

REGULAR BOARD MEETING AGENDA
PUBLIC SESSION

TUESDAY, FEBRUARY 13, 2024
7:00 p.m.

A

Board Room
Chatham Regional Education Centre
476 McNaughton Avenue East, Chatham

Page Reference

1. Call to Order		
2. Regrets		
3. Approval of Agenda		
4. In Memoriam		3
5. Traditional Territorial Acknowledgement		
6. Declaration of Conflict of Interest		
7. Approval of the Minutes of:		
a) January 24, 2024 Regular Board Meeting		4
8. Business Arising from the Minutes		
9. Motions Emanating from the Regular Board Private Session		
10. Motion that the Actions of the Regular Board Private Session be the Action of the Board		
11. Presentations:		
a) February LKDSB Math Achievement Action Plan Update – Superintendent Hazzard		
12. Delegations		
13. Reports for Board Action:		
a) 2024-2025 School Year Calendar	Superintendent Hazzard	13
<u>Recommendation:</u>	Report B-24-39	
"That the Board approve the 2024-2025 School Year Calendar and that this calendar be forwarded to the Ministry of Education for approval as required."		
14. Reports for Board Information:		
a) Indigenous Liaison Committee (ILC) Report	Trustee Northmore	15
	Report B-24-40	
b) Ontario Public School Boards' Association (OPSBA) Update	Vice-Chair Robertson	17
	Report B-24-41	
c) Special Education Advisory Committee (SEAC) Report	Trustee Little	18
	Report B-24-42	
d) Solar Eclipse Planning	Director Howitt	
	Oral Report	
e) Financial Report 2023-24 School Year Expenditures, September 1 – November 30, 2023	Associate Director McKay	19
	Report B-24-43	

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| f) February LKDSB Math Achievement Action Plan Update:
Focused on Mid-Year Student Growth | Superintendent Hazzard
Report B-24-44 | 24 |
|--|--|----|
15. Correspondence
 16. New Business
 17. Trustee Questions
 18. Notices of Motion
 19. Announcements
 - a) The next Regular Board Meeting will be held on Tuesday, February 27, 2024 at the Sarnia Education Centre at 7:00 p.m.
 20. Adjournment



Lambton Kent
District School Board

In Memoriam

Michael Daniel Hawkins

Michael Daniel Hawkins passed away on February 3, 2024.

Michael was a student in the Adult SWAC class (St. Clair College).

Staff, students and all who knew Michael will miss him.

PRESENT:

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

Student Trustees: Graysen Bathe-Minard, joining virtually, and Darshan Shah

Staff: Director of Education John Howitt, joining virtually, Superintendents of Education Angie Barrese, Emily Dixon, Ben Hazzard, and Mary Mancini, and Public Relations Officer Caress Lee

Regrets: Trustee Greg Agar, Student Trustee Makaiyah Stonefish, Associate Director Brian McKay, Superintendent Gary Girardi

Recording Secretary: Jaime Shannon, Executive Assistant to the Director

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

#2024-24
Approval of the Agenda
Moved by Angela Richards, seconded by Ruth Ann Dodman,
"That the Agenda for the Regular Board Meeting of January 24, 2024 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 Acknowledgment.

Declaration of Conflict of Interest
None.

#2024-25
Approval of the Minutes
Dec/12/2023
Moved by Jack Fletcher, seconded by Roberta Northmore,
"That the Board approve the Minutes of the Regular Board Meeting of December 12, 2023."

CARRIED.

Business Arising
None.

Motions Emanating from the Regular Board Private Session
None.

#2024-26
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 – January LKDSB Math Achievement Action Plan Update
Superintendents Hazzard and Mancini introduced Nicole Beuckelare, System Coordinator of Mathematics, Ian Denham, Math Facilitator, and Derek Stenton, Principal of Great Lakes Secondary School (GLSS).

Superintendent Mancini explained that changes in relation to the Grade 9 Education Quality and Accountability Office (EQAO) test were implemented this school year in order to ensure it is a priority in schools. She relayed that the changes included scheduling EQAO when no other Grade 9 Final Assessments are occurring, semester long use of practice assessments and recording sheets provided by Secondary Program, completion of the EQAO Sample Test, and counting the EQAO towards 10% of the student's MTH1W mark.

System Coordinator Beuckelare reported that 100% of schools have prioritized the EQAO with scheduling, preparing for the test, and communicating the value of the test to students and parents. She relayed that two secondary Math Facilitators support six Grade 9 priority schools chosen by the Ministry, and practice plans, math help sessions, and timetable and support planning are provided. She explained that the test structure includes 54 questions.

Math Facilitator Denham explained that he works with students in small groups in the classroom, either those who are struggling in a certain area, or those who are understanding an area and need it to be expanded upon, while the rest of the class works with the classroom teacher.

Principal Stenton relayed that there was a whole building focus on EQAO at GLSS and it was finished in one day, rather than two as it has in the past. He noted that all support spaces were closed and focused only on EQAO, there were paper and white boards on every desk, teachers were released from other classes to help support, and the stress level was brought down. He relayed that students understand its importance and any student absences were followed up on to ensure their attendance. He reported that attendance was up and noted that this model will be replicated in June with any necessary changes implemented.

System Coordinator Beuckelare relayed that the GLSS model will be shared with other schools and their results will be reviewed to see if there was impact.

A Trustee asked if the students were more encouraged or excited about EQAO with the new model. Principal Stenton responded that the students took it more seriously and having Math Facilitator Denham supporting the students that day, who the students had worked with throughout the semester, was helpful. Math Facilitator Denham added that the students were engaged the whole time. Superintendent Hazzard added that math anxiety correlates to achievement, and the students who were looking for a way out of taking the EQAO meant they were looking for additional supports to be successful, and those supports are being put in place.

Following a Trustee question, Superintendent Hazzard confirmed that monthly updates will continue to be brought forth to Trustees and the actual EQAO results will be released in the Fall.

A Trustee asked if the older students were included in terms of providing encouragement and support for younger students. Principal Stenton responded that it was a great idea that could be incorporated in June.

Chair Campbell asked if the snacks provided for students helped them relax. Principal Stenton confirmed that it helped them focus and it was one less thing

for them to worry about.

Director Howitt thanked the presenters for highlighting their work and remarked that he hoped Trustees could see a consistent approach to the items that will be in the Student Achievement Plan, which would be released by the Ministry soon, and was looking forward to celebrating the success of EQAO.

Chair Campbell thanked the presenters and remarked that he looked forward to hearing more in 2024.

Policy and Program
Memorandum 169,
Student Mental Health

Superintendent Barrese introduced Katie Colameco, Mental Health Lead.

Superintendent Barrese explained that Policy and Program Memorandum (PPM) 169, Student Mental Health lays out the expectations for boards across Ontario, which includes work that has been done at the LKDSB for the past few years. She relayed that the goal of the current government in conjunction with the Ministry of Education is to work collaboratively with mental health and addiction partners in the community to have one system to support students. She noted there are 11 key components to the PPM, which include: Three-Year Mental Health and Addictions Strategy and One-Year Action Plan; Joint Local Planning with Community-based Child and Youth Mental Health Providers; Multi-Tiered System of Support; Consistent Use of Evidence-informed Brief Interventions and Standardized Measurements; Suicide Prevention, Intervention, and Postvention Protocols; Virtual Care Delivery; Enhanced Educator and Staff Mental Health Literacy; Mandatory Mental Health Literacy Learning for Students; Family Mental Health Literacy and Awareness Social-Emotional Learning; and Mental Health Absences.

Mental Health Lead Colameco reported that every board is required to have a 3-year Strategy and Action Plan, and noted the primary areas of focus of reducing stigma and increasing reaching out behaviour, building mental health literacy and capacity for all, continued collaboration and joint planning across community agencies to better support students and families, promoting the well-being of all staff students and families and understanding the tiered model of supports and engagement.

