

Parent Involvement Committee Meeting Minutes – February 5, 2026

Public Meeting

Roll Call:

Trustees:	Staff:
B. Godkin (regrets) R. Hutcheon	P. Gollogly, Assoc. Superintendent L. Gillam, Research Analyst E. Lambert, Research Analyst
Invitees:	Recorder and Producer:
V. Venditti, Co-Chair J. Clayton, Co-Chair and W.J. Holsgrove PS M. Redmond, Bayridge PS and BSS H. Somerville, Calvin Park PS D. Tessier, Cataraqui Woods ES L. De Pauw, Centennial PS K. McCuen, Central PS M. Rickey, EVS M. Foster, J.R. Henderson/FSS/Module de l'Acadie S. Bradley, Joyceville PS C. Scales, KSS M. Hudson, LCVI M. Valente, LISS (regrets) C. Bird, Module Vanier A. Ewart, Molly Brant ES E. Wilkinson, Odessa PS S. Gratto, Storrington PS P. Cabrera, Winston Churchill PS Z. Mnyetto, KEYS P. Bearse, Southeast Health Unit	E. Smith, Admin. Assistant M. Christopher, IT

1. Welcome

- Co-Chair Venditti called the meeting to order.
- Co-Chair Venditti welcomed everyone and invited Assoc. Superintendent Gollogly to provide the Land Acknowledgement with the group.
- Attendance/Regrets: Trustee Godkin and M. Valente sent regrets.

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

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

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

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

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

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

2. ADOPTION OF THE AGENDA

2.1 Adopted.

3. APPROVAL OF MINUTES

3.1 PIC Meeting Minutes from November 13, 2025, approved.

4. Presentations

L. Gillam and E. Lambert, Research Analysts with Limestone, presented an overview of a proposed Family Engagement and School Climate Survey planned for May.

The presenters explained that the session's purpose was primarily to gather feedback from PIC and School Council members to inform survey development, with approximately 30 minutes allocated for discussion and small-group input.

The survey aims to collect feedback from families of students from Kindergarten to Grade 12. Results will support board-level decision-making and provide useful information for PIC and School Councils. The survey builds on feedback previously gathered during consultations related to the student census, particularly around family engagement.

Two main focus areas were outlined:

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- **Family Engagement**, including accessibility of information, communication, and ways families feel connected to their school communities. This aligns with a Board strategic goal to improve responsiveness to families.
- **School Climate**, fulfilling Ministry requirements under the Education Act and PPM 45, including mandated topics such as safety and wellbeing. To reduce survey fatigue, the climate component will be combined with family engagement questions.

Proposed topic areas include:

- Bullying and harassment
- School safety
- Family connection with school
- Family–school communication
- Before and after school programs
- Demographic information (still under consideration)

A tentative timeline was shared:

- Current phase: consultation and survey drafting
- Spring: review, finalization, and district-wide communication
- May: survey launch
- Fall/Winter (next school year): sharing results, subject to workload and capacity

Participants were invited to provide feedback on:

- What information School Councils and PIC need from families to support decision-making
- Gaps in current information when planning or responding to community needs
- Accessibility considerations for families completing the survey
- How results should be presented to ensure they are usable and meaningful at the school council level.

The presenters clarified that they were not seeking finalized survey questions, but rather guidance on what information is most important and what considerations should inform survey design. Feedback was being collected through discussion and online form.

Discussion followed focused on what is most important for schools to understand about their communities, especially how to better engage families and how to design a survey that is accessible, useful and respectful of anonymity. The group discussed: practical distribution ideas (QR code, office-based paper copies, a phone number to request paper copy, and administering surveys at events using iPads with someone available to support/collect responses), structure: one per family vs multiple schools, anonymity and demographic questions.

