

14. Reports for Board Information		
a) Development of the LKDSB Strategic Plan 2020/2021 to 2025/2026	Director Howitt Report B-20-39	11
b) Financial Report 2019/2020 School Year Expenditures to February 29, 2020	Superintendent McKay Report B-20-40	25
c) Reduction of Single Plastic Use at the LKDSB	Superintendent McKay Report B-20-41	30
d) LKDSB Staff Supported Student Learning during COVID-19 School Closures	Director Howitt Oral Report	
15. Correspondence		
16. New Business		
17. Trustee Questions		
18. Notices of Motion		
19. Future Agenda Items		
20. Announcements		
a) The next Regular Board Meeting will be held on Tuesday, May 12, 2020 7:00 p.m. electronically.		
21. Adjournment		



Lambton Kent
District School Board

In Memoriam

Patrick Kavanagh

Patrick Kavanagh passed away on April 17, 2020.

He was a custodian with the Lambton Kent District School Board.

Staff, students and all who knew Pat will miss him.

April 28, 2020

PRESENT:

Trustees: Chair Jane Bryce, Vice-Chair Randy Campbell, Greg Agar, Janet Barnes, Ruth Ann Dodman, Dave Douglas, Jack Fletcher, Brittany Jenkins, Scott McKinlay, Lareina Rising and Derek Robertson

Staff: Director of Education John Howitt, Superintendent of Business Brian McKay
Superintendents of Education Angie Barrese, Gary Girardi, Ben Hazzard, Helen Lane, Mary Mancini and Mark Sherman and Public Relations Officer Heather Hughes

Student Trustees: Aurora Bressette, Simon Harris
Regrets: Student Trustee Newcombe

Recording Secretary: Trish Johnston, Executive Assistant and Communications Officer

Call to Order: Chair Bryce called the meeting to order at 7:00 p.m. and explained that the Board Meeting was being held via teleconference which was allowed because the Ministry of Education and the Government of Ontario has introduced new legislation allowing for Board Meetings to occur electronically. Regulation 463/97 was amended by Regulation 42/20, and removes the requirement for any persons to be physically present at electronic meetings if all schools have been closed by the Minister, the Medical Officer of Health or Cabinet.

Chair Bryce read the Traditional Territorial Acknowledgement.

Chair Bryce read an in memoriam for Student Carter Brissette and Elementary Teacher Carol-Lee Halcovitch. A moment of silence was observed.

Chair Bryce explained the voting process for the electronic meeting.

#2020-52
Approval of the Agenda

Moved by Jack Fletcher, seconded by Derek Robertson,

“That the Agenda for the Regular Board Meeting of April 14, 2020 be approved.”

CARRIED.

Declaration of Conflict of Interest

Trustee Robertson declared a conflict of interest with the motion emanating from Private Session.

#2020-53
Approval of the Minutes
Feb/25/2020

Moved by Ruth Ann Dodman, seconded by Jack Fletcher,

“That the Board approve the Minutes of the Regular Board Meeting of February 25, 2020.”

CARRIED.

Business Arising

Director Howitt advised that a letter was sent by Chair Bryce, on behalf of the Board, to the Minister of Education expressing the LKDSB funding concerns. A copy of the letter is included on the Board Agenda under Correspondence. Understandably, a letter of response has not been received yet due to the focus on the COVID-19 pandemic.

Motions Emanating from Private Session

Moved by Randy Campbell, seconded by Ruth Ann,

“That the Board excuse Trustee Derek Robertson from attending Board Meetings from April 14, 2020 to August 31, 2020.”

CARRIED.

Trustee Robertson explained that he fully intends to attend Board Meetings during the pandemic, but may not be able to attend due to his professional responsibilities.

#2020-54
Action of the Regular
Board Private Session be
the Action of the Board

Moved by Scott McKinlay, seconded by Brittany Jenkins,
"That the Action of the Board in Private Session be the Action of the
Board."

CARRIED.

Presentations: None
Delegations: None

#2020-55
2020/2021 School Year
Calendar
Report B-20-26

Moved by Jack Fletcher, seconded by Janet Barnes,
"That the Board approve the 2020/2021 School Year Calendar and that this
calendar be forwarded to the Ministry of Education for approval as
required."

Superintendent Hazzard outlined the requirements of the school year calendar. He advised that *Regulation 304, School Year Calendar, Professional Activity Days* outlines the requirements for the preparation and submission of school year calendars to the Ministry of Education. For 2020/2021, the school year shall include a minimum of 194 school days of which three days must be designated as professional activity (PA) days devoted to provincial education priorities. These priorities are reflected through the criteria and topics contained in *Policy/Program Memorandum No 151*. Boards may designate up to four additional days as PA days. A board may also designate up to ten instructional days as examination days. He advised that discussions took place with the coterminous school boards, unions, administrators and Parent Involvement Committee (PIC). A regular school calendar is being proposed for the 2019/2020 school year with the following dates:

Statutory/School Board Designated Holidays:

September 7, 2020	Labour Day
October 12, 2020	Thanksgiving Day Holiday
December 21 to January 1, 2021	Holiday Break
February 15, 2021	Family Day
March 15 – 19, 2021	March Break
April 2, 2021	Good Friday
April 5, 2021	Easter Monday
May 24, 2021	Victoria Day

P.A. Days:

Thursday, September 3, 2020
Friday, September 4, 2020
Friday, October 9, 2020
Friday, November 20, 2020
Wednesday, February 3, 2021
Friday, June 4, 2021
Wednesday, June 30, 2021

Secondary Exam Days:

Wednesday, January 27 – Tuesday, February 2, 2021
Wednesday, June 23 – Tuesday, June 29, 2021

EQAO Dates:

Grade 3 & 6 Assessments -May 25 to June 7, 2021
Grade 9 Math - 1st Semester January 11 to January 22, 2021
Grade 9 Math - 2nd Semester June 3 to June 16, 2021
OSSLT April 8, 2021

Superintendent Hazzard explained the need to hold two PA days this year prior to the start of the school year this year.

Director Howitt explained that changing an approved school year can be done by Board Motion and Ministry approval. He expects that changes necessitated by the pandemic would be made at the provincial level. Superintendent Hazzard advised that the school year calendar being presented for approval is a typical school year calendar, in line with what the Ministry has recommended.

CARRIED.

#2020-56
Tender Award – HVAC
Lambton Central Centennial
Public School
Report B-20-31

Moved by Scott McKinlay, seconded by Lareina Rising,

“That the Board award the tender to the successful bidder, Postma Heating & Cooling Inc., Chatham for supply of a new HVAC roof top unit for the gym of Lambton Central Centennial Public School provided that the approved tender work is allowed to proceed under the definition of essential services by the province of Ontario.”

Superintendent McKay reported on the tender opening for a new HVAC roof top unit for the gym at Lambton Central Centennial Public School. He explained that the tender does not include the installation of the unit. A separate tender will be presented to the Board for the installation. He explained that the supply sector expects that there may be issues in the near future obtaining the HVAC unit, so this tender is being presented separate from the installation. The project cost for the unit of \$129,936.39 will be covered by the School Condition Improvement funds. Superintendent McKay confirmed that Postma Heating and Cooling Inc. are aware of this unique situation and the fact that they can bid on the installation tender as well. He advised that this project could not be done when school is in session due to the heavy equipment needed to lift the equipment. The project is not considered an essential service at this time because it is not a health and safety concern. The existing unit could be maintained for another year. Superintendent McKay confirmed that the tender can be cancelled if they cannot guarantee delivery on time. The same precautions will be in place for the installation tender.

CARRIED.

#2020-57
Tender Award - Asphalt
Replacement – Victor
Lauriston Public School
Report B-12-32

Moved Ruth Ann Dodman, seconded by Derek Robertson,

“That the Board award the tender to the successful bidder, Elric Contractors of Wallaceburg Inc. for asphalt replacement at Victor Lauriston Public School provided that the approved tender work is allowed to proceed under the definition of essential services by the province of Ontario.”

Superintendent McKay reported on the tender opening for asphalt replacement at Victor Lauriston Public School. The project cost of \$320,485.25 will be covered by the School Condition Improvement funds. Superintendent McKay confirmed that the majority of the asphalt at the school will be replaced. He will provide further clarification at the next Board Meeting.

CARRIED.

Indigenous Liaison
Committee (ILC) Report
Report B-20-27

Trustee Rising reported on the Indigenous Liaison Committee (ILC) Meeting of February 19, 2020 held at Eelūnaapéewi Lahkéewiit. She referred to the reports from the First Nation Communities.

Special Education
Advisory Committee
(SEAC) Report
Report B-20-28

Trustee Barnes reported on the Special Education Advisory Committee (SEAC) Meeting held on February 20, 2020. She commented on the excellent presentations from Community Living Sarnia/Lambton, Community Living Wallaceburg and the Learning Disabilities Association of Chatham-Kent.

Student Senate Report
Report B-20-33

Student Trustee Bressette reported on the Student Senate Meeting held on March 9, 2020. Superintendent Barrese, Mental Health Lead, Colameco, System Coordinator Moore and the LKDSB Social Workers attended the meeting. The Social Workers outlined the schools they work at and the various ways they interact with students through direct service, group work and classroom presentations. The purpose of the school Multi-Disciplinary Team (MDT) was explained. Social Workers are members of the MDT. She noted the plans to include Student Senators on the MDT in the future. Members of the Student Senate had decided to take the resources from School Mental Health Ontario (SHMO) and create voiceover clips to go with the slides. The plan was to play/share the clips during Education Week/Mental Health Week, the first week of May, through morning announcements, social media, websites, etc. She advised that Director Howitt shared the one page summary of his Entry Plan and the next steps which includes the development of the LKDSB Strategic Priorities. Student Senators were informed of the need to cancel some field trips scheduled for March Break due to the cases of the COVID-19 in international countries.

