

REGULAR BOARD MEETING AGENDA
PUBLIC SESSION

TUESDAY, MAY 24, 2022
7:00 p.m.

Sarnia Education Centre
200 Wellington Street
Sarnia, ON
and Via Microsoft Teams

A

Page Reference

1. Call to Order		
2. Approval of Agenda		
3. Traditional Territorial Acknowledgement		
4. Declaration of Conflict of Interest		
5. Approval of the Minutes of:		
a) May 10, 2022 Regular Board Meeting		3
6. Business Arising from the Minutes		
7. Motions Emanating from the Regular Board Private Session		
8. Motion that the Actions of the Regular Board Private Session be the Action of the Board.		
9. Presentations:		
a) Supervised Alternative Learning Program		
10. Delegations		
11. Questions from the Public		
12. Reports for Board Action:		
a) LKDSB Policy and Regulations – <i>Advertising on School Board Property</i> <u>Recommendation:</u> “That the Board approve the review of the policy and revised Regulations on <i>Advertising on School Board Property</i> .”	Director Howitt Report B-22-69	9
b) LKDSB Policy and Regulations – <i>Representation and Communication on Behalf of the Board</i> <u>Recommendation:</u> “That the Board approve the revised policy and regulations on <i>Representation and Communication on Behalf of the Board</i> .”	Director Howitt Report B-22-70	13
13. Reports for Board Information:		
a) Parent Involvement Committee	Director Howitt Report B-22-71	16
b) Special Education Advisory Committee	Trustee Barnes Report B-22-72	18
c) Ontario Public School Boards' Association Update (OPSBA)	Trustee Fletcher Oral Report	
d) Supervised Alternative Learning Program	Superintendent Sherman Report B-22-73	20

14. Correspondence
15. New Business
16. Trustee Questions
17. Notices of Motion
18. Announcements
 - a) The next Regular Board Meeting will be held on Tuesday, June 7, 2022 at the Chatham Regional Education Centre at 7:00 p.m.
19. Adjournment

PRESENT:

Trustees:

Chair Randy Campbell, Greg Agar, Janet Barnes, Jane Bryce, Ruth Ann Dodman, Dave Douglas, Jack Fletcher, Malinda Little, joining electronically, and Lareina Rising, joining electronically

Student Trustees:

Student Trustees Brianne Machan and Kate Martin, joining electronically

Staff:

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

Regrets:

Vice-Chair Derek Robertson, Trustee Scott McKinlay, Student Trustee Taryn Jacobs

Recording Secretary:

Jaime Shannon, Executive Assistant to the Director

Call to Order:

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

#2022-80

Approval of the Agenda

Moved by Jack Fletcher, seconded by Greg Agar,

"That the Agenda for the Regular Board Meeting of May 10, 2022 be approved."

CARRIED.

Chair Campbell read the Traditional Territorial Acknowledgement.

Declaration of Conflict of Interest

None

#2022-81

Approval of the Minutes

Apr/26/2022

Moved by Ruth Ann Dodman, seconded by Dave Douglas,

"That the Board approve the Minutes of the Regular Board Meeting of April 26, 2022."

CARRIED.

Business Arising

None.

Motions Emanating from the Regular Board Private Session

None.

#2022-82

Action of the Regular Board Private Session be the Action of the Board

Moved by Janet Barnes, 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, which highlighted activities in the Board from March to April 2022. He reported that with COVID-19 restrictions being lifted, schools embraced opportunities to welcome guests and reintroduce certain activities in schools. Trustees were presented with photos of students learning about lacrosse, gathering in gymnasiums for assemblies, staff and students participating in themed dress-

up days, creating a flag display in support of the people of Ukraine, joining in on a virtual field trip to Bkejwanong, where students learned about the process of tapping maple trees and the traditional Ojibwe method of making maple syrup. Trustees were presented photos of students learning about healthy food, customer service, math and literacy through pretend play, engaging in hands-on learning activities in construction and foods classes, learning dance skills in virtual dance classes, participating in St. Patrick's Day activities, older elementary school students teaming up with younger students to form pairs of learning buddies, Earth Day activities, virtual bracelet making where students made their own beaded bracelets and learned Ojibwe words for the materials used, and secondary school students sharing their musical talents with elementary school students. The last slide included photos from a visit from Monte McNaughton, Minister of Labour, Training and Skills Development to Wallaceburg District Secondary School, where he spoke with students about different opportunities available in the Skilled Trades.