5. BUSINESS ARISING FROM PREVIOUS MEETING

5.1 PIC correspondence about parent involvement on subcommittees. Co-Chair Venditti provided an update on PIC correspondence with the Director of Education and Trustees regarding parent participation in Board subcommittees. She reminded members that, following extensive discussion at PIC meetings last year, PIC submitted a formal letter seeking clarification on:

- Which Board committees allow parent participation
- The process for parent involvement

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- When and how parent seats are filled
- Whether any parent seats remain unfilled

Initial responses from the Board were received incrementally and did not fully address all questions. A follow-up request was made, and more detailed information has now been received. Some of this information, including a chart identifying committees and parent participation, was included in the current agenda package.

Co-Chair Venditti explained that the purpose of gathering this information was to:

- clearly identify committees open to parent involvement;
- determine whether there are unfilled parent seats;
- decide whether PIC wishes to make recommendations regarding parent participation on Board committees.

Due to the volume of material received (including Board committee policies and multiple attachments), only select documents were included in the agenda package. Co-Chair Venditti will forward the full email and all supporting documents to PIC members for review.

Co-Chair Venditti noted that unofficial PIC meeting is scheduled for March 5, one of the key purposes for the meeting being to allow PIC members to collaboratively review this information and determine if the information provided is sufficient or PIC wishes to proceed with developing recommendations regarding parent involvement on Board subcommittees.

Members were encouraged to review the materials in advance and to participate in the March 5 meeting. No questions were raised at this time.

Members expressed concern about the length of time taken to receive responses and noted the need for greater transparency. There was strong consensus that information about parent involvement opportunities should be clear, centralized, and easily accessible, rather than requiring parents to search past PIC materials.

Trustee Hutcheon noted that information regarding Board committees, including membership, terms of reference, and procedures, is available on the Limestone District School Board website, but that it may not be easily accessible to all users.

5.2 PIC correspondence regarding Trustee role. - Co-Chair Venditti referenced previous discussions about proposed correspondence related to the Trustee role. She acknowledged that significant effort had gone into drafting, revising, and proofreading the correspondence; however, due to timeline constraints, the correspondence was not finalized or sent. Co-Chair Venditti wanted to note this to ensure the item was formally acknowledged and not overlooked or simply embedded in the minutes without discussion.

5.3 PIC Community Representative position vacancy was discussed. - The group reviewed the status of the third community representative seat, members recalled previous suggestions such as the Native Friendship Centre, Indigenous Languages Centre, One Roof, and the Food Sharing Project. Co-Chair

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Venditti proposed to work more collaboratively on this topic during their March meeting. Assoc. Supt. Gollogly suggested to perhaps send brief descriptions of candidate organisations for group consideration and potential vote at the April meeting.

5.4 PIC Guest Speakers - Discussion covered how guest speakers are selected, referencing a recent case where a proposed speaker was declined due to scheduling constraints rather than content. Co-Chair Venditti noted that in this case the Board requested resources from the potential speaker so that they can be shared with the PIC members/schools, but the resources have not yet been received. Co-Chair clarified that they assess whether topics are best suited for PIC or school council level and aim to balance presentations with collaborative work time. Suggestions for future presentations included safe schools, online safety, AI integration in learning, and practical demonstrations of board-supported programmes.

Assoc. Supt. Gollogly suggested partnering with PIC to host a guest speaker, referencing a previous parent night featuring Dr. Khan on screen time and digital use. Discussion highlighted concerns around students' online activity, including communication features within gaming platforms, and the need for greater parent awareness of potential risks. It was noted that many families are not fully aware of how children interact online, and that practical guidance on monitoring technology use and understanding digital safety would be beneficial. It was suggested that an expert speaker could address how families can better understand technology use and access support. It was noted that a decision did not need to be made at this time. With PIC's approval, Assoc. Supt. Gollogly offered to explore potential expert speakers and bring options back to the group for consideration.

PIC Rep. De Pauw expressed support for the proposed topic but noted that much of the current information shared with parents focuses on actions families can take at home. It was suggested that, in PIC's role of holding the school board accountable, greater emphasis be placed on board-level reporting regarding incidents of violence in schools and the actions being taken to protect staff from student violence, as well as student-to-student violence. Interest was expressed in receiving more information about what is occurring within schools, rather than solely parent-directed guidance. Discussion followed regarding the types of information that could be shared with PIC, either by Patty Assoc. Supt. Gollogly or another member of her team, and how this could occur independently of or alongside collaborative engagement opportunities between PIC and the Board. Support for the concerns raised was expressed by other members.

