



REGULAR BOARD MEETING AGENDA
PUBLIC SESSION

TUESDAY JUNE 27, 2017
7:00 p.m.

A

Board Room
Sarnia Education Centre
200 Wellington Street, Sarnia

	Page Reference
1. Call to Order	
2. Approval of Agenda	
3. Declaration of Conflict of Interest	
4. Approval of the Minutes of the June 13, 2016 Board Meeting	3
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) Recognition of the 2016/2017 Student Trustees	
b) Secondary Student Art Sarnia Lambton	
9. Delegations:	
a) Andrea Walden - <i>Why a JK - Grade 12 School in Forest is the Correct Choice</i>	10
10. Questions from the Public	
11. Reports for Board Action:	
a) Reconsideration of Defeated Motions from March 21, 2017 Special Board Meeting	Trustee Sasseville Report B-17-114 11
<u>Recommendation #1</u>	
"That the Board reconsider the following Motion: That the Board approve the consolidation of Aberarder Central School, Bosanquet Central School, Kinnwood Central School and North Lambton Secondary School into a Kindergarten to Grade 12 School on the Kinnwood Central School Site as of September 1, 2020 and the submission of grant applications to the Ministry of Education for funding for the construction of the addition and the acquisition of land adjacent to the Kinnwood Central School Site; and that the Board close Aberarder Central School, Bosanquet Central School and North Lambton Secondary School as of July 1, 2020."	
<u>Recommendation #2</u>	
"That the Board reconsider the following Motion: That the Board approve the closure of Aberarder Central School and the consolidation of the students with the Kinnwood Central School students at the Kinnwood Central School Site as of July 1, 2018 if funding is not provided by the Ministry for the construction of a Kindergarten to Grade 12 school at a site to be determined or for an addition at the Kinnwood Central School Site."	
<u>Recommendation #3</u>	
"That the Board reconsider the following Motion: That the Board dissolve the Forest Area Schools Accommodation Review Committee."	

b)	Proposed that the LKDSB Write a Letter to the St. Clair Catholic District School Board Regarding Cooperation to Keep Rural Schools Open <u>Recommendation</u> "That the Board write a letter to the St. Clair Catholic District School Board recommending that the two school boards meet to find solutions to keeping more schools open in the communities we serve, possibly by sharing school buildings that both school boards can utilize for their students."	Trustee Fletcher` Report B-17-115	53
c)	Policy on <i>Conditions of Employment for Managers and Non-Union Employees Including Principals and Vice-Principals</i> and Regulations on <i>Conditions of Employment for Management and Non-Union Employees (excluding Principals and Vice-Principals)</i> <u>Recommendation</u> "That the Board approve the revised policy and regulations on <i>Conditions of Employment for Managers and Non-Union Employees.</i> "	Director Costello Superintendent Warner Report B-17-116	54
d)	Regulations on <i>Field Trips and Educational Tours</i> <u>Recommendation</u> "That the Board approve the revised regulations on <i>Field Trips and Educational Tours.</i> "	Director Costello Superintendent Barrese Report B-17-117	68
e)	Tender Award - Boiler Replacement, Sarnia Education Centre <u>Recommendation</u> "That the Board award the tender to the successful bidder, Elric Contractors of Wallaceburg Limited for the boiler replacement at the Sarnia Education Centre."	Superintendent McKay Report B-17-118	80
f)	Tender Award – Building Repairs and Playground Drainage Upgrades at High Park Public School <u>Recommendation</u> "That the Board award the tender to the successful bidder, Elric Contractors of Wallaceburg Limited for High Park Public School."	Superintendent McKay Report B-17-119	82
12.	Reports for Board Information:		
a)	Special Education Advisory Committee Report	Trustee Fletcher Report B-17-120	82
b)	LKDSB Capital Plan 2017	Director Costello Superintendents Girardi/McKay Report B-17-121	84
13.	Correspondence		
a)	Letter from Chief Bressette, Kettle and Stony Point First Nation regarding First Nations Superintendent at LKDSB, June 20, 2017		111
b)	Letter from Chief Bressette, Kettle and Stony Point First Nation regarding North Lambton Secondary School, June 22, 2017		112
14.	New Business		
15.	Trustee Question		
16.	Notices of Motion		
17.	Future Agenda Items		
18.	Announcements		
a)	The next Regular Board Meeting will be held on August 29, 2017 at the Sarnia Education Centre at 7:00 p.m.		
19.	Adjournment		

PRESENT:

Trustees: Chair Jane Bryce, Vice-Chair Elizabeth Hudie, Randy Campbell, Ruth Ann Dodman, Dave Douglas, Jack Fletcher, Tom McGregor, Scott McKinlay, 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, Angie Barrese, Gary Girardi, Helen Lane, 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 7:26 p.m. and apologized for starting late.

#2017-107

Approval of the Agenda
June/13/2017

Moved by Dave Douglas, seconded by Elizabeth Hudie,

“That the Agenda for the Regular Board Meeting Public Session of June 13, 2017 be approved.”

CARRIED.

Declaration of Conflict of Interest:

Trustee McGregor advised that he had a potential conflict of interest with items 11.f) due to a professional relationship.

#2017-108

Approval of Minutes
May/23/2017

Moved by Randy Campbell, seconded by Elizabeth Hudie,

“That the Board approve the Minutes of the Regular Board Meeting of May 23, 2017.”

CARRIED.

Presentations:

Secondary Student Art –
Chatham Kent Area

Trustee Sasseville commented on the amazing student art work in the Chatham-Kent community, her experience selecting the three award pieces and the art awards evening. She invited the student art award recipients to share the inspiration behind their creations. Stephanie McMahon, student from Chatham Kent Secondary School, commented on her realism and abstract piece titled “Unzipped”. Abby Russell, student from Chatham Kent Secondary School, commented on her digital piece titled “Into the Storm”. Trustee Sasseville advised that Ashlyn Dolbear, student from Wallaceburg District Secondary School, was unable to attend the Board Meeting. Trustee Sasseville shared the inspiration for Ashlyn’s painting, *In the Flowers*, as provided by Ashlyn. Trustee Sasseville explained that the LKDSB rents the art work from the students for one year to hang in the Chatham Board Office. Chair Bryce thanked the students for sharing their talents with the Board and acknowledged the support provided by the teachers.

Board Recognition of the
Traditional Territory
Acknowledgement
Report B-17-99

Moved by Lareina Rising, seconded by Jack Fletcher

“That the Board acknowledges and commits to implement the Traditional Territory Acknowledgement, as recommended by the Indigenous Liaison Committee, at Board Meetings, school daily announcements and other meetings as appropriate.”

Trustee Rising explained that the Traditional Territory Acknowledgment has always been practiced by peoples around the world. She noted that the Board previously indicated that they supported taking reconciliation to its core business. The Traditional Territory Preamble and Traditional Territory Acknowledge were developed by Elders and community people knowledgeable in the history and traditional acknowledgements on behalf of all the communities the LKDSB serves. Trustee Rising explained that the members of the ILC approved the document and proposed that the Traditional Territory

Acknowledgment be said at the start of every Board Meeting and the start of every school day.

Trustee Rising read the Traditional Territory Acknowledgment options:

Short version

1. We acknowledge that the land on which we are gathered is part of the traditional territory of the Chippewa, Odawa, Potawatomi and Delaware Nations.

Extended Version

2. We acknowledge that the land on which we are gathered is part of the traditional territory of the Chippewa, Odawa, Potawatomi and Delaware Nations.

These Indigenous Nations, known as the Anishinaabeg and Lunaapeew, agreed through their ancestral languages to the mutual sharing of the land, with obligations and responsibilities to the environment.

It was noted that most of the school boards in the province are using a Traditional Acknowledgement to open board meetings and that OPSBA uses it at every meeting.

Director Costello explained that the LKDSB has an administrative procedure on Opening and Closing Exercises which is taken from the Education Act. The administrative procedure includes the reading of the Traditional Territorial Acknowledgement as an option. This would be a stronger endorsement. Director Costello advised that a number of LKDSB schools do already say it every day but he is not sure of the number. Student Trustee Jacobs advised that at Chatham Kent Secondary School a Traditional Territory Acknowledgment is read every day for the past two years. She commented that it has become routine and might be more beneficial if only read at major assemblies. Chair Bryce commented that some universities read a Traditional Territory Acknowledgment before every class because there are no morning announcements. Trustee Rising confirmed that the ILC would like the Traditional Territory Acknowledgment to be part of the daily morning announcements in schools, at every LKDSB Board Meeting and other meetings as determined by the organizer.

Trustees discussed the pros and cons of having the Traditional Territory Acknowledgment read daily in schools. Trustee Rising advised that the intent is for it to become ingrained. The ILC wants to focus on reconciliation and education in the LKDSB action plan. ILC is suggesting that each school launch the Traditional Territory Acknowledgment during Treaties week in November. Each schools' launch would look different.

The importance of providing education on why the Traditional Territory Acknowledgment is being incorporated into the daily announcements was noted. Student Trustee Jacobs noted the need to educate students at the beginning of every school year.

Chair Bryce advised when she became Chair of the Board two years ago she asked Trustee Rising to bring up the topic at the Native Advisory Committee (ILC). She wanted the Board to open Board Meetings with a Traditional Territory Acknowledgment that would recognize the people in this area. Chair Bryce asked Trustee Rising to thank the members of the ILC for their work on developing it.

In response to Trustee Murphy's question about the intent of the Traditional Territory Preamble, Trustee Rising explained that the preamble sets up how we got to this point. It is suggested that it be posted somewhere in the schools. It is suggested that the preamble be read only in certain circumstances.

CARRIED.

Trustee Rising advised that a supporting document showing the phonetic pronunciation is being developed.

#2017-109
Policy and Regulations on
*Secondary Student Art –
Board Recognition*
Report B-17-100

Director Costello explained that the policy and regulations on *Secondary Student Art – Board Recognition* have been reviewed as part of the LKDSB cyclical review. Changes have been made to the policy and regulations to reflect the change to the art selection process. There is no longer one designated central exhibition in Saria Lambton or Chatham-Kent. The proposed changes will allow Trustees more flexibility to select the art work in consultation with the Secondary Program Consultant. The Secondary Program Consultant will arrange opportunities for the designated Trustees to view the student art and select the pieces to hang in the respective Board Offices for one year.

Moved by Lareina Rising, seconded by Tom McGregor,

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

CARRIED.

Budget Approval for the
2017/2018 School Year
Report B-17-101

Superintendent McKay advised that the budget development process for the 2017/2018 school year budget began in February 2017. He explained that the information is available in the electronic budget binder. He outlined the budget consultation process that occurred to date. The total Provincial Education funding for the 2017/2018 school year is projected to be \$23.8 billion (2016/2017 budget was \$23.0 billion), an average of \$12,100 per pupil. This is an increase of 1.03% from the 2016/2017 budget. While the overall Provincial amount is stable, the Board’s funding continues to be negatively impacted by declining enrolment. The forecasted average daily enrolment for 2017/2018 is 21,482, comprised of 14,396 elementary and 7,086 secondary students. The projected LKDSB 2017/2018 school year budget is \$291.11 Million. The expenditures fit into four major categories: Salaries \$186,266,860, Benefits \$28,638,068, Supplies/Services/ Other \$43,508,671 and Capital Projects/Equipment \$32,691,755. He noted the increase in Capital Projects funding.

Superintendent McKay explained that the LKDSB’s revenue forecast is based on the Ministry of Education Grants for Student Needs (GSN) education funding model which generates the LKDSB operating and school renewal grants. He advised that the total revenues are comprised of the following:

- GSN Operating Grants = \$247,369,958.
- GSN Facilities Renewal / Financing Grants = \$24,188,536.
- Tuition Fees from First Nations & Visa students = \$4,734,522.
- Ministry Funding provided in addition to the GSN = \$1,115,259.
- Other Capital, Rental, Interest and misc. revenues = \$13,097,079.
- In-year draw from accumulated surplus (former reserves) = \$600,000.

The total revenue is \$291,105,354.

Superintendent McKay outlined the planned expenses under the expenditure categories totaling \$291.11 Million. The Pupil Foundation Grant is directly tied to enrolment. He advised that LKDSB reserves will not be used to fund technology this year. As usual, approximately \$200,000 of reserves will be used for school based funding and \$400,000 for the accounting requirement for amortization. He outlined the expenditures chart.

Student Trustee Jacobs departed from the Board Meeting.

Superintendent McKay commented on the key provincial education funding parameters. The Ministry continues to phase in the School Board Efficiencies and Modernization (SBEM) Initiative in the GSN with further measures to encourage Boards to address underutilized school space. The 2017/2018 school year is the final year of the three-year phase-in of the SBEM initiative. Top-up Funding changes under the School Facility Operations & Renewal Grant

continue under the three-year phase-in with the 2017/2018 budget year representing the final year of the phase-in. Base Top-up funding will be completely eliminated over three years. The Enhanced Top-up part will continue however new eligibility criteria will apply and schools that are eligible will receive top-up to 100% of capacity. Eligible school criteria are as follows: elementary school that is at least 10 km away from the next closest school of the board; secondary school that is at least 20 km away from the next closest secondary school of the board. The Rural and Small Communities allocation part of the Geographic Circumstances Grant is being phased out over three-years with the 2017/2018 budget year representing the final year of the phase-in.

Superintendent McKay explained that the resulting enhancements to the recently negotiated 2017 to 2019 labour agreements support the following:

- Modest wage increases and support for staff professional development;
- Local Priority Funding which includes staffing support for special education students;
- Class size investments for Full-Day Kindergarten (FDK) and Grades 4-8; and,
- Community Use of Schools.

The transformation of employee health, life and dental benefits continues through the formation and management of provincial benefit trusts. Next year, it is expected that the Ministry will flow funding to school boards and school boards will then flow the funding to the trusts.

The Ministry is allocating \$1B to continue School Condition Improvement (SCI) funding for 2017/2018. The SCI funding amount includes \$200M in funding for the Greenhouse Gas Reduction plan which will support the reduction of greenhouse gas emissions from facilities in the education sector. Due to the allocation methods of this funding, the LKDSB is seeing a reduction in SCI funding for the 2017/2018 school year.

The Student Transportation grant has been increased provincially by 2% to help school boards manage increased costs. The LKDSB will realize an increase of 1.75% in the Student Transportation grant. The LKDSB Transportation funding is balanced.

Superintendent McKay explained that there is a 2% increase to the non-staff portion of the Plant operations benchmark to support commodity price increases.

Special education funding will reflect the final year of the four-year phase-in of the Differentiated Special Education Needs Amount (DSENA) allocation.

The LKDSB also received capital priorities grant funding and Child Care Capital funding in the amount of \$14.03 million for capital work at Great Lakes Secondary School and Plympton-Wyoming Public School. The combined SCI, School Facilities Renewal, Capital Priorities and Child Care capital program budget for LKDSB in 2017/2018 will be \$31.77 million dollars.

Superintendent McKay explained that the Education Program Other (EPO) funding is outside of the GNSs. EPO funding is provided for Renewed Math Strategy, the Mental Health Lead Position, the Applied Behaviour Analysis Specialist position. Superintendent McKay explained how the additional funding from the CUPE settlement translated into Educational Assistant (EA) positions. Declining enrolment and the EA salary adjustment impacted the number of EAs hired. Superintendent McKay explained the increase of 5 positions in the Administration envelope. One position is a contract finance position and one is a contract health and safety position. The positions were not shown before because they were contract but are now included. The Student Information System position is new for the Information Technology (IT) Department to support the school information data base that is going to need to be updated in the near future. The security position in IT is necessary to meet the increased security issues facing the LKDSB. Savings were obtained in other areas of the

IT budget to provide the funding for these positions. The other position is in Human Resources to assist with employee attendance and will be balanced off with savings. He confirmed that the Board Administration envelope is balanced. Superintendent McKay confirmed that the \$19M addition/renovation for Great Lakes Secondary School is included in the budget and that Trustees will be asked to approve the tender for the project.

#2017-110
Approval of the 2017/2018
School Year Budget

Moved by Scott McKinlay, seconded by Randy Campbell,

“That the Board approve the 2017/2018 school year budget as presented in the amount of \$291,105,354.”

Trustee Rising commented that the ILC is expecting a follow up on the budget discussions on specific spending.

CARRIED.

Trustee McGregor departed from the Board Meeting.

#2017-111
Tender Awards –
Washroom Renovations,
Asphalt Replacement and
Structural Upgrades
Report B-17-102

Superintendent McKay presented the tender report for washroom renovations asphalt replacement and structural upgrades at H.W. Burgess Public School, John McGregor Secondary School, Riverview Central School, Confederation Central School, Lambton Centennial Public School, King George VI-Public School (Sarnia), and Hanna Memorial Public School.

Moved by Lareina Rising, seconded by Elizabeth Hudie,

“That the Board award the tenders to the successful bidder Westhoek Construction Ltd. for H.W. Burgess Public School, John McGregor Secondary School and Riverview Central School, to Dixin Construction Ltd. for Confederation Central School, Lambton Centennial Public School and King George VI Public School (Sarnia), and to Maaten Construction Ltd. for Hanna Memorial Public School.”

CARRIED.

#2017-112
Tender Award – Roof
Replacement and
Structural Reinforcement
at Lansdowne Public
School
Report B-17-103

Superintendent McKay presented the tender report for roof replacement and structural reinforcement at Lansdowne Public School.

Moved by Bob Murphy, seconded by Scott McKinlay,

“That the Board award the tender to the successful bidder Maaten Construction Ltd. for Lansdowne Public School.”

CARRIED.

#2017-113
Tender Award – HVAC
Replacement at Colonel
Cameron Public School
Report B-17-104

Superintendent McKay presented the tender award for HVAC replacement at Colonel Cameron Public School.

Moved by Jack Fletcher, seconded by Elizabeth Hudie,

“That the Board award the tender to the successful bidder Elric Contractors of Wallaceburg Limited for Colonel Cameron Public School.”

CARRIED

#2017-114
Tender Award – Athletic
Track Resurfacing at
Lambton Central Collegiate
& Vocational Institute
(LCCVI)
Report B-17-105

Superintendent McKay presented the tender results for the athletic track resurfacing at Lambton Central Collegiate and Vocational Institute.

Moved by Randy Campbell, seconded by Scott McKinlay,

“That the Board award the tender to the successful bidder Ancaster Court Surfaces Inc. for Lambton Central Collegiate & Vocational Institute.”

CARRIED.

Live Streaming of LKDSB
Board Meetings – Update

Superintendent McKay provided an update on the investigation into live streaming of LKDSB Board Meetings. He advised that Administration is

recommending that the LKDSB proceed to a Request for Information (RFI) over the summer. The RFI would seek advice and budgetary estimated costs for the provision of equipment and service support for a webcasting solution. Administration would report the results of the RFI to the Board in September 2017. Key elements of the solution would include: High Definition Public Webcasting, ability to store and make available the webcast videos for later review by the public, focus video and audio on the individual speaker, switch between speaker(s) and presentation(s), ensure all accessibility requirements are met, fully staffed, operate from either Board office or other LKDSB locations as required.

Moved by Shannon Sasseville, seconded by Elizabeth Hudie,

“That the Board approve the issuing of a RFI for the provision of Webcasting services and that the results of the RFI be reported back to Board in September 2017.”

Based on preliminary information from other jurisdictions, Superintendent McKay stated that startup costs for each Board Room could be around \$100,000. He noted that the RFI would give Trustees options for consideration. In response to Trustee Murphy’s question if the RFI would include evidence of a demonstrated public interest in providing the service, Superintendent McKay advised that the RFI would be looking for solutions on webcasting but not the potential audience participation. Administration could possibly informally pole other public sector organizations that have webcasting. Trustee Sasseville referenced her experience with a board that regularly webcasts board meetings noting that webcasting demonstrates transparency and accountability and can alter how individuals govern when someone is watching. She offered some suggestions on possible options. Superintendent McKay confirmed that the RFI would provide scalable options. He noted the need to ensure the options meet accessibility standards. Trustee Fletcher commented that he felt the Board has transparency and accountability and that information was available on the LKDSB website. He commented that there is a need for more Educational Assistants in classrooms.

In response to Trustee Dodman’s concerns about security, Superintendent McKay confirmed that Administration would only recommend secure options. Trustee Douglas commented on the need to spend funding on students not administration. Trustee Rising supported the RFI to explore the options noting that it is a distance for some people to attend meetings.

MOTION DEFEATED.

Special Education
Advisory Committee
Report (SEAC)
Report B-17-107

Vice-Chair Fletcher reported on the Special Education Advisory Committee (SEAC) meeting held on May 18, 2017 at Wallaceburg District Secondary School. An overview of the 2017/2018 LKDSB budget was provided to SEAC members. The LKDSB Acquired Behaviour Analysis (ABA) Specialist presented information on universal supports and functions of behaviour for high needs students. SEAC Members reviewed/revised sections of the Special Education Plan. An update on the implementation of a Special Needs Strategy was provided. The Association Representatives on SEAC provided updates. Trustee Fletcher commented on the retirement of Co-ordinator Liz Zantingh and Co-ordinator Shelley Martsch-Litt becoming a Vice-Principal.

Indigenous Liaison
Committee Report
Report B-17-108

Trustee Rising reported on the Indigenous Liaison Committee (ILC) Meeting held on, May 17, 2017 at Sir John Moore Community School in Corunna. She advised that the ILC members were glad to have the budget information presented by Superintendent McKay and glad to have Director Costello in attendance. She commented on the questions raised regarding budget allocations and advised that the request for an Indigenous Superintendent was discussed again. The ILC members look to continue the discussions. Trustee Rising commented on school

administrative transfers and the plan to establish school principal profiles early in the school year.

New Business

Director Costello advised that preliminary indications from the Ministry of Education are that the LKDSB was not successful in its application for a new school build in the Forest area. Official notification should be received soon. Chair Bryce expressed the Board's disappointment.

Trustee Questions

In response to Trustee Fletcher's question about the Greater Essex County District School Board (GESCSB) signing an Indigenous Protocol with various First Nations, Director Costello commented that the reference to curriculum appears to be similar to what the LKDSB is doing and that he did not think the signing would impact the LKDSB. He will follow up with Chief Miskokomon. The GECDSB protocol includes 7 principles and defines direction to ensure appropriate measures are in place to address the Truth and Reconciliation (TRC) Calls to Action. Trustee Rising commented on past discussions at ILC about developing something similar for the LKDSB to write down what has been said verbally. Director Costello supported this idea. It was noted that the Ministry provided funding for the development of a LKDSB action plan.

Notice of Motion

Trustee Fletcher served Notice of Motion:

"It is proposed that the Lambton Kent District School Board write a letter to the St. Clair Catholic District School Board recommending that the two school boards meet to find solutions to keeping more schools open in the communities we serve, possibly by sharing school buildings that both school boards can utilize for their students."

Trustee Sasseville served Notice of Motion:

"That the Board reconsider the defeated Motions from the March 21, 2017 Special Board Meeting."

Announcements

The next Regular Board Meeting will be held on Tuesday, June 27, 2017, 7:00 p.m. at the Sarnia Education Centre. The LKDSB Capital Plan will be presented to Trustees at the Meeting.

The Board reconvened to Private Session at 9:46 pm.

The Board reconvened to Public Session at 9:56 p.m.

#2017-115

Action of the Regular Board Private Session be the Action of the Board

Moved by Elizabeth Hudie, seconded by Scott McKinlay,

"That the Action of the Board in Private Session be the Action of the Board."

CARRIED.

Adjournment 9:57 p.m.

There being no further business, Chair Bryce declared the meeting adjourned at 9:57 p.m.

Chair of the Board

Director of Education and Secretary of the Board

June 19, 2017

Please consider this e-mail may request to delegate at the upcoming June 27th meeting of the Trustees in Sarnia. Attached is a copy of the e-mail which I sent to the Trustees of the LKDSB last Friday. Please consider the contents of that e-mail by written submission in relation to this matter.

Sincerely,
Andrea Walden

Subject: **Why a JK - Grade 12 School in Forest is the Correct Choice**

Date: Fri, 16 Jun 2017

Dear Trustees:

I greatly appreciate the courage demonstrated by the Trustees of the Lambton Kent District School Board in relation to their support of the proposed JK-Grade 12 School in the Town of Forest. Although disappointed by the Ministry of Education's "preliminary" decision to deny the Application, I believe that a JK-Grade 12 School in the Town of Forest is in the best long-term interests of the students and the community. Rarely has such a diverse group of people agreed as to the appropriate course of action regarding any issue much less in relation to the proposed closure of rural public schools and the creation of a "Community Hub", JK-Grade 12 School/ Recreation Complex. The Application had the support of the following:

- **Municipality of Lambton Shores** (unanimous support);
- the **Trustees of the Lambton Kent District School Board** (unanimous support);
- area businesses, and the community in general (in excess of 42 letters from the public); and a petition (68 signatures);
- A letter of support from the **Lambton Federation of Agriculture**; and
- the appointed representative the **Kettle and Stony Point First Nation** was also supportive of the proposal of a "new school on a new location".

Why a JK – Grade 12 School in Forest Is the Correct Choice: The reality is that there are jobs in rural Ontario. Recently, the Federal Government's *Advisory Council on Economic Growth* identified the agri-food sector as a sector of the Canadian economy which has potential for economic growth. (*Unleashing the Growth Potential of Key Sectors*. Feb. 6, 2017) <http://www.budget.gc.ca/aceg-ccce/pdf/key-sectors-secteurs-cles-eng.pdf>

Provincially, the Premier challenged the agri-food industry to double its annual growth rate and create 120,000 jobs by 2020. If both the Federal and Provincial government are looking to the agri-food sector to grow the economy, then it might be prudent to invest in the education of the students who are most likely to enter that sector of the economy in their home communities.

A Legacy Project: By supporting a JK-Grade 12 School in Forest, the Trustees of the LKDSB have a unique opportunity to positively impact a generation of the students and the residents of North Lambton.

A Community Hub in the Town of Forest (JK-Grade 12 School/Recreation Center), has the potential to effect not only on the lives of the students but on the economy of North Lambton. Poverty in rural Ontario is real. Public education gives families hope that in spite of their own personal challenges their children might improve their economic situation. Having a school that students want to attend in their own community is critical to engaging these students. As noted above, there are jobs in rural Ontario and co-op opportunities and specialist high skills diploma programs are necessary in order to lift these children out of poverty.

In conclusion, baring a fundamental change in the Ministry of Education's funding formula for schools in rural Ontario, at this time I believe that a "Community Hub" JK-Grade 12 School/Recreation Centre located in the Town of Forest is in the best interests of the students and the community. You will note that I have forwarded this letter to both the Mayor of Lambton Shores, Bill Weber and the Deputy Mayor, Doug Cook.

Sincerely,

Andrea Walden

BOARD REPORT
REGULAR BOARD, PUBLIC SESSION

REPORT NO: B-17-114

FROM: Shannon Sasseville, Trustee

DATE: June 27, 2017

SUBJECT: Reconsideration of Defeated Motions from March 21, 2017
Special Board Meeting

Trustee Sasseville served Notice of Motion at the June 13, 2017 Board Meeting. The March 21, 2017 Special Board Meeting had been called by the Chair of the Board for Administration to present the *Addendum to the Final Staff Report for the Consolidation of Aberarder Central School, Bosanquet Central School, Kinnwood Central School and North Lambton Secondary School into a Kindergarten to Grade 12 School*, Report B-17-29. Trustees voted on the Motions contained in the report.

The following Motions were defeated during the Meeting.

“That the Board approve the consolidation of Aberarder Central School, Bosanquet Central School, Kinnwood Central School and North Lambton Secondary School into a Kindergarten to Grade 12 School on the Kinnwood Central School Site as of September 1, 2020 and the submission of grant applications to the Ministry of Education for funding for the construction of the addition and the acquisition of land adjacent to the Kinnwood Central School Site; and that the Board close Aberarder Central School, Bosanquet Central School and North Lambton Secondary School as of July 1, 2020.”

“That the Board approve the closure of Aberarder Central School and the consolidation of the students with the Kinnwood Central School students at the Kinnwood Central School Site as of July 1, 2018 if funding is not provided by the Ministry for the construction of a Kindergarten to Grade 12 school at a site to be determined.”

“That the Board dissolve the Forest Area Schools Accommodation Review Committee with thanks.”

Rationale:

In light of new and disappointing information regarding the LKDSB proposal for a new school build in the Forest area, the LKDSB needs to proceed with a reconsideration of the other options that were considered in the *Addendum to the Final Staff Report for the Consolidation of Aberarder Central School, Bosanquet Central School, Kinnwood Central School and North Lambton Secondary School into a Kindergarten to Grade 12 School*, Report.

Attached is the Addendum and the Final Staff Report on the Consolidation of Aberarder Central School, Bosanquet Central School, Kinnwood Central School and North Lambton Secondary School into a Kindergarten to Grade 12 School.

Recommendation #1:

“That the Board reconsider the following Motion:

That the Board approve the consolidation of Aberarder Central School, Bosanquet Central School, Kinnwood Central School and North Lambton Secondary School into a Kindergarten to Grade 12 School on the Kinnwood Central School Site as of September 1, 2020 and the submission of grant applications to the Ministry of Education for funding for the construction of the addition and the acquisition of land adjacent to the Kinnwood Central School Site; and that the Board close Aberarder Central School, Bosanquet Central School and North Lambton Secondary School as of July 1, 2020.”

Recommendation #2

“That the Board reconsider the following Motion:

That the Board approve the closure of Aberarder Central School and the consolidation of the students with the Kinnwood Central School students at the Kinnwood Central School Site as of July 1, 2018 if funding is not provided by the Ministry for the construction of a Kindergarten to Grade 12 school at a site to be determined.”

Recommendation#3

“That the Board reconsider the following Motion:

That the Board dissolve the Forest Area Schools Accommodation Review Committee with thanks.”

**SPECIAL 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: February 7, 2017

SUBJECT: Final Staff Report on the Consolidation of Aberarder Central School, Bosanquet Central School, Kinnwood Central School and North Lambton Secondary School into a Kindergarten to Grade 12 School

The purpose of the Final Staff Report on the Consolidation of Aberarder Central School, Bosanquet Central School, Kinnwood Central School and North Lambton Secondary School into a Kindergarten to Grade 12 School is to provide Trustees with a summary of the Forest Area of Schools Accommodation Review, information on the community consultation process and the final staff recommendations. The Pupil Accommodation Review process is still underway, with opportunities for public delegations at the February 28, 2017 Board Meeting. Any changes to the Final Staff Report, as a result of public delegations, will be included as an addendum to the Final Staff Report on the Aberarder Central School, Bosanquet Central School, Kinnwood Central School and North Lambton Secondary School into a Kindergarten to Grade 12 School, which will be presented to Trustees for approval at the March 21, 2017 Special Board Meeting.

A. Background

The Lambton Kent District School Board (LKDSB) strives to provide educational programs and services of the highest quality. This is best accomplished when facilities are conducive to creating a stimulating learning environment designed to meet the needs of all pupils within fiscal parameters. In addition to facilitating the delivery of its Mission, the LKDSB will endeavor to optimize the use of facilities. Various factors beyond the control of the LKDSB impact this commitment. These factors include declining enrolment, demographics, current funding and operational realities, new provincial legislation and policy, changing educational objectives and physical limitations of buildings.

In March 2015, the Ministry of Education released a new Pupil Accommodation Review Guideline and a new Community Planning and Partnerships Guideline. As a result, in June 2015, the Board updated its policies and regulations on Pupil Accommodation and Community Planning and Partnerships to reflect the new Ministry guidelines. In accordance with these guidelines, the LKDSB Capital Plan 2016 was presented at the Board Meeting on September 27, 2016 to which all agencies on the LKDSB entities list, as outlined in the LKDSB Regulation No: R-BU-529, were invited. During this presentation, LKDSB Senior Administration shared information on funding changes and potential partnership opportunities to utilize unused pupil spaces in schools with low enrolment from both the municipal sector and the business sector.

