

Agenda – Regular Board Meeting

Wednesday, April 23, 2025- 6:00 p.m.

Limestone Education Centre

220 Portsmouth Avenue, Kingston, Ontario

Public Viewing: <https://bit.ly/LDSBBoardMTGApr2325>

Private Session – 5:30 p.m.

*In accordance with the Education Act, Section 207(2) a meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject under consideration involves:

- a) The security of the property of the board;
- b) The disclosure of intimate, personal, or financial information in respect of a meeting of the board or committee, an employee or prospective employee of the board or a pupil or their parent or guardian;
- c) The acquisition or disposal of a school site;
- d) Decisions in respect of negotiations with employee of the board; or
- e) Litigation affecting the board.

1. CALL TO ORDER

2. RESOLVE INTO COMMITTEE OF THE WHOLE PRIVATE SESSION

3. DECLARATION OF CONFLICT OF INTEREST

4. ACTION ITEMS

- 4.1. Regular Board Meeting Minutes (Private) – March 26, 2025

5. FOR INFORMATION

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

6. REPORT TO PUBLIC SESSION

Limestone District School Board

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

Public Meeting – 6:00 p.m.

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

7. ADOPTION OF THE AGENDA

8. DECLARATION OF CONFLICT OF INTEREST

9. PRESENTATION

- 9.1. Learning From the Land Through the Four Seasons – Gillianne Mundell

10. PRIVATE SESSION REPORT

11. APPROVAL OF MINUTES

- 11.1. Regular Board Meeting Minutes – March 26, 2025 (Pages 4-15)

12. REPORTS FROM OFFICERS

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

13. REPORTS

- 13.1. OPSBA Report – Trustee McGregor
13.2. Student Trustees’ Report & Introduction to New Student Trustees
13.3. Reports for Action
13.4. Reports for Information
13.4.1. Interim Financial Report for Quarter 2 – Superintendent Young and Manager Carson (Pages 16-18)
13.4.2. Virtual School Update – Associate Superintendent Sartor (Pages 19-22)
13.4.3. Student Achievement Plan Update – Superintendent Silver (Pages 23-25)
13.4.4. Artificial Intelligence in Limestone – Director Burra (Pages 26-30)

14. UNFINISHED BUSINESS

Limestone District School Board

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

15. NEW BUSINESS

16. CORRESPONDENCE

17. NOTICES OF MOTION

18. ANNOUNCEMENTS

19. COMMITTEE MINUTES FOR INFORMATION

- 19.1. Parent Involvement Committee Meeting Minutes November 14, 2024 (Pages 31-57)

20. FUTURE BOARD MEETING SCHEDULE

May 7, 2025 (EPOC)

May 21, 2025

June 4, 2025 (EPOC)

June 18, 2025

21. ADJOURNMENT

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See Yourself in Limestone

Regular Board Meeting Minutes – March 26, 2025

PRIVATE SESSION

Roll Call:

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

1. CALL TO ORDER

Vice-Chair Godkin called the meeting to order.

2. RESOLVE INTO COMMITTEE OF THE WHOLE AND PRIVATE SESSION

MOTION: To move into Private Session.

MOVED BY: Trustee McGregor and Trustee Scott. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

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

4. ACTION ITEMS

4.1 Regular Board Meeting Minutes (private) – February 19, 2025

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

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5. FOR INFORMATION

- 5.1. Safe Schools Update – Associate Superintendent Gollogly provided a Safe Schools Update.
- 5.2. Property Update
- 5.3. Personnel Update – Director Burra provided a personnel update.
- 5.4. Labour Update – Superintendent Young provided a personnel update.
- 5.5. Legal Update
- 5.6. OPSBA Update

6. REPORT TO PUBLIC SESSION

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

MOTION: That the Board rise and report.

MOVED by: Trustee Scott. Carried.

PUBLIC MEETING

Roll Call:

Trustees:	Staff:
G. Elliott – excused himself at 7.27p.m. B. Godkin (Vice-Chair) R. Hutcheon (Chair) T. Lloyd J. Maracle K. McGregor J. Morning J. Neill (regrets) S. Ruttan C. Scott A. Bukhari (Student Trustee) R. Kolosov (Student Trustee) S. Kumar (Student Trustee)	K. Burra, Director of Education M. Crothers, Communications Consultant S. Gillam, Superintendent of Education P. Gollogly, Associate Superintendent A. Grange, Communications Consultant S. Hedderson, Associate Superintendent A. McDonnell, Superintendent of Education T. McKenna, Associate Superintendent S. McWilliams, Superintendent of Human Resources J. Silver, Superintendent of Education C. Young, Superintendent of Business Services
Guests:	Recorder:
Pricia Evans, Elementary Math Consultant John McKay, Secondary Math and Science Consultant Anna Pacheco, Principal, École Polson Park Public School Debbie Lajoie, Elementary School Math Facilitator Amelia Kelly, Secondary School Math Facilitator Michael Blackburn, Principal, Education Services Nicola Dillard, Vice-Principal, Educational Services	S. Mitton, Executive Assistant to the Director and Trustee Liaison

