

Annual Report 2016-2017



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



Our Vision, Mission and Belief Statements

Vision Statement

Our Students - Shaping Our World

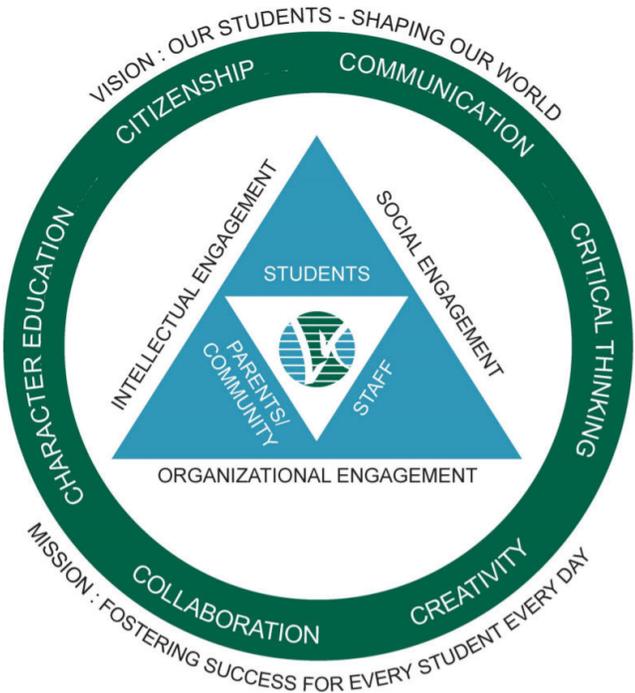
Mission Statement

Fostering Success for Every Student Every Day

Belief Statements

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

Engagement Model





Jim Costello, Director of Education

Message from Director Costello

The Director's Annual Report provides an overview of the Lambton Kent District School Board's (LKDSB) initiatives and achievements during 2016-2017 in support of student success.

LKDSB staff are committed to the mission of Fostering Success for Every Student Every Day. As we work to support our 21,800 students achieve their individual goals, we encourage our staff to be innovative and forward-thinking, while providing quality instruction that promotes academic achievement. Our differentiated learning model ensures that we are meeting the needs of all students to ensure their success and well-being.

The theme for Education Week 2017 was "LKDSB Celebrates Respectful and Inclusive Education," as it reinforces our commitment to promoting safe and inclusive learning environments for all students, staff and visitors. I am proud of the efforts of students and staff to make this a priority for their communities, as evident in the School Climate Survey results. The majority of LKDSB students feel our schools are safe and welcoming places and we feel it is important to continue to invest in supporting student mental health and well-being initiatives.

We continue to work with our Indigenous students, leaders and staff across the LKDSB, as well as our four Indigenous community partners, to support the Truth and Reconciliation Commission of Canada: Calls to Action as they relate to education. To this end, we are working diligently to build capacity amongst our staff and support all students in learning about Indigenous histories and perspectives.

During 2016-2017, LKDSB's International Education program experienced significant growth – increasing from 38 FTE students in the previous year to 73 FTE students from 27 countries (160 students in total) in 2016-2017. Our international students contribute diverse perspectives to our classrooms and all students benefit from these experiences.

Through the integration of technology and incorporation of modern practices and global perspectives, LKDSB's pedagogy is focused on nurturing the world's future leaders.

The LKDSB continues to examine its operations through a lens of efficiency, sustainability and fiscal responsibility, while providing the best learning experience for our students. As we make changes to respond to our enrolment and financial challenges, as well as address aging facilities and accessibility needs, we look for opportunities to engage all interested community members in developing innovative solutions.

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

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

A handwritten signature in black ink that reads "J. Costello". The signature is fluid and cursive, with a large initial "J" and a stylized "C".

Jim Costello
Director of Education



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



STRATEGIC PRIORITIES

- ✓ LKDSB will meet the learning needs and interests of all students through the provision of diverse programs, pathways and career planning.
- ✓ LKDSB will provide equitable opportunities for everyone associated with the Lambton Kent District School Board.

