

REGULAR BOARD MEETING AGENDA  
PUBLIC SESSION

TUESDAY, SEPTEMBER 27, 2016  
7:00 p.m.

Board Room  
Sarnia Education Centre  
200 Wellington Street, Sarnia

**A**

	Page Reference
1. Call to Order	
2. Approval of Agenda	
3. Declaration of Conflict of Interest	
4. Approval of the Minutes from September 13, 2016 Regular Board Meeting	1
5. Business Arising from the Minutes	
6. Motions Emanating from the Regular Board Private Session	
7. Motion that the Actions of the Regular Board Private Session be the Action of the Board.	
8. Presentations:	
a) Certificates of Commendation to Elementary Teacher Kerry Miller for being a Prime Minister's Teaching Excellence Certificate recipient	
b) Snap Shots of Excellence – Director Costello	
9. Delegations:	
10. Questions from the Public	
11. Reports for Board Action	
a) Staff Appreciation Day	Chair Bryce/Director Costello Report B-16-107      8
<u>Recommendation</u> "That the Board observe October 3, 2016 as Staff Appreciation Day in the public schools of Lambton Kent."	
b) LKDSB Accessibility Plan – 2015/2016	Superintendent Doey Report B-16-108      9
<u>Recommendation</u> "That the Board approve the 2015/2016 Annual Accessibility Report for the Lambton Kent District School Board."	
12. Reports for Board Information	
a) Special Education Advisory Committee Update	Trustee Hudie Report B-16-109      29
b) LKDSB Vision, Mission and Belief Statements	Director Costello Report B-16-110      31
c) LKDSB Capital Plan September 2016	Director Costello Superintendent Girardi Superintendent McKay Report B-16-111      33

13. Correspondence
14. New Business
15. Trustee Question Period
16. Notices of Motion
17. Future Agenda Items
18. Announcements
  - a) A Special Board Meeting will be held on October 4, 2016 at the Sarnia Education Centre at 6:00 p.m.. The LKDSB Pupil Accommodation Report and Initial Staff Report(s) will be presented.
  - b) The next Regular Board Meeting will be held on October 11, 2016 at the Chatham Education Centre, 7:00 p.m.
19. Adjournment

Lambton Kent District School Board,  
Minutes of the Regular Board Meeting of September 13, 2016 held at the Chatham Education Centre

PRESENT:

Trustees: Chair Jane Bryce, Vice-Chair Scott McKinlay, Randy Campbell, Ruth Ann Dodman, Dave Douglas, Jack Fletcher, Elizabeth Hudie, Tom McGregor, Bob Murphy, Lareina Rising, Shannon Sasseville

Student Trustee Ayla Jacobs and Keaton Jennings

Staff: Director of Education Jim Costello, Superintendent of Business Brian McKay, Superintendents of Education, Joy Badder, Dave Doey, Gary Girardi, Taf Lounsbury, Mark Sherman and Phil Warner

Recording Secretary: Trish Johnston, Executive Assistant and Communications Officer

Call to Order: Chair Bryce called the meeting to order at 7:00 p.m. Director Costello introduced Heather Hughes, Public Relations Officer for the LKDSB.

#2016-136  
Approval of the Agenda  
Sept/13/2016  
Moved by Ruth Ann Dodman , seconded by Jack Fletcher,  
"That the Agenda for the Regular Board Meeting Public Session of  
September 13, 2016 be approved."

CARRIED.

Declaration of Conflict of Interest: No declarations of conflict of interest were issued.

#2016-137  
Approval of Minutes  
Aug/30/2015  
Moved by Randy Campbell, seconded by Jack Fletcher,  
"That the Board approve the Minutes of the Regular Board Meeting of  
August 30, 2016."

CARRIED.

#2016-138  
Action of the Regular  
Board Private Session be  
the Action of the Board  
Moved by Scott McKinlay, seconded by Jack Fletcher,  
"That the Action of the Board in Private Session be the Action of the  
Board."

CARRIED.

Presentations:  
Grade 7/8 French  
Immersion Students from  
Harwich Raleigh Public  
School  
Superintendent Doey introduced Principal Balkwill, from Harwich Raleigh Public School in Blenheim. Principal Balkwill explained that the Grade 7/8 French Immersion Students visited Quebec City last school year to celebrate the Carnival. She commented on the examples of engagement at all levels to make the trip possible. She introduced Elementary Teacher Kolette Myers and Grade 8 French Immersion Student, Dylan Short. Dylan shared the highlights of the trip on behalf of his classmates. He thanked the parents who chaperoned the trip, Madame Myers and the Board for making the trip possible. He commented on the opportunity to practice his French language skills and experience the culture while in Quebec City. On behalf of the Board, Chair Bryce thanked Dylan for his presentation. Director Costello complemented Dylan on making the presentation in two languages.

Lambton Kent Secondary  
Schools Athletic  
Association Update  
(LKSSAA) – James Clarke  
Director Costello introduced James Clarke, Secondary Teacher at John McGregor Secondary School in Chatham and part time LKSSAA Co-ordinator. He explained that up until two years ago the Board still had two secondary athletic associations - Lambton and Chatham-Kent. The need to amalgamate the two associations was identified and James took the lead role on the project. Director Costello advised that James has worked very hard to make the amalgamation successful. James explained that LKSSAA is comprised of 4 school boards with a total of 17 schools participating. Twelve of the 17 schools are LKDSB schools. James provided participation data for the 2014/2015 and 2015/2016 school years. He noted that the Great Lakes Secondary School is offering all programs this year which was not possible in

the past for the individual schools. He shared data on the number of athletes compared to students in the buildings. James outlined the costs associated with the amalgamated association noting that busing costs and officials' fees increased. He advised that the Board is providing funding to manage the busing costs. He outlined the benefits of the amalgamated association which include the opportunity for schools of similar size to compete against each other which results in better competition levels and increased participation. He shared data on teams in place at Alexander McKenzie Secondary School and wrestling.

Student Trustee Jacobs commented on her positive experience as a student athlete participating in the amalgamated league.

In response to Trustee Murphy's question about the impact of school consolidation on athletics, Director Costello commented on the current situation in some of the smaller rural schools that have smaller staff and students to draw from. If amalgamated, there would be a larger pool of athletes and coaches. Director Costello commented on maintaining a broad base at the student athlete level.

James shared that some of the smaller schools have trouble fielding teams and noted that people in the southern part of the district are open to putting numbers together to be able to offer students options. Director Costello commented that amalgamation would impact all co-curricular programs which benefits students. Co-curricular programs are an important part of school life for students. Chair Bryce thanked James Clarke for attending and sharing the information.

Certificates of  
Commendation to  
Elementary Teachers  
Myria Mallette and Brian  
Aspinall for being  
Microsoft, Innovative  
Expert Educators  
Recipients Certificate  
recipient

Superintendent Badder introduced Elementary Teacher Myria Mallette who recently joined the elementary and secondary consultant team as the consultant responsible for languages. Previously, Myria taught Core French at Indian Creek Road Public School. She received the Microsoft Innovative Expert Educator Certificate for her work at the school and across the district leading her colleagues on the effective use of technology. Superintendent Badder explained that Elementary Teacher Brian Aspinall received the same award but he is on leave from the Board and not able to attend the Board Meeting. On behalf of the Board, Chair Bryce congratulated Myria and presented her with a Certificate of Commendation.

