

Parent Involvement Committee Meeting Minutes – 14 November 2024

Public Meeting

Roll Call:

Trustees:	Staff:
R. Hutcheon B. Godkin	A. McDonnell, Superintendent P. Gollogly, Assoc. Superintendent Y. Abdulkareem, HR and Equity Advisor M. Christopher, IT
Invitees:	Recorder and Producer:
C. Bevens-Leblanc, Co-Chair S. Black, Bath PS M. Rickey, Bayridge PS M. Redmond, Bayridge PS J. King, Bayridge SS and Truedell PS A. Billings, Cataraqui Woods ES K. King, Central PS S. Patrick, Clarendon Central PS B. Betts, Collins Bay PS E. Offshack, EVS M. Chapman, ESS J. Jodoin, (on behalf of Venditti KSS/Vanier) C. Innocente, LCVI/Calvin Park PS S. Bradley, Joyceville PS M. Valente, LSS J. Kehoe, Molly Brant ES D. Godrey, (SC Molly Brant ES) M. Richmond, Odessa PS M. Carrier, Perth Road PS K. Leclair, Selby PS S. Gratto, Storrington PS C. Glavin, W.J. Holsgrove J. Hall, KFL&A Health Unit	E. Smith, Administrative Assistant

1. CALL TO ORDER

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

Limestone District School Board

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

PIC Representative Bradley provided the Acknowledgement of Territory: "I offer a territorial acknowledgement- there are a few things informing my acknowledgement that I'd like to share. I'm paraphrasing, but would love to provide source material to anyone who would like it.

One- I am saying territorial acknowledgment-- as Anishinaabe writer Niigaan Sinclair says, they are about relationships within land.

Two- More from Niigaan Sinclair- Territorial acknowledgments are opportunities for truth-telling, growth and action.

Three, from Anishinaabe writer and educator Hayden King-- it's one thing to acknowledge the territory you are on; it's another thing to acknowledge the territory you are on and what that compels you to do

I have spent most of my life where we are now- Eastern Ontario, territory of the Huron-Wendat, Haudenosaunee and Anishnaabe. I spent some formative childhood years, and formative adult years in northwestern Ontario, Nishnawbe Aski Nation, Treaty 9, territory and home of Ojibwe, Cree and Oji-Cree people.

I'm telling you that part because my time there was my first immersive, constant lesson in living in relationship with the land and its people. This informal education came from meaningful shared life with Indigenous elders, neighbors, community members, and colleagues.

I also learned from people who did not know they were my teachers nor agree to be-- people interacting with the legal, judicial, carceral, healthcare and educational systems I too interacted with in my life and career-- people living intergenerational traumas of colonization, dispossession and language loss. This was extractive learning-- and what I learned from it, is that colonization is not a thing of the past; it is felt every day by those who shoulder its impact, and also felt every day, though perhaps less consciously, by people like me who benefit.

My commitment, then and now, is to understand how I benefit from colonization and strive to be a good treaty person. We are all treaty people, and treaties were meant as frameworks for mutual benefit and coexistence, not for the violent dispossession of Indigenous peoples.

Kingston is covered by Treaty 57, acquired in 1783 through Crawford's purchases. Acknowledging this territory encourages us to reflect on the truths we can share, how we can grow, and what actions we can take-- to not look at colonization as a past-tense problem, but to understand that land and relationship go hand-in-hand, and to determine what that compels us to do next."

Limestone District School Board

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

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 24 April 2024 were approved as amended. J. Kehoe requested clarification regarding the number of parent representatives on IEC, noting that there were originally seven, not six, as previously reported. She asked for this to be amended in the minutes.

Question was raised about the terminology used in the minutes suggesting that “invitees” be changed to “attendees” to better reflect participants. Additionally, C. Innocente requested that attendees provide their names and school names in the chat for clarity.

C. Innocente noted that the minutes from the last meeting were more comprehensive and reflective compared to previous ones, which were more summative. The participant appreciated the rich detail, especially at the committee level, as it helps new members understand past discussions and decisions. She thanked the staff for their hard work and dedication.

Co-Chair Bevens-Leblanc discussed that the goal is to complete the revisions to the bylaws and send them out via email for approval before the next meeting. This way, only the minutes from the current meeting would need to be approved at the next meeting. Participants were encouraged to send any additional notes via email or message. There was also a discussion about whether the minutes are emailed or handed out at the meeting, with a confirmation that email addresses would be collected to ensure the minutes are sent out in advance.