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

She called upon Trustee Elliott to provide the Land Acknowledgement: "The Limestone District School Board is situated on the traditional territories of the Haudenosaunee and Anishinaabe. We acknowledge their enduring presence on this land, as well as the presence of Métis, Inuit, and other First Nations from across Turtle Island. We honour their cultures and celebrate their commitment to this land. This past weekend, I spent some time at Little Cataraqui Creek Conservation Area, taking photos at one of the Maple Madness events. I ran into lots of families I know, all having a great time outdoors enjoying the weather and learning from volunteers about the history of the land and maple syrup-making process. I'm thankful for these opportunities to get together as a community and recognize our responsibility to respect and protect the lands, waters, and ecosystems that have been cared for by Indigenous peoples since time immemorial. I express gratitude for the opportunity to live, work, and learn here, and I commit to honouring the ongoing presence and rights of Indigenous peoples."

7. ADOPTION OF THE AGENDA

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

8. DECLARATION OF CONFLICT OF INTEREST

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

9. DELEGATION/PRESENTATION

9.1 MAAP3i Math Achievement Action Plan: Initial Implementation and Impact

Associate Superintendent Hedderson introduced his team of presenters and reviewed Limestone DSB's intention and how this is carried through the Math Achievement Action Plan (MAAP). He invited Pricia Evans, Elementary Math Consultant to present.

Ms. Evans shared the Provincial Priority Actions:

1. Ensure fidelity of Curriculum implementation and use of proven high-impact Instructional Practices.
2. Engage in ongoing learning of mathematics content knowledge.
3. Know the math learner, and ensure tasks, interventions, and supports are relevant and responsive.

Ms. Evans explained that the MAAP is in Phase 4 of the plan and that each Phase builds upon another. She focused on one component of the plan, fluency. Ms. Evans explained that fluency involves the application of doing a task with efficiency, flexibility, and accuracy. She shared what this looks like at the

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classroom level, as well as the system level. Ms. Evans shared the systems supports available which include Math Team support, resources, and school leadership. She concluded her portion of the presentation by sharing some quantitative data, along with some examples of teacher observations.

Principal of École Polson Park Public School, Anna Pacheco, presented on the MAAP implementation and initial impact observed within her school. She shared how the following is put into action at École Polson Park Public School:

- Fidelity to the curriculum
- High-impact strategies
- Timetabled 15-minute fluency blocks
- Use of Board-supported resources & diagnostic tools
- Embedded professional learning

Ms. Pacheco shared some of the tools implemented to support the math journey which include data digs and data-based Decisions, EQAO professional learning and test practice, intentional budget spending and parent connections. She invited Debbie Lajoie, Elementary School Math Facilitator, to share some of the positive results applying the MAAP in classrooms.

Ms. Pacheco concluded her portion of the presentation by sharing her perspective of what makes a difference while implementing the MAAP:

- Creating a learning community culture
- Knowing the learners
- Understanding and valuing EQAO
- Intentional use of Board approved Math tools
- Job-embedded professional learning
- Whole school journey

John McKay, Secondary Math and Science Consultant, and Amelia Kelly, Secondary School Math Facilitator, shared the MAAP implementation and initial impact at Napanee District Secondary School (NDSS). Mr. McKay began by sharing some EQAO data and turned it over to Ms. Kelly to share some examples of the different priority action areas and what this would look like in the classroom. These areas include:

- Priority Action 1- Fidelity of the math curriculum
- Priority Action 2- Ongoing math content learning
- Priority Action 3- Knowing the math learner

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Associate Superintendent Hedderson concluded the presentation by acknowledging and thanking the Math team for their work on implementing and supporting the MAAP. He commended Principal Pacheco for her passion and urgency around student achievement and the leadership she has taken at École Polson Park Public School.

Chair Hutcheon thanked Associated Superintendent Hedderson and presenters for their presentation.

10. PRIVATE SESSION REPORT

During the Private Session following adjournment of the February 19, 2025, Public Board Meeting:

- Director Burra provided a personnel update.

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

Earlier this evening during Private Session:

- The private session minutes were approved from the Regular Board Meeting of February 19, 2025.
- Associate Superintendent Gollogly gave a Safe Schools update.
- Superintendent Young gave a Labour update.
- Director Burra gave a Personnel update.

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

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

11. APPROVAL OF MINUTES

- 11.1 Regular Board Meeting Minutes – February 19, 2025
- 11.2 EPOC Meeting Minutes – March 5, 2025

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

12. REPORTS FROM OFFICERS

12.1. Chair's Report

Chair Hutcheon stated: "As we gather for our March Board Meeting, we find ourselves in the midst of a vibrant and productive spring season. This time of year is marked by renewal and growth, both in nature and within our school community. The days are getting longer, and the promise of warmer weather brings a sense of optimism and energy to our schools.