Administration to  
Investigate Live Streaming  
of Board Meetings  
Report B-16-100

Chair Bryce advised that she served Notice of Motion at the August 30, 2016 Board Meeting proposing that Administration investigate the process and cost of Live Streaming of LKDSB Board Meetings. The intent behind the proposal is to provide more opportunities for the members of the public to access the discussions and decisions made by Trustees at Board Meetings. If affordable and easy to operate, live streaming could provide yet another way for the LKDSB to engage with its stakeholders.

#2016-139  
Administration to  
Investigate Live Streaming  
of Board Meetings

Moved by Elizabeth Hudie, seconded by Tom McGregor,

“That Administration bring a report to Board on the process, cost and public interest and demand for *Live Streaming* of the LKDSB Board Meetings.”

Chair Bryce explained that in 2004 the Board directed Administration to investigate the possibility of televising Board Meetings. At that time the associated costs were prohibitive. She noted that technology has changed since that time and felt it was worth investigating again. Trustees Hudie and McGregor supported the idea noting the geographical size of the Board and the importance of providing the opportunity for the public to learn about the issues facing the Board. Trustees Campbell and McKinlay commented on the need for it to be accessible throughout the district, specifically the rural areas.

Administration will obtain information on how other school boards, local governments and agencies provide the service. Trustee Sasseville commented on the practice at her place of employments that covers the area from Windsor to Grand Bend. She commented that the majority of people are able to access the service easily. She stated that there are different options available to provide the service. Trustee Murphy supported moving towards transparency and commented on the need to demonstrate public interest in the service, noting that there would be a cost increase to provide the service. Trustee Sasseville commented that Administration may find research that is transferable to school boards and noted the benefit of increased transparency for providing the opportunity for people should they choose to use the service. Director Costello advised that Administration expects to bring a Report to Board by the end of October. He acknowledged that demographic data may be difficult to determine.

CARRIED.

Proposed LKDSB  
Procedural By-Law  
Change – Section 3.14  
and 3.15 Regarding  
Delegations  
Report B-16-101

Director Costello served Notice of Motion on August 30, 2016 to revise Section 3.14 and 3.15 of the LKDSB Procedural By-laws:

- 3.14 Any person from the community or community group wishing to address the Board shall give six ~~four~~ working days notice electronically or in writing to the Secretary of the Board and shall indicate the matter or issue they wish to speak to and provide an electronic or printed copy of their presentation with their request. ~~Individuals or groups requesting permission to appear and speak before the Board or a Committee of the Board shall be requested to present their materials in writing to the Secretary of the Board at least four working days prior to the meeting.~~ The Chair, Vice-Chair and Director of Education will review all requests at the Agenda Review Meeting prior to the Board Meeting and determine if the request will be placed on the Board Agenda.
- 3.15 Approved requests from community members or groups ~~person or group giving four days written notice~~ shall have ten minutes to address the Board. If more than eight ~~six~~ presentations are requested, the Chair may ~~will~~ schedule a Special Board Meeting to hear the presentations/delegations

It is proposed that individuals wishing to address the Board submit their written request electronically or in writing six working days prior to the Board Meeting instead of four with a copy of their presentation. The time extension is to meet the Agenda Review Meeting timelines and allow for planning purposes. Requiring a copy of the presentation to be submitted with the request to delegate will ensure that a copy of the presentation is received prior to the Board Meeting to be shared with Trustees as part of the Board Agenda package. Having the additional information available at the Agenda Review Meetings will assist the Chair and Vice-Chair with planning. Senior Administration will be better positioned to address issues as well.

It is proposed that the threshold for possibly calling a Special Board Meeting in 3.15 be extended to eight requests and that the Chair be given the flexibility of calling a Special Board Meeting if more than eight requests are received.

Moved by Ruth Ann Dodman, seconded by Dave Douglas,

“That the Board approve the revisions to Section 3.14 and 3.15 of the LKDSB Procedural By-laws.”

#2016-140  
Revised LKDSB  
Procedural By-Law  
Section 3.14 and 3.15

It was agreed to add the following statement to 3.14 *Requests received*

Regarding Delegations  
Approved

*without supporting documentation will not be considered.*

Director Costello clarified that in 3.14, six working days means requests would need to be in by 4:00 p.m. on the Tuesday before the Board Meeting.

Director Costello confirmed that late requests due to extenuating circumstances would be ruled upon by the Chair and Vice-Chair. Chair Bryce confirmed that exceptions have made in the past. Additions have been made under Approval of the Agenda.

Director Costello explained that the intent in 3.15 is to give the Chair the flexibility to allow more than six delegations on an agenda rather than having to call a Special Board Meeting if seven requests are received. Director Costello confirmed that the members of the Agenda Review Committee have not denied anyone from addressing the Board.

Chair Bryce reminded Trustees that a two thirds majority vote was needed to approve the changes to the LKDSB By-laws.

CARRIED.

Schedule for Regular  
Board Meetings for the  
period December 2016 to  
December 2017  
Report B-16-102

Director Costello outlined the sections in the Board's Procedural By-laws that govern the scheduling of Board Meetings. He presented the proposed schedule for the period December 1, 2016 to December 5, 2017. Additional meetings would continue to be at the call of the Chair as needed. Typically Regular Board Meetings are not scheduled during the months of December and July and only one meeting is held during the month of March and August. Board business is usually lighter during these months. Special meetings of the Board will be called as required. The January Board Meeting will be held on the third and fifth Tuesday of the month due to the December holiday

#2016-141  
Schedule for Regular  
Board Meetings for the  
period December 2016 to  
December 2017 Approved

Moved by Elizabeth Hudie , seconded by Lareina Rising,

"That the Board approve the Regular Board Meeting schedule for the period December 2016 to December 2017."

CARRIED.

Regulations on *Public  
Concerns*  
Report B-16-103

Director Costello reminded Trustees of the changes made to the *Ombudsman Act* to allow the Ombudsman to take complaints about municipalities, universities and school boards. The changes were effective September 1, 2015 and school boards were encouraged to have formal policies and regulations on *Public Concerns*. The Board approved the policy and regulations on *Public Concerns* on August 25, 2015. Prior to the establishment of the policy and regulations, the Board had Parent Communication Guidelines in place which outlined the process parents/guardians and community members are to follow to resolve an issue about a school or Board matter. The regulations are being revised to include a paragraph regarding concerns with Trustees and members of Senior Administration to clarify the process.

As well, a new step in the parent/guardian process for school concerns has been added. Administration has decided to pilot a LKDSB Administrative Officer position to help resolve issues at the school level quicker. If the parent/guardian and the school principal are not able to resolve the issue, the parent/guardian may contact the administrative assistant of the school superintendent. The administrative assistant will refer the matter to the LKDSB Administrative Officer for review as it relates to established policies, regulations and procedures. The LKDSB Administrative Officer will contact the parent/guardian and the school principal to resolve the matter. If the matter cannot be resolved at this step then the area Superintendent would become involved. The Administrative Officer will also serve as a mentor for principals and provide guidance. This model has worked well in other school boards and the school boards experienced an increase in public satisfaction. Director

#2016-142  
Regulations on *Public Concerns* approved

Costello commented on the positive impact of the position so far this school year. Administration will continue to monitor the role.

Moved by Tom McGregor, seconded by Elizabeth Hudie,

“That the Board approve the revised regulations on *Public Concerns*.”

Following discussion it was agreed that:

- under Concern About a Trustee the phrase *to determine the appropriate steps* would be added to each sentence;
- Step 3, sentence 2, the fourth word would be changed from may to will; and
- following Step 5 information about how to contact the Ombudsman’s Office would be added.