Superintendent Barrese relayed that the LKDSB has always had a good relationship with the community mental health lead agencies, and now they will go beyond collaborative conversations to having concrete plans. She relayed that through shared collaboration, they will work to create a common referral process between the LKDSB and the lead mental health agencies, a clear pathway to remove barriers of access for students and families, and a procedure outlining the steps for staff to take. She provided details on the tiered model which includes Tier 1: Foundational, Good for All; Tier 2: Responsive, Necessary for Some; and Tier 3: Intensive, Essential for a Few. She explained there is a fourth tier, which is Intensive Services, community-based and in-home treatment or in-patient, live-in treatment.

Superintendent Barrese relayed there are three 40-minute mandatory mental health literacy modules for Grade 7 and 8 students, which she explained is not new curriculum, but is packaged in a way that is good for all and consistent for all Grade 7 and 8 students. She explained that prioritizing mental health learning is important because students want to learn about mental health in the

classroom, it helps students develop skills that support positive mental health, it supports learning in other areas, it encourages conversations and helps students in need access support, and as caring adults in the lives of students, we want them to be well. She detailed the curriculum expectations for Grade 7 and 8 and noted that Grade 7 and 8 teachers were trained on the curriculum during a Professional Development Day.

Superintendent Barrese remarked that families play a critical role in supporting the mental health of their children and the LKDSB is committed to supporting families to have access to high-quality information and to remove barriers to access for their children. She relayed that family supports will continue to be offered by LKDSB regulated mental health professionals and through summer camp opportunities. She reported that results from the LKDSB Climate Survey show that parents and guardians identified knowing how to access support as a concern, and a media campaign will be completed in the current school year to offer staff, students, and families information about how to know more about the services the LKDSB provides and how to access these services.

Superintendent Barrese reported that the MindUp curriculum will be piloted in schools for students in Kindergarten to Grade 2 and explained that the curriculum complements the Ontario curriculum to support students in enhancing their social-emotional learning and to understand more about how their brain works and focus on strategies to assist students in feeling safe, confident, and engaged in their learning. She relayed that it will roll out to Kindergarten to Grade 8 classrooms over the next 3 years and that 140 staff have been trained and 32 schools have volunteered to be a part of the pilot.

A Trustee asked if there is a mental health program for staff. Superintendent Barrese responded that the LKDSB has an Employee and Family Assistance Program and explained that the strategies used in the classrooms are not exclusive to students. She explained that the mental health literacy program and training helps people reflect on what they need to be healthy and how to support others in being healthy. Mental Health Lead Colameco added that there is an educator component within the MindUp program.

A Trustee commented they appreciated the one referral approach so a student does not have to keep repeating their story and asked if a student can refer themselves or if it must be from an adult. Mental Health Lead Colameco responded that students are encouraged to approach a caring adult, but they can connect directly with a mental health professional in the building.

A Trustee asked if there was a greater need at one particular grade level and if the resources are fluid. Superintendent Barrese responded that there are structured services, and every school has a mental health professional that is regulated and supports students, but the supports are fluid so if there is a need the supports will be moved. She added that staff will be increased in collaboration with the Equity, Diversity, Inclusion, and Justice (EDIJ) department to support mental health and well being for equity deserving students.

A Trustee asked if a presentation will be brought forth to the Parent Involvement Committee (PIC) to assist with parent/guardian involvement. Superintendent Barrese responded that this can be done and Mental Health

Lead Colameco added that parent/guardian sessions are offered throughout the summer.

A Trustee commented that it is wonderful that discussions around mental health are being normalized and asked how standardized measurements are being dealt with as standardization can be a concern. Mental Health Lead Colameco responded that the student is looked at first then the path to take is decided upon. She explained that there are some pieces the community agencies require in their assessments, and this is looked at to see how it can be done so the student does not need to tell their story twice. She added that some students feel the assessments are validating and it depends on how it is delivered and the relationship with the student, and knowing if it is something that will be helpful to the student. Superintendent Barrese explained that guidance from School Mental Health Ontario is relied upon to know what is applicable and appropriate in a school setting, and that some assessments will not be done at the school level because they are too clinical.

Chair Campbell thanked Superintendent Barrese and Mental Health Lead Colameco for their presentation.

Delegations

None.

#2024-27
LKDSB Policy and
Regulations on Advocacy
Expenditures
Report B-24-25

Director Howitt reported to Trustees that the Policy and Regulations on *Advocacy Expenditures* were being brought forth as part of the LKDSB Cyclical Review. He explained that the Policy continues to reflect the philosophy of the Board and the Regulations have a minor housekeeping change recommended.

Moved by Malinda Little, seconded by Jane Bryce,

“That the Board approve the reviewed policy and regulations on Advocacy Expenditures.”

CARRIED.

#2024-28
LKDSB Policy and
Regulations on
Development and Review
of Board Policies and
Regulations
Report B-24-26

Director Howitt reported to Trustees that the Policy and Regulations on *Development and Review of Board Policies and Regulations* were being brought forth as part of the LKDSB Cyclical Review. He explained that the Policy continues to reflect the philosophy of the Board and the Regulations have a change recommended to reflect the Board’s Strategic Priorities and in response to the LKDSB equity Audit.

Moved by Jane Bryce, seconded by David Shortt,

“That the Board approve the reviewed policy and revised regulations on Development and Review of Board Policies and Regulations.”

CARRIED.

#2024-29
LKDSB Policy and
Regulations on Electronic
Meetings
Report B-24-27

Director Howitt reported to Trustees that the Policy and Regulations on *Electronic Meetings* were being brought forth as part of the LKDSB Cyclical Review. He explained that the Policy continues to reflect the philosophy of the Board and the Regulations have changes recommended to reflect current practice.

Moved by Roberta Northmore, seconded by Jane Bryce,

“That the Board approve the reviewed policy and revised regulations on Electronic Meetings.”

CARRIED.

#2024-30
LKDSB Policy and
Regulations on Prohibition
of Entrepreneurial
Activities
Report B-24-28

Director Howitt reported to Trustees that the Policy and Regulations on *Prohibition of Entrepreneurial Activities* were being brought forth as part of the LKDSB Cyclical Review. He explained that the Policy continues to reflect the philosophy of the Board and the Regulations have no changes recommended. He noted that entrepreneurial activities by employees is not a common experience, but having the policy in place is an opportunity to build public confidence that it is something the Board is aware of, can identify, and will protect students from.

Moved by Janet Barnes, seconded by David Shortt,

“That the Board approve the reviewed policy and regulations on Prohibition of Entrepreneurial Activities.”

CARRIED.

#2024-31
Tender Award– Chiller
Replacement – Alexander
Mackenzie Secondary
School
Report B-24-29

Director Howitt reported to Trustees on a tender for a Chiller Replacement at Alexander Mackenzie Secondary School. He relayed that there was a single bidder as the tender was for the production of the equipment and there will be a future tender for the chiller installation.

Moved by Jane Bryce, seconded by Malinda Little,

“That the Board award the tender to the successful bidder, Trane Canada ULC., for the Chiller Replacement at Alexander Mackenzie Secondary School.”

A Trustee asked where Trane Canada ULC was located. Director Howitt noted that Associate Director McKay could bring this information back as business arising at the February 13, 2024 Board Meeting. Student Trustee Shah noted that the company’s website states they are located in Markham, Ontario.

CARRIED.

#2024-32
Tender Award– Flag Pole
Replacement – Various
LKDSB Locations
Report B-24-30

Director Howitt reported to Trustees on a tender award for flag pole replacements at various LKDSB locations. He noted there were no design fees as the design was completed internally and that this work was committed to when the *Display of Flags* Regulation was reviewed. He added that the goal is for each building to have two flag poles.

