard.
- Results at or above the provincial average in five of the eight areas assessed.
- Significant progress in closing learning gaps, particularly in literacy.

One particularly encouraging finding is the growth demonstrated by our Grade 6 students when comparing their 2025–2026 results with their performance as Grade 3 students in 2022–2023. This comparison highlights substantial

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improvement over time and reflects the impact of focused instruction, targeted supports, and ongoing attention to student learning.

These achievements are the result of students, educators, support staff, and families working together. Every day, Limestone staff provide engaging learning opportunities, responsive instruction, and individualized supports to help students reach their full potential. While we are proud of this progress, we recognize that our work continues. We remain committed to using student achievement data to guide instruction, address learning gaps, and give every student has the opportunity to succeed.

You're Invited! An Evening with Barbara Coloroso

We are excited to invite families and community members to a special evening with internationally recognized, best-selling author and parent educator **Barbara Coloroso**.

Monday, October 26, 2026

6:00 p.m. – 8:00 p.m.

Napanee District Secondary School

245 Belleville Road, Napanee

With humour, heart, and real-world wisdom, Barbara inspires parents, educators, and community members to raise resilient, empathetic children while building stronger relationships and connections.

Barbara is the author of the best-selling books *Kids Are Worth It!* and *The Bully, the Bullied, and the Not-So-Innocent Bystander*. Her work offers practical insights into parenting, bullying prevention, resilience, and the importance of fostering respectful and caring relationships.

This promises to be an engaging and meaningful evening for families and community members.

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The event is free and open to everyone; however, online registration is required.

[Register for An Evening with Barbara Coloroso](#)

Attendees are also encouraged to submit questions in advance through the registration form.

We hope you will join us and encourage families in your school communities to take advantage of this wonderful opportunity.

Opportunity for Parent Voice: Student Census Technical Advisory Group

As part of our ongoing commitment to equity, inclusion, and student success, Limestone is seeking parent representatives to join the **Student Census Technical Advisory Group (TAG)** for the September 2026 to August 2028 term.

TAG provides advice, perspectives, and recommendations related to the design of data collection methods, analysis, and reporting of results from Limestone's Student Census.

The group plays an important role in ensuring that diverse voices and perspectives inform how student census data is interpreted and presented. This helps minimize bias, strengthen the integrity of findings, and ensure that the information collected supports meaningful improvements across our school system.

We are currently seeking:

- **One to two parents of Limestone students who are not employees of the Limestone District School Board.**

This is an excellent opportunity for parents to contribute their perspectives and help inform how we better understand and respond to the diverse experiences and needs of students across our district.

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Interested parents can learn more and submit an expression of interest through the [Limestone Student Census Technical Advisory Group webpage](#).

We encourage PIC members to share this opportunity with families in their school communities.

Supporting School Councils: Reimbursement Procedures

School councils make tremendous contributions to our schools, supporting student activities, enhancing learning opportunities, and strengthening school communities.

To assist school councils with their financial processes, we would like to share information regarding reimbursement for approved School Advisory Council (SAC) expenses.

For approved expenses to be reimbursed to parents for SAC, here are the steps required:

SAC Cheque Approval Process

1. Parent- Fill out a cheque requisition [Form 508-B SAC Cheque Requisition](#)
2. Parent provides copies of the approved receipt(s) being requested for reimbursement. The receipts must be complete and clearly show the store name, purchase date, and method of payment.
 1. Copy of the receipt(s) and attached to the back of the form
3. Cheque requisition is reviewed and approved by (If approval is not possible, for the sake of time please see note below):
 1. Any of two school council chairs;
 2. Co-chair(s) or
 3. Treasurer
4. Office Staff processes and prints cheque
5. Principal signs cheque
6. Cheque is picked up or mailed to Parent being reimbursed

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Note-If the parent is unable to obtain signatures from the approvers mentioned above in a timely fashion, I would suggest the Principal clarify with the SAC group that in unique situations where approval is not possible the school will reimburse parents, with the understanding that SAC will reimburse the school for these approved expenses.