Student Trustee Martin joined the meeting.

Presentation – Spring and Summer 2022 Learning Recovery Plan

Superintendent Hazzard and System Coordinator Wilson provided Trustees with information on the Spring and Summer 2022 Learning Recovery Plan. The LKDSB received \$1,839,800 in funding from the Ministry at the beginning of March 2022, with half to be spent prior to December 2022, to be used in four key areas: Learning recovery during the school day; evening and weekend tutoring; community partnerships; and summer learning recovery opportunities.

Superintendent Hazzard reported that fifteen Intervention and Assessment teachers began their work with Kindergarten to Grade 6 students in all LKDSB schools in April 2022, completing reading assessments and providing one-on-one and small group interventions to work on areas identified as needs for those who are not meeting benchmarks for reading. He explained that the Intervention and Assessment teachers are focusing on phonological and phonemic awareness and so far, assessment information on reading comprehension has been collected for 575 students, and phonemic awareness information has been collected on 719 students. He added that this is the first time this type of information has been collected so widely or this in depth. He noted that this plan is aligning well with the Ministry document *Effective Early Reading Instruction*.

Superintendent Hazzard explained that the evening and weekend tutoring is for Kindergarten to Grade 3 students referred by principals and school teams and includes 20-minute one-on-one lessons, through the online service Hoot Reading, three days per week for five weeks, with time slots throughout the evening. He noted that tutoring is provided for French Immersion students as well. He reported that in April 2022 there were a total of 100 students and 1,500 video sessions, with a 95% attendance rate, and in May 2022 there has been 200 students participating and 3,000 video sessions. Positive feedback from parents/guardians on the program has been received and a video was shared as evidence of this.

Superintendent Hazzard reported that a total of 2,609 students have been engaged in school day and evening and weekend tutoring across all LKDSB elementary schools.

Superintendent Hazzard explained that the final two components of the learning recovery plan, community partnerships and summer learning, continue to be developed, and the LKDSB has met with partners such as Big Brothers Big Sisters, children's treatment centres, and Learning Disability Association. He explained that these supports will extend into the summer together with enhanced LKDSB provided learning recovery in July and August. He added that secondary students have been supported during the day in small groups, with the focus on literacy and numeracy, and in April, 250 students received numeracy support and 90 students received literacy support, with the plan to continue this support for September 2023.

A question was asked on how the needs of disadvantaged students are being addressed based on information shared by Chief Commissioner Patricia DeGuire, that at least one-third of students graduate school do not meet the minimum literacy standard the Organisation for Economic Cooperation and Development (OECD) considers necessary to perform well in today's economy. Superintendent Hazzard responded that the LKDSB received the Ontario Human Rights Commission's Right to Read Inquiry report at the end of February 2022 and discussed moving towards programs, like Heggerty, that show evidence of impact, and can make a positive impact for all LKDSB students. He added that the Ministry funding for tutoring has been used to impact the implementation of recommendations from the Ontario Human Rights Commission. Director Howitt added that when the Right to Read Inquiry report was received, Senior Administration looked for interventions that would develop capacity and have a long-term impact. He explained that the 15 Intervention and Assessment teachers are working within classrooms modelling the behaviour for classroom teachers and education workers and he was looking forward to professional development being provided to staff.

A Trustee asked if the program was needs based or through referrals. Superintendent Hazzard responded that the evening and weekend tutoring is based on referrals through the principal and school team and the school day tutoring is based on the phonemic awareness screener.

A Trustee asked if the program would continue in the summer. Superintendent Hazzard responded that the program will be expanded, targeting Primary, Junior, and Intermediate in the summer.