What are we doing to achieve these goals?

Inclusive learning environments

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

ABLE Program

There were 89 students who attended the Academics Based on Life Experience (ABLE) Program in 2016-2017, a four-year provincial certificate pathway for students with intellectual disabilities, offered at three secondary schools in the LKDSB: Alexander McKenzie Secondary School, John McGregor Secondary School and Wallaceburg District Secondary School. The program provides academic instruction and Co-operative Education opportunities to students in senior grades.

OPTIONS Program

The OPTIONS Program is a joint project between the LKDSB, St. Clair Catholic District School Board, Community Living in Chatham-Kent and Wallaceburg, and St. Clair College, which was initiated in 2003. This program provides students who have an intellectual disability with college campus-based education and work training opportunities. Fifteen students are in the two-year program, half of whom graduate each year. In 2016-2017, seven students graduated and four of these students have achieved paid employment.

Student-centred and family focused processes

The LKDSB is a partner in the Special Needs Strategy, which is designed to increase accessibility to services for all students with special needs. The LKDSB also has partnership agreements with outside agencies in order to assist students with special needs.

Speech and language

During 2016-2017, the LKDSB performed 761 speech and language assessments to support students ages 6 to 8 to develop their language skills.



Improving accessibility

The LKDSB recently updated its Multi-Year Accessibility Plan, which describes measures that the Board will implement over a five-year period (2017-2022) to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the LKDSB.

All students can learn and are entitled to quality instruction.



STRATEGIC PRIORITIES

- ✓ LKDSB will support the belief that all students can achieve through establishing a culture of high expectations.
- ✓ LKDSB will commit to the provision of effective and consistent instructional practices from Junior Kindergarten to Grade 12.

What are we doing to achieve these goals?

Differentiated learning to promote student success

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

Learning from assessments to promote student achievement

Education Quality And Accountability Office (EQAO) assessments are a reflection of the progressive learning throughout the elementary and secondary levels and they are one of several tools used by teachers and administrators to assess students. The LKDSB reported consistent [EQAO results](#) for Grades 3 and 6 reading, writing and mathematics, compared with the previous year. [Visit the LKDSB website for the complete EQAO results.](#)

The LKDSB is reviewing the data from the 2016-2017 assessments, which will help to inform future decisions related to improving academic outcomes for its students. The LKDSB remains committed to strengthening math and literacy skills among its students.

HIGHLIGHTS

- ✓ 325 Students received Enrichment programming.
- ✓ 174 Students and teachers are actively involved with Enrichment using Google Classroom.
- ✓ 68 Applied Behaviour Analysis instructional strategy sessions were delivered to more than 400 teachers to support students with Autism Spectrum Disorder.
- ✓ 25 Teachers of students with Autism Spectrum Disorder and 200 students participated in diversity training.

Specialist High Skills Major

LKDSB is a provincial leader in offering Specialist High Skills Major (SHSM) programs. SHSM programs are offered at all 12 LKDSB secondary schools and the top SHSM programs are: Health & Wellness, Construction, Arts & Culture, Agriculture and Manufacturing. More than 20 per cent of LKDSB students are enrolled in the program (the provincial target is 15 per cent).



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



STRATEGIC PRIORITIES

- ✓ LKDSB will welcome and engage students, parents and community members as respected, valued partners.
- ✓ LKDSB will contribute to a sustainable world through the implementation of sound environmental practices.

What are we doing to achieve these goals?

LKDSB celebrates respectful and inclusive education

During Education Week 2017, the LKDSB's theme was "LKDSB Celebrates Respectful and Inclusive Education." During this week, students and staff participated in activities that recognize the LKDSB's commitment to fostering a respectful and inclusive learning environment for students, staff and visitors.