5.5 PRO library document – link has been sent by email, and it has been shared out online.

6. Chair's Report

- Co-Chair Venditti provided updates related to engagement data and participation metrics, noting that some figures remain a moving target. She advised that available numbers would be shared for information purposes.
- It was reported that, based on sign-in survey data collected prior to the meeting, there have been 13 first-time participants this year. This was noted as a positive outcome and an improvement over previous years, as the current survey method allows for easier tracking of first-time attendance.

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- Co-Chair Venditti also shared highlights from a recent Ministry PIC meeting. A key takeaway was a presentation on Bill 33 (Supporting Children and Students Act). Relevant slides will be shared with members. Following the meeting, an invitation was received to provide feedback on proposed regulations under the Education Act related to Bill 33. Although no formal deadline was provided, Co-Chair Venditti indicated she would establish a timeline to ensure the opportunity for feedback was not missed. Members were advised that materials would be sent out, with feedback to be reviewed over the following days.

7. Board and Trustee Updates

7.1 Superintendent/Director Update

Assoc. Superintendent Gollogly welcomed everyone.

- Inclement Weather: The number of inclement weather days have resulted in significant disruption to learning for students, particularly in January. On these days, staff are expected to provide some continuity of learning to support students unable to attend school when buses are cancelled.
- School Year Calendar 2026-2027 Survey is open until February 9 at 12:00 p.m. (noon).
- Black History Month Opening Ceremony – Wednesday, February 4, 2026: all Limestone students, families, and community members were invited to attend the LDSB Black History Month Opening Ceremony at LCVI. The ceremony celebrated community and connection with food, music, and dancing, featuring a Kids Zone with “Ruthy’s Reading Room”, and a performance by Cassel Miles as Josiah Henson.
- Kindergarten Registration and Out of Boundary Registration is open.
- EQAO Results - we are pleased to share that Limestone has achieved its strongest performance in four years, with gains across every testing category. We are extremely proud of the dedication and hard work that contributed to these achievements.
- Host an International Student – Be a Part of Kingston’s Global Community: Limestone is proud of our long tradition of hosting students from other countries. The demand for Kingston, and Canada, as a learning destination is rapidly growing. Students from over 15 different countries are here now staying with great homestay families in Limestone. Our International Education team is looking for more families to become homestay hosts to international students. We currently have 19 students on our waiting list that have applied to Limestone for 2026-2027 and need a home. They range from one semester to one-year stays and are from Germany, Spain, Japan, Brazil, Slovakia, Czechia, Italy, and Denmark. Host families will be paid a tax-free monthly stipend to host students. All students in the program attend local intermediate or secondary schools and range in age from 12 to 17 years of age. Our International Education team works hard to make a great match for your family, that can last a lifetime. Families can learn more by visiting internationalel.limestone.on.ca or phoning the International Education offices at 613-544-7745, ext. 288.

7.2 Trustee Update(s)

Trustee Hutcheon provided an update on recent Board activities. At the January meeting, the Board approved the multi-year capital and school renewal project plan, noting continued progress in the use of green technologies within school facilities. Appreciation was expressed for staff efforts in advancing

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sustainable building practices. Quarterly financial updates were also received for information and remain available on the Board website, with Trustees available for follow-up questions.

Trustees also received an update regarding the Mental Health, Substance Use, and Addiction Strategy, noting its continued evolution over the past year and increased focus on emerging issues such as screen addiction and related concerns.

The Trustee also highlighted ongoing provincial discussions regarding the role and future of school Boards and Trustees, noting that the province has intervened in several large Boards. These developments are being closely monitored due to their potential impact at both the local and provincial levels.

