

PRESENT:

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

Student Trustees: Graysen Bathe-Minard, Darshan Shah

Staff: Director of Education John Howitt, Associate Director Brian McKay, Superintendents of Education Angie Barrese, Emily Dixon, Gary Girardi, Ben Hazzard, and Mary Mancini, and Public Relations Officer Caress Lee

Regrets: Student Trustee Makaiyah Stonefish

Recording Secretary: Bonnie Gotelaer, Executive Assistant to the Director

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

Chair Campbell read LKDSB Procedural By-Laws Section 3.19 *Decorum at Board Meetings*.

#2024-64  
Approval of the Agenda

Moved by Jane Bryce seconded by Roberta Northmore,

“That the Agenda for the Regular Board Meeting of April 23, 2024 be approved.”

CARRIED.

In Memoriam

Chair Campbell read an In Memoriam for a learner in the Forest Credit Support and LBS program. A moment of silence was observed.

Chair Campbell read the Traditional Territorial Acknowledgment.

Declaration of Conflict of Interest

None.

#2024-65  
Approval of the Minutes  
Apr/09/2024

Moved by Malinda Little seconded by Greg Agar,

“That the Board approve the Minutes of the Regular Board Meeting of April 23, 2024.”

CARRIED.

Business Arising

Associate Director McKay relayed a revision to the approved total amount is to be noted regarding the tender award approved at the April 9, 2024 board meeting. He explained the tender requires revision to the report which indicated the inclusion of the total amount of HST \$18,937.10. He explained that the net HST amount for tenders is calculated at 2.16%. The LKDSB receives a rebate for the other portion. The correct amount of the net HST for the tender is \$3146.47, which is a reduction in the approved amount by \$15,790.63.

A Trustee asked that if we had missed this adjustment, would the board have paid extra to the contractor. Associate Director McKay noted that net HST is automatically calculated in the LKDSB finance system and would have been calculated at the correct net amount.

#2024-66  
Motions Emanating from  
the Regular Board Private  
Session

Moved by Kelley Robertson, seconded by Ruth Ann Dodman,  
“That the motions emanating from the Regular Board Private session be  
accepted by the Board.”

CARRIED.

#2024-67  
Action of the Regular  
Board Private Session be  
the Action of the Board

Moved by Kelley Robertson, seconded by David Shortt,  
“That the Action of the Board in Private Session be the Action of the Board.”

CARRIED.

Presentation – Early  
Literacy Learning

Superintendent Hazzard introduced Early Literacy Intervention Coaches Val Hystek and Heather Josling and System Coordinator, Student Achievement Elementary, Carla Wilson.  
Carla Wilson explained that similar to building a house, reading is built on a foundation which is comprised of phonemic awareness and phonics which are referred to in the Right to Read report indicating this is the best approach to teach reading as reflected in scientific research. She explained phonemic awareness is students knowing the sounds that make up words and phonics are the letters connected to the sounds. She relayed that Flyleaf Publishing provides instructional materials across LKDSB for Tier 1 instruction with six early intervention coaches, connected to 50 elementary schools that are visited on a bi-weekly basis, supporting students and teachers.  
Val Hystek explained the instructional materials provide effective supports for teachers and students throughout the school year and success is due to the homeroom teachers having support from Early Literacy Coaches. She explained that coaches teach the students and also model activities while the homeroom teacher observes phonics instruction including sound-by-sound blending, decoding words and blending sounds into a whole word. She explained phoneme-grapheme mapping which helps students recognize letters representing sounds such as ‘th’, ‘ch’, ‘ck’.  
Val Hystek noted that teachers are met in both formal and informal ways maximizing teacher support and explained informal discussions can be as helpful as formal discussions being flexible to meet the schools’ needs. She explained professional development includes the teacher attending training while a supply teacher covers the classroom. She explained word chain activities where the teacher uses a word such as ‘red’ and changing to ‘bed’ asking students to identify the deleted and added letters.

Heather Josling noted small intervention groups were formed for students who struggled with phonics and phonemic awareness and modeled intervention in