Ontario Student Trustees'
Association Report

Student Trustee Harris reported on the Ontario Student Trustees' Association (OSTA) Conference that was held from February 20 to 23, 2020. Student Trustees Bressette and Newcombe also attended the conference. It provided an opportunity to connect with student trustees from across the province and participate in the student trustee mentoring sessions. He commented on Keynote speaker Annie Kidder, President of People for Education. They provided feedback on the Ontario Physical and Health Education Association's (OPHEA) concussion module.

LKDSB Staff Supported
Student Learning during
COVID-19 School
Closures
Report B-20-34

Director Howitt commented on the tremendous work being done by all LKDSB staff to support student learning and the attempt to capture it in Report B-20-34. He commented on the flexibility and innovation that has come out of the situation during the first few weeks of the school closure. Senior Administration has been very conscious of the importance of communications to get the word out to everyone. Administration has tried to address gaps and challenges. He shared that feedback has been positive. Staff are reaching out to support student mental health and well-being as well as their educational needs. He stated that staff have not been able to reach some families due to internet issues, lack of devices, or relocation but they are continuing to try. Director Howitt advised that over 2200 devices were delivered students to support teacher lead student learning at home. He noted that the rural areas have challenges with internet. Some areas have 3G connection at best. Those speeds do not allow for some of the online activities students are asked to do. To address the equity issue, paper booklets were delivered to students without access to online learning. Additional printed learning materials will be shared in the coming weeks that will be more grade specific.

Trustees thanked the LKDSB Staff for their hard work and the Director for the detailed report. Director Howitt confirmed that Premier Ford stated that schools would not be reopening on May 4. The Minister of Education has yet to provide a date. Regarding student marks, he explained that students eligible to graduate who are going on to postsecondary institutions, will have their second semester midterm marks submitted to OCAS and OUAC (colleges and universities) at the end of April. This process is continuing as it does every year. March 13 marks will be submitted for LKDSB students. However, if students do complete some additional tasks and increase their marks, then the higher marks will be submitted. Students will not be disadvantaged by the COVID-19 pandemic.

Director Howitt explained that for non-graduating students, the March 13 date is relevant if schools do not reopen. The students' grade as of March 13 would be the lowest grade teachers would use for reporting purposes.

Director Howitt confirmed that, as far as he knows, all schools have been able to deliver devices to students who did not have transportation to pick them up at their school. Staff in the Information Technology Department enable the school devices to work from students' homes. The devices were sent to the schools for pickup. Principals worked with families to pick up the devices at certain times respecting social distancing or having the devices delivered to homes where transportation was an issue. Director Howitt confirmed that over 2000 paper booklets were distributed to students and the packages included writing implements. Families should contact their principal if they need resources. Trustees offered to assist with getting resources to students. Director Howitt confirmed that there is not a need at present.

Trustee Bryce commented on the extraordinary times and advised that the Board wants staff to know that the Board greatly appreciates the efforts of all staff to deliver equitable educational opportunities throughout the LKDSB. Director Howitt advised that he would include a statement in the Director's weekly newsletter.

Salary Disclosure Act for
2019
Report B-20-29

Director Howitt advised that each year, since the *Public Sector Salary Disclosure Act* was passed in 1996, the Ontario Government has published a compendium on public sector employees who were paid a salary of \$100,000 or more. Organizations that receive public funding from the Province of Ontario are required to disclose the names, positions, salaries and taxable benefits of these employees. The salary required to be made public under the Act reflects the amount to be reported to Canada Revenue Agency on the employer's T-4 slip for the employee. The T-4 amounts may include components that relate to a prior year and may exceed the employee's annual rate of salary. The taxable benefits listed on the report are the amount shown on the T-4 slip as prepared for the Canada Revenue Agency. The Act covers city and other local governments, universities and colleges, school boards, hospitals, and Crown agencies. It also applies to the Provincial Government ministries and members of the Assembly. Other non-profit organizations that receive a large share of their funding from the provincial government are covered as well.

Director Howitt advised that there are 273 employees on the list this year. Last year, 2018, there were 257 people on the list compared to 199 people in 2017 and 149 in 2016. He noted that in future years as collective agreements are settled, the number of employees will increase.

Correspondence

Letter dated February 27, 2020, sent to the Minister of Education expressing the LKDSB funding concerns, in a manner similar to the May 19, 2019 letter.

Announcements

The next Regular Board Meeting will be held electronically on Tuesday, April 28, 2020, at 7:00 p.m.

The Parent Involvement Committee (PIC) event scheduled for April 30, 2020 is cancelled. It may be rescheduled to the fall.

Chair Bryce thanked Trustees and members of Senior Administration for enabling the Board Meeting to run smoothly electronically.

Adjournment
8:06 p.m.

There being no further business of the Board, Chair Bryce declared the Meeting adjourned at 8:06 p.m.

BOARD REPORT
REGULAR BOARD, PUBLIC SESSION

REPORT NO: B-20-37

Memorandum To: John Howitt, Director of Education

FROM: Brian McKay, Superintendent of Business

DATE: April 28, 2020

SUBJECT: Tender Award – Interior and Exterior Renovations – Wallaceburg District Secondary School (W.D.S.S.)

