

REGULAR BOARD MEETING AGENDA
 PUBLIC SESSION

TUESDAY, NOVEMBER 22, 2022
 7:00 p.m.

A

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

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) November 8, 2022 Regular Board Meeting 2
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) Summer Social Emotional Learning Camps – Superintendent Barrese
10. Delegations
11. Questions from the Public
12. Reports for Board Action:
13. Reports for Board Information:

a) Supervised Alternative Learning Report	Trustee Fletcher Report B-23-07	7
b) Ontario Public School Boards’ Association Update (OPSBA)	Trustee Fletcher Oral Report	
c) Ad Hoc Naming Committee for the Kindergarten to Grade 12 School in Forest	Director Howitt Report B-23-08	9
d) Summer Social Emotional Learning Camps	Superintendent Barrese Report B-23-09	10
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, December 13, 2022 at the Chatham Regional Education Centre at 7:00 p.m.
19. Adjournment

PRESENT:

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

Student Trustees: Alizah Ali, Tristan Nemcek, joining electronically, 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.

#2022-134
Approval of the Agenda
Moved by Jack Fletcher, seconded by Greg Agar,
"That the Agenda for the Regular Board Meeting of November 8, 2022 be approved."
CARRIED.

In Memoriam
Chair Campbell read an In Memoriam for an LKDSB secondary student. A moment of silence was observed.

Chair Campbell read the Traditional Territorial Acknowledgement and provided an overview of McKee Purchase (Treaty 2) in recognition of Treaties Recognition Week, November 6-12. He also recognized that it was Indigenous Veterans Day.

Declaration of Conflict of Interest
None.

#2022-135
Approval of the Minutes
Oct/11/2022
Moved by Janet Barnes, seconded by Greg Agar,
"That the Board approve the Minutes of the Regular Board Meeting of October 11, 2022."
CARRIED.

#2022-136
Approval of the Minutes
Oct/31/2022
Moved by Malinda Little, seconded by Ruth Ann Dodman,
"That the Board approve the Minutes of the Special Board Meeting of October 31, 2022."
CARRIED.

Business Arising
None.

Motions Emanating from the Regular Board Private Session
None.

#2022-137
Moved by Derek Robertson, seconded by Scott McKinlay,
"That the Action of the Board in Private Session be the Action of the Board."

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

CARRIED.

Presentation to Outgoing
Trustees

On behalf of the Board, Chair Campbell thanked Trustees Dave Douglas, Scott McKinlay, and Derek Robertson, and First Nations Trustee Lareina Rising for their service to the LKDSB and noted their contributions.

Presentation – 2021/2022
School Year Audited
Financial Statements

Associate Director McKay introduced Kevin Sabourin, partner with the firm of Bailey Kearney Ferguson LLP, which was appointed by the Board to perform the 2021-2022 school year annual audit of its financial statements.

Kevin Sabourin explained the Auditor is engaged by the Board to conduct an audit to ensure the financial statements are prepared and reported within the Public Sector Accounting Standards (PSAB) for School Boards. The LKDSB Management Team is responsible for the preparation of the consolidated financial statements and the report is in draft form until approved by the LKDSB Board of Trustees. He referred Trustees to the Independent Auditors' Report and reported that based on the evidence gathered, the financial statements fairly represent the financial position of the Board as of August 31, 2022. He advised that it is a clean opinion, which means the auditor did not have any reservations, which is the highest standard you can achieve. He presented the Consolidated Statement of Financial Position as of August 31, 2022 and the Statement of Operations, which show the Board is compliant by Ministry Definitions.

A Trustee asked a question regarding the increase in surplus amount compared to the budgeted surplus amount. Kevin Sabourin responded that the revenues were increased due to additional Ministry funding for COVID-19 supplies.

Associate Director McKay reported on the Detailed Accumulated Surplus Sheet explained that surplus is created when there is more revenue than budgeted, or less expenses than budgeted. He reported that there was an annual surplus of \$8.1M and noted that the liability for the retirement gratuities will continue to decrease each year until it is reduced to \$0. He highlighted that there were \$1.3M in proceeds from land sales, and that the supply budget was underspent by \$2.5M due to COVID-19.