CARRIED.

Update on the Transition Process for the Great Lakes Secondary School

Superintendent Girardi reported that he had visited Great Lakes Secondary School (GLSS) last week and he met with Principal Wiersma who shared that it was a great first week with staff and students settling in. Successful staff events were held during the first week. A team from Administration/Student Services/First Nations visited the Grade 9 homerooms with student planners and discussed school expectations and student supports. Principal Wiersma indicated that there is a positive feeling among staff and students as they build a new identity. He added that staff and community have made the comment to him that the school exudes life. The school enrolment is at 1073 students or 1062.25 FTE. Superintendent Girardi noted that Great Lakes Secondary School and Northern Collegiate Institute and Vocational School have roughly the same student population.

He outlined the upcoming GLSS events

- September 15 - Grade 9 parents' night
- September 16 - Grade 9 students Welcome Day activities
- September 16 - Grade 10-12 students will have a special presentation from UNICEF Special Representative and author, Mariatu Kamara who is a survivor of the civil war in Sierra Leone
- Parent Council Meeting – September 20 at 7:00 p.m.

Superintendent Girardi shared that the Identity Committee met September 12 to begin the process of choosing colours and a school mascot. This is a subcommittee of the Transition Committee. Stakeholders will have an opportunity to contribute their ideas beginning later this week. The school website will be used to collect input while teachers and student leaders promote discussion around the school. The School Activities Committee will meet on September 14. Its main focus will be to look at the school year calendar and begin to pick some dates for events traditionally held at the former Sarnia Collegiate Institute and Technical School and St. Clair Secondary School such as the musical, Revue and prom.

Correspondence

The Board received a letter dated September 6, 2016, from the Treasury Board Secretariat regarding Executive Compensation Framework dated September 6, 2016.

Trustee Questions

Trustee McGregor referred to the Municipality of Chatham Kent’s decision to discontinue adult crossing guards as of November 2016 and install electronic cross walk devices and asked what was Administration’s plan to educate students and families. Director Costello confirmed that Administration was working with transportation and principals to educate families and students.

In response to Trustee Fletcher’s question about Parent Reaching Out Grants

(PRO Grants), Director Costello explained that they are annual grants that school councils and Parent Involvement Committees can apply to the Ministry to receive. He confirmed that most of the LKDSB schools receive funding for planned events.

Trustee Sasseville advised that students and some parents have raised concerns around the LKDSB Regulation on Volunteer Drivers and Volunteer which requires all volunteer drivers to obtain a police check. She explained that students are having difficulty attending sporting events because they cannot car pool with other parents because they do not have the documentation. She stated that she is a huge supporter of having the safest volunteer structure as possible. The current situation is limiting student participation in sport.

Director Costello explained that the Board amended the LKDSB Volunteers and Volunteer Drivers Regulations to raise the standard of supervision for students. Previously there had been a low, medium and high risk activity scale for volunteers that required some volunteers to obtain criminal back ground checks. Members of the Parent Involvement Committee raised concerns about this practice about four years ago and expressed support for all volunteers having to obtain a police check. He noted that the LKDSB is one of a few boards that require Trustees to obtain them. The LKDSB Volunteer Driver Regulation was revised in January 2016 for implementation in September 2016. The criminal back ground check is to be done every 5 years with an annual offence declaration. He commented that the OPP provides the document for free and the Sarnia and Chatham Police Services charge a fee. Director Costello commented on the consultation process that occurred with principals and the feedback obtained and acknowledged the complications the regulations created for small elementary schools. He confirmed that the LKDSB insurance company supported the requirement. Some volunteers are concerned with the cost of obtaining the document. He confirmed that Ministry funds cannot be used to cover the cost. Administration is investigating other ways to cover costs. He confirmed that Administration did ask principals to inform their communities that this was to be in place for September and provide them notice to obtain the documentation over the summer. He noted that implementing new processes are challenging. Superintendent Sherman commented on the work being done to develop a form that volunteers can take to police services to obtain the documentation for free or at a reduced fee. Discussion ensued on what is considered a school sanctioned ride and a non-school sanctioned ride. Director Costello commented that generally if the student takes the bus from the school parking lot directly to the event it is considered a school ride. Superintendent Sherman explained that Administration is working on frequently asked questions to address these issues. Superintendent Lounsbury commented on the concerns raised about the impact on current sports because of the length of time it takes to obtain the document. Director Costello confirmed that students may not drive other students under the revised regulations. Vice-Chair McKinlay supported enforcing the Board's policy and regulation. Director Costello commented on the efforts being made to support volunteers/parents obtain the required documentation. Trustee Sasseville stressed that it is a timeliness issue for fall sports. Director Costello confirmed that individuals would be eligible to volunteer if they provided the principal with a copy of their police check obtained within the five year window for another purpose

## Announcements

The next Regular Board Meeting will be held on Tuesday, September 27, 2016, 7:00 p.m. at the Sarnia Education Centre. The LKDSB Capital Plan will be presented at the Board Meeting. A Ministry representative will provide a

workshop for Trustees on September 27 at 5:15 p.m.

Special Board Meeting, Tuesday, October 4, 2016, 6:00 p.m. at the Samia Education Centre. The Annual Pupil Accommodation Report will be presented as well as Initial Staff Report(s).

Adjournment  
9:11 p.m.

There being no further business, Chair Bryce declared the meeting adjourned at 9:11 p.m.

---

Chair of the Board

---

Director of Education and Secretary of the Board

**REGULAR BOARD, PUBLIC SESSION**

**REPORT NO: B-16-107**

**Report to Board**

**From: Jane Bryce, Chair of the Board/Jim Costello, Director of Education**

**Date: September 27, 2016**

**Subject: Staff and Volunteer Appreciation Day 2016**

---

The Lambton Kent District School Board is very proud of its staff and is certainly aware of the important role they play in the development of children. Staff are very dedicated and caring individuals striving to improve student achievement for the betterment of society.

At the 44<sup>th</sup> Session of the International Conference on Education, the United Nations agency declared October 5<sup>th</sup> as World Teachers' Day. In the past, the Board has recognized teachers on October 5. The LKDSB has made the decision to celebrate Staff Appreciation Day on October 3 to acknowledge the contributions of all employees.

The Lambton Kent District School Board truly appreciates everything staff does to enhance learning opportunities for our students.

**RECOMMENDATION:**

**“That the Lambton Kent District School Board observe Staff and Volunteer Appreciation Day on October 3, 2016.”**

**REGULAR BOARD, PUBLIC SESSION**

**REPORT TO BOARD**

**FROM: Dave Doey, Superintendent of Education**

**DATE: September 27, 2016**

**SUBJECT: 2015/2016 Annual Accessibility Report for the Lambton Kent  
District School Board**

---

The Accessibility for Ontarians with Disabilities Act (AODA) came into effect in 2005. The purpose of this act is two-fold. Firstly, it directs public sector institutions to develop, implement and enforce standards for accessibility related to Customer Service, Transportation, Information and Communication, Built Environments, and Employment. Secondly, it provides for the involvement of persons with disabilities and various community partners in the development of the proposed standards. The target date for reaching this goal is no later than January 1, 2025.

Attached is the 2015/2016 Annual Accessibility Report for the Board. This report describes the measures that the Lambton Kent District School Board has taken in the past and measures that have been taken during the 2015/2016 school year to identify barriers and enhance accessibility for individuals who work, learn and participate in the School Board community and environment.