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Thank you to everyone who took the time to participate in the 2025-2026 Budget Survey. This survey helps identify priorities for the use of Limestone's finite financial resources and assists Trustees throughout the budgeting process to ensure students' needs are best served in the coming school year.

Earlier this month, many Grade 4 students across Limestone attended Kingston Symphony Orchestra and the Queen's School of Music's "The Great Outdoors" performance at the Isabel Bader Centre for Performing Arts. Students learned, through the program and lessons, about the various instruments in an orchestra and the sounds each of them makes to create a symphony. It is learning experiences like these that highlight the importance of community partnerships and provide unique opportunities for our students. These collaborations enrich our students' education by offering them hands-on, immersive experiences that go beyond the classroom, fostering a deeper appreciation for the arts and enhancing their overall learning journey.

As we look ahead to the remainder of the school year, we remain committed to supporting our students and staff in every possible way. Our focus will continue to be on providing high-quality education, fostering community partnerships, and ensuring that our schools are safe and welcoming environments for all. Together, we will navigate the challenges and celebrate the successes that come our way, always striving to create the best possible learning experiences for our students.

That concludes my report.”

12.2. Director's Report

Director Burra stated: “Good evening, Trustees, and the viewing public. Based on recent weather, it appears spring is upon us, and then not upon us. If nothing else, I understand it is a great year for maple syrup as temperatures and the weather fluctuates from day to day, and even within the same day. As I indicated in my last update in February, as we head further into the spring season, preparations for 2025-2026 continue to ramp up. A critical component of this planning and preparation is the overall budget. At this point, we are still waiting to receive the provincial budget which may be delayed by the recent provincial election. A year ago, we received the budget on this date. We are hopeful this information will be released soon. So, while we continue to prepare for next year, some critical decisions will have to wait until we see our specific budget allocations.

As Trustees are aware, there have been a number of engagement opportunities for students, families, and staff in the past few weeks: virtual school interest for 2025-26, the school year calendar, my performance appraisal, and the budget survey are prime examples.

This evening, there are two reports on the agenda: A Math Achievement Action Plan Update, and an update on Educational Services' Monitoring and Operational Plan. While we had tentatively scheduled a

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Student Achievement Plan update based on the Ministry requirement put in place last year for public posting by the start of April, we received notice late on Friday that the Ministry revised the timeline by a month to the end of April. So given we have only just received the information for review, we will schedule this item for the April Board Meeting.

As I mentioned in my update at the February Board Meeting, we are in the process of organizing an evening for families to discuss artificial intelligence in general, but also what this will look like in Limestone in the months and years ahead. This event is scheduled for the evening of Wednesday, April 30, at LCVI. This information will be shared more broadly with families in the next week. Prior to that evening, we will be bringing a report to the April Board Meeting to provide Trustees with an overview of our current work in the area of artificial intelligence.

Finally, I would also like to highlight a few significant events or awards from the past few weeks. First, Superintendent Gillam and I had the pleasure of attending the awards ceremony for the Frontenac, Lennox and Addington Science Fair this past Friday and I am very happy to report that Limestone won four of the top five awards for the Fair and those students will be going to the National Science Fair in Fredericton later this spring. I would also like to acknowledge one of Limestone's Student Trustees for some of the awards she won this past Friday. Congratulations Student Trustee Siya Kumar. As another point of celebration, Limestone should be very proud of the 26 secondary students and 20 elementary students who were successful at the Regional Skills Competition and will have the opportunity to compete at the provincial competition in early May.

In addition, I would also like to acknowledge a couple of Limestone staff who have received recognition at the provincial level. The OFSAA Leadership in School Sport Award was presented to Todd Collard, Napanee District Secondary School for his support of volleyball. And retired teacher Pat Grew from Frontenac Secondary School was the 2025 OFSAA recipient of the Leadership in School Sport Award in basketball this year.

These are just some of the examples of a wide range of activities and partnerships that are occurring in Limestone schools and in the community, as well as staff that deserve to be acknowledged and celebrated.

That concludes my report, Chair Hutcheon”

13. REPORTS

13.1 OPSBA Report

Trustee McGregor provided her update:

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- The Regional Meeting will be held on April 5, 2025, in Brockville at their Board Office. As this is an Eastern Regional Meeting, there will be representation from Upper Canada DDSB, Ottawa-Carlton DSB, Renfrew County DSB, Limestone DSB, and Hastings and Prince Edward DSB. This is a great opportunity to share information with our neighbouring boards.
 - The agenda for the day is as follows: In the morning there will be some PD and learning opportunities. In the afternoon, OPSBA will be outlining some of their priorities looking for feedback.
- Please ensure you respond to the organizer whether you are attending or not.