Tenders were received electronically by Sandy Huizinga of the Purchasing Department and opened on April 15, 2020 by Brian Pelletier and Don Masse of the Plant & Maintenance Department. Bid results are as follows (** indicates successful bidder):

Tendered Base Bid: Renovations

Separate Price 1: Exterior Shade Structure

Separate Price 2: Exterior Storage Shed

Alternate Price 1: Provide Sprinklers on Corridor Glazing (Alternate Price excluded from Tender Award)

Alternate Price 2: Provide Fire Rated Glass in Corridor Openings

PROJECT BIDDER	BASE BID (nic. HST)	TOTAL BID (nic. HST)
** Elric Contractors of Wallaceburg Inc., Wallaceburg	1,615,075.80	1,657,207.87
TCl Titan Contracting, Windsor	1,616,500.00	1,660,626.00
Vince Ferro Construction, Windsor	1,621,488.00	1,672,125.00
Intrepid General Ltd., Chatham	1,650,001.08	1,693,131.21

PROJECT SUMMARY	
Successful Bid Total (nic. h.s.t.)	1,657,207.87
Design Fees	123,461.99
Net HST	38,462.48
Total Project, This Report:	1,819,132.34
Budget Funding:	
- School Renewal	950,000.00
- School Condition Improvement Restricted	869,132.34
Total Project Budget:	\$ 1,819,132.34

Recommendation:

“That the Board award the tender to the successful bidder, Elric Contractors of Wallaceburg Inc. for Interior and Exterior Renovations at Wallaceburg District Secondary School, provided that the approved tender work is allowed to proceed under the definition of essential workplaces by the Government of Ontario.”

**BOARD REPORT
REGULAR BOARD, PUBLIC SESSION**

REPORT NO: B-20-38

Memorandum To: John Howitt, Director of Education
FROM: Brian McKay, Superintendent of Business
DATE: April 28, 2020
SUBJECT: Tender Award – HVAC Upgrades – Merlin Area Public School

Tenders were received electronically by Sandy Huizinga of the Purchasing Department and opened on April 14, 2020 by Brian Pelletier and Don Masse of the Plant & Maintenance Department. Bid results are as follows (** indicates successful bidder):

Tendered Base Bid: HVAC Upgrades
Separate Price 1: Supply & Install new BAS

PROJECT BIDDER	BASE BID (nic. HST)	TOTAL BID (nic. HST)
** Westhoek Construction Limited, Chatham	675,911.00	688,461.00
Elric Contractors of Wallaceburg Inc., Wallaceburg	693,387.40	705,248.09
TCI Titan Contracting, Windsor	732,000.00	743,000.00
Vince Ferro Construction, Windsor	772,795.00	785,695.00

PROJECT SUMMARY	
Successful Bid Total (nic. h.s.t.)	688,461.00
Design Fees	51,290.34
Net HST	15,978.64
Total Project, This Report:	755,729.98
Budget Funding:	
- School Renewal	202,500.00
- School Condition Improvement Restricted	553,229.98
Total Project Budget:	\$ 755,729.98

Recommendation:

“That the Board award the tender to the successful bidder, Westhoek Construction Limited for HVAC Upgrades at Merlin Area Public School, provided that the approved tender work is allowed to proceed under the definition of essential workplaces by the Government of Ontario.”

REPORT TO BOARD

FROM: John Howitt, Director of Education

DATE: April 28, 2020

SUBJECT: Development of the LKDSB Strategic Plan 2020/2021 to 2025/2026

The current LKDSB Strategic Plan covers the period of time 2016/2017 to 2019/2020. The Trustees and members of Senior Administration engaged in a Strategic Planning session on March 6, 2020 to continue the process of developing a new Strategic Plan to guide the Board over the next five years.

Director Howitt shared the information he gathered through his Entry Plan which included interviews with Trustees, Board Committee members, employees, students, parent/guardians, union leaders, First Nation Representatives, community members and stakeholder groups. This data was considered during the Strategic Planning session along with current research and district challenges. Attached is the resulting Strategic Management Summary report includes four new draft Strategic Priorities.

The Strategic Priorities are presented for discussion and input at this time. The LKDSB Strategic Plan will be brought to a future meeting for Trustee approval.

Introduction

On Friday, March 6th, 2020 a review of the Lambton Kent District School Board's current Strategic Plan was conducted and the formation of four new draft Strategic Priorities for the 2020 to 2025 cycle occurred. I wish to extend my sincere congratulations to the team for their commitment and accomplishments in crafting an innovative and proactive plan.

What Learning Goals did we achieve?

- We validated and reviewed best practices in Strategic Planning with the Lambton Kent District School Board Trustees.
- We determined what areas of the existing Strategic Plan were still valid. Trustees collectively decided that the current belief statements needed to be replaced with newly formed Strategic Priorities.
- There was some interest in revisiting the current Mission and Vision. Attached to this report is additional information to assist with this process.
- Through a facilitated process, together we generated four new draft Strategic Priorities.
- There was emphasis placed on the need for a strong process inclusive of the following factors:





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The facilitator (Catherine McCullough of CMC Leadership) provided the Board of Trustees with an overview of evidence-based best practices from **Strong Districts and Their Leadership** and provided recommendations to how to approach the review of the current Strategic Plan.

