

2017-2018 Annual Report



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

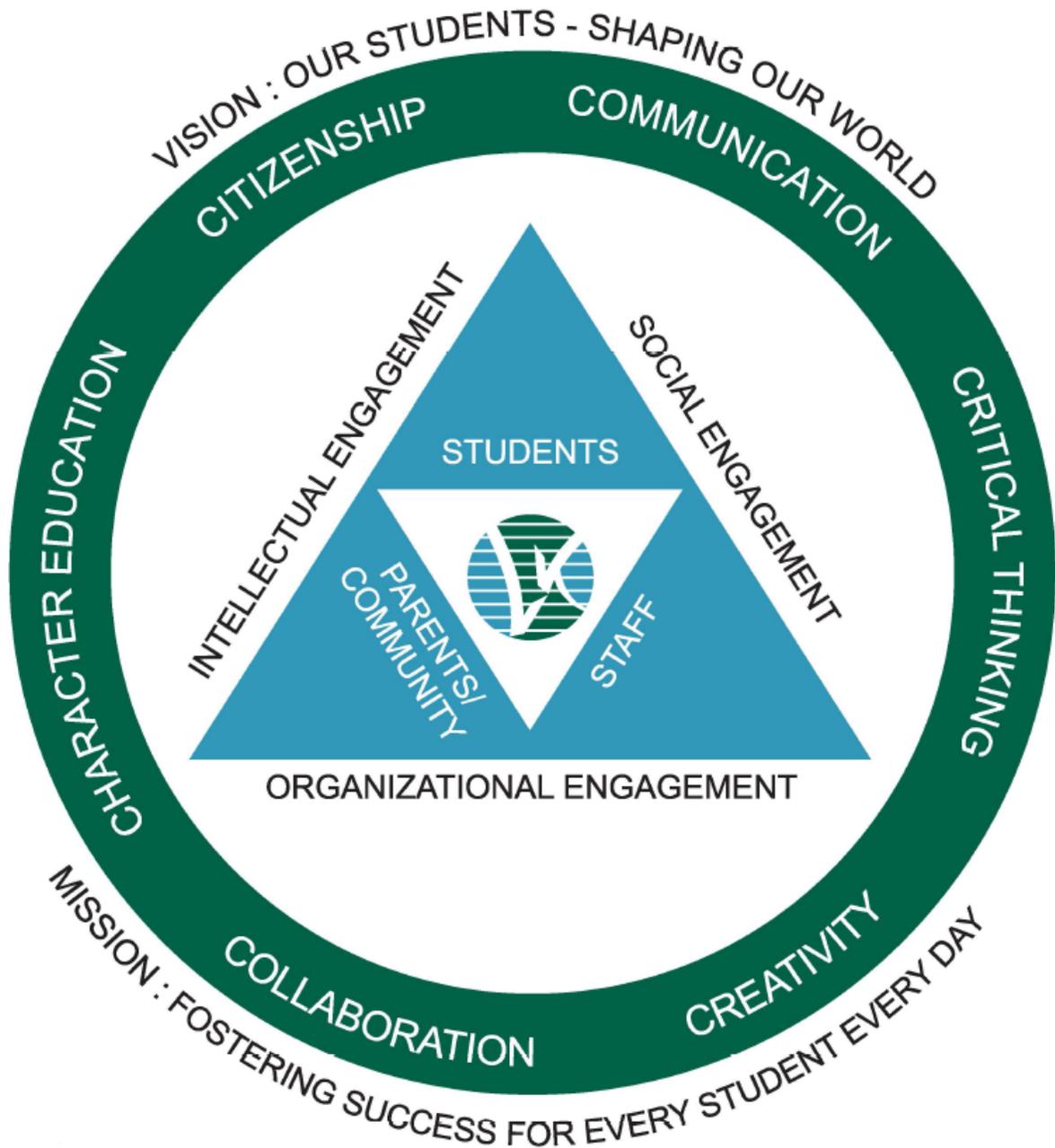
VISION

Our Students - Shaping Our World

MISSION

Fostering Success for Every Student Every Day

ENGAGEMENT MODEL



Message from Director Costello

The Lambton Kent District School Board is proud of the efforts of its dedicated staff in supporting our 21,890 students achieve their individual goals.

The Director's Annual Report provides an overview of the Lambton Kent District School Board's (LKDSB) initiatives and achievements during 2017-2018 to support student success.

LKDSB staff is committed to the mission of *Fostering Success for Every Student Every Day*. Through the engagement of staff, parents/guardians, volunteers and community partners, we are able to support the achievements of our students.

With the addition of the Multi-Disciplinary Teams in each of our elementary schools, we are able to support students' overall mental health and well-being, as well as promote healthy, safe and inclusive school environments.

The LKDSB is committed to building capacity and supporting students and staff in learning about and creating safe and welcoming learning environments. We continue to work with community partners to ensure our schools reflect diverse histories and perspectives represented in our classrooms and workplaces, as well as promote student achievement and well-being. As an example of these efforts, the theme for Education Week 2018 was "Equity in Action!" During this week, students and staff participated in activities that celebrated welcoming and inclusive school communities.