The LKDSB Pupil Accommodation Report 2016/2017 and Initial Staff Report for the Consolidation of Aberarder Central School, Bosanquet Central School, Kinnwood Central School and North Lambton Secondary School into a Kindergarten to Grade 12 School on the Kinnwood Central School Site were presented to the Board on October 4, 2016, in compliance with LKDSB Regulation No: R-AD-106. The Pupil Accommodation Report contained the Proposed Pupil Accommodation Review Plan by Phases, one of which was further outlined in the Initial Staff Report recommending the Consolidation of Aberarder Central School, Bosanquet Central School, Kinnwood Central School and North Lambton Secondary School into a Kindergarten to Grade 12 School on the Kinnwood Central School Site. Trustees voted to approve the establishment of an Accommodation Review Committee for the Consolidation of Aberarder Central School, Bosanquet Central School, Kinnwood Central School and North Lambton Secondary School into a Kindergarten to Grade 12 School on the Kinnwood Central School Site.

A.1 Demographics/Declining Enrolment

Board and School Facts

	Aberarder	Bosanquet	Kinnwood	NLSS
Property Size	3.48 Hectares (8.599 Acres)	4.93 Hectares (12.18 Acres)	5.54 Hectares (13.69 Acres)	6.29 Hectares (15.54 Acres)
Age and Size	Original Build 1963 (1,696 sq. m)	Original Build 1963 (2,769 sq. m)	Original Build 1962 (3,896 sq. m)	Original Build 1940 (9,359 sq. m)
Enrolment (as of Sept. 14/16)/ Capacity	114/199	184/328	278/331	547/822

- In October 1999 the LKDSB had 29,399.6 Full Time Equivalent (FTE) students
- As of October 31, 2016, the LKDSB has 22,017.9 FTE students
- Since the time of amalgamation, this is a 25% reduction in student population at the LKDSB
- The Ontario Ministry of Education indicates the LKDSB has 8,487 Ministry-rated empty pupil spaces as of October 31, 2016
- LKDSB's current capacity utilization is 72.2%
- LKDSB's projection of continued enrolment decline and capacity utilization: 20,934 FTE in 2021 (68.6%); 20,027 FTE in 2026 (65.6%)
- LKDSB's rate of enrolment decline is approximately 1% from 2014/2015 to 2016/2017
- Since amalgamation in 1998 the LKDSB has closed 14 elementary schools, 3 secondary schools, and 1 Adult Learning Centre, and has built 2 new schools – Sir John Moore (1999) and P.E. McGibbon (2010).

While Statistics Canada predicts that the birth rate in Ontario will increase from 2010 to 2025, Lambton County and the Municipality of Chatham-Kent birth rates and the projected student populations are expected to decrease. This anticipated decline will occur more slowly than the current pace. This Statistics Canada data is supported by the Board's demographic software and is reflected in the demographic information supplied to the LKDSB by the Municipality of Chatham-Kent and the County of Lambton.

The County of Lambton provided demographic data produced by its Planning and Development Services Department. The population projections for the Municipality of Lambton Shores are outlined in the chart below.

Year	Low Population Projection – Lambton Shores	Reference Population Projection – Lambton Shores	High Population Projection – Lambton Shores
2016	9919	10502	11085
2021	9157	10260	11434
2026	8313	9862	11611
2031	7392	9307	11595

The demographic data for the Town of Plympton-Wyoming as provided by the County of Lambton is outlined below.

Year	Low Population Projection – Town of Plympton-Wyoming	Reference Population Projection – Town of Plympton-Wyoming	High Population Projection – Town of Plympton-Wyoming
2016	7192	7448	7705
2021	6824	7308	7811
2026	6416	7115	7863
2031	5959	6846	7830

The slight decline in population found in the Reference Population Projection column supports the projections for this area in terms of student enrolment supplied by the LKDSB which also shows a slight decline in the four schools in the Forest Area. This data supports the demographic information found in the *2016 Draft County of Lambton Official Plan*, which shows a range in population projections from slight decline to a modest increase in populations for these areas between today and 2031.

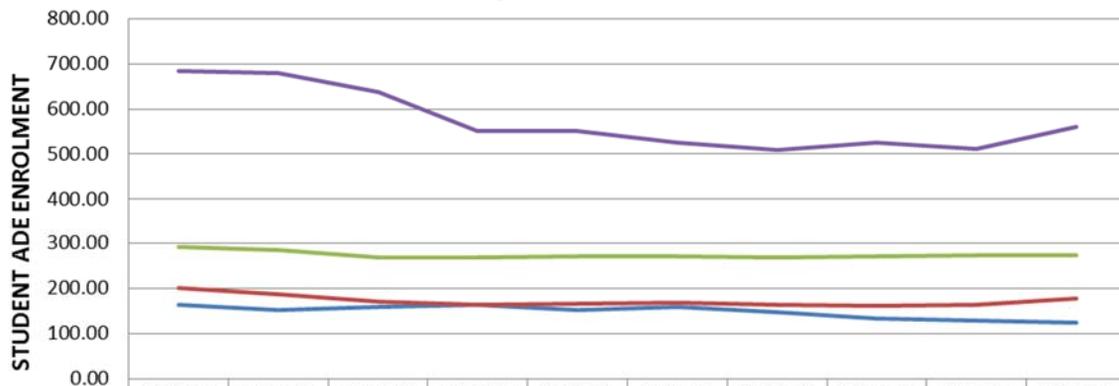
From the 2016 Draft County of Lambton Official Plan

Municipality	Dwellings Allocated Annually	Projected 2031 Population
Lambton Shores	50	9,307 to 11,595
Plympton-Wyoming	42	6,846 to 7,830
Lambton County*	449	111,367 to 122,162

*The Lambton County population projection figures do not include First Nations populations, which added another 3,604 to Lambton County’s population in the 2006 census.

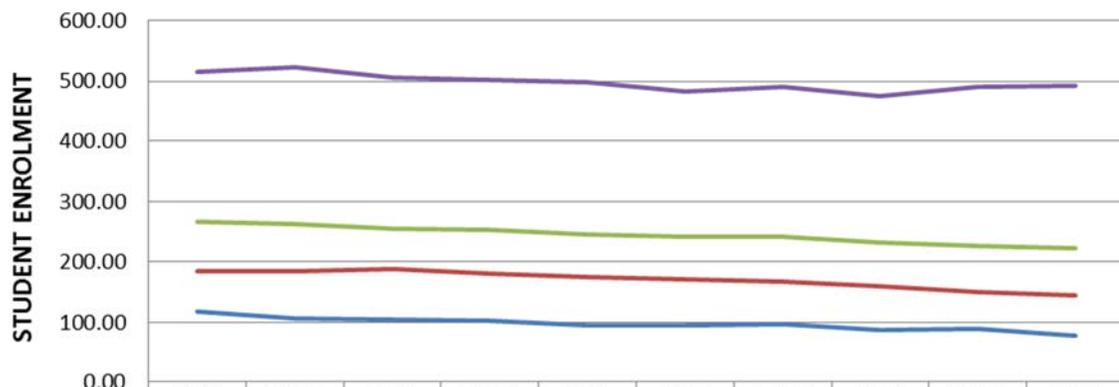
The *2016 Draft County of Lambton Official Plan* states that the projected population in 2031 will be 122,162 from a present population of 111,367. The document states that the majority of future urban growth will be directed to urban centres and urban settlements. The Official Plan also states that there is a potential for growth to occur in the City of Sarnia, however, “towards the end of the planning horizon, the aging of the Baby Boomer population is expected to contribute to some degree of population decline for most local municipalities and the County as a whole”.

Enrolment Comparison - 10 Year Average Daily Enrolment History - 2006-07 to 2015-16



	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
ABERARDER	164.00	151.00	158.00	163.00	151.00	159.00	148.00	134.00	129.00	125.00
BOSANQUET	201.00	188.00	170.00	164.00	165.00	168.00	164.00	162.00	163.00	178.00
KINNWOOD	292.00	284.00	269.00	268.00	271.00	271.00	269.00	270.00	274.00	274.00
NLSS	684.88	678.50	638.25	551.50	552.00	526.00	508.63	526.25	512.63	560.88

Enrolment Comparison - 10 Year Student Enrolment Projections - 2017-18 to 2026-27



	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ABERARDER	118.00	106.00	105.00	103.00	95.00	94.00	96.00	88.00	89.00	78.00
BOSANQUET	184.00	185.00	188.00	181.00	174.00	171.00	168.00	159.00	149.00	144.00
KINNWOOD	266.00	263.00	254.00	252.00	246.00	241.00	242.00	232.00	226.00	223.00
NLSS	515.00	523.00	505.00	502.00	499.00	482.00	490.00	476.00	491.00	493.00

The Lambton County data and the LKDSB data indicate a similar trajectory. The enrolment of the schools will remain relatively consistent over the next ten years. Consolidation of these schools will provide students with an improved and updated facility, an expanded co-curricular program, and more opportunities for staff collaboration from Kindergarten to Grade 12. The consolidated site would include amenities that would support further community partnerships.

A.2 Financial

Financial Considerations

Strong fiscal management is an important component of Ontario's publicly funded education system. Ontario's Ministry of Education states, in their *Achieving Excellence: A Renewed Vision for Education in Ontario*, that "public trust is built when the education system makes decisions based on evidence and research, and when it is seen as a good steward of public resources". This focus has led to changes in how the Ministry is providing grant funding for education in the province. It is no longer fiscally sustainable to continue to fund empty pupil spaces in our schools. This practice diverts significant funding from students.

The LKDSB Pupil Accommodation Report 2016/2017 outlined details of the following impacted grants:

- Top-up Funding reduction under the School Facility Operations and Renewal Grant
- Declining Enrolment Adjustment Grant reduction
- Geographic Circumstances Grant (rural designation) reduction
- School Foundation Grant reduction

The LKDSB began experiencing changes in these four funding lines, beginning with the 2015/2016 budget. Funding changes are generally being phased in over a three year period as per the following schedule:

- 2015/2016 budget included 1/3 of the funding generated from the new funding model and 2/3 of the funding from the old funding model
- 2016/2017 budget includes 2/3 of the funding generated from the new funding model and 1/3 of the funding from the old funding model
- 2017/2018 budget will be based entirely on the new funding model

The reduction in grant funding may be subject to further adjustments due to changes in the LKDSB's annual enrolment.

Top-up Allocation Under the School Facility Operations and Renewal Grant

Top-up funding as provided under the School Facility Operations and Renewal Grant has been provided to school boards since 2003 to assist in managing and funding underutilized schools. The old method of calculating top-up funding is being phased out over a three-year period, starting with the 2015/2016 budget year. The following table shows the annual impact of the funding phase-out over the three year period. The loss in top-up allocation for the 2015/2016 budget year was the net funding loss after all enrolment adjustments had been made for that school year. The 2017/2018 projected top-up funding loss is based on the LKDSB 2016/2017 enrolment numbers. Final annual funding amounts are not known until final enrolment numbers are provided to the Ministry of Education.

Budget Year	Budget Allocation Method	Calculation of Previous Year Funding	Budget Year Funding	Difference (Loss in Funding)
2015/2016	1/3 funding – new method 2/3 funding – old method	\$6,206,973	\$4,770,710	\$1,436,263
2016/2017	2/3 funding – new method 1/3 funding – old method	\$4,770,710	\$3,465,277	\$1,305,433
2017/2018	All funding – new method	\$3,465,277	\$2,159,844	\$1,305,433
Total				\$4,047,129

The Ministry continues to offer the enhanced top-up funding portion with eligibility criteria based on road network distance between facilities. Eligible schools within the LKDSB will continue to receive top-up to 100% of the school's capacity. The new eligibility criteria is as follows:

- Elementary schools must be at least 10 km away from the next closest school of the Board
- Secondary schools must be at least 20 km away from the next closest secondary school of the Board

Without changes to the number and location of schools, once the new model for top-up funding is completely phased in, the LKDSB will lose \$4,047,129 on an annual basis. The LKDSB, under the new top-up funding formula will receive funding for only 11 elementary schools rather than its current 47 elementary schools, and only 3 secondary schools rather than its current 12 secondary schools. The new top-up funding formula no longer supports under-capacity schools that are operating in close proximity to other LKDSB schools.

Declining Enrolment Adjustment Grant

The Declining Enrolment Adjustment Grant funds school boards that are experiencing a decline in student enrolment. This grant provides time for a school board to address declining enrolment through program and facility changes. This change will be phased in over a three-year period. The LKDSB 2016-17 budget has experienced a loss in this grant in the amount of \$48,627. The reduction in this grant may be subject to further adjustment due to changes in LKDSB annual enrolment.

Geographic Circumstances Grant

The Geographic Circumstances Grant provides funding to school boards that operate small, isolated schools and that are faced with additional operating costs due to geographical challenges, such as school board size and school dispersion. The LKDSB is experiencing reductions in the following two areas of this grant:

- Remote and Rural Allocation – Supports the higher cost of purchasing goods and services for small school boards, for school boards that are distant from major urban centres and for school boards with schools that are distant from one another. The LKDSB realized a reduction in 2016-17 of \$25,642.
- Rural and Small Community Allocation – Supports schools in rural or small communities. The LKDSB realized a reduction in 2016-17 of \$53,458.

Changes to this grant will be phased in over a three year period following the same 1/3-2/3 phase-in method as described above. The LKDSB will experience a total grant decrease of \$79,100 for 2016-17, which is in addition to the 2015/16 funding reduction in this area. After the three year phase-in of the new formula, the annual loss in funding will be \$230,000.

School Foundation Grant

The School Foundation Grant covers the costs of school administration, including salaries and benefits for principals, vice-principals and office support staff, as well as school administration supplies. A new allocation method is being phased in for this grant. The new funding formula will shift funding away from small schools that are not isolated. Funding preference will be given to schools that are large, remote and/or combined. A combined school would contain grades from both the elementary and secondary panels. The 2016-17 grant reduction for the LKDSB is \$30,718.

Student Transportation

The consolidation of these schools will create a new situation for the school communities in which Kindergarten to Grade 12 students would be located at a single school site. This information has been provided by the Chatham-Kent Lambton Administrative School Services Consortium (CLASS) based on the consolidation occurring on the Kinnwood Central School site. However, the community has made a significant number of statements in the public meetings supporting the desire for a Kindergarten to Grade 12 school on a new site with a new building. Should the consolidation take place at a different location in the vicinity of the Town of Forest, there may be slight changes to the number of students within walking distance, but the bus times and number of buses would likely remain the same as indicated below.

Presently North Lambton Secondary School and Kinnwood Central School operate with an early (Tier 1) bell time typical of secondary schools within the Board (8:00 a.m.-8:30 a.m. start time). Aberarder Central School and Bosanquet Central School operate with a later (Tier 2) bell time (9:00 a.m.-9:30 a.m. start time).

Two options have been researched:

- I. All four student populations at a Tier 1 bell time
- II. Grade 9 to 12 students at a Tier 1 bell time, and Kindergarten to Grade 8 students at a Tier 2 bell time

Anticipated Cost Implications:

The current route solution for this area includes 19 full-size buses that provide service for North Lambton Secondary School, Aberarder Central School, Bosanquet Central School, Kinnwood Central School, Grand Bend Public School and the coterminous Forest elementary school students.

- Tier 1 runs on these buses are simultaneously used to service North Lambton Secondary School, Kinnwood Central School and the coterminous Forest elementary school.
- Tier 2 runs on these buses are independently used to service Aberarder Central School, Bosanquet Central School, East Lambton Elementary School and Grand Bend Public School.

For each of the options examined, there will be additional cost implications due to service demand changes as a result of the consolidation.

Option I: Tier 1 Bell (8:05 a.m. / 2:20 p.m.) for All Grade Levels

The first step in accommodating all students at the 8:05 a.m. bell time will be to eliminate the Tier 2 runs currently servicing Aberarder Central School and Bosanquet Central School. This would generate an estimated annual mileage cost reduction of approximately \$89,000.

Secondly, the routing solution for the area would require additional buses to:

- a) Cover pockets where Bosanquet Central School or Aberarder Central School students reside that are not currently along an existing Tier 1 run;
- b) Cover areas where there will be too many students to accommodate with the existing routing;
- c) Maintain a routing solution that will remain within Board ride time policy limits.

CLASS estimates that up to 4 additional full-size buses will be required to transport eligible students with restructured routes in this Tier 1 bell option. Each of these vehicles is estimated at an approximate annual cost of \$44,000, for a potential increase of \$176,000.

CLASS anticipates there would be no significant increases to ride times overall for current Kinnwood Central School or North Lambton Secondary School students. Due to additional distances traveled to a school site further away, ride times may increase up to 15 minutes for some Aberarder Central School students and up to 20 minutes for some Bosanquet Central School students. CLASS will examine all area bus routes in order to maximize efficiencies and minimize ride time impacts for students.

Option I: Estimated Annual Cost Implications

Additional service to expand fleet capacity	\$176,000
Mileage reductions for current Tier 2 runs	<u>(89,000)</u>
Total estimated annual cost increases	\$ 87,000

Option II: Tier 1 Bell (8:05am / 2:20pm) for Secondary Grades

Tier 2 Bell (9:15am / 3:35pm) for Elementary Grades

In this option, bus routes for North Lambton Secondary School and the coterminous elementary school would remain largely unchanged with only minor ridership reductions possible where Kinnwood Central School students are removed. This small reduction is seen to be inconsequential in terms of overall cost and is dependent on student residential locations.

Bus runs servicing Aberarder Central School and Bosanquet Central School students will be completely restructured in order to provide an efficient routing solution to the Kinnwood Central School site. These runs will incur additional mileage in order to travel the additional distance into Forest. This additional mileage cost is estimated to be \$69,000 annually.

Additional Tier 2 bus runs for Kinnwood Central School students will need to be created. It is anticipated that these students could be accommodated on three new runs on the existing North Lambton Secondary School buses, with an additional mileage cost estimated at \$27,000 annually. CLASS anticipates that there would be no significant increases to ride times overall for current North Lambton Secondary School students. Due to additional distances traveled to a school site further away, ride times may increase up to 15 minutes for some Aberarder Central School students and up to 20 minutes for some Bosanquet Central School students. Current Kinnwood Central School students would potentially see an increase in ride times, as students will be concentrated down to a small number of runs rather than spread out over the North Lambton Secondary School buses. CLASS will examine all area bus routes in order to maximize efficiencies and minimize ride time impacts for students.

Option II: Estimated Annual Cost Implications

Additional mileage for Aberarder Central School, Bosanquet Central School bus runs	\$69,000
Additional Tier 2 bus runs for Kinnwood Central School students	<u>27,000</u>
Total estimated annual cost increases	\$96,000

B. Accommodation Review Process

The Accommodation Review process consists of five components:

- B.1 - Accommodation Review Committee (ARC)
- B.2 - Public Meetings
- B.3 - Community Consultations
- B.4 - Public Delegations to Board of Trustees
- B.5 - Meetings with LKDSB Staff

B.1 Accommodation Review Committee (ARC)

Mandate:

The Accommodation Review Committee (ARC) represents the schools under review and acts as the official conduit for information shared between the school board and the school communities. The ARC may comment on the Initial Staff Report and may, throughout the pupil accommodation review process, seek clarification on the Initial Staff Report. The ARC may provide other accommodation options than those included in the Initial Staff Report; however, it must include supporting rationale for any such option.

The following chart provides a summary of the ARC Meetings. All complete Records of Action and presentations can be found on the LKDSB website.

Date	Forest Area of Schools Accommodation Review Meetings	Synopsis
October 20, 2016	ARC Orientation Session (North Lambton Secondary School) 6:30 to 8:25 p.m.	Administration provided an Orientation Session and reviewed the mandate, roles and responsibilities, and procedures of the ARC.

November 23, 2016	Accommodation Review Committee Working Meeting #1 (Aberarder Central School) 6:00 to 9:29 p.m.	Administration presented information on the role of the Committee. There was follow-up to items asked at the Orientation Meeting including: a discussion about the North Lambton Lodge adjacent to Kinnwood Central School; concerns about residential neighbours to the site; importance of the Kaeden Brown play structure at Bosanquet Central School; and organization of a visit to a Kindergarten to Grade 12 school in Walkerton, Ontario.
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A list of questions was submitted prior to the meeting and additional questions were asked at the meeting. These questions and their responses can be found in the Record of Action.

Administration from the LKDSB arranged for a presentation from CLASS to address transportation concerns expressed in Public Meeting #1. This included traffic mitigation strategies applied in other areas in Lambton County and the Municipality of Chatham-Kent.

Administration introduced the architects from ROA Studio Inc. that were hired by the LKDSB to provide a vision of what the Kinnwood Central School site could look like as a Kindergarten to Grade 12 school. The architects discussed their process and

Date	Forest Area of Schools Accommodation Review Meetings	Synopsis
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answered questions that they would use to assist their work moving forward.

The Committee discussed the delegation from the Public Meeting in regard to a request for a change in the catchment area boundary for Aberarder Central School. Information was presented in regard to 3 petitions requesting areas along the western portion of the boundary of the Aberarder Central School catchment area be moved to be included as part of the Errol Village Public School catchment area.

Time was allotted for a question and answer period from ARC members, as well as a discussion about items for Working Meeting #2.

January 11, 2017 Trip to Walkerton District Community School

28 people, including members of the ARC, LKDSB Trustees, union leadership and school staff accompanied Senior Administration for a tour of this a Kindergarten to Grade 12 school in Walkerton, Ontario.

January 26, 2017 Accommodation Review Committee Working Meeting #2 (Kinnwood Central School) 6:00 p.m. to 8:50 p.m.

The Committee discussed the trip to the Kindergarten to Grade 12 school in Walkerton, Ontario.

This was followed by a discussion related to the following items:

- Further architectural drawings from ROA Studio Inc. with follow-up questions.
- Questions following the presentation from CLASS at Public Meeting #2.
- Memo from a committee member was shared with the ARC outlining reasons for the LKDSB to maintain existing boundaries for Aberarder Central School.
- Introduction of a petition to maintain existing boundaries.
- Discussion of community letters encouraging the Ministry of Education to build a new Kindergarten to Grade 12 school in Forest, Ontario.

ARC members shared their comments on their positions and final statements. Comments can be found in the attached Appendix A.

Options Suggested and/or Items Discussed by the ARC

The Committee examined and discussed the following items:

- **Maintaining the Status quo**

There were some committee members that made statements suggesting a preference for no changes to the present schools and boundaries. However, many ARC members recognized the need for the LKDSB to achieve efficiencies due to declining enrolment.

- **Consolidation to Kindergarten to Grade 12 School at the Kinnwood Central School Site**
 - The importance of an inclusive environment for students entering at Grade 9.
 - The importance of maintaining a welcoming environment for students from Kettle and Stony Point First Nation and desire to retain the Rosemary Wolfe Centre.
 - Travel time from areas outside of Forest.
 - Management of traffic flow.
 - Accommodation of the building addition while maintaining green space and play area at this site.
 - Interaction of younger children in a facility that also houses secondary school students.
 - Building layout and grade division organization.
 - Organization of the administration of the new Kindergarten to Grade 12 school.
 - Facility updates including asbestos abatement, air-conditioning, pond management, and updating of the playground area.
 - Program offerings with reference to the importance for program tie-ins with local community needs such as trades, STEM (Science, Technology, Engineering, and Math), agriculture, and the arts.
 - Mentoring opportunities for senior students.
 - Elementary students to have access to program opportunities that exist at the secondary level for academic, athletic, and artistic endeavours.
 - An increase in community use of new facilities, which would enhance community programs.
 - A central location for supports for early years, school-aged children, family supports, and related crossover with programs offered at the neighbouring North Lambton Lodge.

- **Consolidation to a Kindergarten to Grade 12 School to be Located at a Site to be Determined**
 - The importance of an inclusive environment for students entering at Grade 9.
 - The importance of maintaining a welcoming environment for students from Kettle and Stony Point First Nation and desire to retain the Rosemary Wolfe Centre.
 - Travel time from areas outside of Forest.
 - Management of traffic flow.
 - Interaction of elementary students in a facility that also houses secondary school students.
 - Building layout and grade division organization.
 - Organization of the administration of the new Kindergarten to Grade 12 school.
 - Program offerings with reference to the importance for program tie-ins with local community needs such as trades, STEM (Science, Technology, Engineering, and Math), agriculture, and the arts.
 - Mentoring opportunities for senior students.
 - Access to program opportunities for elementary students that exist at the secondary level for academic, athletic, and artistic endeavours.
 - An increase in community use of new facilities that would enhance community programs.
 - Committee members suggested a location near the Shores Recreation Centre would be a preferable option.
 - Construction of a new school would allow for an overall design to support a Kindergarten to Grade 12 school.
 - Impact of the removal of the school from the surrounding residential area and North Lambton Lodge.

- The Requested Change of Boundary along the Western Portion of the Aberarder Central School Catchment Area
 - Submission of petitions to change boundaries and to keep boundaries intact
 - Implications of school enrolment due to boundary changes
 - Length of travel time for families to the Kinnwood Central School site

- Maintaining and Welcoming All Communities into the New Consolidated Site
 - Kaeden Brown Playground Equipment
 - Other local community activities and traditions that affect school culture and climate
 - Transitions from Grade 8 to secondary school for students that are not in the Kindergarten to Grade 8 portion of the consolidated school
 - Incorporation of memorabilia into new site

- Asbestos at Kinnwood Central School
 - During the public consultations there was discussion in regard to potential asbestos at the Kinnwood Central School site. All asbestos material is in good condition and monitored by a third-party consultant on an annual basis. Any construction would take this into consideration and protection of students and staff would be a priority. The LKDSB would work with architects to ensure a plan is in place.

B.2 Public Meetings

The following provides a summary of the Forest Area of Schools Accommodation Review Public Meetings.

Date	Forest Area of Schools Accommodation Review Public Meetings	Synopsis
November 16, 2016	Pupil Accommodation Review Public Meeting #1 (Bosanquet Central School) 6:00 to 8:37 p.m.	Administration provided an overview of the ARC Orientation Session; presented the Initial Staff Report with the recommendation; and presented the School Information Profiles (SIP). Two 5-minute delegations from community members, which are posted on the LKDSB website. Members of the public and ARC members asked questions and provided input on both the staff recommendation and process. An alternative proposal was suggested where a new Kindergarten to Grade 12 school was built on a new location.
January 23, 2017	Pupil Accommodation Review Public Meeting #2 (North Lambton Secondary School) 6:00 to 8:03 p.m.	Administration presented an overview of the discussion from the ARC Working Meeting #1. Presentations were delivered from CLASS and ROA Studio Inc. These presentations were requested from the ARC following Working Meeting #1 and can be found on the LKDSB website. One 5-minute delegation from the Corporation of the Town of Plympton-Wyoming, which is posted on the LKDSB website. Members of the public and ARC members asked questions and provided input on both the staff recommendation and process.

Themes from Public Meetings

The public meetings included discussions on the following items:

- Boundary changes and long-term viability of secondary school
- Location of Kindergarten to Grade 12 school
- Suggestion of including representatives from Grand Bend Public School and East Lambton Elementary School on the ARC
- Bus ride times to and from school and traffic congestion at the Kinnwood Central School site
- Impact on the neighbours of the site and parking space at the school
- Incorporation of history and culture from the schools involved
- Discussion involving grade and division organization
- Suggestion to build new school adjacent to Shores Recreation Centre site
- Amount of green space and play area at Kinnwood Central School site
- Impact of municipal governments on the process
- Discussion on construction timeline and maintaining students and staff safety
- Academic success and mental health of students
- Specific questions related to vision of property as presented by ROA Studio Inc.
- Discussion on the grant application process
- Availability of gym time given the consolidation of schools

B.3 Community Consultations

Date	Forest Area of Schools Accommodation Review Consultation Meetings	Synopsis
September 27, 2016	Capital Plan and Community Partnership LKDSB Board Meeting	<p>The LKDSB invited municipal and community partners on the LKDSB entities list to the Board Meeting on September 27, 2016. They were provided with a copy of the agenda and LKDSB Capital Plan 2016 prior to the meeting.</p> <p>The County of Lambton provided the Board with the Population Projections for the County of Lambton Planning and Development Services Department and Administration reviewed the Draft County of Lambton Official Plan prior to the Board's Capital Plan Meeting in September 2016.</p> <p>To date, partnership offers have not been received from the municipal partners to further utilize the unused pupil spaces at any of the schools in the Forest Area of Schools Pupil Accommodation Review.</p>
October 4, 2016	Pupil Accommodation and Initial Staff Report Presented to Trustees at the Special Board Meeting	<p>The Pupil Accommodation Report and Initial Staff Report were presented to the Trustees and the public. The LKDSB approved the establishment of an Accommodation Review Committee</p>

Date	Forest Area of Schools Accommodation Review Consultation Meetings	Synopsis
		for the Consolidation of Aberarder Central School, Bosanquet Central School, Kinnwood Central School and North Lambton Secondary School into a Kindergarten to Grade 12 School at the Kinnwood Central School Site.
October 18, 2016	Meeting with the Mayor and Staff of the Municipality of Lambton Shores	Administration met with the Mayor and staff of the Municipality of Lambton Shores to outline the process involved in the Pupil Accommodation Review.
October 25, 2016	Meeting with the Mayor and Staff of the Town of Plympton-Wyoming	Administration met with the Mayor and staff of the Town of Plympton-Wyoming to outline the process involved in the Pupil Accommodation Review.
October 28, 2016	Meeting with Representative from Kettle and Stony Point First Nation	Administration met with a representative of Kettle and Stony Point First Nation to outline the process involved in the Pupil Accommodation Review.
November 4, 2016	Meeting with Staff at North Lambton Lodge	Administration met with staff at North Lambton Lodge to outline the process involved in the Pupil Accommodation Review.
December 20, 2016	Meeting with Kaeden Brown Foundation	Administration met with the Kaeden Brown Foundation representatives to outline the process involved in the Pupil Accommodation Review.
December 22, 2016	Meeting with County of Lambton Social Planning and Children Services Department	Administration met to outline the process involved in the Pupil Accommodation Review and its relation to the community hub at Kinnwood Central School.
February 7, 2017	Final Staff Report Presented at LKDSB Special Board Meeting Agenda in Sarnia	Senior Administration will deliver the report to Trustees for information. The report will be posted on the LKDSB website.
February 28, 2017	Delegations to Present at LKDSB Board Meeting in Sarnia	Information will be incorporated into the Addendum to be presented to Trustees with the Final Staff Report on March 21, 2017
March 21, 2017	Vote of Trustees at LKDSB Special Board Meeting in Sarnia	Presentation of Final Staff Report and Addendum to Trustees for consideration and voting purposes.

Relevant Discussions and Correspondence with Municipalities and Other Community Partners

The LKDSB received input and information from our municipal and community partners. In several cases, this also accompanied ongoing dialogue and participation at our public and working meetings.

Kettle and Stony Point First Nation - Cathy Hampshire, representative on the Accommodation Review Committee, expressed support on behalf of the Kettle and Stony Point First Nation for the LKDSB's plan to maintain a viable secondary school presence in north Lambton, and expressed the importance of maintaining the Rosemary Wolfe Room.

Town of Plympton-Wyoming - The LKDSB invited the Town of Plympton-Wyoming to the Board Meeting on September 27, 2016 where the Capital Plan was presented to inform all municipal partners of the LKDSB's desire to form partnerships to use unfunded student spaces in its schools. The LKDSB also initiated a meeting following the release of the LKDSB Pupil Accommodation Report and Initial Staff Report to review the process for the Forest Area Pupil Accommodation Review. Subsequently, the Town of Plympton-Wyoming delegated at Public Meeting #2 on January 23, 2017 where they proposed a boundary change for the elementary students in the Aberarder Central School catchment area. This proposed change would result in a portion of the students who presently attend Aberarder Central School to be redirected to Errol Village Public School should the consolidation take place. The representative clarified that the proposed boundary change would not impact the corresponding secondary school boundary.

The Municipality of Lambton Shores - The LKDSB invited the Municipality of Lambton Shores to the Board Meeting on September 27, 2016 where the Capital Plan was presented to inform all municipal partners of the LKDSB's desire to form partnerships to use unfunded student spaces in its schools. The LKDSB also initiated a meeting following the release of the LKDSB Pupil Accommodation Report and Initial Staff Report to review the process for the Forest Area of Schools Pupil Accommodation Review on October 18, 2016.

