

REGULAR BOARD MEETING AGENDA
PUBLIC SESSION

TUESDAY, MARCH 26, 2024
7:00 p.m.

A

Board Room
Sarnia Education Centre
200 Wellington Street, Sarnia, ON

Page Reference

1. Call to Order		
2. Regrets		
3. Approval of Agenda		
4. Traditional Territorial Acknowledgement		
5. Declaration of Conflict of Interest		
6. Approval of the Minutes of:		
a) February 27, 2024 Regular Board Meeting		3
7. Business Arising from the Minutes		
8. Motions Emanating from the Regular Board Private Session		
9. Motion that the Actions of the Regular Board Private Session be the Action of the Board		
10. Presentations		
11. Delegations		
12. Reports for Board Action:		
a) Proposed Revisions to the LKDSB Procedural By-Laws <u>Recommendation:</u> " That the Board approve the revision of Sections 3.1, 3.14, 3.17, and Section 15.4 of the LKDSB Procedural By-Laws."	Director Howitt Report B-24-52	10
b) Disposition of Surplus Property - 92 Churchill St., Chatham (John N. Given Learning Centre) <u>Recommendation:</u> " That the Lambton Kent District School Board declare the property at 92 Churchill St., Chatham (John N. Given Learning Centre) surplus to the Board's needs and to dispose of the property in accordance with the requirements in Ontario Regulation 374/23: Acquisition and Disposition of Real Property."	Associate Director McKay Report B-24-53	12
13. Reports for Board Information:		
a) Audit Committee Report	Trustee Shortt Report B-24-54	13
b) Indigenous Liaison Committee Report	Trustee Northmore Report B-24-55	14
c) Ontario Public School Boards' Association (OPSBA) Update	Vice-Chair Robertson Report B-24-56	16
d) Parent Involvement Committee Report	Director Howitt Report B-24-57	17

e) Special Education Advisory Committee (SEAC) Report	Trustee Little Report B-24-58	18
f) 2023-2024 Student Achievement Plan Public Report Template	Director Howitt Report B-24-59	21
g) Math Action Plan	Superintendent Hazzard Report B-24-60	24
14. Correspondence		
a) Letter from Director Howitt and Associate Director McKay to York1 Environmental Waste Solutions Ltd. regarding application for an amendment to Environmental Compliance Approval No. A020401		40
b) Letter from Director Howitt and Associate Director McKay to York1 Environmental Waste Solutions Ltd. regarding application for an amendment to Environmental Compliance Approval No. A021304		41
15. New Business		
16. Trustee Questions		
17. Notices of Motion		
18. Announcements		
a) The 2024-2025 School Year Calendar approved by Trustees at the February 13, 2024 Board Meeting has been approved by the Ministry of Education and is posted on the LKDSB website.		
b) The next Regular Board Meeting will be held on April 9, 2024 at the Chatham Regional Education Centre at 7:00 p.m.		
19. Adjournment		

PRESENT:

Trustees: Chair Randy Campbell, Vice-Chair Kelley Robertson, Greg Agar, Janet Barnes, joining virtually, Jane Bryce, Ruth Ann Dodman, Jack Fletcher, Malinda Little, Roberta Northmore, Angela Richards, and David Shortt

Student Trustees: Graysen Bathe-Minard, Darshan Shah, and Makaiyah Stonefish

Staff: Director of Education John Howitt, Associate Director Brian McKay, joining virtually, Superintendents of Education Angie Barrese, Emily Dixon, Gary Girardi, Ben Hazzard, and Mary Mancini, and Public Relations Officer Caress Lee

Regrets:

Recording Secretary: Jaime Shannon, Executive Assistant to the Director

Call to Order: Chair Campbell called the meeting to order at 7:00 p.m.

Chair Campbell read LKDSB Procedural By-Laws Section 3.19 *Decorum at Board Meetings*.

#2024-43
Approval of the Agenda

Moved by Jane Bryce, seconded by David Shortt,

“That the Agenda for the Regular Board Meeting of February 27, 2024 be approved.”

CARRIED.

In Memoriam

Chair Campbell read an In Memoriam for a learner in the Eelünaapéewi Lahkéewiit Credit Support and LBS program. A moment of silence was observed.

Chair Campbell read the Traditional Territorial Acknowledgment.

Declaration of Conflict of Interest

None.

Trustee Barnes arrived to the meeting virtually at 7:03 p.m.

#2024-44
Approval of the Minutes
Feb/13/2024

Moved by Ruth Ann Dodman, seconded by Greg Agar,

“That the Board approve the Minutes of the Regular Board Meeting of February 13, 2024.”

CARRIED.

Business Arising

Director Howitt provided an update on a Trustee question from the February 13, 2024 Board Meeting regarding *the Immunization of School Pupils Act* and the potential suspension of students. He relayed that the public health units have separated the suspension dates for elementary, which will take place on March 5, 2024, and secondary students, which will take place on March 26, 2024. He shared that the number of potential suspensions are decreasing daily, although there is still a large number of elementary students, with just under 800 in Sarnia-Lambton and just under 250 in Chatham-Kent on the list. He thanked LKDSB families for their part in reducing the numbers and LKDSB

school staff for communicating with parents/guardians and making them aware of the process. He noted that the Board must follow the direction of public health and encouraged those remaining on the list to be in touch with their local health unit as soon as possible to either report immunizations, request an exemption, or make an appointment to update immunizations, any of which are required to be removed from the list.

Following a Trustee question regarding the difference in numbers for Chatham-Kent and Sarnia-Lambton, Director Howitt explained that the Immunization of School Pupils Act was suspended by all health units in Ontario during COVID-19 and that some public health units, including Chatham-Kent Public Health, chose to restart the suspensions in the 2022-2023 school year. He relayed that Lambton Public Health chose to wait one more year, which explains the higher number of potential suspensions. He remarked that the public health units have worked collaboratively with the Board multiple weeks in advance to ensure the numbers would be reduced prior to the suspension deadline.

Motions Emanating from
the Regular Board Private
Session

Moved by Kelley Robertson, seconded by Jane Bryce,

“That the Board approve the Employment Agreement for the Director of Education as outlined in Report B-24-45.”

CARRIED UNANIMOUSLY.

Director Howitt thanked the Board for their vote of confidence in extending his contract. He thanked the Senior Team and Director’s Office for their support and remarked that he has great pride in the work of LKDSB staff and looked forward to continuing to serve the students of the LKDSB.

#2024-45
Action of the Regular
Board Private Session be
the Action of the Board

Moved by Kelley Robertson, seconded by Malinda Little,

“That the Action of the Board in Private Session be the Action of the Board.”

CARRIED.

Presentation – Director’s
Snapshots of Excellence

Director Howitt presented the [Director’s Snapshots of Excellence for the period of January to February 2024](#).

Following a Trustee question, Director Howitt shared that many schools participate in submitting pictures for the Director’s Snapshots of Excellence and others are found through school social media accounts. He encouraged schools to continue to submit pictures, which can be used in LKDSB news stories, social media posts, or the Snapshots of Excellence.

Delegations

None.

#2024-46
2024/2025 Student
Trustee Appointments
Report B-24-47

Director Howitt reported to Trustees on the 2024-2025 Student Trustee election that took place at the February 21, 2024 Student Senate Meeting. He noted that the election was conducted in accordance with the Board’s Student Trustee and Student Senate Policies, Regulations, and Administrative Procedures and reported that Brynn Williams from Wallaceburg District Secondary School was elected to the position of Indigenous Student Trustee, Makaiyah Stonefish from Wallaceburg District Secondary School was elected

to the position of Student Trustee, and Ellias Ko from Northern Collegiate Institute & Vocational School was acclaimed to the position of Student Trustee. He shared that for the first time since having an Indigenous Student Trustee position in the LKDSB, the position was not acclaimed, as there were four outstanding candidates that took part in the election.

Moved by Roberta Northmore, seconded by Jack Fletcher,

“That the Board approve the appointments of Brynn Williams, Indigenous Student Trustee, Makaiyah Stonefish, Student Trustee, and Ellias Ko, Student Trustee, for the 2024/2025 school year.”

CARRIED.

#2024-47
Proposed York1
Environmental Waste
Solutions Landfill
Report B-24-48

Following a February 13, 2024 Notice of Motion, Trustee Richards provided Trustees with further information on her concerns regarding the proposed York1 Environmental Waste Solutions Landfill and its potential health or safety effects on LKDSB students and staff. She encouraged attendance at the March 1, 2024 public meeting in Dresden, Ontario.

Moved by Angela Richards, seconded by Roberta Northmore,

“That LKDSB Administration provide input during the consultation phase regarding concerns for student and staff safety due to the York1 Environmental Waste Solutions Ltd. landfill expansion in Dresden, Ontario prior to the March 16, 2024 deadline.”

A Trustee asked if Chatham-Kent Lambton Administrative School Services (CLASS) will be included in the consultation process. Director Howitt responded that consultations have already started with the Manager of Transportation and he has provided his input on how the number of trucks that would potentially be on the road would impact student busing.

Director Howitt relayed that he will follow the recommendations of the motion, but there are pieces in the preamble of the report that the Board is not in a position to comment on, such as health and medical concerns, and would be more appropriate for public health or emergency services for the municipality to provide input on. He encouraged those in the Dresden community to provide input based on their own research.

CARRIED.

Ontario Public School
Boards' Association
Update (OPSBA)

Vice-Chair Robertson reported that she will be representing the Board at the OPSBA Board of Directors Meetings on March 1 and 2, 2024. She relayed that she will provide Trustees with an update following this meeting and will provide more information on the April 6, 2024 Regional Meeting when it is available.