5. BUSINESS ARISING FROM MINUTES

5.1 It was noted that the letter of recommendation regarding student absence reporting had not yet been sent. C. Innocente asked when the questions that were posed in the last meeting will be answered by the board (ref. para. 6.3). Assoc. Supt. Gollogly informed that the Director would answer those questions next Thursday at the scheduled meeting with parents.

6. EDUCATION SERVICES UPDATE

6.1 Co-Chair Bevens-Leblanc provided their update. She explained that the focus should be on giving a few highlights to keep the discussion brief and then spend more of the time doing something productive in the meeting. The Co-Chair mentioned efforts being made to create a central location on the board's website for resources and support regarding procedures and rules. This initiative aims to make information more accessible to everyone.

Limestone District School Board

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

- The Co-Chair also mentioned an upcoming meeting with the Ministry of Education and a workshop for PIC chairs across the province (scheduled next week).
- The Chairs (referring to PIC and School Councils) workshop took place. S. Bradley and V. Venditti co-presented at the workshop, which saw a record attendance of 21 chairs. The workshop was highly engaging, with participants asking questions, collaborating, and sharing documents. The Co-Chair expressed optimism about parent engagement and thanked Shayla and Virginia for their efforts. The update concluded with an acknowledgment of Virginia's contributions.

6.2 Trustee Godkin provided Trustee update:

- Trustee mentioned the recent general board meeting, which included a presentation by a group of students (about 70 students) who demonstrated bird noises to raise awareness about birds and endangered species. The presentation was well-received, and a video of it is available on the board's website.
- Two new trustees were welcomed Chris Scott, who was the second runner-up in the previous election, and a new Indigenous Trustee, Jamie Maracle. Both were sworn in at the last night's board meeting. The board also held elections, re-electing Trustee Robin Hutcheon as Chair and Trustee Godkin as Vice Chair for another year.
- A math update was provided at the board meeting, which will soon be available on the website. A question was raised about whether the students struggling with math are actually improving. Although there is no current data, assurances were given that efforts are being made to identify and support these students and report back on their progress.
- Trustees Hutcheon and Godkin attended Trustee Judith Brown's graveside event.
- Trustees Hutcheon and Godkin attended a Remembrance Day ceremony at the park across from the KGH, and Trustee Godkin attended a junior grade Remembrance Day ceremony at Odessa Public School.
- Concerns from parents about before and after care availability were acknowledged. The board plans to conduct a comprehensive review, school by school, and work with community partners to address these issues. This is a priority for the Board of Trustees.
- C. Innocente acknowledged that these concerns are not new but have been raised more strongly recently and asked for clarification as to where/how it would be addressed. Trustee Godkin thinks that the plan is to address these issues at the Education Policy and Operations Committee (EPOC) meetings, as it is a better forum for such discussions. The goal is to take a comprehensive look at the numbers and capacity for the community and report the findings back to the board. Senior staff will present to the Trustees options and recommendations based on the review. C. Innocente emphasized the importance of considering not only the current list of people needing child minding but also those who dropped off the list due to time constraints, i.e. those who had to look for alternate arrangement because they were out of time. Trustee Godkin agreed to include this in the review to better understand the extent of the issue and potentially prevent similar problems in the future.

Limestone District School Board

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

- Trustee Godkin also mentioned that a meeting on selection of committees will take place this coming Monday (18 Nov 2024).
- The update concluded with an explanation of EPOC as a public and less formal than the board meeting, suitable for policy discussions.
- J. Kehoe asked for an estimated timeline for the review process and when an update could be expected. She noted that it was already November and emphasized the importance of providing this information to those who might be on the call. Trustee Godkin said that since the re-election had just occurred the previous night, the meeting to discuss the timeline had not yet taken place. However, there was a commitment to inform the PIC Co-Chair midway, so the update could be sent out to everyone without waiting for the next meeting.
- A parent from Centennial PS suggested that instead of relying on the centralized wait list, a survey should be conducted. This survey would target parents of children in kindergarten to grade 6 to gather information about their interest in before and after school care. Trustee Godkin informed that he would take this suggestion to their first meeting.
- Supt. McDonnell added to Trustee Godkin's response from an operational perspective, mentioning her role in the early years portfolio and her contact with some members regarding concerns in the schools and greater community. She confirmed that there will be a survey in the new year to collect information from current families and incoming JK students. This information will be used to determine needs across the board and to make decisions about future before and after school programming.

