



REGULAR BOARD MEETING AGENDA
PUBLIC SESSION

TUESDAY, JUNE 23, 2020
7:00 p.m.

A

Via Zoom at (password LKDSB)

https://us02web.zoom.us/webinar/register/WN_HC4Cs7WeQliAuBQpZmVNWw

By order of the Ontario Minister of Education, all public schools are closed from March 14 through to June 30 in response to the emergence of COVID-19. This includes the Education Centres. The Ministry of Education and the Government of Ontario has introduced new legislation allowing for Board Meetings to occur electronically. Regulation 463/97 was amended by Regulation 42/20, and removes the requirement for any persons to be physically present at electronic meetings if all schools have been closed by the Minister, the Medical Officer of Health or Cabinet.

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<u>Recommendation</u>	
“That the Board award the tender to the successful bidder, for Roof Replacement at Harwich Raleigh Public School, subject to the tender being within the Total Project Budget.”	

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| c) Tender Award –Roof Guard Installations – All Locations
Public School
<u>Recommendation</u> | Superintendent McKay
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| “That the Board award the tender to the successful bidder, for Roof Guard Rail Installation at all Board locations, subject to the tender being within the Total Project Budget. If the tender exceeds the Total Project Estimate the number of locations for installation shall be adjusted to remain within budget.” | | |
| 13. Reports for Board Information | | |
| a) Special Education Advisory Committee Report | Trustee Barnes
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| 14. Correspondence | | |
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| 16. Trustee Questions | | |
| 17. Notices of Motion | | |
| 18. Future Agenda Items | | |
| 19. Announcements | | |
| a) The next Regular Board Meeting will be held on Tuesday, September 8, 2020 @ 7:00 p.m. electronically. | | |
| 20. Adjournment | | |

PRESENT:

Trustees: Chair Jane Bryce, Janet Barnes, Ruth Ann Dodman, Dave Douglas, Jack Fletcher, Brittany Jenkins, Scott McKinlay, Lareina Rising (Acting Vice-Chair)

Staff: Director of Education John Howitt, Superintendent of Business Brian McKay
Superintendents of Education Angie Barrese, Gary Girardi, Ben Hazzard,
Helen Lane, Mary Mancini and Mark Sherman and Public Relations Officer
Heather Hughes

Student Trustees: Aurora Bressette and Simon Harris

Regrets: Vice-Chair Randy Campbell and Trustees Greg Agar and Derek Robertson

Absent: Student Trustee Byren Newcombe

Recording Secretary: Trish Johnston, Executive Assistant and Communications Officer

Call to Order: Chair Bryce called the meeting to order at 7:00 p.m. Trustee Rising served as Vice-Chair for the meeting.

Chair Bryce explained that the Board Meeting was being held via teleconference which was allowed because the Ministry of Education and the Government of Ontario introduced new legislation allowing for Board Meetings to occur electronically. Regulation 463/97 was amended by Regulation 42/20 and removes the requirement for any persons to be physically present at electronic meetings if all schools have been closed by the Minister, the Medical Officer of Health or Cabinet.

Chair Bryce explained the voting process for the electronic meeting.

Chair Bryce read the Traditional Territorial Acknowledgement.

#2020-85
Approval of the Agenda

Moved by Brittany Jenkins, seconded by Jack Fletcher,

“That the Agenda for the Regular Board Meeting of June 9, 2020 be approved.”

CARRIED.

Declaration of Conflict of Interest

None

#2020-86
Approval of the Minutes
May/26/2020

Moved by Jack Fletcher, seconded by Janet Barnes,

“That the Board approve the Minutes of the Regular Board Meeting of May 26, 2020.”

CARRIED.

#2020-87
Approval of the Minutes
June/4/2020

Moved by Ruth Ann Dodman, seconded by Janet Barnes,

“That the Board approve the Minutes of the Special Board Meeting of June 4, 2020.”

CARRIED.

Business Arising

None

#2020-88
Action of the Regular
Board Private Session be
the Action of the Board

Moved by Lareina Rising, seconded by Scott McKinlay,

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

CARRIED.