Student Senate Report
Report B-24-49

Student Trustee Shah reported that the third Student Senate meeting of the 2023-2024 school year took place on February 21, 2024 at Wallaceburg District Secondary School with Wania Noor and Student Trustees Bathe-Minard and Shah Chairing the meeting. He relayed that the Student Trustee election for the 2024-2025 school year was held, which began with words from Dallas Sinopole, Indigenous Lead. He noted that the next meeting, the Budget Presentation with Associate Director McKay, will be held on May 6, 2024 at the

Chatham and Sarnia Education Centres.

Correspondence None.

New Business None.

Trustee Questions A Trustee asked for a status update on the construction project at Rosedale Public School. Associate Director McKay responded that the tender package was planned to be out by the end of March 2024 with the recommendation to Trustees by the end of the 2023-2024 school year and the construction to begin in the summer of 2024. He noted there have been delays, but timelines are being moved forward on quite aggressively. He explained that his team has been working with the City of Sarnia on site plan approval, and that it is a complex project with new bus lines and tarmac areas which is an added process in site plans and approvals with the city.

Chair Campbell exited the meeting at 7:50 p.m. Vice-Chair Robertson took over the role of Chair in his absence.

A Trustee relayed that she has spoken with two parent/guardians who suggested an addition to the Student Verification form and a regular Report for Board Information related to Equity, Diversity, Inclusion, and Justice, and asked for feedback on the suggestions on behalf of the parent/guardians. Director Howitt responded that he had an opportunity to review the correspondence and appreciated the suggestions. He explained that data is necessary to understand who students are and to ensure there are no student groups being disadvantaged. He reminded Trustees there was a student census completed in the 2021-2022 school year, which was required by the Province and had questions determined by the Province for all age groups. He noted there was concern around the appropriateness of the questions for certain grade levels, which resulted in the census not being completed by a large number of families. He noted that the expectation was that the survey for Kindergarten to Grade 6 students would be completed by parent/guardians and the survey for Grades 7 to 12 students would be completed by students. The low participation rate meant the data did not meet a level of reliability from a statistical perspective, but it did show the level of diversity that exists in the LKDSB. He relayed that having very clearly defined data for equity deserving groups, especially those protected through the Ontario Human Rights Code, is valued, and that the LKDSB is committed to collect the data again, even without a mandate from the Ministry of Education. He reported that work has already been done to see what is needed for better participation and explained that the process may be revised to include more age-appropriate questions and a designated participation time for secondary students. He explained that student census data is highly confidential, and is not stored the Student Information System, and can only be accessed by a very limited number of staff. He noted that asking for data on the student verification form, which is sent to each household annually, could not be used to ask questions as they are seen by too many people to be considered confidential, and it is important families feel safe to fill the forms out for Safe Schools purposes. He noted there is an opportunity to self-identify as Indigenous on the form, which is due to a requirement by the Ministry of Education for funding purposes and remarked that it would be important to have data on all protected grounds of the Ontario

Human Rights Code. He explained Board Meeting agendas are governed through the LKDSB Procedural By-laws, and if Trustees wanted a standing report, it would be a change through the By-Laws. He noted that Superintendents can bring a report at any time, and the Equity, Diversity, Inclusion, and Justice team has been reporting to Trustees regularly. He added that Trustees made Inclusive Diversity a new Strategic Priority at the last Strategic Priority planning session and continue to act on it. He remarked that Superintendent Dixon is working very closely with the advisory groups and will bring more information to the Board along the way.

Vice-Chair Robertson acknowledged the Chatham Kent Secondary School Improv Team, who won the Improv Team Award and is moving on to the national competition. She noted that teacher Karen St Peter-Catton founded the team in 2004 and has coached since its inception.

A Trustee asked if there was an update on the hiring of Ontario College of Teachers (OCT) qualified technical teachers as he noted in the past these positions have been difficult to fill. Director Howitt responded there are shortages in the education sector in all areas across the province, especially in Northern Ontario and remote communities, and for specialized areas. He provided the examples of staffing for Indigenous Language classes, Technical Studies classes, French Language classes, and Educational Assistants. He relayed that there are a variety of means to assist with these challenges, such as hiring an OCT qualified teacher to work with an Indigenous speaker in an Indigenous Language classroom, there are letters of permission, and actively recruiting in these areas. He noted that it is affecting program in some cases with the cancelation of a course, an unqualified teacher delivering the course, or changes in staff mid-semester. He relayed that these challenges may become a larger issue if retirees are not permitted to work more than 50 days as they have been the last few years during the occasional teacher shortages. He remarked that Sarnia-Lambton and Chatham-Kent are incredible communities to live in and noted that any vacancies are posted on the Apply to Ed website.

Notices of Motion

Director Howitt served Notice of Motion, "That the Board approve the following changes to the LKDSB Procedural By-Laws."

SECTION 3 REGULAR AND SPECIAL MEETINGS OF THE BOARD

3.1 Except as set forth in the following sections, the Regular
Regular Monthly Meetings of the Board shall be held on the second
Meeting Dates and fourth Tuesday in each month of the school year
 commencing at 7:00 p.m. unless such Tuesday shall fall on
 a Public holiday in which case, the Board shall meet at the
 call of the Chair on any evening at the same hour within
 eight (8) days. In the month of the Organizational Meeting of
 the Board (see by-law 2.2) there will be only one business
 meeting of the board, and it will be held on either the second
 or fourth Tuesday of the month.

3.14 Delegations Any person from the community or community group who may wish to address the Board on issues of concern to the education system shall give seven business days' notice electronically or in writing to the Secretary of the Board or designate and shall indicate the matter or issue they wish to speak to and provide an electronic or printed copy of their presentation with their request. Requests received without supporting documentation will not be considered. The Chair, Vice-Chair and Director of Education will review all requests at the Agenda Review Meeting prior to the Board Meeting and determine if the request will be placed on the Board Agenda and if so whether the topic is for the Public agenda or Private Session (see by-law 3.13 Meetings in Private Session). [The submitted presentation materials, whether placed on the Board Agenda or not, may be shared with elected Trustees prior to the Board Meeting along with the Board Agenda package but will not be included as part of the Board Agenda package or posted publicly. At the Chair's discretion, legal advice may be sought prior to sharing the presentation materials.](#) Individuals or groups may be limited to one presentation to the Board on a given topic in a school year. Delegations should address the concern identified in the presenters' application. If materials presented differ substantially from the written submission, the Chair has the right to rule the presentation out of order. At the conclusion of the delegation presentation, Trustees may ask questions of clarification.

3.17 Presentations An employee or employee group may make a presentation to the Board relating to a specific issue, matters of general interest to the Education system and matters of information to Trustees. Individuals or employee groups requesting permission to appear and speak before the Board or a Committee of the Board must submit their request and their materials in writing to the Secretary of the Board at least seven [working business](#) days' prior to the meeting.

SECTION 15 PERFORMANCE APPRAISAL OF THE DIRECTOR OF EDUCATION

15.4 The Director's Performance Appraisal Report shall be considered by the Board, in private session, at any one or more of its meetings and the Board shall receive the report and deliver a reply [prior to the beginning of at the first Board Meeting of the](#) next school year which shall include the following:

- a) concerns of the Board with respect to the implementation of Board policy and Strategic Plan;
- b) concerns with respect to the implementation of Ministry policy;
- c) matters which shall be addressed by the Board

- and/or legislations or Board Committees within the ensuing school year;
- d) other matters in reply to the Director's Performance Appraisal Report as may be appropriate.

Announcements Director Howitt announced that the Board is recognizing Staff Appreciation Day On March 1, 2024, as per Board Motion passed at the September 26, 2023 Board Meeting.

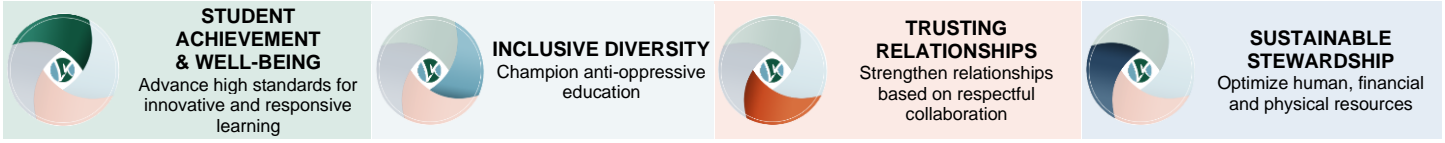
Director Howitt announced that Bonnie Gotelaer will begin as Recording Secretary at the March 26, 2024 Board Meeting as she will be filling in for Jaime Shannon's leave of absence.

The next Regular Board Meeting will be held on Tuesday, March 26, 2024 at the Sarnia Education Centre at 7:00 p.m.

Adjournment There being no further business of the Board, Chair Campbell declared the Meeting adjourned at 8:08 p.m.

Chair of the Board

Director of Education and
Secretary of the Board



FROM: John Howitt, Director of Education

DATE: March 26, 2024

SUBJECT: Proposed Revisions to the LKDSB Procedural By-laws



Changes to the LKDSB Procedural By-laws are proposed to sections 3 and 15, shown below in blue.

The changes to Section 3 are recommended in order to clarify that Board Meetings are not regularly held during the summer months, to formalize the number of meetings that will be held during the month the Organization Meeting of the Board is held, and to provide information on how delegation requests are shared with Trustees. The change to Section 15 is an update to reflect current practice relating to the timing of the Director’s Performance Appraisal.