This review was inclusive of examining the following characteristics:

1. A broadly shared Mission, Vision and Goals founded on ambitious images of the educated person.
2. Budgets, structures, personnel policies, procedures and time use aligned with the District's Mission, Vision and Goals.
3. A policy-oriented Board of Trustees for proficient and effective governance.
4. Productive working relationships with staff and other stakeholders.

In addition, the Board of Trustees was presented with the most current **Strong District and Their Leadership** research and best practices aligned with, **Multi-year Strategic Planning – A Guide for School Board Trustees – 2017**.

Overview of the Strategic Planning Process & Deliverables

We reviewed and validated best practices necessary for an effective Strategic Planning process.

The characteristics of relationships were explored.

Trustees were asked what they did in Lambton Kent to foster effective relationships with staff, community partners and other stakeholders. Below are the collected responses:

- We are responsive and timely in our responses
- We engage our community partners
- We use consultation tools like *Thought Exchange*
- We are transparent and this is demonstrated on our website
- We are accessible and open in our outreach
- We have a flattened hierarchy





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- We try to engage in proactive way
- We try to focus on our roles and responsibilities

Trustees were then asked to identify growth opportunities as aligned to their policy governance practices. Below are the collected responses:

- We could do a better job in aligning our budget to our Strategic Plan
- We can try to honour our communities voice and find ways of capturing their input
- We can provide greater clarity on what our roles and responsibilities are (using the OPSBA resources)
- We could better match/align Ministry direction with our local needs, for example, through concussion management
- We could celebrate and showcase who we are and ask for more involvement of our communities

Trustees were asked WHY is this process more important now than ever before? Below are the collected responses:

- We need this plan so that we stay relevant
- We need to put our priorities to the forefront
- We have to have optimal impact with the resources we have
- We have to ensure that our voices are heard and the participation of Trustees new to the Board
- We have to be mindful of the future of education
- We have to stay the course especially with competing demands
- We have to support our students today and tomorrow
- We have to have ongoing and explicit renewal
- We have to ensure we inspire our leaders, our Principals
- We have to stay focussed and avoid distractions

Trustees participated in a SWOT (Strengths, Weaknesses, Opportunities, Threats) to generate data that would help us revise and establish new draft Strategic Priorities. Below are the collected responses:



CMC LEADERSHIP

We identified our STRENGTHS:

- World class education system with professional delivery
- Belief in our Board
- Student focussed
- Innovative, progressive
- Lead other boards in NBE
- Relationships (community use of buildings i.e. walking club)
- Community partnerships and being personable
- Outstanding and passionate employees (multigenerational)
- **Good governance (*9 dots)**
- Pride in our community
- A group of first generation employees
- Volunteerism
- Small town consecutiveness within a large geographic district
- Big family feel
- Rich heritage (underground railroad, Ipperwash, barn quilts and farming)
- Captain John
- Communication flows well
- Strong and organized teams
- Commitment to students
- Public trust is high
- Responsive people/communication is timely
- **Indigenous education and partnership (*11 stars)**
- International education is established
- Track data well to assess student achievement
- Coop programs with a focus on trades and agriculture, SHMS programs
- Regional flavours/programs/e-help classroom
- Community partnership/collaborative process
- Trustee group is wonderful and productive
- **Community Partnerships (*8 stars)**
- Progressive technology plan that supported learning and infrastructure
- Good governance model



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- Two Board offices – community presence, financial savings, staff feel supported
- Implementation of MDT teams – School Climate Survey
- Accommodation plan that gathers from the community
- Financial transparency
- Staff engaged for students – want our kids to do well (*11 stars)
- Rich history
- Geographic location - lakes, rivers, wetlands (*3 stars)
- Working what is best of children and youth

We identified our WEAKNESSES:

- Need for promotion of what we do and offer
- Need to do more with anti-racism, anti-oppression and broaden equity and inclusion. We need to flatten our hierarch further to have more diverse hiring (*15 stars)
- Challenging geography, small schools
- Excessive spaces and declining enrolment – 8000 empty pupil places (*16 stars)
- We need to promote abilities rather than disabilities
- Slow convoluted process to get new buildings
- Need to improve our math scores and our early leaver rates and our graduate rates. There are gaps in our achievement (examine the data) stagnant EQAO Rates. Disproportionate number of our students taking applied courses. How do we compare to others and develop better measures (*14 stars)
- Transportation costs
- Have staff recognize their role in the K-12 model
- Transfer of knowledge/plan of action
- Innovation practice is not consistent with (2) Board offices

We identified our OPPORTUNITIES:

- Raising the bar and matching expectations with actions (*15 stars)
- Reaching out to our community and asking for help
- Leverage grant writing, utilizing the foundations (*3 stars)
- Greater promotion – like a daily tidbit
- Engaging students and parent voice in our regular work/opportunities (*2 stars)
- School consolidation leading to enhanced program opportunity