Moved by Ruth Ann Dodman, seconded by Angela Richards,

“That the Board award the tender to the successful bidder, DiCocco Contractors 2015 Inc. for the Flag Pole Replacement at Various LKDSB Locations.”

Following a Trustee question, Director Howitt responded that there are 35 schools involved in the tender award and a total of 70 flag poles to be installed.

A Trustee asked why the last two quotes were disqualified. Director Howitt

responded that Associate Director McKay could respond to this on February 13, 2024 under Business Arising.

CARRIED.

Ontario Public School
Boards' Association
Update (OPSBA)

Vice-Chair Robertson encouraged Trustees to review the January 12, 2024 OPSBA Provincial Update and noted that there were two Trustee representatives attending the OPSBA Public Education Symposium to be held on January 26 and 27, 2024. She relayed that she would be attending the next OPSBA Board of Directors meeting, which was scheduled on March 1 and 2, 2024 and would provide Trustees with the April Regional meeting date once it was received.

Special Education
Advisory Committee
Report
Report B-24-31

Trustee Little reported to Trustees on the December 14, 2023 Special Education Advisory Committee (SEAC) meeting. She relayed that it was held at Employment Transitions' new facility, an organization that runs a 6-week jobPath program, which helps work-ready individuals in the community with a disability gain the skills to obtain employment and supports job seekers who have not found success on their own. Superintendent Barrese added that the relationship with the jobPath program is new for the LKDSB and she would bring back more information to Trustees at a later date.

2023-24 Revised
Estimates - Update
Report B-24-32

Director Howitt explained that the revised estimate report focuses on the Board's revenue as compared to the Board's 2023-24 estimates revenue and is based on actual enrolment counts on October 31.

Director Howitt reported that overall revenue has increased by \$17,123,245, most due to the inclusion of \$11,769,560 of capital priorities revenue for the construction start-up of the new Kindergarten to Grade 12 school in Forest and the capital addition project at Errol Village Public School. He explained that this revenue was not included as part of the 2023-24 estimates budget as LKDSB staff were still finalizing construction timelines for these two projects. He added that the revenue increase also includes the recognition of \$2,000,000 of additional school generated funds, funding raised by schools, which is available for expenditures at LKDSB schools to cover specific school expenses such as field trips, school-based food programs and small school based capital projects. He explained that these additional funding sources cannot be used to reduce the operating deficit, as reported in the 2023-24 estimates budget.

Director Howitt explained that student enrolment drives many of the operating grants in Grants for Student Needs (GSN) funding, and in total, operating GSNs increased by \$2,063,914 from the 2023-24 estimates budget. He reported that enrolment increased by 422.70 student FTE between the estimates and the revised estimates budget. He reported that the majority of GSN grants tied to enrolment went up, the qualifications and experience grant decreased as teachers at maximum grid salary retired and were replaced by teachers lower in the salary grid, which is also balanced with lower teacher salaries on the expense side, and the declined enrolment grant reduced to zero. He explained that the Ministry calculates a baseline enrolment level which is used in the declining enrolment grant calculation and the increased enrolment at revised estimates reduces the grant funding to zero when applied against the baseline enrolment calculation.

Director Howitt reported that the Board is still in a deficit position, while it has

improved, and is well within the 1% boards are permitted. He relayed that this is not a welcome position to be in and staff continue to look for ways in planning to strive towards not bringing a deficit budget to the Board next year as multiple deficit budgets require a deficit reduction plan submitted to the Ministry. He explained that two of the biggest budget pressures were around the Indigenous Education formula, which continues to be an impact, and the Transportation formula, which CLASS continues to work on. He noted that the Ministry is recognizing some of the challenges boards are facing.

Director Howitt relayed that bell time changes could help improve or reduce the deficit. He noted that a change to a school's start or end time may be put in place to help with sharing of routes, which would bring savings to the Board as less buses would be required. He added that these options were received last school year, but it was too late to consult with families so they were not implemented, but they will need to be implemented for the upcoming school year due to the current deficit position, and schools will be consulted with in the coming weeks.

Director Howitt relayed that the first quarter actual expenditures will be brought to the February 13, 2024 Board Meeting.

A Trustee asked when the budget deficit reduction plan requirement would begin. Director Howitt responded that Associate Director can clarify this at the February 13, 2024 Board Meeting.

A Trustee asked how the increases in revenue impacted the deficit. Director Howitt responded that an increase in tuition, for example, is not a straight revenue as it comes along with other expenses.

A Trustee asked if Trustees could be made aware of the schools that are being considered for bell time changes so they can support school administration and provide their own experiences with bell time changes, as she felt the changes can help students. Director Howitt responded that Trustees will be made aware following initial conversations with principals.

LKDSB Director's Annual
Report 2022-2023
Report B-24-33

Director Howitt presented the [Director's Annual Report](#) and explained that the report is submitted annually to the Ministry of Education by posting it on the LKDSB website by January 31. He noted that the report covers September 2022 to August 2023, and it is organized by the LKDSB Strategic Priorities. He remarked that he is very proud of the work represented in the report as it highlights the incredible opportunities staff provide to students in and out of the classroom and how students are supported from Kindergarten to Grade 12.

Director Howitt relayed that the Director's Annual Report is linked within the staff newsletter, is a feature story on the LKDSB website, is shared through social media, and is sent to other school boards and the Ministry.

Budget Meeting Schedule
for the 2024-2025 School
Year
Report B-24-34

Director Howitt reported on the upcoming budget meetings and consultations that will take place to help guide the budget development process. He relayed that Associate Director McKay recently learned the Grants for Students Needs (GSN) are expected in the spring.

January LKDSB Math

Superintendent Hazzard noted the report contained information presented at

Achievement Action Plan Update: Semester 1 Grade 9 EQAO Report B-24-35	the beginning of the meeting. He relayed that following a question asked during the presentation, he received information that showed a significant improvement in attendance and the vast majority of math classes had either zero or one student absent.
Policy and Program Memorandum 169 Report B-24-36	Superintendent Barrese relayed the report contained information presented at the beginning of the meeting and outlined the 11 requirements for school boards to implement and the actions being taken by LKDSB.
Correspondence	None.
New Business	None.
Trustee Questions	A Trustee noted that years ago there was a push from the government that Boards should reduce the number of policies in place and asked how many policies the Board has. Director Howitt responded that LKDSB Policies and Regulations are reviewed as per the cyclical review and as necessary, and if the policy is necessary it is not rescinded. He noted that he did not have an exact number of policies in place, but there are 175 lines on the tracking spreadsheet and each line includes a policy with a regulation and/or administrative procedure, or an administrative procedure only.
Notices of Motion	None.
Announcements	The next Regular Board Meeting will be held on Tuesday, February 13, 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 9:00 p.m.

Chair of the Board

Director of Education and
Secretary of the Board



FROM: Ben Hazzard, Superintendent of Education

DATE: February 13, 2024

SUBJECT: 2024-2025 School Year Calendar



Background:

Regulation 304, School Year Calendar, Professional Activity Days outlines the requirements for the preparation and submission of school year calendars to the Ministry of Education. For 2024-2025, the school year shall include a minimum of 194 school days of which three days must be designated as professional activity (PA) days devoted to provincial education priorities. These priorities are reflected through the criteria and topics contained in *Policy/Program Memorandum No 151*. Boards may designate up to four additional days as PA days. A board may also designate up to ten instructional days as examination days.

Proposal:

After discussion with our coterminous school board, unions, administrators, Indigenous Liaison and Parent Involvement committees, a regular school calendar is being proposed for the 2024-2025 school year. The following charts outline the proposed organization of this calendar.