A Trustee asked how the amount of funding was decided and if there is a reporting requirement to the Ministry on how the funding was used. Superintendent Hazzard responded that there is a formula the Ministry uses for the funding, and weekly reporting is required as well as a project end report.

A Trustee asked if the Board would receive a follow-up on the effectiveness of the program and asked if two years of funding would be received to catch up from the pandemic. Superintendent Hazzard responded that information will be brought back to the Board at a later date. Director Howitt added that it can be reported on during the Operational Plan Review at the beginning of the school year with a final report in December. He emphasized the magnitude of the funding received and noted it is about four years of math funding put together, which has been a Ministry focus over the past four years. He agreed that the funding needs to continue beyond December 2022, and noted this may require some advocacy.

Director Howitt shared that Superintendent Hazzard co-led an idea sharing panel on learning recovery funds for Ontario Public School Supervisory Officers' Association (OPSOA).

Chair Campbell thanked Superintendent Hazzard and System Coordinator Wilson for the informative presentation.

Delegations	None
Questions from the Public	None
#2022-83 Policy and Regulations on Voluntary Self- Identification of First Nation, Métis and Inuit Students Report B-22-63	Director Howitt explained that the policy and regulations on <i>Voluntary Self-Identification of First Nation, Métis and Inuit Students</i> have been revised as part of the LKDSB cyclical review. He shared that consultations with the Indigenous Liaison Committee and Education Representatives from the four First Nation communities took place, facilitated by Superintendent Lane. Moved by Ruth Ann Dodman, seconded by Malinda Little,
	"That the Board approves the revised policy and regulations on Voluntary Self-Identification of First Nation, Métis and Inuit Students."
	CARRIED.
Indigenous Liaison Committee Report Report B-22-64	Trustee Rising reported on the April 20, 2022 Indigenous Liaison Committee (ILC) meeting. She relayed that a discussion was held on the meeting format and communities indicated an interest in continuing the caucus meeting, possibly the day before the ILC meetings, Aamjiwnaang First Nation has been approved for the maple syrup land-based education program, which will include an area to boil the sap, Candice Fung, Inclusive and Diversity Consultant, spoke about Black History month, and Dallas Sinopole, Indigenous Lead, reported that the Elder program, where Elders visit Indigenous classrooms and share their knowledge with students, has been very successful.
Special Education Advisory Committee Report Report B-22-65	Trustee Barnes reported on the April 21, 2022 Special Education Advisory Committee (SEAC) meeting, where presentations on destreaming Grade 9 courses and the budget were made, and sections of the Special Education Plan were reviewed.
Ontario Public School Boards' Association Update (OPSBA)	Trustee Fletcher reported on the Ontario Public School Boards' Association (OPSBA) Board of Directors Meeting held on April 29 and 30, 2022. He noted that a motion was passed that the OPSBA Board of Directors be provided with professional learning on diversity, inclusion, systemic racism, and all forms of oppression, and at the National School Boards Association conference, Canadian school boards were congratulated by American colleagues for their progressive work on Indigenous Education issues. He encouraged Trustees to review the OPSBA summary that was shared.
Financial Report 2021-22 School Year Expenditures, September 1, 2021 – February 28, 2022 Report B-22-66	Superintendent McKay reported that the supply teacher budget line is showing a surplus against the first six months of expenditures. The budget was increased for the 2021-22 school year to reflect potential increasing supply teacher costs due to COVID-19 related absences. The COVID-19 temporary funding is supporting the financial impact of the increased supply teacher usage. If the budget is adjusted to the 2019-20 school year budget levels, 65%

of the budget would have been spent as of the end of the second quarter. He noted that this is a budget pressure that will be followed very closely. He reported that for the second quarter of the 2021-22 school year, overall salary and wage budgets are tracking on-budget. He reported that the trend for supply teacher benefits is the same as was noted above for supply teacher salaries, as 73% of the budget would have been spent if adjusted the budget to the 2019-20 school year budget levels.

Superintendent McKay reported that staff development budgets were underspent for the two quarters of the 2021-22 school year as many departments have experienced delays in the delivery of professional development during the first two quarters.