Presentations: Trustee Rising commented on the excellent student art pieces submitted and what an honour it was to choose the pieces of art for the Board to lease. The

student art will be displayed in the Chatham Board Office for the 2020/2021 school year. Trustee Rising presented the three pieces of art selected on behalf of the students:

- Kate Murphy's piece called *Fallen* (Wallaceburg District Secondary School)
- Paige Ellis's piece called *What a wonderful phrase*" (Blenheim District High School)
- Maria Alfaro's untitled piece (Tilbury District High School)

Chair Bryce commented on the beauty of the pieces, the talents of the students and the support provided by the art teachers. Director Howitt congratulated the students for their work and recognized the staff contributions. He noted that this is an example of learning continuing during the school closures. He advised that the cheques for leasing the artwork would be mailed to the students this year.

Delegations:

None

Questions from the Public

Chair Bryce advised that members of the public may submit questions they wish to have asked at the Board Meeting by noon on the day of the meeting via email to trish.johnston@lkdsb.net. The Chair or a member of Senior Administration will answer the question at the Board Meeting if the information is immediately available or a written reply will be sent following the meeting.

The following questions were received by noon on June 9, 2020.

Question from Michele LaLonge-Davey, President CUPE 1238

CUPE 1238 has recently been on a CUPE Education Worker zoom session and have heard from locals across Southwestern Ontario and learned that some School Board meetings take place live stream/video. Will there be consideration for the LKDSB to hold the board meetings during COVID 19 on this platform? Or until a time when we can all meet again in person?

Answer Director Howitt

Direct Howitt confirmed that Administration has been investigating this option. There are some issues with Trustee bandwidth capabilities that Administration is looking to find solutions for that would allow everyone to participate.

Chris White submitted questions on behalf of the French Immersion Parent Group at Harwich Raleigh Public School, Blenheim. Since it is a group, the number of questions submitted was consistent with the LKDSB By-laws.

Question

Aside from the cost savings for the school board, how does a triple split actually benefit students?

Answer Director Howitt

The LKDSB's limited resources set the number of teachers to be assigned to schools across the Board. The Board is fiscally responsible to staff schools in the most effective way to ensure that student talents and abilities are taken into account during teaching and the learning.

Question

How will the triple-split teachers be able to teach three grades and effectively prepare the Grade 6 students for EQAO testing?

Answer Direct Howitt

Teachers teach the curriculum and the EQAO testing flows out of there. The Grade 6 assessment draws on the learning across the junior division (Grades

4, 5, and 6). The overall expectation is that the curriculum is personalized to meet student needs. Program staff support teachers with lesson planning.

Question

How will the home room teacher or prep provider be able to timetable his or her class when the subject time guidelines differ between the junior and intermediate levels?

Answer Director Howitt

In French Immersion, the subject time guidelines are the same from Grade 3 to Grade 8. The number of minutes per subject taught in French and the number of minutes per subject taught in English are the same. This is not an issue.

Question:

What is the Teacher's unions position regarding triple split classes?

Answer Director Howitt.

Members of ETFO, the elementary teachers' union, sit at the LKDSB central staffing table and they are aware of the staff available to allocate throughout the system. As we work through the staffing process, Administration must meet the Collective Agreement and the provincial class size requirements.

Question:

How many triple split classes are being proposed for the Lambton Kent School Board for 2020/2021? At what school and what grades?

Answer Director Howitt

One Grade 4, 5, 6 class and one Grade 6,7,8 class, French Immersion, at Harwich Raleigh Public School are proposed for 2020/2021.

One Grade 4, 5, 6 French Immersion class at High Park Public School is proposed for 2020/2021.

One Grade 1, 2, 3 English class at Zone Central Public School is proposed for 2020/2021.

Question:

How many triple split classes were run in 2019 2020?

At what school and what grades. What were the children's outcomes in those classes compared to their peers in single grade classes or double splits? – no grade difference

Answer Director Howitt:

In studies measuring academic achievement, students in classes of combined grades were found to perform as well as students in single grade classes. (Ontario Ministry of Education, 2007)

For the 2019/2020 school year, there was one Grade 2, 3, 4 and one Grade 4, 5, 6 English class at Aberarder Central School.

Question:

Does the Board have data on how student performance is affected when a child is placed in a triple split vs a single grade? Is the performance better or worse? Do the children in higher placed grades do better or worse than the children in the lower place grades?

Answer Director Howitt:

Ministry research has found in studies measuring academic achievement, students in classes of combined grades were found to perform as well as students in single-grade classes. (Ontario Ministry of Education, 2007)

Question:

Are there other options that would allow the schools to not have to run triple splits? What do these look like?

Answer Director Howitt:

The combined classes are based on April enrolment numbers. Enrolment data is looked at again in June and again in September. Other options would involve taking staff from other schools to eliminate a triple grade at one school and creating one at another school. He confirmed that due to enrolment, smaller schools and smaller programs are where triple combined classes have run. This is a result of class size caps.