International Education

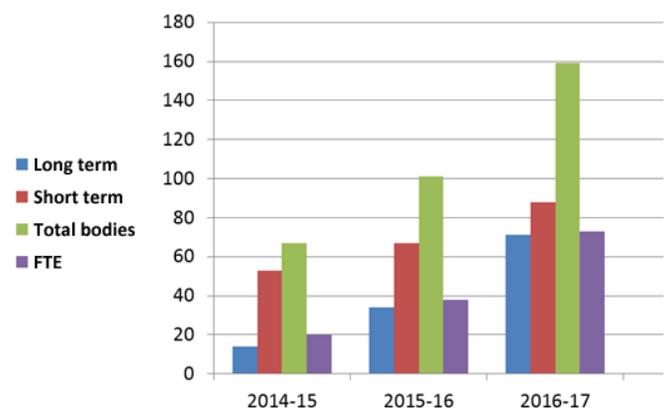
The LKDSB's International Education Program has increased significantly during the past few years. In 2016-2017, LKDSB welcomed 160 students (73 FTE) from 27 countries to its secondary schools, compared to 38 FTE students in 2015-16. Placing students according to their needs, abilities, requests and availability of space has allowed the LKDSB to bring diversity to all of its schools.

The International Education Program continues to recruit exceptional students to enrich LKDSB classrooms. For example, in 2016-2017, two international students received a combined 23 honour awards from the LKDSB for excellence in their studies. As well, many international student graduates have chosen to pursue post-secondary education in Canada.

Welcoming the world to our classrooms

In 2016-2017, the LKDSB welcomed students from: China, Taiwan, Korea, Thailand, Hong Kong, Vietnam, Spain, Italy, France, Estonia, Germany, Finland, Switzerland, Norway, Hungary, Turkey, Belgium, Austria, Denmark, Netherlands, Mexico, Ecuador, Chile, Brazil, Australia, New Zealand, and the United States.

International Education Student Enrolment



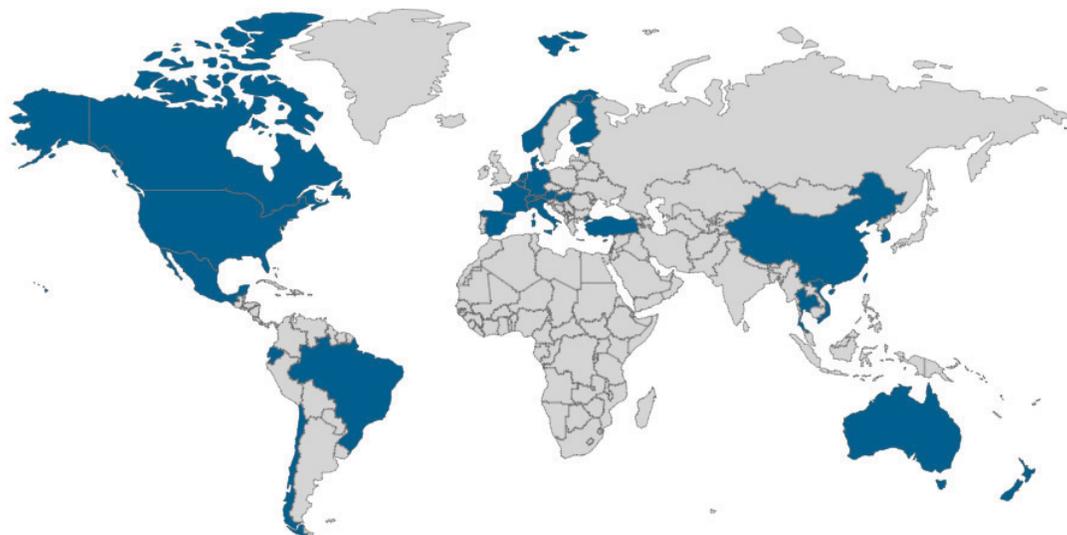


160 International Students from 27 Countries

In 2016-2017, LKDSB offered a professional development opportunity to approximately 60 staff in support of “Ensuring Excellence in International Education.” In order to build capacity in international education throughout the LKDSB, staff learned about topics such as diversity awareness; English as a Second Language needs; mental health and well-being; modifications and accommodation in support of academic success; consistent registration practices; as well as the internationalization of the curriculum and schools to foster welcoming environments.