8. Community Member Updates

8.1 Southeast Health Unit – RN Bearse reminded that the reporting deadline for immunizations is Monday, February 9, 2026.

- To support this the Immunization Team have been hosting additional clinics to help families access needed immunizations, including working with some of our more rural high schools to offer immunization clinics at their sites so their school community and their adjacent feeder schools can have easier access to immunizations. Health Unit has been sharing information with schools for inclusion into school newsletters to direct parents how to report immunizations to public health, and links to book an appointment for immunizations for families without a primary care provider.
- To help facilitate newcomer families with daycare-aged and school-aged children in getting caught up on any immunizations, Public Health has partnered with Kingston Employment and Youth Services (KEYS) to run newcomer immunization clinics (held in January, February and March ahead of the ISPA suspension period). The clinic offers language support and translation services. KEYS helps to facilitate the booking, reminders and follow up with families. Immunization nurses complete an assessment of the immunization records and use the (PFISO) Publicly Funded Immunization Schedules for Ontario to ensure accurate, evidence-based immunization catch up schedules are implemented.
- In accordance with ISPA Public Health will be preparing suspension letters to those who are still not up-to-date or have not submitted a valid exemption (medical exemption, statement of conscience or religious belief). The letters regarding ISPA related suspensions will go out on March 2, 2026.
- Information about vaccine safety, immunization records and reporting, vaccine exemptions, and Public Health Immunization clinics, as well as the numbers to call to speak with the immunization team directly are available at [Immunizations and vaccines - KFL&A Public Health](#).

Information was shared regarding where to access immunization exemption forms through the local public health website, under immunization services. It was noted that exemption affidavits must be notarized and that costs may be associated. Families are encouraged to contact the Public Health immunization line to ensure the correct documentation is completed, as requirements differ between school and childcare legislation.

Clarification was provided regarding suspension timelines under the Immunization of School Pupils Act. Students who are not immunized according to requirements may be suspended for up to 20 school days. If immunization records or valid exemption documentation are provided within that period, the

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suspension is lifted immediately, and the student may return to school. Suspension orders become void once legislative requirements are met.

Discussion noted the interaction between the Education Act and the Immunization of School Pupils Act, emphasizing that students' right to education limits the duration of suspensions. Students on suspension remain accounted for under the Education Act and are not de-enrolled due to absence during this period. After the 20-day maximum suspension, students are permitted to return to school.

Questions were raised regarding the effectiveness of the suspension process as a public health measure. It was clarified that the two pieces of legislation operate concurrently, with the Education Act governing the maximum length of exclusion from school.

8.2 KEYS – Z. Mnyetto explained that KEYS provides guidance to newcomer families on navigating the school and healthcare systems, supports submission of health records, and offers advocacy through settlement workers in schools. KEYS organises weekly tutoring nights, women's conversation circles, and summer classes to support English language development and socialisation for students and families. A member inquired about volunteering, and Z. Mnyetto provided information on the process, including contacting the volunteer coordinator and obtaining a CPIC clearance. Z. Mnyetto requested that KEYS be notified directly about school and community events to help increase newcomer family attendance. Z. Mnyetto explained that newcomer families are more likely to attend events when personally invited by familiar contacts and offered KEYS' support in promoting events to their network, which includes students in most schools.

9. Working Group and Subcommittee Updates

9.1 PRO funding subcommittee – more information will be shared via email, but as of today 13 schools have applied. Handful are waiting to be reviewed and approved. Deadline for applications is February 16. Co-Chair noted application deadline February 16, review periods, and the process for approving funding requests, noting that leftover funds may be used for board collaboration or additional initiatives.

9.2 Neurodiversity planning subcommittee – An update was provided regarding initial planning discussions held with Co-Chair Venditti and PIC Rep. Bradley. Members were invited to join a planning group for neurodiversity events, proposing two meetings (tentatively April and June) at the Board Office to facilitate family connections before summer. Timing details remain to be determined and will be discussed further by the planning group. PIC Rep. Ewart was added as an interested participant. A call for participation will be included in the follow-up email distributed after the meeting.