Social Planning and Children Services Department, County of Lambton - The LKDSB has ongoing dialogue with the County of Lambton and its Social Planning and Children Services Department. In these discussions, it was agreed it would be beneficial for information to be presented regarding the community hub located at Kinnwood Central School to the Accommodation Review Committee at Working Meeting #2 on January 26, 2017. The presentation included details in regard to the program delivery at this hub, the outreach programs to the greater community, and the desire to maintain the hub at either the Kinnwood Central School site or a new site should the consolidation take place.

LKDSB Online Communications

As part of the overall communications plan for the Forest Area of Schools Pupil Accommodation Review, the LKDSB website has been one of the primary sources for communicating details about the process to the public. To support these efforts, as well as to ensure effective and consistent communication, information has also been posted on the websites of the schools involved in the Pupil Accommodation Review. These methods of communication supported the ongoing personal engagement with students, parents, staff and members of the community.

The LKDSB website has a dedicated Accommodation Review webpage (<http://www.lkdsb.net/Board-Info/arc.htm>), which includes information from all of the Board's current and past (up to 2009) Pupil Accommodation Reviews. This webpage received a total of 3,863 hits from October 2016 to January 27, 2017.

Additionally, a webpage was established specifically for the Forest Area of Schools Pupil Accommodation Review (<http://www.lkdsb.net/Board-Info/arc8.htm>), which was launched following the October 4, 2016 Special Board Meeting. This webpage included the Initial Staff Report; dates of Public and Working Meetings; agendas and Records of Action; presentations and delegation information; and contact information. An “Accommodation Review Frequently Asked Questions” webpage (<http://www.lkdsb.net/Board-Info/arc-faq.htm>), which provides a general overview of the process, and a “Forest Area-Frequently Asked Questions” webpage (<http://www.lkdsb.net/Board-Info/arc8-faq.htm>) were also established to provide additional information and answer questions from the public.

The number of web hits on these webpages during the period of September 2016 (pre-Accommodation Review) to January 27, 2017 is outlined below:

Lambton Kent District School Board Website (<http://www.lkdsb.net/Board-Info/>)

Name	Title	Total Hits	Jan-17	Dec-16	Nov-16	Oct-16	Sep-16
arc.htm	Accommodation Review	4749	679	679	918	1587	886
arc8.htm	Accommodation Review Forest Area of Schools	1684	566	203	578	336	
arc8-faq.htm	Forest Area Accommodation Review Frequently Asked Questions	303	96	78	129		

The schools named in the Accommodation Review also shared information about the Forest Area of Schools Pupil Accommodation Review on their respective websites, including posting information on their homepages and dedicated Pupil Accommodation Review webpages, which launched on October 11, 2016. The schools’ websites also posted information about the Initial Staff Report; dates of public and Board meetings; submitting requests to delegate; school profiles; Frequently Asked Questions; the Accommodation Review email (arc@lkdsb.net); and overall timelines. The webpage statistics for the school sites from September 2016 to January 27, 2017 are outlined below:

School Websites:

Aberarder

Name	Title	Total Hits	Jan-17	Dec-16	Nov-16	Oct-16	Sep-16
Default.htm	Aberarder Central School	2719	340	598	556	661	564
pupilacc.htm	Pupil Accommodation	142	21	43	33	45	

Bosanquet

Name	Title	Total Hits	Jan-17	Dec-16	Nov-16	Oct-16	Sep-16
Default.htm	Bosanquet Central School	3223	415	634	660	752	762
pupilacc.htm	Pupil Accommodation	140	23	49	35	33	

Kinnwood

Name	Title	Total Hits	Jan-17	Dec-16	Nov-16	Oct-16	Sep-16
Default.htm	Kinnwood Central School	2983	425	606	625	696	631
pupilacc.htm	Pupil Accommodation	157	27	58	37	35	

North Lambton

Name	Title	Total Hits	Jan-17	Dec-16	Nov-16	Oct-16	Sep-16
Default.htm	North Lambton Secondary School	12515	1842	2515	2709	2955	2494
pupilacc.htm	Pupil Accommodation	214	40	95	36	43	

In addition to the information shared on the LKDSB and school websites, information about the October 4, 2016 Special Board Meeting decision by Trustees to establish the Forest Area of Schools Pupil Accommodation Review Committee, as well as dates of public meetings and deadlines for submitting requests to delegate, were shared on the LKDSB social media accounts (Facebook and Twitter).

B.4 Public Delegations to the Board of Trustees

Date	Forest Area of Schools Accommodation Review Public Delegations	Synopsis
February 7, 2017	Andrea Walden	Delegation on the Forest Area of Schools Pupil Accommodation Review.

An addendum to the Final Staff Report will include a summary of information provided by additional parties who choose to delegate to the Board of Trustees prior to the final vote on March 21, 2017.

B.5 Meetings with LKDSB Staff

Date	Forest Area of Schools Accommodation Review LKDSB Staff Meetings	Synopsis
September 2016	On-going Conversation with CLASS Transportation Consortium	Transportation staff conducted research on route review, potential boundary changes and cost analysis on the potential consolidation for the Initial Staff Report.
September 23, 2016	Initial Staff Report Conversation with LKDSB Administration	Administration met with Principals and Managers regarding proposed Pupil Accommodation Report.
October 5, 2016	Meeting with CUPE, ETFO, and OSSTF	Administration met with the Presidents of CUPE, ETFO and OSSTF to share and discuss the Pupil Accommodation Report and the process for the Initial Staff Report.
November 7, 2016	Meetings with LKDSB Employees at Kinnwood Central School	School Administration and union leadership hosted a meeting for LKDSB Senior Administration to respond to questions and receive input from Kinnwood Central School employees.
November 9, 2016	Meetings with LKDSB Employees at Bosanquet Central School	School Administration and union leadership hosted a meeting for LKDSB Senior Administration to respond to questions and receive input from Bosanquet Central School employees.
November 10, 2016	Meeting with CUPE, ETFO, and OSSTF	Administration met with the Presidents of CUPE, ETFO and OSSTF to outline the Pupil Accommodation Report and the process for discussions with school staff.
November 10, 2016	Meetings with LKDSB Employees at North Lambton Secondary School	School Administration and union leadership hosted a meeting for LKDSB Senior Administration to respond to questions and receive input from North Lambton Secondary School employees.
November 21, 2016	Meetings with LKDSB Employees at Aberarder Central School	School Administration and union leadership hosted a meeting for LKDSB Senior Administration to respond to questions and receive input from Aberarder Central School employees.
February 17, 2017	Meeting with CUPE, ETFO, and OSSTF	Administration plans to meet with union leadership to continue dialogue in regard to Accommodation Reviews.

C. Staff Recommendations and Rationale

Following consultations during the Forest Area of Schools Pupil Accommodation Review process, LKDSB Senior Administration recommends the following:

C.1 Recommendation #1

“That the Board approve the consolidation of Aberarder Central School, Bosanquet Central School, Kinnwood Central School and North Lambton Secondary School into a Kindergarten to Grade 12 School on a site to be determined as of September 1, 2020 and the submission of grant applications to the Ministry of Education for funding for the construction of the new school and the acquisition of land; and that the Board close Aberarder Central School, Bosanquet Central School, Kinnwood Central School and North Lambton Secondary School as of July 1, 2020.”

C.2 Recommendation #2

“That the Board approve the consolidation of Aberarder Central School, Bosanquet Central School, Kinnwood Central School and North Lambton Secondary School into a Kindergarten to Grade 12 School on the Kinnwood Central School Site as of September 1, 2020 and the submission of grant applications to the Ministry of Education for funding for the construction of the addition and the acquisition of land adjacent to the Kinnwood Central School Site; and that the Board close Aberarder Central School, Bosanquet Central School and North Lambton Secondary School as of July 1, 2020.”

Rationale

The following rationale applies to both Recommendation #1 and Recommendation #2:

C.1.1 Summary of Accommodation Issue for the Schools Under Review

- In the Forest Area, three of the four schools are under capacity for student enrolment and have a significant number of unfunded pupil spaces.
- All four of the schools require significant capital work, according to both the 5 and 10-year Facility Condition Index (FCI).
- The schools are located less than 20km from each other. Geographically, all three elementary schools surround the town of Forest and all three schools feed into North Lambton Secondary School.
- Top-up funding for both Aberarder Central School and Kinnwood Central School will be phased out by the start of the 2017/2018 school year.
- Senior Administration believes consolidating these schools will allow the LKDSB to improve the learning environment and enhance programs for the foreseeable future, while achieving financial efficiencies and maintaining a strong school presence in this area of the district.

This consolidation into a Kindergarten to Grade 12 school would result in a total combined enrolment in 2020 of approximately 1,038 students. The combined student population from Kindergarten to Grade 8 is projected to be 536 students in September 2020. Currently the LKDSB has five elementary schools with populations that exceed 500 students. North Lambton Secondary School is projected to maintain a similar population in September 2020 at 502 students.

Significant dialogue has taken place during the Pupil Accommodation Review process in regard to the organization of a Kindergarten to Grade 12 school. The model of intermediate grades located in a secondary school is successfully demonstrated in two locations in the LKDSB (Ridgetown District High School and Wallaceburg District Secondary School). As well, the Accommodation Review Committee toured Walkerton District Community School on January 11, 2017, which is a Kindergarten to Grade 12 school, where access to specialized areas has been successfully implemented.

Should the LKDSB be granted funds for the construction of a new school or for the construction of an addition to the Kinnwood Central School site, Senior Administration would establish and seek input from a Transition Committee on the architectural design of the proposed school. The use of specialized areas in a school could be achieved while still maintaining an individual identity in the elementary portion of the school. In addition to this, there is an opportunity for senior students to take on leadership and mentoring opportunities with the elementary grades.

Positive program enhancements could occur in the intermediate years of Grade 7 to Grade 9. There is the potential for the broadening of program delivery in these grades. The Kindergarten to Grade 12 school would also reduce the transition from an elementary to a secondary school, creating greater opportunity for staff to support literacy and numeracy needs of the students who attend this school. In addition, all grades would have access to specialized areas of the school, a modern athletic facility and more concentrated support staff. This increased opportunity coincides with the Ministry's Experiential Learning initiative which calls for schools to provide opportunities for intermediate students to have hands-on and activity-based learning experiences.

The LKDSB would like to engage its community partners to assist in developing a building that would be beneficial to student learning, but also embrace the traditions of Kettle and Stony Point First Nation, the Municipality of Lambton Shores, the Town of Plympton-Wyoming, and Warwick Township.

C.1.2 Summary of Enrolment and Financial Data

Schools	Enrolment Sept 14-16 / Capacity 2016	Capacity %	FCI/Cost of Facility Work (5 year)	FCI/Cost of Facility Work (10 year)	Primary Concerns	Transportation Costs Due to Closure	Proximity to Kinnwood Central Site
Aberarder Central School	114/199	57	39.10%/ \$2,177,595	43.92%/ \$2,446,023	Facility Renewal	Increase	13.2km
Bosanquet Central School	184/328	56	46.53%/ \$3,397,156	52.96%/ \$3,866,687	Facility Renewal	Increase	18.4km
Kinnwood Central School	278/331	84	43.06%/ \$3,153,716	52.97%/ \$3,879,091	Facility Renewal	Increase	Not Applicable
North Lambton Secondary School	547/822	67	52.29%/ \$10,443,093	65.01%/ \$12,982,058	Facility Renewal	Increase	1.4km
Total	1123/1680	67	N/A	N/A	N/A	Option I - \$87,000, Option II - \$96,000	N/A

Operating Costs and Revenue Analysis

Estimated Annual Financial Savings from Proposed Consolidation

Operating Costs - by School - 3 Year Average - projected savings
(Actual Costs are the average of the 2013/2014, 2014/2015 and 2015/2016 school years)

The below table shows the annual costs incurred by LKDSB for North Lambton Secondary, Aberarder Central, Bosanquet Central and Kinnwood Central Schools in the event that a consolidation is approved by the Board of Trustees. The information in the table is based on an average of actual expenditures at each school for the 2013/2014, 2014/2015 and 2015/2016 school years.

Cost Category	Cost Type - (Actual or 3 Year Average)	North Lambton	Aberarder	Bosanquet	Kinnwood	Total
Utilities - Hydro	Operating - 3 year average	\$ 99,623.16	\$ 15,633.55	\$ 26,413.03	\$ 44,355.86	186,025.60
Utilities - Gas	Operating - 3 year average	32,685.07	32,332.84	15,224.99	21,452.55	101,695.44
Utilities - Water	Operating - 3 year average	19,094.47	10.52	3,773.73	9,326.06	32,204.78
Water Testing	Operating - 3 year average	-	62,857.69	-	-	62,857.69
Maintenance & Repair	Operating - 3 year average	44,072.75	22,353.14	15,571.31	23,106.41	105,103.61
Custodial & Housekeeping	Operating - 3 year average	52,743.81	20,841.97	25,492.89	45,371.64	144,450.31
Annual Maintenance Plan	Operating - 3 year average	53,552.06	12,795.14	32,482.19	13,967.24	112,796.63
Furniture and Equipment	Operating - 3 year average	21,844.53	3,052.08	3,701.41	5,067.00	33,665.02
Custodial Contract	Operating - 2016 Actual	-	43,642.08	60,512.40	-	104,154.48
Secretary Staffing	Operating - 2016 Actual	136,673.28	39,582.39	44,472.22	42,891.64	263,619.53
Custodial Staffing	Operating - 2016 Actual	230,884.69	-	-	130,085.01	360,969.70
Principal Staffing	Operating - 2016 Actual	128,008.41	114,124.01	114,124.01	118,327.90	474,584.33
Vice-Principal Staffing	Operating - 2016 Actual	93,490.54	-	-	-	93,490.54
Total:		\$ 912,672.77	\$ 367,225.39	\$ 341,768.19	\$ 453,951.31	\$ 2,075,617.66

The above cost saving analysis includes the costs for school administration which includes Principals, Vice-Principals and School Secretaries. Principals, Vice-Principals and School Secretaries are funded from the School Foundation Grant - The Board would see a reduction in the School Foundation Grant as a result of the elimination of these positions. The net financial impact to the Board would be zero. Aberarder Central Public School operating costs include water testing costs as this school's water supply is provided by well. This school's gas usage is propane. The utilities-gas amount for Aberarder Central Public School is the average annual cost for propane over the 3 year period.

C.1.3 Transportation

Initially in discussions with the community, there were reservations in regard to busing students to the consolidated Kindergarten to Grade 12 school with a single bell time, which is the Tier 1 option. However, the community of Forest, which already utilizes the Tier 1 busing, expressed support for the Tier 1 option. When the ARC visited Walkerton District Community School, they witnessed a Tier 1 busing model in place in that community. There is no significant cost differential between either Tier 1 or Tier 2 busing model. Should the consolidation occur for a Kindergarten to Grade 12 school, the final decision regarding bus transportation and school bell times would remain with Senior Administration and CLASS, with input from the Transition Committee that would be in place representing all consolidated schools.

At Working Meeting #1 and Public Meeting #2 CLASS presented information to describe ways to mitigate congestion at the consolidated school at a new location or the Kinnwood Central School site. These include options that are in use in other areas of the LKDSB that would be comparable to traffic mitigation solutions suggested for the proposed Kindergarten to Grade 12 site. CLASS stated that they would work with the Municipality and with the architects on the project to make a workable plan for traffic flow and student safety. Traffic mitigation strategies included:

Site Design

- Ensure adequate loading zone space for buses.
- Appropriate flow of buses/pedestrians/motorists/guardians.
- Leverage multiple locations on the site at same time.

Student Loading/Unloading Process

- Efficient placement of students adjacent to loading zone.
- Potential staggered dismissal for bus and walk students.
- Organized, consistent and defined process.

Route Timing

- Staggered bus arrival/departures with “waves” to minimize traffic and align with site configuration and school processes.
- School approach routes: diversify where appropriate.

C.1.4 School Boundaries

A delegation was made at Public Meeting #1 requesting a change to the western portion of the boundary of the current Aberarder Central School catchment area to be redirected to Errol Village Public School. Subsequently the LKDSB received three petitions, each proposing that a section of the western portion of the current Aberarder Central School catchment area be redirected to Errol Village Public School. The Board also received one petition asking for no boundary changes to take place. These four petitions are outlined below. In addition to this, as mentioned earlier in this report, the Town of Plympton-Wyoming suggested a boundary change to the present elementary catchment area for Aberarder Central School during their delegation at Public Meeting #2.

Petition 1: Request to re-examine and revise catchment boundaries in order for the area of Bonnie Doone to be included in the Errol Village Public School Catchment Area
13 signatures

Petition 2: Petition for Camlachie Students to Attend Errol Village Public School
6 signatures

Petition 3: Petition to revise boundaries for Aberarder Children of the Bluepoint/Sunset Acres subdivision to be re-routed to Errol Village Public School
7 signatures

Petition 4: To: The Lambton Kent District School Board, Trustees and ARC Committee, Forest
 WHEREAS The following individuals have signed this petition in support of maintaining the current Lambton Kent District School Board Boundaries as they relate to the North Lambton Secondary School and its feeder schools, (Bosanquet Central School, Hillside Elementary School, Grand Bend Public School, East Lambton Public School, and Aberarder)
 AND WHEREAS the following individuals have signed this petition as they believe that a vibrant, viable public secondary school is necessary in North Lambton.
80 signatures

Petition 5: A second petition from the Bonnie Doone area to show continued support for the request to revise the LKDSB boundary to include the Bonnie Doone area within the Errol Village Public School catchment zone and subsequently Northern Collegiate Institute and Vocational School (NCIVS). This petition was received February 1, 2017
17 signatures

Administration has analyzed the requests to change the boundaries. Any change in boundaries in this area will potentially hinder the long-term enrolment viability of the Kindergarten to Grade 12 school and will affect programming for the secondary panel of the school. Therefore, Senior Administration supports maintaining the present boundaries identified for the Kindergarten to Grade 12 school.

5-year History of NLSS Catchment Area Feeders – Choice of Secondary School

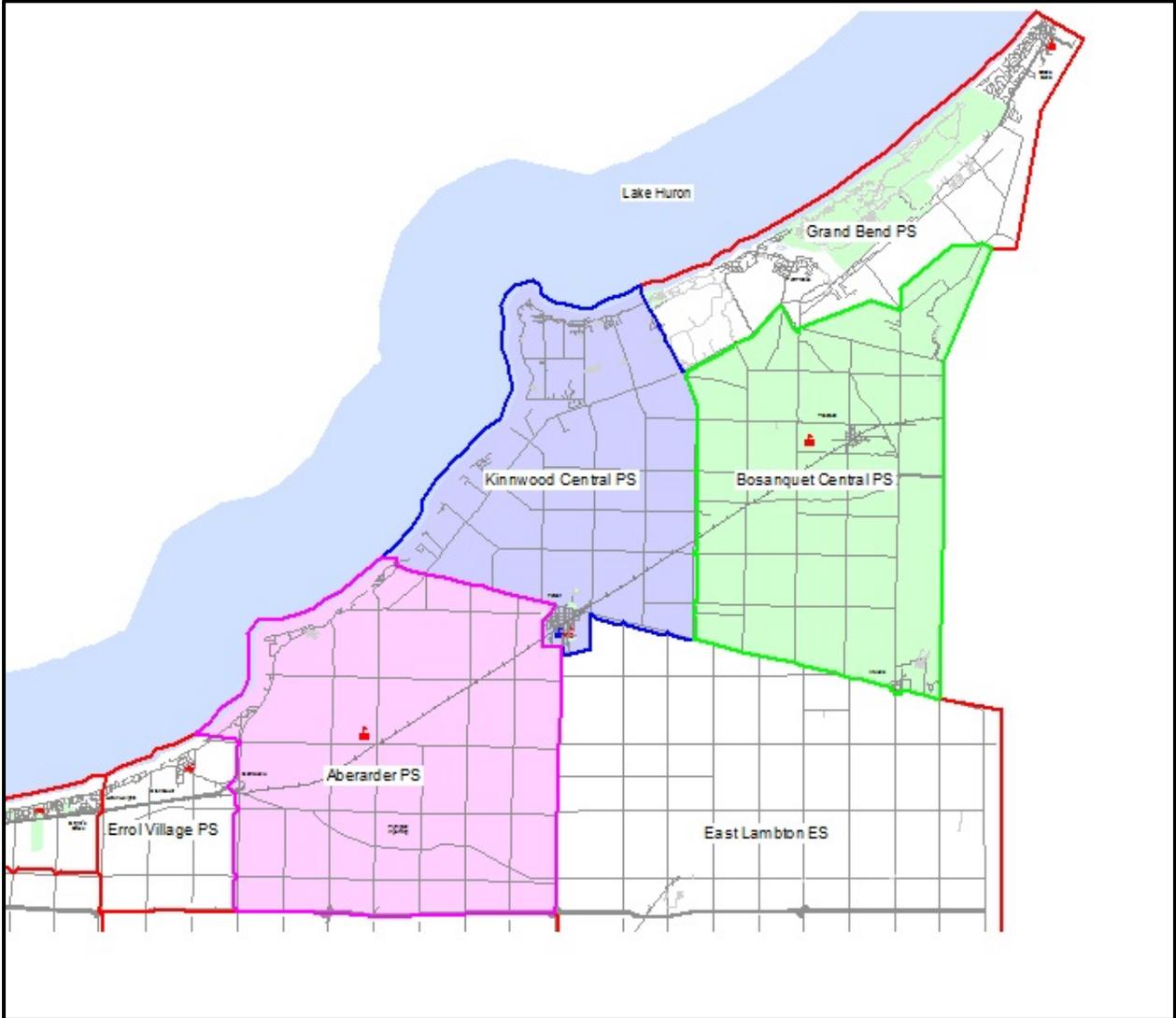
Year	Total Grads-NLSS Feeders	Attend NLSS	Attend Other LKDSB School	Other Boards
2011-12	103	63	26	14
2012-13	109	81	17	11
2013-14	101	61	19	21
2014-15	106	69	15	22
2015-16	95	75	8	12
Totals	514	349	85	80
	Average	67.90%	16.54%	15.56%

Aberarder Central School had a total of 89 graduates from 2011 to 2016. Of the 89 graduates, 66 students (74.16%) have chosen to attend North Lambton Secondary School, as outlined in the chart below.

	NLSS	Other LKDSB School	Other Boards
Average	74.16%	12.36%	13.48%

In summary, any change to the boundary will result in fewer students attending the secondary portion of the consolidated Kindergarten to Grade 12 school in Forest as Errol Village Public School is a feeder school to Northern Collegiate Institute and Vocational School.

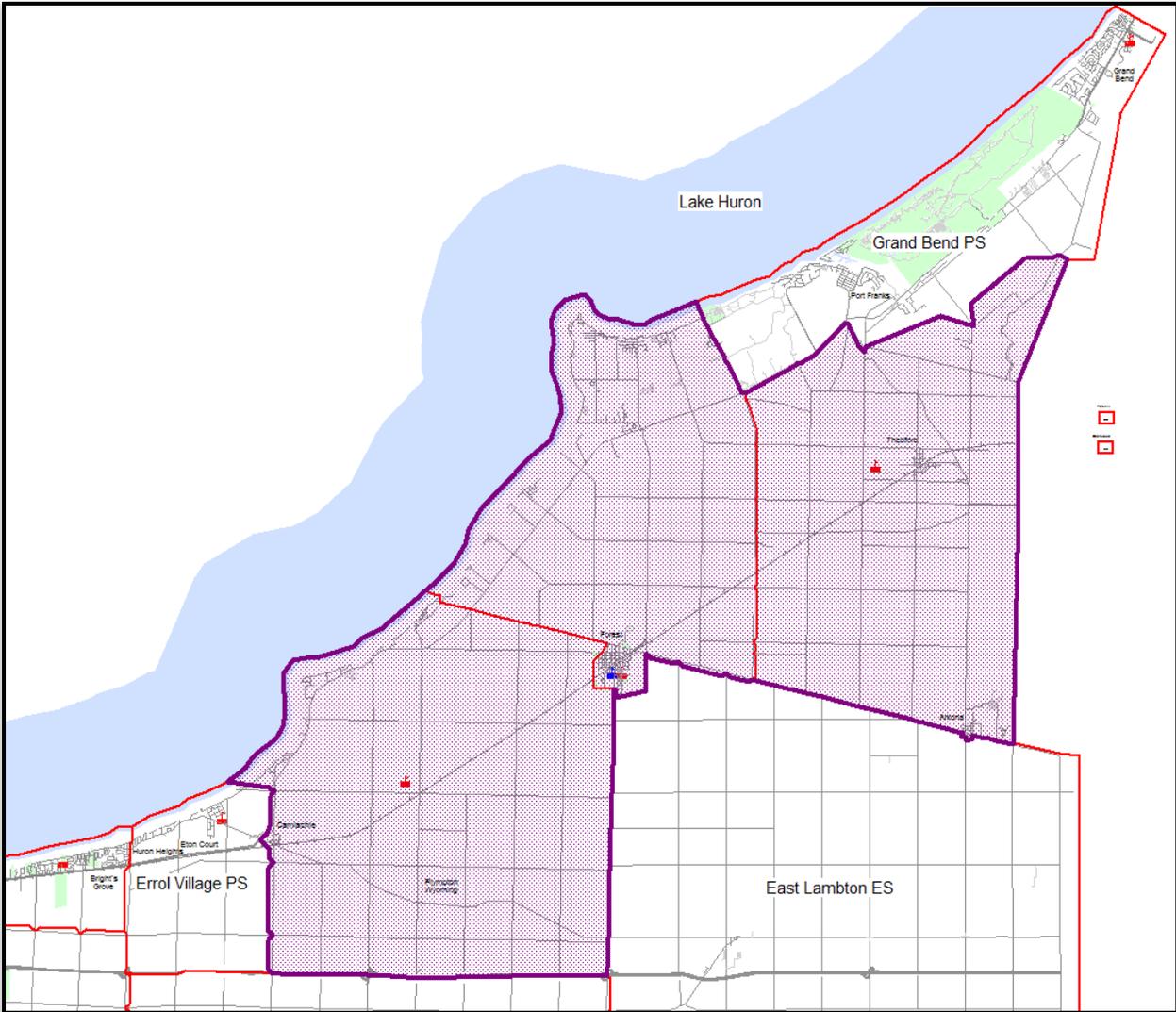
Forest Area Existing Elementary School Boundaries



North Lambton Secondary School Boundary



Forest Area of Schools Proposed Elementary School Consolidated Boundary



C.1.5 Health and Safety

Aberarder Central School: Drinking Water System

Aberarder Central School is the LKDSB's only school with drinking water provided from a well supply. Under the Safe Drinking Water Act, Aberarder Central School's drinking water system is classified as a "Small, Non-Municipal, Non-Residential" system serving a "Designated Facility" and is regulated by O. Reg. 170/03. Ontario Clean Water (OCWA) is our qualified Drinking Water System Operator for Aberarder. OCWA provides management, maintenance and operation services; the service includes 24/7 response to alarm calls.

OCWA's average annual fee over the past four years is \$59,496. Additional costs related to repairs that are over and above routine maintenance are billed separately by time and materials; annual average over the past four years is approximately \$4,500.

C.1.6 Architectural Review (applies to Recommendation #2 only)

In the Pupil Accommodation Review process the LKDSB hires an architect to inform the Accommodation Review Committee and the LKDSB on the potential construction associated with consolidation. In the Forest Area of Schools Pupil Accommodation Review, the LKDSB hired ROA Studio Inc. This architectural firm, at the request of the LKDSB, sent representatives to Working Meeting #1 to explain their role in the process to the committee. ROA Studio Inc. also responded to questions and gathered input to create a vision for a proposed Kindergarten to Grade 12 school on the Kinnwood Central School site. This information was presented and discussed at Public Meeting #2 and Working Meeting #2.



Recommendation #3

“That the Board approve the closure of Aberarder Central School and the consolidation of the students with the Kinnwood Central School students at the Kinnwood Central School Site as of July 1, 2018 if funding is not provided by the Ministry for the construction of a Kindergarten to Grade 12 school at a site to be determined or for an addition at the Kinnwood Central School Site.”

Rationale

Should the LKDSB not receive Ministry funding for Recommendation #1 or Recommendation #2, the LKDSB would close Aberarder Central School and consolidate these students at Kinnwood Central School in September 2018. The projected population for Kinnwood Central School in 2018 is 263 students and Aberarder Central School in 2018 is 106 students, for a combined total of 369 students. The present capacity of Kinnwood Central School is 331. The LKDSB would utilize its own capital funds to accommodate the increase in student enrolment.

Recommendation #4

“That the Board dissolve the Forest Area Schools Accommodation Review Committee.”

Recommendation #5

“That the Board approve the establishment of an Ad Hoc Naming Committee to recommend to the Board a name for the consolidated Kindergarten to Grade 12 Aberarder Central School, Bosanquet Central School, Kinnwood Central School and North Lambton Secondary School and appoint two Trustees to serve on the Committee.”

Rationale

The practice of the Board has been to establish a Naming Committee when schools are consolidated.

In accordance with Board Regulations R-AD-105, when schools are consolidated into one school, the renaming of Board facilities will be followed. This requires the Director of Education to establish an ad hoc committee to recommend a name to the Board for approval.

The Committee is to be comprised of:

- (a) two trustees, appointed by the Board (one to chair the committee),
- (b) one facility administrator (principal or principal designate if applicable),
- (c) two representatives of the School Advisory Councils (if applicable),
- (d) two community representatives,
- (e) one member of the senior administration.

D. Formation of a Transition Committee

If the Board approves the consolidation of the Forest Area of Schools, a Transition Committee would be struck to address the transition of students and staff.

Transition Committee membership consists of Superintendent(s) of Education or designates, CUPE, ETFO and OSSTF President/Vice President and from each school Involved - principal, two teachers, School Council Chair, clerical/custodial staff, parent/community member, First Nation Partner, educational assistant and two students. Subcommittees are developed as needed and may have members that are separate from the Transition Committee members. The Transition Committee would be responsible for such things as school orientation/transition, memorabilia, resources and equipment, special events (including graduation and awards) and extra-curricular activities.

The Accommodation Review process is still underway, with opportunities for public delegations at the February 28, 2017 Board Meeting. Any changes to the Final Staff Report as a result of public delegations, will be included in the Addendum to the Final Staff Report to be presented to Trustees for approval at the March 21, 2017 Special Board Meeting. The March 21, 2017 Special Board Meeting will be held in Sarnia beginning at 6:00 p.m.

ARC Final Input to LKDSB Senior Administration for Inclusion in the Final Staff Report

Comments from the
ARC Members

Baillie Richards, Student Representative, Bosanquet Central School, stated the following at Working Meeting #2:

“It’s a bad idea. In my mind, from a kid’s perspective, it just doesn’t seem like a K-12 school is going to work right now, there’s just too many problems.”

Chris O’Reilly, Community Representative, Bosanquet Central School, stated the following at Working Meeting #2:

“This is both a difficult process and an opportunity. The difficulty: none of us want change; we all like things in our comfort zone. It is a difficult process for those of you who work for the Board; I admire your work and don’t envy the task that you have because it is difficult on many layers. In other contexts, I have had to do some of the same thing, so I appreciate that these decisions are difficult.

At these meetings, our committee has conducted themselves with a lot of respect and fairness, which I think is a testimony to the community of Lambton Shores regardless of where we call home. This is a sign that we live in a community that cares very much about our community, about our kids, and about one another. In rural communities we are used to rubbing shoulders with, and living side by side with, people with very different opinions than we do. But when the chips are down, this community pulls together. I am proud to live in a community where cars still pull over for a funeral procession, and where young people on the main street will stop and take their hats off. I am proud to live in a community where people are willing to step up and offer their time. We have talked with our youth group about that- Bailie was there- about the importance of young people being involved in processes like this, especially as they grow into adulthood. You don’t always get what you want, but you have the opportunity to express your opinion and not to let anybody intimidate you into thinking you don’t have something to say.

I believe we have an opportunity here to do something here terrific. We have an opportunity to build a community school that will offer something to this community, beyond its borders, and to the future of Lambton County. I want this to be a school that works for everyone. I want this to be a school that parents want to send their children to. I want this to be a school that is going to benefit every community within Lambton Shores and will make us proud. It is critically important that we do this right – which is not necessarily the easiest, or cheapest, or politically dictated way. Please do this right; listen to what this community is saying.”