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- More community use of excess spaces
- Engage community voices in the work we need to do about Equity and Inclusion so we have greater diversity (*7 stars)
- Align funding resources with priorities
- Municipalities are helpful/good resources
- Communication with community and parents
- Engage the communities and trades – thought exchange
- Plans for school consolidation once moratorium is removed
- TOKTW – shadowing roles schools
- Health Unit alignment
- Flexible staff responsive to new instruction to increase student achievement
- Flexible staff responsive to new learning
- Size of board allows for change and responsiveness
- Connection with our (4) First Nation communities
- Expand our curriculum and experiential learning opportunities to leverage community knowledge and expertise - graduate rates and EQAO results. Measure the effectiveness of the plans (*7 stars)
- Optimize resources (*7 stars)
- Engage student voice and gather opinions (*2 stars)
- How can we turn NO's restrictiveness procedures into opportunities (*5 stars)

We identified our THREATS:

- Slow Provincial level responses to the system
- Student population decline
- Find declining budget resources
- Precarious/variable union relations (Provincially)
- Negative social media
- Out-dated facilities
- Get our message and our strengths out
- How do we attract people to our region?
- How can we attract more international families?
- Perceived North/South divide
- Geographical catchment areas of our community partners



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- Declining birth rates, migration patterns, rapidly changing technology (*6 stars)
- Lack of flexibility with current funding model (*7 stars)
- Moratorium (*12 stars)
- External distractions and barriers (labour and coronavirus)
- Limited funding special education model, maximizing visibility of needs
- Comments on social media that may not get to our table and presenting a counter voice
- Population decline, youth exodus, fewer farm families, loss of jobs and housing affordability
- Filling staff positions (i.e. hiring practices) - Reg 274 in diversity and innovation French teacher, indigenous speaking teachers, IT and competing industries (*14 stars)
- Changing funding model and provincial funding
- Political climate – fear of losing privilege
- Parameters are restrictive – CA/Policy/Procedures/Ministry (*4 stars)

Draft Priorities (developed by the teams)

TEAM ONE

Equity, Inclusivity and Diversity: Provide a safe learning environment strengthened by embracing diversity and respecting self, others and the world around us.

Collaborative Relationships (Relationships/Heritage/Collaboration): We develop positive relationships with students, staff, community partnerships honoring our communities' heritage.

Student Achievement and Well Being: We provide innovative learning experiences that promote excellence in student achievement and well-being.

TEAM TWO

Stewardship of Resources: We are committed to utilizing resources effectively to ensure an expansive educational experience.



CMC LEADERSHIP TEAM THREE

Building capacity and optimizing resources through innovation local solutions.

Committed to high standards for student achievement and well-being.

Empower relationships and collaboration within our rich heritage.

Champion anti-oppressive education.

TEAM FOUR

Optimize human, financial and physical resources.

Building trusting relationships based on respectful collaboration.

Champion equity and diversity to promote barrier free opportunities for all.

Improve student achievement and foster well-being.

The entire team developed the final option through a combination of the collective contributions and follow-up discussion.





Four NEW Strategic Priorities for 2020 to 2025

<p>STUDENT ACHIEVEMENT & WELL-BEING</p> <p>Advance high standards for innovative and responsive learning</p>	<p>INCLUSIVE DIVERSITY</p> <p>Champion anti-oppressive education</p>
<p>SUSTAINABLE STEWARDSHIP</p> <p>Optimize human, financial and physical resources</p>	<p>TRUSTING RELATIONSHIPS</p> <p>Strengthen relationships based on respectful collaboration</p>

Recommendations

The Trustees empowered the senior team to make minor revisions to the wording of the Strategic Priorities before bringing them forward for approval. The senior team gathered on Monday March 9th and made some minor wording revisions to the priorities as shown above.

There was some interest expressed in a subtle revision to the Board’s existing Mission and Vision. If there is consensus to do so, I have provided some additional resources to conduct that review. I would not recommend you change it significantly as it seems that it adopted and understood by your school system.

It will be important for the team to review the detailed information in the SWOT, the broad range of data that you have and examine evidence based best strategies towards the formation of the goals you establish aligned to your priorities.



CMCLEADERSHIP

The Strong Districts and Their Leadership research provides a deeper understanding of what strong districts do to implement evidence based practices. This research will provide further insight and strategies to inform your goals. I would also recommend that the team consider deeper learning at a future date on the other Strong District and Their Leadership learning modules as it will continue to build on the teams' professional development.

The team should validate the consultation and engagement process. Through engagement you create shared ownership. Now that the draft strategic plan has been created, feedback is gathered, analyzed and discussed before the plan is finalized.

At our session, we had discussions on engagement and consultation with your existing committees (parent involvement, indigenous, learning committee, SEAC, etc.). We also discussed the use of consultation instruments like *Thought Exchange*, responses through your Board website. Most importantly asking your Board and stakeholders ways in which you can effectively implement the Strategic Priorities. For example asking the questions:

What does this priority mean to you?

How could we best action this priority in our system?