We remained committed to supporting the Truth and Reconciliation Commission of Canada: Calls to Action as they relate to education. With the addition of an Indigenous Student Trustee, we increased student voice in LKDSB governance. We also continue to work with our four local Indigenous communities to increase awareness and understanding, as well as build capacity about Indigenous histories and perspectives amongst our students and staff.

During 2017-2018, LKDSB's International Education program continued to expand, welcoming 217 students from 23 countries. Our international students diversify our classrooms and provide global perspectives to the benefit of all students and staff. As part of our experiences abroad, three students in the Co-op program completed a two-week placement at the Regent Hotel in Taipei last March. As well, seven teaching staff members participated in the English as a Second Language summer camp opportunities in Taipei, Taiwan during July and August 2018.

As we move forward, the LKDSB continues to focus on improving academic outcomes in the areas of literacy and mathematics. In alignment with the Ministry of Education's direction to focus on the fundamentals of math for Grades 1-8, the LKDSB continues to allocate resources, including the addition of elementary math coaches to support schools, as well as provide professional development opportunities to increase learning and competency in this area.

Overall, we appreciate the support of parents, guardians and the Chatham-Kent and Sarnia-Lambton communities as we work towards improving academic outcomes and supporting the well-being of all LKDSB students.

I look forward to continuing to work with you to foster success for **Every Student Every Day**.



Public education is
an investment in the
future of all peoples
and all communities.

Strategic Priorities

We will provide programs for the betterment of all students to acquire the skills necessary for good citizenship and to become active members of their community.

Inclusive learning environments

The Board is committed to working with its various stakeholders to provide opportunities for learning experiences that are inclusive, innovative and engaging, and help to support our students reach their individual goals.

Pre-school intake process for new students

Our annual Preschool Intake Information Parents' Night was held at Chatham Kent Children's Services and at Pathways Health Centre for Children to support families to understand the pre-school intake process as their child transitions to kindergarten.

In the Sarnia-Lambton area, 114 Transition to School Summary Forms were received and 58 Central Preschool Intake Meetings were held in total. In addition, School Based Team Meetings were held at the school with the school team in the May/June.

In the Chatham-Kent area, 45 "Tell Us About Your Child" Forms were received and 27 Central Preschool Intake Meetings were held in total. In addition, School Based Team Meetings were held at the school with the school team in the May/June.

The LKDSB values its relationships with Pathways Health Centre for Children, Chatham-Kent Children's Treatment Center, and parents/guardians to support students' transition to school.

Multi-Disciplinary Teams

During the 2017-2018 school year, the LKDSB established Multi-Disciplinary Teams in each of our elementary schools. The teams support the four key components of the of Ontario's well-being strategy, including:

- Positive Mental Health
- Safe and Accepting Schools
- Healthy Schools
- Equity and Inclusive Education

Our Multi-Disciplinary Teams meet regularly to communicate, collaborate and consolidate knowledge from which plans are made, actions determined and future decisions are influenced. Each team member offers a unique perspective and is capable of making autonomous decisions in the best interest of our students.

Giving consideration to our student, staff and community climate survey results, we worked together in our Multi-Disciplinary Teams to leverage our schools' structures, strengths and positive cultural beliefs to create an inclusive, safe, nurturing, positive, and equitable school community.

We look forward to continuing our work in the 2018-2019 school year and expanding our scope of work to include secondary schools.



85

Central Preschool Intake Meetings were held to support the transition to Full-Day Kindergarten



50

Multi-Disciplinary Teams established, one in each of our elementary schools

Speech and Language

During the 2017-2018 school year, the LKDSB performed 331 initial speech and language assessments in elementary schools to support students aged 6 to 8 to develop their language skills.

Improving accessibility

The LKDSB has a Multi-Year Accessibility Plan, which describes measures that the Board will continue to take over the five-year period from 2017-2022 to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the LKDSB community.

Ministry Social Skills Project

The focus of the Ministry-funded Social Skills Project has been teaching secondary students at Alexander Mackenzie Secondary School and Great Lakes Secondary School identified with Autism Spectrum Disorder (ASD), who need minimal adult support at school, the appropriate social skills required to increase independence and help navigate the social settings in their schools. During each eight-week block of lessons, staff and students met for one hour each week to practice specific skills. Each student with ASD was paired with a peer mentor who also came each week. There were 11 students and 13 peer mentors involved in this project. The project has expanded to include Chatham-Kent Secondary School in 2018-2019.



All students can
learn and are
entitled to quality
instruction.

Strategic Priorities

“We will provide quality instruction to ensure that students achieve mental, physical, emotional, and spiritual well-being within a holistic learning environment to support their academic performance.

We will ensure that all students are provided with programs suitable to their needs.”

Differentiated learning to promote student success

The LKDSB continues to focus on differentiation and supporting student success and well-being. In order to maximize academic outcomes and achievement, the LKDSB is committed to working together with students, parents, guardians and the community to foster success for all students.

For example:

- 136 Applied Behaviour Analysis instructional strategies sessions were delivered to more than 1,114 teachers to support students with Autism Spectrum Disorder.
- 20 teachers of students with Autism Spectrum Disorder and 411 students participated in diversity training.