Question:

What is the Ministry of Education's position on triple split grades?

Answer Director Howitt:

Combined classes have a lot of benefits for students like socio-emotional and leadership opportunities. Academically, the data does not show a difference.

Question:

What is the maximum number of kids that can be in a grade 4 class a grade 5 class, a grade 6 class, a grade 7 class, a grade 8 class? Do these caps change if the class is a double or trip split?

Answer Director Howitt:

Grade 3/4 classes have a hard cap of 23 students.

The Board wide average class size for Grades 4 to 8 is 24.5. There are no hard cap class sizes on individual classes for Grades 4 to 8, just the entire Board class organization must be at 24.5.

Question:

Given that we are concerned about triple splits what about quadruple splits, is this something that could occur?

Answer Director Howitt:

The LKDSB has never had a quadruple split and does not foresee it happening.

Question:

Does the Board have an official position or policy on triple splits?

Answer Director Howitt:

There is no official policy about combined grades in classrooms. The Ministry and collective agreements determine class sizes.

Question:

What about the "gifted" children in the class? What will be done so that they are not bored and are being constantly challenged and learning? What about the children with IEP? What will be done to ensure that they don't fall behind?

Answer Director Howitt:

The Ministry of Education data does not demonstrate that it is the case. Staff design personalized learning plans for students. The mixing of students with different abilities is not detrimental to their academic success.

Question:

The LKDSB's vision statement is Student Achievement/ Community success. How does combining these grades for French children result in their achievement or facilitate community success?

Answer Director Howitt:

Success is about meeting the learning needs of a student in a broad range of areas. Combined grades are also needed to ensure local programming is accessible in our communities. There are many socio-emotional benefits for students who are in classes with students of various ages. Being able to connect and learn from older students benefits the students and reflects the reality in the work force.

#2020-89
Policy and Regulations –
*Advertising on School
Board Property*
Report B-20-58

Moved by Janet Barnes, seconded by Brittany Jenkins,

“That the Board approve the revised regulations on *Advertising on School Board Property*.”

Trustee Fletcher departed from the Meeting.

Director Howitt advised that the LKDSB policy and regulations on *Advertising on School Board Property* have been updated to provide further clarification regarding advertising that supports classroom curriculum or extra-curricular activities – school sports teams, clubs, drama performances. He noted that there are very strict guidelines on the size of advertising on clothing. Director Howitt confirmed that the principal would handle it at the school level in consultation with the Superintendent.

CARRIED.

#2020-90
Tender Award – Partial
Reroofing at Great Lakes
Secondary School
Report B-20-59

Moved by Lareina Rising, seconded by Brittany Jenkins,

“That the Board award the tender to the successful bidder, Agri-Urban Building Inc. for the partial reroofing at Great Lakes Secondary School.”

Superintendent McKay reported on the tender opening. The total cost of the project is \$2,095,254.90 and it will be covered by the School Condition Improvement Funding.

CARRIED.

#2020-91
Tender Award –
Site Work for Portable
Classrooms – Rosedale
Public School
Report B-20-60

Moved by Scott McKinlay, seconded by Brittany Jenkins,

“That the Board award the tender to the successful bidder, Elric Contractors of Wallaceburg Inc. for site work for portable classrooms at Rosedale Public School.”

Superintendent McKay reported on the tender opening for site work for a portable classroom and paving. The total cost of the project is \$251,104.73 and will be covered by School Renewal Funding.

CARRIED.

Elementary Teacher/Board
Communications
Committee Report
Report B-20-61

Chair Bryce reported on the May 23, 2020 Elementary Teacher/Board Communications Committee Meeting. Members discussed the LKDSB Attendance Support Program, the LKDSB Equity and Inclusive Education Policy, completion of report cards, the new student achievement reporting system called ASPEN, Board communications and teacher access to classrooms.