13.2 Student Trustees' Report

Student Trustee Kolosov stated: "Good evening trustees,

We started our Interschool Council (ISC) meeting by announcing the acclaimed students who will be the Student Trustees of next year, 2025-26, which will be Siham Ismail attending KSS, Mia Compeau attending GREC, Rachel Kolosov (myself) attending KSS.

We had researchers Ellyn Lambert and Laura Gillam present the 2025 students census, as well as a workshop where we brainstormed feedback and suggested changes to the census to maximize inclusivity within the form and its user-friendliness. We used guiding questions to make notes on survey questions regarding a variety of topics on the Student Census, including student belonging, and how supported students feel in their school communities. On behalf of my co-Trustees and the ISC, I would like to thank Ellyn and Laura for including and truly acknowledging our voices and student perspectives into the development of the 2025 census, to make our experience with the census the best it can be!

Thank you."

13.3 Reports for Action

None at this time.

13.4 Reports for Information

13.4.1 Math Action Achievement Plan Update

Associate Superintendent Hedderson began his presentation by sharing a graphic depicting how the Student Achievement Plan (SAP), the Math Action Achievement Plan (MAAP), instructional leadership and data all intersect. He explained that Phase 4 of the MAAP was initiated in December 2024, which consists of the following:

- Ensuring consistency of instruction in the Math Block: 15 minutes of daily targeted fluency and 45-60 minutes of mathematics learning using the LDSB Instructional Progression of Mathematics graphic as guidance;

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- Capacity building and practicing how to fully implement the assessment cycle in math to improve student math outcomes;
- Increasing the use of Digital Math Tools (e.g. Knowledgehook, MathUP) as part of the assessment cycle, intentional practice, and individual consolidation of learning;
- Paying particular attention to monitoring the impact of instruction on students with Math modifications and students who have had math modifications recently removed;
- Using math tools consistently in the classroom as part of a broader consideration for how students build conceptual understanding (Concrete-Visual-Abstract); and,
- Using EQAO-released math questions as part of the instruction in Grades 3, 6, and 9.

Associate Superintendent Hedderson shared that on January 9 and 10, a second Ministry of Education Math visit took place at eight priority schools and one non-priority school. He reviewed the framework of the visit:

- Grades 3, 6, and 9 math classroom visits
- School Learning Leadership Team conversations
 - An overview of the school's math journey this year: areas of growth, challenges and possible next steps
 - What data might you be able to share to support what you outlined in (a)?
 - Describe a pivotal moment in your math journey so far this year
 - Anything else you may want to share
 -

Associate Superintendent Hedderson shared the feedback received from the Ministry visit which included:

- Indicators of system coherence
- Evidence of LDSB MAAP across all schools
- Engaged leadership in schools
- Engaged system leadership, including the Director
- Engaged students in math learning
- KPIs designed intentionally to triangulate data with a mix of input-output and outcome
- Evidence of use of data for monitoring and to guide decision-making

Associate Superintendent Hedderson reviewed the four key provincial indicators with a focus on monitoring the levels of achievement of students supported through curriculum modifications on math report cards. He shared that Limestone has been engaging with school learning teams about how to support students with modified Individual Education Plans (IEPs). Associate Superintendent Hedderson shared some examples of how these students are monitored to ensure they are on track to achieve provincial grade standards.

Associate Superintendent Hedderson shared a visual representation for educators called the Math Block.

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This is a visual that was shared with educators at a system-wide PA Day in November 2024. He shared that gap-closing resources are available to all staff that have been put together by the Math Team, and shared some updated KPIs from Phase III.

Associate Superintendent Hedderson shared information about the pilot project for land-based-learning planned for this spring at Cataraqui Conservation Area for Grade 9 students. He also shared that a math assessment pilot project for students in Grades 5 and 7 will be implemented. This exercise will help clarify what the standard is across the system. He concluded by sharing some sample actions to build family support for improved outcomes, including monthly school newsletter inserts, family math nights, resources, and EQAO information nights for families.

Chair Hutcheon thanked Associate Superintendent Hedderson and asked Trustees for questions.

Trustee Elliott excused himself at 7:27 p.m.

13.4.2 Educational Services 2024-25 Monitoring and Operational Plan

Superintendent Gillam welcomed Principal Michael Blackburn and Vice-Principal Nicola Dillard. Principal Blackburn reminded Trustees about the 2023 goals of the Special Education Review which were:

- To examine our current special education supports and services and identify areas for refinement and enhancement to meet the needs of all learners within an inclusive learning environment.
- To gather student, family, staff, and community partner voices to identify priorities and key areas which may impact the success of students with special education needs.

Principal Blackburn reiterated the important question of engagement which was "what key supports and services are important for students with special education needs to experience success at school and reach their full potential?" He reviewed the four key themes that aided in developing the department goals:

- Equity of access to supports and services in a student's home school.
- Flexible and responsive support, programming and access to resource spaces that adapt and respond to a student's unique learning profile.
- Purposeful and planned inclusion supported by caring and knowledgeable staff.
- Increase the equitable access to supports/services through a reduction of siloed and identification specific service delivery.
-

Principal Blackburn shared the structural changes that have been implemented and the goals and foundational principles that guided the plan. He invited Vice-Principal Dillard to review the goals.