SECTION 3 REGULAR AND SPECIAL MEETINGS OF THE BOARD

- 3.1 Regular Meeting Dates
Except as set forth in the following sections, the Regular Monthly Meetings of the Board shall be held on the second and fourth Tuesday in each month of **the school year** commencing at 7:00 p.m. unless such Tuesday shall fall on a Public holiday in which case, the Board shall meet at the call of the Chair on any evening at the same hour within eight (8) days. **In the month of the Organizational Meeting of the Board (see by-law 2.2) there will be only one business meeting of the board, and it will be held on either the second or fourth Tuesday of the month.**

- 3.14 Delegations
Any person from the community or community group who may wish to address the Board on issues of concern to the education system shall give seven business days’ notice electronically or in writing to the Secretary of the Board or designate and shall indicate the matter or issue they wish to speak to and provide an electronic or printed copy of their presentation with their request. Requests received without supporting documentation will not be considered. The Chair, Vice-Chair and Director of Education will review all requests at the Agenda Review Meeting prior to the Board Meeting and determine if the request will be placed on the Board Agenda and if so whether the topic is for the Public agenda or Private Session (see by-law 3.13 Meetings in Private Session). **The submitted presentation materials, whether placed on the Board Agenda or not, may be shared with elected Trustees prior to the Board Meeting along with the Board Agenda package but will not be included as part of the Board Agenda package or posted publicly. At the**

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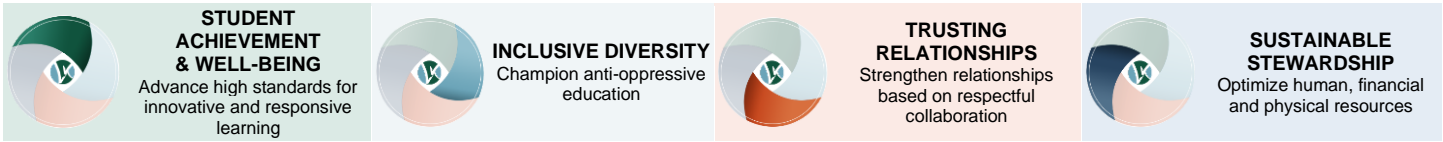
- 3.17 Presentations An employee or employee group may make a presentation to the Board relating to a specific issue, matters of general interest to the Education system and matters of information to Trustees. Individuals or employee groups requesting permission to appear and speak before the Board or a Committee of the Board must submit their request and their materials in writing to the Secretary of the Board at least seven **working business** days' prior to the meeting.

SECTION 15 PERFORMANCE APPRAISAL OF THE DIRECTOR OF EDUCATION

- 15.4 The Director's Performance Appraisal Report shall be considered by the Board, in private session, at any one or more of its meetings and the Board shall receive the report and deliver a reply ~~prior to the beginning of~~ **at the first Board Meeting of the** next school year which shall include the following:
- a) concerns of the Board with respect to the implementation of Board policy and Strategic Plan;
 - b) concerns with respect to the implementation of Ministry policy;
 - c) matters which shall be addressed by the Board and/or legislations or Board Committees within the ensuing school year;
 - d) other matters in reply to the Director's Performance Appraisal Report as may be appropriate.

Recommendation:

"That the Board approve the revision of Sections 3.1, 3.14, 3.17, and Section 15.4 of the LKDSB Procedural By-Laws."



FROM: Brian McKay, Associate Director, Corporate Services & Treasurer

DATE: March 26, 2024

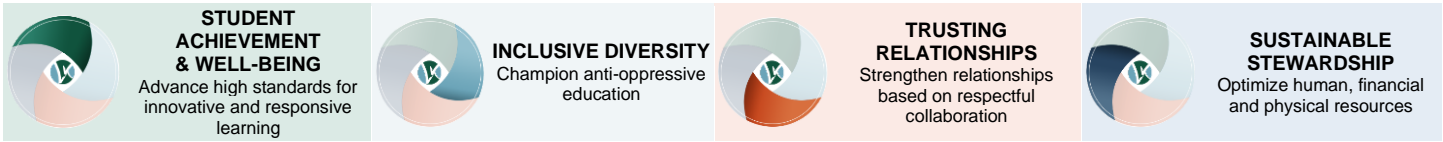
**SUBJECT: Disposition of Surplus Property – 92 Churchill St., Chatham
(John N. Given Learning Centre)**



The LKDSB is recommending that the board property located at 92 Churchill St. in Chatham (John N. Given Learning Centre) be declared surplus to the School Board’s needs. The John N. Given Learning Centre is funded by the Board’s Grants For Student Needs funding streams. The Centre does not receive any dedicated Ministry funding to support its operation. Rental income earned from the building’s tenants is a nominal amount and does not cover the building’s operational costs. Savings from the reduction in expenses from the John N. Given Learning Centre will assist the Board in returning to a balanced budget position.

Recommendation:

That the Lambton Kent District School Board declare the property at 92 Churchill St., Chatham (John N. Given Learning Centre) surplus to the Board’s needs and to dispose of the property in accordance with the requirements in Ontario Regulation 374/23: Acquisition and Disposition of Real Property.



FROM: David Shortt, Trustee and Audit Committee Chair

DATE: March 26, 2024

SUBJECT: Audit Committee Meeting Update



The Audit Committee met on Monday, March 18, 2024, for its third meeting of the 2023/2024 year.

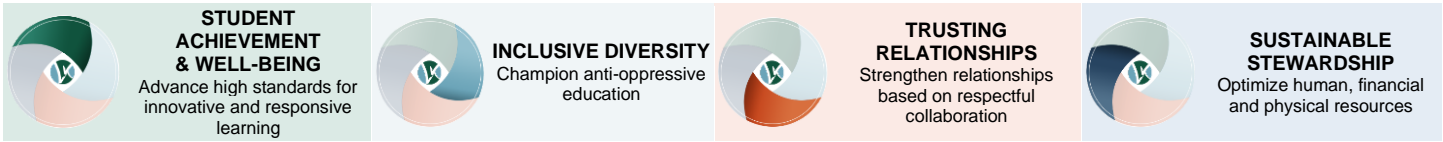
Associate Director McKay provided committee members with an update on the Internal Audit. An update from KPMG was not needed for this meeting. A comparative audit on Ministry of Education funding is being completed with Grand Erie DSB and Avon Maitland DSB. A fulsome update will be presented at the June 2024 Audit Committee Meeting by KPMG.

To improve the committee results on the Ministry-mandated Self-Assessment, Associate Director McKay and Director Howitt provided educational information on 2 processes; the LKDSB Code of Conduct and enforcement and reporting (whistleblower) protocols. The processes were discussed by members.

Associate Director McKay also provided a status update on the year-end findings from 2022-2023. He noted that there was nothing further to report and the financial statements were filed with the Ministry on time. There were no outstanding items with the Ministry. It was also noted that a material change in the 2022-2023 financial statements occurred after the last committee meeting due to the remedy for Bill 124.

The next audit committee meeting is Monday, June 10, 2024.

Audit Committee Chair



FROM: Roberta Northmore, Trustee

DATE: March 26, 2024

SUBJECT: Indigenous Liaison Committee Report



The February 21, 2024 meeting of the Indigenous Liaison Committee (ILC) was held at the Sarnia Education Centre with Trustee Roberta Northmore chairing the meeting.

Reports from the First Nation Communities were received:

Eelünaapéewi Lahkéewiit

Education Manager Jolene Whiteye reported that a Secondary Student Support Worker has been hired and will be working in Chatham Kent Secondary School, Ridgetown District High School and John McGregor Secondary School. The Math tutoring is progressing well and there is a reading buddy program beginning next week. Brett Stonefish has been hired as a Language Coordinator on a three-month contract.

Bkejwanong First Nation

Director of Lifelong Learning Jarvis Nahdee reported that two initiatives have been approved in collaboration with the student body. These initiatives include creating a fish hatchery and a Sugar Shack which will be used in the curriculum.

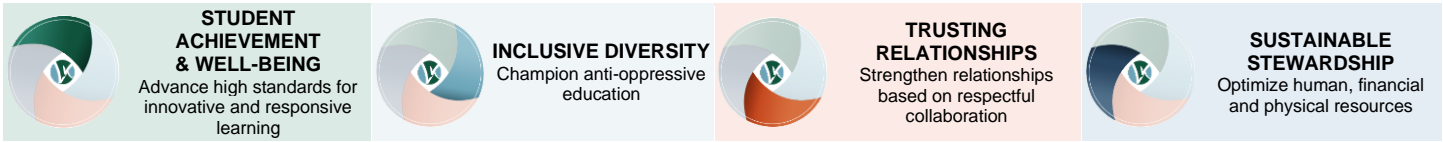
Trustee Roberta Northmore reported that there are still students with immunizations that are not up to date. As of March 5th, students that have not submitted their information will be suspended until the student’s records are updated. The Math Achievement program reported that the grade nine students who wrote the EQAO test received a 7% increase in score compared to last year. The Board budget is still experiencing funding challenges particularly in the transportation sector. There is a proposed re-opening of a dormant landfill site in Dresden and the Board is looking to submit a motion on this subject. Virtual learning is once again an option for the 2024-2025 school year. Applications must be received by February 28th in order for students to transfer from in-person learning to virtual or vice versa. Students who choose virtual learning in grades 9 and 10 are synchronous and students in grades 11 and 12 are asynchronous. Elementary students who apply for virtual learning are looked at on a case-by-case basis as in-person learning is the ideal situation.

Indigenous Lead Dallas Sinopole reported that he attended a meeting with Eelünaapéewi Lahkéewiit Council and presented the Education Perfect Program. Indigenous Lead Sinopole requested that Trustee Northmore and Director of Lifelong Learning Nahdee reach out to the First Nation Education Committee as he has offered to attend a meeting to discuss the Education Perfect program. The cost

of this language program will be paid for by the Board Action Plan. The 2022-2023 BAP has now been finalized and the required signatures will be collected and the final report will be sent to the Ministry of Education. An email will be sent to the First Nation Representatives to set up a meeting to discuss the 2024-2025 BAP initiatives.