Indigenous Liaison
Committee Report
Report B-20-62

Trustee Rising reported on the May 20, 2020 Indigenous Liaison Committee Meeting held via teleconference. They are looking at other options for the next meeting. Connectivity is a challenge. Communities are finding the same thing for their students. Kettle and Stony Point First Nation is working to make pen and paper packages available for students and taking steps to get them connected online. Aamjiwnaang First Nation is reaching out to students to get them access to online courses, doing wellness checks and providing land based activities. Eelūnaapéewi Lahkéewiit (Delaware Nation) has gone above and beyond to ensure that the community’s needs are being met. There is limited

	<p>access to the community. Chromebooks and LTE-iPads went out to students who experienced difficulty with connectivity. Trustee Rising advised that she had shared the LKDSB Strategic Priorities with the ILC members and commented on the plans to work with the communities to come up with implementation plans.</p>
<p>Special Education Advisory Committee Report Report B-20-63</p>	<p>Trustee Barnes reported on the May 21, 2020 meeting of the Special Education Advisory Committee that was held via teleconference. Members of the LKDSB Vision Team, Enrichment/Reading Support Team and Special Education Department provided updates. The review of the Special Education Plan continued.</p>
<p>LKDSB Capital Plan 2020 Report B-20-64</p>	<p>Director Howitt thanked the Administrative team for the development of the annual Capital Plan. He advised that an invitation was sent to community partners inviting them to provide data about their agencies for consideration as Administration developed the Capital Plan for 2020. He commented on the agencies that expressed interest. Superintendent Sherman explained that the Capital Plan is the flipside of the Pupil Accommodation Report from October 2019 where the focus was on student enrolment and its relationship to the buildings housing the students. The Capital Plan focuses on the state of physical readiness of the building to house staff and students in the process of providing quality instruction, and of the broader use of facilities. He outlined the structure of the report and the information contained in it. It includes the history of closed schools from 1998, current partnerships, community use of schools, demographics, enrolment, facility condition index information, closed classrooms and funding. Chair Bryce thanked Administration for the extensive report and encouraged community partners to visit the LKDSB website to review the entire report.</p>
<p>LKDSB Strategic Priorities Graphic Report B-20-65</p>	<p>Director Howitt advised that Administration is continuing to progress towards implementation of the Strategic Priorities for September. He presented the graphic representation of the new Strategic Priorities and advised that a new webpage has been created and includes the graphic. The priorities flow from one to another in the graphic representing the fact that one priority is not more important than the other and that they are all connected. It will be represented on the Operational Plan as well. Members of Senior Administration spent two hours with the facilitator doing a post COVID 19 review of the Strategic Priorities and it was determined that the priorities are still appropriate.</p> <p>Director Howitt advised that Administration is launching a Thoughtexchange survey on June 10 to gather input from all the LKDSB stakeholders on how to meaningfully implement the new Strategic Priorities. It will run from June 10 to 19, 2020. The LKDSB invites all its partners to provide their input. A media release will be issued, and emails sent to students, parent/guardians, staff, community members on Board standing committees as well as other LKDSB partners. Chair Bryce noted the link to the Capital Plan cover page and the work of Public Relations Officer Hughes.</p>
<p>LKDSB Staff Supported Student Learning during COVID-19 School Closures Report B-20-66</p>	<p>Director Howitt updated Trustees on the ways the LKDSB staff are working to facilitate staff supported learning for students remotely on every level. Early reports of the student pick up of belongs is going really well and he encouraged families to sign up if they have not yet done so.</p> <p>Communications</p> <ul style="list-style-type: none"> • Launched a Thoughtexchange Survey to obtain feedback from students in Grades 7 to 12 on the continuity of learning. 1,123 students participated. Lack of motivation for various reasons was a common thought shared. Many students are thriving and enjoying the experience. Students are missing their friends. Staff are missing

students.

- Communicated the Minister's announcement regarding schools remaining closed until June 30 to the LKDSB community.
- The Staff Weekly Newsletter has been well received.
- Continue to use the LKDSB website, school websites, School Messenger, Twitter and email to share important information in a timely manner continues.
- All of the communications can be found at <https://www.lkdsb.net/Board/Community/PublicHealth/Pages/default.aspx#/=>
- The LKDSB Emergency Response Committee continues to meet.
- The Equitable and Inclusive Education Discussion Group continues to meet weekly.
- Protocols to access schools to retrieve student belongs was communicated to families.

Elementary Education

- Elementary Continuity of Learning Committee continues to meet.
- Elementary teachers are reaching out to each family to find their preferences for Phase 3: Remote Learning and this will be used to provide learning that meets students' needs.
- Elementary Office Hours continue to be well attended by teachers and Early Childhood Educators.
- Short teacher tip videos are being posted on social media platforms to provide ideas for educators that they can use with their students.
- Elementary principals meet twice each week to share ideas that are working well, and learn from other LKDSB staff like Information Technology, Special Education and Program.
- Continuing to work with our First Nation Partners to support students in various ways.
- Protocol for families to access schools to obtain students' personal belongs has been communicated. Sign up process is going well. Families will access the schools starting June 8.