Tim Houle, Parent Representative, North Lambton Secondary School, stated the following at Working Meeting #2:

“I’m frustrated by not having actual results. I feel like we have talked about a lot but I guess what you want is just to gather all of that information and give it to the Trustees to make their decision. I want to say there is a reason why building here is also good. A couple of them are access to nursing home, I think there’s value in the high school students being here as well, also I think we would hurt the businesses downtown by removing all the high school students from here, because they do go down there and eat at Joey Little’s and Godfather’s, I think they live off of their income. I see a lot of value in just building here. I am scared about traffic and the busing and the parents that pick their kids up from Kinnwood so I’m hoping that can all be worked out. I was against building here originally but now that I’ve seen the design and I’ve seen what we can do and where we are.”

Megan McIntyre, Student Representative, North Lambton Secondary School, stated the following at Working Meeting #2:

“I just think generally from the people I've talked to at my school that they are kind of leery about the whole thing, just because this is our school, and they are kind of leery about this location because a lot of them are from here and think it's a small area, and from the people I've talked to they want a new school if we are going to do it at all because they don't really know how it's going to work. Just want to make sure for the high school portion that if you do have it added on that they have everything represented: the drama kids who want their drama, and the tech. kids want their good tech. rooms, and the science kids want good science labs. They would be more comfortable with the whole transition if we have those proper facilities in order so that everybody can be included.”

Cathy Hampshire, First Nation Representative, Kettle and Stony Point First Nation, stated the following at Working Meeting #2:

“On behalf of Kettle and Stony Point First Nation we appreciate being included in this process. The consultation piece is a huge piece that has not always been between our community and the Board historically, but those are days of the past. Going forward Kettle and Stony Point values the relationships around its surrounding communities. We support a strong vibrant secondary program in the north area. We don't want to send our kids any further away than they are right now. We actually do send some of our students in to Sarnia for accessing Special Education programs and that which we would like to see an enhanced program at North Lambton so that some of our students that have to go in to Sarnia each day and get on the bus at 6:30, they don't have to travel that distance. We would like to encourage a strong secondary program here. We do have big concerns about that inclusion piece if it's a K-12 school and there's a huge fear in that. We appreciate being included and that our voice is being listened to and hopefully we will have a new build in a new location. We expect that going forward, whatever the decision is from the Trustees with regards to a school servicing the North part of the County, it will ensure that it incorporates and welcomes a strong indigenous voice.”

Andrea Walden, Parent Representative Bosanquet Central School, provided Superintendent Girardi with the following statement following Working Meeting #2:

Community members in north Lambton are saddened at the proposed loss of our small rural elementary schools. Many people I have spoken to appreciate the financial constraints the LKDSB is under as a result of the Ministry of Education's funding formula for rural schools which under-funds schools in rural Ontario.

This community is arguably unique in the Province as instead of focusing on trying to keep the rural elementary schools open, we have focused on attempting to work with the LKDSB to create the best possible new school for our community. The LKDSB should build the proposed new school near the existing Shores Recreation Centre (arena/indoor track and gym) and should “partner” with the Municipality of Lambton Shores to utilize this existing facility for the benefit of the students and community. The new school should also reflect the culture and economic needs of the community by focusing on STEM subjects and the trades which will benefit both students' educational opportunities and the economy of this community.

**SPECIAL BOARD, PUBLIC SESSION
REPORT TO BOARD**

FROM: Jim Costello, Director of Education

DATE: March 21, 2017

SUBJECT: Addendum to the Final Staff Report on the Consolidation of Aberarder Central School, Bosanquet Central School, Kinnwood Central School and North Lambton Secondary School into a Kindergarten to Grade 12 School

The purpose of the Addendum to the Final Staff Report (FSR) is to provide additional information acquired between the presentation of the FSR and the vote by Trustees.

The LKDSB Pupil Accommodation Report 2016/2017 and Initial Staff Report on the Consolidation of Aberarder Central School, Bosanquet Central School, Kinnwood Central School and North Lambton Secondary School into a Kindergarten to Grade 12 School were presented to Trustees at the October 4, 2016 Special Board Meeting.

On February 7, 2017, Trustees received the Final Staff Report on the Consolidation of Aberarder Central School, Bosanquet Central School, Kinnwood Central School and North Lambton Secondary School into a Kindergarten to Grade 12 School. This Addendum to the Final Staff Report on the Consolidation of Aberarder Central School, Bosanquet Central School, Kinnwood Central School and North Lambton Secondary School into a Kindergarten to Grade 12 School provides Trustees with a summary of the public delegations to the Board and presents final recommendations to Trustees. The Final Staff Report, as presented on February 7, 2017, is attached.

Delegations to the Board

Date	Forest Area of Schools Accommodation Review Public Delegations	Synopsis
February 7, 2017	Special Board Meeting	Andrea Walden addressed the Board regarding three main points: <ul style="list-style-type: none"> o North Lambton needs a viable secondary school; o The new Kindergarten to Grade 12 school should be located near The Shores Recreation Centre in Forest; and the Lambton Kent District School Board (LKDSB) and the Municipality of Lambton Shores should work together to utilize the existing sports facilities in the community; and o The focus of the proposed Kindergarten to Grade 12 school should be STEM (science, technology, engineering and math).
February 28, 2017	Regular Board Meeting	Brianna Coughlin, Clerk, and Ben Dekker, Councillor, from the Town of Plympton-Wyoming, addressed the Board regarding the boundary between the proposed new school and Errol Village Public School. Town officials are concerned that the consolidated boundary for the Kindergarten to Grade 12 school could jeopardize the future of Errol Village Public School and proposed a change to the boundary which would follow Oil Heritage Road.
February 28, 2017	Regular Board Meeting	Tanya and Chris Weyers addressed the Board requesting a revision to the catchment boundaries to include the area of Bonnie Doone in the Errol Village Public School district and Northern Collegiate Institute and Vocational School (NCIVS).
February 28, 2017	Regular Board Meeting	Doug Cook, Deputy Mayor, and Dan Sageman, Councillor, Municipality of Lambton Shores, addressed the Board and stated that the Municipality of Lambton Shores would support discussions with the LKDSB regarding potential shared usage of the municipal-owned The Shores Recreation Centre in the Town of Forest.

Date	Forest Area of Schools Accommodation Review Public Delegations	Synopsis
February 28, 2017	Regular Board Meeting	Andrea Walden addressed the Board in support of building a new Kindergarten to Grade 12 School on land ideally located near The Shores Recreation Centre in the Town of Forest. She presented a chart that indicated that the economically rational choice is to construct a new Kindergarten to Grade 12 school near The Shores Recreation Centre.
February 28, 2017	Regular Board Meeting	Two students from the Thedford Community Youth Group addressed the Board regarding Bosanquet Central School. They stated they were sad the Board wanted to close their school. Should the Board vote to close Bosanquet Central School, on behalf of the group, they asked the Board to build a new school in a new location, preferably near The Shores Recreation Centre in Forest.
February 28, 2017	Regular Board Meeting	Christine O'Reilly addressed the Board about the proposed closure of Bosanquet Central School, and other area schools, and the formation of a Kindergarten to Grade 12 school in Lambton Shores/north Lambton County. She spoke in support of a new school in the vicinity of The Shores Recreation Centre.

Administration's Final Rationale for the Recommendations

Throughout the Pupil Accommodation Review process, the majority of Accommodation Review Committee (ARC) members acknowledged the advantage of the creation of a Kindergarten to Grade 12 school.

A significant amount of communication has been received by LKDSB staff and Trustees regarding this possible consolidation. There appears to be strong support for a new build of a consolidated school on a new site in the Town of Forest.

There have been four petitions submitted to alter the boundary of the southwest portion of the catchment area of Aberarder Central School and one petition submitted in support of maintaining the boundaries outlined in the FSR.

Throughout this process, Senior Administration has followed both the Ministry of Education Pupil Accommodation Review Guideline and LKDSB Regulation No: R-AD-106. Administration has been objective in its analysis of the additional information received throughout the accommodation review process and upholds the FSR recommendations for the following reasons:

1. Program Opportunities for Students

The LKDSB strives to provide educational programs and services of the highest quality. This is best accomplished when facilities are conducive to creating a stimulating learning environment designed to meet the needs of all pupils within fiscal parameters. In addition to achieving an economic efficiency the consolidated school will offer sufficient range of programs in a modern facility to meet the needs of a diverse student population in the Forest area.

The Kindergarten to Grade 12 school would reduce the transition from an elementary to a secondary school, creating greater opportunity for staff to support literacy and numeracy needs of students. In addition, all grades would have access to specialized areas of the school, a modern athletic facility, science labs and a more concentrated support staff. Positive program enhancements could also occur in the intermediate years of Grade 7 to Grade 9. There is the potential for the broadening of program delivery in these grades. This increased opportunity coincides with the Ministry's Experiential Learning initiative which calls for schools to provide opportunities for intermediate students to experience activity-based learning.

North Lambton Secondary School (NLSS) is a rural school which provides a full range of courses for all of its students consistent with other secondary schools in the LKDSB. It also offers Specialist High Skills Major (SHSM) programs with area of focus in agriculture, construction and health and wellness. It is the LKDSB's plan that these programs will continue in a Kindergarten to Grade 12 school. Increased

awareness of the SHSM program across a larger student population will encourage the continuation of the program.

2. **Community**

The LKDSB recognizes the importance of continuing to engage its community partners in planning an inclusive school environment that would benefit student learning and embrace the traditions of Kettle and Stony Point First Nation, the Municipality of Lambton Shores, the Town of Plympton-Wyoming, and Warwick Township. It is also important to maintain the Rosemary Wolfe Centre at the new site.

The consolidated Kindergarten to Grade 12 school will encourage a unified sense of community amongst the student population, which includes the students who will attend from other feeder elementary schools who will join at the secondary level (East Lambton Elementary School, Grand Bend Public School and Hillside School).

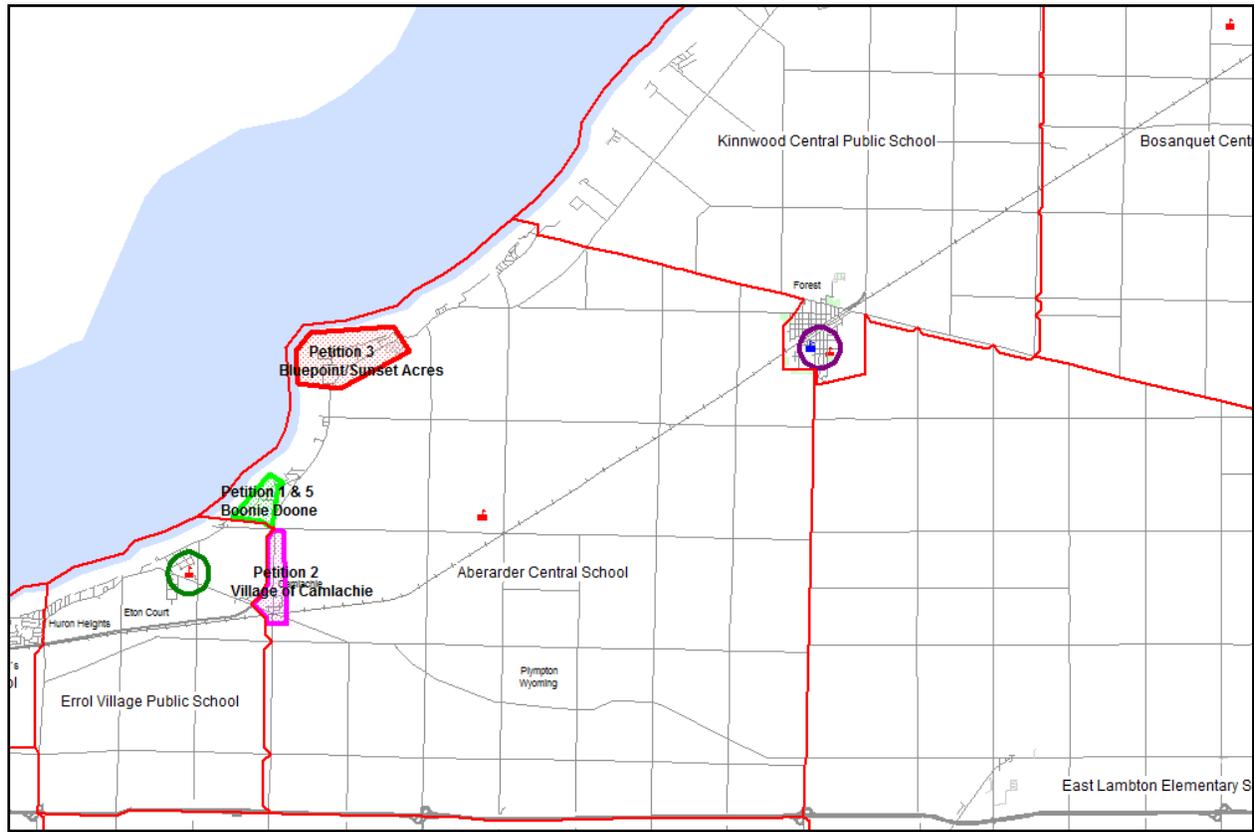
The Municipality of Lambton Shores has offered to work with the LKDSB to create a community hub, whereby services that are available at The Shores Recreation Centre could be shared with a consolidated school constructed on a nearby site. As well, the existing Kinnwood Central School Best Start Hub could be relocated to a new Kindergarten to Grade 12 site.

3. **Boundaries**

The LKDSB received five petitions regarding boundaries for the consolidated Kindergarten to Grade 12 school:

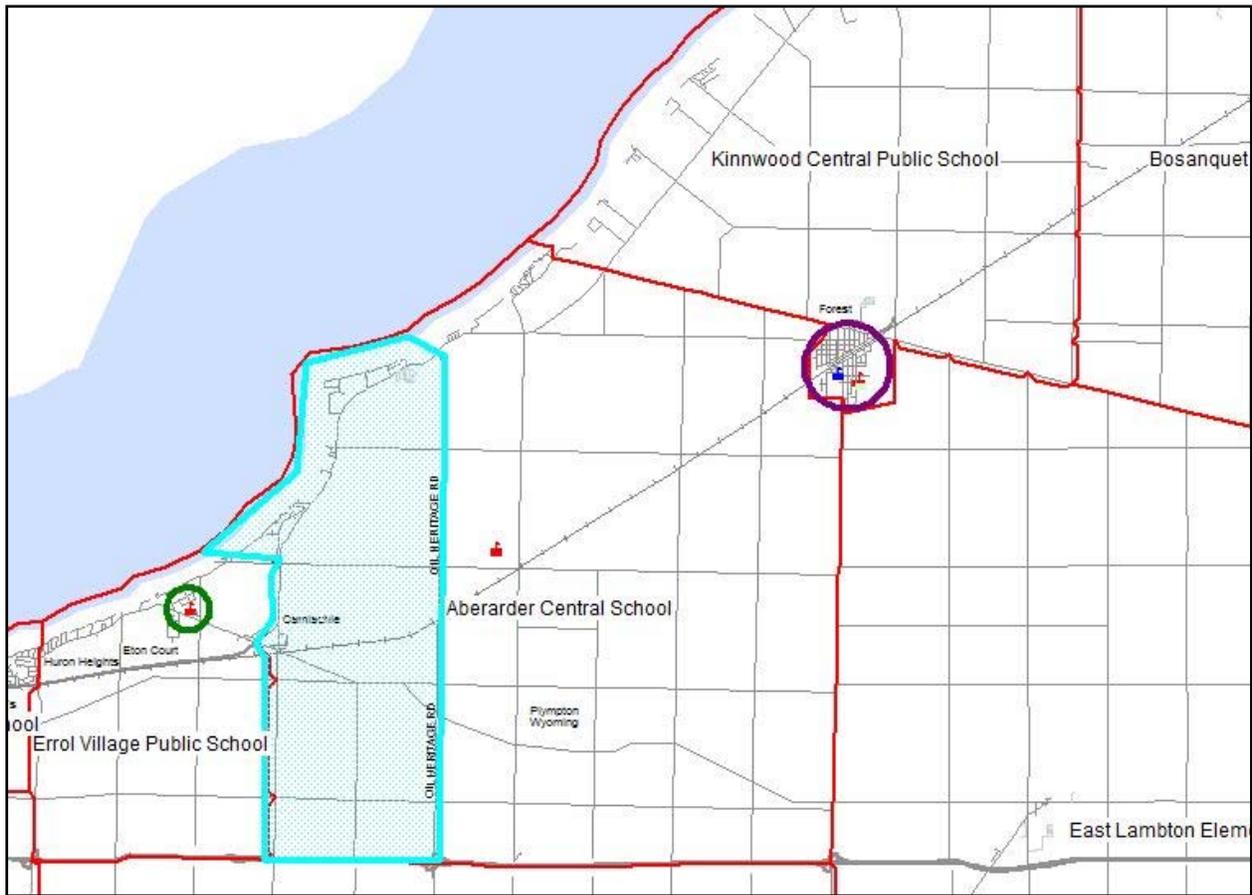
- Petition 1: Request to re-examine and revise catchment boundaries in order for the area of Bonnie Doone to be included in the Errol Village Public School Catchment Area *13 signatures*
- Petition 2: Petition for Camlachie Students to Attend Errol Village Public School *6 signatures*
- Petition 3: Petition to revise boundaries for Aberarder Children of the Bluepoint/Sunset Acres subdivision to be re-routed to Errol Village Public School *7 signatures*
- Petition 4: To: The Lambton Kent District School Board, Trustees and ARC Committee, Forest
WHEREAS The following individuals have signed this petition in support of maintaining the current Lambton Kent District School Board Boundaries as they relate to the North Lambton Secondary School and its feeder schools, (Bosanquet Central School, Hillside Elementary School, Grand Bend Public School, East Lambton Public School, and Aberarder)
AND WHEREAS the following individuals have signed this petition as they believe that a vibrant, viable public secondary school is necessary in North Lambton. *80 signatures*
- Petition 5: This statement and attached signed petition is in the continued support to request the revision of the LKDSB boundary to include the Bonnie Doone area within the Errol Village Public School catchment zone and subsequently NCIVS. We do not believe this change in boundaries will have a negative impact on the viability of the secondary school located in North Lambton as our full intention is for our children to attend secondary school within the city of Sarnia rather than Forest. *17 signatures*

Potential Impact to Enrolment at Consolidated Site Based on the Areas Outlined in Petitions 1, 2 3 and 5



Petition #	Petition Area	Current Total Number of LKDSB Elementary Students Who Reside in Petitioned Areas	Current Total Number of LKDSB Secondary Students Who Reside in Petitioned Areas
Petitions 1 & 5 (green shading)	Bonnie Doone		
Petition 2 (pink shading)	Village of Camlachie	56 Students - Aberarder Central School - 45 Other LKDSB Schools - 11	22 Students - NLSS – 16 Other LKDSB Schools – 6
Petition 3 (red shading)	Bluepoint/Sunset Acres		

Potential Impact to Enrolment at Consolidated Site Based on Town of Plympton-Wyoming Delegation Boundary Suggestion



Delegation	Suggested Boundary Area Revision	Current Total Number of LKDSB Elementary Students Who Reside in Suggested Area	Current Total Number of LKDSB Secondary Students Who Reside in Suggested Area
Town of Plympton-Wyoming Boundary Suggestion (blue shaded area)	Current Aberarder Public School Area North of Highway 402 and West of Oil Heritage Road to Highland Glen to be redirected to Errol Village Public School	79 Students – Aberarder Central School – 68 Other LKDSB Schools - 11	42 Students – NLSS – 30 Other LKDSB Schools - 12

Administration has analyzed the requests to change the boundaries. Any change in boundaries in this area will potentially hinder the long-term enrolment viability of the Kindergarten to Grade 12 school in the Town of Forest and will affect programming for the secondary panel of the school. Therefore, Senior Administration supports maintaining the current boundaries identified for the consolidated Kindergarten to Grade 12 school in the Town of Forest.

5-year History of NLSS Catchment Area Feeders – Choice of Secondary School

Year	Total Grads-NLSS Feeders	Attend NLSS	Attend Other LKDSB School	Other Boards
2011-12	103	63	26	14
2012-13	109	81	17	11
2013-14	101	61	19	21
2014-15	106	69	15	22
2015-16	95	75	8	12
Totals	514	349	85	80
	Average	67.90%	16.54%	15.56%

Aberarder Central School had a total of 89 graduates from 2011 to 2016. Of the 89 graduates, 66 students (74.16%) have chosen to attend North Lambton Secondary School, as outlined in the chart below.

	NLSS	Other LKDSB School	Other Boards
Average	74.16%	12.36%	13.48%

Consolidated Kindergarten to Grade 12 School Boundary



The catchment areas for Aberarder Central School, Bosanquet Central School, Kinnwood Central School, would also be consolidated into one catchment area for the Kindergarten to Grade 8 portion of the consolidated school. The catchment area for North Lambton Secondary School for the Grade 9 to 12 portion of the Kindergarten to Grade 12 school would remain unchanged as Grand Bend Public School, East Lambton Elementary School and Hillside School also feed the existing NLSS.

In summary, boundaries are primarily established for balanced student distribution. Proximity to nearby schools is a secondary factor. Any change to the boundary will result in fewer students attending the secondary portion of the consolidated Kindergarten to Grade 12 school in Forest as Errol Village Public School is a feeder school to NCIVS. Chatham-Kent Lambton Administrative School Services (CLASS) data confirms that there are a number of examples across the district where students residing near a boundary edge may be closer to an out-of-catchment area school. There are also many students who seek to attend schools that are further away from their residence.

4. Transition Plan

If Board approves the consolidation of the Schools, a Transition Committee will be formed as soon as possible to address the transition of students and staff. Transition Committee membership will consist of:

- Superintendent(s) of Education or designate(s)
- School Principal from each school
- School Council Chairs from each school
- First Nation Representative
- Two teachers from each school
- Two students from each school
- A clerical staff from each school
- A parent/community member from each school
- An educational assistant and early childhood educator from each school
- CUPE and ETFO President/Vice President

Subcommittees are developed as needed and may have members who are not on the Transition Committee. The Transition Committee would be responsible for such things as school orientation/transition, memorabilia, resources and equipment, special events (including graduation and awards), extra-curricular activities, mascot and logo.

5. Naming Committee For the Consolidated School

The practice of the Board has been to establish a Naming Committee when schools are consolidated. In accordance with Board Regulations R-AD-105, when schools are consolidated into one school, the process of naming and/or renaming of Board facilities will be followed. This requires the Director of Education to establish an ad hoc committee to recommend a name to the Board.

The Committee is to be comprised of:

- (a) two trustees, appointed by the Board (one to chair the committee),
- (b) one facility administrator (principal or principal designate if applicable) appointed by the Director,
- (c) two representatives of the School Advisory Councils (if applicable) appointed by the Director,
- (d) two community representatives appointed by the Director,
- (e) two LKDSB staff members,
- (f) one member of the senior administration appointed by the Director.

The Director will communicate to Principals and School Council Chairs information regarding the selection process for Naming Committee Members and the timelines.

Conclusion

The accommodation review process included the following steps:

- Public meetings
- Accommodation Review Committee (ARC) meetings
- Public delegations to Trustees at Board Meetings
- Meetings with local municipal officials
- Meetings with school staff and union representatives

After reviewing the information gathered during the accommodation review process, Senior Administration upholds the recommendations contained in the Final Staff Report (FSR) and submits the following recommendations without modification:

Recommendation #1

“That the Board approve the consolidation of Aberarder Central School, Bosanquet Central School, Kinnwood Central School and North Lambton Secondary School into a Kindergarten to Grade 12 School on a site to be determined as of September 1, 2020 and the submission of grant applications to the Ministry of Education for funding for the construction of the new school and the acquisition of land; and that the Board close Aberarder Central School, Bosanquet Central School, Kinnwood Central School and North Lambton Secondary School as of July 1, 2020.”

Recommendation #2

“That the Board approve the consolidation of Aberarder Central School, Bosanquet Central School, Kinnwood Central School and North Lambton Secondary School into a Kindergarten to Grade 12 School on the Kinnwood Central School Site as of September 1, 2020 and the submission of grant applications to the Ministry of Education for funding for the construction of the addition and the acquisition of land adjacent to the Kinnwood Central School Site; and that the Board close Aberarder Central School, Bosanquet Central School and North Lambton Secondary School as of July 1, 2020.”

Recommendation #3

“That the Board approve the closure of Aberarder Central School and the consolidation of the students with the Kinnwood Central School students at the Kinnwood Central School Site as of July 1, 2018 if funding is not provided by the Ministry for the construction of a Kindergarten to Grade 12 school at a site to be determined or for an addition at the Kinnwood Central School Site.”

Recommendation #4

“That the Board dissolve the Forest Area Schools Accommodation Review Committee.”

Recommendation #5

“That the Board approve the establishment of an Ad Hoc Naming Committee to recommend to the Board a name for the consolidated Kindergarten to Grade 12 Aberarder Central School, Bosanquet Central School, Kinnwood Central School and North Lambton Secondary School and appoint two Trustees to serve on the Committee.”

BOARD REPORT
REGULAR BOARD, PUBLIC SESSION

REPORT NO: B-17-115

FROM: Jack Fletcher, Trustee

DATE: June 27, 2017

SUBJECT: Proposed that the LKDSB Write a Letter to the St. Clair Catholic District School Board Regarding Cooperation to Keep Rural Schools Open

Trustee Fletcher served the following Notice of Motion at the June 13, 2017 Board Meeting:

“It is proposed that the Lambton Kent District School Board write a letter to the St. Clair Catholic District School Board recommending that the two school boards meet to find solutions to keeping more schools open in the communities we serve, possibly by sharing school buildings that both school boards can utilize for their students. “

The declining enrolment and its impact on funding provided by the Ontario Ministry of Education has led to the closing of or potential closing of schools. These closings severely impact on many of our communities especially the rural communities as these schools are often the central focus of these rural communities. The solution often proposed is building a new school in a central location and closing schools in the immediate community which leads to longer bus rides for students which impacts on their ability to learn and also impacts on their safety as there is an increase chance of school bus accidents especially in winter months. The Ministry of Education and the Ontario Government are encouraging Catholic and Public School Boards to work together to minimize the impact of school closures. Most of the communities in Lambton County and the Municipality of Chatham-Kent have Catholic and Public School in nearby locations.

Recommendation

“That the Board write a letter to the St. Clair Catholic District School Board recommending that the two school boards meet to find solutions to keeping more schools open in the communities the school boards serve, possibly by sharing school buildings that both school boards can utilize for their students.”

REPORT TO BOARD
REGULAR BOARD, PUBLIC SESSION

REPORT NO: B-17-116

FROM: Jim Costello, Director of Education,
Phil Warner, Superintendent of Education – Human Resources

DATE: June 27, 2017

SUBJECT: ***Policy on Conditions of Employment for Management and Non-Union Employees including Principals, Vice-Principals and Regulations on Conditions of Employment for Management and Non-Union Employees (excluding Principals, Vice-Principals)***

The title of the policy on *Conditions of Employment for Management and Non-Union Employees including Principals, Vice-Principals* has been revised to reflect the rescinding of the corresponding regulations on *Conditions of Employment for Principals and Vice-Principals*. The regulation was replaced by the Terms and Conditions document approved by Trustees. The new title of the policy is *Conditions of Employment for Management and Non-Union Employees*.

The regulations on *Conditions of Employment for Management and Non-Union Employees (excluding Principals, Vice-Principals)* is in the process of going through the regular review process; however, the provincial benefit plan implementation requires an interim alteration to be in place prior to the completion of the consultative review.

As indicated in red, the Benefits section of the regulations has been inserted as directed by the Ontario Public School Boards' Association.

Also noted in blue are sections which will be requiring significant modifications, again due to provincial initiatives and local consultative review.

As well, the title of the regulations has been changed to *Conditions of Employment for Management and Non-Union Employees*

Recommendation:

“That the Board approve the revised policy and regulations on Conditions of Employment for Managers and Non-Union.”



DRAFT
POLICY

SUBJECT: Conditions of Employment for Management and Non-Union Employees
~~Including Principals and Vice-Principals~~

It is the policy of the Lambton Kent District School Board to provide fair and equitable remuneration and benefit packages to its management and non-union employees in accordance with regular performance appraisals, current economic conditions and equity reviews.

Implementation Date: June 22, 1999
Revised Date: April 26, 2006
Reference: LKDSB Regulations



DRAFT
REGULATIONS

SUBJECT: Conditions of Employment for Management and Non-Union Employees (excluding Principals, Vice-Principals)
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1. **Payment of Salaries:**

The management and non-union salary schedule shall consist of eight levels. New or revised positions will be assigned to the job level based on points established by the Joint Evaluation Committee. The value shall be determined by assessment of the job content. The content evaluated will be that identified by the job evaluation plan developed by the Lambton Kent District School Board.

The general salary level will be reviewed on an annual basis and examined against internal and external comparators at least every three years. The starting rate shall be established at *95% of the job rate with two* annual increments from entry level to job rate. The annual progression shall be recognized in September of each year provided the incumbent has been in the position for three months.

When promoted to a higher pay level the incumbent would be placed on the grid step producing a minimum of a two percent increase to the pre-promotion salary. The individual will advance on the grid to job rate each September 1.

Salaries will be paid by direct deposit to the bank of the employee's selection every two weeks.

2. **Performance Appraisal:**

Regular performance appraisals of staff will be conducted in accordance with the Board's Policy, Regulations and Administrative Procedures *Performance Appraisal of Staff*.

3. **Non Work Related Illness or Injury:**

Salary continuation will be provided to the limit of the individual's accumulated sick leave. Appropriate medical certification may be requested.

4. **Workplace Safety and Insurance:**

When an employee is eligible for and receives approval of claim by The Workplace Safety and Insurance Board of Ontario:

- (a) The Workplace Safety and Insurance Board payment shall be remitted to the Board;
- (b) The employee shall receive full pay from the Board;
- (c) There shall be no sick leave deduction from the employee;
- (d) The Board shall not terminate the employment of any employee because the employee is absent due to illness or injury or in receipt of Workplace Safety and Insurance Benefits or Long Term Disability Benefits.

5. **Travel Allowance:**

Travel allowances, as required, will be paid in accordance with the terms of the Board Policy and Regulations.

Travel expenses are to be submitted on the approved travel expense form with required receipts. The expense forms are to be approved by the appropriate Board official as outlined in the Board's Administrative Procedures.

6. **Leaves of Absence:**

(All leaves require completion of a "Request for Leave" form.)

(a) **Leaves with Pay**

- (i) **Bereavement Leave** will be granted without loss of pay up to the following levels:
 - five days for the death of wife, husband, daughter, son, mother, father, sister, brother, guardian or grandparent.
 - three days for the death of mother-in-law, father-in-law, son- or daughter-in-law, grandchild total dependent or lesser kin living with you
 - one day to attend the funeral of a relative not listed or a close friend, etc.
- (ii) **Compassionate Leave** will be granted without loss of pay up to the following levels:
 - one day for responsibilities directly related to hospitalization or extremely grave illness in the immediate family
 - two days for responsibilities directly related to the birth of one's child

In extenuating circumstances, four additional days in any year may be granted, without loss of pay, by the Director of Education on compassionate grounds.

(iii) **Post-Secondary Examinations and Convocations**

- One-day leave will be granted to write a post-secondary or trades examination, or to attend convocation to receive a degree.

(iv) **Pregnancy/Parental Leave of Absence**

- Pregnancy/parental leaves will be in accordance with the Employment Standards Act. Upon return, the employee shall be guaranteed the same job and location if the job is available; otherwise, the employee's pre leave salary will be maintained for a twelve month period.

(v) **Jury Duty/Court Subpoenas**

- The Board will grant a leave of absence to an employee who serves as a juror or is subpoenaed to an appearance in any court, and in which the employee has no personal involvement. The Board will pay such employee his/her normal earnings, and the payment he/she receives for jury duty or as such a witness, excluding payment for travelling, meals or other expenses, will be submitted to the Board. The employee will present proof of service and the amount of payment received.