School Cheque Approval Process

1. Parent- Fill out a cheque requisition [Form 507-B SGF Cheque Requisition](#)
2. Parent provides copies of the approved receipt(s) being requested for reimbursement. The receipts must be complete and clearly show the store name, purchase date, and method of payment.
 1. Copy of the receipt(s) and attached to the back of the form
3. Cheque requisition is reviewed and approved by the Principal (I recommend they charge the expense to a general department)
4. Office Staff processes and prints cheque
5. Principal signs cheque
6. Cheque is provided to Parent
7. The school then prepares a transfer to SAC using [Form 508-D SAC Transfer of Funds](#) . While this form is intended for transfers between SAC accounts, it can also be used to transfer funds between the school's SGF/NBF account and SAC SGF/NBF accounts. I will revise the form to reflect this use. This allows the school to be reimbursed for expenses paid from its SGF/NBF account (through the department to which the cheque was charged), with the cost then transferred to the appropriate SAC account.
 1. This is approved by SAC members
8. Transfer would be completed in Via by Office Staff.

Our goal is to ensure that reimbursement procedures are clear, efficient, and accountable while supporting the important work of school councils.

If you have questions about these processes, please connect with your school principal or office staff.

Police Record Checks for Statutory Committee Members

We would also like to share an important update regarding police record checks for members serving on board statutory committees.

As a result of amendments to **Ontario Regulation 521/01 (Collection of Personal Information)**, statutory committee members are required to provide a recent police record check completed within six months of their start date.

To support this process:

1. Committee members will be provided with a letter completed by the appropriate board representative to take to their local police service.
2. Members will obtain their police record check from the police service responsible for the area in which they reside.
3. Once received, the completed police record check must be submitted securely through the [LDSB Police Record Check Portal](#).

We appreciate the cooperation of committee members in completing this process and thank you for your continued commitment to supporting our schools and communities.

Looking Ahead: A Year of Partnership and Possibility

As we look ahead to the remainder of the school year, we are excited about the opportunities to continue strengthening student achievement, well-being, and family engagement across Limestone.

Our Parent Involvement Committee plays an important role in this work. Your perspectives, experiences, and ideas help us better understand the needs of our communities and identify opportunities to strengthen the connections between families and schools.

We know that when schools and families work together, students benefit. We remain committed to listening to your feedback, engaging in meaningful

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conversations, and working collaboratively to ensure that every student feels a sense of belonging, is supported in their learning, and has the opportunity to succeed.

Take Care

Patty

Patty Gollogly

Superintendent of Curriculum and Program Services

Equity, Inclusion, Human Rights, School Climate & Community Engagement

Document Title

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September 30, 2026

Dear Parent Involvement Committee Co-Chairs Virginia Venditti and Jamie Clayton,

Thank you for your letter dated May 19, 2026, that conveyed your request for board level action, accountability and collaborative planning related to school aged childcare.

Since receiving your letter, a report was shared by Superintendent McDonnell with trustees on May 20, 2026, that identified that Limestone District School Board (LDSB) would be proceeding with an in-house, or internal, Before and After School Program (BASP) pilot in a handful of elementary schools sometime in the 2026-2027 school year. We were pleased to receive this information and support the intent of increased access to reliable, high-quality BASP for student and families within the LDSB.

Within your letter were a number of recommendations including development of a Board Approved Action Plan, Regular Reporting and Communication, alignment with Board Governance, Long Term Planning and Sustainability, Strengthened Inter-Agency Collaboration, Structured opportunities for parent and PIC input, and Enhanced Data and Planning Frameworks. Each of these recommendations are addressed below:

Development of a Board-Approved Action Plan: The Early Years Operational Plan will remain the structure to capture work that is occurring in the area of early years. The in-house BASP pilots will be captured in this document. Operational Plans are shared with trustees at public meetings.

Regular Reporting and Communication: Superintendent Sartor will continue to bring regular updates to trustees and PIC, as Superintendent McDonnell has done previously. Updates to trustees will occur two times per year. Updates to PIC will be dependent on invitation from PIC Co-chairs to present at identified meetings.

