

PRESENT:

Trustees: Chair Randy Campbell, Vice-Chair Janet Barnes, Jane Bryce, Greg Agar, Ruth Ann Dodman, Malinda Little, Roberta Northmore, Angela Richards, Kelley Robertson, and David Shortt

Student Trustees: Alizah Ali, joining virtually, Tristan Nemcek, joining virtually, 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: Trustee Jack Fletcher

Recording Secretary: Jaime Shannon, Executive Assistant to the Director

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

#2023-47
Approval of the Agenda Moved by Greg Agar, seconded by Roberta Northmore,

“That the Agenda for the Regular Board Meeting of February 28, 2023 be approved.”

CARRIED.

Declaration of Conflict of Interest None.

#2023-48
Approval of the Minutes
Feb/14/2023 Moved by David Shortt, seconded by Jane Bryce,

“That the Board approve the Minutes of the Regular Board Meeting of February 14, 2023.”

CARRIED.

Business Arising Director Howitt reminded Trustees of the announcement made at the February 14, 2023 Board Meeting regarding the Trustee Code of Conduct review. Trustees are asked to provide any input to the Chair of the Board by March 28, 2023.

Motions Emanating from the Regular Board Private Session None.

#2023-49
Action of the Regular Board Private Session be the Action of the Board Moved by Janet Barnes, seconded by Kelley Robertson,

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

CARRIED.

Presentation – Director’s Snapshots of Excellence – Director Howitt Director Howitt presented the Director’s Snapshots of Excellence for the period of January to February, 2023. He remarked that the photos show the joy on student and staff faces as they have been able to come back together following the pandemic restrictions. The photos showed Lakeroad Public School students learning about the Lunar New Year through stories, music, and videos, fun adventures and outdoor activities across the district during the snowy weather, schools hosting “Meet the Staff” events for Kindergarten registration, Sir John Moore Community School students learning about arrays,

a family engaging with their child's Hanna Memorial Public School classroom by providing Tabbouleh, which is an activity promoting education, awareness and understanding about the diversity of the LKDSB student population, a King George VI Public School class learning about their monthly character trait of "integrity", activities across the district to celebrate Black History/African Heritage Month and this year's focus on "Black Innovation", a Spelling Bee competition held at King George VI Public School, Valentine's Day celebrations, including a "Blind Date with a Book" to help Tilbury District High School and John McGregor Secondary School secondary students engage with different reading materials, the Kindness Club at Errol Road Public School, a visit to Aamjiwnaang First Nation by Sir John Moore Community School students where they learning to make hand drums, activities across the district to celebrate the 100th day of the school year, students engaging in extra-curricular activities in sports and the arts, Lakeroad Public School students learning about binary coding, Colonel Cameron students working on subtraction strategies, hands-on, interactive experiential learning opportunities at Ridgetown District High School, East Lambton Elementary School students working together on a community puzzle Brigden Public School students making gaming controllers, Colonel Cameron Public School students participating in virtual dance lessons, Sir John Moore Community School students playing chess, Zone Township Central School students in STEAM Club designing, building, and testing lunar landers in order to deliver two astronauts safely to the surface of the moon, and King George VI Public School students creating paper circuits.

Presentation – De-
Streaming Grade 9
Courses –
Superintendents Barrese
and Mancini

Superintendents Barrese and Mancini presented to Trustees on de-streaming Grade 9 courses.

Superintendent Barrese explained that in regard to the Elementary Curriculum Kindergarten to Grade 8, there is one curriculum per grade for each subject area. She noted that students are supported to achieve grade level expectations, without accommodations, with accommodations, or with modifications, and the grade level at which the student is working is often impacted when student curriculum expectations are modified. She explained that the Ontario Ministry of Education defines accommodations (accommodated expectations) as special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning and that the provincial curriculum expectations for the grade are not altered for a student receiving accommodations. She explained that the Ontario Ministry of Education defines modifications (modified expectations) as changes made to the grade-level expectations for a subject or course in order to meet a student's learning needs and may include the use of expectations at a different grade level and/or an increase or decrease in the number and/or complexity of expectations relative to the curriculum expectations for the regular grade level. She noted that modifications are subject specific and not universal. Modifications of the program, including single-subject and multiple-subject areas, may impact students' future academic pathways and post-secondary opportunities.

Superintendent Mancini explained that when students transition to secondary school there are different course types for all subject areas, and until recently, students were streamed into one of four course types with specific destinations in mind. She relayed that academic courses are a pathway to apprenticeship,

college, university, or workplace, applied courses are a pathway to apprenticeship, college, or workplace, open courses are electives, and locally developed courses are a pathway to the workplace. She added that in Ontario, academic and applied course types have been in place for decades, and although the original intention behind applied courses was to provide a different pedagogical approach to learning, over time applied courses have become perceived as less academically rigorous. She added that provincial data shows that the students most likely to be streamed into applied courses are students who are Indigenous, Black, from low-income households, and/or have disabilities or other special education needs. She noted that Ontario was the only province in Canada that separated students into academic and applied courses in Grade 9 as most provinces begin course selection in Grade 10, and research shows that streaming in early secondary school has significant negative and long-term impacts on students who are placed in 'lower' streams while having little to no benefit for 'higher-achieving' students. She explained that choosing applied or locally developed courses in Grade 9 has had significant implications on future pathways for students, as historically students enrolled in applied Grade 9 English and Math graduated at a lower rate than those in academic Grade 9 English and Math, and the graduation rate is even lower for students in Grade 9 locally developed courses. She added that delaying course choices until Grade 10 will keep pathway options available for all students.