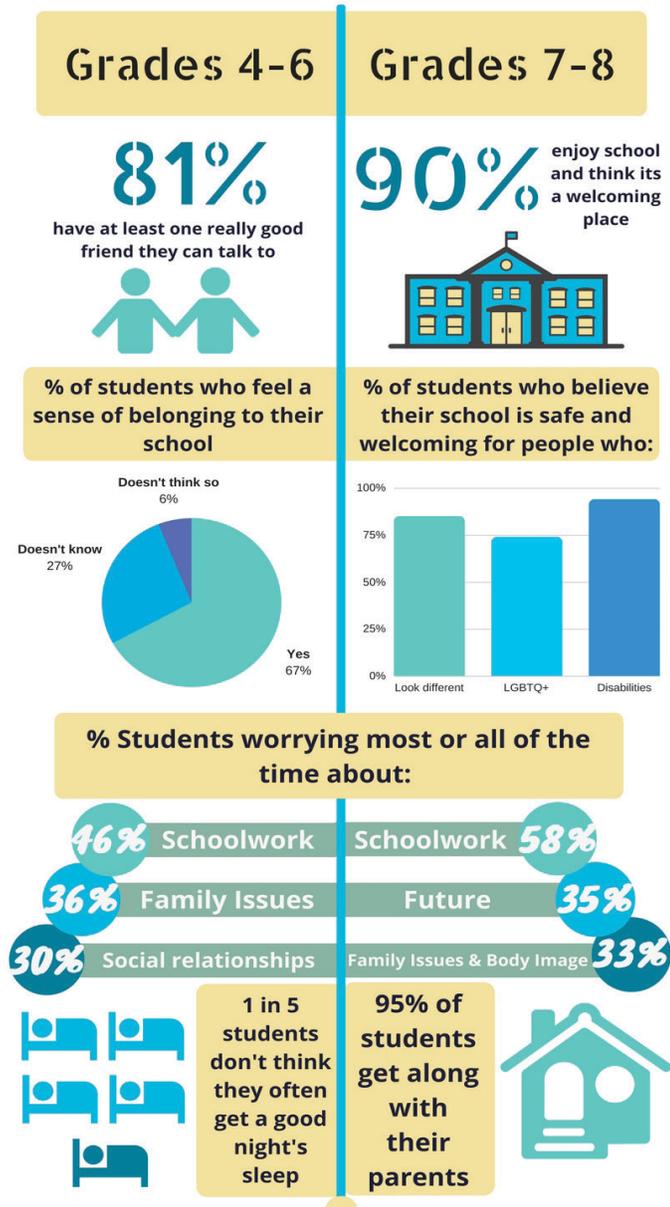
Students abroad

The LKDSB provides experiential learning opportunities for its students and staff. A total of 29 elementary students, as well as school administrators, travelled to South Korea during the summers of 2016 and 2017 as part of a successful cultural and student education program. Additionally, 11 secondary students travelled to Taiwan during the summer of 2016 for a cultural exchange.



