

Agenda – Parent Involvement Committee

Thursday, May 1, 2025 - 6:00 p.m.

Limestone Education Centre

220 Portsmouth Avenue, Kingston, Ontario

Virtual Link: <https://bit.ly/LDSBPICMAY12025>

Public Meeting – 6:00 p.m.

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

1. CALL TO ORDER

2. ADOPTION OF THE AGENDA

3. DECLARATION OF CONFLICT OF INTEREST

4. APPROVAL OF MINUTES

4.1 PIC Meeting – February 27, 2025 and April 3, 2025

5. BUSINESS ARISING FROM MINUTES

6. EDUCATIONAL SERVICES UPDATE

6.1 Co-Chair Update - C. Bevens-Leblanc and V. Venditti

6.2 Trustee Update – Trustee Godkin

6.3 Board Update – Assoc. Supt. Gollogly

7. CORRESPONDENCE

8. ASSOCIATION UPDATES

8.1 South East Health Unit – J. Hall

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

9. OTHER BUSINESS

9.1 Collaboration working groups – to be continued

10. NEXT MEETING DATE

Thursday, TBC, at 6 p.m.

11. ADJOURNMENT

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[See Yourself in Limestone](#)

Parent Involvement Committee Meeting Minutes – April 3, 2025

Public Meeting

Roll Call:

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

1. CALL TO ORDER

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

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

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2. ADOPTION OF THE AGENDA

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

3. DECLARATION OF CONFLICT OF INTEREST

3.1 No declarations of conflict of interest.

4. APPROVAL OF MINUTES

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

5. BUSINESS ARISING FROM MINUTES

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

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

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

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

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

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

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

6. EDUCATION SERVICES UPDATE

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

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

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

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

6.2 Trustees Godkin provided Trustee Update:

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

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

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

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

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

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

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

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

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

6.3 Assoc. Superintendent Gollogly provided Board Update:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

7. CORRESPONDENCE

None.

8. ASSOCIATION UPDATES

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

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

9. OTHER BUSINESS

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

10. NEXT MEETING DATE

Thursday, May 1, 2025 at 6 PM.

11. ADJOURNMENT

The meeting adjourned at 8.10 PM.

Parent Involvement Committee LDSB PIC

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

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

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

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

Community partner programs

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

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

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

Parent Involvement Committee Meeting Minutes – 27 February 2025

Public Meeting

Roll Call:

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

1. CALL TO ORDER

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

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

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2. ADOPTION OF THE AGENDA

2.1 Adopted.

3. DECLARATION OF CONFLICT OF INTEREST

3.1 No declarations of conflict of interest.

4. APPROVAL OF MINUTES

4.1 PIC Meeting Minutes of 14 November 2024 were approved.

5. BUSINESS ARISING FROM MINUTES

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

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

6. EDUCATION SERVICES UPDATE

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

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

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

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

6.2 Trustees Godkin and Hutcheon sent their regrets.

6.3 Superintendent Gollogly provided Board Update:

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

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

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

- Discussion followed.

7. CORRESPONDENCE

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

8. ASSOCIATION UPDATES

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

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

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

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

9. OTHER BUSINESS

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

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

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

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

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

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

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

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

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

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

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

Further discussion followed.

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

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

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

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

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

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

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

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

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

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

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

10. NEXT MEETING DATE

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

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11. ADJOURNMENT

The meeting adjourned at 8.30 p.m

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See Yourself in Limestone

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

Purpose of the Meeting

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

Part 1: Resources for Parents and Caregivers

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

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

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

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

Starting this school year, school boards are required to:

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

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

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

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

Bullying – we can all help stop it

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

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

Cyber Awareness Resources for K-12

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

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

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

Part 3: PIC Showcase

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

Two teams shared initiatives:

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

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

Part 4: Discussion

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

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

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

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

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

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

Conclusion:

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

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

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

Parent Involvement Committee LDSB PIC

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

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