Superintendent Dixon reported that the Board is looking to hire a Secondary Support Worker that would be connected to Northern Collegiate Institute and Vocational School, Alexander Mackenzie Secondary School and Aamjiwnaang First Nation Community. There have been Black Student Voice and 2SLGBTQ+ Student Voice Advisory Committees established in both Lambton and Kent counties. An invitation has been sent out to all Board staff to join an Indigenous Staff Advisory Committee. The first meeting will be held on March 20th at 4:30 pm in the Wallaceburg District Secondary School Library. A discussion was held regarding Chartwell cafeteria cards for First Nation students. Trustee Northmore reported that she is currently working with Kettle and Stony Point and Chartwells and will keep Superintendent Dixon informed of the progress.

The next ILC meeting is scheduled for Wednesday April 17, 2024,
12:00 p.m. at Bkejwanong First Nation



FROM: Kelley Robertson, Vice-Chair

DATE: March 26, 2024

SUBJECT: Ontario Public School Boards' Association (OPSBA) Update



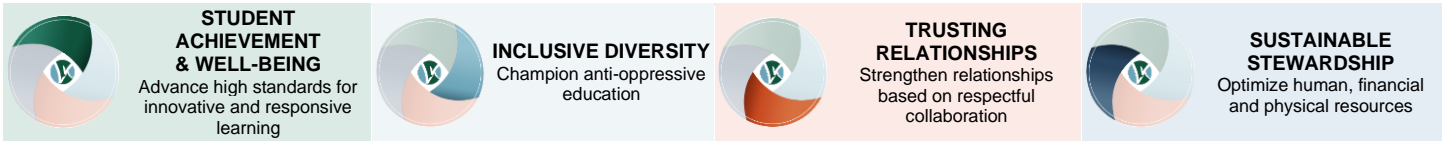
The OPSBA Board Meeting occurred on March 1 & 2, 2024, and highlights of the meeting and presentations included:

- Guest presenter, Matthew R. Morris, is an educator in the secondary school system in Toronto, with a Masters in Social Justice Education at the University of Toronto. He is the author of the book *Black Boys Like Me*. He grew up in Scarborough and spoke to his experiences as a youth, barriers that to accessing literacy tools, and his suggestions in how to support a more just and welcoming educational environment. Some suggestions included: having dedicated educators in underserved communities where equity is just as important as teaching, and providing diversity of pathways so that all students see future opportunities as all future employment opportunities are important to any community. There was discussion about how police being in schools may be intimidating and trauma triggering.
- There was also a presentation from Celine Chiovitti, Chief Pension Officer of OMERS. Her presentation focused on attracting and retaining employees to the educational sector, and the estimation of financial needs for Canadians retiring within the twenty years. On a positive note, she shared that Canadians are living longer however that also has a financial impact on individuals, pension plans, etc. It was also shared that OMERS is in the process of making it easier for individuals to buy back leave time where eligible.
- Other agenda items provided School Board representatives to discuss additional topics such as: the anticipation of Grants for Student Needs (GSN) and funding that is needed, the complexity of retroactive payments in relation to Bill 124, and the increase in cyber threats that is resulting in an increased cost so support security within schoolboards.
- OPSBA encouraged trustees to participate in Take Your MPP to Work Week, which will be May 21-24, 2024. OPSBA will be sending out information to support those Boards who wish to participate.

Upcoming OPSBA meetings:

Western Region Meeting on April 6, 2024, 9am-2pm at Local 484 Hall, 2179 Fasan Drive, Tecumseh. This meeting is being hosted by the Greater Essex County District School Board as well as the United Brotherhood of Carpenters and Joiners of America, Local 494. A highlight of the meeting will be the showcasing of the partnership that supports student achievement and enhanced construction job skills.

OPSBA Board Meeting on April 26 and April 27, 2024, and Trustee Bryce will be attending to represent LKDSB.



FROM: John Howitt, Director of Education

DATE: March 26, 2024

SUBJECT: Parent Involvement Committee Report



The Parent Involvement Committee of the Lambton Kent District School Board met on February 12, 2024 via Microsoft Teams.

Chair Angie Baresich welcomed everyone to the meeting.

Superintendent of Education Ben Hazzard provided a presentation on the Lambton Kent District School Board 2024 / 2025 School Year Calendar.

Superintendent of Education Emily Dixon provided a presentation on Hate Speech Directive.

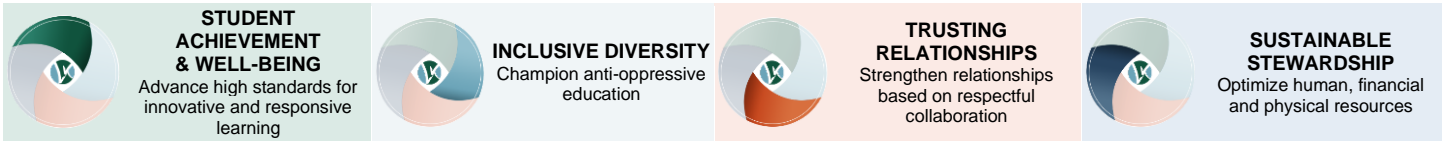
Director Howitt updated the committee on the following items:

- Black History Month
- LKDSB Website Refresh
- Virtual Learning Option
- Director's Annual Report
- Student Achievement Plan
- Solar Eclipse

The virtual event series being hosted by the Parent Involvement Committee was discussed including details of topic presentations, plans of advertising and communicating the series to school communities.

The committee discussed ideas and format for the Parent Involvement Committee Spring Event.

Next meeting is Monday, May 27, 2024 at the Sarnia Education Centre, Chatham Regional Education Centre, and Microsoft Teams.



FROM: Malinda Little, Trustee

DATE: March 26, 2024

SUBJECT: Special Education Advisory Committee (SEAC) Report



The Special Education Advisory Committee (SEAC) of the Lambton Kent District School Board met at Wallaceburg District Secondary School on Thursday, Feb 15, 2024. Following is a report of the activities of the meeting:

Election of the Chair and Vice-Chair

After nominations and voting, Chris King was re-elected to the position of Chair and Malinda Little was re-elected to the position of Vice-Chair of the Special Education Advisory Committee for the 2024 school year.

Presentation - Math Action Plan Update

LKDSB System Coordinator Nicole Beuckelare presented on the LKDSB’s mathematics achievements, focusing on Number Talks and data collection regarding the strategies students use to add, subtract, multiply, and divide. System Coordinator Beuckelare highlighted that direct intervention support in the form of Number Talks, math games, and activities has increased student confidence and more efficient mathematical thinking. Since the fall, 1160 elementary and secondary students have been directly impacted and supported by math facilitators who have seen significant growth in intervention in grades 3 and 6 since their initial assessments at the beginning of the 2023 -2024 school year.

Presentation – Settlement Workers in Schools

Adult Language and Learning Chatham Kent Settlement Workers Wedad Ateya and Ceara Travis spoke about how Settlement workers in schools complement the work of school staff and how they assist newcomers with school registration, translation services, and learning English to gain independence. They shared that newcomer families are anyone born outside of Canada, with access to program support regardless of status and time within the country. Adult Language and Learning also assists individuals with finding a job, building a resume, and completing assessments for educational programs completed outside the country. They emphasized the importance of newcomers having the opportunity to make friends and ensuring students and families have a sense of belonging in the community.

Special Education Plan

The System Coordinator of Student Support Services/Well-Being outlined the Sections and Appendices of the Special Education Plan that were reviewed by the Student Support Services/Well-Being Team for the February Meeting of SEAC, and she provided the rationale for any amendments/additions or deletions that were made.

Correspondence

At its December meeting, the Committee asked that administration draft a letter to Minister Lecce regarding the Human Rights Equity Advisor position expressing concerns about funding inequity for all boards across the province.

The Committee gave its approval, and the letter will be sent to the Minister of Education.

Next Meeting

Thursday, March 21, 2024
Wallaceburg District Secondary School

200 Wellington Street, P.O. Box 2019, Sarnia Ontario N7T 7L2

Phone: 519-336-1500 or 1-800-754-7125

Fax: 519-336-0992

Feb 15, 2024

The Honourable Stephen Lecce
Ministry of Education
5th Floor, 438 University Avenue
Toronto, ON M5G 2K8

RE: Human Rights Equity Advisor Funding

Dear Minister Lecce,

At its meeting of December 14, 2023, the Lambton Kent District School Board's Special Education Advisory Committee (SEAC) considered correspondence from the MACSE meeting highlights dated March 14, 2023, regarding funding for a Human Rights Equity Advisor in 18 boards for the purpose of helping boards identify systemic issues and address responses /recommendations for solutions. A discussion ensued, during which the Board's SEAC members inquired why not all boards across the province are funded for this position.

As noted in the highlights of March 14, 2023, there has been extreme intolerance towards historically disadvantaged groups. Current data has shown us that Ontario has seen a rise in hate, violent incidents, and crimes, specifically for students who identify as 2SLGBTQQA+, Indigenous, Black, people with disabilities, Muslim students, and other Code-protected groups. All of Ontario is home to a diverse range of communities, each with unique needs and challenges. While we appreciate the efforts to allocate funding for Human Rights Equity Advisor positions in some school boards, we would like to advocate for a more comprehensive approach. Many school boards in the province beyond the initial 18 equally deserve support to ensure that students across Ontario benefit from a safe, inclusive, and equitable learning environment.

The presence of a Human Rights Equity Advisor in each school board would contribute significantly to addressing systemic barriers, promoting diversity, and cultivating an environment that embraces and celebrates the unique identities of all students and staff. We believe that investing in these positions will lead to positive outcomes for the entire education system, as students deserve the opportunity to learn in a safe, supportive, and affirming environment.