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Vice-Principal Dillard began by reviewing the alignment of the plan to the LDSB Strategic Plan goals. She shared how monitoring and data was collected to support and guide the plan. This included:

- Service delivery data
- Intensive Support Team and Safe Schools Team referral data
- System observations- Coordinators and Senior Team
- Mid-year survey- 109 respondents (approximately 60% of SSTs, ISTs, LPS, and Administrators)
- Professional learning feedback
- Authentic collection of observations, conversations and story

Vice-Principal Dillard shared some of the service delivery data collected in an anonymous survey. Data from Student Support Teachers (SSTs), and Intensive Support Teachers (ISTs) showed that they were working across all elementary grades. There is a higher concentration in Kindergarten through Grade 2. ISTs reported working with 1,093 students, while SSTs reported working with 3,376 students. Follow up has been requested to get a better understanding of this data. The survey results also indicated positive impacts of the IST role, flexible and responsive support models, and effective in-school team decision-making and collaboration.

Vice-Principal Dillard and Principal Blackburn reviewed survey results and data in the following areas linked to these LDSB Strategic Plan Goals:

- Increase/ensure educator and staff abilities foster growth in student learning and achievement.
- Create positive cultures that support student engagement and well-being.

Vice-Principal Dillard reviewed the system observations which include:

- Positive impact of IST role and diversity of experiences between schools
- Flexibility and responsiveness of delivery model
- Importance of team collaboration and support for in-school teams
- Key areas for ongoing learning and implementation support = Tier 1 support, neuro-affirming practices, programming for students with complex needs
- Ongoing focus on authentic partnership and collaborations with families if needed

Principal Blackburn concluded by sharing next steps:

- Dig deeper into the data
- Responsive Professional Learning
- School-based support
- Ongoing data collection
- Identify barriers, strategies, and successes
- End-of-year survey

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Superintendent Gillam shared a success story from Granite Ridge Education Centre highlighting the positive impact of the new model on a Grade 8 student with special education needs, showing significant strides in independence, engagement, social skills, and life skills.

Chair Hutcheon thanked Superintendent Gillam, Principal Blackburn, and Vice-Principal Dillard, and called upon Trustees for questions.

14. UNFINISHED BUSINESS

None at this time.

15. NEW BUSINESS

None at this time.

16. CORRESPONDENCE

None at this time.

17. NOTICE OF MOTION

None at this time.

18. ANNOUNCEMENTS

None at this time.

19. COMMITTEE MINUTES FOR INFORMATION

19.1 Environmental Sustainability Advisory Committee Meeting Minutes – October 8, 2024

19.2 Special Education Advisory Committee Meeting Minutes – February 12, 2025

20. FUTURE BOARD MEETING SCHEDULE

September 18, 2024

21. ADJOURNMENT

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

The Meeting Adjourned at 8:22 p.m.

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[See Yourself in Limestone](#)

Administrative Report: Interim Financial Report for Quarter 2

Regular Board Meeting

April 23, 2025

Purpose

To report on the Interim Financial Operating Expenditures for the period from September 1, 2024, to February 28, 2025 (Quarter 2)

Background

The Interim Financial Report – Operating Expenditures for the period ending November 30, 2024, was presented to the Board on January 15, 2025. This report provided operating expenditures for the period from September 1, 2024, to November 30, 2024 (Quarter 1).

Attached is the Interim Financial Report – Operating Expenditures for the period ended February 28, 2025 (Quarter 2), which is presented in a similar format to the 2024-2025 operating budget, indicating the amount spent by expenditure category and the associated percentage.

As at Quarter 2, \$149.3M of the \$312.7M operating budget or 48% has been spent. This is comparable to the 50% results from the same quarter last year.

It is important to note that expenditures are based upon items paid within the stated period. Certain expenditures may be non-cyclical in nature, which may lead to higher or lower expenditures within a given period (see Appendix 1 for more information).

The Board is on target to end the 2024-2025 fiscal year with a balanced budget as projected.

Recommendations

That this report be received for information purposes.