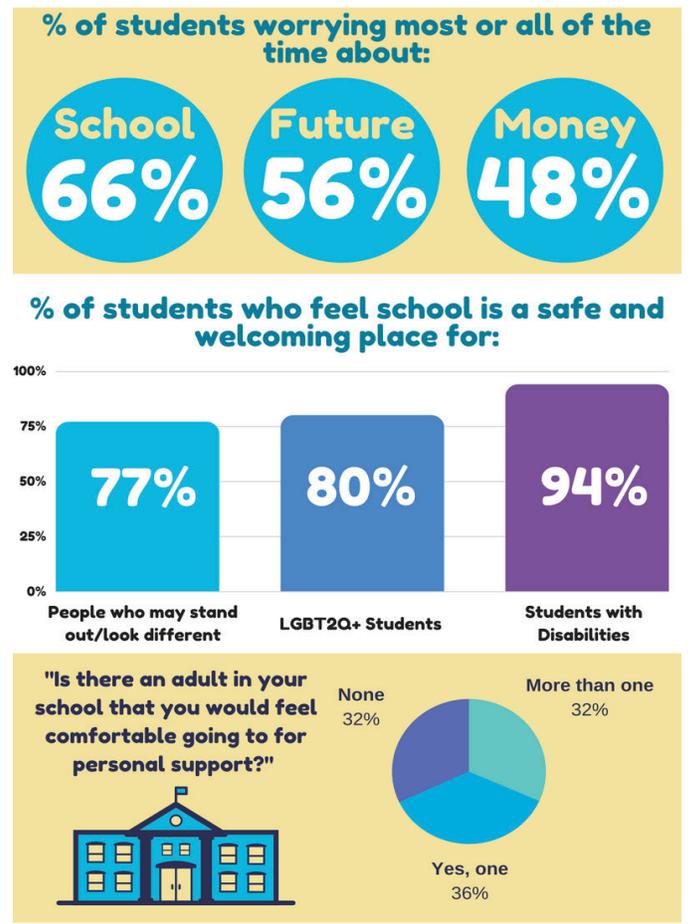
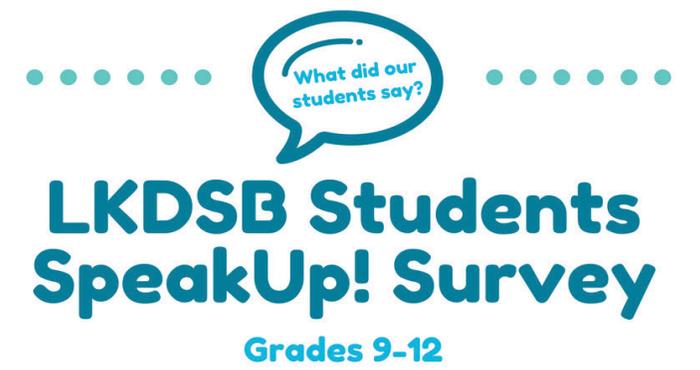
School Climate Survey

In 2016-2017, the LKDSB conducted an anonymous school climate survey to inform planning decisions about programs to help prevent bully and promote safe and inclusive schools and mental well-being. There were 2,671 respondents in Grades 4-6; 1,865 respondents in Grades 7-8; and 3,537 respondents in Grades 9-12.



For more information on how the LKDSB supports students, go to www.lkdsb.net.

The survey of students in Grades 4-12 is part of an ongoing conversation about student well-being. The LKDSB continues to review the data and will use it to inform decisions to support student well-being, including supporting the development of school multi-disciplinary teams. A follow-up survey is planned for the 2018-2019 school year.



For more information on how the LKDSB supports students, go to www.lkdsb.net

Mental health

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

- ✓ Building staff awareness and literacy in mental health.
- ✓ 75 staff members were certified in Applied Suicide Intervention and Skills Training (ASIST); 40 staff members were certified in Safe Talk; and 41 staff members were certified in Mental Health First Aid.
- ✓ All schools were in-serviced on the LKDSB's Suicide Prevention Protocol through the Mental Health Lead and Psychological Services staff.
- ✓ The Tragic Event Response Team (TERT) supported eight schools through their healing of traumatic student, staff or community tragedies.
- ✓ 1,305 staff completed the online "Well-being in the Classroom" module outlining key components of a mentally healthy class and strategies for how it can be fostered by staff.
- ✓ 1,638 staff completed the online "Anxiety" module reviewing the signs and symptoms of clinical anxiety in students and strategies for supporting students in the classroom.
- ✓ Psychological Services staff provided 125 school, classroom and staff in-servicing sessions on various well-being and mental health topics.

Two 'stress-busting' events led by the LKDSB's Student Senate were held during Mental Health Week/Education Week. More than 90 per cent of students who attended the workshops reported it being "valuable" or "very valuable" and 95 per cent indicated they learned tips to reduce their stress.

The LKDSB's Parent Involvement Committee led two events focused on children and youth mental health, with panelists from local Public Health and youth mental health agencies.