Assistive Technology

Assistive Technology allows students to fully access the Ontario curriculum using a variety of devices provided through Special Education Amount (SEA). This funding provided by the Ministry of Education assists school boards to support accommodations for students with special needs. Specific needs are identified by a professional, then with the support of the Assistive Technology Team, devices and training are put into place to “level the playing field.” They allow students to learn and express their learning in an inclusive environment.

Assistive technology allows students to build confidence and support classroom needs to ensure student success.





Specialist High Skills Major

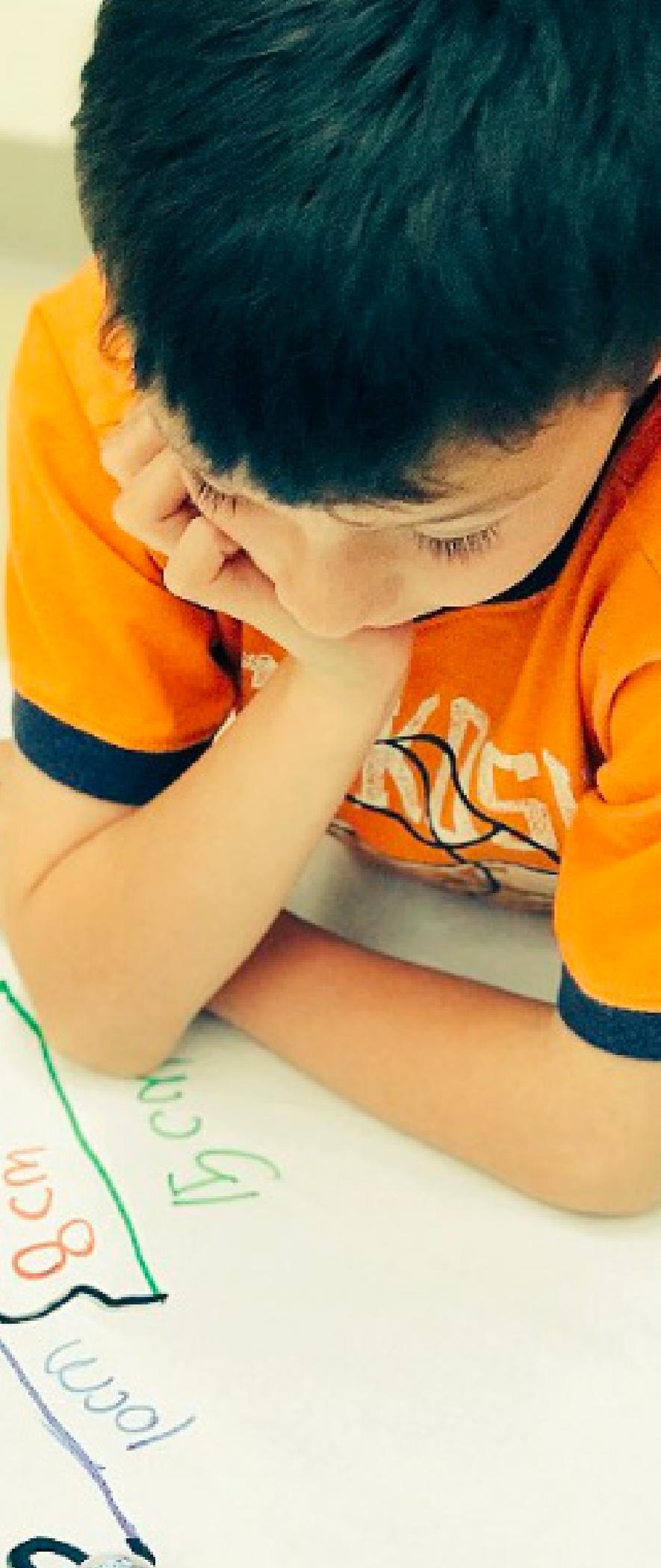
LKDSB is a provincial leader in offering Specialist High Skills Major (SHSM) programs. SHSM programs are offered at all 12 LKDSB secondary schools and the top SHSM programs are: Health & Wellness; Construction; Arts & Culture; Agriculture; and Manufacturing. About 15 per cent of LKDSB students are enrolled in the SHSM program.

LKDSB secondary students took 440 dual credits through Lambton College in Sarnia and 274 dual credits through St. Clair College in Chatham/Windsor. Both programs have an 80%+ retention rate and a 90%+ success rate.

Learning from assessments to promote student achievement

Education Quality and Accountability Office (EQAO) assessments, including Grade 3, Grade 6, Grade 9 Math and Ontario Secondary School Literacy Test (OSSLT) are one of several tools used by teachers and administrators to assess students. The LKDSB continues to focus on improving academic outcomes in the areas of literacy and mathematics. [Visit the LKDSB website for complete EQAO results.](#)

“I had a student that was very timid about technology and very hesitant to use it for educational purposes at the beginning of the term.... [An Assistive Technology Teacher] came in and worked with my student to the point that he is now using his technology confidently and correctly and it is assisting him in his daily classroom activities.”



In alignment with the Ministry of Education's direction to focus on the fundamentals of math for Grades 1-8, the LKDSB continues to allocate resources and provide professional development opportunities to increase learning and competency in this area.