Statutory/School Board Designated Holidays:

September 2, 2024	Labor Day
October 14, 2024	Thanksgiving Day Holiday
December 23 to January 3, 2025	Winter Break
February 17, 2025	Family Day
March 10 – 14, 2025	March Break
April 18, 2025	Good Friday
April 21, 2025	Easter Monday
May 19, 2025	Victoria Day

P.A. Days:

- Friday, September 20, 2024
- Friday, October 11, 2024
- Friday, November 15, 2024
- Friday, January 31, 2025
- Friday, April 4, 2025
- Friday, June 6, 2025
- Friday, June 27, 2025

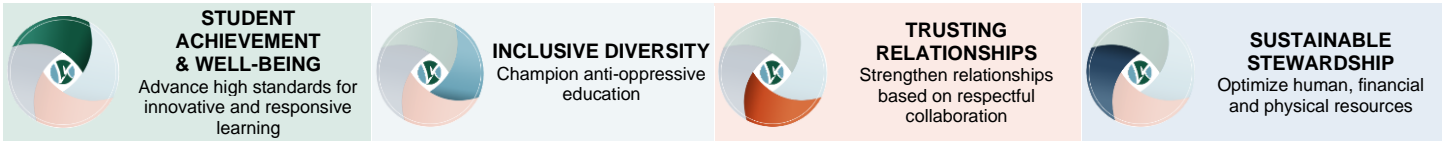
Secondary Exam Days:

Friday, January 24 – Thursday, January 30, 2025

Friday, June 20 – Thursday, June 26, 2025

Recommendation:

"That the Board approve the 2024-2025 School Year Calendar and that this calendar be forwarded to the Ministry of Education for approval as required."



FROM: Roberta Northmore, Trustee

DATE: February 13, 2024

SUBJECT: Indigenous Liaison Committee (ILC) Report



The January 17, 2024 meeting of the Indigenous Liaison Committee (ILC) was held in the community of Aamjiwnaang First Nation with Trustee Roberta Northmore chairing the meeting.

Reports from the First Nation Communities were received:

Aamjiwnaang First Nation

Education Coordinator Vicki Ware reported that the school’s expansion up to grade three is going well. The teachers are involved in curriculum training for Literacy and Math. Storytelling sessions with students will take place inside The Learning Lodge throughout the month of February.

Eelünaapéewi Lahkéewiit

Education Manager Jolene Whiteye reported that there was one applicant for the Secondary Student Success Worker. There will also be a position posted for a Post-Secondary Coordinator. Tutors were needed and quite a few community members offered to help out and have created a math night weekly for elementary and secondary students. A flyer was posted yesterday for a reading buddy program which would also provide high school students with the required volunteer hours. There is a Breakfast Program run by the Social Services office where everyone is welcome and lunches are also supplied. Chartwell gift cards were purchased for students at John McGregor Secondary School and Chatham Kent Secondary School. Families in the community were given grocery store gift cards in January to help offset grocery costs.

Kettle and Stony Point First Nation

Director of Education Jenna Southen reported that Bob Bressette was hired as the Principal effective yesterday. Three Resource Teachers are rolling a program out targeting specifics within Literacy and STEM. Conversations were had with Lambton Kent District School Board administrators who are concerned with attendance trends and credit attainment. The community is looking to re-establish a Circle of Nations to help in these areas. The hope is to obtain an advocate at North Lambton Secondary School and an Indigenous Lead in the Kettle and Stony Point First Nation to help in these areas.

Bkejwanong First Nation

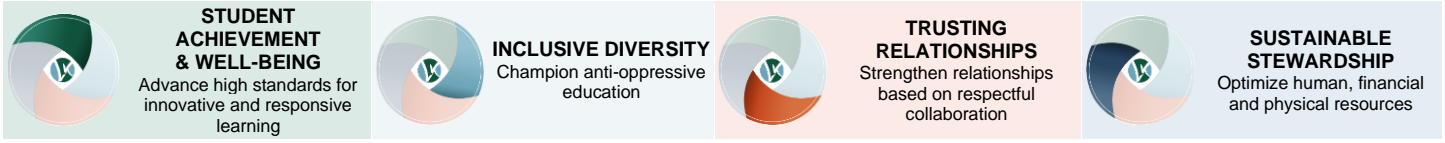
Director of Lifelong Learning Jarvis Nahdee reported that the school held wonderful Christmas celebrations. Christmas trees were decorated and donated to the school and then raffled off to members of the community.

Trustee Roberta Northmore reported that the Math Achievement Action Plan is for students in grades three, six and nine. There was a presentation on enrolment projections and the largest growth area is in Lambton Shores. The Math Achievement team shared a presentation and noted that some good progress has been made with the students.

Indigenous Lead Dallas Sinopole reported that discussion is sought to move forward with a Language Initiative. Since May 2023 meetings have been held with Education Perfect which specializes in language revitalization. The Nations can use Education Perfect on their own or the board can partner with each Nation to create a language platform. The plan is to create an advisory committee with fluent speakers, Elders and Knowledge Keepers. The cost for this program is approximately \$150,000 each year for three years and this discussion will continue at the February ILC meeting.

Superintendent Dixon reported that a BAP finance meeting will be held in the Spring with more details to follow. Superintendent Dixon shared the 2024-2025 draft school year calendar. As a follow up to November's ILC meeting, Superintendent Dixon shared that she spoke with Associate Director Brian McKay regarding the ability to pre-load Chartwell cafeteria gift cards weekly for students. Associate Director McKay is going to consult with his team and will speak to the vendor to troubleshoot this issue.

The next ILC meeting is scheduled for Wednesday February 21, 2024, at 12:00 p.m.
At Kettle and Stony Point First Nation



FROM: Kelley Robertson, Vice-Chair

DATE: February 13, 2024

SUBJECT: Ontario Public School Boards' Association (OPSBA) Update

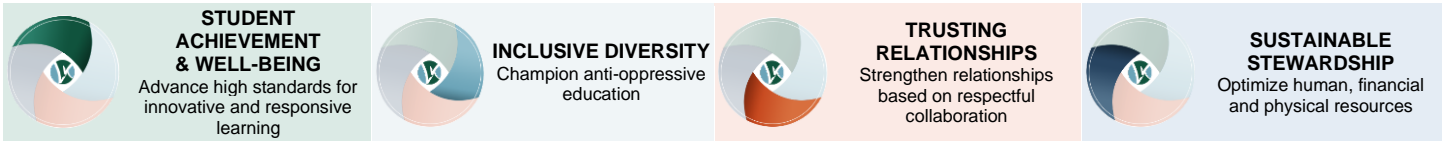


Public Education Symposium 2024

The conference was a wonderful opportunity to learn more about public education and connect with other trustees. As the keynote speaker, Steve Paikin of TVO, shared experiences from his 40 years covering education. Plenary sessions shared insights on working with municipalities to benefit students, the impacts of residential schools, and the application of emotional intelligence.

A number of breakout sessions were attended which were very informative.

The next regional meeting is scheduled for April 6, 2024 and is being moved from Avon Maitland District School Board to either Thames Valley District School Board or Greater Essex County District School Board to serve as host.