the classroom and provided support to intervention groups. She explained that students used techniques when learning that sounds in words are spelled by letters in a word and placing a dot in a box or tapping for each sound they hear. Phonemic awareness screeners and phonics screeners measure the impact on student reading and noted it is rewarding to watch students learn to read. Carla Wilson referred to the quick phonics screener data chart which measures the impact in the system with progression moving to the right of the chart in letter name, letter sounds, vowel letter sounds, vowel consonants e.g. 'at', consonant-vowel-consonant e.g. 'cat', digraphs, e.g. consonant-vowel-consonant-consonant, consonant-consonant-vowel-consonant blends, silent 'e', r-controlled vowels, advanced consonant sounds, diphthongs and advanced vowel sounds categories. She explained it is a progression in the order of these categories and that students move to the next category once they gain skills. Val Hystek noted the literacy supports and used an example of a student who was recommended to be screened and was provided more intentional support in blending sounds, short vowel sounds and reading fluency. The student was able to segment words with consonant blends and sounds but struggled with successfully blending all sounds after which takes instruction using Heggerty for phonemic awareness and phonics practice with Flyleaf Publishing. This student was placed in a small group of intervention, meeting with resource teachers two times per week and supported by the Early Literacy Intervention Coach twice, bi-weekly and would participate in the whole class instruction beginning in September using Flyleaf Publishing book fifteen, 4-5 days per week and in the small group two days a week using Flyleaf Publishing book one to start from the beginning in a focused environment to enable whole class learning more accessible. After four months of small group intervention using Flyleaf, the student's confidence and reading improved, participation in whole group learning increased and the ability to decode words and read fluently improved. She indicated that in February, the student increased ability to decode words, had significant gains with words with blends, long vowel sounds and words with an 'e' at the end and the goal to move out of the small group was achieved. She explained in April the student completed the screener and it was noticed the student continued to improve, displaying confidence, pausing when reading to successfully read words and blend sounds. She explained there are several success stories such as this across the board and that Early Literacy Coaches have provided the supports and classroom teachers and early childhood educators have taken on the work to make it happen. Superintendent Hazzard noted the change of outcomes for students and the level of precision making a difference in confidence in reading and writing.

A Trustee asked the purpose of the use of nonsense words. Carla Wilson indicated nonsense words are words that don't make sense and noted students are asked about nonsense words to display if they know the phonics skill or is it a word they are familiar with.

A Trustee asked about the progression of students in year 2 or 3. Superintendent Hazzard noted the development of benchmarks will ensure proficiencies in specific phonics skills as they progress for grade levels and ages.

A Trustee asked if the program is used in French immersion schools or is there a program of equal quality delivered.

Carla Wilson noted explicit systematic instruction in phonemic awareness and in phonics is delivered in French immersion and recommends English phonemic awareness be available in French immersion classes and there is a phonics program that provides a strategy similar to Flyleaf Publishing.

Director Howitt noted the student featured in the presentation demonstrated finding more interest in words than the pictures as they worked through strategies to read the word and didn't rely solely on pictures in the book to help with reading. He explained the image of a house where the separation of phonemic awareness and phonics are foundational skills that lead to and are connected to before progressing to reading. He indicated that the foundation helps students continue to receive support at the homeroom level with LKDSB staff already familiar with the program and that concrete data results won't yet be available through EQAO results until the students are in grade 3, and remaining focused to the initiative will reap benefits.

A Trustee observed that the data is interim data that supports our direction and noted this is good data as it shows progress. Superintendent Hazzard explained this is real data in real time to see progress.

A Student Trustee shared a reflection as a student with a learning disability and has participated in reading programs noting this has made them ready to go on in school and giving confidence and making reading their favourite thing to do.

A Trustee asked if there is correlation with attendance to the data. Superintendent Hazzard noted students need to be in school as they cannot get intervention if they are absent.

Chair Campbell expressed thanks to Carla Wilson, Val Hystek, Heather Josling and Superintendent Hazzard.

#### Delegations

None.

#2024-68  
LKDSB Policy and  
Regulations on Secondary  
Student Art Board  
Recognition  
Report B-24-67

Director Howitt reported to Trustees the LKDSB Policy and Regulations on Secondary Student Art Board Recognition were reviewed, and some changes occurred. Superintendent Mancini noted the policy and regulation are part of the cyclical review and noted no change to the policy. She explained changes to the regulations and the payment to lease art has increased to \$150.00 per student.

Moved by Ruth Ann Dodman, seconded by Roberta Northmore.

“That the Board approve revised policy and regulations on Secondary Student Art Board Recognition.”

CARRIED.

#2024-69  
Tender Award – Asphalt  
Replacement Merlin Area  
Public School  
Report B-24-68

Associate Directory McKay reported to Trustees on a tender for Asphalt Replacement at Merlin Area Public School. He relayed this the second phase of a project began last year that was to be completed in phases due to the large scope of the project and the short time frame of working in the months of July and August to allow full completion.

Moved by Jane Bryce, seconded by Greg Agar,

“That the Board award the tender to the successful bidder, Elric Contractors of Wallaceburg Ltd. For the Asphalt Replacement at Merlin Area Public School.”

A Trustee asked if the estimate was an expected amount. Associate Director confirmed the estimate was less than expected.