Moving forward, we will continue to allocate resources to support academic improvements, including reviewing our assessment preparation practices; providing professional development for staff; and focusing on fundamental math skills. In 2017-2018, the LKDSB had one math coach to provide schools with additional supports. As the year progressed, we added two more for a total of three math coaches. Based on the success of this approach, the LKDSB has increased its number of math coaches in 2018-2019 and will continue to offer professional development opportunities for educators.

A safe and caring learning environment is strengthened by embracing diversity, and respecting self, others and the world around us.

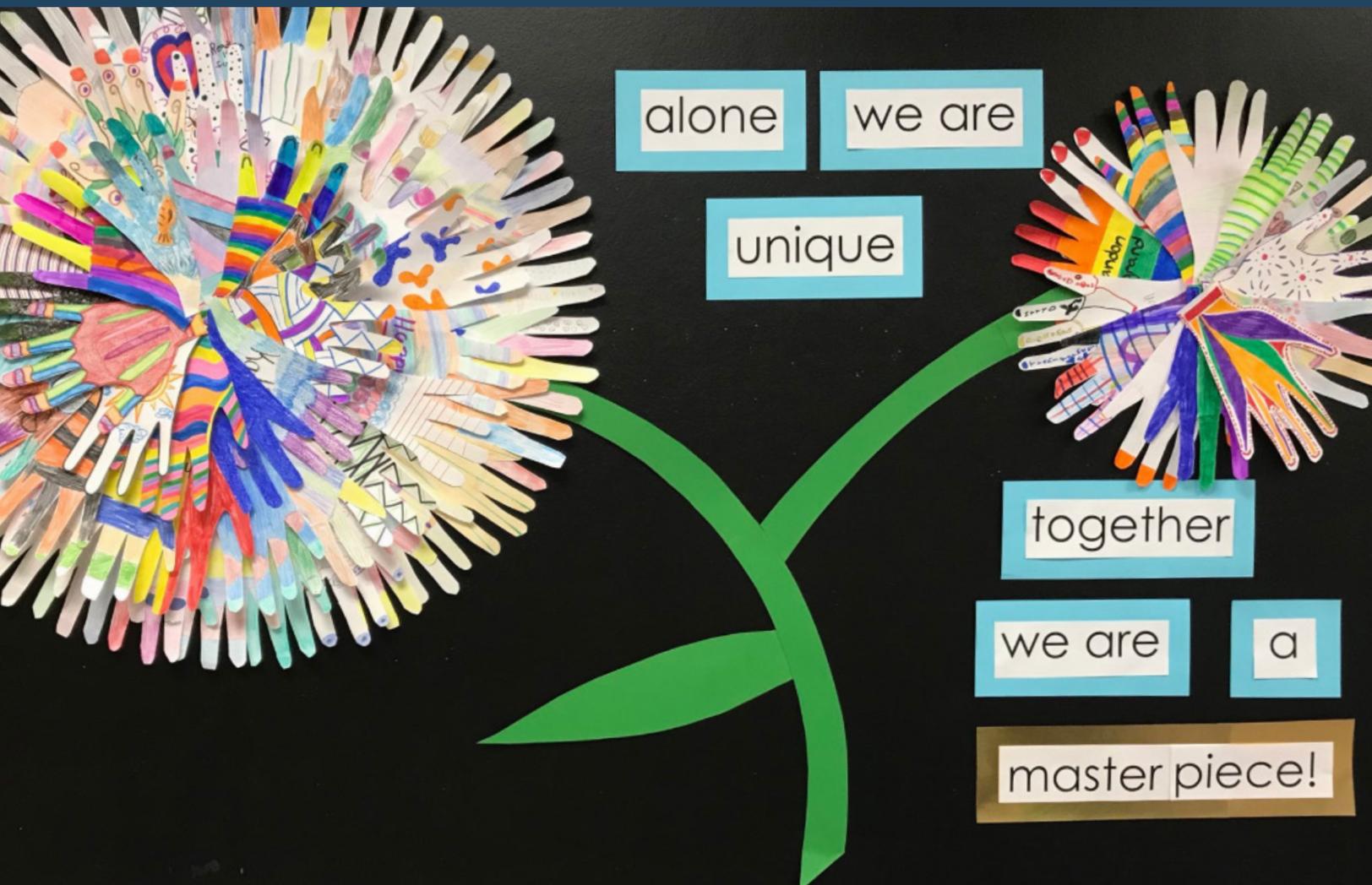
Strategic Priorities

“We will develop the capacity of all students and staff to embrace safe and caring learning environments and ensure respect for and understanding of the world around us.”

LKDSB celebrates respectful and inclusive education

During Education Week 2018, the LKDSB's theme was “Equity in Action!” During this week, students and staff participated in activities that celebrated welcoming school communities. The LKDSB is committed to building capacity and supporting students and staff in learning about and creating safe and welcoming learning and work environments that reflect a diversity of histories and perspectives.

Diversity was the theme of the Leadership Symposium held in June 2018 for school administrators, managers and Superintendents. The symposium featured three keynote speakers who also presented small group workshops for participants. The topics discussed during the Symposium included students' right to learn in a bias-free environment and the promotion of identity literacy; otherness and organizational bias; and dynamics of group decision-making.