Project MyLKDSB

Project MyLKDSB, a student-voice initiative, was launched in 2016-2017. Secondary school teams comprised of students, teachers and administrators participated in a two-day summit in February 2017 to learn about student voice and develop plans for school projects. Project MyLKDSB Teams engaged in quick-win projects at all secondary schools during second semester.



Safe Schools

The results of the LKDSB's Climate Survey indicated that the majority of students feel the school is safe and welcoming for people who look different; LGBTQ+ communities; and individuals with disabilities.

In support of Safe Schools initiatives, the LKDSB offers staff training in Violent Threat Risk Assessment (VTRA) for administrators, clinicians and many student services staff, resource teachers and student success staff. Currently, the LKDSB has a total 224 employees trained in Level 1 VTRA and 50 employees trained in Level 2 VTRA. This two-day training is supported by local youth service agencies.

The LKDSB's Psychological Services Department and Mental Health Lead also support several mental health community partnerships. Psychological Services also meets with local mental health and addiction nurses to discuss statistics, trends and needs/gaps, as well as support local initiatives to reduce the stigma and increase awareness about mental health.

Environmental sustainability

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

The LKDSB partnered with the Municipality of Chatham-Kent to support the installation of 25 water bottle refilling stations across the LKDSB. The goal is to install at least one water bottle refilling station in all schools by August 2018.

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



STRATEGIC PRIORITIES

- ✓ LKDSB will support high levels of parent engagement in our school communities.
- ✓ LKDSB will maintain and strengthen relationships with all of our partners.

What are we doing to achieve these goals?

Parent engagement

The LKDSB's Parent Involvement Committee meets four times annually and involves parent representatives from Chatham-Kent and Sarnia-Lambton school communities, as well as Public Health representatives, Trustees and LKDSB Administration. The Parent Involvement Committee launched a Facebook Group in 2017 to support the sharing of information with School Council representatives.

As parents, guardians and community members themselves, School Councils provide an important bridge between school staff, parents, guardians, Home and School Associations and other parent/guardian groups that may be active within the school community.

LKDSB support staff regularly engage parents to support the learning needs and interests of students. For example, multiple events were hosted by the Special Education Department in 2016-2017 to support the successful transition of students to Kindergarten and Grade 9.

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

Indigenous Education

The LKDSB has a diverse population of Indigenous students, leaders and staff who support students and enrich our classrooms and workplaces. In support of the Truth and Reconciliation Commission of Canada: Calls to Action as they relate to education, the LKDSB is committed to building capacity amongst its teachers and staff and supporting our students in learning about Indigenous histories and perspectives in a safe and caring learning environment.



Through partnerships with local Indigenous communities, LKDSB staff participated in professional development opportunities, including the Aamjiwnaang Education Symposium: “Reconciliation through Education” and an Indigenous Studies Teacher Training Day hosted by Delaware Nation at Moraviantown. As well, the April 28, 2017 Professional Development Day for approximately 1,400 elementary teachers and staff was dedicated to learning more about intergenerational trauma and residential schools. The LKDSB continues to support student activities to engage and educate its students and build understanding, such as the Indigenous Youth Symposiums and Pow Wow events.



In 2016-2017, LKDSB secondary schools offered 63 NBE (English: Contemporary Aboriginal Voices), courses. In eight secondary schools, NBE was the sole Grade 11 English course offering. An additional 31 courses from the native studies curriculum were offered both in school and online. In 2017-2018, NBE is the only Grade 11 English course offering at all LKDSB secondary schools.



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



Black Heritage Symposium

During Education Week 2017, LKDSB held its first annual Black Heritage Symposium for teachers and students in Grades 5-8. Students learned about the importance of black heritage and identity and had the opportunity to visit Uncle Tom’s Cabin Historic Site in Dresden, Ontario. Teachers learned how to integrate black Canadian history into the Ontario curriculum, along with embedding principles of inclusion, diversity and equity in their teaching practices. The event was supported by community partners in Chatham-Kent, including Buxton National Historic Site & Museum and Uncle Tom’s Cabin Historic Site.