Alignment with Board Governance Long-Term Planning and Sustainability: The LDSB strategic plan will capture the work that is occurring related to the in-house BASP pilot and be shared with trustees on the current schedule for monitoring the strategic plan. At this point, the Ministry of Education has a moratorium on all Long-Term Accommodation Planning (LTAPs). However, space utilization of schools will continue to be considered as part of our current processes.

Strengthened Inter-Agency Collaboration: Senior leadership will continue to work proactively with the City of Kingston and Prince Edward Lennox and Addington Social Services to support a

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Karen McGregor, Chair | Krishna Burra, Chief Executive Officer/Director of Education and Secretary | Craig Young, Treasurer

more integrated and responsive childcare system. This work is ongoing and especially evident in the collaboration required for implantation of the in-house pilots.

Structured Opportunities for Parent and PIC Input: Senior leadership will make themselves available to PIC two times per year to update and consult, in order to ensure that family perspectives meaningfully inform system planning. In addition, LDSB will continue to consult families with children in JK-6, through an annual survey and ensure that communication is visible and up to date on the LDSB website, and websites of schools that are hosting in-house pilot BASPs.

Enhanced Data and Planning Frameworks: As has occurred, the Board will continue to prioritize the collection, analysis and sharing of data related to childcare demand, capacity and service gaps. The vehicle to collect this information will remain the annual BASP survey for families with students in JK-6. Additional data collection will also be undertaken as it relates specifically to students and families who access the in-house pilot BASP programs.

We appreciate your interest and commitment to this important work to support a childcare system that is accessible, equitable and responsive to the needs of LDSB families.



Krishna Burra
CEO/CEDO/Director of Education
Limestone District School Board

October 7, 2026

Dear PIC Co-Chairs Venditti and Clayton,

Thank you for your correspondence from May 19, 2026 related to Board-Level Committees and Parent Involvement/Engagement.

I have had the opportunity to review your correspondence as well as our previous correspondence related to Board-Level Committees. I believe there are four relevant committees in question: the Parent Involvement Committee (PIC), the Environmental Sustainability Advisory Committee (ESAC), the Community Equity Advisory Committee (CEAC), and the Indigenous Education Committee (IEC). Given the terms of reference for ESAC calls for a PIC representative, I believe that process addresses the concerns you have brought forward. As a result, I will focus my comments on the CEAC and IEC.

You have requested a “Board level review of parent involvement across committees.” The board and senior staff continue to be open to suggestions or recommendations from PIC. Both the CEAC and IEC have parent representatives. I have included a link to the terms of reference for each, which includes the selection process for them. Given the mandate of each committee, there are criteria for the selection of parent and community members. I should also note that the IEC is more autonomous and would have greater independence in making a decision regarding the path forward. Both of these committees can consider this request this fall. I would note that we have started to include PIC in the sharing of information process when new members are being sought for board committees.

The error in Policy 11 regarding PIC membership was corrected at the August 2026 Board meeting. With a new board starting later this fall, all committees will be reviewed, and additional changes may be made. If there are additional updates you believe are required for Policy 11 focused on PIC, please let us know.

You have requested strengthened communication between committees and PIC. Regular updates to PIC could occur upon request by PIC and/or minutes of CEAC and IEC meetings could be shared with PIC for information once they are approved at the committee level. I would be happy to discuss other examples or options to address your concern. Having a PIC representative at each committee as a guest would be one option to allow that person to share information back with PIC. Another option would be an annual, or bi-annual opportunity, for parent/family representatives of each committee to meet and share information.

You have requested that we establish PIC representation within committees. As noted earlier, IEC does have greater autonomy, and at this juncture CEAC is not a board, standing committee. IEC would have to make this determination. I can have your request go to IEC and CEAC this fall for consideration. As you outlined in your letter, I do believe that some form of formal arrangement can be made by creating a new category of membership between the three committees.

I do appreciate your efforts to strengthen opportunities for more effective coordination, communication, and engagement. If I have misunderstood or misinterpreted your request, I am happy to meet to further discuss the way forward on this shared effort.

Sincerely,



Krishna Burra
CEO/CEDO/Director of Education
Limestone District School Board