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Prepared by: Paula Carson, Manager of Financial Services

Reviewed by: Craig Young, Superintendent of Corporate Services
Krishna Burra, Director of Education

Attachments

Appendix 1 – Interim Financial Report – Operating Expenditures (Quarter 2)

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Limestone District School Board
Interim Financial Report - Operating Expenditures
For the Period Ending February 28, 2025 (Quarter 2)
Appendix 1

Expenditure Categories	2024-2025 Revised Estimates	2024-2025 Expenditures at (Q2)	2024-2025 % Spent at (Q2)	2023-2024 % Spent at (Q2)
Instruction				
Classroom Teachers	\$ 156,808,216	\$ 70,876,001	45%	48%
Supply Staff	9,093,926	4,659,597	51%	51%
Educational Assistants	20,285,585	11,265,619	56%	55%
Early Childhood Educators	5,411,946	2,864,709	53%	54%
Textbooks and Supplies	8,465,909	3,736,086	44%	52%
Computers	4,367,695	1,426,042	33%	36%
Professionals/Paraprofessionals	11,192,782	5,002,428	45%	48%
Library and Guidance	3,621,464	1,839,419	51%	51%
Staff Development	2,001,576	930,490	46%	48%
Department Heads	338,096	160,263	47%	53%
Principals and VPs	12,818,919	6,143,922	48%	50%
School Office	7,665,252	4,108,690	54%	55%
Coordinators and Consultants	5,160,950	2,445,458	47%	47%
Continuing Education	1,998,291	528,321	26%	30%
Instruction Total	249,230,607	115,987,045	47%	49%
Administration and Governance				
Trustees	177,422	69,734	39%	42%
Directors and Supervisory Officers	904,698	452,036	50%	47%
Board Administration	7,647,376	3,598,419	47%	48%
Administration and Governance Total	8,729,496	4,120,189	47%	48%
Transportation				
Transportation	21,198,438	12,653,828	60%	60%
Transportation Total	21,198,438	12,653,828	60%	60%
Pupil Accommodation				
School Operations and Maintenance	30,347,638	15,031,297	50%	50%
Pupil Accommodation Total	30,347,638	15,031,297	50%	50%
Other				
Other Non-Operating Expenses	3,196,037	1,524,684	48%	49%
Other Total	3,196,037	1,524,684	48%	49%
Operating Expenditures Total	\$ 312,702,216	\$ 149,317,043	48%	50%

Administrative Report: Elementary Virtual School Update

Regular Board Meeting

April 23, 2025

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

To provide trustees with an update on Elementary Virtual School.

Limestone District School Board offers Elementary Virtual School as a choice for students and families. In doing so, we are focusing on all of the Strategic Plan Goals, which are:

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

Background

The Ministry of Education required school boards to offer virtual learning from March 2020 to June 2023.

At the end of the 2022-2023 school year, the Ministry of Education announced that commencing 2023-2024, virtual school would be an option for Boards of Education to offer rather than a requirement. Boards were encouraged, but not required, to offer virtual school for students. While LDSB recognizes that choice is important for families based on personal circumstances, declining enrolment in virtual school was a potential barrier to school organization and content delivery. In spring 2023, LDSB formalized an Elementary Virtual School partnership with Renfrew County District School Board (RCDSB) and Kawartha Pine Ridge District School Board (KPRDSB). At the end of the 2023/2024 school year, RCDSB opted to withdraw their participation in the virtual school partnership, but KPRDSB chose to remain.

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The following table displays enrolment in elementary virtual school from the onset of the pandemic to the current school year:

School Year	Elementary Virtual School Enrolment
2020-2021	1600 (enrolment varied throughout the year)
2021-2022	307
2022-2023	70
2023-2024	48
2024-2025	56

Current Status

LDSB provides the daily supervision of virtual school. Staffing, student supports, and financial costs are shared with KPRDSB in a manner proportional to student enrolment.

Some students from Boards outside of the partnership have also registered because their school board does not offer virtual school. These registration requests are handled on an individual basis with communication between Directors of Education prior to enrolment. In these cases, students become Limestone DSB students. Of the current 56 LDSB students, 27 students currently live in the LDSB catchment area, and 29 students are currently living outside of the catchment area. The table below represents a summary of students currently living outside of the LDSB catchment area:

School Board	# of students
Durham DSB	9
Renfrew County DSB	8
Trillium Lakelands DSB	7
Hastings Prince Edward DSB	2
Simcoe County DSB	3

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There are currently 95 students enrolled in Elementary Virtual School:

Grade	# LDSB students	# KPRDSB students	Total
JK	4	2	6
SK	3	0	3
1	2	3	5
2	8	1	9
3	7	4	11
4	5	1	6
5	6	10	16
6	8	4	12
7	7	9	16
8	6	5	11
Total	56	39	95

Elementary Virtual School is organized as follows:

Class	# students
JK-Grade 2	23
Grade 3-5	22
Grades 5-6	23
Grades 7-8	27
Total	95

While various school boards have contacted LDSB throughout the 2024/2025 school year to gather information about virtual school, to date, no additional school boards have expressed interest in joining this partnership for the 2025/2026 school year.

Next Steps and Communication Plan

As all school boards have commenced initial planning for the next school year, LDSB has initiated communication with KPRDSB to gauge their intention to continue with the current EVS partnership. A final decision from KPRDSB is still pending.

In March 2025, a survey was shared with LDSB Elementary Virtual School families, as well as the larger community, to signal their intent to enrol or to continue with virtual learning. The results of this survey will be shared at the LDSB Board Meeting on April 23, 2025.

