

FROM: John Howitt, Director of Education

DATE: November 22, 2022

SUBJECT: Ad Hoc Naming Committee for the Kindergarten to Grade 12 School In Forest



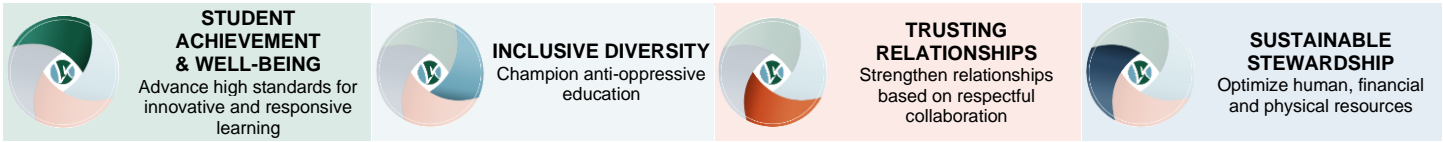
This report is to inform Trustees that the initial steps are taking place to move forward with the established Ad Hoc Naming Committee for the Kindergarten to Grade 12 School.

As per LKDSB Regulations, R-AD-105-18, *Naming and Renaming of Board Facilities*, the Ad Hoc Committee will consist of:

- (a) two Trustees, appointed by the Board (one to chair the committee),
- (b) one facility administrator (principal or principal designate if applicable),
- (c) one or two representatives of the School Council (if applicable),
- (d) one or two community representatives,
- (e) one member of the senior administration.

As per Board motion on November 27, 2018, Trustees Jane Bryce and Jack Fletcher were appointed to serve on the committee. Unless changes are requested for the Trustee names appointed to the committee, it will move forward as per the motion. Senior Administration will work with principals of the schools involved to collect the names of the other members of the committee, including a representative from Kettle and Stony Point First Nation.

The Ad Hoc Naming Committee will meet to establish criteria for the new consolidated school name, the process to gather input from appropriate stakeholders and timelines for community input. The Committee will report back to the Board with this information. The Ad Hoc Naming Committee will submit a final report containing a recommended name for the consolidated school to the Board for approval.



FROM: Angie Barrese, Superintendent of Education

DATE: November 22, 2022

SUBJECT: Summer Social Emotional Learning Camps



Funding received from the Ministry of Education through the P31 project, “Re-engagement and Reading Assessment Support”, allowed the Lambton Kent District School Board (LKDSB) to offer an inaugural “Social Emotional Learning Camp” during July and August of 2022.

As per the scope of work for the project, the Summer Camp supported five key areas of focus, namely:

- Inclusion and Belonging
- Student-Centred Approaches
- Caring Adults
- Learning Disruptions
- Community Outreach/Supporting Families

Inclusion and Belonging: Summer Engagement Camps were offered in 37 LKDSB sites, including rural and urban school locations. Students aged 4-10 were encouraged to drop into a Camp or several Camps in their area. Parents/guardians were provided with the opportunity to connect with each other and develop a sense of community. In addition, each Summer Camp location had an LKDSB Social Worker present to answer questions or wonderings of parents/guardians. All students from the local surrounding community were encouraged to participate. The Camps supported students who attended other school boards in the area as we did not limit the Camps to LKDSB students.

Student-Centred Approaches: Camp sessions were held Monday to Thursday during July and August. Each Camp session was 2 hours in length and sessions were offered in the morning or afternoon on a rotating site basis. The staff provided opportunities for student voice to determine the game choice, craft materials, and healthy snacks, all while also using their assessments of overall student needs around social-emotional learning to plan for a future Camp. The Camp Leaders were very responsive to student wants and needs, focusing on providing various opportunities and entry points for students to engage, practice skills and promote success.

Caring Adults: We employed 12 post-secondary students, ranging from first-year students in college/university to students enrolled in Master-level programs and Faculty of Education students. The Camp Leaders presented a variety of skills, knowledge and experiences. The LKDSB Multi-Disciplinary Team members worked in May and June to provide training and support for the Camp Leaders in creating a caring and welcoming environment, how to be a caring adult, and how to provide support for students if needed. During the summer portion of the program, we partnered the Camp Leaders with LKDSB Social Workers who supported the programming for youth in addition to supporting parents/guardians with any questions about community services they may have had.

Learning Disruption: The LKDSB Summer Engagement Camp grew out of the work completed by the LKDSB Multi-Disciplinary/Student Support team. Many school staff shared that students were struggling to manage social situations and were demonstrating lagging skills regarding social interactions, play, and conflict resolution. The Social Emotional Learning Camp focused on providing instruction and support to develop these identified lagging skills in order to better prepare the students for a full return to school in September of 2022.

Community Outreach/Supporting Families: The LKDSB Social Workers were available at all Summer Camp locations to provide parents/grandparents/guardians with information about community connections and to provide guidance around managing situations like anxiety, family connections, sibling, and peer conflict, as well as general family wellness, including the adults' wellness. In addition, gift cards were purchased to distribute to families to encourage families to plan extracurricular outings that would allow them to enjoy family time together.

Utilizing feedback from participants and summer staff, adjustments will be made to the programming for future sessions. The LKDSB plans to continue offering the program at a variety of school sites and to expand parent resources and training.