International Education

The LKDSB's International Education Program continues to expand from previous years. In 2017-18, LKDSB welcomed 217 students (115.67 FTE) from 23 countries to its secondary schools. Placing students according to their needs, abilities, requests and availability of space has allowed the LKDSB to bring diversity to all of its schools.

The LKDSB International Education program continues to recruit students to enrich its classrooms. In 2017-2018, there were 11 international student graduates who chose to pursue post-secondary education in Canada.

In collaboration with the Municipality of Chatham-Kent, the LKDSB hosted a welcome event for international students in September 2017. As a result of its success, the event was duplicated in the City of Sarnia in 2018.



School Climate Survey

The LKDSB reviewed the results of its 2016-2017 school climate survey with principals and representatives of our school communities to assist with planning and inform decision-making. The information has also informed the school Multi-Disciplinary Teams as they work to develop programming to prevent bullying, promote safe and inclusive schools, and support mental health and well-being.

Mental Health

The LKDSB is committed to supporting student mental health and well-being. This includes:

- Building staff awareness and literacy in Mental Health;
- 37 staff members were certified in Applied Suicide Intervention and Skills Training (ASIST), 40 staff members were certified in Safe Talk and 59 staff members were certified

in Mental Health First Aid;

- All schools were reminded to review with staff the LKDSB's Suicide Prevention Protocol;
- The Tragic Event Response Team (TERT) supported 7 schools through their healing of traumatic student, staff or community tragedies;
- Online training modules were available to staff for:
 - "Well-being in the Classroom," outlining key components of a mentally healthy class and strategies for how it can be fostered by staff
 - "Attention Deficit Hyperactivity Disorder," educating staff on the characteristics and symptoms of ADHD and providing classroom management strategies;
- 257 staff completed the online "Anxiety" Module reviewing the signs and symptoms of clinical anxiety in students and strategies for supporting students in the classroom;



59

Staff trained in Mental Health First Aid



217

International Education students attending LKDSB schools

- 24 staff members accessed the online video, “Helping a Suicidal Student”;
- Psychological services staff provided 66 school, classroom and/or staff in-servicing sessions on various well-being and mental health topics.

Project MyLKDSB

In the second year of Project MyLKDSB (a student voice initiative launched in 2016-2017), secondary school teams developed and completed school and classroom-based projects. Twenty-two projects were realized to completion including events to support students with coping/resiliency skills, redesigning school spaces, and a substance abuse symposium. The project continues at the school level – working to incorporate student voice into actionable items within schools.

Safe Schools

The results of the LKDSB’s 2016-2017 school climate survey indicated that the majority of students feel that schools are safe and welcoming for people who look different; LGBTQ+ communities; and individuals with disabilities. The LKDSB is currently planning a follow-up survey in the 2018-2019 school year.

In support of Safe Schools initiatives, the LKDSB offers staff training in Violent Threat Risk Assessment (VTRA) for administrators, clinicians and many student services staff, resource teachers and student success staff. Currently, the LKDSB has a total 224 employees trained in Level 1 VTRA and 50 employees trained in Level 2 VTRA. This two-day training is supported by local youth service agencies, including: Chatham-Kent Children’s Services; Huron House Boys Home; Rain & Shine Behavioural Counselling Services – Chatham; Restorative Justice Chatham-Kent; Sarnia-Lambton Children’s Aid Society; Sarnia Lambton Rebound; St. Clair Child & Youth Services – Sarnia; United Way – Chatham-Kent; Walpole Island First Nation; as well as area school boards.

The LKDSB’s Psychological Services Department and Mental Health Lead also support several mental health community partnerships, including:

Chatham-Kent and Sarnia Lambton Suicide Prevention and Education Committees; Hub Advisory Committee; Working Together for Kids Mental Health; ACCESS Open Minds Advisory Committee; Canadian Mental Health Association. Psychological Services also meets with local mental health and addiction nurses to discuss statistics, trends and needs/gaps, as well as support local initiatives to reduce the stigma and increase awareness about mental health.

The LKDSB partners in the Community Threat Assessment Protocol, working collaboratively with community partners to create detailed intervention plans to keep students, staff and communities safe.

In preparation for the legalization of recreational cannabis use in Canada, as well as the implementation of the Smoke-Free Ontario Act, 2017, LKDSB partnered with Chatham-Kent and Lambton Public Health, as well as other law enforcement and legal officials to update policies and provide schools with information for students, staff and parents/guardians.

Environmental Sustainability

The LKDSB is part of the Chatham-Kent Lambton Administrative School Services (CLASS), a shared services consortium with the coterminous school board, which includes providing support services to the LKDSB’s Facilities Department regarding energy and the environment. The LKDSB is committed to improving efficiencies in energy consumption and is working with CLASS to develop a long-term, energy strategy plan.

The LKDSB continues to invest in upgrades to heating/HVAC systems, improved mechanical/electrical upgrades, and lighting upgrades and retrofits. One of the largest LKDSB environmental projects during the 2017-18 school year was a LED lighting retrofit project at 31 schools and administration buildings. This capital work had a budget of \$2,299,090. As well, the LKDSB has installed at least one water bottle refilling station in each school to promote healthy drinking habits and use of reusable water bottles.