(vi) **Supplemental Employment Benefit Plan**

- (a) The Supplemental Employment Benefit Plan will be paid for two (2) weeks.
- (b) The Supplemental Employment Benefit Plan is to supplement the employment insurance benefits received by workers for temporary unemployment caused by pregnancy/parental leave.
- (c)
 - (i) Employees must prove that they have applied for and are in receipt of employment insurance benefits in order to receive payment under the plan.
 - (ii) Supplemental Employment Benefits are payable for a period during which an employee is not in receipt of EI if the only reason for non-receipt is that the claimant is serving the two-week EI waiting period.
 - (iii) For the six (6) week period immediately following the birth of her child, upon receipt of proof that the member has applied for and is in receipt of Employment Insurance parental benefits, the Board shall pay top-up benefits as a supplement to the member's Employment Insurance pregnancy benefit entitlement, without the requirement to submit medical proof of illness. The amount of the supplement shall be equal to the

difference between the amount of the member's Employment Insurance pregnancy benefits, (which is acknowledged to be zero during the member's two week waiting period if it occurs during this period) and one hundred percent (100%) of the member's regular weekly earnings. This will apply only during the normal work days. No sick time shall be deducted from the member's sick leave account.

- (d) The benefit level paid under this plan is set at a sum equal to the EI benefit that would be payable to the employee each week of the benefit period. In any week, the total amount of Supplemental Employment Benefit payments and the weekly rate of EI benefits will not exceed 95% of the employee's weekly earnings.

(b) **Leaves Without Pay**

- (i) A leave of absence without pay for personal reasons may be granted upon fourteen (14) days' notice to the immediate Supervisor, with the approval of the Director of Education. In an emergency, the fourteen (14) days can be waived by mutual consent.
- (ii) The Director of Education may grant a leave of up to five (5) days for miscellaneous reasons or for absences due to extenuating circumstances. This discretionary leave may be in addition to any leave under this Article and may be with or without loss of pay.

7. **Deferred Salary Leave Plan:**

The Deferred Salary Leave Plan has been developed to afford employees the opportunity of taking a one (1) year leave of absence with pay by spreading:

- (a) two years' salary over three years; or
- (b) three years' salary over four years;
- (c) four years' salary over five years; or
- (d) five years' salary over six years.

Any employee having five (5) years' seniority with the Board is eligible to participate. (i) **Application**

- (a) An employee who intends to participate in the plan must apply in writing to the Manager of Human Resources on or before January 31.
- (b) The application form shall set out the period in which the plan is to be effected and the year in which the employee requests the leave.
- (c) Applications are to be processed in order of receipt by the Manager of Human Resources.
- (d) Written acceptance or denial of the employee's request with an explanation will be forwarded to the employee by April 1 in the year the application is made.
- (e) Approval of individual requests to participate in the plan shall be at the sole discretion of the Board.

(ii) **Payment Formula and Leave of Absence**

- (a) During the term of the plan a participating employee will be paid grid salary and allowances as follows:

Salary and Allowances Paid During

<u>Term</u>	<u>Working Period</u>	<u>Leave Period</u>
Four Years	75.0%	25.0% + interest
Five Years	80.0%	20.0% + interest*
Six Years	83.3%	16.7% + interest*

* **Note:** Interest will be earned on the portion withheld and will be paid annually.

- (i) During the leave year, the deposits made in (I) above, plus any additional interest earned, shall be paid to the employee.

- (ii) The Leave of Absence shall be taken in the last year of the term selected.
- (b) The employee agrees that the salary for the actual period of leave shall be the total of the deposits made in (a) above.
- (c) The Board's liability to the employee in the leave year shall be limited to the funds deducted and held in trust on deposit for the employee.
- (d) The Board agrees to pay the interest earned annually on the trust account at the end of each taxation year in accordance with current legislation.
- (e) On or before January 31 in the first year of participation and each year thereafter until and including the year following the leave of absence of each participating employee, he/she shall receive, from the Board, a statement of principal and interesting standing to his or her credit, as recorded and reported by the Board's bank.
- (f) In the year of leave of absence, the employee may elect to receive payment of the accumulated deferred salary as follows:
 - (i) by regular bi-weekly payments due on the same dates as provided for in this regulation.
 - (ii) While an employee is enrolled in the plan, and not on leave, any Group Insurance Plans tied to the salary level, shall, to the extent possible according to the insurance policies then in effect, be structured according to the salary the employee would have received had he/she not been enrolled in the plan.
 - (iii) An employee's Group Insurance Plans will be maintained by the Board during his/her leave of absence according to the terms and provisions of insurance policies then in effect; however, the premium costs for all Group Insurance Plans shall be paid in advance, monthly, by the employee during the year of the leave. Any increases in premiums during the year of the leave of absence will also be paid by the employee upon receipt of notice from the Board. The Board will refund any decrease in premiums during the year of the leave of absence.
 - (iv) While on leave, any Group Insurance Plans tied to the salary level shall, according to the terms and provisions of the insurance policies then in effect, be structured according to the salary the employee would have received in the year prior to taking the leave had he/she not been enrolled in the plan.
- (iii) Further Provisions
 - (a)
 - (i) Sick leave credits will not accumulate during the year spent on leave.
 - (ii) Seniority will continue to accumulate.
 - (iii) Experience for purposes of salary increment will not accumulate for the period of the leave.
 - (b)
 - (i) Laid off employees and those who are not eligible to return to the employ of the Board for one (1) full year after the year of their leave must withdraw from the Plan.
 - (ii) In such case, the employee shall be paid a lump sum adjustment equal to any monies deferred plus interest accrued to the date of withdrawal from the Plan.
Repayment shall be made as soon as possible within sixty (60) days of withdrawal from the Plan.
 - (c) The Board will make pension deductions from payments to the participant in accordance with the appropriate pension act.

- (d) An employee may withdraw from the Plan any time prior to March 1 of the calendar year in which the leave is to be taken. Any exceptions to the aforesaid shall be at the discretion of the Board. Repayment shall be as per (iii)(b)(ii).
- (e) Should an employee die while participating in the Plan, any monies accumulated, plus interest accrued at the time of death, will be paid to the employee's estate, subject to the Board receiving the necessary clearances and proofs normally required for payment to estates.
- (f) All employees wishing to participate in the Plan shall be required to sign a contract supplied by the Board before final approval for participation will be granted.

8. **Benefit Packages:**

It is anticipated that by August 31, 2017 all school board employees will participate in an Employee Life and Health Trust (ELHT) to provide life, health and dental benefits to eligible employees. Eligibility is determined in accordance with provisions in your terms and conditions of employment and further determined by the ELHT.

The date on which the benefit plan is transferred to the ELHT shall be referred to herein as the "Participation Date".

The Boards will continue to provide benefits in accordance with the existing benefit plans and your existing terms and conditions of employment until the Participation Date in the ELHT. Subsequent to the Participation Date, the board will cease to provide such benefits and the related language in the terms and conditions of employment shall cease to have effect.

Post Participation Date, the following shall apply:

Funding

The school board shall contribute a fixed funding amount per full-time equivalent to the ELHT.

Cost Sharing

The ELHT shall advise the school board, who shall in turn advise you, of any required co-pay arrangements.

Benefit Plan

The ELHT shall develop a benefit plan that is within the funding amount provided by the school board and is subject to change from time to time.

9. **Professional Development:**

The Board will provide professional development as required.

10. **Statutory Holidays:**

Statutory holidays will be provided in accordance with the Employment Standards Act. Additionally, Easter Monday, Civic Holiday, December 24 and December 27 to 31 inclusive will be designated as holidays.

Statutory Holidays include:

Good Friday
Victoria Day
Canada Day
Labour Day
Thanksgiving
Christmas

Boxing Day
New Years' Day
Family Day

Board Designated Holidays include:

Easter Monday
Civic Holiday
December 24
December 27 - 31

11. **Vacation Entitlement:**

Annual Vacation Entitlements will be as follows:

(a) **Management:**

- (i) 1 to 20 years experience – 5 weeks
- (ii) 21 to 29 years experience – 6 weeks
- (iii) 30 or more years experience – 7 weeks

(b) **Supervisors**

- (i) 1 to 10 years experience – 4 weeks
- (ii) 11 to 20 years experience – 5 weeks
- (iii) 21 to 29 year experience – 6 weeks
- (iv) 30 or more years experience – 7 weeks

(c) **Other Non-Union Employees:**

- (i) 0 years experience – prorated
- (ii) 1 to 4 years experience – 3 weeks
- (iii) 5 to 14 years experience – 4 weeks
- (iv) 15 to 20 years experience – 5 weeks
- (v) 21 to 29 years experience – 6 weeks
- (vi) 30 or more years experience – 7 weeks

Vacation Year: For the purpose of determining an employee's eligibility for vacation and vacation pay, the vacation year shall be from July 1 to June 30 of the following year.

Additional Vacation: Employees shall be granted the increased vacation on July 1 preceding their anniversary date.

Vacation Carry Over: An employee may be permitted to carry over to the next year up to 50% (maximum 2 weeks) of vacation allowance. For extenuating reasons, the carry-over may be expanded at the discretion of the appropriate official, but subject to the approval of the Director of Education or his/her designate.

Hospitalization: An employee who is hospitalized while on vacation because of an illness or an accident may substitute sick leave for the period of his/her vacation during which he/she was hospitalized, and have his/her vacation period re-scheduled. The same concept will apply should bereavement leave occur during an employee's vacation.

Pro-rating of Vacation: An employee who has completed less than one (1) year, but five (5) or more months of continuous full-time service with the Board as of July 1 of any year shall receive vacation with pay at his/her regular rate of one (1) day per month of continuous service, up to a maximum of ten (10) full days. An employee with less than five (5) months of continuous full-time service as of July 1 of any year shall be entitled to a minimum of at least one (1) week's vacation, with pay equivalent to four percent of his/her earnings received from the Board during the previous vacation year.

12. **Recognition of Extra Hours Worked:**

Normal hours of work for Management and Non-Union staff are 35 hours per week. With the pre-approval of the appropriate Superintendent or Manager, and subject to budget limitations, overtime may

be paid or in lieu time provided in recognition of additional hours worked for special projects. Employees in Supervisory or Management positions are excluded.

13. **Four Day Work Week in July and August**

Twelve month employees shall have the option to work an additional fifteen (15 minutes per day throughout the year in order to accommodate a four-day work week without a reduction in weekly earnings during July and August.

14. **Cumulative Sick Leave Plan:**

The Board provides two days' credit for each month of service to a maximum of twenty-four (24) days per year. The unused portion of sick leave to the employee's credit remaining at year-end is transferred to his/her bank as accumulated sick leave (A.S.L.).

At the discretion of the Director of Education or designate, additional days may be granted for exceptional circumstances.

Sick leave shall be charged for normal working days away from work due to illness (mental or physical) or physical disability. Absence due to such illness is covered, at full salary, to the limit of the employee's A.S.L. bank. The employee may be required to provide medical documents when the absence exceeds five (5) days; however, proof can be requested for any absence.

Non-union employees covered by this Regulation have an uncapped sick leave account.

System Coordinators and Managers with Principals' qualifications have an uncapped sick leave account.

Employees are provided with an annual statement which indicates accumulated sick leave balance as at August 31st each year.

An employee who joins the Lambton Kent District School Board from another school board shall have his/her A.S.L. balance transferred.

15. **Retirement Gratuity:**

For employees who, under predecessor Board agreements, were eligible for sick leave credit gratuity or a retirement gratuity, or other benefits bargained for in exchange for a gratuity, the Board agrees to honour these agreements. An employee who is not entitled to a retirement or sick leave credit gratuity under a predecessor Board will not qualify for one under this regulation

The following will continue to apply until a single plan has been developed.

(a) Retirement Gratuity (sick leave credit gratuity) - Kent

Applies to Former Kent Employees

A gratuity will be paid to staff who leave the employ of the Board for reason of retirement on any Ontario Municipal Employees' Retirement System pension.

The gratuity is based upon the following factors, and cannot exceed one-half year's salary:

$$\frac{\text{Sick Leave Bank}}{2} \times \frac{\text{Salary at Retirement}}{260} \times \frac{\text{Service to Board}}{20}$$

In the formula, the Sick Leave bank cannot exceed 260, and Service to Board cannot exceed 20 years. The gratuity will be paid in a lump sum in the year of retirement. The gratuity is for retirement only; therefore, if you defer the O.M.E.R.S. pension, the gratuity is lost.

(b) Cumulative Sick Leave Plan Severance Pay - Lambton

Applies to Former Lambton Employees

(e) Subject to Clause (f) hereof, severance pay shall be paid according to Clause (g) to:

- (i) Employees who were employees of the Board as at July 1, 1973 and who having completed more than three (3) years of continuous service and cease to be employed by the Board; or –

- (ii) Employees who joined or rejoined the Board's employ after July 1, 1973, and prior to August 31, 1990, and were covered under this Regulation on August 31, 1990, and who have completed more than ten (10) years of continuous service, and cease to be employed by the Board; or –
 - (iii) In the event of death of an employee, the benefits in (g) shall be paid to his/her estate.
- (f) Any employee discharged by the Board for just cause shall lose or forfeit all benefits under this Article.
- (g) The amount of severance pay shall be equal to one-half the number of sick days standing to the employee's credit at termination calculated on the basis of his daily rate of pay at the date of termination and, in any event, shall not be in excess of the one-half year's basic earnings immediately prior to termination of employment. Employees transferring to another employer with a reciprocal sick leave plan will not be entitled to payment under this clause.
- (h) Payout of Severance Leave Plan
 - (i) The plan applies to employees entitled to severance pay under Section 3.1 (e) and (g) of the Conditions of Work Document.
 - (ii) To be entitled to a payout, an employee must have been covered by the former "Lambton" Agreement for at least 10 years.
 - (iii) The payout option is voluntary; however, once an employee selects the option and is accepted as per #7 and #8 below, the amount of sick leave required to provide the severance pay will be frozen. In the event of a serious illness, the portion remaining that has not been used for payout purposes may be used in the normal fashion. Upon return to work, the employee may resume cashing out any portion that may be remaining to his/her credit.
 - (iv) Severance pay will be paid out only once; hence, sick leave may be accumulated and used after the employee has qualified as per #7 and #8 below. Where the employee has more than 260 days of sick leave, half of which is the maximum payout, the balance in excess of 260 days may be carried forward as accumulated sick leave.
 - (v) The rate of pay for payout purposes will be the rate of pay in effect in January of each year of the payout. The payout will be on the basis of 75 cents on the dollar (i.e., if 260 days at a salary of \$100. per day, the payout is [(130 x 100) x .75].
 - (vi) The Board will establish a reserve fund. An amount of \$100,000. will be transferred to this fund on an annual basis, to fund the payout and/or fund the unfunded liability. Funds will be credited to the reserve until the liability, which is calculated annually, has been totally funded.
 - (vii) (a) The maximum payout per employee is \$5,000. per year (or a greater amount to allow for full payment over 5 years in even amounts) and will be allocated on a seniority basis until the maximum in the fund has been exhausted.
(b) If an employee so desires and there are sufficient monies in the fund, a payment up to the full amount owing may be made.
 - (viii) Employees may apply to enter the plan by notifying the Board by December 1 in any year and those who qualify on the basis of their seniority will receive their portion of payout by the end of January in the following year.
 - (ix) Employees not choosing to enter the plan will have the current severance pay arrangements in 3.1 (e) and (g) guaranteed until the time of their termination, retirement or death.

- (x) This payout plan will be reviewed from time to time, so as to be able to adapt to changing economic conditions and Plan flexibility. Notwithstanding this review, employees in the Plan at the time of the review will not be adversely affected by any changes made. Subsequent improvements to the Plan shall apply to all employees on staff as at August 31, 1990, provided the employee is still employed by the Board and covered by the Non-Union document at the time the improvement is made.
- (xi) If an employee dies, or terminates in good standing while in the Plan, the sick days not paid out as yet, will be paid out in accordance with 3.1(g). Any employee discharged by the Board for just cause while in the Plan shall forfeit all benefits of the Plan.

(c) Applies to Former CUPE 1238 Employees

23.00 The purpose of this Article is to maintain the present entitlement of employees from predecessor boards in regard to retirement gratuities and vacation pay entitlements. An employee of a predecessor board who is not entitled to a retirement gratuity will not qualify for one under this Article.

Clerical/Technical Only

23.04

- (a) Employees shall be subject to retirement at the end of the month in which their sixty-fifth (65th) birthday occurs and continuation of employment thereafter shall be at the Employer's discretion.
- (b) On retirement, employees shall be entitled to the same vacation or vacation pay which would have been earned by the employment continuing to the end of the month.

23.05 A retirement gratuity, not exceeding one-half a year's earnings, will be paid to an employee hired prior to December 31, 1984, who:

- (a) reaches age sixty-five (65) and retires;
- (b) leaves the Board for reason of retirement of any O.M.E.R.S. Pension and who is at least fifty-five (55) years of age.

23.06 The gratuity shall be based on the following at time of retirement:

- (a) One-half (1/2) of the employee's accumulated sick leave balance (ASL);
- (b) Service in years with twenty (20) years for full benefits;
- (c) Earnings of the last twelve (12) months converted to a daily rate.

23.07 The gratuity shall be calculated as follows:

$$\frac{\text{ASL}}{2} \times \frac{\text{Service}}{20} \times \text{Earnings per Day}$$

23.08 At the employee's option, the gratuity shall be paid in a lump sum in the year of retirement, or five (5) equal instalments over a five (5) year period commencing in the year of retirement.

If death occurs after retirement, the balance of the gratuity, if any, shall be paid in a lump sum to the deceased's estate.

23.09 An employee who defers the O.M.E.R.S. Pension is not entitled to a retirement gratuity.

23.10 An employee who retires on any O.M.E.R.S. Pension before age sixty-five (65) shall be allowed to participate until attaining the age of sixty-five (65) in all benefits to the extent that the plan permit in clauses 22:01 (a), (b), (c), (d), (g), and (i), that the employee had immediately

prior to retirement. The Board shall administer such plans and the employee shall be responsible for one hundred per cent (100%) of the premium costs.

(d) Applies to Employees Covered under TPP

14(b) Retirement gratuity for employee's enrolled in the Teachers' Pension Plan

The terms of this article remain in force until altered.

(a) Sick Leave Credit Gratuity will be calculated and paid when a teacher retires from employment of the board on pension under the Ontario Teacher's Pension Plan.

(b) The maximum amount of gratuity paid under the Education Act is fifty per cent (50%) of the annual salary.

(c) the amount of the sick leave credit gratuity shall be calculated as follows:

$$\frac{A}{200} \times \frac{B}{20} \times \frac{C}{2} = \$ (\text{retirement gratuity})$$

A = Cumulative Sick Leave to a maximum of two hundred (200) days at time of retirement.

B = Years of service with the Board or its predecessors to a maximum of twenty (20) years.

C = Annual salary at time of retirement.

(d) (i) The retirement gratuity may be paid in a lump sum in writing to the Board prior to January 31st of the year of retirement.

(ii) Failing request for a lump sum, the gratuity will be paid over a five-year period in five equal instalments commencing in the year of retirement. If death occurs before payment of the final instalment, the outstanding balance will be paid in a lump sum to the estate.

(e) If death occurs before retirement, and

(i) the principal/vice-principal was eligible to receive a pension under the conditions of the Ontario Teachers' Pension Plan,

(ii) was age 55 or older and had at least 30 years of teaching service, or

(iii) whose age and service total 85 years then a gratuity shall be paid in a lump sum to the estate of the deceased.

(f) If commuted value is selected from his/her Ontario Teachers' Pension in the calendar year preceding the attainment of the 85 factor, the retirement gratuity will be paid.

16. Transfers

(a) Permanent Transfer or Reassignment

1. The non-union employee may be transferred or reassigned to a different position and/or school within the Board District at any time by mutual agreement.

2. The Board may unilaterally transfer a non-union employee to a different position and/or location:

(i) It may transfer the non-union employee to a position commensurate with his or her qualifications, experience and abilities; and

(iii) It shall pay the non-union employee at his or her current rate of salary and benefits or the rate of salary and benefits of the new position, whichever is the higher.

(b) Temporary Transfer or Reassignment

1. The non-union employee may be reassigned temporarily to a position to replace the incumbent for the duration of a projected absence with his/her consent.

2. The non-union employee may be temporarily transferred, with his or her consent, to other duties within the Board District at any time.
3. In either of the above circumstances, the non-union employee shall be at his or her current rate of salary and benefits or at the new rate of salary and benefits, whichever is higher.

17. **Termination of Employment:**

In the event of the termination of employment, for reasons other than just cause, employees will be entitled to notice on the basis of one (1) week per year of service to a maximum of twelve weeks.

During the notice period, all terms and conditions of the respective non-aligned agreement, including salary, will be maintained.

Upon failure to provide written notice, the employer will provide pay in lieu of notice and maintain all terms and conditions of the respective non-aligned agreement, including salary, for the prescribed notice period. Full vacation pay entitlement must also be paid to the employee, and cannot be used as the termination notice period.

In the event of termination of employment, the following provisions will be in place:

- (a) wherever possible, attrition will be considered an alternative to terminating employment;
- (b) discussion relative to reassignment, but not in lieu of termination/severance provisions;
- (c) as an alternative to termination, consideration will be given to discussing retirement options with employees who are eligible to retire, including retirement bridging provisions;
- (d) access to out-placement and/or relocation assistance and re-employment counselling and/or retraining will be made available, at Board expense, of not more than \$4,000.
- (e) access to the current Employee Assistance Program or equivalent (at Board expense) will be made available during the severance period.

18. **Severance Provisions:**

Despite all of the provisions under section 14, when the Board decides it is necessary to terminate an employee for reasons other than just cause (for example, because of amalgamation, downsizing or re-organization), a monetary settlement will be provided for the employee which will be based on the employee's salary at the time of notice.

The severance pay will be calculated as a minimum of four (4) weeks per year of service including part years of employment, to a maximum of one hundred and four (104) weeks of pay. Severance pay is payable in addition to any right the employee may have to notice of termination or pay in lieu of notice.

The Board agrees to continue to subsidize the Benefits Plan at the current rate of subsidization during the notice period. After the notice period, and with the permission of the Carrier, the employee may continue in the Benefits Plan at full cost to the employee for a term of two years maximum, or until the employee obtains other employment, whichever comes first.

A permanent employee who opts for severance pay loses all rights under these Conditions of Employment with the exception of section 14 & 15, with their relationship with the Board considered terminated on the date the request for severance pay is approved by the Board.

19. **Tuition Fees:**

The Board will reimburse 80% of tuition fees for approved courses of study upon successful completion of the course. Successful completion will be evidenced by a passing grade, or where grades are not issued, by a certificate of attendance which will attest to at least an 80% attendance record. Courses which may be approved are those which will enable the employee to improve performance or advance within his/her current department. Approval of tuition fees will depend on availability of funds, will be balanced with other requests and will not exceed a maximum of \$3500/employee per school year.

20. **Professional Memberships:**

The Board will reimburse 100% of approved memberships in professional associations. To receive approval, the association membership must be directly related to an individual's current job, and the stated purpose of the association must be for professional development, and not for the purpose of forming a lobby, bargaining unit or fellowship group. Approval will be given by the appropriate superintendent or designate.

21. **Discussion Group:**

A recognized committee consisting of five (5) non-union employees will be selected annually to:

- (a) represent the non-union group in discussing the 'Conditions of Employment for Non-Union Employees' document; and
- (b) bring issues of mutual concern to an employee/employer discussion group.

(Note: It is expected that issues of concern from the non-union employee group will be given in writing to the representative committee.)

Implementation Date: September 15, 1999
Revised Date: October 23, 2001
November 28, 2006
October 23, 2009
June 8, 2010
June 27, 2017

Reference: Policy

REGULAR BOARD, PUBLIC SESSION

REPORT TO BOARD

FROM: Jim Costello, Director of Education,
Angie Barrese, Superintendent of Education - Special Education

DATE: June 27, 2017

SUBJECT: Regulations on *Field Trips and Educational Tours*

The LKDSB regulations on *Field Trips and Education Tours* have been revised to include points to ensure that field trip organizers give full consideration to equity and opportunity of access to programs by all eligible students.

An *Equity and Inclusion* section has been added to the LKDSB administrative procedure *Field Trips and Educational Tours*. The organizer field trip request form and the parental/guardian consent form have been revised to include language on accessibility for students.

The documents were reviewed by the members of the Special Education Advisory Committee at their June 15, 2017 Meeting.

Recommendation:

“That the Board approve the revised regulations on *Field Trips and Educational Tours*.”



REGULATIONS

Subject: Field Trips and Educational Tours

1. All field trips must adhere to relevant Lambton Kent District School Board Policies and Regulations
2. Field trips must have a direct connection to the Ontario Curriculum.
3. The welfare and safety of all pupils will be a prime focus at all times.
4. When organizing and planning all field trips and educational experiences, full consideration needs to be given to equity and opportunity of access to programs by all eligible students.
5. Accommodations to support student participation, making every reasonable effort to prevent and remove barriers that impede any individuals from participating fully and completely will be considered.
6. Organizers must be sensitive to the liability position that they are assuming on behalf of the Board and themselves and, in the event of an emergency; they must act as reasonable and responsible persons.
7. Organizers must not accept any gratuities, favours, director or indirect payment that exceeds the bounds of normal social courtesies.
8. Prior to any field trips students will be provided safety instruction appropriate to the trip.
9. The Principal will give approval for all field trips within the Province of Ontario.
10. The Principal will ensure that appropriate parental consent forms and medical forms are received in advance of all field trips.
11. A copy of parental consent forms, medical and emergency information forms must be on file with the Field Trip Staff Supervisor and a copy be on file in the school office.
12. The Principal will ensure that adult supervision for students on all trips and tours is in compliance with the Regulations.
13. Participation in field trips will be voluntary, particularly where cost is involved. Parents and children should not feel pressure to participate. Where students do not participate an appropriate alternative program will be available for the student.
14. Field trips will exclude any commercial entertainment requiring a parental waiver because of risk involved in the activity.
15. Field trips planned and organized by the school to destinations outside of Ontario will require

approval of the Area Superintendent, on the recommendation of the Principal.

16. Parents/students are required to purchase trip cancellation insurance when available.
17. The Board is not responsible for any costs incurred by parents/students due to the cancellation of a trip.
18. Field Trips Outside of Canada
 - 18.1 Field trips planned and organized by the school to destinations outside of Canada must be approved by the Director of Education, on the recommendation of the Principal. Application, including a detailed plan, must be made at least three months in advance to the Director of Education.
 - 18.2 Field Trips outside of Canada do not include one-day trips to areas in the United States bordering the jurisdiction of the Board. In these situations, the normal regulations apply (principal approval – see 7)
 - 18.3 Extended field trips must be financially self-supporting.
 - 18.4 Participants are required to purchase trip cancellation travel insurance when available.
 - 18.5 Parents must be notified of potential risks involved with international travel.
19. Field trips or educational excursions conducted by an outside agency will require approval of the Area Superintendent, on the recommendation of the Principal.
20. A means of communicating with emergency services must be available on all field trips.
21. Regardless of the mode of transportation used, vehicles must be insured.
22. For overnight trips, the itinerary must include the rules of conduct for the students and the consequences if they are broken. (For example: a student who consumes drugs or alcohol will have her/ his parents notified and the parent will be required to remove the child and escort the student home, at the parent (guardian's) expense.)
23. For overnight outdoor trips, the following regulations will apply:
 - 23.1 A parent information meeting is held prior to the trip.
 - 23.2 A safety management plan must be developed with copies for staff supervisors and a copy to be on file in the school office.
 - 23.3 At least one supervisor must hold current life-saving and first aid qualifications.
 - 23.4 The supervisors must have advanced knowledge of the area to be traversed, including an on-site visitation.
 - 23.5 Rescue equipment for emergencies must be available.
 - 23.6 All participants must provide medical/ parental evidence of physical fitness to participate.
 - 23.7 Environmental protection procedures must be followed.

24. For canoe and kayaking trips, the following regulations will apply:
 - 24.1 At least one supervisor must have the Ontario Recreational Canoeing Association Canoe Tripping, Level 2 Certification or equivalent.
 - 24.2 All participants must undergo a comprehensive training program including actual practice in a canoe, map reading and compass usage.
 - 24.3 An electronic means of communication and auditory (e.g. whistle) means must be established.
 - 24.4 All participants must demonstrate minimal swimming competence (see OPHEA Guidelines).
 - 24.5 All participants must wear Ministry of Transportation approved life jackets or personal flotation devices.

25. For school approved trips over water:
 - 25.1 The weight of students should be ascertained and the boat operator notified of the number of students under 40 kilograms that will be traveling on the boat and require a children's lifejacket.
 - 25.2 A school trip will not be approved if the boat operator does not carry the necessary lifejackets for all the adults and children on the trip in correct sizes and other necessary lifesaving equipment.
 - 25.3 Safety measures must be reviewed with students prior to the trip.
 - 25.4 Upon boarding, and before the vessel is underway, students will receive appropriate safety instructions by transport personnel.
 - 25.5 Trip organizers must ensure that the vessel has documentation of Ministry of Transportation Inspections and insurance coverage.

Note: The Lambton Kent District School Board cautions all staff against assisting in the organization or attending student-related activities or recreational activities planned by students or non-teaching personnel and not sanctioned by the Lambton Kent District School Board.

Planning for these events will not be done on school property or on school time and staff are advised that their attendance leaves them open to liability and gives the false impression of the Lambton Kent District School Board approval.

Approved: April 27, 1999

Revised: November 12, 2002, November 28, 2006, April 23, 2013, June, 2017.

Reference: Regulations, Administrative Procedures

- Use of Volunteers Policy & Regulations – P-PR-219 & R-PR-219
- Fund Raising/Canvassing Policy & Regulations - P-AD-118 & R-AD-118
- Recommendations of the Coroner's Jury From the Inquest into Bluewater District School Board :The Flower Pot Island Field Trip.
- Ontario Physical and Health Education Association's Ontario Safety Guideline

ADMINISTRATIVE PROCEDURES

SUBJECT: Field Trips and Educational Tours

Preamble:

Lambton Kent District School Board's policy (Field Trips and Educational Tours P-PR-209-16) recognizes the educational value of properly organized, well-planned field trips and educational tours. The following administrative procedures have been developed to provide a framework to plan and deliver such experiences. Strict attention to student safety, ensuring trips have strong curriculum connections, and adherence to pertinent Board policies, procedures and administrative procedures will ensure a safe and enriching experience for students.

Educational Value

- 1.0 All field trips and educational tours, when held during the instructional calendar, must have a strong and direction connection to the Ontario Curriculum.
- 2.0 Field trips and educational tours that have a strong cultural connection or experience may occur during the non-instructional calendar (i.e. Christmas, March and summer breaks).
- 3.0 When determining the educational value of a field trip, the amount of class time lost by staff and students must be considered.

Inclusion and Equity

- 1.0 When organizing and planning all field trips and educational experiences, full consideration needs to be given to the equity of opportunity and equity of access to programs by all eligible students.
- 2.0 Accommodations to support student participation, making every reasonable effort to prevent and remove barriers that impede any individuals from participating fully and completely need to be considered.
- 3.0 When staff are seeking student voice to assist in determining the final destinations or activities, staff are to do so with due consideration for privacy and sensitivity of individuals requiring accommodations and/or considerations.
- 4.0 When planning a field trip or excursion, school staff must address the following considerations from Accessibility for Ontarians with Disabilities Act (2005):
 - Special activities and event planning includes considerations of accessible locations (e.g., main floor, accessible doors/entrances/washrooms), and are publicized in ways that are accessible to all to the extent possible
 - Communications about the trip include messages regarding sensitivity to environmental allergies, physical needs of others, etc.
 - Planning special activities, events and food considers needs of students, staff and volunteers with food allergies, diabetes, and other medical conditions as required
 - Planning for out of classroom experiences includes ensuring all students, staff and volunteers can participate and that the destination is adequately prepared to meet the needs of the participants
 - Vehicles for students using specialized equipment is considered when planning field trips, co-curricular activities, etc.

Approval

- 1.0 All educational field trips and educational tours require prior approval.
- 2.0 Tentative approval for a field trip and educational tour must be obtained from the appropriate source prior to communication with parents or students. The Field Trip Request Form must be completed and filed in the school office. The signature of the Principal and/or Supervisory Officer and/or Director of Education must appear on the approval form.