9.3 2SLGBTQIA+ Focus Group – No update was provided.

10. New Business

- Before and After School Programme (BASP) Correspondence: PIC Representative De Pauw reported that correspondence had been sent to PIC members regarding concerns previously raised about the availability of before and after school childcare. It was noted that a review of the program began last year following significant shortages in available licensed childcare spaces at certain schools. Concerns were raised regarding the Board's legislative responsibilities under the Education Act, as well as the

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responsibilities of service system managers under the Childcare and Early Years Act. The issue was identified as particularly impactful for families with younger children, with emphasis on the importance of access to supervised, meaningful programming before and after school. It was suggested that PIC take a more active role in holding the Board accountable for its legislative duties and for communication with municipal partners regarding childcare planning and capacity.

It was further noted that there is currently no parent representation on committees responsible for reviewing and managing before and after school programs, despite parents being primary users and funders of childcare services. Comparisons were shared with other jurisdictions where higher access rates to licensed care have been achieved. Additional concerns were raised by PIC Representative Ewart regarding long waitlists, high out-of-pocket costs for families, and the financial and safety impacts on parents who are unable to secure licensed care. Challenges related to access to subsidized childcare and equity for families most in need were also highlighted.

Given the complexity of the issue, it was suggested that this topic be addressed through a PIC subcommittee. There was agreement to issue a call for additional members interested in participating in further discussion.

Co-Chair Venditti reminded that the Board has already provided an update on this matter and is currently in Phase Two, following a presentation received in November. This issue remains on the radar of Trustees as well.

Discussion focused on the role and mandate of the under Ontario Regulation, noting that PIC's purpose includes advocating on behalf of the Limestone parent community to the Board. While the topic aligns with PIC's mandate, it was clarified that PIC does not advocate directly to the City of Kingston. Instead, PIC may bring recommendations to the Board, including encouraging timelines, continued engagement with the City of Kingston, and collaboration on related matters. It was noted that the City is developing a service system plan that is significantly overdue and, at last update, did not intend to include school-age children, despite legislative requirements. In this context, PIC was identified as having a role in ensuring that the needs of school-age children and families are raised with the Board. The importance of keeping PIC's advocacy boundaries in mind was emphasized, particularly for any working groups or subcommittees. It was confirmed that PIC leadership (Co-Chairs or acting past Chair) would support subcommittees by attending or guiding discussions to ensure alignment with PIC's mandate.

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11. Collaboration/Questions/Open Floor

12. Next Meeting Date

Thursday, April 9, 2026, at 6 PM.

13. Adjournment

The meeting adjourned at 8:40 PM.

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

Board of Trustees

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

Operations

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

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

Board of Trustees

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

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

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

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

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

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

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

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

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

Operations

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

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

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

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

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

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

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

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

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

<p>Census. Not a Board Committee</p>	<p>parent rep will be occurring in the fall of 2026.</p>	<p>two years after the first TAG meeting of that term. All member's terms will end at the same time, regardless of start date. The current TAG will end December 31, 2026. Terms for LDSB students may be less than 2 years. All members will be given the opportunity to express interest in continuing at the end of their term. The next call for interest will occur in November 2026.</p>	<p>published on the website)</p>	<p>expressions of interest indicates that members of the TAG offer diverse perspectives and/or lived experiences, including (but not limited to) anti-Black racism, anti-Indigenous racism, anti-Semitism, ableism and/or disabilities, homophobia, transphobia, Islamophobia, geographical diversity (e.g., urban, rural), and/or poverty/classism. Experience in data collection, analysis, and/or reporting of identity-based data is strongly encouraged to support the purpose of the TAG. An understanding of the Anti-Racism Data Standards is an asset. Expressions of interest will be reviewed by the LDSB Student Census Team (Research Analysts and Superintendent of Education with Human Rights, Equity and Inclusion Portfolio). Should a vacancy occur in the middle of a term, the committee co-chairs will notify the remaining members and initiate a process to fill the position. New members are selected based on the criteria outlined in the membership selection section noted above. To maintain the committee's effectiveness and continuity, once a new member is selected, they will receive an orientation to familiarize them with the committee's purpose, goals, and current stage of the work. Newer members' terms will end at the same time as other committee members, regardless of start date.</p>
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To: LDSB Parent Involvement Committee (PIC)
From: Lia De Pauw, Centennial PS PIC representative and parent of an SK and Gr. 6 student
Date: January 27, 2026
Subject: PIC advocacy to improve access and quality of before and after school care program (BASP)