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



STRATEGIC PRIORITIES

- ✓ LKDSB will allocate human, material and financial resources in an effective and fiscally responsible manner to benefit all learners.
- ✓ LKDSB will create positive, two-way communication with all individuals and organizations that have interests in public education.

What are we doing to achieve these goals?

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

2016-2017 Budget

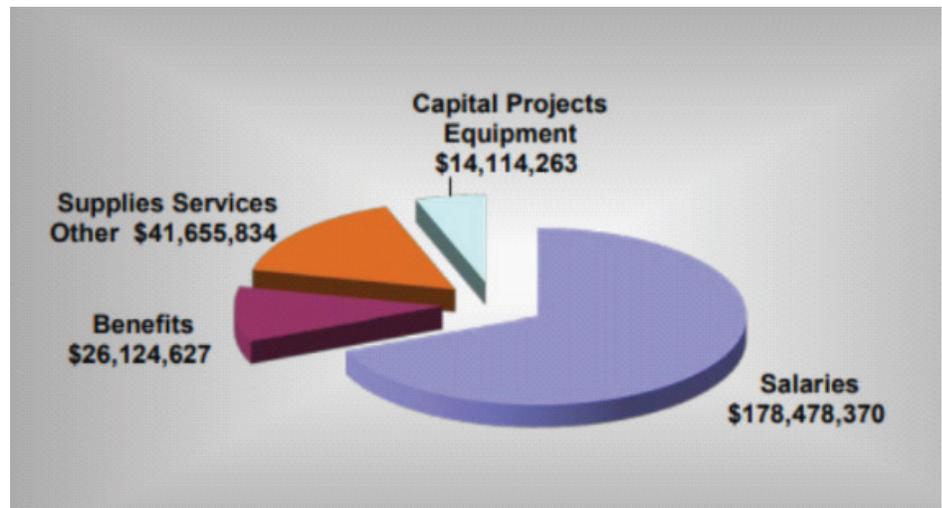
The LKDSB had a total operating and capital budget of \$260.37 million in 2016-2017. The chart below summarizes all expenditures into four major categories: benefits; capital projects/equipment; salaries; supplies services and other.

Capital Planning and Pupil Accommodation

The LKDSB continues to face two ongoing challenges: declining enrolment and financial challenges (including maintaining aging facilities). During 2016-2017, the LKDSB conducted two pupil accommodation reviews and LKDSB Trustees approved the following school consolidations:

- ✓ 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.
- ✓ Consolidation of the John N. Given Public School Kindergarten to Grade 8 English Language Program at Tecumseh Public School for September 1, 2018; and the relocation of the John N. Given Public School Grade 7 and 8 French Immersion Program to McNaughton Avenue Public School in September 1, 2017.
- ✓ Two other ongoing consolidations include: Great Lakes Secondary School and Pympton-Wyoming Public School.

\$260,373,094
Total Budget Expenditures



Capital improvements

The LKDSB invested \$30 million in capital expenditures in 2016-2017, including completing capital projects in 22 schools (more than 1/3 of its schools). The various projects included: heating/HVAC replacement and upgrades, mechanical/electrical upgrades, roofing replacements, structural reinforcement, paving of parking lots and student play



Northern Collegiate Institute and Vocational School

areas, track and field renovations, lighting upgrades and retrofits and access control. The LKDSB is also undertaking major renovation and addition projects at the consolidated site of Great Lakes Secondary School and at the consolidated Plympton-Wyoming Public School site.

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



Brigden Public School Parking Lot

Additional capital improvements include:

- ✓ Northern Collegiate Institute and Vocational School – \$2.4 million project, with approximately \$1 million for parking upgrades. Renovations included main office, cafeteria, gymnasium, Student Services area and two classrooms.
- ✓ Plympton-Wyoming Public School – Gymnasium addition (ongoing project)
- ✓ Great Lakes Secondary School – Addition of an auditorium with a theatre; gymnasium upgrades, including a wrestling area; cafeteria refresh; and accessibility upgrades.
- ✓ Wallaceburg District Secondary School - \$2.2 million project; included revitalization of the library/learning commons space to promote collaboration and integration of technology; upgrades to the weight room.