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Recommendations

That this report be received for information purposes.

Prepared by: Stephanie Sartor, Associate Superintendent of Curriculum and Program Services

Reviewed by: Krishna Burra, Director of Education

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Administrative Report: Student Achievement Plan

Regular Board Meeting

April 23, 2025

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

To update Trustees on the Student Achievement Plan and share connections to the LDSB Strategic Plan Goals.

Background

As part of a July 2023 memorandum, the ministry regulated provincial priorities through a Student Achievement Plan Framework (O. Reg. 224/23). The framework sets out goals and performance indicators for school boards to monitor student achievement, develop action plans, and measure their progress in improving student outcomes. The LDSB Multi-Year Strategic Plan (2024-2028), aligns with Bill 98 Provincial priorities and reporting requirements.

In March 2025, the ministry shared LDSB's pre-populated Student Achievement Plan Public Reporting Template. School boards are required to publicly report on progress toward the provincial priorities with the completed Student Achievement Plan Public Reporting Template shared on board websites by April 30, 2025. It should be noted that these timelines were adjusted by one month due to the provincial election and delayed release of provincial information.

Current Status

LDSB Senior Staff continue to support the implementation of the Strategic Plan and the Student Achievement Plan through focused work with school and system leaders. Our work continues to prioritize improved student achievement in core academic areas, with an emphasis on literacy and numeracy, preparation of students for future success, and student engagement and well-being. To support this, we are collaborating closely with the Program Team to build educator capacity through professional learning, instructional coaching, and the use of assessment data to inform instruction.

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Working with school leaders has been a priority for this school year, with three key goals established. The goals support school-based Student Achievement Plans, in service of the Strategic Plan goals, and include improved data literacy, intentionally planning professional learning to support school goals, and supporting shared, collaborative leadership within schools. Centrally, we have aligned structures, supports, and resources to maintain clear focus and accountability towards these goals.

At the system level, each department has finalized its Operational Plans, ensuring alignment with the Student Achievement Plan and coherence across the system. These plans also guide ongoing collaboration and communication between departments to strengthen collective impact. Ongoing communication with Trustees regarding this work occurs through Board and Committee meetings, providing updates on progress, outcomes, and next steps.

Next Steps and Communication Plan

The completed Student Achievement Plan Public Reporting Template will be posted on the LDSB website by April 30, 2025. The completed template will include a macro-level overview of actions the board is taking to support the goals of both the Student Achievement Plan, and the Board's Multi-Year Strategic Plan.

Recommendations

That this report be received for information.

Prepared by: Scot Gillam, Superintendent of Curriculum & Program Services: Student Support Services and Indigenous Education
Alison McDonnell, Superintendent of Curriculum and Program Services: Early Years and Equity and Inclusion
Patty Gollogly, Associate Superintendent of Curriculum & Program Services: School Climate & Community Engagement
Steve Hedderson, Associate Superintendent of Curriculum & Program Services: Math Focus and ITS
Talya McKenna, Associate Superintendent Human Resources
Stephanie Sartor, Associate Superintendent of Curriculum and Program Services: Literacy Focus
Jessica Silver, Superintendent of K-12 Curriculum & Program Services

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Reviewed by: Krishna Burra, Director of Education

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Administrative Report: Artificial Intelligence in Limestone

Regular Board Meeting

April 23, 2025

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

To provide the Board of Trustees with an update regarding work related to artificial intelligence (AI) that has started in Limestone, and potential paths forward. Artificial intelligence has the potential to impact all five goals in the LDSB Multi-Year Strategic Plan.

Background

The public release of the generative AI (GenAI) tool ChatGPT at the end of November 2022 has had a significant impact on society. Since that time, AI has continued to evolve and offers both potential challenges and opportunities. Students, staff, and families have access to a range of free AI tools. While some of these tools have clear educational possibilities, others offer dual-use options that could serve both positive or negative purposes. While the Ministry of Education offered one learning opportunity focused on AI in the spring of 2024, there currently is limited provincial direction related to the use of AI in school boards. Ontario school boards face the challenge of navigating a range of tools available for students, families, and staff with limited Ministry guidance on the use of these tools in schools. Bill 194, *Strengthening Cyber Security and Building Trust in the Public Sector Act, 2024*, does provide some guidance to school boards regarding the need to focus attention on privacy and cybersecurity for a range of operations, including potential use of AI tools.

While AI has tremendous potential to increase efficiency and support enhanced access, equity, teaching, and learning, its increasing sophistication creates significant challenges that require greater awareness. For example, AI scams are increasing in a wide range of popular social media platforms. The increasing ease in creating deepfake videos and/or AI voice scams, mimicking the voices of friends or relatives, poses a range of significant challenges in society, and determining what is real versus mis/disinformation.