6.3 Superintendent Gollogly provided Board Update:

- The Honourable Murray-ban Sinclair, a renowned advocate and trailblazer for Indigenous justice and education passed away Monday, 4 November 2024. To honour this inspirational and highly influential politician, judge, Senator, and the Chief Commissioner of the Indian Residential Schools Truth and Reconciliation Commission which provided the 94 Calls to Action, all school flags were lowered to half-mast for four days to honour Anishinabek protocol.
- On 11 November, all schools across the district participated in Remembrance Day ceremonies. Assoc. Supt. Gollogly had the privilege of attending Trudell Public School, and the students did a beautiful job of honoring those past and present who protect our country.
- On 15 November, students who are in grade 9-12 who identify as Black, Indigenous, or Racialized will be able to participate in a Career Fair. They will have an opportunity to hear from panel speakers, have one-on-one discussions, connect with career pathways in university, college, trades, business, and the arts. Lunch will be provided to students. Speakers include Queen's University Research Officer, St. Lawrence College Professions, CEO and Co-Founder of Transformix Engineering Inc, local business owners and experts in the trades.
- J. Kehoe suggested acknowledging 8 November as Indigenous Veterans Day in addition to 11 November. C. Innocente raised a curiosity about the "Diamond dates" list in the calendar, which she

Limestone District School Board

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

learned about through informal channels. She noted that this list might not be well-known among school communities. Christine requested a copy of the list to avoid scheduling conflicts and to identify any missing dates from various family perspectives. She suggested that the committee could provide recommendations on this matter. Assoc. Supt. Gollogly indicated that this suggestion would be taken back for consideration.

- K. King introduced herself as a first-time attendee, expressing her intention to get more involved in the school. She raised concerns about the multiple platforms used for communication, such as Aspen, School Day, Facebook, and emails, noting that it is inefficient and confusing, especially for newcomers and those without easy Internet access. K. King suggested exploring more features on School Day to potentially consolidate communication and requested a list of available features and their costs. She further inquired about the process for getting her points and concerns added to the agenda. Co-Chair Bevans-Leblanc explained that there is a Facebook group for PIC Reps to ask questions and that she can also message the Chairs directly. K. King acknowledged the explanation and mentioned her need to understand the hierarchy and outreach process. K. King confirmed that she had no specific items related to the current agenda and thanked the group for their time.

7. CORRESPONDENCE

7.1 Co-Chair Bevans-Leblanc indicated that this item will be moved to action item.

- Correspondence was received from J. Kehoe (included in the agenda package). This correspondence was highlighted as an action following the last meeting's discussion on this topic with Supt. Gilliam. The focus was on the parent seats on the IEC (Indigenous Education Committee), which now seem to have an indefinite term until a parent decides to step down. This raised questions about parent engagement. The action item is to compile a list of questions to IEC regarding their engagement with families. There are two options for compiling these questions: voicing them during this meeting or sending them in later for review. The goal is to create a final list of questions to address parent engagement, which is highly relevant to PIC. The discussion concluded with a request for thoughts on this approach. In the interest of time, it was agreed to use a Google document for gathering questions, as it allows everyone to access and update it on the fly without inundating people with emails. This approach is seen as more operationally and logistically efficient.
- C. Innocente raised a question (addressed to Trustee Godkin) concerning processes of selecting members for board committees, including parent members. It was suggested that better explanations be provided for how committees select their members and when terms come up. This applies not just to the IEC but to all committees. A call was also made for more education and accessibility regarding meeting participation and roles.
- J. Kehoe emphasized that the spirit of the correspondence was to address discrimination, which has been ongoing for 18 months and affects all Indigenous families, not just individuals. She pointed out that the lack of an expression of interest for parents to join an inclusive group was problematic, as it

Limestone District School Board

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

prevented them from voicing their interest. The terms of reference were skewed and not clearly listed, covering the period from September to June of the school year. J. Kehoe reviewed the minutes as directed by Supt. Gillam and found no reflection of members agreeing to stay on for another term. Additionally, a vacancy within the committee was not communicated to Indigenous parents, caregivers, or kinship, which was seen as an intentional exclusion. She indicated that she was thanked for noting this discrepancy in the minutes and stressed the need for better transparency and inclusivity to ensure all Indigenous parents, caregivers, and kinship having the opportunity to have their voice.

- The discussion concluded with a plan to send a shared document to compile and address these questions.