**RECOMMENDATION:**

“That the Board approve the 2015/2016 Annual Accessibility Report for the Lambton Kent District School Board.”



# Lambton Kent District School Board

Lambton Kent District School Board  
Annual Accessibility Report

**September 2015 – August 2016**

Prepared by the  
**Lambton Kent District School Board Accessibility Committee**

This publication is available on the  
Lambton Kent District School Board's website [www.lkdsb.net](http://www.lkdsb.net) and is available in  
Braille, Large Print, PDF, and Audio-tape upon request.

## Table of Contents

1.0 Description of the Lambton Kent District School Board.....	14
2.0 Accessibility Planning Committee Members.....	15
3.0 Measures in Place .....	15
4.0 Barrier-Identification Methodologies.....	16
5.0 Barriers Identified .....	16
6.0 Ongoing Initiatives .....	17
6.1 Special Services.....	17
6.2 Other.....	21
6.3 Information Technology.....	21
7.0 Barriers Identified for 2015-016.....	22
8.0 Professional Development for the 2015-2016 School Year .....	23
9.0 Review and Monitoring Process.....	24
10.0 Communication of the Plan.....	24
Appendix A.....	25
Appendix B.....	26
Facilities Accessibility Upgrades .....	26
Appendix C.....	28
Special Education Acronyms.....	28

## **Aim**

This report describes the measures that the Lambton Kent District School Board has taken in the past and measures that have been taken during the 2015 - 2016 school year to identify barriers and enhance accessibility for individuals who work, learn and participate in the School Board community and environment.

### **1.0 Description of the Lambton Kent District School Board**

The Lambton Kent District School Board provides educational services to more than 21,000 students in 63 elementary and secondary schools. Lambton and Kent County are made up of numerous small towns and communities situated in Southwestern Ontario, a geographic area surrounded by the Great Lakes.

We have municipal offices in the two main centers in our district: The Municipality of Chatham-Kent ([www.chatham-kent.ca](http://www.chatham-kent.ca)) and the City of Sarnia ([www.sarnia.com](http://www.sarnia.com))

### **Vision Statement**

Our Students - Shaping Our World

### **Mission Statement**

Fostering Success for Every Student Every Day

### **Belief Statement**

- ✓ Public education is an investment in the future of all peoples and all communities.
- ✓ All students can learn and are entitled to quality instruction.
- ✓ A safe and caring learning environment is strengthened by embracing diversity, and respecting self, others and the world around us.
- ✓ Student success is achieved through shared responsibility of students, staff, families, community and First Nation partners.
- ✓ Accountability is attained through open dialogue, transparency and fiscal responsibility.
- ✓ We are committed to innovation and continuous improvement.

## 2.0 Accessibility Planning Committee Members

The

<b>Committee Member</b>	<b>Department</b>
Andy Scheibli	Manager of Plant and Maintenance
Bruce Davidson	Special Education Coordinator (Secondary)
Cheryl Webster	Human Resources Officer
Scott Bacik	Elementary Vice Principal
Don Masse	Coordinator of Sites and Design
Jim Keane	Secondary Vice Principal
Mary Mancini	Coordinator of Student Achievement - Secondary
Melody Borthwick	Supervisor of Building Services
Pam Graham	System Coordinator of Special Education
Penny Daniels	Community Relations Officer
Shelley Martsch-Litt	Special Education Coordinator (Elementary)

Accessibility Committee held meetings as required.

## 3.0 Measures in Place

The Lambton Kent District School Board practices the principles of inclusion and barrier free accessibility within our school community.

## 4.0 Barrier-Identification Methodologies

Methodology	Description	Status
Presentations to Senior Administration/Management Council.	Opportunity for input and feedback.	Annually
Information to stakeholders.	Each school will be asked to refer to the Accessibility Plan.	Ongoing
Information to employee groups/administrators.	For information.	Ongoing
Special Education Advisory Committee.	Review the annual Accessibility Plan for information and feedback.	Annually
Liaison with provincial associations, professional bodies, school boards, public sector agencies.	Sharing of information, sharing of successful practices.	Ongoing

## 5.0 Barriers Identified

The Accessibility Committee identified various barriers which are grouped into the following:

Architectural; Attitudinal; Built Environment; Informational; Learning; Physical; Policy/Practice; Technological; and Transportation.

Some examples of facility related barriers are identified in the following chart. When required or when completing major renovations or constructing new facilities, the Board will attempt to remove the identified barriers.

Barrier Type	Barrier Description	Strategy for Removal/Prevention
Physical	Appropriate parking areas and drop-off areas not provided.	Provide appropriate locations at all sites.
Physical	Appropriate signage.	Provide appropriate signage at all sites.
Physical	Access from parking to main entrance not barrier-free.	Provide appropriate access at all sites.
Physical	Main entrance not accessible.	Provide appropriate ramp and handrail with controls

<b>Barrier Type</b>	<b>Barrier Description</b>	<b>Strategy for Removal/Prevention</b>
Physical	Inadequate illumination on walk and entrance.	Upgrade existing lighting on all parking/entrances.
Physical	Exterior doors heavy and difficult to open.	Provide power door openers where appropriate.
Physical	Interior doors in corridors often heavy and difficult to access.	Provide hold-open devices in areas required, provide in all new spaces.
Physical/architectural	Height of counters does not accommodate wheelchair.	Modify in key areas as required; design all new installations at appropriate height.
Physical/architectural	Washrooms for special needs.	Provide in areas as required; design all new facilities with appropriate sized spaces.
Physical/architectural	Hardware design not appropriate.	Change to lever where required, in all renovations install lever handles as required.
Physical/architectural	Drinking fountains too high to access controls.	Replace where required, all new to be accessible.
Physical/architectural	Shelves/millwork too high.	Adjust as required.
Physical/architectural	Emergency Signal Devices (horn/strobes).	To be installed in all new facilities as per Building Code Standards.

## 6.0 Ongoing Initiatives

- Awareness Training
- Commitment by Senior Administration
- Use of Technology

## 6.1 Special Services

The Lambton-Kent District School Board (LKDSB), through its Special Education Department, has addressed access for students with disabilities through modifications

and accommodations of programs and services. The Special Education 2016 Report is available on the LKDSB website at <http://www.lkdsb.net/Speced/report.htm>

Attitudinal learning and policy/practice barriers for people with disabilities will be addressed on an ongoing basis through staff and student in-service, and by examining policies and procedures for impediments to accessibility.