During the fall of 2024, Limestone engaged with the Advanced Learning Partnership in some facilitated learning focused on the senior team and managers in Limestone, and with a newly struck steering committee consisting of some senior staff members, Integrated Technology Services staff, school

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administrators, and teachers to start focusing attention on necessary guidance and supports for students, staff, and families.

While this work has started, further education and exploration of tools will be required. Additionally, new tools become available on a regular basis and significant consolidation among tools is anticipated in the months/years ahead. As part of this work, we are networking with other school boards to share expertise and resources.

Current Status

A range of support documents and resources have been developed to support staff and students engaging with AI tools to support teaching and learning. Foundational to this work are a *LDSB's Generative AI Guiding Principles*: Ethical Use, Accessibility and Equity, Teaching and Learning, Enhancement and Improvement, and Protection and Privacy. Given the fast evolution and change we are seeing in the world of AI, most school districts are maintaining flexibility to adapt to very fluid circumstances. Consequently, at this point we are utilizing Guiding Principles rather than developing a more formal administrative procedure. It is important to view the first and fifth Guiding Principles as bookends that anchor the critical work in the educational sector that are encompassed by the second, third, and fourth principles. Operationally, use of Microsoft Copilot, among a handful of other tools starting to integrate AI, has shown some efficiencies for the completion of some tasks.

To date, two video resources have been developed to support learning for staff, students, and families. These two videos focus on the power of AI and its dual potential uses, as well as the *LDSB's Generative AI Guiding Principles*. It is critical that all members of the LDSB community understand the power of AI tools to support teaching and learning, how it can be used for negative purposes, and how it is already being used to influence people. More videos and resources are planned to share information related to the pilot tools, student voice on the use of AI, and modelling use of AI to support teaching and learning.

The *LDSB's Generative AI Guiding Principles*, Guidelines for staff use, and guidance for student use have been developed and were shared with school staff at the March 2025 PA Day.

A pilot project with 25-30 teachers (elementary and secondary) started in March 2025 for participants to try using one of five different “approved” AI tools: Quizizz, Magic SchoolAI, School AI, Microsoft Copilot, and Brisk Teaching. Each of these tools support teaching and learning. Later this spring, teachers participating in the pilot will bring back their learning from using these tools and support potential future work utilizing one or more of these tools in classrooms. Administrators, senior staff, and managers are piloting the use of Co-Pilot through Office 365 in an effort to streamline work and improve efficiency.

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Secondary Assessment, evaluation & reporting procedures and supports have been updated to take into account potential use of AI to support learning, but also its use for unethical purposes like plagiarism.

Next Steps and Communication Plan

Student/family use agreements are in the process of being updated to reflect the potential use of AI tools. Student use must be fully transparent and necessary protections put in place like those that exist with LDSB Microsoft and Google agreements. It is critical that all members of the Limestone community understand the difference between free tools and those protected under the umbrella of Limestone. Free tools will either expose users to advertising and/or will harvest their information for further contact (collecting e-mails for example). Typically, “user agreements” for these tools make it clear how the user’s information will be collected/used/sold, and many people simply agree to these statements without really reviewing and/or understanding the information.

A family evening is planned for next Wednesday, April 30, to provide information related to AI and its potential uses in supporting teaching and learning. Additionally, information will be shared with the Parent Involvement Committee next Thursday, May 1.

The LDSB website has been updated with information related to AI and its use in Limestone. Information and resources have been shared with families and staff, and we will continue to add information and resources as they become available.

We continue to network with other school boards in Ontario, and in other areas of Canada, to share expertise and learn from others. This work will continue this spring and into next year.

As part of the budget process this spring, we will determine what limited resources can be used to support further AI pilots, or potentially tools for students and/or staff, for enhanced teaching and learning in LDSB schools.

Recommendations

Trustees receive this report for information.

Prepared by: Krishna Burra, Director of Education

Reviewed by: Krishna Burra, Director of Education

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Attachments

Appendix A: LDSB's Generative AI Guiding Principles

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The Limestone District School Board's Generative AI Guiding Principles



Ethical Use

Prioritize ethical considerations, accountability, and transparency, in support of respectful human interaction, through responsible education, training, and usage.

Accessibility and Equity

Ensure access to AI is inclusive and equitable, minimizing biases, and supporting diverse learning needs.



Teaching and Learning

Use AI to improve and innovate teaching and learning, and improve student achievement and well-being. Equip staff and students with the skills to use AI responsibly to enhance the educational environment.

Enhancement and Improvement

Strive for continuous innovation and improvement through experimentation and learning, where feedback is used to refine and enhance AI use.



Protection and Privacy

Protect personal and confidential data, comply with privacy laws, implement robust security measures, and clearly communicate AI use.

To learn more about how Limestone is integrating Generative AI, please scan the QR code.



Limestone
DISTRICT SCHOOL BOARD

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.

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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."

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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 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.

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- 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.

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- 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

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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 Bevens-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 Bevens-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

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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.

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- 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.

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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

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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

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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.

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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.

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[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 Gollogy, 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.
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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



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

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