FROM: Malinda Little, Trustee

DATE: February 13, 2024

SUBJECT: Special Education Advisory Committee (SEAC) Report



The Special Education Advisory Committee (SEAC) of the Lambton Kent District School Board met virtually on Thursday, January 18, 2024. Following is a report of the activities of the meeting:

Presentation – Community Programs for New Graduates

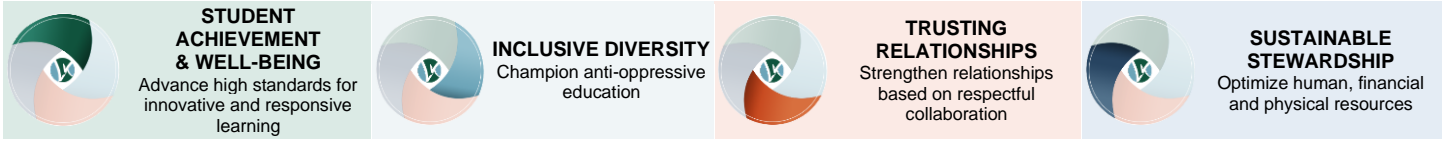
Steve Stokley and Christine Kent from Community Living Chatham Kent spoke about the Making It Happen Program, which encourages people with disabilities to acquire the necessary skills and confidence for lifelong learning and growth. The Making it Happen program is designed to assist adults ages 18 – 28 to develop the skills needed to transition from school to life into the community. In addition to the Making it Happen Program, Community Living CK offers a Summer Employment program called Job Worx. The Job Worx program works with 20 secondary students who work at their place of employment in the mornings and volunteer every other afternoon, providing individuals with the expertise and confidence to improve their financial well-being.

Presentation – General Strategies for Children with Epilepsy

Epilepsy Educator Sandra Pidduck from Epilepsy SW Ontario shared with the group the work their organization provides the LKDSB and our students and what we can do to help support our students with epilepsy every day. She informed the group about the inner workings of the brain, our neurons and lobes, where seizures come from and what causes epilepsy. She said understanding epilepsy and the cognitive, psychological, and social consequences of the condition is the first step in supporting students living with epilepsy.

Next Meeting

Thursday, February 15, 2024
Wallaceburg District Secondary School



FROM: Brian McKay, Associate Director, Corporate Services & Treasurer

DATE: February 13, 2024

**SUBJECT: Financial Report 2023-24 School Year Expenditures,
September 1 – November 30, 2023**



This financial report summarizes the 1st quarter expenditures for the period of September 1 to November 30, 2023.

This period represents about 25% of operating expenses that occur over 12 months, and approximately 30 - 35% of the salary and benefit portion of the instructional operating expenses that occur over a 10-to-12-month period.

Appendix A contains the summarized financial information for the 1st quarter. The report compares actual expenditures to date (from September 1 to November 30) against 2 budget/actual benchmark calculations. The first benchmark calculation (Scenario 1) provides a projected percentage spend based on a 5-year historical average of actual board expenditures. The second benchmark calculation (Scenario 2) compares the actual expenditures to an assumption of equal spending patterns throughout the fiscal year. An equal spending pattern assumes the same percentage spend of the budget each month. Scenario 2 does not apply to salary and benefit budgets as these two items are better compared to a combination of historical spend and actual payroll dates throughout the year, which is built into Scenario 1 benchmarks.

Comments on the Financial Report (Appendix A):

Report Ref. No.	Notes on the following selected Expenditure Categories:
A1	For the first quarter of the 2023-24 school year, the supply teacher budget shows a deficit against the first 3 months of expenditures based on the scenario 1 benchmark calculation. The supply teacher budget was reduced by 45% from prior years due to removal of the COVID-19 Recovery funding. For supply teacher costs, the scenario 1 analysis shows that, historically, the board would have 77.8% of this budget item remaining after the first quarter. Scenario 2, which assumes equal month spending, shows that the board should have 70.0% of this budget item remaining after the first quarter.
A	For the first quarter of the 2023-24 school year, the remaining salary and wage budgets are tracking on-budget. During the first quarter, there were 7 pay dates, as compared to 6 pay dates in the same time frame for the 2022-23 school year. The timing difference of this

	additional pay date explains the small negative variances in the salary and wage categories.
B	Overall budget amounts for employee benefits show a surplus against actual expenditures in quarter 1 for the 2023-24 school year. The scenario 1 benchmark percentages used for benefits are the same as the associated salary line benchmarks. Board employees who have maxed out CPP and EI benefits for quarter 1 will be showing a surplus against the benchmark. This surplus position will start to clear in quarter 2 as staff members begin to pay CPP and EI for the 2024 calendar year. The overall benefits budget lines are expected to be on budget for the fiscal year.
C	Staff development budgets were underspent for the first quarter of the 2023-24 school year. Many departments have experienced delays in the delivery of professional development during the first quarter.
D	The total supplies and services budget area is on budget for the first 3 months of the school year based on scenario 1 benchmarks. Scenario 2 benchmarks show a surplus in these accounts. Any variation in percentages on each line item is the result of timing differences in spending when compared to the assumptions in the benchmark percentages. The Finance department reclassified some budget that was previously reported under capital expenditures to supplies and services. This includes equipment purchases that would not meet the capitalization threshold.
E	<p>Previous year budget reporting included equipment purchases under this category that would not meet capitalization thresholds. This section now only shows budget that uses capital funding provided by the Ministry.</p> <p>The board has a number of capital projects that are ongoing during the school year. In past years, most large capital expenditures occurred during July and August, with little spending during the first quarter. The scenario 1 benchmarks still reflect this historical spending pattern. As the board continues to undertake capital work during the school year, the timing of expenditures will occur throughout the year, and not only during the summer break. This area is expected to be on budget for the year.</p>
F	The fees and contractual services budget contains board transportation and fees and contracts for school operations (i.e. snow removal and grass cutting). The transportation budget includes the expected deficit of \$690,900 above current funding. The timing of grass cutting and snow removal expenditures are dependent on weather.

Staff continues to track all budget versus actual variances. Based on 1st quarter expenditures, the board is still anticipating a deficit of \$1,781,116, which was reporting in the January 23, 2024 Revised Estimates Update report.