This consultation engages your community, heightens awareness about your priorities, and further informs your goals. The goals you establish may directly linked to the consistency of what you hear during your consultation.

Engaging your Principals and Vice Principals is fundamental to effective communication and implementation at the school level. Conducting in- depth consultation with your principals and vice principals at a formalized meeting goes a long way in honouring their contributions.

I would also recommend that you formally engage the managers. With the managers for example you want to strive to have their department plans aligned with the direction of your strategic plan and it will engage them in a shared leadership approach.



CMCLEADERSHIP

Strategic Management

As emphasised during our session, the monitoring and management of your Strategic Plan is the most important component of the process. Once your consultation is complete validating the monitoring approach that will be utilized for the Strategic Plan and the management of the plan is a priority.

Review best practices for monitoring a Strategic Plan (Strategic Management). Be cautious about making sure you stick to your priorities. With good Strategic Management, focus and resources are concentrated on the priorities that must be accomplished.

When choosing a format to “operationalize” your plan make sure it is accessible, transparent and brought forward to the senior team and trustees attention regularly. It is important to update your data and revise your approach if necessary during the implementation and monitoring of your goals. In other words, you want to ensure that the goals you outline have clear outcomes and measures.

See criteria for goal setting (Multi-year strategic planning guidelines- page 33)

- (a) Craft your goals in language that is easily understood and transparent.
- (b) Link your goals to targets and targets to evidence about student achievement.
- (c) Goals are translatable into short-term initiatives so that progress can be seen each year.
- (d) Consider goals that are endured over the multi-year period – not so specific or easily achieved and are subject to ongoing review and re-alignment.
- (e) Goals also should be aligned to the boards vision and mission
- (f) Goals should be just within reach, a stretch, but achievable.

There are many examples in the multi-year planning guideline document and reach and gather other best practice examples from other boards in the province that you can access for the purposes of the creation of your operational plan.

I would draw your attention to the **Supplementary Resources for Multi-Year Strategic Planning** for additional guidance and suggestions for implementation.



CMCLEADERSHIP

I recommend that you make the model you use transparent and one that outlines clear roles and responsibilities, data sources, and performance measures outlined for the chosen goals.

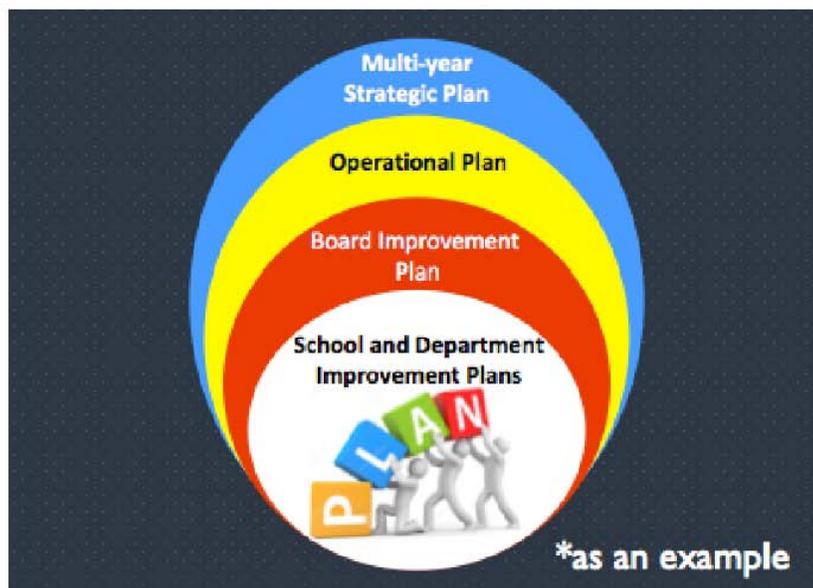
For example a quality-monitoring plan could include the following measures:

- The strategic goal
- What you are doing to achieve the goal (initiative)
- Expected outcomes
- Short -term indicators
- Long-term measure of success
- Tracking measures and the what was achieved

It is important to identify who has oversight and responsibility for the goal. Some districts assign responsibility to individual Superintendents for oversight of specific goals to ensure effective oversight and shared responsibility.

The senior team will ultimately develop the operational plan to best determine the monitoring strategy that is most suited tracking your progress and address the unique needs of your system.

Once your operational plan (which is the blueprint) is finalized make sure there is alignment to your other planning frameworks. The board improvement plan for example is also an operational plan in the sense that they focus on the details on how to bring the priorities in the multi- year strategic plan to life.





CMCLEADERSHIP

As discussed it is important that your budget be aligned to your Strategic Plan and also speaks to the optimization of your resources. This is a component of effective Strategic Management practice.

You also may consider that when board reports come forward to trustees at your scheduled board meetings that the connection to the delivery and monitoring of your plan is made apparent.

After you have concluded your consultation process have an opportunity to formally launch and celebrate the plan. Also consider a structured communications process that ensures your stakeholders are informed and engaged throughout the year.

Please continue to reach out to me as it is my wish to provide ongoing support and guidance with the successful implementation and management of your plan.