Superintendent McKay reported that the School Renewal budget is tracking ahead of normal spending limits during the first two quarters due to timing differences in spending as in past years, most large capital expenditures occurred during the summer months. He explained that the actual expenditures also contain the Forest K-12 land purchase payment which will be reimbursed by the Ministry of Education.

Superintendent McKay reported that the Operations and Maintenance Schools budget line includes the grass cutting and snow removal budgets, which are under constant pressure throughout the school year. He explained that snow removal expenses continue to exceed budget levels due to increasing liability insurance requirements for contractors and grass cutting expenditures are dependent on need.

Superintendent McKay reported that as of the end of the second quarter, the overall fees and contractual services budget is tracking favourably.

A question was asked on the influence of gas prices on the budget. Superintendent McKay responded that mileage rates were adjusted at the March 29, 2022 Board Meeting, but since there has been an increase in virtual meetings the Board has seen a decline in the use of that budget. He explained that one significant area for fuel is busing, and the Ministry sets fuel prices, but as they fluctuate they flow money to the transportation consortium or they claw money back. He will report on the transportation envelope to Trustees on June 7, 2022. He added that large increases in the price of natural gas is expected this year.

A question was asked on whether the completion of school renewal projects will be delayed due to material shortages. Superintendent McKay responded that he believes there will be delays, due to and increased lead time for materials and the availability of skilled trade workers, and will update Trustees as more information is available.

Spring and Summer 2022
Learning Recovery Plan
Report B-22-67

Superintendent Hazzard referred Trustees to the report and explained it contained information presented earlier in the meeting.

Correspondence

None.

New Business

None.

Trustee Questions	A question was asked on how the Board has met the needs of families arriving from Ukraine. Superintendent Lane responded that the LKDSB is welcoming students from Ukraine and has been working with its community partners to understand the needs of the students and their families. She explained that the LKDSB has supports available for students, and settlement workers, English Language Learner (ELL) teachers, social workers, and psychoeducational clinicians are available to students. She added that the LKDSB participates in community planning sessions for Lambton County and the Municipality of Chatham-Kent where discussions take place on services available for students and families and how they can access these services. She added that the Ministry of Education has waived fees for students from Ukraine and schools have been provided with information on the protocols for registration.
Notices of Motion	None.
Announcements	The next Regular Board Meeting will be held on Tuesday, May 24, 2022 at 7:00 p.m. at the Sarnia Education Centre. The grand opening of the Kim Henry – Gnaajwi Biidaabiniikwe (Beautiful Morning Woman) Room also known as Owaanzhgan – “The Den” and Great Lakes Secondary School Auditorium will be held on June 16, 2022. Trustees are invited to tour Great Lakes Secondary School on May 24, 2022.
Adjournment	There being no further business of the Board, Chair Campbell declared the Meeting adjourned at 8:29 p.m.

Chair of the Board

Director of Education and
Secretary of the Board



FROM: John Howitt, Director of Education

DATE: May 24, 2022

SUBJECT: LKDSB Policy and Regulations – *Advertising on School Board Property*



The policy on *Advertising on School Board Property* has been reviewed as part of the LKDSB cyclical review. The policy statement continues to reflect the philosophy of the LKDSB and changes are not recommended.

The regulations on *Advertising on School Board Property* have been updated to reflect what is currently the practice and include reference to the Ontario *Human Rights Code*, LKDSB's Strategic Priorities, the Education Act and Ontario curriculum.

Recommendation:

“That the Board approve the review of the policy and revised regulations on *Advertising on School Board Property*.”

POLICY

SUBJECT:	ADVERTISING ON SCHOOL BOARD PROPERTY
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It is the policy of the Lambton Kent District School Board that advertising on School Board property for education-related activities in schools or held in the community during instructional time will be permitted upon approval by the Director of Education or designate, in accordance with the corresponding LKDSB Regulations.