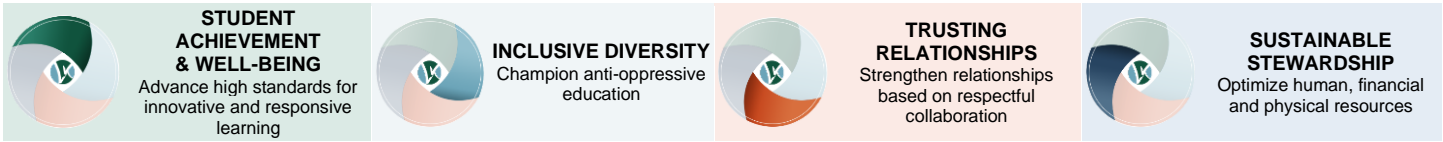
Thank you in advance for this consideration.

Sincerely,



Chris King, Chair

LKDSB Special Education Advisory Committee



FROM: John Howitt, Director of Education

DATE: March 26, 2024

SUBJECT: 2023-2024 Student Achievement Plan Public Reporting Template



As reported to trustees at the October 24, 2023, Board Meeting, the *Better Schools and Student Outcomes Act, 2023* requires school boards to publicly report on their progress towards the following provincial priorities:

1. Achievement of Learning Outcomes in Core Academic Skills
2. Preparation of Students for Future Success
3. Student Engagement and Well-Being

The 2023-2024 Student Achievement Plan Public Reporting Template was provided to all school boards by the Ministry and includes pre-populated system-wide performance indicators. School boards are required to develop action plans to support improvement across the indicators and post the document to their website annually by April 2nd.

The Lambton Kent District School Board 2023-2024 Student Achievement Plan Public Reporting Template is attached and consists of two sections:

1. A summary report that provides board and provincial level data for each of 9 indicators that have been pre-populated by the Ministry (there are 2 indicators for which data is still forthcoming)
2. A description of board-specific action plans to address each indicator

Please note that [2023-2024 LKDSB Operational Plan](#) is organized to align with the Ministry's provincial priorities and is referenced throughout the 2023-2024 Student Achievement Plan Public Reporting Template. To access this document, please visit www.lkdsb.net, click on the "**BOARD**" tab, and follow the **Strategic Priorities** pathway. LKDSB's Operational Plans are on the left-hand menu.

Over the next few months, LKDSB will be working on the Ministry-provided Student Achievement Plan Tool, which includes guiding questions to support interpretation of data and action plans for each of the goals to improve student experiences and outcomes. School boards will complete the Student Achievement Plan Tool by June 30th, 2024.

Student Achievement Plan: Lambton Kent DSB

2022-2023 Academic Year

2021-2022 Academic Year

Achievement of Learning Outcomes in Core Academic Skills

Preparation of Students for Future Success

Student Engagement & Well-Being

Goal: Improve students' literacy learning and achievement

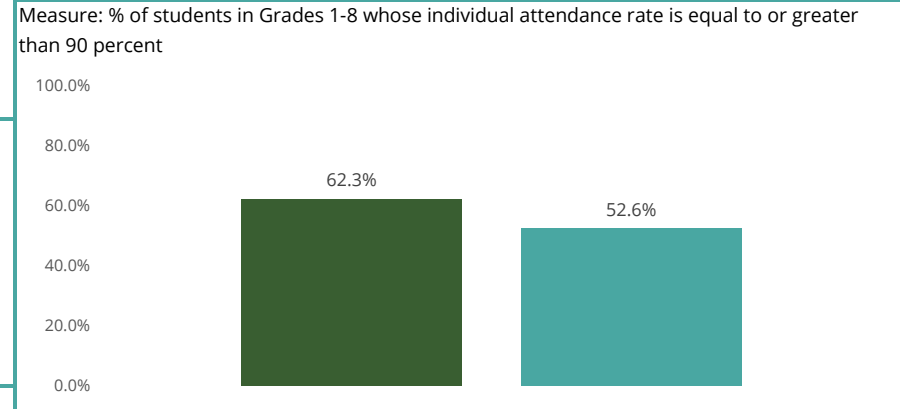
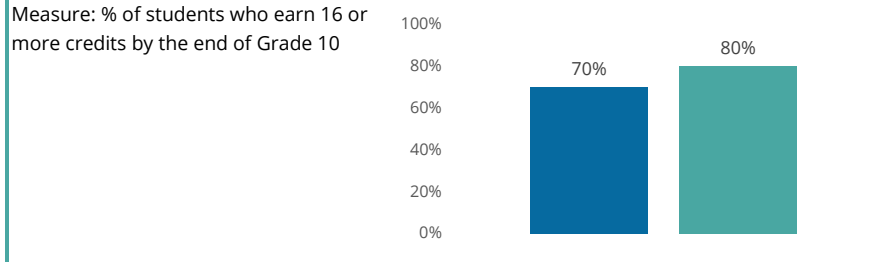
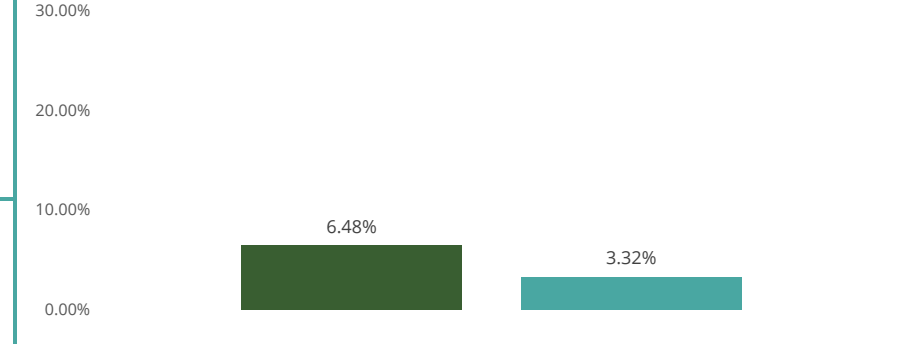
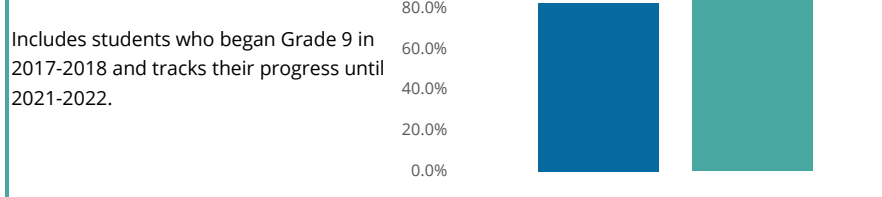
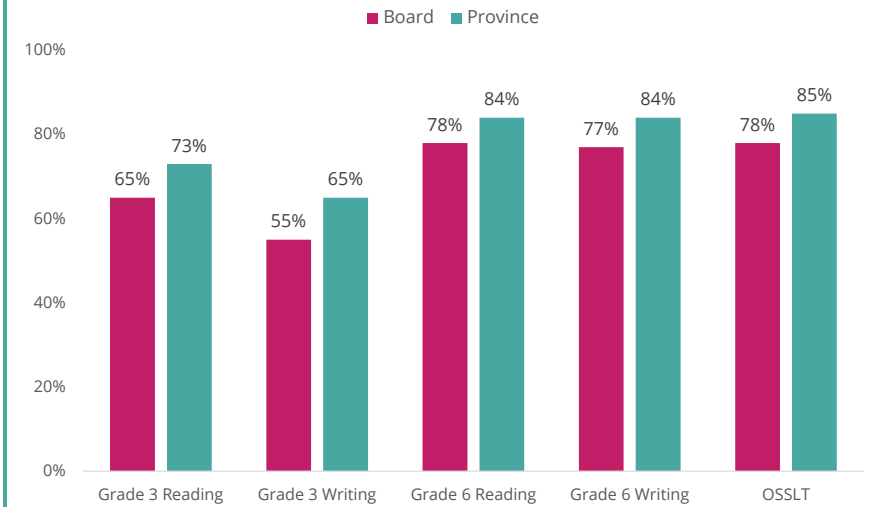
Goal: Improve students' graduation rates and preparedness for future success

Goal: Improve students' participation in class time and learning

Measure: % of student who met or exceeded the provincial standard on EQAO Assessments for Grade 3/6 Reading and Writing and % of first time eligible students who were successful on the OSSLT/TPCL.

