

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 Lahkéwiit (Delaware Nation) has gone above and beyond to ensure that the community's needs are being met. There is limited 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.

Special Education
Advisory Committee
Report
Report B-20-63

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.

LKDSB Capital Plan 2020
Report B-20-64

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.

LKDSB Strategic Priorities
Graphic
Report B-20-65

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.

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

LKDSB Staff Supported
Student Learning during
COVID-19 School
Closures
Report B-20-66

partners. Chair Bryce noted the link to the Capital Plan cover page and the work of Public Relations Officer Hughes.

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.

Communications

- 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

(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.

Chair of the Board

Director of Education and
Secretary of the Board