Director's Snapshots of
Excellence

Director Howitt presented the Snapshots of Excellence for September and October 2022 and noted the presentation is not inclusive of all the events happening in LKDSB schools. He congratulated Melissa Dent, teacher at Rosedale Public School, who was named a recipient of the 2022 Prime Minister's Certificate of Achievement in STEM. Photos were presented of 'Meet the Families' events at schools across the district, Grade 7/8 student math activities with Instructional Math Coaches, and activities across the district in recognition of National Day for Truth and Reconciliation on September 30, including a presentation at Wallaceburg District Secondary School by Geronimo Henry, a residential school survivor of the Mohawk Institute Residential School in Brantford, Ontario. Photos were presented of student-created "Fun Facts about French" books that were handed out within the Merlin community, Forest area schools accepting donations of school supplies from a Kiwanis Club of Forest fundraiser, secondary school library displays, and

Thamesville Area Central School students learning to harvest sunflowers and using the flower stems to practice measuring. Photos were also shared of “Adelies Full Bellies”, a summer project started by a Grade 5 student from Errol Road Public School to raise funds for school groceries. He noted that she delivered over \$6,000 worth of healthy food and gift cards to six schools in Sarnia.

Director Howitt presented photos of a ‘Book Tasting’ for Grade 5/6 Tilbury Area Public School students, LKDSB staff engaging in different learning opportunities during the first Professional Activity day of the school year, Grade 2 Sir John Moore Community School students participating in STEAM activities with Corunna library staff, events to welcome the 100 LKDSB International Education Program students, from 23 countries, into LKDSB schools and communities, Alexander Mackenzie Secondary School staff and students tending to their gardens and harvesting honey from beehives, Sarnia Legionnaires Junior Hockey team members visiting with P.E. McGibbon Public School students, Hanna Memorial Public School students learning about the Bluewater Health helipad during a safety assembly, student activities for National School Bus Safety Week and Bus Driver Appreciation Day, Grades 4 to 6 Hillcrest Public School students participating in the Yellow Fish Road Program in partnership with the St. Clair Region Conservation Authority, Director Howitt visiting with two Kindergarten classes at P.E. McGibbon Public School as a guest reader, and the “Share a Cup of Kindness” display at Merlin Area Public School.

Delegations

None.

Questions from the Public

None.

2022-138
2021/2022 School Year
Audited Financial
Statements
Report B-22-108

Associate Director McKay referred Trustees to the report that was presented earlier in the Board Meeting.

Moved by Derek Robertson, seconded by Scott McKinlay,

“That the Lambton Kent District School Board approve the annual audited Consolidated Financial Statements and the accompanying Independent Auditors’ Report for the year ending August 31, 2022.”

CARRIED.

Moved by Derek Robertson, seconded by Jane Bryce,

“That the Lambton Kent District School Board approve the accumulated surplus allocation amounts from the August 31, 2022 year end, as presented in the Accumulated Surplus attachment.”

CARRIED.

2022-139
2022/2023 Internal Audit
Plan
Report B-22-109

Vice Chair Robertson reported that the Audit Committee met on November 1, 2022 and the audit recommended for the 2022-2023 school year is Student Enrolment.

Moved by Derek Robertson, seconded by Ruth Ann Dodman,

“That the Lambton Kent District School Board approve the 2022/23 Internal Audit Plan.”

It was noted that a discussion took place during the Audit Committee meeting on whether the outgoing committee should designate the audit for the incoming committee, and it was decided that it could be helpful.

CARRIED.

Parent Involvement
Committee Report
Report B-22-110

Director Howitt reported that the Parent Involvement Committee (PIC) met on October 24, 2022. He noted that the meeting was held virtually but the committee was considering moving to in-person meetings with an option for virtual attendance and referred Trustees to the report for further details on the meeting.

Audit Committee Report
Report B-22-111

Vice-Chair Robertson reported that the Audit Committee met on November 1, 2022, and the committee approved the recommendations brought forth to the Board that evening regarding the 2021-2022 Consolidated Financial Statements and the 2022-2023 Internal Audit Plan.

Indigenous Liaison
Committee Report
Report B-22-112

Trustee Rising reported that the Indigenous Liaison Committee (ILC) met on October 19 2022, and noted that the meeting was held virtually but the committee is reviewing the format for future meetings. She reported that it was the first ILC meeting for Kettle and Stony Point First Nation Education Director David Ennis, and Aamjiwnaang First Nation announced the retirement of long-term Indigenous educator Janet Steadman. She further reported that information was shared on the Indigenous Teacher Education Program (ITEP) with Queen's University, which has 18 students enrolled who will receive their OCT qualifications when they graduate. She noted they are recruiting for another cohort of students.