Initiatives to date have included:

1. Continued participation in the development of the Board's Multi-Year Plan 2012 – 2016.
2. The use of the Philosophy of Special Education to make decisions for and about students with special needs.
3. Enhanced access to Assistive Technology (AT)/Educational Technology and adaptive technology (i.e. Special Education Amount (SEA) funding to gain access to FM systems, assistive and adaptive technology, improved access to trial equipment/software, installation, training and maintenance of SEA adaptive technology, development of SEA Manual, access to SEA System Learning Resource Teacher, implementation of more stringent SEA procedures, increased access to Assistive Technology and computers in special education classrooms). Additional staff has been seconded to further assist with the implementation of technology in the classroom.
4. Professional development and improved programs and services which increase awareness and accessibility for students with special needs. The following areas were the focus of initiatives during the 2015 – 2016 school year:|

✓ **Educational Assistant and Tutor Escort Professional Development Day:**

- BMST Refresher Course
- Behaviour Management Systems Training
- An Overview of Using SEA iPads for Educational Assistants
- A Guide to the EA's Tool Belt
- Structured Learning and Goal Setting
- Assisting Students Learning through iPads
- Central Auditory Process Disorder, Hearing and FM Systems in the Classroom
- iPads and Apps to Support Reading and Writing
- Hassle-free Language Ideas to Use Anywhere with Anyone
- Outside-the-Boxes: Twice Exceptional Students
- Visual Strategies
- Phys. Ed. for Children/Youth with Special Needs

✓ **Regular Staff Training Initiatives, After-School, & Other Workshops with a Special Education Focus:**

- Behaviour Management Systems Training (BMST)
- BMST Refresher Course

- Self-Regulation Strategies and Tips
  - Responding To and Preventing Challenging Behaviour: Red Zone Strategies
  - Assistive Technology – iPads for Use in Special Education
  - iPads in Secondary Alternative Learning and Lifeskills Classes (ALLP)
  - Mental Health First Aid
  - safeTalk
  - Applied Suicide Intervention Strategies Training
  - Teachers Teaching Teachers: Dynamic Documents with Pages
  - Teachers Teaching Teachers: Creating Visual Content with Paper & Assembly
  - Teacher Teaching Teachers: Using Explain Everything in Math
  - Teachers Teaching Teachers: Book Creator
  - Teachers Teaching Teachers: Creating Great Visuals with iPads
  - Teaching African-Canadian History Workshop
  - Violence Threat Risk Assessment – Level 1
  - Violence Threat Risk Assessment – Level 2
  - Working Group: Suicide Protocol
  - myBlueprint Training for ALLP Teachers
  - myBlueprint Training for Grade 7 & 8 Teachers
  - New to Resource Teacher Training Sessions
  - Zones of Regulation
  - Applied Behavioural Analysis Workshops
  - IEP Writer Training / Meeting Management Module
  - IEP Writer Referrals Training
  - Addressing Challenging Behaviours – Tips and Strategies to Support Students
  - Schools of Complexity
  - Understanding Poverty/Circles
  - Anxiety in the Classroom – Developing Strategies to Support Anxious Students
  - A Theory of Mind Deficit Approach to Misbehaviour
  - Building Resilient Children: Classroom Strategies
  - The First R in Resiliency: Relationships, with Dr. Jean Clinton
  - BLDT – Special Education Workshop for new Principals
- ✓ **New Teacher Induction Program (NTIP):**
- Students with Special Needs; Managing a Diverse Classroom; Functions of Behaviour Technology in the Classroom.
  - Setting up the Classroom for Success

*\*\* See Appendix C for Acronyms \*\**

5. The Lambton-Kent District Special Education Advisory Committee meets to look at gaps in support for students with learning disabilities transitioning into post-secondary institutions. This group takes advantage of networking opportunities with partner organizations to gather and share information.
6. Annual IEP Audits are done to ensure support to specific students.
7. Ongoing training on the use of IEPs to support effective, efficient development of IEPs and facilitate the IPRC process.
8. Safety Audits are conducted, as needed.
9. A course, entitled Special Education for Administrators, was delivered to 12 elementary/secondary administrators.

In addition, the LKDSB participates in many multi-agency collaborative partnerships in order to support students with special needs. The Board has partnership agreements with outside agencies in order to assist students with special needs who are attending full-time kindergarten programs. A multi-disciplinary Central Behaviour Team meets regularly to review the needs of students in need of behavioural supports.

The LKDSB is a member of the Provincial and Regional Committee for Autism Supports for Students. Translation software is available through Google Read and Write. English as Second Language (ESL) teachers are employed by the LKDSB.

The Board operates a Mental Health Transitions classroom as well as a 4 R's (Rewind, Refocus, Reach Out, and Reach Ahead) classroom, from Sarnia-Lambton Rebound's site. The Transitions classroom is a partnership of several organizations (i.e. Children's Aid, Probation, school board, etc.) with supports put into place to help the students access treatment and connect with the community so they can be successful. The 4 R's classroom is a partnership between Children's Aid, the school board, and Sarnia-Lambton Rebound, which focuses on putting supports in place to ensure better outcomes for students involved in the child welfare system.

The LKDSB continues to be heavily involved in the Special Needs Strategy, which is designed to increase accessibility to services for all students with special needs. Those involved from various organizations/agencies are developing a child-centred, family focused process that will take in the full range of services available in the community. The areas of focus are *Coordinated Service Planning*, and *Integrated Rehabilitation Services*.

## 6.2 Other

	<b>Barrier &amp; Barrier Type</b>	<b>Strategies for Removal/ Prevention</b>	<b>Timing</b>	<b>Responsibility</b>	<b>Applies to</b>	<b>Status</b>
1.	Access of individuals from other cultures or those with unique learning needs.	Liaise with community partners to provide translators and interpreters when required.	Access translation software, assess language learning software.	School Administration	Public, Employees Parents and Guardians	On-going

If an employee encounters a barrier in the workplace, contact should be made with either their supervisor or the Human Resources Officer.

## 6.3 Information Technology

	<b>Barrier &amp; Barrier Type</b>	<b>Strategies for Removal/ Prevention</b>	<b>Responsibility</b>	<b>Applies to</b>	<b>Status</b>
1.	Multiple barriers as identified by speech-language and psychology professionals .	Install and maintain SEA adaptive technology.	Information Technology Services.	Students	Ongoing
2.	Multiple barriers as identified by speech-language and psychology professionals .	Training for SEA adaptive technology.	Trainer for SEA.	Students Staff	Ongoing

	<b>Barrier &amp; Barrier Type</b>	<b>Strategies for Removal/ Prevention</b>	<b>Responsibility</b>	<b>Applies to</b>	<b>Status</b>
3.	Multiple barriers as identified by Information technology Web Technologist	Scan websites and send reports to schools on a quarterly basis. One on one training with is done to assist the new staff become familiar with accessibility features. Continue working with schools in regard to building templates for their newsletter and calendar files.	Web Technologist	Staff	Ongoing

### 7.0 Barriers Identified for 2015-2016

	<b>Barrier &amp; Barrier Type</b>	<b>Strategies for Removal/ Prevention</b>	<b>Responsibility</b>	<b>Applies to</b>	<b>Status</b>
1.	Access to Mental Health services (attitudinal/ policy practice.	Developing collaborative partnerships with third party service providers. Mental Health Lead will help develop community protocols. Meetings with Service Providers. Revision of Child Protection Protocol completed. Training with system staff as necessary. The Child and Youth Mental Health Strategy will need to be monitored based on our Multi-Year Plan.	Student Support Services.	Students Staff Parents Community Partners.	On-going

	<b>Barrier &amp; Barrier Type</b>	<b>Strategies for Removal/ Prevention</b>	<b>Responsibility</b>	<b>Applies to</b>	<b>Status</b>
2.	Access to assistive/ educational technology for all students (informational /learning technological)		Student Support Services.	Students Staff	On-going, enhanced access in Special Education classrooms.
3.	Access to assistive/ educational technology for all students (informational /learning technological)	Access to technology opens the world to a student. The iPad is a device that may be utilized for research, collaboration, organization, creativity, communication, and independence. It allows students to communicate with experts around the world, access information from a variety of sources and express their learning in unique ways.	Senior Administration and Information Technology Department	View link below for information on TELP Project.  <a href="http://www.lkdsb.net/Welcome/telp.htm">http://www.lkdsb.net/Welcome/telp.htm</a>	Ongoing

## 8.0 Professional Development for the 2015-2016 School Year

The Accessibility for Ontarians with Disabilities Act is intended to create an accessible Ontario by 2025. This legislation addresses issues that pose major barriers for people with disabilities. The Integrated Accessibility Standards Regulation, July 2011, requires that school boards develop policies, practices and procedures that ensure accessible service for people with disabilities. It requires that *all* employees receive general training on the requirements of the Accessibility Standards and the Ontario Human Rights Code as it relates to disabilities.