THE LAMBTON KENT DISTRICT SCHOOL BOARD
FINANCIAL REPORT - SEPTEMBER 1 TO NOVEMBER 30, 2023





EXPENDITURE CATEGORIES	2023-24 REVISED BUDGET	SEPT. TO NOV. 2023 EXPENDITURES	BUDGET REMAINING AT NOV. 30, 2023 \$	BUDGET REMAINING AT NOV. 30, 2023 %	NOVEMBER 30 BENCHMARK (SCENARIO 1)	VARIANCE FROM BENCHMARK % (SCENARIO 1)	NOVEMBER 30 BENCHMARK (SCENARIO 2)	VARIANCE FROM BENCHMARK % (SCENARIO 2)	Report Ref No.
SALARIES AND WAGES									
Classroom Teachers (Includes Preparation Time)	\$ 129,653,490	\$ 36,078,195	\$ 93,575,295	72.2%	72.0%	0.2%			
Occasional / Supply Teachers	\$ 3,429,962	\$ 1,373,526	\$ 2,056,436	60.0%	77.8%	-17.9%	70.0%	-10.0%	A1
Teacher Assistants	\$ 14,933,707	\$ 3,990,886	\$ 10,942,821	73.3%	74.2%	-0.9%			
Paraprofessionals & Technicians	\$ 6,765,826	\$ 1,446,569	\$ 5,319,257	78.6%	79.6%	-1.0%			
Library & Guidance	\$ 3,082,702	\$ 925,909	\$ 2,156,793	70.0%	72.0%	-2.0%			
Staff Development	\$ 23,000	\$ 6,983	\$ 16,017	69.6%	71.1%	-1.5%			
Coordinators & Consultants	\$ 3,745,330	\$ 1,042,073	\$ 2,703,257	72.2%	74.7%	-2.5%			
Early Childhood Educators	\$ 5,144,822	\$ 1,366,586	\$ 3,778,236	73.4%	75.1%	-1.7%			
Principals and Vice-Principals	\$ 10,867,379	\$ 2,694,792	\$ 8,172,587	75.2%	77.4%	-2.2%			
School Office - Secretarial & Supplies	\$ 5,335,925	\$ 1,457,208	\$ 3,878,717	72.7%	74.9%	-2.3%			
Continuing Education	\$ 1,203,526	\$ 204,208	\$ 999,318	83.0%	71.9%	11.1%			
Trustees	\$ 124,551	\$ 31,346	\$ 93,205	74.8%	74.8%	0.1%			
Directors & Supervisory Officers	\$ 835,000	\$ 240,015	\$ 594,985	71.3%	75.5%	-4.2%			
Board Administration	\$ 3,586,038	\$ 903,497	\$ 2,682,541	74.8%	77.6%	-2.8%			
Department Heads	\$ 390,000	\$ 118,418	\$ 271,582	69.6%	71.2%	-1.6%			
Operations and Maintenance - Schools	\$ 11,937,939	\$ 2,795,362	\$ 9,142,577	76.6%	78.4%	-1.8%			
TOTAL SALARIES AND WAGES	\$ 201,059,197	\$ 54,675,573	\$ 146,383,624	72.8%	73.5%	-0.7%			A
EMPLOYEE BENEFITS									
Classroom Teachers	\$ 18,348,236	\$ 4,033,736	\$ 14,314,500	78.0%	72.0%	6.0%			
Occasional / Supply Teachers	\$ 323,209	\$ 113,990	\$ 209,219	64.7%	77.8%	-13.1%	70.0%	-5.3%	
Teacher Assistants	\$ 4,528,860	\$ 1,152,234	\$ 3,376,626	74.6%	74.2%	0.3%			
Paraprofessionals & Technicians	\$ 1,684,278	\$ 374,447	\$ 1,309,831	77.8%	79.6%	-1.9%			
Library & Guidance	\$ 394,154	\$ 84,648	\$ 309,506	78.5%	72.0%	6.5%			
Staff Development	\$ 2,000	\$ 497	\$ 1,503	75.1%	71.1%	4.0%			
Coordinators & Consultants	\$ 464,049	\$ 86,267	\$ 377,782	81.4%	74.7%	6.7%			
Early Childhood Educators	\$ 1,274,661	\$ 386,043	\$ 888,618	69.7%	75.1%	-5.4%			
Principals and Vice-Principals	\$ 1,356,945	\$ 269,119	\$ 1,087,826	80.2%	77.4%	2.7%			
School Office - Secretarial & Supplies	\$ 1,461,615	\$ 407,266	\$ 1,054,349	72.1%	74.9%	-2.8%			
Continuing Education	\$ 160,594	\$ 42,009	\$ 118,585	73.8%	71.9%	1.9%			
Trustees	\$ 7,103	\$ 1,498	\$ 5,605	78.9%	74.8%	4.1%			
Directors & Supervisory Officers	\$ 101,287	\$ 18,982	\$ 82,305	81.3%	75.5%	5.8%			
Board Administration	\$ 946,889	\$ 274,311	\$ 672,578	71.0%	77.6%	-6.5%			
Operations and Maintenance - Schools	\$ 3,408,059	\$ 799,567	\$ 2,608,492	76.5%	78.4%	-1.8%			
TOTAL EMPLOYEE BENEFITS	\$ 34,461,939	\$ 8,044,614	\$ 26,417,325	76.7%	74.0%	2.7%			B

THE LAMBTON KENT DISTRICT SCHOOL BOARD
FINANCIAL REPORT - SEPTEMBER 1 TO NOVEMBER 30, 2023

EXPENDITURE CATEGORIES	2023-24 REVISED BUDGET	SEPT. TO NOV. 2023 EXPENDITURES	BUDGET REMAINING AT NOV. 30, 2023 \$	BUDGET REMAINING AT NOV. 30, 2023 %	NOVEMBER 30 BENCHMARK (SCENARIO 1)	VARIANCE FROM BENCHMARK % (SCENARIO 1)	NOVEMBER 30 BENCHMARK (SCENARIO 2)	VARIANCE FROM BENCHMARK % (SCENARIO 2)	Report Ref No.
STAFF DEVELOPMENT									
Staff Development - Classroom	\$ 821,380	\$ 196,950	\$ 624,430	76.0%	80.7%	-4.7%	70.0%	6.0%	
Coordinators & Consultants	\$ 50,000	\$ 1,020	\$ 48,980	98.0%	98.0%	0.0%	70.0%	28.0%	
Principals and Vice-Principals	\$ 336,177	\$ 5,800	\$ 330,377	98.3%	97.3%	1.0%	70.0%	28.3%	
Continuing Education	\$ 1,500	\$ -	\$ 1,500	100.0%	100.0%	0.0%	75.0%	25.0%	
Trustees	\$ 35,000	\$ 3,602	\$ 31,398	89.7%	95.6%	-5.9%	70.0%	19.7%	
Board Administration	\$ 191,751	\$ 35,146	\$ 156,605	81.7%	70.2%	11.5%	75.0%	6.7%	
Operations and Maintenance - Schools	\$ 79,250	\$ 10,353	\$ 68,897	86.9%	89.4%	-2.5%	75.0%	11.9%	
TOTAL STAFF DEVELOPMENT	\$ 1,515,058	\$ 252,871	\$ 1,262,187	83.3%	81.2%	2.1%	70.9%	12.4%	C
SUPPLIES AND SERVICES									
Classroom Teachers	\$ 185,677	\$ 25,792	\$ 159,885	86.1%	87.5%	-1.3%	70.0%	16.1%	
Classroom Computers & SEA Computers	\$ 1,971,605	\$ 250,418	\$ 1,721,187	87.3%	84.7%	2.6%	70.0%	17.3%	
Textbooks, Supplies & Equipment	\$ 7,514,427	\$ 1,426,625	\$ 6,087,802	81.0%	81.6%	-0.6%	70.0%	11.0%	
Paraprofessionals & Technicians	\$ 612,069	\$ 70,446	\$ 541,623	88.5%	86.0%	2.5%	70.0%	18.5%	
Library and Guidance	\$ 64,485	\$ 15,786	\$ 48,699	75.5%	77.3%	-1.8%	70.0%	5.5%	
Coordinators & Consultants	\$ 430,186	\$ 79,778	\$ 350,408	81.5%	84.1%	-2.6%	75.0%	6.5%	
Principals and Vice-Principals	\$ 123,724	\$ 5,163	\$ 118,561	95.8%	97.6%	-1.8%	70.0%	25.8%	
School Office - Secretarial & Supplies	\$ 734,028	\$ 285,696	\$ 448,332	61.1%	61.6%	-0.6%	70.0%	-8.9%	
Continuing Education	\$ 63,669	\$ 10,945	\$ 52,724	82.8%	81.8%	1.0%	75.0%	7.8%	
Trustees	\$ 90,867	\$ 5,654	\$ 85,213	93.8%	94.9%	-1.2%	75.0%	18.8%	
Board Administration	\$ 540,579	\$ 150,987	\$ 389,592	72.1%	69.2%	2.9%	75.0%	-2.9%	
Operations & Maintenance - Schools	\$ 10,903,284	\$ 2,291,471	\$ 8,611,813	79.0%	80.5%	-1.6%	75.0%	4.0%	
TOTAL SUPPLIES AND SERVICES	\$ 23,234,600	\$ 4,618,761	\$ 18,615,839	80.1%	80.8%	-0.7%	72.6%	7.5%	D
CAPITAL EXPENDITURES									
Classroom Computers & SEA Computers	\$ 1,323,296	\$ 104,620	\$ 1,218,676	92.1%	87.6%	4.5%	70.0%	22.1%	
Furniture and Equipment	\$ 623,625	\$ 49,446	\$ 574,179	92.1%	88.0%	4.1%	70.0%	22.1%	
Vehicles	\$ 55,000	\$ -	\$ 55,000	100.0%	98.9%	1.1%	75.0%	25.0%	
School Renewal	\$ 28,526,239	\$ 2,024,755	\$ 26,501,484	92.9%	87.9%	5.0%	75.0%	17.9%	
TOTAL CAPITAL EXPENDITURES	\$ 30,528,160	\$ 2,178,821	\$ 28,349,339	92.9%	87.9%	4.9%	74.7%	18.2%	E
NON-OPERATING EXPENDITURE									
NPF Debt Repayment	\$ 3,340,907	\$ 960,650	\$ 2,380,257	71.2%	66.5%	4.8%			
TOTAL NON-OPERATING EXPENDITURES	\$ 3,340,907	\$ 960,650	\$ 2,380,257	71.2%	66.5%	4.8%			