CARRIED.

Ontario Public School  
Boards' Association  
Update (OPSBA)

Vice-Chair Robertson noted that Alternate Director Trustee Bryce will represent LKDSB at the OPSBA Board of Directors meeting on April 26 and 27, 2024, that information continues to be emailed out to members of OPSBA and to submit questions or comments to Trustee Bryce.

Financial Report 2023-24  
School Year Expenditures,  
September 1, 2023 –  
February 29, 2024  
Report B-24-69

Associate Director McKay reported on the first two quarters 2023-2024 school year expenditures. He relayed this period represented about 50% of operating expenses that occur over 12 months, and approximately 60 to 70% of the salary and benefit portion of the instructional operating expenses that occur over a 10-to-12-month period.

Associate Director McKay explained that Appendix A contains the summarized financial information for the first two quarters and the report compares actual expenditures from September 1, 2023 to February 29, 2024 against two benchmark calculations. He explained the first benchmark calculation (Scenario 1) provides a projected percentage spend based on a 5-year historical average of actual board expenditures and the second benchmark calculation (Scenario 2) compares the actual expenditures to an assumption of equal spending patterns throughout the fiscal year.

Associate Director McKay indicated the board is anticipating a deficit of \$1,781,116, reported in the January 23, 2024 Revised Estimates Update report. He explained the deficit is comprised of an anticipated transportation deficit of \$690,000 and an operations deficit of \$1,090,216. He explained the sewage lagoon at Lambton Centennial Public School is an unanticipated expenditure with a one-time impact on the Board's financial results and that board staff are currently assessing the cost to complete the decommissioning of the lagoon. He highlighted selected expenditure categories within the Financial Report, and the comments are found summarized within the chart in the board report.

A Trustee asked if there is an order of magnitude of cost expectations. Associate Director indicated the estimate is currently being calculated using the volume of material based on a per cubic meter rate.

A Trustee noted the effort made by administration identifying opportunities in the budget for savings. The Trustee noted the current occasional teacher deficit and asked if there is a solution. Associate Director McKay noted lobbying has been completed and voices of advocacy to provide this information to the Ministry of Education has occurred with a continuance of messaging. He explained a method of balancing staffing costs is the use of savings in other areas.

A Trustee asked how much is spent on the carbon tax in utilities and if it is worthwhile in supporting neighbouring boards in this endeavour. Associate Director McKay confirmed utility bills were analyzed to assess amounts and that it would be followed up on. He confirmed that the LKDSB does not receive carbon tax rebates automatically as do individual citizens in response to a follow-up question by the Trustee.

Superintendent Hazzard noted the submitted board report supported the presentation.

Correspondence

None.

New Business

None.

Trustee Questions

A Trustee noted a concern from a parent at Winston Churchill Public School play area where there was a flooding issue, determined to be a drainage issue has been addressed and asked about the accessibility of the playground equipment. Director Howitt confirmed the flooding on the playground has been drained. He explained that playground equipment and the base it is installed on is inspected annually and any necessary repairs are required to be completed prior to use and that the equipment is closed due to safety concerns during the winter months. He explained playground equipment is a costly item for play and although valuable for gross motor development, other activities using such things as balls and other outdoor activity items are a less costly method of play. The Trustee added that playground equipment is not necessarily accessible for all.

A Trustee indicated to have received concerns that student numbers at Alexander Mackenzie Secondary School (AMSS) will be dropping next year and asked for clarification. Director Howitt indicated rumours have circulated with inflated numbers of the decrease in enrolment at AMSS. Superintendent Mancini indicated to have heard the inflated numbers and confirmed the enrolment number has decreased in AMSS by approximately 50 students and that these students remain with the LKDSB in their home school. She explained the Ministry of Education initiative for destreaming and the changes in programming being offered in all LKDSB secondary schools and strengthening grade nine course selections has contributed to students enrolling in their home school. She explained locally developed courses provide programming for students whose needs cannot be met by provincial secondary school curriculum expectations and that AMSS offers only locally developed courses. She noted that some students require locally developed courses in one subject area but not necessarily in all subject areas and that a mixed timetable would be created with the inclusion of destreamed courses and locally developed courses which is not

available at AMSS and that beginning in fall, 2024 locally developed English and math courses will be offered at all LKDSB secondary schools to align with the destreaming initiative. She explained students will attend their home school and will be supported by destreaming and locally developed courses and explained that these students remain with their elementary peers, have greater option course selections including music, drama and dance, greater opportunities for participation in clubs, co-curricular and extra-curricular participation, experiential learning in their home community and some students may have significantly reduced travel times.