To support the meeting of these expectations, to align practices across the district, and to facilitate ongoing training, the general LKDSB Accessibility online course was developed and all employees were required to log on to Our Training Room [www.ourtrainingroom.com](http://www.ourtrainingroom.com) using internet explorer to complete the course. All new employees of the Board will be required to complete the online training. Additionally, school boards were required to provide training for all educators on accessibility awareness in program delivery and instruction. All employees who design deliver or teach educational programs and courses were required to undertake additional accessibility awareness training related to their responsibilities. This training will continue to take place for new employees.

In November of 2014, the Building Services staff completed Accessibility Awareness Training for the Design of Public Spaces. This training was completed to ensure that the LKDSB is in compliance with the Integrated Accessibility Standards, Ontario Regulation 191/11 under the Accessibility for Ontarians with Disabilities Act. Topics covered included: the Human Rights Code, application of Human Rights Code and AODA Standards, accommodation requirements for employers, landlords and service providers, compliance and enforcement of accommodation according to the Human Rights Code and AODA.

## **9.0 Review and Monitoring Process**

The Accessibility Committee meets as required during the year to review progress and evaluate the effectiveness of implementation of barrier-removal and prevention strategies and to make future plans to increase accessibility in the Lambton Kent District School Board.

## **10.0 Communication of the Plan**

The Lambton Kent District School Board's Annual Accessibility Plan will be available on our website at [www.lkdsb.net](http://www.lkdsb.net) and communicated through updates through newsletters, community meetings, staff updates, Senior Administration and Lambton Kent District School Board meetings. Questions, comments or input regarding the Accessibility Plan may be directed to:

Chair  
Accessibility Committee  
200 Wellington Street  
Sarnia, ON N7T 7L2  
Telephone: 1-800-754-7125 Ext. 31294  
Fax: 519-354-1633  
Email: Cheryl.Webster@lkdsb.net

## Appendix A

### Accessibility for Ontarians with Disabilities Act Annual Accessibility Report Feedback Form

The Lambton Kent District School Board values your feedback regarding our Annual Accessibility Report. Please complete the form below and outline your comments, questions or concerns.

**Mail to:** Chair  
Accessibility Committee  
200 Wellington Street,  
Sarnia, ON N7T 7L2  
Telephone: 1-800-754-7125 Ext. 31294  
Fax to: 519-354-1633  
E-Mail to: [Cheryl.Webster@lkdsb.net](mailto:Cheryl.Webster@lkdsb.net)

#### Contact Information

**Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Telephone Number:** \_\_\_\_\_

**E-Mail:** \_\_\_\_\_

**Date:** \_\_\_\_\_

#### Comments:

---

---

---

---

---

---

## Appendix B

### Facilities Accessibility Upgrades

New school construction has, or will, adhere to the current Building Codes and includes barrier free access such as power door operators, elevators in schools of more than one floor and accessible washrooms.

Location	Accessibility Upgrade
Alexander Mackenzie S.S.	Library: Replace entrance to library with wider door and automatic door operator for barrier free access. Medically Fragile / ALLP room: added automatic door operator for access to room; constructed a separate room for privacy of medically fragile students during relaxation and other activities.
Chatham-Kent S.S.	Improved barrier free parking spaces to meet Municipality of Chatham-Kent parking by-law.
East Lambton P.S.	Renovation at the main entrance to provide a barrier free ramp, wider entrance door and automatic door operators.
École Publique Hillcrest Public School	Repaired and improved curb cut ramps for barrier free access to the main entrance.
Errol Road P.S.	Replaced the entrance to the FDK with wider door for barrier free access.
Great Lakes S.S.	Added additional barrier free parking spaces and painted edges of steps at entrances to the building for visually impaired staff, students and visitors.
Lambton Central C.V.I.	Replaced a section of sidewalk and installed a curb cut ramp for barrier free access at the auditorium entrance.
Rosedale P.S.	Added new sidewalk and curb cut ramp for barrier free access to FDK area.
Sir John Moore	Added automatic door operator for barrier free access to the playground.
Thamesville Area P.S.	Improved barrier free access to the main entrance by replacing the existing ramp.
Tilbury District S.S.	Added a barrier free shower and adult change table to the existing barrier free washroom.
Wallaceburg District S.S.	Library Renovation included automatic operators for barrier free access. Track renovation: added sidewalk to track for barrier free access. Renovation at Sydenham Pool to convert the existing viewing area into a barrier free washroom / change room facility. Amenities include barrier free washroom, barrier free shower, wider doors for barrier free access to the pool deck, and automatic door operators.

Location	Accessibility Upgrade
Accessible Drinking Fountains	A.A. Wright P.S. Lambton Central Collegiate V.I. – 2 North Lambton S.S. – 1 Northern Collegiate – 1 Chatham Education Centre - 2 Sarnia Education Centre – 3
Sarnia Education Centre	Improving barrier free parking by making parking spaces wider and adding barrier free spaces to meet City of Sarnia parking by-law.
Various Schools - Security Access Control	Added automatic door operators to various sites: Aberarder Central, Brigden, Confederation Central, Dawn Euphemia, Dresden Area, Errol Road, Errol Village, Gregory Drive, H.W. Burgess, Harwich-Raleigh, King George VI, Chatham, Lambton Central Centennial, London Road, Merlin Area, Mooretown Courtright, Rosedale, Tecumseh, Thamesville Area, Tilbury Area, Victor Lauriston, Wyoming. North Lambton S.S., Ridgetown District S.S.

## Appendix C Special Education Acronyms

<b>Acronyms</b>	<b>Explanation</b>
<b>ABA</b>	Applied Behaviour Analysis
<b>ABC</b>	Association for Bright Children
<b>ABLE</b>	Academics Based on Life Experiences (offered at AMSS, JMSS, and WDSS)
<b>ABS</b>	Autism Behavioural Sciences
<b>ADD / ADHD</b>	Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder
<b>ADP</b>	Assistive Devices Program
<b>AEP</b>	Alternative Education Program (Funding Term)
<b>AI</b>	Autism Intervener
<b>AMSS</b>	Alexander Mackenzie Secondary School
<b>ASD</b>	Autism Spectrum Disorder
<b>ASL</b>	American Sign Language
<b>ASO</b>	Autism Society Ontario
<b>ATT</b>	Assistive Technology Team
<b>BDHS</b>	Blenheim District High School
<b>BMS</b>	Behaviour Management Systems
<b>CAP</b>	Central Auditory Processing
<b>CAT</b>	Canadian Achievement Test
<b>CAS</b>	Children's Aid Society
<b>CBT</b>	Central Behaviour Team
<b>CCAC</b>	Community Care Access Centre
<b>CD</b>	Conduct Disorder
<b>CDA</b>	Communication Disorder Assistant
<b>CEC</b>	Council for Exceptional Children
<b>CKCS</b>	Chatham-Kent Children's Services
<b>CKSS</b>	Chatham-Kent Secondary School
<b>CNIB</b>	Canadian National Institute for the Blind
<b>CODE</b>	Council of Ontario Directors of Education
<b>CPI</b>	Crisis Prevention Institute (providers of Non-Violent Crisis Intervention methods)
<b>CPRI</b>	Child & Parent Resource Institute
<b>CTAP</b>	Community Threat Assessment Protocol
<b>CYW</b>	Child and Youth Worker
<b>DD</b>	Developmental Disability
<b>DNS</b>	Dragon Naturally Speaking
<b>DOB</b>	Date of Birth
<b>DRA</b>	Diagnostic Reading Assessment
<b>DSM - IV</b>	Diagnostic Statistical Manual - 4 <sup>th</sup> Edition
<b>DSW</b>	Developmental Service Worker
<b>EA</b>	Educational Assistant
<b>ECE</b>	Early Childhood Education
<b>EQAO</b>	Education Quality and Accountability Office
<b>ESL</b>	English as a Second Language
<b>FAS</b>	Fetal Alcohol Syndrome
<b>FI</b>	French Immersion