THE LAMBTON KENT DISTRICT SCHOOL BOARD
FINANCIAL REPORT - SEPTEMBER 1 TO NOVEMBER 30, 2023

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FEES AND CONTRACTUAL SERVICES									
Classroom Supplies & Services	\$ 60,000	\$ 24,008	\$ 35,992	60.0%	61.2%	-1.2%	70.0%	-10.0%	
Textbooks, Supplies & Equipment	\$ 1,398,709	\$ 689,261	\$ 709,448	50.7%	40.1%	10.6%	70.0%	-19.3%	
Paraprofessionals & Technicians	\$ 620,811	\$ 334,376	\$ 286,435	46.1%	74.5%	-28.4%	70.0%	-23.9%	
Coordinators & Consultants	\$ 96,719	\$ 19,101	\$ 77,618	80.3%	83.7%	-3.4%	75.0%	5.3%	
School Office	\$ 14,200	\$ 13,485	\$ 715	5.0%	18.9%	-13.8%	70.0%	-65.0%	
Board Administration	\$ 1,730,343	\$ 812,086	\$ 918,257	53.1%	45.3%	7.8%	75.0%	-21.9%	
Pupil Transportation	\$ 16,314,505	\$ 5,145,245	\$ 11,169,260	68.5%	69.9%	-1.4%	70.0%	-1.5%	
Operations & Maintenance - Schools	\$ 4,925,900	\$ 364,794	\$ 4,561,106	92.6%	89.8%	2.8%	75.0%	17.6%	
TOTAL FEES AND CONTRACTUAL SERVICES	\$ 25,161,187	\$ 7,402,356	\$ 17,758,831	70.6%	70.6%	0.0%	71.3%	-0.8%	F
OTHER									
Classroom Supplies & Services	\$ 30,300	\$ -	\$ 30,300	100.0%	100.0%	0.0%	70.0%	30.0%	
Board Administration	\$ 95,846	\$ 51,906	\$ 43,940	45.8%	37.3%	8.6%	75.0%	-29.2%	
Other Non-Operating Expense	\$ 4,386,654	\$ -	\$ 4,386,654	100.0%	100.0%	0.0%	100.0%	0.0%	
School Generated Funds	\$ 6,000,000	\$ -	\$ 6,000,000	100.0%	100.0%	0.0%	100.0%	0.0%	
TOTAL OTHER	\$ 10,512,800	\$ 51,906	\$ 10,460,894	99.5%	42.1%	57.4%	99.7%	-0.2%	
CHARGES-NON FINANCIAL ASSETS									
Amortization	\$ 19,396,708	\$ -	\$ 19,396,708	100.0%	100.0%	0.0%			
TOTAL CHARGES-NON FINANCIAL ASSETS	\$ 19,396,708	\$ -	\$ 19,396,708	100.0%	100.0%	0.0%			
TOTAL EXPENDITURES	\$ 349,210,556	\$ 78,185,552	\$ 271,025,004	77.6%					

 <p>STUDENT ACHIEVEMENT & WELL-BEING Advance high standards for innovative and responsive learning</p>	 <p>INCLUSIVE DIVERSITY Champion anti-oppressive education</p>	 <p>TRUSTING RELATIONSHIPS Strengthen relationships based on respectful collaboration</p>	 <p>SUSTAINABLE STEWARDSHIP Optimize human, financial and physical resources</p>
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FROM: Ben Hazzard, Superintendent of Education – Math Lead

DATE: February 13, 2023

SUBJECT: February LKDSB Math Achievement Action Plan Update: Focused on Mid-Year Student Growth



Lambton Kent District School Board
 Math Achievement Action Plan
 Four Areas of Focus

Number Talks

Teacher Capacity



Instructional Leadership

Student Data

The 2023-2024 Lambton Kent District School Board Math Achievement Action Plan (LKDSB MAAP) implementation update will focus on the LKDSB and provincial theme of knowing the learner with student data. The Ministry of Education and Lambton Kent District School Board plan focuses on: How do we know the learner? Specifically, working to know the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive. This report provides an update on the student data related to student intervention.

Below are the reports and charts displaying:

- Initial and midpoint student data using math developmental continua for addition, subtraction, and multiplication
- Secondary, Semester 1, intervention results and plans for Semester 2 intervention by Grade 9 math facilitators

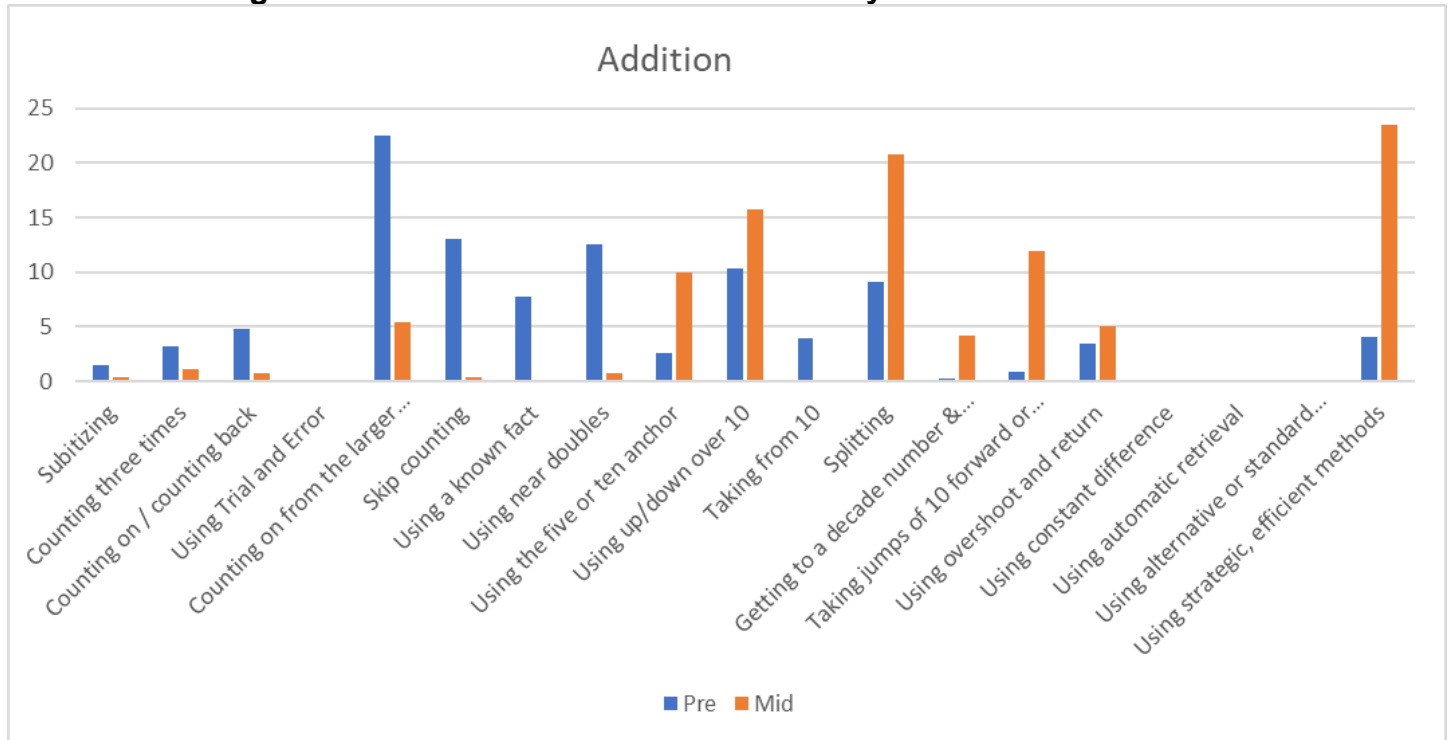
Elementary Student Data:

<p>Priority 3 Key Performance Indicators:</p> <p>How do we know the learner?</p> <p>Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive</p>		
<p>Specific Actions:</p> <p>Priority Schools will utilize the math facilitator for intervention around number sense in the designated grades and classrooms. Intervention will include data collection that will be tracked, monitored, and reported upon.</p>	<p>Key Performance Indicator</p> <p>Priority Schools:</p> <p># of students who have shown improvement on a post assessment using math developmental continua</p>	<p>February Update:</p> <p>Elementary facilitators have been completing intervention activities with students, focused on addition and multiplication. Facilitators are working on the mid-point assessments but as of February 5th:</p> <ul style="list-style-type: none"> • 260 students have shown growth in addition, • 302 students have shown growth in multiplication.

Elementary Math Facilitators have focused on addition and multiplication with the majority of the intervention students. Students who demonstrate competency in addition are now beginning to work on subtraction in Grade 3 and students who have demonstrated competency in multiplication are now beginning to work on division in grade 6.

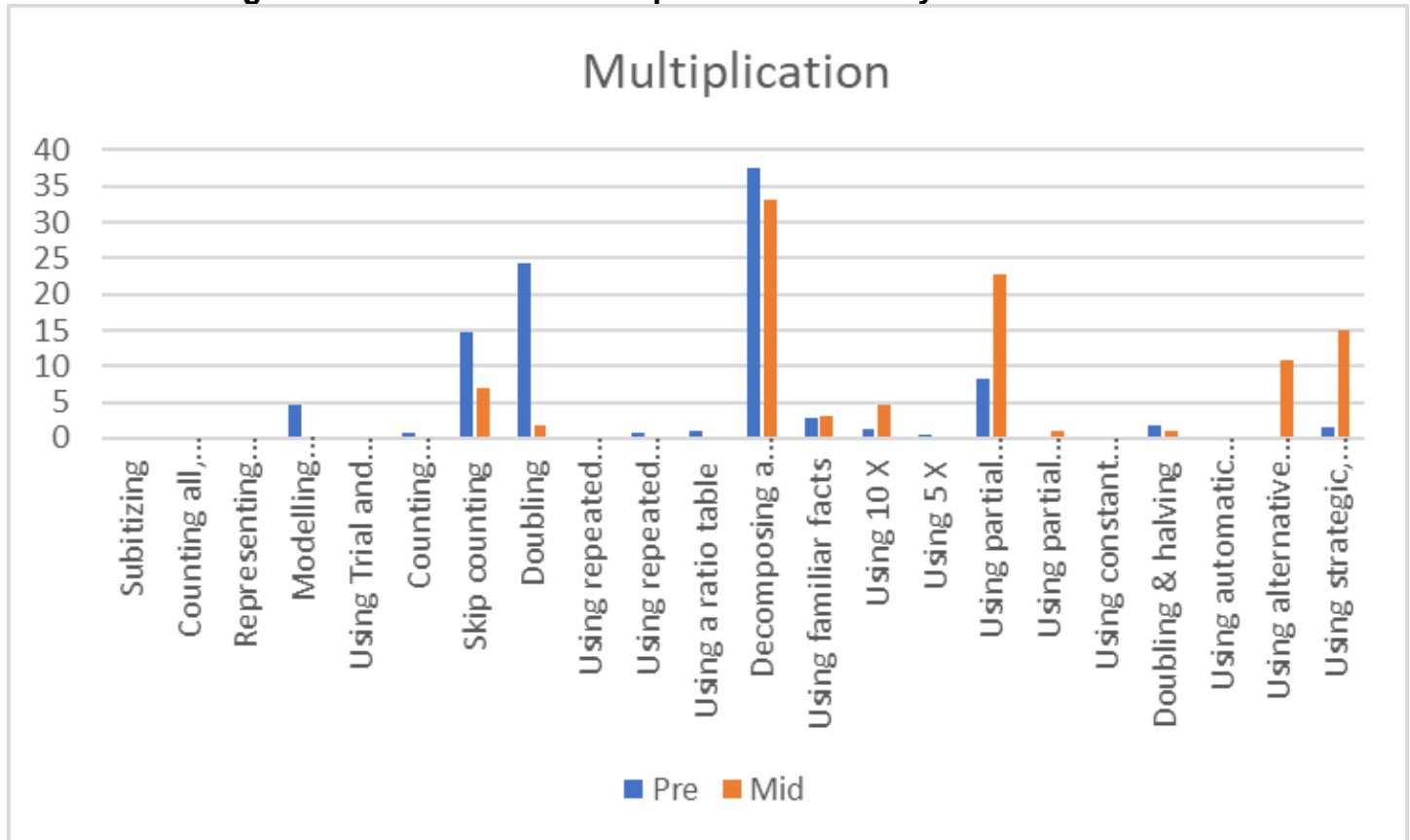
Intervention and midpoint assessments will continue throughout the remainder of the school year, with the goal of collecting additional assessment data, where appropriate, by the end of the school year.

Intervention Diagnostic Assessment – Addition at Priority Schools



462 students had an initial (Pre) assessment completed. As of February 5, 260 students had a mid-point assessment completed.

Intervention Diagnostic Assessment – Multiplication at Priority Schools



619 students had an initial (Pre) assessment completed. As of February 5, 302 students had a mid-point assessment completed.

Secondary Student Data:

Secondary Facilitators have wrapped up semester 1. Intervention in Secondary came in the form of classroom support, small group intervention based on student need in each mathematical strand and small group support for students who were ready for extensions to their learning.

Secondary facilitators have examined best practices and have developed a diagnostic activity they will use in the priority schools to determine which students may benefit from early small group intervention and support for the upcoming semester.

Intervention and extension will continue to be a focus for Semester 2.

Initial Number of Students Supported with Direct Intervention by a Math Facilitator:

Priority 3 Key Performance Indicators:		
How do we know the learner?		
Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive		
Specific Actions: Priority Schools will utilize the math facilitator for intervention around number sense in the designated grades and classrooms. Intervention will include data collection that will be tracked, monitored, and reported upon.	Key Performance Indicators Priority Schools: # of students who have been supported with direct intervention by a math facilitator	February Update: 1397 elementary students have been assessed, intervention has been in progress and as of Feb 5 th , 591 students have been reassessed and demonstrated growth in the more efficient strategies they use for adding, subtracting, multiplying and dividing. 210 secondary students were directly supported by a math facilitator in Semester 1.

Appendix 1: LKDSB 2023-2023 Math Priority Schools

	Grade 3	Grade 6	Grade 9
A A Wright		X	
Colonel Cameron		X	
East Lambton	X	X	
H W Burgess	X		
Hanna Memorial	X	X	
High Park	X	X	
Hillcrest		X	
King George VI (C)	X	X	
Kinnwood Central	X	X	
Lansdowne	X	X	
McNaughton		X	
Naahii Ridge	X		
P.E. McGibbon	X	X	
Queen Elizabeth II Chatham	X	X	
Queen Elizabeth II Sarnia		X	
Rosedale	X	X	
Sir John Moore Community	X	X	
Tecumseh	X	X	
Tilbury Area		X	
Victor Lauriston	X	X	
Winston Churchill	X	X	
Chatham Kent SS			X
Great Lakes SS			X
John McGregor SS			X
Lambton Central CVI			X
North Lambton SS			X
Wallaceburg DSB			X