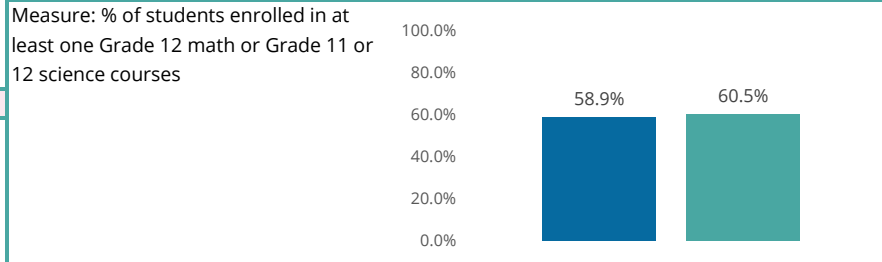
Measure: % of students graduating with an OSSD within five years of starting Grade 9

Measure: % of students in Grades 4-12 who were suspended at least once

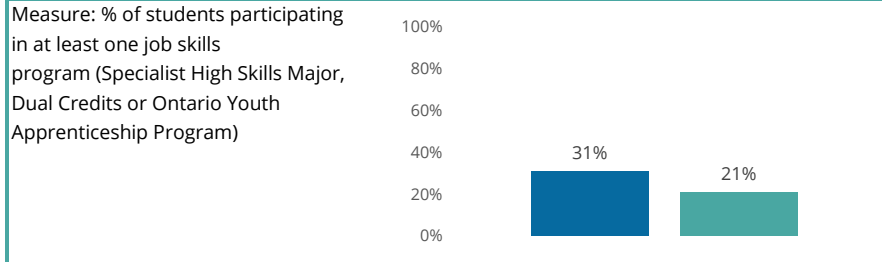
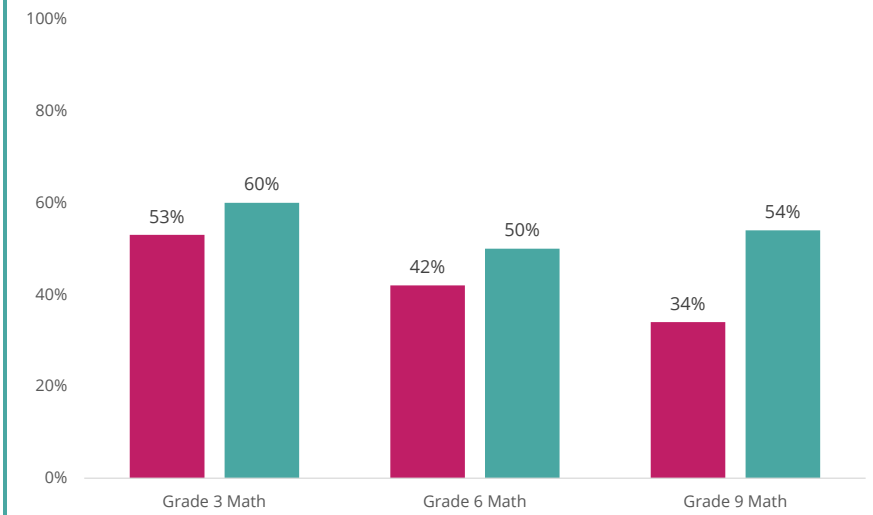


Goal: Improve students' math learning and achievement

Measure: % of students who met or exceeded the provincial standard on EQAO Assessments for Grade 3/6/9 Math



Goal: Improve student well-being



Measure: % of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health





Measure: % of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)

Data Forthcoming

Data Forthcoming

Student Achievement Plan: Lambton Kent DSB

Provincial Priorities		Measures & Results				Actions our School Board will take to Improve
Goal(s)	How this is Measured	School Board Performance	Provincial Performance	Additional School Board Measures	How Our School Board Performs	
Achievement of Learning Outcomes in Core Academic Skills, 2022-2023						
Goal: Improve students' literacy learning and achievement	% of students who meet or exceed the provincial standard on:			n/a	n/a	See the action steps in the 2023-2024 LKDSB Operational Plan.
	Grade 3 EQAO Reading	65%	73%			
	Grade 3 EQAO Writing	55%	65%			
	Grade 6 EQAO Reading	78%	84%			
	Grade 6 EQAO Writing	77%	84%			
	% of fully participating, first-time eligible students who are successful on the OSSLT/TPCL	78%	85%	n/a	n/a	
Goal: Improve students' math learning and achievement	% of students who meet or exceed the provincial standard on:			n/a	n/a	
	Grade 3 EQAO Math	53%	60%			
	Grade 6 EQAO Math	42%	50%			
	Grade 9 EQAO Math	34%	54%			
Preparation of Students for Future Success, 2021-2022						
Goal: Improve students' graduation rates and preparedness for future success	% of students who earn 16 or more credits by the end of Grade 10	70%	80%	n/a	n/a	See the action steps in the 2023-2024 LKDSB Operational Plan.
	% of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)	31%	21%	n/a	n/a	
	% of students graduating with an OSSD within five years of starting Grade 9	82.5%	89.1%	n/a	n/a	
	% of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses	58.9%	60.5%	n/a	n/a	
	% of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)	Forthcoming	Forthcoming	Baseline data will be collected Spring 2024 and reported next year.		
Student Engagement & Well-Being, 2021-2022						
Goal: Improve students' participation in class time and learning	% of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent	62.3%	52.6%	n/a	n/a	See the action steps in the 2023-2024 LKDSB Operational Plan.
	% of students in Grades 4-12 who were suspended at least once	6.48%	3.32%	n/a	n/a	The safe schools team is working with school administration to review data and develop action steps for the 2024-2025 LKDSB Operational Plan.
Goal: Improve student well-being	% of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health	Forthcoming	Forthcoming	Baseline data will be collected Spring 2024 and reported next year.		

 <p>STUDENT ACHIEVEMENT & WELL-BEING Advance high standards for innovative and responsive learning</p>	 <p>INCLUSIVE DIVERSITY Champion anti-oppressive education</p>	 <p>TRUSTING RELATIONSHIPS Strengthen relationships based on respectful collaboration</p>	 <p>SUSTAINABLE STEWARDSHIP Optimize human, financial and physical resources</p>
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FROM: Ben Hazzard, Superintendent of Education – Math Lead

DATE: March 26, 2024

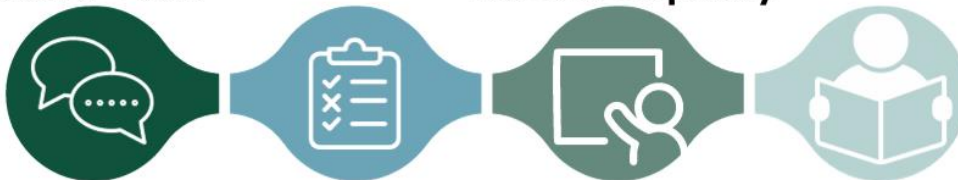
SUBJECT: LKDSB Math Action Plan March Update



Lambton Kent District School Board
Math Achievement Action Plan
 Four Areas of Focus

Number Talks

Teacher Capacity



Instructional Leadership

Student Data

The Ministry of Education initiated a plan and funding to take action in mathematics for the 2023-2024 school year. Ministry direction includes a central framework and school board plans based on local learning needs. The Lambton Kent District School Board action plan has been created based on 3 ministry priority actions, with consideration for board level, school level and classroom level focus.

- A. Which evidence-based actions will impact student learning?
 Ensuring fidelity of curriculum implementation, including the intentional use of High-Impact Instructional Practices.
- B. How will we develop educator capacity?
 Engaging in ongoing learning on mathematics content knowledge for teaching.
- C. How do we know the learner?
 Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive.

School Boards determine board, school, and classroom mathematics achievement priorities to develop, implement, and monitor a Math Achievement Action Plan that includes meaningful and measurable key performance indicators (KPIs) aligned with each of the priority actions.

The Lambton Kent District School Board has four key themes throughout the plan:

1. Number Talks – sharing math knowledge by ‘thinking aloud’ in the most effective way;
2. Instructional Leadership – supporting school and district leadership to set conditions for students to be most successful;
3. Teacher Capacity – providing teachers opportunities to learn and implement High-Impact Instructional Practices; and
4. Student Data – gathering specific evidence to celebrate student’s math learning.

The Ministry of Education funded math facilitators for Ministry selected priority classrooms at specific schools (appendix 1).

Elementary LKDSB Action Steps: Priority 1

Priority 1	Specific Action	Key Performance Indicator	Progress Monitoring
<p>Which evidence-based actions will impact student learning?</p> <p>Ensuring fidelity of curriculum implementation, including the intentional use of High-Impact Instructional Practices</p>	<p>All classrooms are encouraged to have consistent implementation of math conversations, specifically, ‘Number Talks’ focused on number sense, to help students develop a variety of strategies when working with numbers.</p>	<p>% of classrooms that use number talks for the purpose of number sense on a regular basis (at least 2 times per week)</p>	<p>Initial: 19% - No classrooms 14% - Some classrooms 47% - Many classrooms 20% - All classrooms</p> <p>Mid Year Progress: 0% - No classrooms 8% - Some classrooms 60% - Many classrooms 32% - All classrooms</p> <p>Final:</p>
	<p>All classrooms will use instructional practices (including number talks and math think alouds) that allow for sharing, consolidation, and explicit instruction to teach key strategies from the Lawson Continua and the LKDSB Fair Sharing Fraction Continuum in a variety of ways, throughout the school year.</p>	<p>% of schools with ‘math think alouds’ as part of their school learning plan</p>	<p>Initial: 96% Elementary 50% Secondary (all secondary priority schools)</p> <p>Mid Year Progress: 98% Elementary 50% Secondary (all secondary priority schools)</p> <p>Final:</p>

Elementary LKDSB Action Steps: Priority 1

Priority 1 continued	Specific Action	Key Performance Indicator	Progress Monitoring
<p>Which evidence-based actions will impact student learning?</p> <p>Ensuring fidelity of curriculum implementation, including the intentional use of High-Impact Instructional Practices</p>	<p>All math programs should be centered around the math curriculum, making use of the teacher supports and sample tasks, LKDSB resources and digital math tools, such as Knowledgehook.</p>	<p># of resources created at the board level and shared with school staff</p>	<p>Initial: Developing – 3 resources Distributed – 3 resources Implementing – 0 resources</p> <p>Mid Year Progress: Developing – 3 resources Distributed – 5 resources Implementing – 5 resources</p> <p>Final:</p> <p>Notes: Implemented resources are LKDSB Math website, Knowledgehook supports, number talk supports, fair sharing resources, principal slide decks.</p>
	<p>The Board and individual schools will align facilitator staff with ministry priorities for mathematics.</p>	<p>Priority Schools: # of days math facilitators have supported elementary priority Grade 3 and Grade 6 math classrooms</p>	<p>Initial: 238 days of support</p> <p>Mid Year Progress: 756 days of support</p> <p>Final:</p>

