

PRESENT:

Trustees: Chair Randy Campbell, Vice-Chair Derek Robertson, Greg Agar, Janet Barnes, Jane Bryce, Ruth Ann Dodman, Dave Douglas, Jack Fletcher, Malinda Little, Scott McKinlay, joining virtually, and Lareina Rising

Student Trustees: Alizah Ali, Tristan Nemcek, and Kobee Soney

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

Regrets:

Recording Secretary: Jaime Shannon, Executive Assistant to the Director

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

#2022-121
Approval of the Agenda
Moved by Ruth Ann Dodman, seconded by Greg Agar,
"That the Agenda for the Regular Board Meeting of September 27, 2022 be approved."
CARRIED.
Chair Campbell read the Traditional Territorial Acknowledgement.

Declaration of Conflict of Interest
None.

#2022-122
Approval of the Minutes
Sept/13/2022
Moved by Greg Agar, seconded by Malinda Little,
"That the Board approve the Minutes of the Regular Board Meeting of September 27, 2022 with the amendment of Trustee Fletcher listed as present and Trustee Douglas listed only as regrets."
CARRIED.

Business Arising
None.

Motions Emanating from the Regular Board Private Session
None.

#2022-123
Action of the Regular Board Private Session be the Action of the Board
Moved by Derek Robertson, seconded by Jack Fletcher,
"That the Action of the Board in Private Session be the Action of the Board."
CARRIED.

Elementary Summer Programs 2022 – Superintendent Hazzard
Superintendent Hazzard introduced Carla Wilson, System Coordinator of Student Achievement and Jordan Black, Instructional Coach.
System Coordinator Wilson reported that the Elementary Summer Learning Program (SLP) focused on Primary Reading, Junior Reading, Junior Math, Intermediate Math, and Elementary French. The learning took place face-to-face and online and supported 951 students from 50 elementary schools. She explained that the learning for students was a continuation and not new

learning, and the program was targeted to students who could benefit. She reported that there were 32 Teachers, 6 Educational Assistants, 1 Early Child Educator, 5 Site Leaders, and 1 Program Coordinator supporting small groups of 4 to 6 students each day and there were opportunities for staff collaboration. She remarked that parents/guardians were engaged throughout the program and received a unique learning story about their student.

System Coordinator Wilson explained that in the numeracy camp, students worked to strengthen their basic math skills by focusing on number sense and flexibility of numbers and participated in number talks to improve their ability to communicate their math thinking, and in-class improvements were noted in math using Lawson's Continuum for Addition and Subtraction and Multiplication and Division. She reported that the literacy camp focused on reading intervention activities which were personalized for each student, and student intervention was based on Phonemic Awareness and Fountas and Pinnell's Literacy Continuum.

Instructional Coach Jordan Black, a Summer Learning Program teacher in the numeracy camp, described how students improved throughout the program with the pre-assessment showing zero students using the three target strategies at the beginning of the program and the post-assessment showing 90% working towards the strategies and 70% using the strategies well.

System Coordinator Wilson reported that tutoring supports for Primary and Junior reading were available through July and August and explained that students participated daily in 20-minute sessions five days per week for three weeks and Hoot reading provided teachers and one-on-one tutoring support for students.

System Coordinator Wilson reported that Elementary French support was provided during the two-week virtual 'Camp Franco Fun' summer learning experience. She explained that 11 teachers led the French learning and students from the English and French Immersion program participated together in small groups online with hands-on activities including arts, cooking, and culture.

System Coordinator Wilson confirmed that students from across 50 LKDSB elementary schools were involved in the program.

Director Howitt remarked that the creativity of Superintendent Hazzard and his team allowed for the participation of students across the Board and thanked staff and students for taking part in the program during their summer vacation.

Chair Campbell thanked the presenters and commented that he is always learning something new when presentations come to the Board.

Delegations

None

Questions from the Public

Michele LaLonge-Davey, CUPE 1238 President, asked the following question:

Across the province there are staffing issues in many public service sectors, including public education. The LKDSB is not immune to these staffing challenges, in particular Educational Assistant and Custodial classifications as

of late. CUPE 1238 employees are taxed, exhausted and are coming to work ill to serve students, families and communities and we just wish that all avenues of hiring would be pursued. We also recognize that Occasional job postings have recently been posted for four classifications, which is an excellent step. If our information is accurate as of now, CUPE 1238 is asking why the LKDSB is not participating in the Mega Job Fair at Lambton College September 28, 2022 in hopes to secure as many new employees as are required to support and serve the students of the LKDSB.