Safety

- 1.0 All schools should refer to the OSBIE Field Trip Risk Management Guidelines when planning a field trip or educational tour (www.osbie.on.ca).
- 2.0 Every reasonable precaution shall be taken to ensure the safety of students while on a field trip or educational tour, including where accommodations have been made for students with special needs.

Supervision

- 1.0 With due consideration to the age of the students, duration, nature of the field trip or educational tour, the Principals shall ensure an appropriate number of chaperones/supervisors are available to accompany students.
- 2.0 With respect to supervision, the Student Supervision Guidelines (Appendix F) outlines minimum ratios required.
- 3.0 Caution should be exercised when relying solely on a numeric ratio to guarantee a safe level of supervision. All field trips and educational tours shall consider the following factors in determining supervision: nature of the activity, ability of the participants, experience of the participants, age of the participants, environmental factors, and that students requiring accommodation for special needs are afforded the necessary staff support to allow for their participation in the experience.
- 4.0 One teacher on any excursion must be appointed as “Lead Teacher” of the field trip or educational tour.

Responsibilities

Teachers will ensure that:

- 1.0 Principal approval is secured before any commitments are made, and Teacher-Principal communication about the trip is continuous and ongoing.
- 2.0 The Field Trip Request form (Appendix A) is completed with learning expectations and links to the Ontario Curriculum are clearly delineated.
- 3.0 There are pre-visits to the site, when feasible, in order to become familiar with the terrain and routes to be followed. (Please note: A site visit by the Lead Teacher is a requirement for all overnight outdoor trips).
- 4.0 Appropriate safety instruction is provided to students prior to the trip. Any potential risks or hazards should be discussed with parents and students, providing students with appropriate strategies to deal with such situations.
- 5.0 All rules of conduct are reviewed with students and parents.
- 6.0 When planning activities, the welfare and safety of field trip participants is of prime importance at all times. Necessary skills and information are presented to students prior to the trip (e.g. simulations, physical skill training sessions)
- 7.0 All equipment and supplies required for trip activities have been listed, located, secured, and are in good working condition (including a first aid kit).

- 8.0 A cell phone/mobile device is available on all trips. (Please Note: When traveling to remote areas where there are no telephones and cellular service is not available, the Lead Teacher supervisor should ensure that an effective alternative means of communication is available.)
- 9.1 A Safety Management Plan is developed for all overnight outdoor trips, canoe and kayak trips, alpine ski trips, and any other adventure activities (see Appendix B: High Risk Adventure Activities).
The plan will include:
- Educational rationale for the trip
 - Specific details about the activity
 - Itinerary and a route map (including risks, counter measures, and escape plans)
 - A phone “check-in” schedule that is mutually acceptable between the school administrator and the Lead Teacher
 - Emergency contact numbers
 - where the trip group can be reached
 - local emergency numbers in the trip area
 - Student health information
 - A complete participant list that includes volunteers and the Lead Teacher
 - An equipment list that includes appropriate safety, first aid and communication device numbers
 - Complete list of all modes of transportation (if using volunteer drivers, all pertinent forms for Volunteer Drivers, Procedure No. A-PR-218)
- 10.0 Appropriate Board forms are used to communicate with parents/guardians (Appendix C-D). Written parental/ guardian consent and appropriate health and emergency numbers are obtained. Copies of health, emergency information, and participant list are included in the Lead Teacher’s field trip file and readily available. Copies of consents, health, emergency information and participant list are also on file in the office.

If passports are required, copies should be kept with the office information file.

- 11.0 Individual health needs of participants are noted and emergency plans are in place for at-risk students (See Appendix E). Staff are to record all medical assistance rendered to students during the trip, including date, time, and treatment; and documents, upon return, on the appropriate accident forms.
- 12.0 A parent/guardian information meeting is organized for all overnight trips, High Risk Adventure trips (including canoeing, kayaking, skiing) or any other trips at the Principal’s request. The meeting will provide an opportunity to review the itinerary, explain risks, answer any questions, and provide an opportunity for parents and teachers to discuss trip details and any concerns with the trip organizers.
- 13.0 There is appropriate adult supervision (see Supervision Chart- Appendix F). All volunteers are to be properly informed in advance about their duties and responsibilities throughout the trip.
- 14.0 There is an appropriate grouping of students for supervision.
- 15.1 A letter is sent to parents outlining how the field trip is to be funded, as well as how the chaperone and occasional teacher costs are to be covered:
- 15.2 student share
 - 15.3 fund raising
 - 15.4 school funded
- 16.0 Lambton Kent District School Board Policies, Regulations and Administrative Procedures

are followed when collecting and recording money for the trip.

- 17.0 All funds collected for the purpose of a field trip or educational tours must be deposited and tracked in school consolidated banking accounts. All funds collected for the purpose of a field trip or educational tour must be deposited and tracked in School Generated Funds as per Administrative Procedure A-BU-504. All field trips or educational tours should be run on a cost neutral basis with no financial advantage conferred to the organizers.
- 18.0 An appropriate educational program is available for students not participating in the field trip.

OUT OF PROVINCE/ COUNTRY EXCURSIONS (in addition to the above requirements)

- 19.0 A reputable third-part travel agency is used when booking long-term (three or more nights), out of province/country field trips or excursions.
- 20.0 Parents are notified that Extended Health Coverage is required for out-of-country and out-of- province trips.
- 21.0 Participants have Extended Health Insurance for trips out-of-country and out-of-province and that parents complete the appropriate form. (Appendix G)
- 22.0 All participants have a passport, birth certificate, appropriate immigration documents and Ontario Health Card. Teachers must check the immigration document requirements for the destination country(ies).
- 23.0 A letter outlining the possible risks to international travel must be sent to parents/guardians prior to the trip (see Appendix I).
- 24.0 Participants purchase trip and/or flight cancellation insurance when available.

For all field trips and educational tours:

Principals will ensure that:

- 1.0 All requirements of the Board's Policy, Regulations and Administrative Procedures are adhered to.
- 2.0 The activity supports expectations in the Ontario Curriculum, has good educational value, and the activity is appropriate for the students' age, physical and mental status, and the necessary steps are taken to ensure accessibility for students with special needs, including consultation with parents.
- 3.0 Adequate supervision is provided for pupils on the field trip and supervision follows the guidelines. (Appendix F)
- 4.0 Appropriate behaviour and supervision guidelines are in place for overnight trips and staff supervision responsibilities have been reviewed and reinforced.
- 5.0 Teachers or on-site staff possess the appropriate certification related to activities that are regarded as a High Risk Adventure Activity (e.g. swimming, canoeing, rope climbing, alpine skiing) and that the participating students are appropriately prepared for the activity (i.e. skill development, safety instruction, proper equipment such as hockey helmets and warm clothing for skating trips).
- 6.0 For all field trips, appropriate and comprehensive information is sent to parents/guardians explaining the purpose, supervision, program and schedule well in advance of the trip.
- 7.0 All required field trip forms are filled out by the Lead Teacher with copies in a trip file accompanying the field trip Lead Teacher and copies on file in the office. (Copies of these forms will be kept on file in the school for a period of one year.
- 8.0 Appropriate approvals are obtained within defined timelines for Out of Province (Superintendent on the recommendation of the Principal) and Out of Canada Trips (Director

of Education on the recommendation of the Principal.) The application, including a detailed plan, must be made at least three months in advance of the trip.

- 9.0 Supervision for the class(es) of a teacher involved on a trip is arranged when necessary.
- 10.0 Use of volunteers follows the Board's Use of Volunteers Policy, Regulations, and Administrative Procedures. (PR-219)
- 11.0 All fundraising activities comply with the Board's Policy, Regulations and Administrative Procedures. (BU-504)
- 12.0 Trip organizers do not accept any gratuities, favours, direct or indirect payment that exceeds the bounds of normal social courtesies. (e.g., reward miles not allowed)
- 13.0 Prior to departure, the Principal receives copies of consents, health, emergency information and participant list to file in the office. If passports are required, copies should be kept with the office information file.

Additional considerations for Teachers and Principals:

- 1.0 Balance the cost to the school and families in relation to the educational benefit, the number of students participating and the amount of money requested per school year.
- 2.0 Consider the affordability to each student and set a reasonable limit. Field trips or educational tours which occur during an instructional day should be available to all students regardless of cost. Equity of access must be considered.
- 3.0 Review OPHEA Safety Guidelines relevant to the planned activity.
- 4.0 Require staff and students to participate in any required preliminary qualifying instructional lessons that may be provided by the event/site operator.
- 5.0 Fill out required forms "Outdoor Education Trip" (Appendix H) outlining Staff Qualifications and Student Training for adventure activities where applicable.
- 6.0 Communicate trip scheduling details well in advance so disruption to the school and other staff is kept to a minimum.

Students and Parent/Guardian will ensure that:

- 1.0 All relevant forms and financial arrangements have been completed and submitted by the dates set out.
- 2.0 Academic responsibilities are met, prior to, during, and after the trip.
- 3.0 Rules of conduct and safety included in the School Code of Conduct and rules for the specified field trip are understood and followed.
- 4.0 Behaviour during the trip is consistent with the School Code of Conduct.
- 5.0 Preparations at home for the trip have been made, including appropriate clothing, sun protection, equipment and supplies.
- 6.0 The system of student grouping for supervision purposes is clearly understood. Failure to adhere to the above responsibilities may result in the student being unable to participate on the field trip.

Field Trip Files

- 1.0 At the school, the file is to be located in a secure location that can be accessed by appropriate personnel in the case of emergency. All staff should be made aware of where the file is stored.

2.1 The file is to include the following documents:

- A complete list of all trip participants that includes home and alternate emergency numbers.
- Trip Itinerary
- Parent Consent Forms
- Individual Medical Emergency Forms
- Safety Management Plan (where applicable)

3.1 The Lead Teacher will carry with them:

- A complete list of participants
- Individual Medical Emergency Plan Forms (where applicable)
- Parent Consent Forms
- Administrative/ Designate and Supervisory Officer's contact numbers
- Safety Management Plan (where applicable)
- A list of emergency numbers appropriate to the destination (as appropriate)
- A list of Administrator **home and cell contact numbers.**

Implementation Date: May 10, 1999

Revised: November 13, 2002, December 18, 2006, May 3, 2011, June 4, 2013, April 1, 2014, March 1, 2016
July, 2016, June, 2017

References:

- Board Policy and Regulations
- Volunteer Policy, Regulations & Procedures P-PR-219, R-PR-219 & A-PR-219
- Volunteer Driver Policy, Regulations & Procedures P-PR-218, R-PR-218 & A-PR-218
- Fund Raising/Canvassing Policy & Regulations - P-AD-118 & R-AD-118
- School Generated Funds Policy, Regulations & Procedures – P-BU-504, R-BU-504 & A-BU-504
- Recommendations of the Coroner's Jury From the Inquest into Bluewater District School Board: The Flower Pot Island Field Trip.
- Ontario Physical and Health Education Association's Ontario Safety Guidelines



FIELD TRIP REQUEST

**(In accordance with Board Policy) INFORMATION FOR
PRINCIPAL'S RECORDS**

SCHOOL	DATE OF REQUEST
DESTINATION	DATE(S) OF TRIP
METHOD OF TRAVEL <small>If using autos, complete the reverse before departure.</small>	CLASSES INVOLVED
	TEACHER(S) RESPONSIBLE
Expectations/course objectives addressed: _____ _____	
Safety Instructions: _____ _____	
Student Preparation: _____ _____	
Follow-Up Activities: _____ _____	
NUMBER OF STUDENTS ELIGIBLE TO ATTEND _____	NUMBER OF STUDENTS ATTENDING _____
THE FIELD TRIP/EDUCATIONAL TOUR IS ACCESSIBLE FOR ALL ELIGIBLE STUDENTS <input type="checkbox"/>	
NAMES OF STAFF SUPERVISORS:	NAMES OF OTHER ADULT SUPERVISORS:
METHOD OF FINANCING	
Cost to Board:	\$ _____
School Funds:	_____
Individual Student Cost:	_____
TOTAL COST:	\$ _____

(School Administrator)

Date Approved

(Superintendent - for out of Province)
(Director - for out of Country)

(Date Approved)

APPENDIX C

PERMISSION LETTER FOR FIELD TRIPS

To be typed on school letterhead, dated and adjusted as necessary to meet the needs of the school

Dear Parents or Guardians:

An educational class field trip is being planned by _____ *(name of person)* to _____ on _____.

We will be leaving the school at *(time)* and returning at *(time)*. We will be travelling by (bus / car / train).

This field trip is meeting the following **expectations/course objectives**:

- a) _____
- b) _____

A detailed outline of our itinerary, clothing and equipment required, and the child’s responsibility is attached. **(Use this paragraph for extended activities, including safety issues and costs e.g. Cost to Board, Schools Funds, Individual Student Cost.)**

Regular attendance at school is necessary for students not participating in the field trip.

Please complete the form below, and have your son or daughter detach and turn it to me tomorrow *(or specify a date)*.

Sincerely,

Classroom Teacher

School Administrator

This is to certify that ***(student’s name)*** has / does not have my permission to participate in the class field trip outlined above.

I have made the school aware of my child’s accessibility and/or accommodation needs.

Parent/Guardian Signature: _____

Date: _____ Phone: _____

 If applicable, I am / am not able to drive. I have enough seatbelts for ___ children in # my vehicle.

If applicable, in secondary school, my child may / may not be a driver on this field trip.

BOARD REPORT
REGULAR BOARD, PUBLIC SESSION

REPORT NO: B-17-118

Memorandum To: Jim Costello, Director of Education
FROM: Brian McKay, Superintendent of Business
DATE: June 27, 2017
SUBJECT: Tender Award – Boiler Replacement, Sarnia Ed. Ctr.

Tenders were received electronically by Sandy Huizinga of the Purchasing Department and opened on June 15, 2017, by Brian Pelletier and Andy Scheibli of the Plant & Maintenance Department. Bid results are as follows (** indicates successful bidder):

PROJECT BIDDER	TOTAL BID (nic. h.s.t.)
** Eric Contractors of Wallaceburg Limited, Wallaceburg	315,857.97
Dixin Construction Limited, Sarnia	335,120.00
Maaten Construction Ltd., Sarnia	347,000.00
Wellington Builders Inc., Forest	396,000.00

PROJECT SUMMARY	
Successful Bid Total (nic. h.s.t.)	315,857.97
Design Fees	24,794.85
Net HST	7,358.10
Total Project, This Report:	348,010.92
Budget Funding:	
-Greenhouse Gas Reduction Funding, 2017-18	348,010.92
Total Project Budget:	\$ 348,010.92

Recommendation:

“That the Board award the tender to the successful bidder, Eric Contractors of Wallaceburg Limited for the boiler replacement at the Sarnia Education Centre.”

BOARD REPORT
REGULAR BOARD, PUBLIC SESSION

REPORT NO: B-17-119

Memorandum To: Jim Costello, Director of Education

FROM: Brian McKay, Superintendent of Business

DATE: June 27, 2017

SUBJECT: Tender Award – Building Repairs & Playground Drainage Upgrades, High Park Public School

Tenders were received electronically by Sandy Huizinga of the Purchasing Department and opened on June 20, 2017, by Don Masse and Andy Scheibli of the Plant & Maintenance Department.

Bid results are as follows (** indicates successful bidder):

Tendered Base Bid: Replace concrete slab in classrooms 14, 15 & 16;

Separate Price 1 (reference only): replace concrete slab in gymnasium;

Separate Price 2: upgrade drainage in playground area;

PROJECT BIDDER	BASE BID (nic, h.s.t..)	TOTAL BID (nic. h.s.t.)
** Elric Contractors of Wallaceburg Limited, Wallaceburg	167,185.56	220,712.72
Dixin Construction Limited, Sarnia	201,380.00	226,395.78
Agri-Urban Building Inc., Dresden	234,000.00	281,000.00

PROJECT SUMMARY	
Successful Bid Total (nic. h.s.t.)	220,712.72
Design Fees	22,071.27
Net HST	5,244.14
Total Project, This Report:	248,028.13
Budget Funding:	
-School Condition Improvement	248,028.13
Total Project Budget:	\$ 248,028.13

Recommendation:

That the Board award the tender to the successful bidder, Elric Contractors of Wallaceburg Limited for High Park Public School.”

REPORT TO THE BOARD
REGULAR BOARD, PUBLIC SESSION

REPORT NO: B-17-120

FROM: Jack Fletcher, Trustee and Vice-Chair of the Special Education Advisory Committee

DATE: June 27, 2017

SUBJECT: SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) MEETING SUMMARY

The Special Education Advisory Committee of the Lambton Kent District School Board met on June 15, 2017 at Wallaceburg District Secondary School. Following is a report of the activities of the meeting:

Presentation: Indigenous Peoples and Special Education

Kallie Johnson and Corbin Jacobs, Grade 10 students at Wallaceburg District Secondary School (WDSS), took turns sharing their views on both the importance of the Future Elders Program and the Harriet Jacobs Centre (HJC). The HJC offers counselling and other support services for WDSS First Nation students. The HJC can be used by any students of WDSS; currently 20% of the school's students are First Nations. Staff at the HJC act as liaisons between the students, school, families, and members of the Walpole Island First Nation community. Ms. Johnson and Mr. Jacobs talked about ways in which the Future Elders Program and the HJC have personally helped them to transition from the Island (including Walpole Island Elementary School) and WDSS. The HJC was enlarged and upgraded and re-opened in October 2016. Recently the students helped in the development of a Symposium that was very well received. The students are hoping that the event could be expanded in the future so that they can build on that success.

Update on Implementation and Use of Community Living Sarnia-Lambton's Toolkit

Bruce Davidson, Special Education Coordinator, provided an update on the Board's use of Community Living Sarnia-Lambton's jobPath Program (formerly Job Start). The Board currently has 4 'black line master' copies of the program that have been utilized in two different classrooms at AMSS, as well as one classroom at each JMSS and GLSS.

With the amount of technology being used by the LKDSB, Teachers are asking for an interactive digitized version of the Program. Suggestions for improvement will be shared with Community Living Sarnia-Lambton. The Board will hold off on buying any additional copies of the Program at this time.

Development of an Accessibility Standard for Education under the Accessibility for Ontarians with Disabilities Act

The Ministry of Education, in support of the Accessibility for Ontarians with Disabilities Act (AODA), is seeking input on the potential scope of the Education Standard Development Committee (ESDC) to be established in the Fall of 2017. The ESDC will be working towards developing an accessibility standard for education, under AODA. To help with the development of the accessibility standard for education the Ministry of Education is seeking to engage educators, families and community members through an online survey which can be found at:

English - <https://www.surveymonkey.com/r/EducationSurveyEN> |

French - <https://fr.surveymonkey.com/r/SondageAccessibilite>

Future Updates to IPRC Procedure

SEAC members were told that amendments to the Administrative Procedure regarding Identification, Placement and Review Committees (which is Appendix 2.4.1 in the Special Education Report) will be presented to the Senior Team. The proposed revisions to the Administrative Procedure, including a new *Statement of Decision* document as a result of the implementation of eLite, were highlighted. When the Administrative Procedure is approved by the Senior Team Appendix 2.4.1 will be included in the updates to the Special Education Plan presented to SEAC during the 2017 – 2018 school year.

Future Updates to Field Trip Procedure/Regulations/Forms

The senior administrative team updated the Administrative Procedure, the Regulations and the various Field Trip Forms. Superintendent Barrese shared the information with the members of SEAC to gather their feedback noting that any comments, questions or suggestions regarding the revised documents would be brought back to the Senior Team.

Special Education Report Amendments

Appendix 1.1 was provided to SEAC for its information and approval. Appendix 1.1 lists the portions of the Special Education Report reviewed by SEAC during the 2017 – 2018 school year. The members confirmed the list of items reviewed and amendments made to the Plan.

Projected 2017 – 2018 Staffing Complement for Special Education

Superintendent Barrese provided an overview of the staffing changes for the 2017 – 2018 school year. She noted that in some cases additional positions will be funded (for up to 2 years) through “remedy” funds.

Association Reports, Sharing of Best Practices and Other Business

Gordon Crompton informed the members of SEAC that his term on the Board of Community Living Chatham-Kent has come to an end; therefore, a new representative from the organization will be joining SEAC in the future. Gordon was thanked for his many years of service as a member of the Special Education Advisory Committee.

Trustee Fletcher, Chair of the Special Education Advisory Committee, noted that at a recent Board Meeting there was a successful Motion to implement reading a Traditional Territory Acknowledgement at LKDSB Board Meetings, school daily announcements and other meetings, as appropriate. Trustee Fletcher recommended that, in future, the Acknowledgement be read at the outset of each SEAC Meeting. The members concurred.

The members were informed that St. Clair Child and Youth recently passed its Accreditation process.

Next Meeting

Thursday, September 14, 2017, Wallaceburg District Secondary School, Room 141, 6:00 p.m.
Rose Gallaway, SEAC Chair

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: June 27, 2017

SUBJECT: Lambton Kent District School Board Capital Plan – June 2017

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:

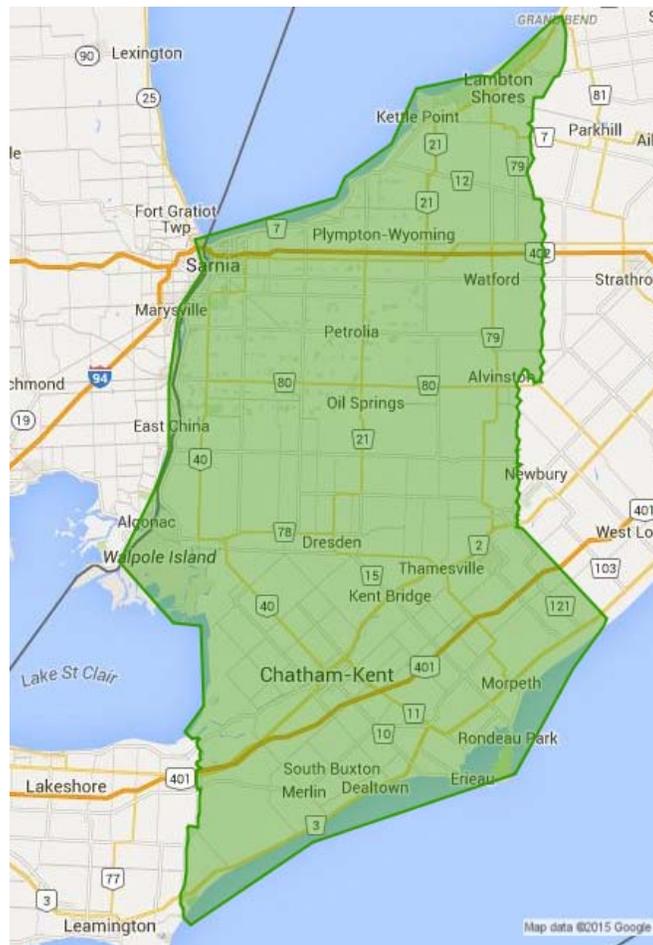
- the current partnerships in place involving LKDSB schools;
- the LKDSB Demographics
 - Enrollment
 - Birthrates
 - School Capacity Levels
 - Facility Condition Index
 - Closed Classrooms
- School Renewal Needs
- Renovations and Additions
- Factors to consider for Community Partnerships

The LKDSB will 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.



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

CAPITAL PLAN



June 2017



The Lambton Kent District School Board (LKDSB) releases a Capital Plan annually to update community partners on the status of LKDSB school conditions and demographics. This allows the LKDSB and community organizations to work together to optimize the use of 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 responsibly allocating 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, as consistent with the *Ontario Education Act*. At the same time, the *Community Planning and Partnerships Guideline (2015)* 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 are or are not suitable for facility partnerships, based on board-determined criteria.

Since amalgamation in 1998, the LKDSB has closed 14 elementary and 3 secondary schools.

YEAR OF VOTE BY TRUSTEES	SCHOOL CLOSURE	YEAR OF IMPLEMENTATION	SCHOOL OPENINGS/CONSOLIDATIONS
July 1999	Hill Street Public School, Corunna Murray Street Public School, Corunna	September 1999	Sir John Moore Community School, Corunna New School (combined Hill Street and Murray Street Schools) Blending of South Plympton School and Wyoming School <ul style="list-style-type: none"> ○ South Plympton – JK to Grade 3 ○ Wyoming – Grade 4 to 8
July 2000	East Lambton Secondary School Warwick Central School Watford Public School East Sombra Public School Euphemia Township Public School W.T. Laing Public School, Wallaceburg George Perry Adult Learning Centre	September 2001	East Lambton Elementary School (combined Warwick Central and Watford Public School at East Lambton Secondary School) Blending of Hillcrest/Queen Elizabeth II Schools (Petrolia) <ul style="list-style-type: none"> ○ Hillcrest – JK to Grade 3 ○ Queen Elizabeth – Grade 4 to 8
February 2001	McKeough Public School, Chatham closed July 1, 2001. Orford Township Public School closed July 1, 2001 Victoria Park Public School, closed July 1, 2001	September 2001	McKeough students re-assigned to John N. Given, King George VI, Tecumseh Public and Winston Churchill Public Schools. Orford students re-assigned to Howard-Harwich Public School. Victoria Park students were re-assigned to Queen Elizabeth II Public School, Chatham
February 2003	Chatham Collegiate Institute closed July 1, 2003	September 2003	Students re-assigned to Chatham-Kent Secondary School and John McGregor Secondary School
July 2009/2010	Johnston Memorial Public School, Sarnia Devine Street Public School, Sarnia	July 2009/2010	P.E. McGibbon Public School, Sarnia <ul style="list-style-type: none"> ○ Newly built school on former Johnston Memorial Public School site. ○ Consolidation of students from Devine Street Public School and Johnston Memorial Public School
July 2011	Ridgetown Public School	September 2011	Naahii Ridge Public School (JK to Grade 6) <ul style="list-style-type: none"> ○ Consolidation of students from Ridgeview Moravian Elementary School and Ridgetown Public School Grade 7 & 8 students re-assigned to Ridgetown District High School
January 2011	Reorganization of: Hillcrest Public School, Petrolia Queen Elizabeth II Public School, Petrolia	September 2011	École Hillcrest <ul style="list-style-type: none"> ○ Hillcrest Public School, Petrolia, established as a JK to Grade 8 French Immersion Single Track School Queen Elizabeth II Public School, Petrolia <ul style="list-style-type: none"> ○ Established as a JK to Grade 8 Regular Program School

YEAR OF VOTE BY TRUSTEES	SCHOOL CLOSURE	YEAR OF IMPLEMENTATION	SCHOOL OPENINGS/CONSOLIDATIONS
June 2014	D.A. Gordon Public School, Wallaceburg	September 2014	A.A. Wright Public School and H.W. Burgess Public School, Wallaceburg, became JK to Grade 6 schools. Grade 7 & 8 students re-assigned to Wallaceburg District Secondary School
June 2016	St. Clair Secondary School, Sarnia Sarnia Collegiate Institute and Technical School, Sarnia	2016	Great Lakes Secondary School <ul style="list-style-type: none"> o Consolidation of students from St. Clair Secondary School and Sarnia Collegiate Institute and Technical School at the SCITS site for 2016/2017 and 2017/2018 o Students to be relocated to former SCSS site as of September 2018.
June 2016	South Plympton Public School, Wyoming Wyoming Public School, Wyoming	2018	Plympton-Wyoming Public School <ul style="list-style-type: none"> o Consolidation of students from South Plympton Public School and Wyoming Public School. o Students will be consolidated at the former Wyoming Public School Site as of September 2018.
March 2017	Schools recommended to close should Ontario Ministry of Education funding be available: Aberarder Central School, Camlachie Bosanquet Central School, Thedford Kinnwood Central School, Forest North Lambton Secondary School, Forest	To be determined	Consolidated Kindergarten to Grade 12 School to open on September 1, 2020 on a site to be determined in the event that the Ontario Ministry of Education approves the grant request for the construction of a Kindergarten to Grade 12 School.
April 2017	John N. Given Public School, Chatham	July 1, 2018	Consolidated Tecumseh Public School and John N. Given Public School will be renamed and located at Tecumseh Public School site for September 1, 2018. Grade 7 and 8 French Immersion Student from John N. Given Public School to be relocated at McNaughton Avenue Public School as of September 1 2017.

The LKDSB entered into successful partnerships and/or rental agreements in the following school board properties:

- Grand Bend Public School – Municipality of Lambton Shores – Library
- Sir John Moore Community School – St. Clair Township – Community Room
- Brigden Public School – St. Clair Township – Library and Gymnasium
- Tecumseh Public School – Municipality of Chatham-Kent – Tennis Courts, Nature Trail and Sports Fields
- Wheatley Area Public School – Municipality of Chatham-Kent – Shared Playground Area and Sports Fields
- Kinnwood Central Public School – North Lambton Childcare Hub
- Lambton Kent Composite School Sports field – Municipality of Chatham Kent partnership with outdoor facilities
- Ridgetown District High School Sports field – Municipality of Chatham Kent partnership with outdoor facilities
- Access to use of Hanna Memorial Public School property for long jump activities
- Stones and Bones Museum rents space at the LKDSB Warehouse in Sarnia

LKDSB Undeveloped Properties

The Board owns property in the following areas:

- Sherwood Village in South Sarnia (4.49 acres)
- Keil Drive in South Chatham (8.03 acres)
- Former Victoria Park Public School Playing Field in Central Chatham (7.42 acres)
- Lakeshore Road-Vacant Property between Mike Weir Park Road and Brigden Road (5.06 acres)

The LKDSB has successful partnerships with the following child care providers. These facilities are designed to provide a breadth of child care services to the local community, including early identification services, licensed child care spaces and programs for children age 6 months to JK/K school age. For the 2016/2017 school year, before and after programs were added at H.W. Burgess Public School in Wallaceburg, Queen Elizabeth II Public School in Chatham and Brigden Public School. The LKDSB continues to work with LKDSB partners to establish child care sites to meet the needs of its families and communities.

★ denotes Best Start Hubs.

LKDSB Child Care Sites 2016/17

<u>School Name</u>	<u>Child Care Provider</u>
Aberarder Central School, Camlachie	Lambton Rural Child Care
Bridgeview Public School, Point Edward	Point Edward Early Learning Centre
Bright's Grove Public School	YMCA Child Care
Brooke Central Public School, Alvinston	Lambton Rural Child Care ★
Cathcart Public School, Sarnia	YMCA Child Care
Colonel Cameron Public School, Corunna	YMCA Child Care
East Lambton Public School, Watford	Lambton Rural Child Care
Errol Road Public School, Sarnia	YMCA Child Care
Errol Village Public School, Camlachie	Lambton Rural Child Care
Grand Bend Public School	North Lambton Child Care Centre
Hanna Memorial Public School, Sarnia	Little Friends Child Care
High Park Public School, Sarnia	YMCA Child Care
École Hillcrest, Petrolia	Generations Child Care
Kinnwood Central Public School, Forest	North Lambton Child Care Centre ★
Lakeroad Public School, Sarnia	YMCA Child Care
Lambton Centennial Public School, Petrolia	Generations Child Care
Lansdowne Public School, Sarnia	YMCA Child Care
King George VI Public School, Sarnia	London Bridge

<u>School Name</u>	<u>Child Care Provider</u>
P.E. McGibbon Public School, Sarnia	YMCA Child Care
Queen Elizabeth II Public School, Sarnia	London Bridge
Queen Elizabeth II Public School, Petrolia	Generations Child Care
Riverview Central School, Port Lambton	Sombra Township Child Day Care Centre ★
Rosedale Public School, Sarnia	YMCA Child Care
Sir John Moore Community Public School, Corunna	YMCA Child Care
South Plympton/Wyoming Public School	Generations Day Care
A.A. Wright Public School, Wallaceburg	The Family Centre
Dresden Area Central School	Lambton Rural Child Care
Gregory Drive Public School, Chatham	Kid's Stuff Family Learning Centre
H. W. Burgess Public School, Wallaceburg	The Family Centre
Harwich Raleigh Public School, Blenheim	Growing Together Family Resource Centre
Indian Creek Road Public School, Chatham	YMCA Child Care
King George VI Public School, Chatham	YMCA Child Care
John N Given Public School, Chatham	YMCA Child Care
McNaughton Avenue Public School, Chatham	YMCA Child Care
Merlin Area Public School	Tilbury Tots Early Learning Centre
Naahii Ridge Public School, Ridgetown	Ridge K.I.D.S. ★
Queen Elizabeth II Public School, Chatham	Kid's Stuff Family Learning Centre
Thamesville Area Public School	Thamesville and Area Early Learning Centre
Tilbury Area Public School	Tilbury Tots Early Learning Centre
Victor Lauriston Public School, Chatham	Kid's Stuff Family Learning Centre
Tecumseh Public School, Chatham	Growing Together Family Resource Centre
Winston Churchill Public School, Chatham	Kid's Stuff – The Family Learning Centre ★
W.J. Baird Public School, Blenheim	Growing Together Family Resource Centre ★
Wheatley Area Public School	Tilbury Tots Early Learning Program
Zone Township Central School, Bothwell	Thamesville and Area Early Learning Centre

Community Hubs in the Province of Ontario

In August 2015, the Premier's Community Hubs Framework Advisory Group published *Community Hubs in Ontario: A Strategic Framework and Action Plan* and wrote that Community Hubs can be an access point for a range of needed health and social services, along with cultural, recreational, and green spaces to nourish community life. They can be located in a school, a neighbourhood centre, an early learning centre, a library, an elderly persons centre, a community health centre, an old government building, a place of worship or another public space. In Ontario they can be found in both high-density urban neighbourhoods or in isolated rural communities. A Community Hub is seen as a unique location with services defined by local needs, services and resources. This is a location where people come together to get services, meet one another and plan together. The LKDSB has responded and will continue to respond to requests for further community partnerships where appropriate.