<b>Acronyms</b>	<b>Explanation</b>
<b>FSL</b>	French as a Second Language
<b>FTE</b>	Full-time Equivalent
<b>GE</b>	Grade Equivalent
<b>HELP</b>	Hawaii Early Learning Profile
<b>HI</b>	Hearing Impaired
<b>IBI</b>	Intensive Behavioural Intervention
<b>IEP</b>	Individual Education Plan
<b>IPRC</b>	Identification, Placement and Review Committee
<b>JMSS</b>	John McGregor Secondary School
<b>LCCVI</b>	Lambton Central Collegiate-Vocational Institute
<b>LD</b>	Learning Disability
<b>LDAO</b>	Learning Disabilities Association of Ontario
<b>LKCS</b>	Lambton-Kent Composite School
<b>LKDSB</b>	Lambton Kent District School Board
<b>LNS</b>	Literacy and Numeracy Secretariate
<b>MACSE</b>	Minister's Advisory Council on Special Education
<b>MCYS</b>	Ministry of Children and Youth Services
<b>MF</b>	Medically Fragile
<b>MID</b>	Mild Intellectual Disability
<b>MOE</b>	Ministry of Education
<b>NLSS</b>	North Lambton Secondary School
<b>NCIVS</b>	Northern Collegiate Institute and Vocational School
<b>O &amp; M</b>	Orientation and Mobility
<b>OADD</b>	Ontario Association for Developmental Disabilities
<b>OADE</b>	Ontario Association for Developmental Education
<b>OAFCCD</b>	Ontario Association for Families of Children with Communication Disorders
<b>OCD</b>	Obsessive Compulsive Disorder
<b>ODA</b>	Ontarians with Disabilities Act
<b>ODD</b>	Oppositional Defiant Disorder
<b>ODSP</b>	Ontario Disability Support Program
<b>OLSAT</b>	Otis-Lennon School Ability Test
<b>OPA</b>	Ontario Psychological Association
<b>OPSBA</b>	Ontario Public School Boards' Association
<b>OPSOA</b>	Ontario Public Supervisory Officers' Association
<b>OSR</b>	Ontario Student Record
<b>OSSC</b>	Ontario Secondary School Certificate
<b>OSSD</b>	Ontario Secondary School Diploma
<b>OSSLT</b>	Ontario Secondary School Literacy Test
<b>PAAC</b>	Parent Association Advisory Committee
<b>PASS</b>	Positive Alternative to School Suspension
<b>PBS</b>	Positive Behaviour Support
<b>PDD</b>	Pervasive Developmental Disorder
<b>PECS</b>	Picture Exchange System
<b>POWER</b>	Perception, Organization, Wellness, Empathy, Respect (Alternative Program)
<b>RDHS</b>	Ridgetown District High School
<b>RT</b>	Resource Teacher
<b>SAL</b>	Supervised Alternative Learning

<b>Acronyms</b>	<b>Explanation</b>
<b>SBTM</b>	School Based Team Meeting
<b>SCCYS</b>	St. Clair Child and Youth Services
<b>SCITS</b>	Sarnia Collegiate Institute and Technical School
<b>SCSS</b>	St. Clair Secondary School
<b>SEA</b>	Special Equipment Amount
<b>SEAC</b>	Special Education Advisory Committee
<b>SEPPA</b>	Special Education Per Pupil Amount (Funding Term)
<b>SIP</b>	Special Incidence Portion (Funding Term)
<b>SLP</b>	Speech-Language Pathologist
<b>SOD</b>	Statement of Decision
<b>SPIIR</b>	Safe Physical Intervention Incident Report
<b>SSP - ASD</b>	School Support Program - Autism Spectrum Disorder
<b>SSW</b>	Social Service Worker
<b>TDHS</b>	Tilbury District High School
<b>TE</b>	Tutor Escort
<b>TERT</b>	Tragic Event Response Team
<b>TLD</b>	Transition Learning Disabilities (Program)
<b>TVCC</b>	Thames Valley Children's Centre
<b>VI</b>	Visually Impaired
<b>WDSS</b>	Wallaceburg District Secondary School
<b>WIAT</b>	Wechsler Individual Achievement Test
<b>WISC</b>	Wechsler Intelligence Scales for Children

**REPORT TO THE BOARD**  
**REGULAR BOARD, PUBLIC SESSION**

**REPORT NO: B-16-109**

**FROM: Elizabeth Hudie, Trustee and Vice-Chair of the Special Education Advisory Committee**

**DATE: September 27, 2016**

**SUBJECT: SPECIAL EDUCATION ADVISORY COMMITTEE MEETING SUMMARY**

---

The Special Education Advisory Committee (SEAC) of the Lambton Kent District School Board met on September 15, 2016 at the Wallaceburg District Secondary School. Following is a report of the activities of the meeting:

Number of Exceptional Students Suspended (Out of School), By School Year

Statistics showing the number of exceptional students that received out of school suspensions during the 2015-2016 school year were shared with the members of SEAC. Superintendent Doey noted that the number of suspensions has declined slightly year over year.

In response to a member's question about the typical length of a suspension, Superintendent Doey indicated that single day suspensions are normally issued and are quite effective. Statistics have shown that 85% of students who are suspended one for day are never suspended again.

Update on the Special Needs Strategy

All partners involved are still busy working to ensure that there is a seamless process put into place to ensure that students/families don't have to continually re-tell their story when moving between agencies to receive services. It was noted that there are a few barriers that are being worked out at the Provincial level but the plan is to have a soft launch of the integrated strategy in the Spring, with the full roll-out taking place beginning in the Fall of 2017.

LD Review

The members of SEAC were informed that the Ministry has completed its Learning Disabilities review but has not released a final report. In the meantime, the board will go ahead with aspects of its review, focusing in the early stages on student achievement. Retired Superintendent Mike Gilfoyle will be leading the process on behalf of the Board and will visit SEAC for member input as part of the review.

eLite Update

It was noted that the program is up and running for this school year. Staff has been fine-tuning start-up procedures and training new Resource Teachers and Alternative Learning and Life Skills Teachers.

2015-2016 SEA Equipment Claims

The memo outlining details related to the 2015-2016 SEA Equipment Claims submitted to the Ministry was provided to the membership for its information and reference. Between May 1, 2015 and April 30, 2016, the Board purchased equipment for 138 students.

