# LAMBTON KENT DISTRICT SCHOOL BOARD

**PARENT INVOLVEMENT COMMITTEE**

**November 8, 2021 – 6:30 p.m.**

**via Teams**

**Present:**

John Howitt - Director of Education Stacey Elson – Administrative Assistant

Jack Fletcher – Trustee Ashlee Brown - Lambton Public Health

Nicholas Sitter – Bosanquet P.S. / N.L.S.S. Karen Genoway – Errol Village P.S.

Angie Baresich - Brooke Central P.S. Alexandra Smith – G.L S.S.

Melinda Hazen - High Park P.S. Stephanie Dries – Indian Creek Road P.S.

Sandra Ross – N.C.I.V.S. Jennifer Whiteye - Naahii Ridge P.S.

Melissa Hewitt - Queen Elizabeth II Petrolia P.S./L.C.C.V.I.

Jessica Wood – Riverview Central P.S. / W.D.S.S. Karen Slater - Sir John Moore P.S.

**Regrets:** Ruth Ann Dodman – Trustee, Jacqueline Dick - John McGregor S.S., Tracey Machan – N.C. I.V.S.,

Glenda Johnston – Queen Elizabeth II P.S. – Chatham, Nicole Hopper - Thamesville Area P.S. Marian McEwan – Chatham-Kent Public Health.

**Guests** – Ben Hazzard - Superintendent of Education and Mary Mancini – Superintendent of Education

Welcome and Introductions – PIC Co-Chair Melissa Hewitt

* Melissa welcomed everyone to the Parent Involvement Committee meeting.

Superintendent Mancini discussed De-streaming and Graduation rates

* The Ministry of Education is developing a plan to remove academic and applied courses (de-streaming) in Grade 9. There will be revised curriculum that meets the needs of all students and supports future education pathway options so that all students have an equal opportunity to succeed, thrive, and reach their full potential.
* Superintendent Mancini provided statistical data that supports the de-streaming process and shows the impact on Graduation rates.
* Ontario is the only province in Canada that separates students into academic and applied courses in grade 9. Most provinces begin course selection in Grade 10.
* Research shows that students benefit from learning in groups of students of varied abilities and interests in which teachers have high and appropriate expectations for all students and a clear understanding that all students can be successful.
* In 2017-2018 G.L.S.S. started offering single track Grade 9 academic Geography and Grade 9 academic French. Pass rates in both subjects remained at or above rates achieved prior to de-streaming. This aligns with the research stating that students benefit from learning in groups of students of varied abilities and interests in which teachers have high expectations for all students and clear understanding that all students can be successful.
* The Ministry has not released the rest of its implementation plan for de-streaming Grade 9 courses, however, many school boards across Ontario, including the L.K.D.S.B. have moved to end streaming by offering single track academic courses in Grade 9.

A question was asked about how a parent can express their opinion if they have concerns about the de-streaming process. Superintendent Mancini stated that parents are able to express their concerns with the L.K.D.S.B. and the Ministry as the Ministry is implanting this change. She indicated that this move is based on recent information and studies and that many schools have seen positive results since G.L.S.S. piloted.

Director Howitt said we would be interested in hearing from any parents who experienced the transition in 1994 so that we can close any gaps moving forward.

Superintendent Mancini spoke about assessment and evaluation

* Growing Success: Assessment, Evaluation and Reporting in Ontario Schools (2010) is the Ministry policy document that L.K.D.S.B. uses.
* Growing Success requires thirty percent (30%) of the final grade for secondary courses to be based on a final evaluation administered at, or towards the end of the course. The final evaluation should be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content.
* L.K.D.S.B. past practice has been that for all applied, academic, college, mixed and university level courses an exam was required final evaluation at the end of the course. We have shifted our practice and moved away from the traditional exam format (high-stakes, anxiety inducing, pencil and paper) as the sole type of final evaluation.
* This is now referred to as final evaluation.

A question was asked about our exam policy and if a student maintains a certain mark in a class, are they not required to write an exam? Superintendent Mancini explained that we used to have a past practice called demonstrated learning in Grade 9 and 10. This program is no longer in place.

Is the new final evaluation process a provincial or L.K.D.S.B. move? Superintendent Mancini indicated this has been a discussion for a number of years, trying to eliminate high anxiety, high stakes exams, one day, three hours pressure. Across the province, this has been changing, the final evaluation is designed to get the best out of our students. The L.K.D.S.B. as well as many other Boards are doing this. When Growing success was implement in 2010 this was permitted, it took us some time to review. Exams continue to be a part of the final evaluation. It is just not the only method of evaluation.

Director Howitt explained that University exams have changed since our time. Many are online and some courses no longer require stacks of books.