Superintendent Barrese reported that, in almost all cases, students receiving special education services can be accommodated at their home school, which has many benefits for the student such as access to a broad menu of course offerings, a connection to their home community, the ability to participate in local extra-curricular activities, and the ability to access local co-operative education opportunities, and more than 70% of those students can access provincial curriculum expectations.

Superintendent Mancini explained that in 2021, the Ministry of Education announced plans to de-stream Grade 9 courses and introduced a new secondary de-streamed math course, and as of September 2022 all Grade 9 subjects are offered in one stream. She noted that a new de-streamed science course was implemented, Grade 9 English, geography, and French are only offered at the academic level, and all other Grade 9 courses (electives) are offered at the open level. She added that in cases where students needs cannot be met by courses authorized by the provincial government, school boards are permitted to develop courses locally to be counted as credits for diploma purposes, and these courses must be approved by the Ministry of Education. She explained that the LKDSB has approval to offer seven locally developed courses, which are offered to support the needs of some students who have been receiving significantly modified curriculum expectations in Grade 8, and that these courses, which are not available at all LKDSB secondary schools, prepare students to go directly to Grade 11/12 workplace courses, leading to employment after high school, and do not meet the criteria for admission to post-secondary institutions. She reported that the next phase of the Ministry's de-streaming plan will be implemented in September 2023, with a new Grade 9 de-streamed English course, and Grade 10 compulsory courses continue to be offered in applied and academic.

Following a Trustee question, Superintendent Mancini confirmed that math will continue to be offered as it is a compulsory course and three are needed to graduate.

Chair Campbell thanked Superintendents Barrese and Mancini for their presentation.

Delegations

None.

Questions from the Public

None.

#2023-50
2023/2024 Student
Trustee Appointments
Report B-23-37

Director Howitt reported to Trustees on the 2023-2024 Student Trustee election that took place at the February 13, 2023 Student Senate Meeting. He noted that the election was conducted in accordance with the Board's Student Trustee and Student Senate Policies, Regulations, and Administrative Procedures and reported that Graysen Bathe-Minard from Northern Collegiate Institute & Vocational School was acclaimed to the position of Indigenous Student Trustee, Darshan Shah from Northern Collegiate Institute & Vocational School was elected to the position of Student Trustee, and Makaiyah Stonefish from Wallaceburg District Secondary School was acclaimed to the position of Student Trustee.

Moved by Kelley Robertson, seconded by Roberta Northmore,

"That the Board approve the appointments of Graysen Bathe-Minard, Indigenous Student Trustee, Darshan Shah, Student Trustee, and Makaiyah Stonefish, Student Trustee, for the 2023/2024 school year."

CARRIED.

#2023-51
LKDSB Policy and
Regulations on Child
Abuse and Neglect
Report B-23-38

Director Howitt reported to Trustees that the Policy and Regulations on Child Abuse and Neglect were being brought forth as part of the LKDSB Cyclical Review. He relayed that there were no changes recommended for the Policy and the recommended changes to the Regulations to reflect more appropriate language and current practice.

Moved by Greg Agar, seconded by Roberta Northmore,

"That be Board approve the review of the Policy and revised Regulations on Child Abuse and Neglect."

CARRIED.

#2023-52
Tender Award –
Watermain Replacement
and Library Renovation –
King George VI Public
School, Sarnia
Report B-23-39

Associate Director McKay reported to Trustees on a tender for a watermain replacement and library renovation at King George VI Public School, Sarnia.

Moved by Jane Bryce, seconded by Angela Richards,

"That the Board award the tender to the successful bidder, Wellington Builders Inc., for the Watermain Replacement and Library Renovation at King George VI Public School, Sarnia."

A Trustee asked for an explanation on the difference between Harmonized Sales Tax (HST) and net HST, which is listed on the report. Associate Director McKay responded that net HST is listed as the Board receives a rebate.

CARRIED.

#2023-53
Tender Award –Asphalt
Replacement – Various
Locations
Report B-23-40

Associate Director McKay reported to Trustees on a tender for asphalt replacement at Bridgeview Public School, Dawn-Euphemia Public School, and Lakeroad Public School. He explained that the similar projects were bundled together to reduce costs.

Moved by Malinda Little, seconded by Ruth Ann Dodman,

“That the Board award the tender to the successful bidder, Sev Con Paving, (1197245 Ontario Ltd.), for the Asphalt Replacement at Bridgeview, Dawn Euphemia, Lakeroad and Lakeroad FDK.”