In May 2016, the Ministry of Education released a Memorandum on the Ministry of Education Initiatives to Support Community Hubs in Schools to Directors of Education, Children Service Leads and Directors of District Social Service Administration Boards in the Province of Ontario. The Ministry of Education states that they are working to create space for new child care and child and family support programs, open more spaces for child care for children under four years of age and make surplus schools space available for use by community partners.

The Lambton Kent District School Board continues to seek opportunities to work with municipal and community partners to make better use of space to support community interests.

Community Use of Schools

Schools provide a safe and supportive learning environment for students; they are also welcoming and inclusive places for community members to come together, volunteer, build skills, access community programs, and become physically active during non-school hours.

A variety of school facilities are available for rent including gymnasiums, classrooms, cafeterias, auditoriums, libraries and outdoor sports fields.

To support affordable community access to school facilities, the Ministry of Education provides school boards with an annual Community Use of Schools Grant which boards use to subsidize rental rates for non-profit organizations.

The following table shows the number of rental hours and fees, by school, for community use of LKDSB schools. The majority of the fees are covered by the annual Community Use of Schools Grant as shown in the table. User groups were responsible for \$10,578 of user fees. The grant revenue was \$336,272. The user group fees and the grant revenue covers cost to operate the facilities.

Community Use of Schools 2016/2017

RENTAL HOURS

FEES

School	Class Room	Gym	Library	Other	Total	Grant	Groups
A.A. Wright Public School		136			136	\$ 5,456	\$ -
Aberarder Central Public School					0	\$ -	\$ -
Alexander Mackenzie Secondary School		845		83	927	\$ 31,276	\$ -
Blenheim District High School	560	115	8	775	1458	\$ 8,527	\$ -
Bosanquet Central Public School					0	\$ -	\$ -
Bridgeview Public School	33	238			271	\$ 2,392	\$ -
Brigden Public School		5			5	\$ 100	\$ -
Bright's Grove Public School		658	62		719	\$ 5,582	\$ 134
Brooke Central Public School	12	68			80	\$ 1,471	\$ -
Cathcart Boulevard Public School	1031	698			1729	\$ 12,859	\$ 20
Chatham-Kent Secondary School	1688	697		115	2500	\$ 28,648	\$ 4,460
Colonel Cameron Public School		116			116	\$ 462	\$ -
Confederation Central Public School					0	\$ -	\$ -
D. A. Gordon Public School					0	\$ -	\$ -
Dawn-Euphemia Public School		5			5	\$ 168	\$ -
Dresden Area Central Public School	8				8	\$ 60	\$ -
East Lambton Public School	58	227	16		301	\$ 4,778	\$ 150
Errol Road Public School		355	38		393	\$ 6,893	\$ 120
Errol Village Public School					0	\$ -	\$ -
Great Lakes Secondary School	423	178		201	801	\$ 15,749	\$ -
Gregory Drive Public School		66	17		83	\$ 1,648	\$ -
H.W. Burgess Public School		38	2		39	\$ 390	\$ -
Hanna Memorial Public School		121			121	\$ 2,210	\$ -
Harwich-Raleigh Public School		190			190	\$ 4,890	\$ 30
High Park Public School		259	23		282	\$ 4,197	\$ -
Hillcrest School		2			2	\$ 6	\$ -
Indian Creek Road Public School		516	44		559	\$ 10,892	\$ 1,215
John McGregor Secondary School	81	652		120	852	\$ 19,990	\$ 827
John N Given Public School					0	\$ -	\$ -
King George VI Public School - Chatham		26	26		52	\$ 1,040	\$ -
King George VI Public School - Sarnia		20	26		46	\$ 504	\$ -
Kinnwood Central Public School		130	30		160	\$ 1,100	\$ -
Lakeroad Public School	131	265			396	\$ 5,556	\$ -
Lambton Centennial Public School		122			122	\$ 3,893	\$ -
Lambton Central Collegiate & Vocational Institute	145	285		32	462	\$ 10,109	\$ 417
Lambton-Kent Composite School		28		581	609	\$ 4,612	\$ -
Lansdowne Public School	25	180			205	\$ 3,944	\$ -
London Road Public School		352	14		366	\$ 10,602	\$ 40
McNaughton Avenue Public School	536	466			1002	\$ 10,767	\$ 90
Merlin Area Public School	17				17	\$ 25	\$ -
Mooretown-Courtright Public School					0	\$ -	\$ -
Naahii Ridge Public School		151			151	\$ 7,727	\$ -
North Lambton Secondary School	83	101		15	199	\$ 3,117	\$ -

Northern Collegiate Institute & Vocational School	104	321		125	549	\$ 14,391	\$ 708
P.E. McGibbon Public School		424	1		425	\$ 6,998	\$ -
Queen Elizabeth II Public School – Chatham	4	283	9		295	\$ 7,287	\$ 100
Queen Elizabeth II Public School – Petrolia	128	138	128		393	\$ 1,311	\$ -
Queen Elizabeth II Public School - Sarnia		2			2	\$ 8	\$ -
Ridgetown District High School		301	15	479	794	\$ 15,155	\$ 133
Riverview Central Public School		73			73	\$ 2,558	\$ -
Rosedale Public School	15	405	41		460	\$ 13,623	\$ 80
Sarnia Collegiate Institute & Technical School							
Sir John Moore Public School		282			282	\$ 8,198	\$ -
South Plympton Public School			5		5	\$ 18	\$ -
St. Clair Secondary School					0		
Tecumseh Public School	140	424			564	\$ 6,722	\$ -
Thamesville Area Central Public School					0	\$ -	\$ -
Tilbury Area Public School		48	47		95	\$ 1,522	\$ -
Tilbury District High School	9	170		9	187	\$ 5,230	\$ 1,887
Victor Lauriston Public School		43			43	\$ 455	\$ -
W.J. Baird Public School	4		6		10	\$ 439	\$ -
Wallaceburg District Secondary School	1343	373	61	541	2318	\$ 17,656	\$ 168
Wheatley Area Public School			17		17	\$ 69	\$ -
Winston Churchill Public School	8	154			246	\$ 2,750	\$ -
Wyoming Public School	8	8	9		25	\$ 246	\$ -
Zone Township Central Public School					0	\$ -	\$ -
	6592	11747	642	3073	22139	\$ 336,272	\$ 10,578

SPECIAL NOTES:

- o Other: Includes cafeterias, theatre and hallways (hall walking programs) rentals
- o Grant: Ministry of Education funds used to subsidize non-profit rentals
- o Groups: Funds paid by rental groups for space use
- o Rates for community use of schools structured to be cost recovery
- o Outdoor rentals not included as they only pertain to the current school year (2016-17)
- o 2016-17 data as at May 30, 2017

Dialogue with Community Partners

Capital Planning and Pupil Accommodation involves sharing of information between the LKDSB and its community partners. Senior Administration has received and/or reviewed the following information in preparation for the Capital Plan Report. In addition, Senior Administration continues to meet with municipal partners on a variety of issues to further support the LKDSB schools and the communities where they are located.

Community	Document	Date Reviewed by the LKDSB
County of Lambton	Population Projections for the County of Lambton Planning and Development Services Department	October 2015
Municipality of Chatham-Kent	The Municipality of Chatham-Kent Parks and Recreation Master Plan	September 2016
Municipality of Chatham-Kent	Draft Chatham-Kent Official Plan	September 2016
County of Lambton	Draft County of Lambton Official Plan	September 2016
Town of Plympton-Wyoming	Correspondence of Information from the Chief Administrative Officer for the Town of Plympton-Wyoming	May 30, 2017
City of Sarnia	Capital Plan Correspondence from the Planning, Building and By-law Enforcement Department	June 7, 2017

DEMOGRAPHICS

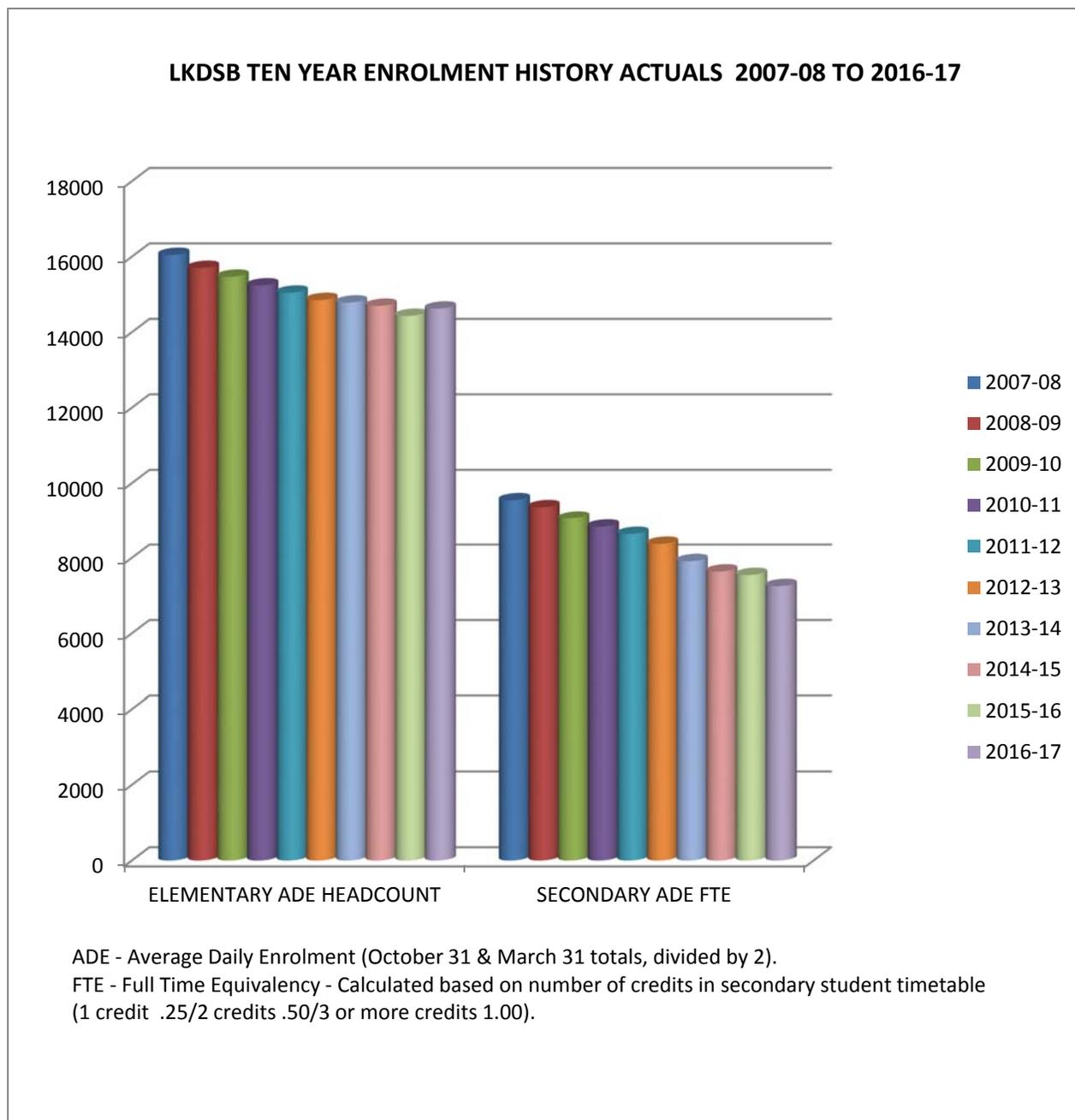
Board's Enrolment History

Enrolment in the Lambton Kent District School Board has experienced decline since amalgamation in 1998. The chart below indicates a decline in overall student population of 14.4% was experienced in the 2016-17 school year in comparison to enrolment of ten years earlier in the 2007-08 school year.

COMPARISON OF TOTAL STUDENT AVERAGE DAILY ENROLMENT BY HEADCOUNT

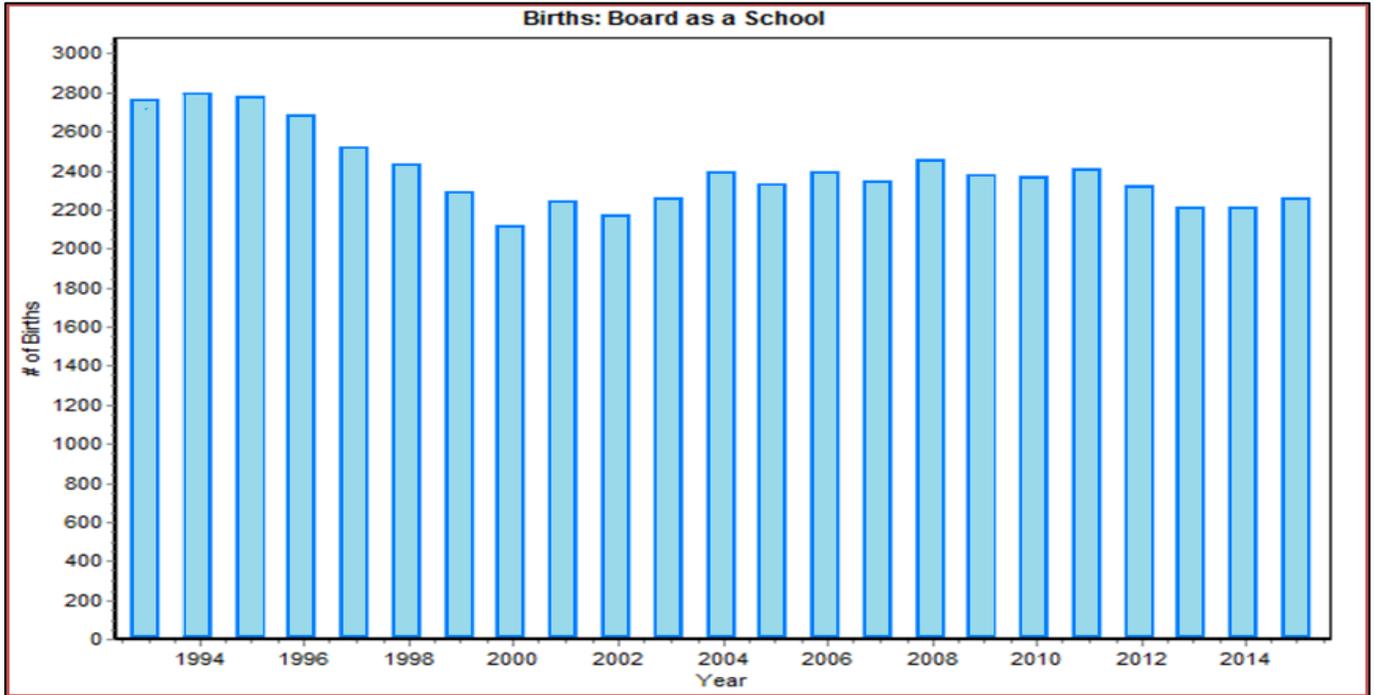
	2007-2008	2016-2017	Change	% Change
Elementary Enrolment	16,042	14,622	(1,420)	(8.9%)
Secondary Enrolment	9,603	7,333	(2,270)	(23.6%)
Totals	25,645	21,955	(3,690)	(14.4%)

Historically, elementary and secondary enrolment has continued to decline. In the 2016-17 school year, elementary enrolment experienced an unexpected increase. This increase is attributed to families relocating to the LKDSB from other boards, provinces and countries. While the increase in elementary enrolment is a welcomed change, based on demographic information and birth rate assumptions, this will not be a consistent trend. Projections indicate both elementary and secondary enrolment will continue to decline, but not as rapidly as has occurred in the past.



Birth Rates

Birth data on a Board-wide basis for the period of 1993 to 2015 illustrates a range in the number of births from a high of 2,802 births in 1994, to a low of 2,118 in 2000. In 2013 and 2014, a lower number of births were experienced than in past years. In 2015, the reported birth rate was 2,265, an increase of 56 from one year earlier.



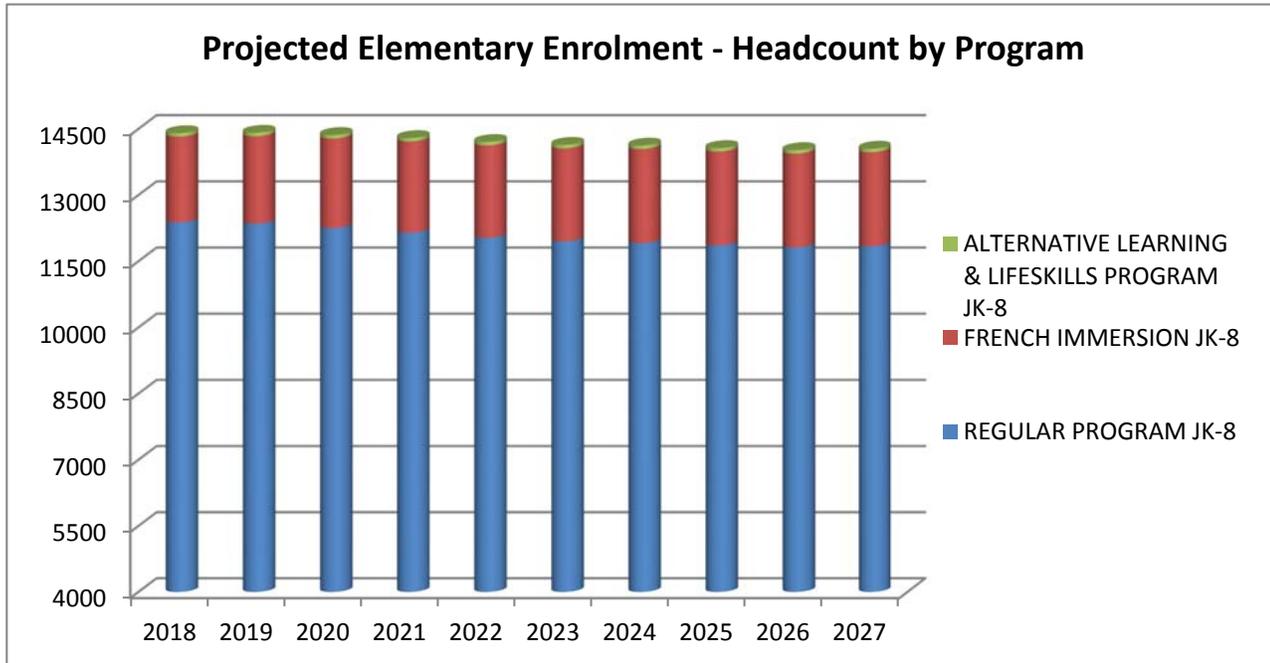
Data sources used by the Board's planning software to determine the birth rate include the Provincial Birth Registry, Canada Child Benefit information, and available Census data.

The projection of births is instrumental for planning purposes. In April 2015, Statistics Canada updated birth projections for the province as a whole. As outlined below, births in the province are projected to increase annually for the next eight years, if the most recent three-year average rates of migration and fertility continue. For the LKDSB catchment area, data indicates that birth rates should stabilize beginning in 2020.

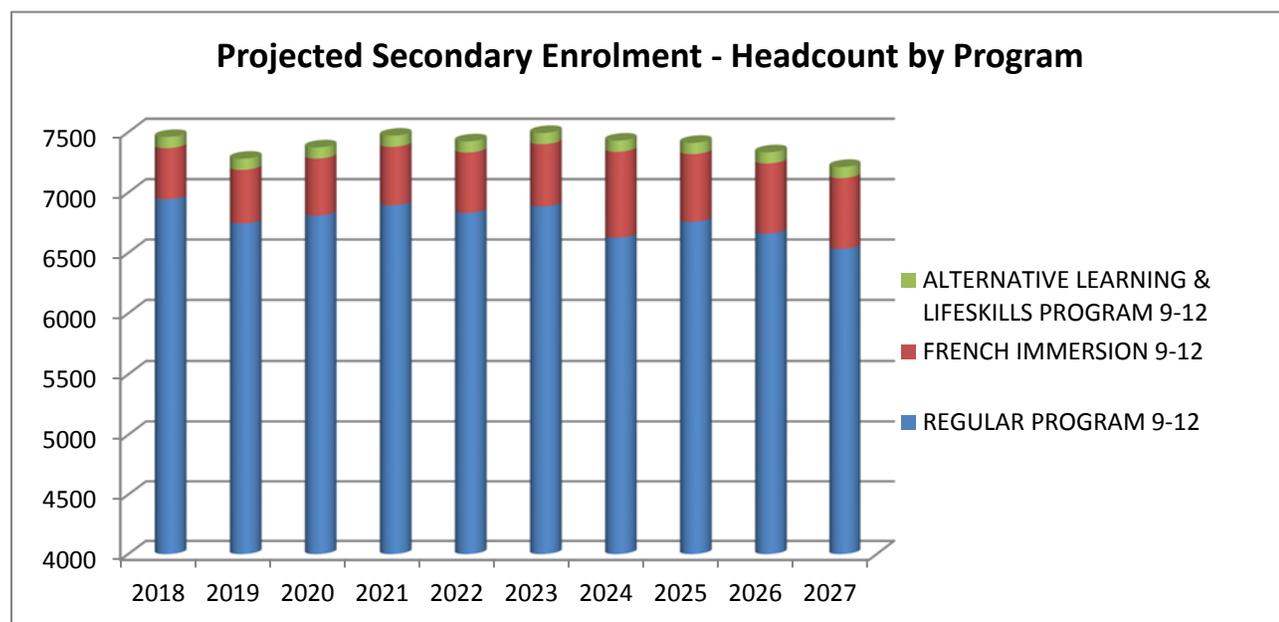
Year	Statistics Canada Provincial Birth Rate Assumptions	LKDSB Catchment Area Birth Rate Assumptions
2015 to 2020	+6.8%	-0.4%
2020 to 2025	+2.6%	0.0%
2025 to 2030	-1.3%	0.0%

Board's Projected Enrolment

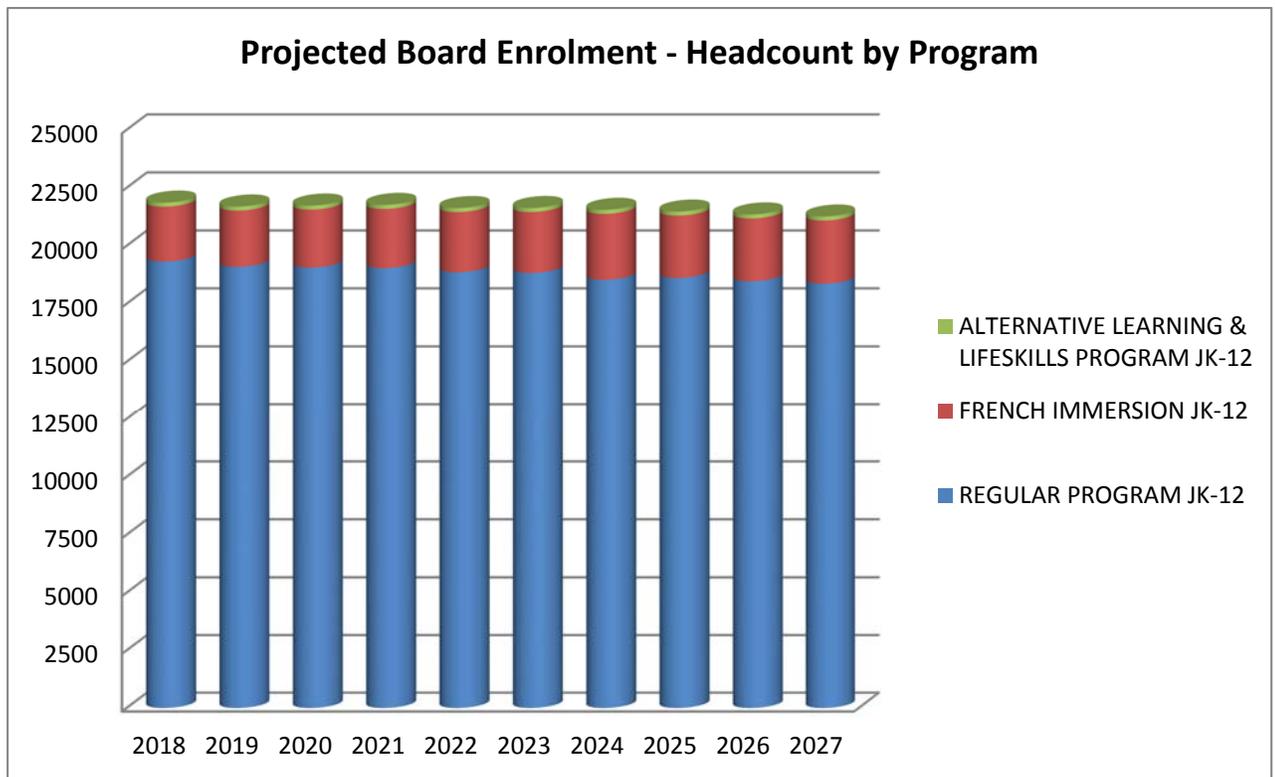
Elementary headcount is projected to continue to decline. This decline in enrolment is lower than the decline anticipated one year ago, due to an increase in the 2015 birth rate, which results in more eligible school aged children for future year projections. In 2018, a high of 14,406 elementary aged students is projected, while 2027 projects an elementary enrolment of 14,054, a decline of 352 students in ten years.



Secondary enrolment (under 21) is projected to continue to decline over the next ten years. The numbers indicate a slight increase in some years as a larger elementary class moves to secondary. In 2027, an estimated headcount of 7,212 is projected, a decline of 248 total students from the 2018 projection of 7,460. It is important to note that with secondary enrolment, not all students in this headcount will be funded as full-time students.



The LKDSB's enrolment decline is not projected to occur as rapidly as it has occurred in past years.



By 2027, projections indicate that the overall LKDSB enrolment is expected to decline by approximately 600 students.

- Enrolments for JK-8 are projected to decrease by 352 students
- Enrolments for 9-12 are projected to decrease by 248 students

Summary of Projected Student Enrolment for the 2017-18 School Year

Elementary enrolment for September 2017 is currently projected to be 14,405 students.

Secondary enrolment for September 2017 is currently projected to be 7,277 students.

It is to be noted that these numbers represent enrolment based on the number of students who are expected to attend. However, these projections will fluctuate based on the number of students who register at LKDSB schools in September as new students, or those who may relocate to other schools/boards over the summer.

Elementary Capacity Levels - Headcount - Projections

	Capacity	September Projection	October Enrolment Projections			Percentage Capacity			
			2018	2019	2020	Projection	2018	2019	2020
AAWright	268	267	288	297	300	100%	107%	111%	112%
Aberarder	199	105	98	100	97	53%	49%	50%	49%
Bosanquet	328	188	192	193	188	57%	59%	59%	57%
Bridgeview	277	169	174	172	165	61%	63%	62%	60%
Brigden	305	211	209	192	179	69%	69%	63%	59%
Bright's Grove	378	339	339	339	343	90%	90%	90%	91%
Brooke Central	386	260	263	267	265	67%	68%	69%	69%
Cathcart	518	532	579	593	612	103%	112%	114%	118%
Colonel Cameron	340	200	206	200	201	59%	61%	59%	59%
Confederation	305	219	240	238	244	72%	79%	78%	80%
Dawn-Euphemia	256	122	129	129	128	48%	50%	50%	50%
Dresden	446	386	362	367	363	87%	81%	82%	81%
East Lambton	351	217	212	211	214	62%	60%	60%	61%
École Hillcrest	259	259	256	247	259	100%	99%	95%	100%
Errol Road	458	442	469	478	472	97%	102%	104%	103%
Errol Village	190	173	165	171	168	91%	87%	90%	88%
Grand Bend	248	221	213	215	205	89%	86%	87%	83%
Gregory Drive	374	248	261	245	248	66%	70%	66%	66%
Hanna Memorial	383	210	212	204	204	55%	55%	53%	53%
Harwich-Raleigh	581	400	401	421	418	69%	69%	72%	72%
High Park	530	423	402	409	422	80%	76%	77%	80%
HW Burgess	271	177	169	166	170	65%	62%	61%	63%
Indian Creek	643	520	536	547	562	81%	83%	85%	87%
John N Given	351	186				53%			
King George VI-Chatham	340	324	325	325	334	95%	96%	96%	98%
King George VI-Sarnia	374	262	268	272	280	70%	72%	73%	75%
Kinnwood	331	274	263	251	249	83%	79%	76%	75%
Lakeroad	394	159	146	149	144	40%	37%	38%	37%
Lambton Centennial	337	199	205	204	207	59%	61%	61%	61%
Lansdowne	389	282	283	277	269	72%	73%	71%	69%
London Road	282	173	164	165	161	61%	58%	59%	57%
McNaughton	757	749	745	745	746	99%	98%	98%	99%
Merlin	328	172	187	188	188	52%	57%	57%	57%
Mooretown	256	92	95	99	95	36%	37%	39%	37%
Naahii Ridge	375	278	246	245	231	74%	66%	65%	62%
PE McGibbon	530	518	517	512	496	98%	98%	97%	94%
Queen E II - Chatham	442	327	325	321	319	74%	74%	73%	72%
Queen E II - Petrolia	397	335	323	323	320	84%	81%	81%	81%
Queen E II - Sarnia	475	256	250	237	229	54%	53%	50%	48%
RDHS Gr 7/8	92	71	78	82	77	77%	85%	89%	84%
Riverview	268	157	145	139	135	59%	54%	52%	50%
Rosedale	492	485	510	515	527	99%	104%	105%	107%
Sir John Moore	472	493	523	534	532	104%	111%	113%	113%
South Plympton	144	128				89%			
Tecumseh	557	334	509	504	491	60%	91%	90%	88%
Thamesville	199	132	135	139	136	66%	68%	70%	68%
Tilbury Area	470	363	346	344	349	77%	74%	73%	74%
Victor Lauriston	533	344	343	347	335	65%	64%	65%	63%
WDSS Gr 7/8	161	123	125	129	131	76%	78%	80%	81%
Wheatley	337	174	172	176	182	52%	51%	52%	54%
Winston Churchill	374	264	244	232	222	71%	65%	62%	59%
WJ Baird	291	205	195	196	190	70%	67%	67%	65%
Wyoming	202/257	119	247	247	247	58%	96%	96%	96%
Zone	219	139	117	118	115	63%	53%	54%	53%
Totals	19463	14405	14406	14416	14364	74%	76%	76%	76%

Secondary Capacity Levels - Headcount - Projections

	Capacity	September Projection	October Enrolment Projections			Percentage Capacity			
			2018	2019	2020	Projection	2018	2019	2020
AMSS	681	408	445	445	445	60%	65%	65%	65%
BDHS	747	308	321	321	308	41%	43%	43%	41%
CKSS	1407	1193	1180	1194	1213	85%	84%	85%	86%
GLSS	1029	953	994	954	1001	93%	97%	93%	97%
JMSS	921	590	595	564	575	64%	65%	61%	62%
LCCVI	1164	749	797	782	821	64%	68%	67%	71%
LKCS	756	264	289	264	269	35%	38%	35%	36%
NCIVS	1341	1074	1066	1065	1058	80%	79%	79%	79%
NLSS	822	549	557	533	520	67%	68%	65%	63%
RDHS	474	210	192	165	172	44%	41%	35%	36%
TDHS	516	379	412	416	404	73%	80%	81%	78%
WDSS	1161	600	612	577	588	52%	53%	50%	51%
Totals	11019	7277	7460	7280	7374	66%	68%	66%	67%

AMSS	Alexander Mackenzie Secondary School
BDHS	Blenheim District High School
CKSS	Chatham Kent Secondary School
GLSS	Great Lakes Secondary School
JMSS	John McGregor Secondary School
LCCVI	Lambton Central Collegiate & Vocational Institute
LKCS	Lambton Kent Composite School
NLSS	North Lambton Secondary School
NCIVS	Northern Collegiate Institute and Vocational School
RDHS	Ridgetown District High School
TDHS	Tilbury District High School
WDSS	Wallaceburg District Secondary School

Explanation of Individual School Capacity Updates

In 2015/16 The Ministry of Education implemented an audit of school boards reported On-the-Ground (OTG) Capacity in the School Facilities Inventory System (SFIS) for 50 sites per year throughout the province to coincide with the next cycle of condition assessments between 2016 and 2020. The LKSDB continues to work with the Ministry to be current in terms of school capacity.