8. ASSOCIATION UPDATES

8.1 KFL&A Public Health Update (detailed updated is attached):

- Jessica Hall introduced herself as the new representative taking over for L. Lollar in these meetings. She works on the school health team and shared key updates and initiatives from public health.
- J. Hall highlighted the recent ACW network meeting held on 1 November, where productive discussions took place on addressing various student health scenarios, including disordered eating, vaping, healthy sexuality, social media, attendance, mental health, and connectedness.
- She also introduced the PALS initiative (Playground Activity Leaders in Schools), an elementary school program that fosters student leadership skills and promotes physical activity, a sense of belonging, bullying prevention, and self-esteem.
- J. Hall mentioned the annual Jingle Bell Run on 6 December, where students exchange food bank items for a Jingle Bell and participate in a school run, promoting physical activity and community involvement.
- She provided an update on Grade 7 clinics, noting that the first round of clinics would wrap up by 2 or 3 December, followed by catch-up clinics and the review of immunization records, with notices going home to parents and caregivers in January.
- Lastly, J. Hall addressed the rising cases of pertussis (whooping cough) in the region and across the province, encouraging parents and guardians to keep their children up to date with vaccinations. She explained the vaccination schedule and recommended the Tdap vaccine for pregnant individuals and adults over 18, even if they had been vaccinated before or had pertussis as a child, due to decreasing immunity over time. She noted that pertussis peaks every two to five years, which explains the current increase in cases.
- She concluded by inviting any questions from the attendees.
- A parent raised a concern about their child's reaction to the Grade 7 vaccinations. The parent inquired about the possibility of providing advanced education on potential outcomes families can expect, as they felt unprepared for the situation. J. Hill explained that such reactions are rare. She indicated that she would bring that suggestion back to her management.

Limestone District School Board

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

- M. Valente inquired about the installation of smoke detectors in high schools, specifically at Frontenac SSS and LCVI, and asked about the data collection process. Assoc. Supt. Gollogly clarified that the detectors had been ordered, but the Ministry released new guidelines on approved detectors, requiring the board to reorder from the approved companies. The pilot schools for the detectors are LCVI and Frontenac SS. Public health will be involved in raising awareness and tracking the detectors' effectiveness through a survey for students and teachers.
- Question was asked about who keeps track of immunizations. J. Hall responded that it is tracked in the provincial tracking system.
- J. Kehoe raised a concern about the strong language in suspension letters related to school-based vaccines, particularly for newcomer families at Molly Brant ES who may not understand the language. It was suggested that an education blitz could help these families understand the process and access necessary services, especially since many do not have primary care providers. The issue was specifically highlighted for Grade 7 vaccinations. J. Hall acknowledged the concern and noted that she would take the points back to her team to explore additional education and support for newcomers.
- Mr. Rickey asked J. Hall to explain the process of Grade 7 clinics. J. Hall described that they organize with the school ahead of time, set up a date, gather consents, and have all students in their system before the clinic day. On the day, a group of nurses sets up in the gym, they talk to Grade 7 and 8 classes about what to expect and possible side effects. Students are brought down in groups to see a nurse, and there is a 15-minute waiting period for any immediate side effects before they return to class. M. Rickey followed up with a question about accommodations for students with sensory issues. J. Hall responded that while she hasn't encountered that situation yet, they could arrange a quieter place with the school's help if informed ahead of time. Two nurses would be present in the room to handle any reactions.
- S. Patrick raised a concern about the strong language in immunization suspension letters, particularly for parents who do not vaccinate their children. She emphasized the importance of informing parents that they are not forced to vaccinate and providing clear procedures on what to do. J. Hall acknowledged the concern and mentioned that she would look into the educational materials and bring the concerns to her manager to make the information clearer and more accessible, especially considering language barriers.
- A concern was raised about the need for a private space for vaccinations, especially for students who wear hijabs and may feel uncomfortable exposing their arms in a gym setting. It was suggested to include an option on the permission slip for students to request a private vaccination area for religious or other reasons. J. Hall noted it down for consideration to make the process clearer and more accommodating.
- Co-Chair Bevans-Leblanc thanked J. Hall and expressed anticipation for her participation in the February meeting.

Limestone District School Board

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

9. OTHER BUSINESS

9.1 The meeting continued with the introduction of former chair Sabina Aslam and member Naresh Niran from the Anti-Racism Working Group Kingston. Naresh Naran, one of the co-conveners, explained that the group consists of BIPOC individuals sanctioned by the City of Kingston. Their mission is to raise awareness about racism in the city and work on initiatives to make Kingston a better place for all. Naresh clarified the meaning of BIPOC (Black, Indigenous, and People of Colour) and mentioned their ongoing campaign, which includes ads and displays on buses and bus shelters. The group was established in July 2020, to address racial inequities in various institutional environments and the community.