Elementary LKDSB Action Steps: Priority 1

Priority 1 continued	Specific Action	Key Performance Indicator	Progress Monitoring
<p>Which evidence-based actions will impact student learning?</p> <p>Ensuring fidelity of curriculum implementation, including the intentional use of High-Impact Instructional Practices</p>	<p>The Board and individual schools will align facilitator staff with ministry priorities for mathematics.</p>	<p>Priority Schools: % of priority classroom teachers who have engaged collaboratively with the math facilitator to improve student learning.</p>	<p>Initial: 52% of priority classroom teachers</p> <p>Mid Year Progress: 95% of priority classroom teachers</p> <p>Final:</p>
	<p>Teachers will use developmental continua that supports assessment of learning and instructional planning.</p>	<p>Priority Schools: # of students who have been assessed using math continua</p>	<p>Initial: 1171 students assessed by math facilitator</p> <p>Mid Year Progress: 1258 students assessed by math facilitator</p> <p>Final:</p>

Elementary LKDSB Action Steps: Priority 2

Priority 2	Specific Action	Key Performance Indicator	Progress Monitoring
How will we develop educator capacity? Engaging in ongoing learning on mathematics content knowledge for teaching	All schools will embed a math focus into regularly scheduled, professional development opportunities throughout the school year.	% of schools who review school math goals and share implementation examples at staff meetings	Initial: 79% of schools Mid Year Progress: 100% of schools Final:
	Board and school leadership will engage in regular mathematical learning to strengthen the involvement of administration in mathematical goal setting, monitoring, and reporting.	% of schools collaborating with the Board Math Lead to develop instructional leadership, access resources, or plan professional learning	Initial: 50% of schools Mid Year Progress: 100% of schools Final:
	Classroom teachers are encouraged to utilize board created resources to gather evidence of student learning that will provide feedback for 'where to next' for each student.	% of schools who have implemented board supplied school-wide math problems to provide 'where to next' feedback based on the responses with professional learning support.	Initial: 76% of schools Mid Year Progress: 96% of schools Final:
	The board will continue to support professional development in the form of resources, in classroom support for priority schools and optional after school learning opportunities.	Priority Schools: % of priority classrooms who have implemented board supplied school-wide math problems to provide 'where to next' feedback based on the responses with professional learning support.	Initial: 10% of priority classrooms Mid Year Progress: 54% of priority classrooms Final:

Elementary LKDSB Action Steps: Priority 2

Priority 2 continued	Specific Action	Key Performance Indicator	Progress Monitoring
<p>How will we develop educator capacity?</p> <p>Engaging in ongoing learning on mathematics content knowledge for teaching</p>	<p>The board will continue to support professional development in the form of resources, in classroom support for priority schools and optional after school learning opportunities.</p>	<p>Priority Schools: # of teachers engaged in professional learning with a math facilitator in priority schools</p>	<p>Initial: 185 teachers</p> <p>Mid Year Progress: 210 teachers</p> <p>Final:</p>
	<p>The board will develop a process that will allow student mathematical achievement data to be entered into the LKDSB Student Information System and able to be referenced by classroom teachers.</p>	<p>Priority Schools: Status of diagnostic data entered into accessible, useable formats for staff.</p>	<p>Initial: No central tool</p> <p>Mid Year Progress: Central data collected and accessible by classroom teachers</p> <p>Final:</p>

Elementary LKDSB Action Steps: Priority 3

Priority 3	Specific Action	Key Performance Indicator	Progress Monitoring
<p>How do we know the learner?</p> <p>Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive</p>	<p>All teachers are strongly encouraged to complete data collection with respect to the strategies students use for number sense based on the Lawson and/or the LKDSB Fair Sharing Fraction Continuum that will inform intentional, explicit teaching of additional strategies, “Where to next”.</p>	<p>Scale reference of classrooms that use a tracking tool to regularly monitor strategies (none, some, many, all)</p>	<p>Initial: 21% of schools had no classroom tracking 45% of schools had some classroom tracking 27% of schools had many classrooms use a tracking tool 7% of schools had all classrooms use a tracking tool</p> <p>Mid Year Progress: 2% of schools had no classroom tracking 58% of schools had some classroom tracking 38% of schools had many classrooms use a tracking tool 2% of schools had all classrooms use a tracking tool</p> <p>Final:</p>
	<p>Provide a digital math tool to support student mathematics learning at home and/or at school.</p>	<p># of teachers and students engaged with Knowledgehook</p>	<p>Initial: 6225 students</p> <p>Mid Year Progress: 11427 students</p> <p>Final:</p>

Elementary LKDSB Action Steps: Priority 3

Priority 3 Continued	Specific Action	Key Performance Indicator	Progress Monitoring
<p>How do we know the learner?</p> <p>Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive</p>	Monitor and re-engage students at the earliest sign (5 days) that attendance is impacting learning.	% of schools contacting students / families at 5 days absent threshold	<p>Initial: 100% of schools</p> <p>Mid Year Progress: 100% of schools</p> <p>Final:</p>
	Priority Schools will utilize the math facilitator for intervention around number sense in the designated grades and classrooms. Intervention will include data collection that will be tracked, monitored, and reported upon.	Priority Schools: # of students who have shown improvement on a post assessment using math developmental continua	<p>Initial: 0 students</p> <p>Mid Year Progress: 1373 students</p> <p>Final:</p>
	Priority Schools will utilize the math facilitator for intervention around number sense in the designated grades and classrooms. Intervention will include data collection that will be tracked, monitored, and reported upon.	Priority Schools: # of students who have been supported with direct intervention by a math facilitator	<p>Initial: 613 students</p> <p>Mid Year Progress: 870 students</p> <p>Final:</p>
	Schools will ensure that their Math Action Plan aligns with their school learning plan and the Board Math Action Plan.	Priority Schools: % of priority schools who were supported by the math system coordinator with the creation of school improvement mathematics goals.	<p>Initial: 100% of priority schools</p> <p>Mid Year Progress: 100% of priority schools</p> <p>Final:</p>

Secondary LKDSB Action Steps: Priority 1

Priority 1	Specific Action	Key Performance Indicator	Progress Monitoring
<p>Which evidence-based actions will impact student learning?</p> <p>Ensuring fidelity of curriculum implementation, including the intentional use of High-Impact Instructional Practices</p>	MTH 1W classrooms will use 'think alouds' in the form of problem-solving practices that allow for sharing, consolidation, and explicit instruction of curriculum concepts.	% of classrooms implementing math think alouds and problem-solving strategies in MTH1W	<p>Initial: 100% of classrooms</p> <p>Mid Year Progress: 100% of classrooms</p> <p>Final:</p>
	MTH 1W classrooms will use 'think alouds' in the form of problem-solving practices that allow for sharing, consolidation, and explicit instruction of curriculum concepts.	% of schools with 'math think alouds' as part of their school learning plan	<p>Initial: 50% of schools (priority schools)</p> <p>Mid Year Progress: 50% of schools (priority schools)</p> <p>Final:</p>
	All MTH1W programming will be centered around the math curriculum, making use of the teacher supports and sample tasks, LKDSB resources and digital math tools, such as Knowledgehook.	# of resources created at the board level and shared with school staff	<p>Initial: 1 resource</p> <p>Mid Year Progress: 1 resource</p> <p>Final:</p> <p>Notes: Secondary Program developed a MTH1W resource site that continues to be enhanced with additional classroom resources</p>

Secondary LKDSB Action Steps: Priority 1

Priority 1 Continued	Specific Action	Key Performance Indicator	Progress Monitoring
<p>Which evidence-based actions will impact student learning?</p> <p>Ensuring fidelity of curriculum implementation, including the intentional use of High-Impact Instructional Practices</p>	<p>Providing direct student support from a math facilitator, for ministry identified classrooms, in priority schools as assigned by the board.</p>	<p>Priority Schools: # of days math facilitators have supported secondary priority Grade 9 math classrooms, as assigned by the board</p>	<p>Initial: 68 days</p> <p>Mid Year Progress: 216 days</p> <p>Final:</p>
	<p>Providing classroom teachers, the opportunity to deepen their understanding of the curriculum, including understanding instructional practices to effectively teach and assess curriculum concepts and skills, while directly supporting students in the classroom.</p>	<p>Priority Schools: % of priority classroom teachers who have engaged collaboratively with the math facilitator to improve student learning.</p>	<p>Initial: 100% of priority classroom teachers</p> <p>Mid Year Progress: 100% of priority classroom teachers</p> <p>Final:</p>
	<p>Providing classroom teachers, the opportunity to deepen their understanding of the curriculum, including understanding instructional practices to effectively teach and assess curriculum concepts and skills, while directly supporting students in the classroom.</p>	<p>Priority Schools: # of students who have been assessed using math continua by the math facilitator</p>	<p>Initial: 101 students assessed by math facilitator</p> <p>Mid Year Progress: 605 students assessed by math facilitator</p> <p>Final:</p>

Secondary LKDSB Action Steps: Priority 2

Priority 2	Specific Action	Key Performance Indicator	Progress Monitoring
<p>How will we develop educator capacity?</p> <p>Engaging in ongoing learning on mathematics content knowledge for teaching</p>	<p>Board and school leadership will engage in regular mathematical learning to strengthen the involvement of administration in mathematical goal setting, monitoring, and reporting.</p>	<p>% of schools collaborating with the Board Math Lead to develop instructional leadership, access resources, or plan professional learning</p>	<p>Initial: 50% of schools (priority schools)</p> <p>Mid Year Progress: 50% of schools (priority schools)</p> <p>Final:</p>
	<p>School leaders will review the board and school math goals with all staff to develop an awareness and understanding of the importance of mathematics and to make connections to other subject areas.</p>	<p>% of math schools who review math goals and share implementation examples at staff meetings</p>	<p>Initial: 0% of schools</p> <p>Mid Year Progress: 50% of schools (priority schools)</p> <p>Final:</p>
	<p>Classroom teachers are encouraged to access resources, experts, and professional learning opportunities to continue developing effective feedback to support student understanding for 'where to next.'</p>	<p>% of classroom teachers providing effective feedback that informs 'where to next'</p>	<p>Initial: 80% of MTH 1W classes implementing feedback that informs 'where to next'</p> <p>Mid Year Progress: 80% of MTH 1W classes implementing feedback that informs 'where to next'</p> <p>Final:</p>