Implementation Date:	May 23, 2000
Revised:	August 31, 2004
Reviewed:	May 13, 2008. March 27, 2012
Revised:	November 22, 2016, August 27, 2019
Reviewed:	May 24, 2022
Reference:	LKDSB Regulations and Administrative Procedures

REGULATIONS

SUBJECT:	ADVERTISING ON SCHOOL BOARD PROPERTY
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Definitions

1. School Board property includes the buildings, grounds, vehicles, websites and any other **physical or digital** property that is controlled by the Board.
2. Indirect advertising for school fundraising purposes includes partnerships with the private sector where the school stands to gain financially.
3. Advertising for other purposes includes non-profit groups, or educational groups or corporations providing educational or recreational activities after regular school hours including holidays.
4. Advertising for commercial reasons includes any advertising involving the private sector where the institution or person doing the advertising stands to gain financially.
5. Education-related activities includes any activities that are directly connected to the Ontario curriculum.
6. Instructional time refers to individual school start time and dismissal.

Regulations

1. Advertising for political, religious, or special interest groups, through posting of signs, etc. is prohibited.
2. Advertising must be in accordance with the LKDSB's [Strategic Priorities](#) and *Ontario Human Rights Code*. Education-related advertising must be in accordance with the Education Act and Ontario curriculum.

3. Advertising for strictly commercial reasons without any educational benefit to the Board or the schools must be approved by the Board of Trustees.
4. Advertising that supports classroom curriculum or extra-curricular activities (i.e. school sports teams, clubs, drama performances) will be considered to be of direct educational benefits to students. The Director of Education, or designate, may approve this type of advertising. Any advertising on school uniforms must follow the OFSAA Commercial Sponsorship Criterion and Placement Guidelines.
5. Requests for advertising for education-related activities in schools or held in the community during instructional time by individuals or corporations, or sponsored by non-profit groups, shall be referred to the Director of Education or designate.
6. The Director of Education, or designate, may approve the sharing of the information contained in the advertising for education-related activities in schools or held in the community during instructional time by individuals or corporations, or sponsored by non-profit groups.
7. Advertising related to partnerships between schools and the private sector that benefit the school (e.g. P.A.I.R.S., Yearbook, sponsored programs or activities) may be approved by the Principal in consultation with the School Council subject to the LKDSB's Policy and Regulations on Student Fund Raising and Canvassing.

Implementation Date:	May 23, 2000
Revised:	August 31, 2004
Reviewed:	May 13, 2008. March 27, 2012
Revised:	November 22, 2016, August 27, 2019, June 9, 2020, May 24, 2022
Reference:	Advertising on School Board Property Policy LKDSB Regulations



FROM: John Howitt, Director of Education

DATE: May 24, 2022

SUBJECT: LKDSB Policy and Regulations – *Representation and Communication on Behalf of the Board*



The policy on *Representation and Communication on Behalf of the Board* has been reviewed as part of the LKDSB cyclical review. The policy statement and regulations have been updated to reflect what is currently the practice and to outline the roles and responsibilities of the Public Relations Officer, School administrators, system leaders or designates who may speak publicly or in media on behalf of the Board or schools.

Recommendation:

“That the Board approve the revised policy and regulations on Representation and Communication on Behalf of the Board.”

POLICY

SUBJECT:	REPRESENTATION AND COMMUNICATION ON BEHALF OF THE BOARD
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It is the policy of the Lambton Kent District School Board to have the Chair of the Board serve as the spokesperson for the Board on all political issues and any matters related to policy and negotiations, and to have the Director of Education **or designate** speak on behalf of the Board on professional and administrative issues, **in accordance with Regulations that correspond to this Policy.**

Implementation Date: February 27, 2001
Revised: August 2002
Reviewed: November 8, 2005, November 25, 2008
Revised: February 28, 2012, October 24, 2017, **May 24, 2022**

Reference: [Representation and Communication on Behalf of the Board Regulation](#)
[Communications and Social Media Policy, Regulation and Administrative Procedure](#)
[LKDSB Regulations](#)