The group's two main goals for the year are to fill the vacant EDI (Equity, Diversity and Inclusion) Police Officer position in the Kingston Police and to work with schools and parents to support individuals affected by racism. They aim to increase parent engagement from racialized communities and explore ways to educate and address racism in schools. The discussion also touched on the existence of racialized affinity groups in high schools, which provide a safe space for racialized students to discuss issues impacting them. There was a mention of similar groups in elementary schools, such as newcomer's clubs and diversity groups, which help educate and celebrate different nationalities, groups, and cultures. The discussion emphasized the need to better reach out to school communities and encourage parents or guardians from racialized families to participate in the process.

The importance of increasing parent engagement was highlighted, as it leads to improved student achievement, better communication, and accountability. For racialized parents, representation is crucial to address unique needs, promote cultural awareness, empower families, and reduce barriers. The goal is to weave equity, diversity, and inclusion into the fabric of school activities rather than treating it as a side project.

K. King raised a point about creating environments that are not racialized and suggested using talking circles to bring people together and discuss hard topics. The response acknowledged the importance of safe spaces for marginalized groups while also recognizing the need for open conversations and community support.

The discussion highlighted the importance of school census data, which occurs every five years, with the next one expected next year. Supt. McDonnell emphasized the focus on the significance of words and mentioned that Ray McDonald, Elementary Equity Consultant, could provide more information on the pilot project.

It was stressed that reports from the school census should be shared with parents to advocate for change, especially in addressing racism in schools. Examples of racism included students being called derogatory names, threatened, and made fun of for their ethnicity or food.

The conversation also touched on the importance of consequences for racist behavior and the need for ongoing relationships between the working group and the school board for reporting and data collection. The importance of ongoing relationships between working groups and the school board was emphasized, along with the need for anonymous reporting and addressing fears of reprisal. Suggestions included more

Limestone District School Board

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

education and training on anti-racism, empowering students, teachers, and parents, and increasing racialized parent engagement.

The presenters concluded with a discussion about the funding and support. Presenter explained that they are volunteers and are actively recruiting more people. Currently, they have no funding but receive some support from the Kingston Immigration Partnership for administrative tasks. One of their initiatives, the Anti Racism Task Force, involves representation from major employers on the EDI side and collaboration with the Mayor. This campaign was funded by the City of Kingston and received initial support from the United Way for administrative purposes. There was also a suggestion to apply for grants to secure more funding for their initiatives.

The presenter emphasized the importance of integrating anti-racism into the fabric of school activities and councils. They suggested three main actions: recruitment campaign, data review and how communication of data is done.

Supt. McDonnell shared information about the human rights and equity initiatives in LDSB. She introduced Yusuf Abdulkareem, the Human Rights and Equity Officer, a position funded by the school board itself due to its importance, despite not being funded by the Ministry of Education. Y. Abdulkareem has been instrumental in creating a human rights reporting tool accessible to all students, families, and community members. This tool allows individuals to report human rights concerns, and the data collected is used to make decisions about resource allocation and the equity action plan. The data from this tool is presented annually to Trustees, with the most recent presentation in October and it should be available on the website. In addition, a public-facing report will soon be available on the LDSB website as it relates to the data that was collected for last year. The report will be shared in advance with the Community Equity Advisory Committee (CEAC), then with the PIC and then it will be placed on the public website.

Additionally, student census information from 2020, including reports on student sense of belonging and achievement, is accessible on the LDSB website. Supt. McDonnell highlighted that the most prevalent concerns from the data are racism, particularly anti-Black racism, discrimination against 2SLGBTQ+ students, and anti-Semitism. Efforts have been made to educate students about the human rights tool through campaigns and videos. There is also a document and video prohibiting the use of the N-word, which was shared with students in grades 4 to 12. She further indicated that the board has been trying to really make the connection for folks that the work that the board does is predicated on the Ontario human rights law. Supt. McDonnell emphasized the importance of the school board's role in the community and their collaboration with the City of Kingston on equity initiatives. She invited Y. Abdulkareem to add any additional points, if necessary.

Y. Abdulkareem added that this is the third year they have been using the human rights reporting tool. One important aspect has been the ability to track the number and types of incidents reported. This comparison data allows them to see progress and understand how things are evolving. Y. Abdulkareem emphasized that this information is crucial for assessing their efforts and making informed decisions. A question was raised about consequences of using the N-word. Assoc. Supt. Gollogly explained that under the Education Act, any student engaging in discrimination based on race, sex, or gender identity

Limestone District School Board

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

faces automatic suspension. The duration of the suspension can range from one day to expulsion, depending on the severity of the incident. This data is collected and reported to the Ministry. In addition to suspension, there is an educational component. Efforts include bringing in speakers, specialists, and the equity team to discuss the issue with teachers, parents, and students. There is a specific program at the YMCA for students in grades 7 to 12 who are suspended for such incidents. These students attend one-on-one sessions to understand why their behavior was inappropriate and to receive education on the matter. Administrators also meet with students and families, especially in severe or repeat cases, to provide further support and education. Discussion followed. Co-Chair Bevans-Leblanc thanked the presenters.