Special Education
Advisory Committee
Report
Report B-22-113

Trustee Barnes reported that the Special Education Advisory Committee (SEAC) met on October 20, 2022 and she highlighted that an exceptional presentation by Michael and Marcel Jacques was received and the Priority-Setting Exercise results for future meetings were reviewed.

Student Senate
Report B-22-114

Student Trustee Ali reported that the first Student Senate meeting of the 2022-2023 school year occurred on October 20, 2022 and the purpose of Student Senate was reviewed, two Co-Chairs and a Recorder were elected, and the Mental Health Project was discussed.

Student Trustee Soney reported that during the meeting, Director Howitt informed Student Senators that there will be a standing Equity, Inclusion, and Diversity agenda item due to a recent Board motion, and Student Senators decided they would like to meet in-person for future meetings.

Ontario Public School
Boards' Association
Update (OPSBA)

Trustee Fletcher reported that the OPSBA Representative and Alternate would be determined at the November 15, 2022 Organization Meeting of the Board. He noted that the OPSBA Board of Directors will visit the Ontario Legislature on November 27, 2022.

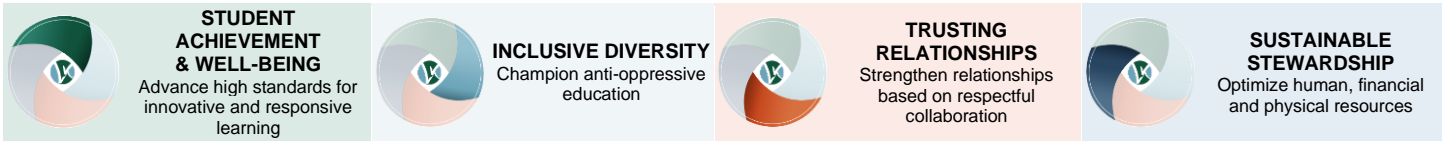
Electronic Meetings
Report B-22-115

Chair Campbell reported that on October 31, 2022, the Ministry of Education provided notification to school boards that the amendments to Ontario Regulation 463/97, which are noted in the report, will be waived effective November 15, 2022, reinstating pre-pandemic practices. He reminded Trustees that their attendance at meetings is governed by O. Reg. 463/97, LKDSB

	Regulations on Electronic Meetings (R-AD-144) and LKDSB Procedural By-Laws (Section 10.3), including electronic attendance at Board Meetings.
Correspondence	None.
New Business	None.
Trustee Questions	<p>In response to whether the Board has considered reviewing the use of the Twitter application due to the recent change in direction for the application, Director Howitt noted that Senior Administration is observing the situation and if the application becomes inconsistent with the Board's Strategic Priorities its use will be reviewed.</p> <p>Student Trustee Soney asked how the payment process for Indigenous Knowledge Keepers could be improved after noting they have been less inclined to provide learning to students due to the lengthy process. Director Howitt noted this has been a significant concern and reported there is a new payment process, developed in cooperation with the Indigenous Lead and the Business Department, that he hoped would improve the experience for Knowledge Keepers so they would be willing to work with the LKDSB again and provide learning to the students.</p>
Notices of Motion	None.
Announcements	<p>The Organization Meeting of the Board will be held on Tuesday, November 15, 2022 at the Sarnia Education Centre at 7:00 p.m.</p> <p>The next Regular Board Meeting will be held on Tuesday, November 22, 2022 at the Sarnia Education Centre at 7:00 p.m.</p>
Adjournment	There being no further business of the Board, Chair Campbell declared the Meeting adjourned at 8:21 p.m.

Chair of the Board

Director of Education and
Secretary of the Board



FROM: Jack Fletcher, Trustee

DATE: November 22, 2022

SUBJECT: Supervised Alternative Learning (SAL) Committee, 2021-22



For 2021-22, the SAL Committee was composed of Trustees Greg Agar, Randy Campbell, Ruth Ann Dodman, and Jack Fletcher (Chair). The Committee also included System Coordinator Paul Wiersma and Community Representatives Leslie Helferty and Rosa Zamudio. The following LKDSB resource staff attended the Committee meetings including SAL Coordinator Dennis Meston, Student Engagement Clerk Karen Bieber, Attendance Officers Andy Collins and Lis Hoskins, Indigenous Student Re-Engagement Workers Yvette Capiou and Mary Whiteye, as well as secondary school principals and vice-principals.