Superintendent Girardi responded that ensuring there are enough staff members to support staff, students, and the community is a priority for Senior Administration and they have been working hard to minimize unfilled jobs. He added that a meeting was held that day with LKDSB union partners to discuss options to support staff and maintain work in the buildings. He confirmed that there have been recent postings which have a large number of applicants and Human Resources has plans to move quickly to interview and onboard staff. He explained that Human Resources was aware of the job fair event but have had to prioritize resources and noted that the outcome of the recent postings seems positive.

#2022-124
Staff and Volunteer
Appreciation Day 2022
Report B-22-95

Director Howitt explained that the LKDSB has traditionally chosen to recognize all staff and volunteers on the same day, rather than individual groups throughout the year. He added that a request was received from CUPE to recognize Child Care Worker and Early Childhood Educator Appreciation Day on October 18, 2022.

Director Howitt noted that staff and volunteers were recognized on October 5, 2021 with a video and Senior Administration delivered treats to schools in May 2022, following the lifting of pandemic restrictions. He remarked that acknowledging the contributions of staff and volunteers is an extremely important thing to do.

Moved by Lareina Rising, seconded by Malinda Little,

“That the Lambton Kent District School Board observe Staff and Volunteer Appreciation Day on October 5, 2022.”

CARRIED.

Audit Committee
Report B-22-96

Vice-Chair Robertson reported that the Audit Committee met on September 19, 2022 and received a presentation on the 2021-2022 Fiscal Year Audit Plan from the external auditor. He noted that the meeting scheduled on October 31 will be rescheduled for another date.

Special Education
Advisory Committee
Report B-22-97

Trustee Barnes reported that the Special Education Advisory Committee (SEAC) met on September 15, 2022 and highlighted discussions on the department name change from Special Education to Student Support Services/Well-Being, and the process for soliciting new SEAC members for a four-year term.

Ontario Public School
Boards' Association
Update (OPSBA)

Trustee Fletcher reported that the Ontario Public School Boards' Association Update (OPSBA) Board of Directors meeting will be held on September 30, 2022 and Trustee Dodman will be in attendance at the meeting.

LKDSB Operational Plan
2021-22
Report B-22-98

Director Howitt explained that the Operational Plan contains goals aligned with the Strategic Priorities, the action steps that will be taken to reach the goals and the expected outcomes. He further explained that this report reflects the actual outcomes from 2021-2022 school year and noted that the Operational Plan for the 2022-2023 school year will be brought to the October 11, 2022 Board Meeting.

Director Howitt reported that work has been completed to reduce the backlog of Health and Safety Policies, Regulations, and Administrative Procedures that require updates, and the Terms and Conditions for the operation of the Joint Health and Safety Committees received an extension and are in process of being reviewed for Ministry of Labour approval.

Associate Director McKay reported that the first single use plastics committee meeting has been held and a terms of reference was reviewed with committee members. He conveyed that a finalized report from a consultant on staffing levels for IT has been received and current and future budget/resource gaps from the report recommendations are being assessed. He noted that the Pupil Accommodation Report and Capital Plan were presented to the Board in the 2021-2022 school year, Forest Area Transition meetings are ongoing and a Forest Area K-12 School website has been launched. He reported that a new approved contract for Wide Area Network and telephone line services has been signed and includes budget savings in the IT department budget. He explained that there is a delay in the five-year capital plan due to increasing construction costs and there is a need to assess the impact of increasing costs on the number of capital projects that can be accomplished each year. He reported that the staff training program for the Facility Operations department held training during March Break with custodial staff members.

Superintendent Mancini reported there were modest gains in graduation rates as per the June 2021 data, and that staff continue to monitor the data and provide support for increases going forward. She explained that the format of the OSSLT and EQAO were changed significantly from the last-reported results, and it is unclear what the impact of the changes will be. She further reported that the LKDSB will discontinue offering adult non-credit ESL and support its community partners with the provision of these services, that Literacy and Basic Skills (LBS) has transitioned from an in-person program to one that meets the needs of learners through in-person and online services, and that Grade 9 de-streaming has provided the opportunity for more students to participate in graduation pathways in their home school.

Superintendent Hazzard reported that during the 2021-2022 school year 85% of Kindergarten to Grade 8 classrooms tracked feedback that documents what teachers noticed about student learning and communicated to students 'where to next' as well as 'how to get there', 6,949 Kindergarten to Grade 8 students received diagnostic numeracy support, 78% of Kindergarten to Grade 8 classrooms used a 'number talk' strategy multiple times per week for student(s) to express mathematical thinking and share the 'math strategies' that work best for their understanding, and 6,474 Kindergarten to Grade 8 students received diagnostic literacy support.