9.2 Parent Reaching Out (PRO) Funding

The Co-Chair informed that \$35,000 was allocated for PRO funding in 2023/24.

Thirty-two schools were approved for PRO funding of which 22 followed through. Total expenditure was \$17,097.86.

Co-Chair proposed subcommittee for 2024/25 PRO Funding that will determine the process for this year's applications. Two representatives volunteered and agreed that meetings will be held in-person.

S. Bradley offered information for the new members on what the PRO Funding is. This funding comes from the government to help schools improve parent engagement or reduce barriers to it. The funds are usually event-based, but some councils have used them for initiatives like lending libraries. The ministry emphasizes equity, so projects that improve equity are encouraged. There are some stipulations, such as not using the funds for strictly entertainment purposes; the focus must be on parent engagement. Historically, each school has received \$1000, and the application process is straightforward. The council applies for the funds, which are then released through the school administrator. Schools must report on how the funds were used by the end of the year. The subcommittee will develop parameters for distributing the funds and review applications, either approving them or working with applicants to make their proposals approvable. The process is not time-consuming and is considered enjoyable by those involved. Everyone is encouraged to apply for the funding and join the subcommittee if interested.

9.3 Collaboration working group

Co-Chair noted that the meeting was supposed to end by 8 pm, but the primary focus of the evening was the collaboration working group. The group was supposed to ask questions and have conversations. There was a question about whether there was interest in extending the meeting to complete this task or scheduling another meeting between now and February. It was suggested that even if the next meeting is informal or online, it would be beneficial to not let several months pass without addressing collaboration. The consensus was to schedule another meeting or gathering to continue the collaboration efforts, but not to extend the current meeting.

Limestone District School Board

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

10. NEXT MEETING DATE

Thursday, 6 February 2025, at 6 p.m.

11. ADJOURNMENT

The meeting adjourned at 8.20 p.m. The Co-Chair reminded that PIC will be hosting Director Burra on 21 November 2024, meeting is available in-person or online. Questions are to be submitted advance by Monday, 18 November 2024.

Limestone District School Board

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

See Yourself in Limestone

October 29th, 2024

To: The Limestone District School Board of Trustees, Director of Education Krishna Burra, Superintendent Scot Gillam, Associate Superintendent Patty Gollogly, Parent Involvement Co-Chairs; Crystal Bevens-Leblanc & Virginia Venditti,

I'm writing to address, again, serious concerns about the membership practices within the Indigenous Education Committee (IEC).

Last year, the IEC's very brief window for applications resulted in twenty interested parents and caregivers, all dedicated to advancing Indigenous education.

At the time, Superintendent and IEC Co-Facilitator Scot Gillam acknowledged the strength of these applicants, noting that the selection committee had an "extremely difficult time selecting candidates" due to their commitment and contributions to the extent that the original arbitrary 6 positions had been changed to 7 by the members of the selection sub-committee.

Yet, despite this significant previous interest, the IEC has unilaterally decided to not open the application process this year, effectively limiting caregiver participation to the 7 existing members.

This choice not only undermines any transparency the committee's selection process could claim to have, it also contradicts the spirit of inclusivity the IEC claims to represent.

Last year's decision to remove me, a long-standing active participant, to make space for "new applicants" is a stark contrast to the current shift to what seems like indefinite self-selected membership for those already on the committee. I was removed from my place on the committee sometime in November 2023. I participated in the Commitment Ceremony on September 23, 2023 to maintain the role of Parent Representative for the 2023/24 school year. The IEC's disregard for the Commitment String Ceremony and their teachings demonstrates how colonial practices of the School Board trumps Indigenous ways of Knowing, Being, and Doing. Additionally, the Terms of Reference that were created to protect our Indigenous practices have been ignored.

The TOR clearly states that membership is to be re-evaluated annually, providing Indigenous families an opportunity to contribute. By indefinitely extending memberships without an open call, the IEC fails to uphold this guideline, restricting access for others who wish to bring their perspectives to the Circle.