Student success is achieved through shared responsibility of students, staff, families, community and First Nation partners.

Strategic Priorities

“We will engage with all stakeholders and partners who have an interest in public education.”

Parent Engagement

The LKDSB's Parent Involvement Committee meets four times annually and involves parent representatives from Chatham-Kent and Sarnia-Lambton school communities, as well as Public Health representatives, Trustees, and LKDSB administration. School Councils also provide an important bridge between school staff, parents, guardians, Home and School Associations and other parent/guardian groups that may be active within the school community.

As well, LKDSB is a member of the Jumpstart, Teen Transition Committee, along with most agencies in Chatham-Kent and Sarnia-Lambton which support students with developmental disabilities and those on the autism spectrum.

Indigenous Education

In support of the Truth and Reconciliation Commission of Canada: Calls to Action as they relate to education, the LKDSB continues to build capacity amongst its teachers and staff through ongoing professional development events related to Indigenous education, including the implementation of the revised social studies and history curriculum. Through inclusive programming, the LKDSB demonstrates respect and appreciation of Indigenous ways of knowing, world views and histories.

On April 27, 2018, LKDSB staff gathered in Sarnia and Chatham for a Professional Development Day focused on Indigenous Education. Through presentations and workshops, the LKDSB staff increased its education and understanding of





Indigenous histories and perspectives in support of the Truth and Reconciliation Commission of Canada: Calls to Action as they relate to education.

The LKDSB officially implemented the Traditional Territorial Acknowledgement across the Board during Treaties Recognition Week in November 2017 to recognize the traditional land of the four Indigenous communities within the LKDSB's catchment area: Aamjiwnaang First Nation, Delaware Nation, Kettle & Stony Point First Nation and Walpole Island First Nation. The Traditional Territorial Acknowledgement has become an important component of the opening exercises in LKDSB schools and at Board meetings.

Additionally, in January 2017, the LKDSB approved the addition of an Indigenous Student Trustee position for the 2018-2019 school year to further ensure Indigenous students' voices and perspectives are reflected in the decisions of the Board. With this addition, the LKDSB has three student trustees.

As well, the Grade 11 English: Contemporary Aboriginal Voices course was expanded across the LKDSB in the 2017-2018 school year. Additionally, 31 native studies courses were offered.

Due to the large number of Indigenous students attending A. A. Wright Public School in Wallaceburg and at the request of Walpole Island First Nation, Ojibwe has been implemented for Grades 1-6, as well as students in Grades 7-8 at Wallaceburg District Secondary School as of September 2018.

LKDSB works cooperatively with its Indigenous partners to support the betterment of our Indigenous Language Teachers and their instruction.

Additionally, LKDSB has engaged with Lakehead University to establish a three-part FNMI Specialist Program to be offered locally. Participants in the course include elementary and secondary teachers who will learn to utilize critical pedagogical strategies to recognize and honour the rich cultural history of First Nations, Métis, and Inuit communities.

Black Heritage Symposium

During Education Week 2018, teachers and students in Grades 6-8 across the LKDSB participated in the second annual Black Heritage Symposium. The symposium provided educators and students an opportunity to learn about the importance of black heritage and identity, as well as tour Uncle Tom's Cabin Historic Site in Dresden, Ont. The event is led by the LKDSB's Equity and Inclusive Committee, with the support of community partners in Chatham-Kent, including Buxton National Historic Site & Museum and Uncle Tom's Cabin Historic Site.

Equity and Inclusive Education

The Equity and Inclusion Committee utilized project funding from the Ministry of Education to create videos about students who may feel marginalized or biased due to gender, disability

or cultural identity. Twelve students participated in the project titled, "Hear All Voices." The videos were presented at a workshop for administrators and resource teachers as a resource to better understand power, privilege and equity. Participants were also provided with materials to conduct an "Equity Walk" within their schools to determine if the artifacts in their school hallways, foyers, libraries and gymnasiums best represent their students. The outcome of the equity walks provided a focus for each school to work on during the 2018-2019 school year to make learning and work spaces more equitable across the LKDSB. The equity goal is incorporated into each school's individual School Improvement Plan. The videos are also resources for schools to further understanding about the needs of those whose voices may not always be heard.



Accountability is
attained through
open dialogue,
transparency and
fiscal responsibility.

Strategic Priorities

We will be accountable to all:

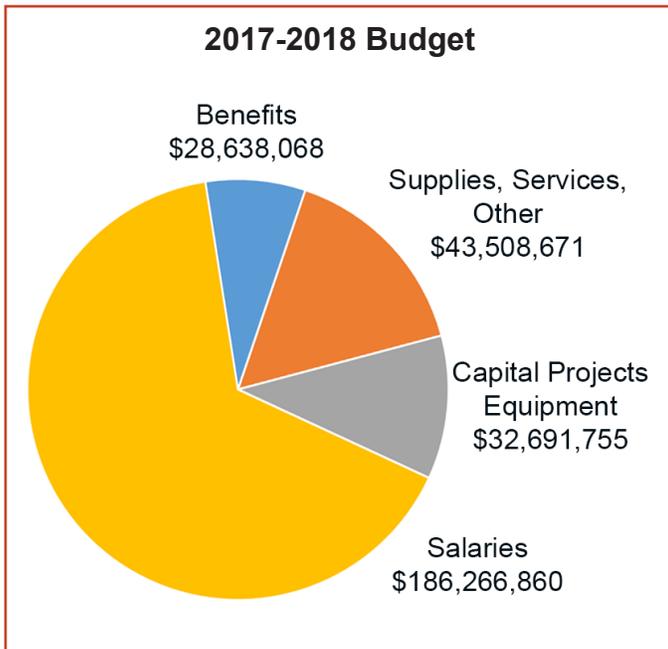
- Students
- Parents/guardians
- Staff
- Community members

We will consider available resources when determining program offerings.