A Trustee asked if the project will take longer to complete since one contractor will be completing the projects at all of the schools listed in the tender. Associate Director McKay responded that the projects will still be completed in the summer. He noted that bundled bids are always looked at as a whole and not separately, which is a question he is sometimes asked.

CARRIED.

Indigenous Liaison
Committee (ILC) Report
Report B-23-41

Trustee Northmore provided Trustees with a report on the February 15, 2023 ILC meeting. She noted that 51 reports were received from school administrators, Carla Wilson, System Coordinator of Elementary Program, shared a data presentation regarding changes to the EQAO assessment tool. She relayed that David Ennis, Kettle & Stony Point First Nation Education Director and Principal of Hillside School, shared that student attendance has been a challenge and would like to collaborative to find solutions, and Vicki Ware, Education Coordinator of Aamjiwnaang First Nation, is working on a Reciprocal Education Agreement with the Board.

She relayed that the next meeting will be held on April 19, 2023 at Great Lakes Secondary School.

Ontario Public School
Boards' Association
Update (OPSBA)

Trustee Robertson reported on the February 24 and 25, 2023 OPSBA Board of Directors meeting, which she attended on Trustee Fletcher's behalf. She noted there was discussion on the New Build Act, the financial pressures on board budgets, the release date of the Grants for Student Needs, which is to be determined, the successful OPSBA Advocacy Day, which they plan to offer annually, and the OPSBA statement on the Right Schools in the Right Location.

Special Education
Advisory Committee
(SEAC) Report
Report B-23-42

Trustee Little provided Trustees with a report on the February 16, 2023 SEAC meeting. She highlighted that a roundtable discussion took place, where participants introduced themselves and shared information about their agency's work and their role, highlighting how it helps to support students in our schools.

Student Senate Report
Report B-23-43

Student Trustee Nemcek reported to Trustees on the February 13, 2023 Student Senate meeting. He relayed that the Student Trustee election took place, Student Senator feedback on balanced assessment was gathered during a discussion with Superintendent Mancini, and Student Senators worked on the

	Student Senate project with Superintendent Barrese and Mental Health Lead Colameco.
De-Streaming Grade 9 Courses Report B-23-44	Superintendent Mancini noted that the board report accompanied the earlier presentation on de-streaming Grade 9 courses.
Correspondence	None.
New Business	None.
Trustee Questions	<p>A Trustee asked for an explanation on the difference between Critical Race Theory and how the Board is implementing its Strategic Priority of Inclusive Diversity. Superintendent Lane responded that it was her understanding that Critical Race Theory is a graduate level academic framework led by an American law professor Kimberle Williams Crenshaw over 40 years ago to discuss systemic racism in institutions and systems in the United States of America. She stated that it is not taught in the K-12 Ontario Curriculum. She explained that the LKDSB is implementing Culturally Responsive and Relevant Pedagogy (CRRP), now also referred to as Culturally Sustaining Pedagogies, in relation to the Board's Strategic Priority of Inclusive Diversity and that the Ontario Ministry of Education supports the teaching of CRRP, which is an inclusive approach to education where all students' identities are affirmed and valued. She remarked that all students should see themselves reflected in the curriculum, their physical surroundings and the broader environment and that the Inclusive Diversity: Champion Anti-Oppression Education Strategic Priority acknowledges that students learn differently, and these differences may be connected to background, language family structure, race, ethnicity, sexuality, gender identification, religion, social and cultural identity. She stated that these differences must not be ranked hierarchically and the cultural enrichment that diversity contributes to our classrooms, schools, workspaces, and society must be understood. She explained that the Strategic Priority is about removing barriers to ensure equitable outcomes for all students and it necessitates addressing topics like racism, discrimination and bias which usually makes people uncomfortable. She remarked that individual incidents where racism, discrimination and bias have occurred are responded to and creating schools that provide a sense of belonging and safety for all students is prioritized as it is important to ensure all students can realize the promise of public education which means developing understanding, consciousness, and skills in addressing inequities.</p> <p>A Trustee asked if there has been a response from the Minister of Education to the letter sent from SEAC that was reported on at the February 14, 2023 Board Meeting. Director Howitt responded that there has been no response received but there was an article posted in the Penticton Herald regarding the letter.</p> <p>A Trustee noted that the Federal Government has prohibited the use of TikTok and asked if there are any plans to implement similar measures at the LKDSB. Director Howitt responded that blocking applications has not been effective in the past as it would be blocked while using the LKDSB Wi-Fi network, but could still be accessed on a device through data. Associate Director McKay added that it is very difficult to block student access to an application.</p>

Notices of Motion	None.
Announcements	The next Regular Board Meeting will be held on Tuesday, March 28, 2023 at the Sarnia Education Centre at 7:00 p.m.
Adjournment	There being no further business of the Board, Chair Campbell declared the Meeting adjourned at 8:15 p.m.

Chair of the Board

Director of Education and
Secretary of the Board