If the IEC intends to claim that parents can attend meetings regardless of their status, I remind that I was directly told I could not participate in discussions or raise any issues as a non-member and would not be permitted to sit in Circle that I would be placed outside of the Circle.

While the Terms of Reference do not appear to be posted anywhere the public could find, they do say membership must be re-evaluated annually, which suggests there should be a mechanism to allow new members to join if they are interested.

When asked for the names of the current Parent/Caregiver Representatives of IEC Superintendent Gillam directed me to the minutes on the Limestone District School Boards (LDSB) website to find the names of the Parent/Caregiver Representatives who are currently on IEC even though the Parent Involvement Committee (PIC) was told we would receive this information in May 2024. It is unclear why he was reluctant to disclose the names of the IEC Parent Representatives to the PIC at the meeting held on Thursday October 24th, 2024. It is hard to fathom that the Superintendent who has the responsibility of a committee on their portfolio does not have that information readily available to provide when asked.

I would like to draw your attention to the approved minutes from the IEC for the meetings that occurred in November 2023, January, March and May 2024 for reference as it is not entirely clear from the minutes when the addition of the 7 Parent/Caregiver Representatives became committee members. The only way to assume is by the attendance and regrets role call in the minutes. I followed the instructions I was given to source the information regarding the names of the 7 Parent Representatives who are currently on the IEC from the LDSB's website. Another interesting discovery is that Superintendent Gillam also stated during the conversation during the PIC meeting that the members of the IEC discussed their interest to maintain their seats in the Spring yet there is no mention of it in the approved minutes from said meeting or that there was a vacancy that occurred sometime between March 2024 - May 2024. Parent Representative Mel Urqhart is listed as Parent/Caregiver Representative from November 2023 - March 2024. In May she is listed as Youth Diversion. This would have created a vacancy in the position which is conflicting to the information that Superintendent Gillam provided at the PIC meeting, that being that all members had chosen to stay in the position leading to the Expression of Interest not being made available to all Indigenous Parent/Caregivers to have the opportunity to become a member of the committee.

The IEC needs to open a fair and transparent application process every year so Indigenous parents and caregivers can apply for committee membership without such prejudice and inequity.

Kindest Regards,

Jennifer Kehoe

Indigenous Parent and PIC Representative Molly Brant Elementary School 2024/25

Date	KFL&A Public Health Update
November 14, 2024	ACW Network Meeting Highlights (November 1): The meeting focused on discussing effective resources and approaches for addressing various student health scenarios: disordered eating, vaping, social media, teaching healthy sexuality, attendance, mental health, and connectedness. Playground Activity Leaders in Schools (PALS) Initiative: • Elementary school student leadership program • Fosters sense of belonging and inclusion • Engages students in physical activity • Motto: "There's always room for one more" • Benefits: Student leadership opportunities, increased sense of belonging, bullying prevention, and improved self-esteem Annual Jingle Bell Run Event (December 6): • Aims to increase children's physical activity levels • Promotes the importance of an active lifestyle • Students exchange a food bank item for a jingle bell before participating in a school-based run Grade 7 Clinics Update: • First round nearly complete, with the last clinic scheduled for December 3 • Organize catch-up clinics before preparing for our review of immunization records and notices in January • Students or caregivers can book online here: Routine Immunization Appointment This clinic is not for COVID or FLU shots • Reminder: Parents and guardians are responsible for reporting all children's immunizations to KFL&A Public Health. This can be done on-line here: Immunization Records and Reporting Pertussis Vaccine Reminder: • Rising cases of pertussis (whooping cough) in our region and across the province, we're encouraging parents, guardians and their children to stay up to date with the vaccinations • Recent rise in cases observed locally in KFL&A and across the province • Book online here: Routine Immunizations Appointment Schedule: • Infants, children, and teenagers should be vaccinated. The vaccine is usually given at 2, 4, 6, and 18 months of age (DTap-IPV-HiB), followed by boosters at 4 to 6 years old (Tdap-IPV) and 14 to 16 years old (Tdap)