Secondary Education

- Secondary schools are continuing to honour graduating students in creative ways – engaging with graduating students to honour student voice in the process
- Grade 8 to 9 transition opportunities continue to build enthusiasm for moving to high school - students and families are highly engaged
- Secondary teachers continue to provide live, interactive learning opportunities for students
- Protocol for students to retrieve personal belongings has been communicated. Sign up process is going well. Students and families will access schools beginning June 8.
- Continue to work with English Language Learners and work with First Nations Partners to support student needs.
- Graduating students are feeling a sense of loss because they did not know when they left school on March 13 that they would not be returning to school before the end of the year.
- We value student input and are acting on this feedback! Teachers have been asked to post a weekly plan of activity for each course so students can schedule their week. Many teachers are surveying their students regularly to gauge how long it is taking students to complete assignments and tasks in their courses, and they are adjusting the

workload in response to student input. Also, teachers and support staff are providing student support through office hours, email and phone calls. Students are encouraged to reach out to teachers, guidance counsellors or Principals if they need additional support. And finally, school staff are working diligently to find creative ways to celebrate the accomplishments of graduating students. Graduating students should not be disadvantaged because of the COVID-19 Pandemic.

Supporting Exceptional Students

- The revised Identify, Placement and Review Committee (IPRC) process is progressing well.
- The Preschool Intake Process is in progress to welcome our new Full Day Kindergarten (FDK) students to the LKDSB.
- Transition planning to support Grade 8 students moving to secondary school continues.

Mental Health Supports

- LKDSB Mental Health Leader and Manager of Psychology are being trained on the newest provincial suicide protocol.

Distribution of Devices to Students

- Phase 3 of distribution of devices to students planned.
- Non-graduating students will retain their electronic devices to access summer learning programs.

Director Howitt noted that the LKDSB has the highest registration in summer learning programs it has every experienced. There are 1,300 secondary students registered, 55% of which are LKDSB students. He commented on the work of Superintendent Sherman and Principal Wiersma to get the information out to students. Director Howitt noted that the devices that were lent to students will only be collected from graduating students. All other students will keep their devices to support summer learning. In September there will likely be a need for students to be able to pivot from face to face learning to online learning. The Ministry hopes to have draft September protocols to Directors by June 12 for review and input with the goal of releasing the final protocols by the end of June. LKDSB Administration is working on contingency plans for September

LKDSB 2020/2021 Budget Development Update Report B-20-67

Superintendent McKay explained that normally at this time of the year, the Board is asked to approve the budget for the following school year. He advised that the Ministry of Education has not yet released the Grants for Student Needs (GSN) information to school boards. Administration needs this data to develop the LKDSB budget for the 2020/2021 school year. School boards are required to pass a balanced budget annually by June 30. The Ministry has advised that the approval date has been pushed back to August. The Ministry has indicated that budgets for the upcoming school year will be similar to the current school year. Administration is preparing preliminary budget information on this assumption but will bring confirmed budget information to Trustees as soon as it becomes available. The Ministry has indicated that information will be released soon. Superintendent McKay anticipates needing Chair Bryce to call a Special Board Meeting to approve the 2020/2021 school year budget before September.

Announcements

The next Regular Board Meeting will be held electronically on Tuesday, June 23, 2020, at 7:00 p.m.

Adjournment

There being no further business of the Board, Chair Bryce declared the Meeting adjourned at 8:15 p.m.

Triple Split FI at Harwich Raleigh

Is this really the best for the children?

Executive Summary

- Combined group of parents that are opposed to the triple split French Immersion class at Harwich Raleigh Public School
- Concerns about the development, growth, safety, security of the children
- Concerns about the teachers ability to facilitate proper education to such a wide ranging age group
- Alternative Solutions

LKDSB Vision

LKDSB vision statement is student achievement/ community success – how does combination these grades for FI children result in their achievement or facilitate community success?

- Offering a second language for children to learn is a beneficial experience for these children – by implementing a triple split you are making that option less appealing to most parents and there by excluding children who would have greatly benefited.



STRATEGIC PRIORITIES
2020/21 - 2025/26

VISION
Our Students - Shaping Our World

MISSION
Fostering Success for Every Student Every Day

Lambton Kent District School Board
Student Achievement Community Success

Combined Parents Voice

- Represent over half of the 170 FI families at Harwich Raleigh Public School
- We are aligned in our ask – no triple split classes
 - Have streamlined our approach and combined our delegation into 1 presentation to the board
 - 1 presentation 80+ voices

What do we want

No triple split classrooms!