SAL is a temporary non-credit program that excuses compulsory school aged students, 14-17 years old, from school after all other attempts to engage a student have been made. During the time in SAL, a student has an opportunity to be supported in addressing challenges that prevent the student from participating in a full-time credit program. Students in SAL maintain a connection with their home school and are supported with the educational and personal goals outlined in their SAL plan with an overall goal of supporting a student’s return to school or an alternative credit bearing program.

The SAL Committee met on the following dates:

Meeting Date	Student Referrals Approved
September 21, 2021	14
October 5, 2021	51
October 19, 2021	25
November 2, 2021	13
November 16, 2021	14
November 30, 2021	28
December 14, 2021	19
January 11, 2022	11
February 22, 2022	35
March 8, 2022	12
March 29, 2022	24
April 12, 2022	22
April 26, 2022	11
May 10, 2022	20
May 24, 2022	7
June 7, 2022	8
June 21, 2022	96 renewed for 2022-23

Grade	Approvals
9	47
10	67
11	107
12	93
Total	314

Program	Approvals
ACCESS	50
IS, T2	11
School	253
Total	314

ACCESS – Low German Re-Engagement
IS – Intensive Support
T2 – Transitions
School – No Specialized Program

2021-22 SAL Data

Semester 1 Start	Semester 1 Referrals	Semester 1 End	Semester 2 Start	Semester 2 Referrals	Semester 2 End	Renewals for 2022-23
40	175	202	166	139	280	96

Year	Referrals
2018-19	220
2019-20	278
2020-21	565
2021-22	314

A personalized SAL Plan is created for each student with input from the student, parent/guardian, 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
- Employment
- Volunteering

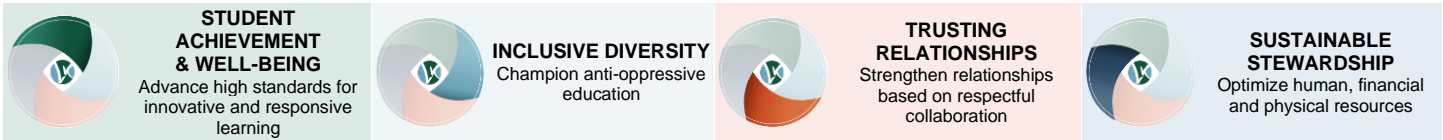
The academic component may include:

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

Goals for 2022-23

Close to three thousand students have been supported through SAL since its implementation in 2011. Areas of focus for 2022-23 include:

- Utilizing a range of engagement options prior to making a referral to SAL.
- Understanding SAL as a temporary excusal from school that seeks to increase a student's readiness to learn.
- A more individually tailored SAL plan that will identify barriers to learning and seek to address them through school and community-based supports/programs.
- A stronger connection with the school by having the student either be at the school occasionally and/or connect with a caring adult at the school.
- Transition planning to return to school or an alternative program so that the student can be supported on a pathway to graduation.
- Acknowledging shared responsibility and accountability of the student, parent/guardian, and school.



FROM: John Howitt, Director of Education

DATE: November 22, 2022

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



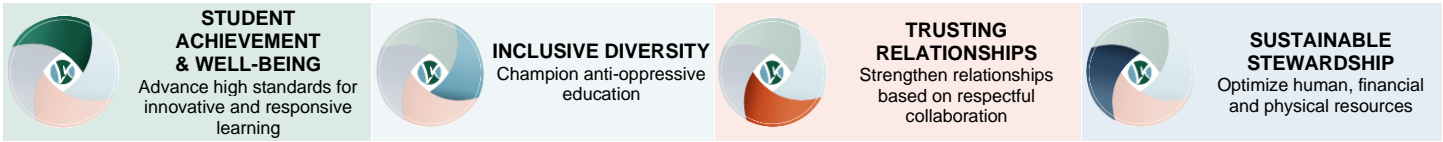
This report is to inform Trustees that the initial steps are taking place to move forward with the established Ad Hoc Naming Committee for the Kindergarten to Grade 12 School.

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.