	• One dose of Tdap vaccine should also be given in every pregnancy • Adults should also receive a booster (i.e. Tdap) even if they were vaccinated or had pertussis as a child, since immunity can decrease over time 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 Nicotine Pouches: • KFL&A Public Health currently does not have specific guidance on nicotine pouches • Detailed information is available from the Eastern Ontario Health Unit (EOHU): Oral Nicotine Products: Nicotine Pouches or the Canadian Lung Association: 5 Things You Should Know About Nicotine Pouches
November 18, 2024	Please see additional information in follow up to questions raised during the meeting. Education on Signs and Symptoms After Immunizations 1. KFL&A Immunization Clinic Record: After receiving immunizations at school, your child will bring home a purple sheet. This important document provides detailed instructions on: • Common side effects to expect • Signs of severe reactions to watch for • Seek immediate medical attention at the nearest emergency department if you experience severe reactions 2. Grade 7 Immunization Package: In the consent package sent home, we include a specific sheet for Grade 7 students that outlines potential vaccine side effects in detail Special Considerations and Privacy We recognize that some students may have unique needs or concerns: • Grade 7 Immunization Package: In the consent package sent home, we include a section on the consent forms for students who require any special considerations which states: • If your child requires any special considerations (e.g., a private space for immunization), please call KFL&A Public Health at 613-549-1232, ext. 1451 • Our vaccine preventable disease (VPD) team works closely with students and schools to provide sensitive and culturally appropriate care • If a student expresses a need for privacy, we will arrange for a more private room for the immunization

Additional Immunization Options

To ensure all students have access to necessary immunizations:

- KFL&A offers private appointments for routine immunizations for those who:
 - Do not have access to a healthcare provider
 - Are newcomers to the area
 - Are overdue for vaccines
- You can schedule these appointments at: <https://www.kflaph.ca/en/clinics-and-classes/routine-immunization-clinics.aspx>
- Routine immunizations are also available through your healthcare provider

Immunization Exemptions

- For information on immunization exemptions, please visit: <https://www.ontario.ca/page/vaccines-children-school#section-4>
- If an immunization exemption is needed, please call KFL&A Public Health at 613-549-1232, ext. 1451 or email VPD.Nurse@kflaph.ca

Families with Language Barriers

- VPD works closely with local schools to identify families who may require additional assistance
- When language barriers exist, we utilize translation services to help families understand and navigate the immunization process effectively
- We can arrange appointments for families at our health unit where translation support is available.
- To ensure clear communication and informed decision-making, we provide consent forms in multiple languages to accommodate diverse linguistic needs
- Outside of the school setting, VPD works closely with KEYS Newcomer Service to offer additional immunization support.



RACISM grows with silence

When you use your voice against racism, you make it easier for others to do the same. We all have a responsibility to make our Kingston community safe for everyone.

If you see or hear racism, raise your voice and say it's not okay. Let's stand up for our neighbours together.

Speak up, support
& report.

Learn how at:
www.antiracistkingston.ca

Anti-Racism Working Group



- July 7, 2020 City Council endorsed the establishment of an Anti-Racism Community Working Group

Mandate

- Address systemic, overt, and institutional racism leading to improved outcomes for BIPOC community members in the areas of health, education, employment, economic status
- Address racial inequities in healthcare, education, social services, policing, criminal justice, and penal systems

Anti-Racism Working Group



Mandate (continued)

- Develop and oversee strategies for greater inclusion of all residents (particularly BIPOC)
- Develop strategies to help reduce incidents of racism including individual racism, vandalism rooted in racism, workplace, social media platforms, etc.
- Collection of race based data
- Advance community understanding - Education

Complete Terms of Reference

- These are available by request. Send an email to YGKARWG@GMAIL.COM

2024-2025 Goals



- Working with Kingston Police to reinstate a dedicated EDI Police Officer
- Schools
 - Work with school boards to explore remedial programs for schools to support individuals affected by racism and to educate those who perpetrate it
 - Increase parent engagement from racialized communities
 - Encourage the continuation and expansion of racialized affinity groups

Increasing Parent Engagement



How many racialized parents are regularly participating in School Advisory Councils this year? In past years?

How many racialized parents are regularly participating at PIC this year? In past years?

Increasing Parent Engagement



In General -

- Improved student achievement
- Enhanced communication
- Strengthened School Communities
- Informed Decision Making
- Increased Accountability

Increasing Parent Engagement



More racialized parents -

- Representation and Inclusivity
- Addressing Unique Needs
- Promoting Cultural Awareness
- Empowering Families and Reducing Barriers
- Improving School Climate
- Addressing Racism - prioritizing anti-racism

Current Climate



What is the anecdotal prevalence of
racism in LDSB schools?

Ongoing Partnership Between PIC and ARWG



- Reporting
- Data collection
- What to do when there are incidents of racism - consequences to prevent repetitive behaviours
- Education and training
- Empowering students, parents, and teachers
- Creating safe spaces for students, parent, and teachers
- Increasing racialized parent engagement in SAC and PIC

Stay in Touch

Sabena - sabenaislam@gmail.com

Naresh - nntrax@gmail.com

General Mailbox - ygkarwg@gmail.com