REGULATIONS NO.: R-AD-129-22

REGULATIONS

SUBJECT:	REPRESENTATION AND COMMUNICATION ON BEHALF OF THE BOARD
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1. The Public Relations Officer will act as a liaison for media and work with the Chair of the Board and/or the Director of Education to determine the appropriate spokesperson.
2. Superintendents may speak on behalf of the Board on issues related to their Board and school portfolios.
3. School administrators, system leaders or designates may speak on behalf of their school or the Board on issues related to their school or portfolios, as designated by the Director of Education.
4. Individual Trustees and staff who express their opinion must clarify that they are expressing their personal point of view and not that of the Board or its administration.
5. Members of permanent, Ad-Hoc, or legislated committees of the Board, such as the Special Education Advisory Committee, may also express their point of view, but must make it clear that they are expressing the view of the majority of the committee members and are not speaking on behalf of the Board.
6. All requests for Trustees to attend Municipal, Provincial or Federal Government meetings, to speak on behalf of the Board, must be referred to the Chair and Director of Education.

Implementation Date: February 27, 2001

Revised: August 2002

Reviewed: November 25, 2008, February 28, 2012

Revised: October 24, 2017, **May 24 2022**

Reference: [Representation and Communication on Behalf of the Board Policy](#)
[Communications and Social Media Policy, Regulation and](#)
[Administrative Procedure](#)
LKDSB Policies



FROM: John Howitt, Director of Education

DATE: May 24, 2022

SUBJECT: Parent Involvement Committee Report



The Parent Involvement Committee of the Lambton Kent District School Board met on May 16, 2022 via Microsoft Teams.

Superintendent McKay provided an update and presentation on the 2022-2023 Budget: Grants for Student Needs.

Superintendent Hazzard presented on the Spring and Summer 2022 Learning Recovery Plan and provided an update on EQAO testing and explained the completion of testing using a digital format.

The Parent Involvement Committee discussed the virtual speaking event held on April 28, 2022 and provided ideas to continue to share the spirit of the message delivered by the virtual speaker.

Director Howitt updated the committee on the following items:

- A recent Parent Reaching Out Grant activity where schools had combined their funding to allow students to attend a skilled trades expo
- LKDSB recognition of the International Day Against Homophobia, Transphobia and Biphobia on May 17, 2022
- Information was shared regarding day-to-day school items:
 - there have been difficulties in having sufficient occasional staff to cover staff absence
 - no school closures nor classes sent to remote learning
 - the lifting of restrictions has allowed for assemblies, graduations, celebrations, field trips and guest speakers
 - masks and rapid antigen tests (RAT) continue to be available in school offices for those who wish to use them
 - the International Student program enrollment is increasing with students in need of Home Stay locations
 - students from Ukraine are being welcomed and supported in LKDSB schools
 - additional registrations of students from Ukraine will be considered pupils of the board

Director Howitt thanked the Co-chairs and the entire Parent Involvement Committee for their work. Virtual meetings have been effective and in preparation for the 2022-23 Parent Involvement Committee, a survey will be sent to the membership to determine the format for upcoming meetings.

The next meeting will be held on Monday, October 3, 2022.



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

DATE: **May 24, 2022**

SUBJECT: **Special Education Advisory Committee (SEAC) Report**



The Special Education Advisory Committee (SEAC) of the Lambton Kent District School Board met on May 12, 2022 via MS Teams. Following is a report of the activities of the meeting:

Business Arising from the Minutes

There was no business arising from the April 21, 2022 meeting.

Presentation – Understanding the Role of Occupational and Physical Therapists in LKDSB Schools

Megan Barnier and Paula Mackin, of Pathways Health Centre for Children, shared information about the role of school-based Occupational Therapists. Predominantly, their work is focused on helping students needing support to regain or develop skills and/or learn new ways of doing things by utilizing devices or accommodations in order to prevent injuries and to increase independence. Students are supported with basic life skills, fine motor skills, visual perception skills, seating/positioning/posture, the use of assistive/adaptive equipment and environmental accessibility, sensory processing, and self-regulation.

Special Education Plan Review

Superintendent Barrese cited the Sections and Appendixes of the Special Education Plan reviewed by the Special Education Team in preparation for the May Meeting of SEAC, detailing amendments and/or deletions that were made, if any.