Superintendent Lane reported that staff equity training was completed, the Ontario College of Teachers (OCT) Professional Advisory on Anti-Black

Racism was being implemented, an Inclusive Diversity newsletter is released monthly, and an Inclusive Diversity Consultant K-8 position and a System Coordinator of Equity, Diversity and Inclusion position have been created. She further reported that the student census was completed in March and the results will be available in the Fall of 2022, and that the Ministry has Board Improvement and Equity Plans on hold. Director Howitt added that during the 2021-2022 year, elementary educators and administrators were directed to review report card comments to ensure that these did not reflect a colonized, hierarchical perspective that valued one culture over another via workshops and Elementary Program communications.

Superintendent Barrese reported that the Climate Survey was completed by students, staff, and parent/guardians during October 12-19, 2021 and although the results remained stable it is recognized that there is work to do.

Superintendent Girardi reported that negotiations with the Elementary Teachers' Federation of Ontario (ETFO), ETFO Occasional Teachers, the Ontario Secondary School Teachers' Federation (OSSTF), and the Canadian Union of Public Education (CUPE) were completed, and an updated Administrative Procedure for Teacher Hiring Practices was in put in place.

A Trustee asked what the new format of the OSSLT and EQAO tests is. Superintendents Hazzard and Mancini responded that the tests are now completed electronically and there is more flexibility on when the tests can be taken.

A Trustee asked if the Ministry provided a reason for the postponement of the Board Improvement and Equity Plan. Director Howitt responded that the Ministry moved to combine the Board Improvement Plan and the Equity Plan, as they were originally separate, and asked for feedback from school boards on the draft plan last Fall. He explained that revisions will be made based on this feedback, it will be received by boards in six to eight weeks, and will be in place for the following school year. He remarked that equity work can be difficult, but it is necessary work to ensure our schools are safe and welcoming for all.

A Trustee commented that there was an attempt at destreaming years ago and many were not satisfied and asked what the more recent feedback has been. Superintendent Mancini responded that numerous meetings with teachers have taken place to ensure any concerns they had were addressed before destreaming took effect, and that they are doing everything they can to support teachers in this work. She confirmed that in the past, teachers did not feel supported in the process. Director Howitt added that a number of schools have offered destreamed courses prior to this school year, and that all Kindergarten to Grade 8 classes are destreamed. He noted that this change is necessary for students as the data shows that students who are Black, Indigenous, from low-income households, and/or have disabilities or other special education needs are more often streamed into Applied courses and that graduation rates are lower for those who begin secondary school in Applied courses.

A Trustee asked what impact destreaming has on Alexander Mackenzie Secondary School (AMSS). Superintendent Mancini responded that students who require courses that AMSS does not offer must take them at their home school and noted that Grade 9 enrolment numbers at AMSS have remained

stable. Superintendent Barrese added that home schools provide students with the opportunity to access program pathways not offered at AMSS while also providing the option to take Applied courses in later grades.

Director Howitt remarked that student choice to either attend AMSS or their home school has not been removed and reminded Trustees that there is not a comparable school to AMSS outside of Sarnia within the Board.

Chair Campbell thanked the Senior Team for their work on the Operational Plan.

#2022-125
Involving Student Senate
in Dealing with Strategic
Outcomes in Regard to
Equity and Inclusive
Diversity

Moved by Jack Fletcher, seconded by Ruth Ann Dodman,

“That the Board involves Student Senate in dealing with strategic outcomes in regard to Equity and Inclusive Diversity.”

CARRIED.

Capital Projects Update
Report B-22-99

Associate Director McKay provided Trustees with a chart outlining various capital projects at school locations and their status at August 31, 2022. He reminded Trustees that this report was a follow-up to the verbal report provided at the September 13, 2022 Board Meeting.

Associate Director McKay explained that a number of projects are moving into the fall, with work ongoing on nights and weekends, as there have been supply chain delays.

On behalf of a community member, a Trustee asked if there have been any updates to Wheatley Area Public School. Associate Director McKay responded that he would provide the Trustee with a summary of the work completed and any projects planned for the school.

Elementary Summer
Programs 2022
Report B-22-100

Superintendent Hazzard reported that the Summer Learning Program (SLP) grew significantly with the addition of tutoring funding to supplement the program. He noted that 951 students participated in the summer program, which was an increase of 707 students from 2021. The LKDSB received \$75,000 from the Council of Directors of Education (CODE) to facilitate the SLP, which was an increase in funding from previous years. Additional funding was provided from the Ontario Ministry of Education Tutoring Supports Program and French as a Second Language Action Plan.

Correspondence

None.

New Business

None.

Trustee Questions

In response to a Trustee question on Board Meeting virtual attendance, Director Howitt noted that seven people had joined the meeting electronically that night, which was similar to past meetings.

Notices of Motion

None.