- Not ideal environment for children to learn
 - If it was then why not have them everywhere instead of a cost saving measure?
- Varied levels of maturity can cause social anxiety and stress
- Not ideal teaching environment for the teachers
 - Did the teacher's union agree to this?
- Current numbers at Harwich Raleigh don't necessitate a triple split
- Post pandemic world - what does the triple split class look like?

Triple Split vs. Child benefit

- During board meeting it was stated that triple split is beneficial – what is the source of this data?
 - If the board truly believes that the triple split is beneficial then why does it not do it as a standard? Why is it just an exception?
- We have spoken to member of the teacher's union and our understanding is that they are not in favor of triple splits
- What about exceptional children? What will be done to ensure their needs are met

Social Dynamic of Multiple Ages

- How is the issue of Bullying going to be addressed?
 - What protocols/ precautions will be implement
 - This school has had numerous issues with bullying in the past that were not dealt with ideally
 - What assurance can the board give us that there will not be repeat of horrific bullying cases?

Setting Teachers up for Success

- How is asking a teacher to teach 3 different grades levels setting them up for success?
 - How do we ensure that children at either end of the intelligence spectrum are given the same fairness of education
 - Have other alternatives been considered?
 - Having French teachers teach French courses and English teachers teaching English courses – allowing shared resources between FI & English Programs

Seeking Resolution

Ask that Administration create a policy for staffing schools that avoids triple split grade classes.

Suggestion for Resolution:

Whereas class size caps and Board funding create pressures for school boards to seek out means that are not in the best interests of students;

And whereas Provincial funding allocations force school boards to allocate funding for teachers in programs that forces the school board to create triple split grade classes;

And whereas the Lambton-Kent District School Board wishes to foster success for each student in both its English and French Immersion programs;

Now therefore be it resolved that the Lambton-Kent District School Board:

Does not support the use of triple split grade classes to educate students;

Requests that the Province of Ontario provide the necessary amount of funding to ensure that students are not forced to have their educational opportunities diminished by being placed in triple split grade classes;

That teachers are provided the opportunity to dedicate their resources to no more than 2 grades in a class; and,

That this resolution be sent to the Premier for Province of Ontario, the Minister of Education for Ontario and Member of Parliament, Chatham-Kent-Leamington.

What does triple split look like in Covid world?

- What precautions; policies and procedures will the board I implement to ensure safety and security of the children?
- How does combining children ensure this?

Summary

- Do the right thing
- Choose the best option for the children; for the teachers; for the school community as a whole
- Utilize other options to maximum the resources we have to promote French learning in a non-triple split class
- Do not implement triple splits at Harwich Raleigh

**BOARD REPORT
REGULAR BOARD, PUBLIC SESSION**

REPORT NO: B-20-73

Memorandum To: John Howitt, Director of Education

FROM: Brian McKay, Superintendent of Business

DATE: June 23, 2020

SUBJECT: Tender Award – Roof Replacement – Harwich Raleigh Public School

A tender bid package is currently open to qualified bidders for the Roof Replacement at Harwich Raleigh Public School. The tender closes on June 25, 2020.

Below is a Project Summary indicating an estimate provided by the architect, ROA Studio Inc.:

Tendered Base Bid: Roof replacement (flashing replacement; abatement; disposal & install of new roof)

PROJECT SUMMARY	Estimate
Project Total Estimate (nic h.s.t.)	1,051,695.00
Design Fees Estimate	18,650.00
Project Market Conditions Estimate, 15% (nic h.s.t.)	160,551.75
Net HST Estimate	26,587.38
Total Project Estimate:	1,257,484.13
Budget Funding: - School Condition Improvement	1,257,484.13
<i>(due to current market conditions and pandemic, the Total Project Estimate may be higher by 10-15%)</i>	
Total Project Budget:	\$ 1,257,484.13

Recommendation:

“That the Board award the tender to the successful bidder, for Roof Replacement at Harwich Raleigh Public School, subject to the tender being within the Total Project Budget.”

**BOARD REPORT
REGULAR BOARD, PUBLIC SESSION**

REPORT NO: B-20-74

Memorandum To: John Howitt, Director of Education

FROM: Brian McKay, Superintendent of Business

DATE: June 23, 2020

SUBJECT: Tender Award – Roof Guard Rail Installation – all locations

A tender bid package is currently open to qualified bidders for Roof Guard Rail Installation at all Board locations. The tender closes on July 6, 2020.