Superintendent Barrese indicated through conversations with parents and students, students have indicated they want to attend their home school with their peers, and they indicated the desire to have co-op opportunities. She explained the opportunities provide equitable access and the ability to better meet the needs of families making the pathway clearer with students by removing some barriers.

A Trustee expressed gratitude and commended the equal access direction is good way for us to go.

A Trustee noted that a wellness team at Indian Creek Road Public School engaged in a competition for t-shirt designs with the focus of kindness as a school fundraiser and funds were directed to an agency to assist students who are facing life threatening issues, have a family member going through this or have experienced a loss. The Trustee emphasized the focus of kindness speaks to the LKDSB Strategic Priorities and the Vision: Our Students – Shaping Our World, recognizing this teaches kindness, compassion and about being a good citizen.

## Notices of Motion

a) Director Howitt serves Notice of Motion, “That the Board approve the following changes to the LKDSB Procedural By-Laws.”

### **SECTION 15 PERFORMANCE APPRAISAL OF THE DIRECTOR OF EDUCATION**

~~15.1 The Director of Education shall prepare, annually prior to the end of the school year, a Performance Appraisal Report of the Director of Education.~~

~~15.2 The Report shall be organized on the achievement of the Board’s Vision, Mission and Strategic Priorities and address the follow matters:~~

- ~~a) the steps taken, and success achieved in implementing Board policy and Strategic Priorities;~~
- ~~b) the steps taken, and success achieved in implementing Ministry legislation, regulations and policy;~~
- ~~c) the effect of Board policy and Ministry policy on the quality of education of the Board’s students;~~
- ~~d) matters raised in reply to the most recent Performance Appraisal Report of the Director;~~
- ~~e) matters which should be addressed by the Board in the ensuing school year;~~
- ~~and~~
- ~~f) other matters which the Director believes should be brought to the attention of the Board.~~

~~15.3 The Director shall, prior to the submission of their Performance Appraisal Report, request the Board to identify other specific policies and issues that it wishes to be addressed in the Performance Appraisal Report.~~

~~15.4 The Director's Performance Appraisal Report shall be considered by the Board, in private session, at any one or more of its meetings and the Board shall receive the report and deliver a reply at the first Board Meeting of the next school year which shall include the following:~~

- ~~a) concerns of the Board with respect to the implementation of Board policy and Strategic Plan;~~
- ~~b) concerns with respect to the implementation of Ministry policy;~~
- ~~c) matters which shall be addressed by the Board and/or legislations or Board Committees within the ensuing school year;~~
- ~~d) other matters in reply to the Director's Performance Appraisal Report as may be appropriate.~~

15.1 The Board will conduct its performance appraisals of the Director of Education in accordance with Ontario Regulation 83/24 under the *Education Act*.

15.2 In the event that the legislature revokes Ontario Regulation 83/24 and does not replace it with another regulation regarding Director of Education performance appraisals, the Board will replace this Section 15 with the version of Section 15, entitled "Performance Appraisal of the Director of Education" and including Subsections 15.1 to 15.4, that existed in the April 22, 2024 version of the Procedural By-Laws.

15.3 For the first full year of implementation, the Board will follow an interim procedure for the performance appraisal of the Director of Education consistent with Ontario Regulation 83/24 under the Education Act. This interim procedure will define Board practice.

After the first full year of implementation, the Board will review its interim procedures and embed the new process into the Bylaws.

- b) Director Howitt serves Notice of Motion, "That the LKDSB approve the following interim procedure for the Performance Appraisal for the Director of Education as per Section 15.3 of the Procedural By-Laws."

**Interim Procedure:** As defined in Section 15.3 of the Bylaws, the following will be used in conjunction with Ontario Regulation 83/24 of the Education Act.

#### Board Committee

- The Director Performance Appraisal Committee will be made up of three Trustees: the Chair, Vice Chair and Past Chair. If no Past Chair exists, a third Trustee will be chosen by all Trustees during the Annual Organization Meeting of the Board or as required. Meetings of this committee are confidential and not open to the public.

#### Documentation and Meetings

- The Director's Performance Appraisal shall be considered by the Board, in private session, at any one or more of its meetings. The completed report, draft report, input and documentation gathered are confidential.



Performance Appraisal Resolution

- The board resolution adopting the Director's Performance Appraisal will occur annually by August 15th or at the first board meeting following.

Announcements

The next Regular Board Meeting will be held on Tuesday, May 14, 2024 at the Chatham Regional Education Centre at 7:00 p.m.

Adjournment

There being no further business of the Board, Chair Campbell declared the Meeting adjourned at 8:42 p.m.

---

Chair of the Board

---

Director of Education and  
Secretary of the Board