Issue

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

Recommendations

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

Background

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

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

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

Current State: Limestone BASP

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

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

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

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

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

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

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

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

Current State: Service System Management in Kingston and Frontenac Counties

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

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

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

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

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

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

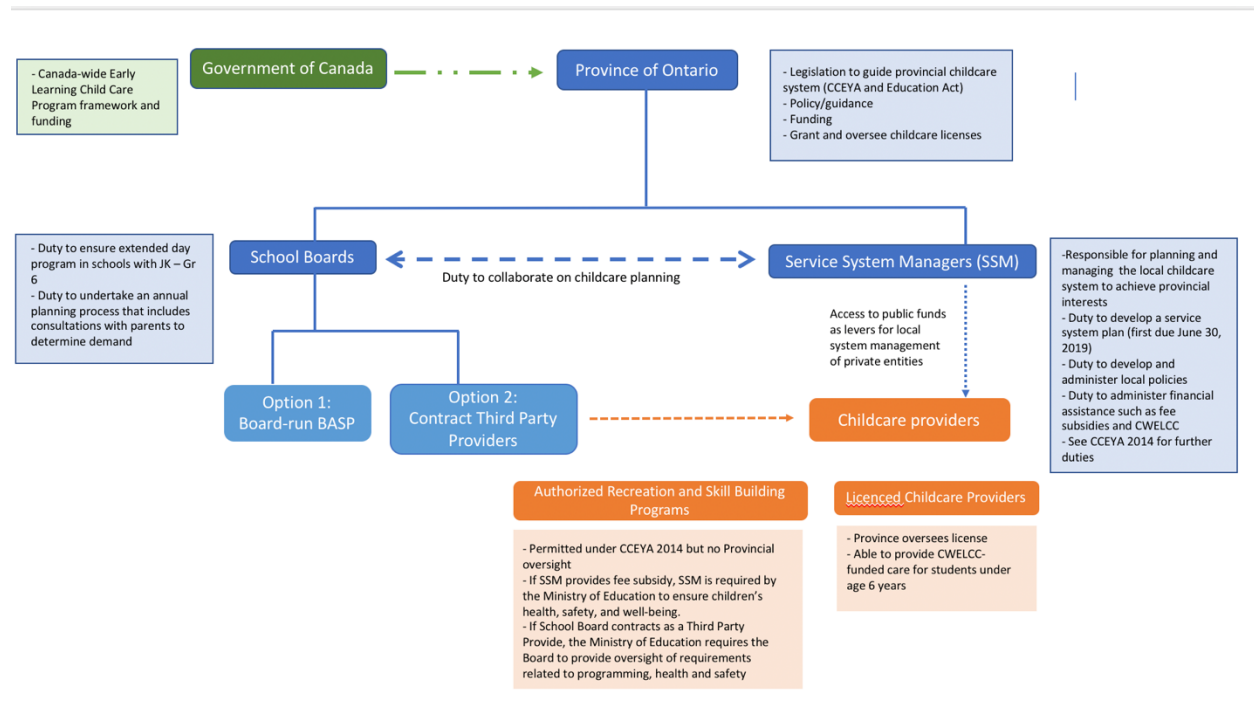
The development process for the Service System Plan included no meaningful consultations about the childcare system with either parents/caregivers with or without access to licensed childcare spaces, as required by the Ministry of Education. Instead, the consultant referred to an annual survey of parents/caregivers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

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

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

Appendix

Visual overview of Ontario’s childcare system



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

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

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