The LKDSB is committed to fiscal responsibility and sustainability, while also maintaining quality educational programming and positive learning experiences for students.

2017-2018 Budget

The LKDSB had a total operating and capital budget of \$291.1 million in 2017-2018. The following chart summarizes all expenditures into four major categories:



Capital Planning and Pupil Accommodation

The LKDSB continues to face two ongoing challenges: declining enrolment and financial challenges (including maintaining aging facilities). On April 27, 2018, the Ministry of Education released a revised Pupil Accommodation Review Guideline (PARG). The LKDSB incorporated the revisions into the LKDSB regulations on Pupil Accommodation in May 2018. In June 2018, the moratorium on school closures was re-introduced by the Ministry of Education and school boards were advised that the provincial government would be reviewing the school closure process.

In January 2018, the Ministry of Education announced a \$27.4 million investment in the LKDSB to build a new Kindergarten to Grade 12 school in Forest and provide 24 new child care spaces. The Kindergarten to Grade 12 school will be the first of its kind in the LKDSB and will consolidate students from Aberarder Central School, Bosanquet Central School, Kinnwood Central School and North Lambton Secondary School into a single site at a new location.

In addition, the Ministry of Education also earmarked \$2.6 million to support a retrofit of the Full-Day Kindergarten space at Tecumseh Public School. This investment supported the consolidation of Tecumseh Public School and John N. Given Public School at the Tecumseh Public School site.



The LKDSB conducted an online community engagement/study (Thoughtexchange) in spring 2018 involving City of Sarnia elementary school stakeholders regarding the proposed plan for the City of Sarnia Elementary School phase of pupil accommodation, as identified in the LKDSB Pupil Accommodation Report 2017/2018. A total of 627 individuals participated in the Thoughtexchange. Participants shared 866 thoughts and assigned 13,115 stars to their top priorities from across the LKDSB. Thoughtexchange assembled the results into an online report.

In September 2017, the LKDSB consolidated the French Immersion Program from John N. Given Public School at McNaughton Avenue Public School. As of September 2018, the English Language students from John N. Given Public School were consolidated at Tecumseh Public School. As well, students of South Plympton and Wyoming Public School sites were consolidated

at the Plympton-Wyoming Public School site as of September 2018. Additionally, renovations continue at the Great Lakes Secondary School permanent site to accommodate the consolidated students.

LKDSB Senior Administration decided to repurpose the John N. Given Public School site for alternative programs. As of September 2018, the renamed John N. Given Learning Centre includes LKDSB's Adult & Continuing Education program and alternative Special Education programs. Space has also been allotted for community partnerships.

\$39.7
Capital expenditures in millions

Capital Improvements

The LKDSB has invested approximately \$39.7 million in capital projects. Of this total, \$36.3 million of capital work is to be completed at six LKDSB schools, including Great Lakes Secondary School (GLSS), Plympton-Wyoming Public School and Tecumseh Public School projects, which include Capital Priorities Grant funding. The capital work includes heating/HVAC replacement and upgrades, mechanical/electrical upgrades, roofing replacements, structural reinforcement and paving of parking lots. The Plympton-Wyoming Public School project included the addition of a new gymnasium and daycare centre. The GLSS project includes the addition of a new auditorium, Indigenous Learning Centre and music rooms. The capital projects also include \$3.4 million of capital work impacting a number of LKDSB schools and includes lighting upgrades and retrofits, water bottle filling stations and access control improvements.

Moving forward, the LKDSB is focused on capital improvements involving innovative and differentiated classroom designs which are adjustable depending on the pedagogy of the teacher and the students' grade level.

Additional capital improvements include the Wheatley Area Public School daycare renovations, a \$0.3 million project to renovate the daycare space at Wheatley Area Public School, including new fenced outdoor area and replacement of rooftop mechanical unit.



**We are committed
to innovation
and continuous
improvement.**

Strategic Priorities

“We will regularly introduce effective research-based methods, ideas and practices in order to deliver programs of the highest quality.”

We will ensure that the Strategic Plan is a living document and will be adjusted to future needs and concerns as they may arise.

Technology in the classroom

The integration of technology in the classroom is a priority for supporting student success and the promotion of innovative learning environments at the LKDSB. In support of technology in the classroom, the LKDSB has fully implemented the LKDSB Technology Enriched Learning Plan (TELP), which is a blueprint to facilitate the transition to a mobile platform for student learning.