Communications

During the 2016-2017 school year, the LKDSB redesigned the staff Intranet, Board website and 65 school websites.

The LKDSB distributed 37 media releases about information, events, activities and achievements of the LKDSB staff, students and Trustees.

The LKDSB continues to provide information about its schools and Board initiatives on its social media accounts: Facebook, Twitter and YouTube.



Great Lakes Secondary School architectural rendering

We are committed to innovation and continuous improvement.



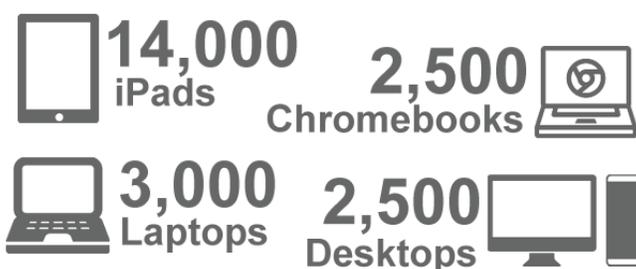
STRATEGIC PRIORITIES

- ✓ LKDSB will incorporate and model 21st Century practices, global perspectives, and technologies.
- ✓ LKDSB will continue to maximize the potential of all by building capacity through professional learning.

What are we doing to achieve these goals?

Technology in the classroom

The LKDSB has fully implemented the LKDSB Technology Enriched Learning Plan (TELP), which is a blueprint to facilitate the transition to a mobile platform for student learning. Grade 9 teachers in all secondary schools received iPads and professional development in preparation for the arrival of the Grade 9 TELP student cohort. More than 150 secondary school teachers participated in a Grade 9 Teacher Learning Day or school-based TELP Teacher Learning Series to prepare for the arrival of TELP in Grade 9. The Secondary Program Department launched TELPTLS.ca to support teacher professional learning in technology.



Information Technology

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

- ✓ 1,500 wifi access points installed over the last three years; and
- ✓ Increased internet capacity from 100Mbps to 10Gbps over a four-year period. This is a 100-fold increase in internet capacity.

As part of the IT Strategic Plan over the past four years, the LKDSB has:

- ✓ Replaced 65 school file servers with centralized storage;
- ✓ Migrated 25,000 users from Novell Netware to Microsoft Active Directory;
- ✓ Upgraded from Windows XP to Windows 7, and currently preparing for Windows 10 and beyond;
- ✓ Upgraded 3,500 e-mail accounts to Microsoft Office 365;
- ✓ Installed a new IT Help Desk System; and
- ✓ Replaced the staff intranet, main Board website and 65 School websites with the Scholantis SharePoint solution.



eLearning

In 2016-2017, LKDSB offered 29 eLearning courses as a member of the Ontario eLearning Consortium. eLearning courses offered by LKDSB include: Accounting, Computer Science, Challenge and Change in Society, Gender Studies, Ontario Secondary School Literacy Course, Physics, World Issues: A Geographic Analysis and Writer's Craft.



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

 **15,000-20,000**
Devices connected during school day

LKDSB students attempted more than 500 eLearning credits in 2016-2017 of which 90 per cent of attempted credits were achieved. To support students enrolled in eLearning courses, eLearning Hubs were established at Ridgetown District High School, Lambton Kent Composite School and North Lambton Secondary School.

TELP By the Numbers

New iPads
deployed this year: **1,800**

5,500 :Total # iPads deployed
over three years

Total # iPads deployed
over last five years: **14,000**

Human Resources Online Training

Seven online training courses were released to all LKDSB employees in 2016-2017. Depending on the position, additional training courses are available through Our Training Room. Also, new employees are required to complete additional training courses online (approximately 14 courses).

Staff Professional Development

During 2016-2017, the LKDSB offered 666 workshops to LKDSB employees. Sample topics include: Digging Deeper with SeeSaw; Health and Safety Training; Vice Principal Learning; and From Pattern to Algebra.



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