Comparison of Unused Pupil Spaces in School Boards in South Western Ontario

The school boards listed below supplied LKDSB Senior Administration with the following data:

School Board	Unused Pupil Spaces	Schools Closed	Schools Opened	Enrolment Decrease	School Board Enrolment	Enrolment in 1998 (unless noted otherwise)	Decrease (%)
St. Clair Catholic	1,744	15	2	5,091	8,785	13,876	37%
Avon Maitland District	5,081	22	3	5,994	15,487	21,481	28%
Lambton Kent District	8,489	17	2	8,263	22,016	30,279	27%
Bluewater District	5,393	6	N/A	5552	16,092	21,644 (2004-05)	26%
Windsor Essex Catholic	2,919	21	2	5,923	20,200	26,123	23%
Grand Erie District	6,233	30	4	4,587	27,177	31,764	14%
Greater Essex County District	6,000	19	10	3,773	35,390	39,163 (2003-04)	10%
Thames Valley District	14,933	47	16	5,453	75,799	81,252	7%
Bruce-Grey Catholic	38	0	0	19	3,667	3,686	1%
School Board	Unused Pupil Spaces	Schools Closed	Schools Opened	Enrolment Increase	School Board Enrolment		
Huron-Perth Catholic	667	1	2	Increase 1,282	4,500		

In 2015, the Ministry of Education restructured portions of the Grants for Student Needs (GSN), which determines, in large part, the annual funding available for school boards. Specifically, funding for principals, vice-principals, secretaries, custodians, excess pupil spaces and classroom maintenance has been altered significantly, as well as the formula for the Ministry's urban and rural school designation. The result is an overall reduction in funding, which requires a new approach to the LKDSB Capital Plan, whereby the Board must make decisions regarding future school consolidations and capital needs while maintaining public confidence.

Renewal Needs and Facility Condition Index (FCI)

The FCI and renewal needs data is provided by a Ministry of Education contracted consultant. This consultant is responsible for the assessment of schools across the province over a rolling five year period. Approximately 20% of schools in the province are assessed on an annual basis. The renewal and FCI data are provided in a database called VFA. LKDSB uses this data for capital planning purposes in determining capital needs in schools and in prioritizing capital budgeting. LKDSB looks at renewal needs over both 5 year and 10 year periods. The FCI data is a dynamic database in that the information is in a state of constant update as the LKDSB completes capital projects and the Ministry conducts new assessments of the buildings.

The LKDSB's annual budget contains capital renewal funding which is comprised of School Renewal Grants and School Condition Grants. Both of these grants are applied to the capital needs of the LKDSB's facilities in the following areas:

- Building Shell - including walls, foundation and roof;
- Building Site Work - including parking lots, sidewalks and playground asphalt;
- Building Systems - including heating, plumbing and electrical;
- Interior Spaces - including classroom interiors.

Current annual funding is not sufficient to cover the current capital needs of the LKDSB which is resulting in a sizable funding gap. This funding gap is projected to increase each year over the next 10 years unless additional funding is available.

Renovations and Additions

Significant renovations to the LKDSB schools are funded annually in the LKDSB's approved budget. The LKDSB currently is working on capital projects at 22 schools with a total project value of approximately \$44 million. Most of this capital work will be completed in the summer of 2017. The capital work is being undertaken for various projects including heating/HVAC replacement and upgrades, mechanical/electrical upgrades, roofing replacements, structural reinforcement, paving of parking lots and student play areas, track and field renovations, lighting upgrades and retrofits and access control. The LKDSB, as part of this capital work, is undertaking major renovation and addition projects at the consolidated site of Great Lakes Secondary School and at the consolidated site of Plympton-Wyoming Public School. The value of these two projects is approximately \$25 million which is included in the \$44 million total. These projects are funded from the LKDSB's Capital Allocation Grant which is comprised of School Condition Improvement, Greenhouse Gas Reduction Fund and School Renewal Grants, and from the Capital Priorities Grant.

5 Year Renewal Data and 5 Year FCI Calculation as of May 18, 2017

School Name	School ID	5 Year Facility Condition Index (FCI)	Gross Floor Area - m ²	Total Cost of Facility Work - 5 year period (\$)	Facility Replacement Value (\$)
A A Wright Public School	S120000	71.15%	2,978	4,650,465	6,535,796
Blenheim District High School	S120005	70.93%	11,926	15,309,550	21,584,757
Ridgetown District High School	S120005	66.33%	8,710	11,493,150	17,327,619
W J Baird Public School	S120004	65.26%	3,296	4,280,403	6,559,440
East Lambton Elementary School	S120006	63.97%	4,163	5,518,644	8,626,422
Colonel Cameron Public School	S120005	63.19%	3,005	4,889,666	7,737,640
Harwich-Raleigh Public School	S120002	59.69%	5,100	6,734,923	11,282,310
Mooretown-Courtright Public School	S120003	57.71%	2,091	3,660,006	6,342,400
Queen Elizabeth II Public School - Petrolia	S120006	57.12%	3,554	4,804,009	8,410,090
Riverview Central School	S120004	57.06%	2,379	3,482,737	6,103,320
Cathcart Boulevard Public School	S120001	55.39%	3,828	6,059,521	10,940,410
Tecumseh Public School	S120004	55.31%	5,915	6,772,234	12,243,630
Lambton Kent Composite School	S120005	52.24%	13,567	11,457,230	21,930,548
Merlin Area Public School	S120003	52.13%	2,512	3,419,421	6,559,440
Bridgeview Public School	S120000	51.36%	2,909	3,164,711	6,161,450
Tilbury District High School	S120006	51.32%	7,632	8,264,483	16,103,685
Errol Road Public School	S120001	51.26%	3,715	4,723,439	9,214,250
Dresden Area Central School	S120001	51.23%	4,377	5,947,908	11,611,015
Lakeroad Public School	S120003	50.84%	2,962	4,482,599	8,816,543
North Lambton Secondary School	S120005	50.65%	9,359	10,113,992	19,970,150
Northern Collegiate Institute and Alexander Mackenzie Secondary School	S120000	49.17%	17,916	18,582,222	37,788,718
Winston Churchill Public School	S120005	48.94%	9,759	11,419,303	23,334,530
Brigden Public School	S120004	48.44%	3,161	3,992,565	8,242,880
Brigden Public School	S120000	47.89%	2,332	3,535,250	7,381,605
Lambton Central Collegiate Vocational	S120005	47.68%	16,382	15,910,256	33,371,092
London Road Public School	S120003	46.82%	2,600	2,997,499	6,402,800
Bosanquet Central School	S120000	46.53%	2,769	3,397,156	7,301,450
Chatham-Kent Secondary School	S120005	46.38%	17,424	17,806,353	38,389,890
McNaughton Ave Public School	S120003	44.51%	5,754	6,983,844	15,691,220
H.W. Burgess Public School	S120002	44.07%	1,915	2,773,229	6,292,740
Kinnwood Central Public School	S120004	44.00%	3,896	3,221,961	7,323,320
Wallaceburg District Secondary School	S120006	43.98%	17,564	15,545,132	35,349,600
Tilbury Area Public School	S120004	42.76%	3,822	3,686,983	8,622,640
Indian Creek Road Public School	S120002	41.67%	5,376	5,243,111	12,581,730
Wheatley Area Public School	S120004	40.48%	3,077	3,211,646	7,933,000
King George VI Public School - Sarnia	S120002	40.35%	2,864	3,266,572	8,094,850
Zone Township Central School	S120005	40.01%	1,732	2,403,043	6,005,575
Victor Lauriston Public School	S120004	39.90%	3,852	4,501,303	11,280,820
John McGregor Secondary School	S120005	39.90%	13,643	10,576,593	26,508,088
Aberarder Central School	S120000	38.87%	1,696	2,164,656	5,568,650
Queen Elizabeth II Public School - Sarnia	S120003	38.78%	3,128	4,071,442	10,498,231
Hanna Memorial Public School	S120002	38.56%	3,320	3,146,164	8,158,270
Errol Village Public School	S120001	38.34%	1,872	2,038,300	5,316,800
Naahii Ridge Public School	S120002	37.91%	3,944	3,427,401	9,040,390
Lansdowne Public School	S120003	37.33%	3,234	3,143,500	8,420,040
Dawn-Euphemia School	S120001	36.65%	1,958	2,226,473	6,074,330
Confederation Central School	S120001	36.61%	2,331	2,728,478	7,451,906
Gregory Drive Public School	S120001	35.74%	3,153	2,948,513	8,249,060

Bright's Grove Elementary School	S120000	35.29%	3,664	2,862,446	8,110,650
Lambton Central Centennial School	S120003	33.90%	3,078	2,903,652	8,565,193
High Park Public School	S120002	33.71%	4,161	4,013,682	11,905,758
Rosedale Public School	S120004	32.86%	3,581	3,331,655	10,139,640
John N Given Public School	S120002	31.74%	2,602	2,545,756	8,019,928
Brooke Central School	S120000	29.50%	4,104	2,716,488	9,206,955
Hillcrest Public School	S120006	28.45%	2,240	1,729,436	6,079,840
King George VI Public School - Chatham	S120002	27.17%	2,640	2,166,710	7,973,586
Queen Elizabeth II Public School - Chatham	S120003	25.17%	3,961	2,648,497	10,522,964
Thamesville Area Central School	S120004	24.72%	1,737	1,548,449	6,262,795
Grand Bend Public School	S120001	11.51%	2,707	700,099	6,084,230
Sir John Moore Public School	S120000	8.84%	4,628	881,006	9,960,800
P. E. McGibbon Public School	S120002	5.69%	4,487	620,196	10,909,060
TOTALS:		45.19%		\$ 322,846,111	\$ 714,476,539

10 Year Renewal Data and 10 Year FCI Calculation as of May 18, 2017

School Name	School ID	10 Year Facility Condition Index (FCI)	Gross Floor Area - m ²	Total Cost of Facility Work - 10 year period (\$)	Facility Replacement Value (\$)
Tilbury District High School	S120006	94.00%	7,632	15,137,859	16,103,685
W J Baird Public School	S120004	81.20%	3,296	5,326,407	6,559,440
A A Wright Public School	S120000	77.19%	2,978	5,044,945	6,535,796
Blenheim District High School	S120005	75.93%	11,926	16,388,262	21,584,757
John McGregor Secondary School	S120005	74.02%	13,643	19,621,876	26,508,088
Queen Elizabeth II Public School - Petrolia	S120006	71.53%	3,554	6,015,702	8,410,090
Ridgetown District High School	S120005	69.90%	8,710	12,111,554	17,327,619
Winston Churchill Public School	S120004	69.18%	3,161	5,702,628	8,242,880
Harwich-Raleigh Public School	S120002	66.57%	5,100	7,511,013	11,282,310
East Lambton Elementary School	S120006	66.07%	4,163	5,699,714	8,626,422
Bridgeview Public School	S120000	65.55%	2,909	4,039,126	6,161,450
Colonel Cameron Public School	S120005	64.07%	3,005	4,957,188	7,737,640
North Lambton Secondary School	S120005	63.75%	9,359	12,731,253	19,970,150
Dresden Area Central School	S120001	62.97%	4,377	7,311,628	11,611,015
Cathcart Boulevard Public School	S120001	61.68%	3,828	6,748,059	10,940,410
Lambton Kent Composite School	S120005	60.60%	13,567	13,289,804	21,930,548
Mooretown-Courtright Public School	S120003	60.22%	2,091	3,819,472	6,342,400
Tecumseh Public School	S120004	59.99%	5,915	7,344,412	12,243,630
Alexander Mackenzie Secondary School	S120005	59.59%	9,759	13,904,927	23,334,530
Riverview Central School	S120004	59.23%	2,379	3,614,964	6,103,320
Errol Road Public School	S120001	58.77%	3,715	5,414,891	9,214,250
Wallaceburg District Secondary School	S120006	57.29%	17,564	20,251,189	35,349,600
King George VI Public School - Samia	S120002	56.10%	2,864	4,541,479	8,094,850
Tilbury Area Public School	S120004	55.23%	3,822	4,762,230	8,622,640
Merlin Area Public School	S120003	55.01%	2,512	3,608,281	6,559,440
Bosanquet Central School	S120000	54.40%	2,769	3,971,920	7,301,450
London Road Public School	S120003	53.93%	2,600	3,453,313	6,402,800
Victor Lauriston Public School	S120004	53.87%	3,852	6,076,619	11,280,820
Kinnwood Central Public School	S120004	53.56%	3,896	3,922,118	7,323,320
Northern Collegiate Institute and	S120000	53.18%	17,916	20,097,297	37,788,718
Hanna Memorial Public School	S120002	51.93%	3,320	4,236,246	8,158,270
Lakeroad Public School	S120003	50.84%	2,962	4,482,599	8,816,543
John N Given Public School	S120002	50.61%	2,602	4,059,177	8,019,928
McNaughton Ave Public School	S120003	50.09%	5,754	7,859,542	15,691,220
Wheatley Area Public School	S120004	49.92%	3,077	3,960,261	7,933,000
Brigden Public School	S120000	48.64%	2,332	3,590,567	7,381,605
H.W. Burgess Public School	S120002	48.16%	1,915	3,030,662	6,292,740
Brooke Central School	S120000	48.10%	4,104	4,428,147	9,206,955
Lambton Central Collegiate Vocational	S120005	47.90%	16,382	15,984,345	33,371,092
Chatham-Kent Secondary School	S120005	47.38%	17,424	18,190,094	38,389,890
Indian Creek Road Public School	S120002	46.56%	5,376	5,858,569	12,581,730
Naahii Ridge Public School	S120002	43.70%	3,944	3,950,496	9,040,390
Zone Township Central School	S120005	42.63%	1,732	2,560,400	6,005,575
Aberarder Central School	S120000	42.52%	1,696	2,367,639	5,568,650
Lansdowne Public School	S120003	42.29%	3,234	3,560,866	8,420,040
Gregory Drive Public School	S120001	42.15%	3,153	3,476,923	8,249,060
High Park Public School	S120002	41.01%	4,161	4,882,139	11,905,758
Errol Village Public School	S120001	40.93%	1,872	2,176,127	5,316,800

Queen Elizabeth II Public School - Sarnia	S120003	40.73%	3,128	4,276,285	10,498,231
Bright's Grove Elementary School	S120000	39.76%	3,664	3,224,748	8,110,650
Queen Elizabeth II Public School - Chatham	S120003	38.95%	3,961	4,098,498	10,522,964
Confederation Central School	S120001	38.85%	2,331	2,895,298	7,451,906
King George VI Public School - Chatham	S120002	38.26%	2,640	3,050,412	7,973,586
Dawn-Euphemia School	S120001	38.12%	1,958	2,315,667	6,074,330
Lambton Central Centennial School	S120003	37.95%	3,078	3,250,266	8,565,193
Rosedale Public School	S120004	36.73%	3,581	3,724,207	10,139,640
Sir John Moore Public School	S120000	34.77%	4,628	3,463,037	9,960,800
Hillcrest Public School	S120006	32.74%	2,240	1,990,580	6,079,840
P. E. McGibbon Public School	S120002	30.10%	4,487	3,283,230	10,909,060
Thamesville Area Central School	S120004	27.58%	1,737	1,727,592	6,262,795
Grand Bend Public School	S120001	22.07%	2,707	1,342,882	6,084,230
TOTALS:		54.55%		\$ 389,717,628	\$ 714,476,539

Classrooms Reductions

A total of 198 classrooms were closed for financial savings to offset the loss of provincial operational funding in the 2015/2016 and 2016/2017 school years. The LKDSB estimates an annual savings of \$3,000 per classroom closed. These savings are achieved through the reduction in custodial staff hours and the reduction of supplies and utility costs. A number of factors were considered when determining which classrooms to close. This included school capacity, available spaces, and program needs specific to the school.

Elementary School	Capacity Sept 14 2016	Projected Enrolment Sept 2017	# of Classrooms Sept 2017	# of Classroom Closed Sept 2017
A.A. Wright Public School, Wallaceburg	268	267	12	0
Aberarder Central School, Camlachie	199	105	9	0
Bosanquet Central School, Thedford	328	188	14	5
Bridgeview Public School, Point Edward	277	169	11	2
Brigden Central School	305	211	13	2
Bright's Grove Public School	378	339	15	1
Brooke Central School, Alvinston	386	274	16	3
Colonel Cameron Public School, Corunna	340	200	14	5
Confederation Central School, Sarnia	305	219	13	4
Dawn-Euphemia Public School	256	122	11	4
Dresden Area Central School	446	386	19	1
East Lambton Elementary School, Watford	351	217	15	7
Gregory Drive Public School, Chatham	374	248	16	3
H.W. Burgess Public School, Wallaceburg	271	177	11	2
Hanna Memorial Public School, Sarnia	383	210	16	5
Harwich Raleigh Public School, Blenheim	581	400	25	5
High Park Public School, Sarnia	530	423	23	2
Naahii Ridge Public School, Ridgetown	375	278	15	1
Indian Creek Road Public School, Chatham	643	520	26	2
John N. Given Public School, Chatham	340	186	15	2
King George VI Public School, Sarnia	374	262	16	2
Kinnwood Central Public School, Forest	331	274	14	4
Lakeroad Public School, Sarnia	394	159	17	4
Lambton Centennial Public School, Petrolia	337	199	15	5
London Road Public School, Sarnia	282	173	12	1
Merlin Area Public School	328	172	14	5
Mooretown-Courtright Public School	256	92	11	4
Queen Elizabeth II Public School, Chatham	442	327	17	2
Queen Elizabeth II Public School, Petrolia	397	335	17	1
Queen Elizabeth II Public School, Sarnia	475	256	20	4
Riverview Central School, Port Lambton	268	157	11	4
Tecumseh Public School, Chatham	557	344	22	5
Thamesville Area Central School	199	132	8	3
Tilbury Area Public School	470	363	19	2
Victor Lauriston Public School, Chatham	533	344	22	2

W. J. Baird Public School, Blenheim	291	205	12	2
Wheatley Area Public School	337	174	14	5
Winston Churchill Public School, Chatham	374	264	16	3
Zone Township Central School, Bothwell	219	139	9	2
Secondary Schools	Capacity	Projected Enrolment Sept 2017	# of Classrooms Sept 2017	# of Classrooms Closed Sept 2017
Alexander Mackenzie Secondary School, Sarnia	681	408	36	3
Blenheim District High School	747	308	34	14
Chatham Kent Secondary School	1407	1193	65	7
John McGregor Secondary School, Chatham	921	590	42	6
Lambton Central Collegiate & Vocational Institute, Petrolia	1164	749	52	9
Lambton Kent Composite School, Dresden	756	264	36	12
North Lambton Secondary School, Forest	822	549	37	5
Northern Collegiate Institute and Vocational School, Sarnia	1341	1074	63	4
Ridgetown District High School★	474	210	26	7
Tilbury District High School	516	379	24	6
Wallaceburg District Secondary School★	1161	600	60	8

★Excludes Grade 7 and 8 Students

LKDSB Use of Portables 2017-18

School	# of Portables for Classroom Use	# of Portables for Other Use
AMSS	3	3
Cathcart	2	0
GLSS	0	1
McNaughton Ave.	1	0
P.E. McGibbon	1	0
Sir John Moore	2	0
CREC	0	8
Total	9	12

Criteria to Consider for Community Partnerships

The LKDSB continues to have discussions with municipalities in regard to underutilized school space as it is important for the LKDSB to explore options to address these situations. The data included in the Capital Plan will be part of the information used to inform any potential recommendations brought to the LKDSB Board of Trustees. The data presented below includes present information about schools that have the lowest capacity percentage. It also shows the amount of funding that will be lost from the LKDSB by 2018 due to the Ministry of Education's decision to end their previous delivery of top-up funding to school boards for underutilized schools. The following factors can be seen as indicators for schools that are in need of partnerships to alleviate low school capacities.

Capacity – The capacity of a school is determined by the Ministry of Education by loading all instructional spaces within the facility to current Ministry standards for class size requirements and room areas. This refers to the total percentage of space used in a school. It is calculated using the total number of students the Ontario Ministry of Education has deemed are able to be accommodated in the school and divided by the total number of students that are currently enrolled there. As stated earlier, the Ministry has suggested a start point of 60% in terms of Community Partnerships but the more schools that are above this threshold the greater the efficiency there is in the LKDSB.

Facility Condition Index (FCI) – The FCI is the Ministry of Education’s Condition Assessment Program. The Ministry conducts assessments of all schools in all 72 school boards over a five year timeframe. There is no common assessment year for all schools in a single school board. The Ministry’s assessments provide the FCI which is a building condition determined by calculating the ratio between the five year renewal needs and the replacement value for each facility. The LKDSB also calculates a ten year FCI using Ministry data for planning purposes and determining annual capital projects for all LKDSB Schools.

Enrolment – This refers to the number of students enrolled at a school during a particular year. Funds are provided to all school boards for each student enrolled. Therefore a decrease in student population will mean a decrease in funding for the LKDSB. The Ministry annually calculates the Grants for Student Needs funding based on the Average Daily Enrolment (ADE) as of October 31 and March 31 of the school year.

Proximity to Neighbouring Schools – This refers to the distance in kilometres to the nearest elementary or secondary school respectively. Previously, schools with a ‘0’ as the second character in their postal code were designated as rural schools. The new model looks at proximity to the nearest same-board school (10 km. elementary/20 km. secondary) when determining Top-Up model funding.

School Operations Top-Up Funding – Historically, the Ministry has provided funds for school boards to operate schools that were under capacity. Over the next two years, the Ministry will complete the phase out of the existing formula and replace it with a new one. Funding will be based on enrolment and distance to nearest same-board school.

It is a priority of the LKDSB to offer programs that support student learning and meet the needs of our students as they progress towards earning an Ontario Secondary School Diploma, or an Ontario Secondary School Certificate. Our goal is to ensure we provide our students and our families with the greatest opportunity for success while still maintaining efficient use of funding. No partnerships can impede the delivery of programs in schools or jeopardize student safety.

The Ministry Community Planning and Partnerships Guideline March 2015 states that *as a starting point, boards should review facilities that have been 60 percent utilized or less for two years and/or have 200 or more unused pupil places, and then should extend their review to other potentially suitable facilities.*

Based on these criteria the following schools meet the criteria for community partnerships.

Schools for Potential Community Partnerships - Elementary

Elementary School	Projected Capacity	FCI (5)	FCI (10)	Projected Enrolment	Neighbouring Schools (km)
Colonel Cameron Public School	59%	63.19%	64.07%	200	Sir John Moore (1.5), Mooretown (6.8)
Lambton Centennial Public School	59%	33.90%	37.95%	199	Queen Elizabeth II-P (7.4), Dawn (16.7), Brigden (18.7)
Riverview Central School	59%	57.06%	59.23%	157	A.A. Wright (16.9), Mooretown (18.7), H.W. Burgess (23.3)
Bosanquet Central School	57%	46.53%	54.40%	188	Kinnwood (18.4), Grand Bend (22.0)

Elementary School	Projected Capacity	FCI (5)	FCI (10)	Projected Enrolment	Neighbouring Schools (km)
Hanna Memorial Public School	55%	38.56%	51.93%	210	London Road (1.1), P.E. McGibbon (1.2), Queen Elizabeth II-S (2.2)
Queen Elizabeth II Public School, Sarnia	54%	38.78%	40.73%	256	Lansdowne (<1.0), High Park (1.6), P.E. McGibbon (2.0), Hanna Memorial (2.2)
Aberarder Central School	53%	38.87%	42.52%	105	Errol Village (8.9), Kinnwood (13.2)
Merlin Area Public School	52%	52.13%	55.01%	172	Tilbury Area (17.4), Wheatley (32.7)
Wheatley Area Public School	52%	40.48%	49.92%	174	Tilbury Area (18.7), Merlin (32.7)
Dawn-Euphemia Public School	48%	36.65%	38.12%	122	Lambton Central Centennial (16.7), Dresden Area (18.2), Zone (27.8)
Lakeroad Public School	40%	50.84%	50.84%	159	Errol Road (1.1), Cathcart (1.4), King George VI-S (2.1)
Mooretown-Courtright Public School	36%	57.71%	60.22%	92	Sir John Moore (5.6), Colonel Cameron (6.8), Brigden (17.9)

Schools for Potential Community Partnerships - Secondary

Secondary School	Projected Capacity	FCI (5)	FCI (10)	Projected Enrolment	Neighbouring Schools (km)
AMSS	60%	48.94%	59.59%	408	NCIVS (1.4), GLSS (6.4)
WDSS	52%	43.98%	57.29%	600	LKCS (18.4), CKSS (27.4)
RDHS	44%	66.33%	69.90%	210	BDHS (16.9), JMSS (33.4), LKCS (35.2)
BDHS	41%	70.93%	75.93%	308	RDHS (16.9), JMSS (18.0)
LKCS	35%	52.24%	60.60%	264	WDSS (18.4), CKSS (26.2), RDHS (35.2), LCCVI (37.6)

AMSS Alexander Mackenzie Secondary School
 BDHS Blenheim District High School
 CKSS Chatham Kent Secondary School
 GLSS Great Lakes Secondary School
 JMSS John McGregor Secondary School
 LCCVI Lambton Central Collegiate & Vocational Institute

LKCS Lambton Kent Composite School
 NLSS North Lambton Secondary School
 NCIVS Northern Collegiate Institute and Vocational School
 RDHS Ridgetown District High School
 TDHS Tilbury District High School
 WDSS Wallaceburg District Secondary School

Schools for Potential Community Partnerships - Schools in the 60% to 65% Range for Capacity

School	Projected Capacity	FCI (5)	FCI (10)	Projected Enrolment	Neighbouring Schools (km)
H. W. Burgess Public School	65%	44.07%	48.16%	177	WDSS 7/8 (1.9), A.A. Wright (2.9)
Victor Lauriston Public School	65%	39.90%	53.87%	344	Queen Elizabeth II-C (<1.0), Indian Creek (2.7), John N. Given (3.4)
JMSS	64%	39.90%	74.02%	590	CKSS (5.6), BDHS (18.0), TDHS (28.7), RDHS (33.4)
LCCVI	64%	47.68%	47.90%	749	GLSS (24.9), NCIVS (29.0), NLSS (36.2)
Zone Twp. Central School	63%	40.01%	42.63%	139	Thamesville (14.5), Brooke (26.2), Dawn-Euphemia (27.7)
East Lambton Elementary School	62%	63.97%	66.07%	217	Brooke (12.8), Wyoming (21.3), Kinnwood (25.3)
Bridgeview Public School	61%	51.36%	65.55%	169	King George Sarnia (2.5), London Road (2.7), Errol Road (3.4), Hanna Memorial (3.8)
London Road Public School	61%	46.82%	53.93%	173	Hanna Memorial (1.1), Bridgeview (2.7), King George Sarnia (3.6), Errol Road (4.3)

In April of 2015, the Ministry of Education revised its Grants for Student Needs funding model. This change was stimulated by the School Board Efficiencies and Modernization Strategy which provides incentives and supports for school boards to make more efficient use of school space. "These changes will continue to encourage school boards to focus on using education resources and facilities to support students rather than supporting school space that may be surplus to students' education needs." *Ministry of Education, Education Funding, Technical Paper 2015-2016, Spring 2015*. The 2017/18 budget year represents the third and final year of a three year phase in of these funding changes.

The following two grants are showing reductions for the 2017/18 budget year:

Grant Name	2017-18 Funding Reduction
School Facility Operations and Renewal – Top-Up Funding	\$1,202,059
Geographic Circumstances	77,737
Total:	\$1,279,796



Chippewas of Kettle & Stony Point First Nation

6247 Indian Lane

Kettle & Stony Point FN, Ontario, Canada N0N 1J1

Tuesday, June 20, 2017

Mr. Jim Costello
Director of Education
Lambton-Kent District School Board
trish.johnston@lkdsb.net

Dear Mr. Jim Costello,

RE: First Nations Superintendent at LKDSB

Lambton Kent District School Board serves communities within the boundaries of Lambton and Kent counties in southwestern Ontario including students of the four First Nation communities of Walpole Island, Delaware, Aamjiwnaang and Kettle and Stony Point First Nations. The LKDSB has had some administrative changes over the past year with respect to the First Nation education portfolio. In the spirit of reconciliation and in recognition of these senior administration changes Kettle and Stony Point First Nation would like to initiate and engage in dialogue which recognizes the need to mobilize the TRC Calls to Action to *foster success for every student every day*.

In particular, we would like to work with the LKDSB, through the Four First Nations, to facilitate the following:

- a) identifying and supporting a First Nation candidate to acquire the necessary credentials as a Supervisory Officer
- b) the establishment of a permanent consultant position with responsibility for Indigenous language teaching and learning.
- c) The LKDSB review the current wage level for unqualified teachers of Indigenous languages and provide a more equitable level of compensation for these individuals in the provision of this specialized instruction.

We request that this letter be placed on the next available agenda for the LKDSB trustees.

Sincerely,

Chief Thomas Bressette
Kettle and Stony Point First Nation

CC: Four First Nations
KSPFN Education Committee



Chippewas of Kettle & Stony Point First Nation

6247 Indian Lane
Kettle & Stony Point FN. Ontario, Canada N0N 1J1

Thursday, June 22, 2017

Mr. Jim Costello
Director of Education
Lambton-Kent District School Board

RE: North Lambton Secondary School

Dear Mr. Jim Costello,

We have noted with concern the intention of the LKDSB trustee's to revisit their decision of March 21, 2017 with regards to their motion of support for a new build North Lambton area SK to 12 school at their upcoming June 29th meeting. While the initial application to the Ministry of Education from the LKDSB may not have been successful, we believe that it serves the long term interest of the students of Kettle and Stony Point First Nation to remain committed to providing the best possible educational experience with the best possible solution.

During the accommodation review period, it became evident that the needs of the students from the Chippewas of Kettle and Stony Point First Nation would best be served with the relocation of the new school to a new site in the Forest area. It would provide a new start for all students, it would provide a better opportunity to utilize green space, it would allow for the creation of instructional space to support STEM programs and it would provide opportunities in the future for possible expansion and partnerships with local government and business.

At this time, we encourage trustees to remain committed to their decision of March 21, 2017 and continue to lobby the Ontario Ministry of Education for the new build school.

We request that this letter be placed on the next available agenda for the LKDSB trustees.

Sincerely,

Chief Thomas Bressette
Kettle and Stony Point First Nation

CC: Four First Nations
KSPFN Education Committee