The LKDSB provides students in Grades 7-10 with iPads to support their learning. During its four years of implementation, the LKDSB distributed over 6,000 iPads and supported staff professional development to encourage further integration of technology in the classroom. The TELP 1-to-1 program ensures all students in Grade 7 receive an iPad. We continue to build capacity throughout the system through professional development; and support pedagogical changes through the integration of technology in teaching and learning practices. It also provides an opportunity for students to use their devices at school and at home, and to personalize their educational experience. Following a community consultation in the spring of 2018, LKDSB Senior Administration decided to continue the 1-to-1 TELP program to provide all Grade 7 students with an iPad in the 2018-2019 school year, although the program is currently under review due to funding changes.



6,000
Total number of TELP iPads
deployed over past four years

Classroom of the Future

The LKDSB developed a “classroom of the future” (CoTF) at Wallaceburg District Secondary School. This modular classroom design allows students and staff to manipulate the space according to their teaching and learning needs. This design serves as a template for future classroom upgrades considered at other schools. Northern Collegiate Institute and Vocational School and North Lambton Secondary School are currently working on installing a CoTF under the classroom refresh capital process and we expect more schools to follow suit. Student and staff feedback on this model of collaborative learning has been very positive.

TELP By the Numbers

New iPads deployed this year: 1,900

Total iPads deployed for TELP over four years: over 6,000

Total iPads deployed throughout LKDSB over last 6 years: 17,000

Total Number of Other Devices at Schools:

Laptops: 3,500

Chromebooks: 3,800

Desktops: 2,600



Information Technology

The LKDSB has made significant investments in information technology in order to promote the use of technology in student learning and to encourage digital citizenship across the LKDSB.

In 2018, the Information Technology Strategic Plan was updated to include five core goals to be implemented over the next five years:

- Develop a model for future classroom technology – the ‘classroom of the future’;
- Replace the Trillium Student Information System;
- Improve processes through automation (e.g. online forms and services);
- Improve decision making with the use of data and information – become a data driven organization; and
- Improve efficiency and effectiveness in the delivery of IT services and projects.

In the last year, the LKDSB has implemented a new networking technology called SD-WAN (Software Defined Wide Area Network) at three schools: Northern Collegiate Institute and Vocational School, Great Lakes Secondary School and Chatham Kent Secondary School. This was a Ministry of Education-sponsored initiative called the Broadband Modernization Project. These schools now have their own dedicated connection to the Internet at high speed (1 GBps).

The LKDSB IT Department has also migrated from legacy copper telephone trunking to new Internet-based telephony service, which has greatly increased capacity and resiliency.

The LKDSB IT Department continues to support innovation in the classroom. In particular, they have been working with educators on several virtual reality and Minecraft projects.

Apple Distinguished Schools

Brooke Central Public School was named an Apple Distinguished School effective 2017-2019 for its integration of engaging and varied Apple technology in flexible learning spaces throughout the school. Thamesville Area Public School is also an Apple Distinguished School. Apple Distinguished Schools are centres of innovation, leadership and educational excellence that use Apple products to inspire creativity, collaboration, and critical thinking. They showcase innovative uses of technology in learning, teaching and the school environment, and have documented results of academic accomplishment.



eLearning

In 2017-2018, LKDSB offered 29 eLearning courses as a member of the Ontario eLearning Consortium (OeLC). eLearning courses offered by LKDSB include: Accounting; Computer Science; Challenge and Change in Society; Gender Studies; Ontario Secondary School Literacy Course; Physics; World Issues: A Geographic Analysis; and Writer's Craft.

LKDSB students, through OeLC, also have access to courses offered by other member boards (E.g. Travel and Tourism, Philosophy, Health for Life, Earth and Space Science). The flexibility of online learning provides students with access to a variety of courses which might not otherwise fit into their regular timetable.

LKDSB students attempted more than 500 eLearning credits in 2017-2018; 90 per cent of attempted credits were achieved. To support



students enrolled in eLearning courses, eLearning Hubs were established at Ridgetown District High School, Lambton Kent Composite School, North Lambton Secondary School and Tilbury District High School.

Recruitment and Hiring

The LKDSB hired a significant number of new, permanent teachers in preparation for the 2018-2019 school year. In the elementary panel, 48 individuals totalling the equivalent of 41.5 full-time equivalent teachers were hired. Meanwhile, in the secondary panel, there were 31 newly acquired teachers. This represents approximately 5% of our teacher workforce. As a result, there is a need to replenish our Long Term Occasional Lists and Occasional Teacher Rosters. The Board is actively recruiting additional occasional teachers for elementary and secondary positions.

LKDSB job postings are shared with our Indigenous partners and indicate that experience with Indigenous youth is an asset.



LKDSB By the Numbers



Total Enrolment: 21,893

Number of Schools: 62

Elementary Students: 14,668

Secondary Students: 7,225

Number of KM's from
Wheatley to Grand Bend: 176

Total operating and capital budget in
2017-2018: \$291.1 million

Number of elementary teachers:
838 full-time and 81 part-time

Number of secondary teachers:
500 full-time and 23 part-time

Number principals and vice-principals: 90

Number of full-time non-union
employees: 81

Number of CUPE employees:
668 full-time; 90 part-time



50
Elementary Schools

12
Secondary Schools



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