

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



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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.

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Chair of the Board

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Director of Education and  
Secretary of the Board