Julia MacKellar Moved and Jean MacIntyre Seconded “**That all information/updates related to the 2022 Special Education Plan presented at the SEAC Meetings held on January 22, February 17, March 24, April 21, and May 12, 2022, and detailed in Appendix 1.1 of the Plan, be approved.**”; All in favour.

October Election/SEAC Membership Applications

Superintendent Barrese noted that the four-year term for the current members of SEAC will soon be coming to an end and outlined the process the Board will be following to establish the Committee for a new four-year term beginning in 2023.

Correspondence

A letter from the Upper Grand District School Board regarding PPM 81 was received but no action was taken.

A letter from the York Catholic District School Board regarding nursing shortages was received and while Superintendent Barrese mentioned that the LKDSB is beginning to be impacted by nursing shortages, no action was taken.

A letter from the York Catholic District School Board regarding Special Incidence Portion funding was received, but no action was taken.

A letter from the Near North District School Board regarding online learning and universal supports was received, but no action was taken.

Next Meeting

Thursday, September 15, 2022

6:00 p.m. in The Hub at Wallaceburg District Secondary School

Trustee Janet Barnes, (Acting) SEAC Chair



FROM: **Mark Sherman, Superintendent of Education**

DATE: **May 24, 2022**

SUBJECT: **Supervised Alternative Learning (SAL)**



SAL is a temporary non-credit program that excuses compulsory school aged students 14-17 years of age who are not attending school full time due to personal challenges. An application for SAL by the parent or the school should only be made when all other re-engagement efforts, student supports, and/or alternative programming options have not been successful. The goal of SAL is to provide students with a connection to learning and to support their continued progress towards graduation or achievement of other educational and personal goals. While a student is approved for SAL for the entire school year, ongoing efforts are made to support a student to be ready to transition back to school or alternative programming.

A personalized SAL Plan is created for each student with input from the student, parent, home school, and any other professionals providing support to the student. The Plan identifies the barriers to school engagement as well as how these barriers may be addressed. The Plan includes both non-academic and academic goals.

The non-academic component may include:

- Counselling by the school social worker and/or counsellor in the community
- Receiving services from a health care professional to address physical or mental health concerns
- Housing, legal aid, financial supports, addiction counselling
- Participation in a community-based program from Rebound or Restorative Justice
- Volunteering

The academic component may include:

- Part-time studies at the home school
- Alternative eLearning (flexible intake)
- Credit Recovery
- At-risk Co-op
- Specialized programs such as ACCESS (Accessing Current Curriculum Experiences through Supervised Studies, Tilbury District High School), Intensive Support, or Transitions
- Self-study correspondence

Although SAL is a temporary excusal from school, students in SAL remain registered at their home school. When possible, the SAL Plan includes an expectation that the student will attend school once or twice a week to meet with the Student Success teacher to receive academic support and to monitor the progress of the goals in the SAL Plan. This allows the student to remain connected with the school and provides for a smoother transition back to school when the student is ready.

The SAL Coordinator oversees the creation of the SAL Plan and liaises with the school to monitor the progress of the student. The student is expected to maintain weekly contact with the SAL Coordinator.

When the student is ready to return to full time studies, a transition plan is created to ensure that supports are in place for the student. Designating a caring adult at the school, to check in with the student regularly, increases the likelihood that the student is engaged and experiences success.

SAL has its legislative basis in Regulation 374/10 under the Education Act. Students are approved for SAL by a SAL Committee, which is a committee of the Trustees. The Committee includes four Trustees, a Superintendent designate, and two community members. LKDSB staff (SAL Coordinator, Student Engagement Clerk, Attendance Officers, Indigenous Student Re-Engagement Workers, Secondary Principals and Vice-Principals) participate in the SAL Committee meetings and support the work of the committee. The committee meets on a bi-weekly schedule.

There are approximately 250 students in SAL representing about 4% of the age eligible LKDSB student population.

Year	2018-19	2019-20	2020-21	2021-22 (as of 5/10/22)
SAL Approvals	220	278	565	279

SAL has supported hundreds of students over the years by temporarily excusing them from school to address personal challenges while maintaining a connection with their school, providing an opportunity for part-time studies, and working toward a return to school or alternative program.