Lambton Kent District School Board 2015-2016 Accessibility Report

The report was provided to the membership prior to the meeting and then reviewed at the meeting for the members. It was noted that Technology is becoming increasingly beneficial in helping to remove barriers.

After reviewing and discussing the report, Trustee Jack Fletcher Moved, and Chris King Seconded:

***"That the 2015-2016 Accessibility Report be approved"***

All members of SEAC were in favour. The Motion was passed.

**Priority-Setting Exercise**

During the Priority-Setting session a number of potential topics for discussion/presentation to SEAC through the 2016-2017 year were identified by the members, including:

- Goals Identified through IEP Audits
- Implementation Progress of Community Living Sarnia-Lambton's Toolkit
- Functions of Behaviour for High Needs Individuals
- Universal Supports
- How is Special Education Managing to Do More with Less?
- Supporting Individuals with Learning Disabilities to Improve Math Numeracy
- Learning Disabilities Review Items
- Fetal Alcohol Syndrome Initiatives
- The Structure of an IEP and Related Accommodations
- Programs Used to Track Students and Communicate With Them
- Approaches to Special Education Outside of Canada
- Indigenous People and the Education System

**Correspondence**

1. Letter, dated June 22, 2016, from the Peel District School Board re: Ontario Autism Program
  - The membership decided that it would like to submit a letter of support, so a letter will be drafted and brought back to the next SEAC Meeting.
2. Letter, dated July 5, 2016, from Dr. June Rogers of the Ministry of Education regarding Provincial and Demonstration Schools
  - This letter was received in response to a letter that SEAC submitted; there was no further action on this matter.

**Associated Reports, Other Business and Sharing of Best Practices**

Community Living Sarnia Lambton held a number of successful programs over the summer months including the Summer Support Employment Program and the Youth Adventures Program. Their Toolkits are being purchased from locations across the country and the momentum is growing.

The Learning Disabilities Association of Chatham-Kent is beginning their Tutoring Program on September 26, 2016.

Community Living Wallaceburg is celebrating their 60<sup>th</sup> Anniversary and has had a number of activities with more, including a Sock Hop, being planned. Their Annual General Meeting is at the end of the month.

The Lambton Kent District School Board is participating in the Teen Transition "Jump Start" Program, with two transition fairs scheduled for this fall – October 25<sup>th</sup> at CKSS for schools in the south and October 26<sup>th</sup> at AMSS for schools in the north. There will be a free meal provided for participants and an Information Carousel will follow. Further details will be provided closer to the date.

**Next Meeting**

Thursday, October 20, 2016

Wallaceburg District Secondary School, Library Learning Commons Space

7:00 p.m.

**Rose Gallaway, SEAC Chair**

**REGULAR BOARD, PUBLIC SESSION**  
**Report To Board**

**FROM: Jim Costello, Director of Education**

**DATE: September 27, 2016**

**SUBJECT: LKDSB Vision, Mission and Belief Statements**

In May 2016 at the Trustee Strategic Planning Session, Trustees reaffirmed the LKDSB Vision, Mission and Belief Statements.

**Vision Statement**

Our Students - Shaping Our World

**Mission Statement**

Fostering success for every student every day

*Fostering* most accurately portrays the intent of the Board to provide opportunities for students to be successful in partnership with the various stakeholders including the students.

**Belief Statements**

- ✓ Public education is an investment in the future of all peoples and all communities.
- ✓ All students can learn and are entitled to quality instruction.
- ✓ Student success is achieved through shared responsibility of students, staff, families, community and First Nation partners.
- ✓ A safe and caring learning environment is strengthened by embracing diversity, and respecting self, others and the world around us.
- ✓ Accountability is attained through open dialogue, transparency and fiscal responsibility.
- ✓ We are committed to innovation and continuous improvement.

The Board's current Logo and Motto remain the same. The Logo and Motto portray the Board's focus on student success and commitment to the community. The details of what the Board Logo design represents are attached.

At the session in May, Trustees agreed that the documents would be reviewed and revised in 2018, after the next trustee election. It was agreed that Trustees need a year in the position prior to making changes. It was noted that a lot of work was done by Trustees to create the brief and meaningful statements. Trustees confirmed that the concepts and ideas behind the statements remain strong and reflect the Board's values. They guide the decision making process at the Board table. It was noted that the First Nation Partners wording is still accurate but may need to be revised at some point to reflect the non-tuition paying students and evolving terminology.

Now that the Trustees have reaffirmed the LKDSB Vision, Mission and Belief Statements, Administration will bring a revised Strategic Plan to Trustees for consideration and approval at the October 11, 2016 Board Meeting.



**Lambton Kent**  
**District School Board**  
*Student Achievement* ✓ *Community Success*

## Board Logo and Motto

The Logo for the Lambton Kent District School Board was created by the Board of Trustees in 1999 following amalgamation and reconfirmed by the Board in April 2007.

The circle represents the never ending cycle of education. Within it are the 'L' and 'K' of Lambton Kent. One is connected to the other...picking up where the other ends and completing the whole. The two letters are also made up of check marks which refer to the importance of students proving themselves and learning how to utilize information in a positive manner throughout their lives. Within the circle are the lines representing communication from side to side and computer waves for the technology in the classroom and technology of the area. The colours are split for blue on the outside (the two lakes) and green on the inside (land, agriculture).

The motto *Student Achievement* ✓ *Community Success* was also created by the Board of Trustees.

The Corporate Identity Guidelines for use and reproduction of the Board Logo can be found on the Board's Intranet.

**REGULAR BOARD, PUBLIC SESSION**

**Report To Board**

**FROM: Jim Costello, Director of Education, Gary Girardi, Superintendent of Capital Planning and Accommodation, Brian McKay, Superintendent of Business**

**DATE: September 27, 2016**

**SUBJECT: Lambton Kent District School Board Capital Plan – September 2016**

In March of 2015 the Ontario Ministry of Education released a new Community Planning and Partnerships (CPP) Guideline. The purpose of the CPP Guideline is to encourage school boards to share planning information with community organizations on an annual basis.

This process will allow the Lambton Kent District School Board (LKDSB) and community organizations to work together to optimize the use of our public assets. Cooperative and collaborative relationships between school boards and community organizations are part of the foundation of a strong, vibrant and sustainable publicly funded education system. It is the responsibility of all levels of government to make the best use of public assets. The twin challenges of local enrolment changes and making the best use of education funding to support student achievement create an incentive and opportunity to maximize the use of school board facilities and properties. Offering space in schools to partners can also strengthen the role of schools in communities, provide a place for programs and facilitate the coordination of, and improve access to, services for students and the wider community.

School boards have the authority to make decisions regarding their school facilities and the use of their properties that are consistent with the *Ontario Education Act*. The *CPP Guideline* does not prevent boards from building, renovating or closing schools or from disposing of surplus assets when required. Boards will continue to identify which schools will or will not be suitable for facility partnerships based on board-determined criteria.

The LKDSB Capital Report provides information on:

- the current partnerships in place involving LKDSB schools;
- the LKDSB Demographics
  - Enrollment
  - Birthrates
  - School Capacity Levels
  - Facility Condition Index
  - Closed Classrooms
- School Renewal Needs
- Renovations and Additions
- Factors to consider for Community Partnerships

The LKDSB would like to continue to have discussions with municipalities and interested agencies in regard to underutilized school space as it is important for the LKDSB to explore options to address these situations. Accordingly, Superintendent of Capital Planning and Accommodation, Gary Girardi, will continue to be available to meet with municipal staff and interested agencies.