Re-engagement

* Superintendent Mancini explained how the Student Success team in our Secondary schools play a critical role in providing supports for all students to maintain engagement.
* Supports for engagement/re-engagement are based on individual student needs at differentiated levels.
	+ Tier 1 (good for all students)
	+ Tier 2 (good for students who are showing early signs of disengagement)
	+ Tier 3 (good for students who are disengaged or who have left school)

It was asked if de-streaming alone will bring the grad rates up? Superintendent Mancini said that there are a number of factors that determine our grad rates. We also saw the inability for students to graduate because they haven’t completed community hours. We are working to support all areas to improve our graduation rates. De-streaming is a good start.

In relation to our current situation, with two classes a day, Math is repetitious. Are we moving back to the old way?

Director Howitt indicated that the model we are using now is a result of COVID, cohorting and Medical Officers of Health direction. There is some significant lobbying right now to return to four classes semester two. This will need to be approved by the Medical Officers of Health. We expect a late decision the end of December. The issue is if there is a positive case, it is likely a whole grade would be required to isolate. Math is a concern because it’s too much content too quickly and not enough time to repeat. If permitted, we are looking at returning to a traditional model.

2022-2023 DRAFT school year calendar and Elementary assessment

Superintendent Hazzard spoke about Math and Reading programs in place for our elementary students. During the spring nine occasional teachers were hired to do reading assessments for 873 students in grades one to three. This summer the L.K.D.S.B. ran four summer learning camps, French, Primary Reading, Junior Math and Intermediate Math. 244 students participated from 46 schools.

During the fall 6519 students from Kindergarten to Grade 8 have been assessed in Math Diagnostic. As well 6124 students from Kindergarten to Grade 8 were assessed in Reading. Our results were positive, and we continue to support our students in these areas.

Superintendent Hazzard reviewed the 2022-2023 DRAFT school year calendar. He explained that this information is confidential. We are in the consultation phase. We will require final approval from the Ministry.

It was asked how students were selected for the summer learning programs? Superintendent Hazzard said the school level assisted with who would participate in consultation with parents.

How do parents get a reading assessment done for their child? Superintendent Hazzard said that parents should speak to their child’s teacher. He said we have a new program to administer the reading assessment and the teacher sits with the student and they read together.

Is there a way we can get the reading assessment results? Superintendent Hazzard said you can talk to the teacher or google Fountas and Pinnell for an explanation of the letter system.

Business Arising from the Meeting of May 10, 2021

There were four items to follow up on from the October 4 meeting.

* Stacey confirmed the School Climate survey was sent to PIC members October 19.
* Superintendent Mancini addressed the questions about exams/mid-terms during her presentation
* PIC members were asked to bring forward any suggestions for a Spring PIC event
	+ Stacey to share Ted talk video with PIC committee to review and include rates. Feedback before November 19. We are looking to run this the end of April.
* Director Howitt explained the reason for various types of platforms. The Board supports three platforms; D2L, google classroom, sea-saw. It is possible that a classroom teacher and a Prep provider use different platforms. Ben explained there are different tools used for a specific purpose like reading tools, etc. Raz-kids, “Je lis” for French reading. Superintendent Mancini said google classroom and D2L brightspace are the two approved platforms and they could both be used by the same teacher. One is a delivery method and the other is a communication centre.

There were no concerns with the minutes from October 4, 2021.

**Director’s Update**

We have received approval to purchase the land in Forest for the K-12 school. This has been a couple years in the making. We can now move into the design phase which involves consultation. Once design phase is complete, designs are brought to trustees for approval and then a tender goes out. Hopefully this can occur by the fall. It will likely be about a two-year process.

Inclement weather memo

* When the buses do not run in secondary, secondary schools will be closed and classes would pivot to remote learning. This allows for learning to continue. Our attendance is exceedingly poor on no bus days. This is not the case in Elementary, JK-8 schools remain open to students on no bus days.

School Climate Survey October 12-29, 2021

* parent feedback was greater than last time.

Demographic Student Census

* We are required by Ministry to have census data. This is just a heads up that it will be coming. We will have a presentation at our February meeting. There are a set of questions we are required to ask but we can add our own. This is voluntary for all students. Kindergarten to Grade 8 can do it with their parents, secondary students can do this on their own. There are some sensitive questions asked.

Secondary School semester two timetable – John spoke to this during Mary’s presentation.

PRO Grant

* Stacey notified the group that there were three application requests so far. Communication was sent to Principals October 12 to share with their parent councils. The deadline for applications is November 15. Following that deadline Stacey will send the application requests to the sub-committee members to review. The sub-committee will share comments and meet if required. Schools will be notified before November 30 regarding the status of their application.

Other Business/Future Agenda Items

Future Meeting Dates

* May 16

Next Meeting

* February 7, 2022 at 6:30 pm via Teams Adjournment: 8:07 pm

Stacey Elson, Recording Secretary