Below is a Project Summary indicating an estimate based on a cost per linear foot of \$68.72:

Tendered Base Bid: Roof guard rail installation

PROJECT SUMMARY	Estimate
Project Total Estimate (nic h.s.t.)	1,123,778.16
Project Market Conditions Estimate, 10% (nic h.s.t.)	112,377.82
Design Fees Estimate	n/a
Net HST Estimate	26,700.98
Total Project Estimate:	1,262,856.96
Budget Funding:	
- School Condition Improvement	1,262,856.96
<i>(due to current market conditions and pandemic, the Total Project Estimate may be higher by 10%)</i>	
Total Project Budget:	\$ 1,262,856.96

Recommendation:

“That the Board award the tender to the successful bidder, for Roof Guard Rail Installation at all Board locations, subject to the tender being within the Total Project Budget. If the tender exceeds the Total Project Estimate the number of locations for installation shall be adjusted to remain within budget.”

**REPORT TO THE BOARD
REGULAR BOARD, PUBLIC SESSION**

REPORT NO: B-20-75

FROM: Janet Barnes, Trustee and Vice-Chair of the Special Education Advisory Committee

DATE: June 23, 2020

SUBJECT: SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) MEETING SUMMARY

The Special Education Advisory Committee of the Lambton Kent District School Board met via teleconference on June 11, 2020. Following is a report of the activities of the meeting:

Business Arising from the Minutes

There was no business arising from the Minutes of May 21, 2020.

Assistive Technology Team Update

Jeff Brosh, Joeleen DeGurse-MacDonald, Paul Gilbert, Brian Jubenville and Stephanie Konstantinou, Assistive Technology Resource Teachers for the Board, outlined initiatives they have been working on to support staff, students and families during the school closure. The Team created a website (<https://sites.google.com/lkdsb.com/assistivetechology>), as well as an unlisted YouTube Channel, to provide information and resources for staff, students and families. The Assistive Technology Team has been collaborating with the Program Department and other Special Education Itinerant Teams to provide support and will continue to expand their offerings and extend their support during the school closure.

Special Education Department Update

Superintendent Barrese informed SEAC that Ministry funding for summer programs is anticipated and will focus on supporting students with exceptional needs; supporting mental wellbeing; supporting student transitions into/between/from school; and, supporting students with autism.

The System Coordinator of Special Education, Sandra Perkins, said that the department's Itinerant Teams are participating in a Carousel of Learning to provide an overview of best practices their respective Teams have in place to support staff, students and families. As well, the Mental Health Team has created a Twitter page to highlight good news stories about the amazing things happening in schools.

Special Education Plan Items to Be Reviewed

The System Coordinator of Special Education explained that Appendix 1.1 outlines the changes to the various Sections and Appendices of the Special Education Plan presented to SEAC this school year. Trustee Janet Barnes Moved, Julia MacKellar Seconded that "*All updates to the 2020 Special Education Plan presented at the SEAC Meetings held on January 16, April 30, May 21, and June 11, 2020 be approved.*". All of the members voted in favour of the Motion, so the Board's Special Education Plan Checklist will be submitted to the Ministry of Education.

Correspondence

A letter dated June 8, 2020, from the Halton Catholic District School Board, was received regarding the Minister's Advisory Council for Special Education (MACSE). The Committee had already submitted a letter to the Ministry on this matter, so they opted not to take any further action at this time.

Next Regular Meeting

Thursday, September 17, 2020, *TBD Whether This Can Be Held In-Person or Via Teleconference* 6:00 p.m.
Rose Gallaway, SEAC Chair

FROM: John Howitt, Director of Education

DATE: June 23, 2020

SUBJECT: LKDSB Staff Supported Student Learning during COVID-19 School Closures

As the 2019/2020 school year comes to an end, I wanted to share with Trustees some of the creative ways our school staff have celebrated or are planning to celebrate student accomplishments and the school year end.

Elementary Year End Summary

Grade 8 Celebrations:

Across the Lambton Kent District School Board, schools have been commemorating Grade 8 students in a variety of ways. Some schools are broadcasting a live stream of the graduation ceremonies. Many schools are sharing a pre-recorded graduation ceremony. These ceremonies included a slideshow highlighting the students, valedictorian address, student awards and recognition, and comments from school staff.