Secondary LKDSB Action Steps: Priority 2

Priority 2 Continued	Specific Action	Key Performance Indicator	Progress Monitoring
<p>How will we develop educator capacity?</p> <p>Engaging in ongoing learning on mathematics content knowledge for teaching</p>	<p>The board will continue to support professional development in the form of resources, in classroom support for priority schools and optional after school learning opportunities.</p>	<p>Priority Schools: # of teachers engaged in professional learning with a math facilitator in priority schools</p>	<p>Initial: 8 teachers engaged in professional learning</p> <p>Mid Year Progress: 32 teachers engaged in professional learning</p> <p>Final:</p>
	<p>The board will continue to support professional development in the form of resources, in classroom support for priority schools and optional after school learning opportunities.</p>	<p>Priority Schools: % priority classrooms who have accessed LKDSB Grade 9 destreamed math resources and/or curriculum expertise.</p>	<p>Initial: 100% of priority classrooms accessed LKDSB Grade 9 resources</p> <p>Mid Year Progress: 100% of priority classrooms accessed LKDSB Grade 9 resources</p> <p>Final:</p>
	<p>All schools will have access to support with implementing the De-streamed MTH1W program and outcomes-based assessment throughout the school year</p>	<p>Priority Schools: # of teachers engaged in collaboration with the math facilitator to support student learning needs</p>	<p>Initial: 21 teachers engaged in collaboration</p> <p>Mid Year Progress: 34 teachers engaged in collaboration</p> <p>Final:</p>

Secondary LKDSB Action Steps: Priority 3

Priority 3	Specific Action	Key Performance Indicator	Progress Monitoring
<p>How do we know the learner?</p> <p>Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive</p>	<p>All MTH1W teachers are strongly encouraged to use outcome-based assessment strategies that allow for multiple and varied forms of assessment and evaluation opportunities. These opportunities should provide student quality feedback that inform intentional lesson design, explicit teaching for intervention purposes and direction for, “Where to next”.</p>	<p>% of school staff who are using outcomes-based assessment practices and track student progression to regularly monitor specific outcomes.</p>	<p>Initial: 80% of MTH 1W classes using OBA</p> <p>Mid Year Progress: 80% of MTH 1W classes using OBA</p> <p>Final:</p>
	<p>Provide a digital math tool to support student mathematics learning at home and/or at school.</p>	<p># of teachers and students engaged with Knowledgehook</p>	<p>Initial: 564 students</p> <p>Mid Year Progress: 1647 students</p> <p>Final:</p>
	<p>Monitor and re-engage students at the earliest sign (5 days) that attendance is impacting learning.</p>	<p>% of schools contacting students / families at 5 days absent threshold</p>	<p>Initial: 100% of schools</p> <p>Mid Year Progress: 100% of schools</p> <p>Final:</p>

Secondary LKDSB Action Steps: Priority 3

Priority 3 Continued	Specific Action	Key Performance Indicator	Progress Monitoring
<p>How do we know the learner?</p> <p>Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive</p>	<p>All schools will schedule and communicate the plan for grade 9 EQAO to all staff, ensuring that grade 9 students have reasonable academic expectations surrounding the scheduled EQAO date. i.e. limiting the number of final assessments due in grade 9 classes the day before and day of the assessment</p>	<p>Priority Schools: % of priority schools who have prioritized Grade 9 EQAO assessment dates when scheduling final evaluations and culminating activities.</p>	<p>Initial: 100% of priority schools</p> <p>Mid Year Progress: 100% of priority schools</p> <p>Final:</p>
	<p>Priority Schools will utilize the math facilitator for intervention around number sense in the designated grades and classrooms. Intervention will include data collection that will be tracked, monitored, and reported upon.</p>	<p>Priority Schools: # of students who have shown improvement on a post assessment using math continua</p>	<p>Initial: 0 students</p> <p>Mid Year Progress: 25 students</p> <p>Final:</p>
	<p>Priority Schools will utilize the math facilitator for intervention around number sense in the designated grades and classrooms. Intervention will include data collection that will be tracked, monitored, and reported upon.</p>	<p>Priority Schools: # of students who have been supported with direct intervention by a math facilitator</p>	<p>Initial: 125 students</p> <p>Mid Year Progress: 249 students</p> <p>Final:</p>

Appendix 1: LKDSB 2023-2023 Math Priority Schools

	Grade 3	Grade 6	Grade 9
A A Wright		X	
Colonel Cameron		X	
East Lambton	X	X	
H W Burgess	X		
Hanna Memorial	X	X	
High Park	X	X	
Hillcrest		X	
King George VI (C)	X	X	
Kinnwood Central	X	X	
Lansdowne	X	X	
McNaughton		X	
Naahii Ridge	X		
P.E. McGibbon	X	X	
Queen Elizabeth II Chatham	X	X	
Queen Elizabeth II Sarnia		X	
Rosedale	X	X	
Sir John Moore Community	X	X	
Tecumseh	X	X	
Tilbury Area		X	
Victor Lauriston	X	X	
Winston Churchill	X	X	
Chatham Kent SS			X
Great Lakes SS			X
John McGregor SS			X
Lambton Central CVI			X
North Lambton SS			X
Wallaceburg DSB			X

March 6, 2024

SUBJECT: PROPOSED LANDFILL EXPANSION

To: York1 Environmental Waste Solutions Ltd.,

We are writing to express our concerns regarding your application for an amendment to Environmental Compliance Approval No. A020401 for an 8-hectare landfilling site within a total site area of 35 hectares used for the storage, transfer, and processing of non-hazardous solid waste, located at 29831 Irish School Road in Dresden, Ontario.

As the Lambton Kent District School Board (LKDSB), we are responsible for the safety and well-being of our students and staff attending nearby schools. We believe that your proposed expansion of the landfilling and waste processing site will have significant negative impacts on our school communities.

In recent years, the LKDSB has put a significant focus on air quality and outdoor classrooms. Any reduction in air quality that this expansion may have, would be contrary to the provincial direction of air quality improvements in and around schools.

The LKDSB operates secondary and elementary schools in Dresden with 750 attending students. These schools are located on North Street, within extremely close proximity to the proposed site and along the direct transportation route to the location on Irish School Road. The LKDSB also operates an elementary school with 150+ attending students in Thamesville which is located along the heavy truck transportation route to this proposed site.

The increase in traffic volume and frequency of heavy trucks associated with the proposed 7,000 daily tonnes of received waste on the local roads will pose a serious risk to our students who walk to and from schools in Dresden and Thamesville. LKDSB students will also be exposed to higher levels of noise, dust, and emissions from the trucks, which could affect their health, learning and well-being.

Secondly, the construction activities associated with the expansion of the landfilling and waste processing site and the massive increase in daily waste transportation in our communities will disrupt the normal operation of our school bus routes. Buses will face delays, detours, and potential accidents due to significantly increased truck traffic and road damage. This situation will affect the punctuality, attendance, and academic performance of our students.

Finally, the deterioration of the road conditions due to the heavy truck traffic will compromise the safety and maintenance of our school buses. The buses will be subject to more wear and tear, breakdowns, and repairs, which will increase our operational costs and reduce our service quality.

We urge you to reconsider your application for an amendment to Environmental Compliance Approval No. A020401 and respect the interests and needs of our school communities.

Sincerely,



Director of Education John Howitt
Lambton Kent District School Board



Associate Director – Corporate Services Brian McKay
Lambton Kent District School Board

March 7, 2024

SUBJECT: PROPOSED LANDFILL EXPANSION

To: York1 Environmental Waste Solutions Ltd.,

We are writing to express our concerns regarding your application for an amendment to Environmental Compliance Approval No. A021304 for an 8-hectare landfilling site within a total site area of 35 hectares used for the storage, transfer, and processing of non-hazardous solid waste, located at 29831 Irish School Road in Dresden, Ontario.

As the Lambton Kent District School Board (LKDSB), we are responsible for the safety and well-being of our students and staff attending nearby schools. We believe that your proposed expansion of the landfilling and waste processing site will have significant negative impacts on our school communities.

In recent years, the LKDSB has put a significant focus on air quality and outdoor classrooms. Any reduction in air quality that this expansion may have, would be contrary to the provincial direction of air quality improvements in and around schools.

The LKDSB operates secondary and elementary schools in Dresden with 750 attending students. These schools are located on North Street, within extremely close proximity to the proposed site and along the direct transportation route to the location on Irish School Road. The LKDSB also operates an elementary school with 150+ attending students in Thamesville which is located along the heavy truck transportation route to this proposed site.

The increase in traffic volume and frequency of heavy trucks associated with the proposed 7,000 daily tonnes of received waste on the local roads will pose a serious risk to our students who walk to and from schools in Dresden and Thamesville. LKDSB students will also be exposed to higher levels of noise, dust, and emissions from the trucks, which could affect their health, learning and well-being.

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Finally, the deterioration of the road conditions due to the heavy truck traffic will compromise the safety and maintenance of our school buses. The buses will be subject to more wear and tear, breakdowns, and repairs, which will increase our operational costs and reduce our service quality.

We urge you to reconsider your application for an amendment to Environmental Compliance Approval No. A021304 and respect the interests and needs of our school communities.

Sincerely,



Director of Education John Howitt
Lambton Kent District School Board



Associate Director – Corporate Services Brian McKay
Lambton Kent District School Board