All schools are sharing mementos of the student's achievement including:

- Yearbooks
- T-shirt / sweatshirt
- Lawn signs
- Small gifts
- Cupcakes
- Certificates

Welcoming New to Kindergarten Students:

- Schools are also welcoming new students to Kindergarten in a variety of ways.
- Schools have created transition books that were made in paper and mailed to families. These books showcased the Kindergarten classroom, pick up/drop offs, and introducing the Kindergarten teaching team. Others created digital books that were electronically shared with families.
- Some schools made individual phone calls to families from the teacher or ECE. Others set up online classrooms in seesaw to communicate with student families entering JK in Sept 2020
- Other schools hosted an online Google meet with families to share information. Video segments showcased the Kindergarten classroom, pick up/drop offs, and introducing the Kindergarten teaching team.

Secondary Year End Summary

Graduation/Commencement ceremonies

Most schools have rescheduled graduation/commencement ceremonies to Fall or Winter 2020. One school is hosting a virtual graduation in June.

How are schools celebrating graduating students?

- Grade Google Classrooms and Google Meets to build spirit and student voice
- Class of 2020 lawn signs as well as other items (trees, congratulatory cards, grad gowns, grad caps, cookies) delivered to student homes by school staff
- Honouring grads through radio and newspaper ads
- Grad video messages

Other events hosted by schools

- Virtual Athletic Banquets
- Virtual Arts Council Banquets
- Virtual Relay for Life
- Spirit Week Videos
- Random Acts of Kindness

Keeping in touch with graduating students

Normally graduating students would lose access to their lkdsb student email account upon graduation. To facilitate ongoing communication with our graduates for fall events and updates we are pleased to be able to keep the email accounts active until December 2020. Thank you to the IT Department for facilitating this.

Schools supporting the Grade 8 -9 Transition

The move from grade 8 – 9 is an important transition for our students. Schools have been creative in providing a variety of opportunities for incoming Grade 9 students to become familiar with their new high school setting. Schools have created Google Classrooms for incoming students which include informational and welcoming videos, video tours of the school, scavenger hunts and what to expect in high school. IPRCs and Transition meetings have been held virtually for incoming Grade 9 students. Student Success Teams have met with elementary feeder schools.

I would like to thank and commend all the LKDSB staff for making these experiences meaningful for students and their families.

Summer Learning

Elementary Programs:

Summer Learning Program through CODE

- Grade 5 to 6 audience
- Online learning - synchronous
- Small groups 5 or 6 students to one teacher.

Secondary Programs:

A wide variety (14 in number) of summer programs – expanded as per regular practice and Ministry of Education direction, including:

- a) Summer eLearning (1300+ registrants) – 4 week 110 hour model.
- b) Summer Co-op with actual work placements and monitoring (50+)
- c) Summer Virtual Co-op for those SHSM students primarily involved in Health and Welfare where placements may be problematic currently.
- d) Course Upgrade eCourse – 55 hours, students blended into Regular Summer eLearning sections
- e) Credit Recovery eCourse – basing on Grade 9/10 core courses and working from a Student Success teacher focus. 4 week 55 hour model.
- f) Summer Dual Credit courses – still running with one College partner. (Lambton College).
- g) International Languages (Elementary) – one summer class running virtually in Chatham.
- h) Horticultural Co-op Program Pilot – based partially online and hands-on projects that allow for social distancing and the use of PPE.
- i) Various Adult and Continuing Education programs including:
Literacy and Basic Skills (LBS), Support for Credit Granting (Indigenous learner focus), and non-credit English Second Language (ESL) Class (if face to face is allowed).
- j) Summer eLearning for non-resident International Students previously registered with the LKDSB.

- k) Possible August – Secondary Summer Learning Program – to run in August 10 to 28, 12 days at 3 hours/day. To address return to school readiness and gap closing. Possible link to “Learning outside the School Day” structure.
- l) Possible small group/school based, week long camps for girls or Indigenous students in skilled trades – depending on the government releases with respect to whether face-to-face learning allowed come July.

Child Care – School Based

- o The government announced that childcare centres would be able to begin reopening throughout the province on June 12 including centres located on school property.
- o The LKDSB, through CLASS (Chatham-Kent Lambton Administrative School Services) Shared School Services, is working with local childcare providers to coordinate the reopening.
- o School boards are required to continue to not charge any accommodation costs during the summer months. As of September, when the new school year begins, school boards may resume charging accommodation costs.