Sincerely,
Catherine

Catherine McCullough, CMC Leadership

**BOARD REPORT
REGULAR BOARD, PUBLIC SESSION**

REPORT NO: B-20-40

Memorandum To: John Howitt, Director of Education

FROM: Brian McKay, Superintendent of Business

DATE: April 28, 2020

SUBJECT: Financial Report 2019-20 School Year, Expenditures to February 29, 2020

This financial report summarizes the 2nd quarter expenditures for the period from September 1, 2019 to February 29, 2020.

This period represents about 50% of operating expenses that occur over 12 months, and approximately 60 - 65% of the salary and benefit portion of the instructional operating expenses that occur over a 10 to 12 month period.

Comments on the Financial Report (Appendix A):

Report Ref. No.	Notes on the following selected Expenditure Categories:
A1	Occasional/Supply Teaching actual costs are currently under budget through the first 6 months of the school year.
A	For the second quarter, no year-end variance between actual expenditures and budget amounts was expected. Due to the impacts of COVID-19 and the shutdown of our schools, year-end results will be impacted. Staff are analyzing these impacts and will have further updates as part of the third quarter financial update.
B	Employee benefits are expected to be on budget for the year. Benefits include both statutory (CPP, EI, EHT and WSIB) and non-statutory (benefit trust) payments.
C	Staff development actual expenditures were lagging the budgeted amounts at the end of quarter 2. Generally, variances in staff development costs versus budget are due to timing differences. A current increase in staff development will partially balance off this current lag.
D, E, F	Differences between actual expenditures and budget were due to timing differences of spending versus monthly budget allocations during the first 2 quarters of the school year. Staff is analyzing current impacts of the COVID-19 shutdown and will have further updates as part of the third quarter financial update.

Due to the impacts of COVID-19, expenditures since March Break are not following normal expected spending patterns. Budgets, such as the occasional/supply teacher lines, are now projected to be underspent at the end of the school year. Expenditures to support at home learning for our students will lead to higher costs in other areas of the budget, such as technology and paper-based supports. Revenue from community use activities, our daycare and before and after program providers will also be reduced as LKDSB works with and supports our partners through this difficult time. We are analyzing these current impacts on our projected year-end financial results and will provide more information to trustees during the third quarter financial report.

THE LAMBTON KENT DISTRICT SCHOOL BOARD
FINANCIAL REPORT - SEPTEMBER 01, 2019 TO FEBRUARY 29, 2020

EXPENDITURE CATEGORIES	2019-2020 REVISED BUDGET	SEPT 2019 to FEB 2020 EXPENDITURES	BUDGET REMAINING AT FEB. 29, 2020 \$	BUDGET REMAINING AT FEB. 29, 2020 %	FEBRUARY 29 BENCHMARK	VARIANCE FROM BENCHMARK %	Report Ref. No.
SALARIES AND WAGES							
Classroom Teachers (Includes Preparation Time)	\$ 122,581,314	\$ 65,464,161	\$ 57,117,153	46.6%	44.0%	2.6%	A1
Occasional / Supply Teachers	\$ 4,663,789	\$ 2,384,696	\$ 2,279,093	48.9%	38.3%	10.6%	
Teacher Assistants	\$ 11,283,974	\$ 6,245,527	\$ 5,038,447	44.7%	44.8%	-0.2%	
Paraprofessionals & Technicians	\$ 4,266,869	\$ 2,016,198	\$ 2,250,671	52.7%	52.2%	0.5%	
Library & Guidance	\$ 3,867,948	\$ 1,943,293	\$ 1,924,655	49.8%	44.0%	5.8%	
Staff Development	\$ 43,000	\$ 25,440	\$ 17,560	40.8%	39.5%	1.3%	
Coordinators & Consultants	\$ 2,982,145	\$ 1,499,234	\$ 1,482,911	49.7%	47.0%	2.7%	
Early Childhood Educators	\$ 4,924,095	\$ 2,539,896	\$ 2,384,199	48.4%	48.4%	0.0%	
Principals and Vice-Principals	\$ 10,546,829	\$ 5,223,949	\$ 5,322,880	50.5%	51.3%	-0.9%	
School Office - Secretarial & Supplies	\$ 5,060,272	\$ 2,461,457	\$ 2,598,815	51.4%	49.9%	1.5%	
Continuing Education	\$ 626,490	\$ 378,338	\$ 248,152	39.6%	44.4%	-4.8%	
Trustees	\$ 124,551	\$ 62,484	\$ 62,067	49.8%	49.8%	0.0%	
Director & Supervisory Officers	\$ 896,806	\$ 448,404	\$ 448,402	50.0%	43.9%	6.1%	
Board Administration	\$ 3,419,563	\$ 1,653,148	\$ 1,766,415	51.7%	50.0%	1.7%	
Department Heads	\$ 420,000	\$ 232,686	\$ 187,314	44.6%	44.0%	0.6%	
Operations and Maintenance - Schools	\$ 10,652,750	\$ 5,058,722	\$ 5,594,028	52.5%	52.5%	0.0%	
TOTAL SALARIES AND WAGES	\$ 186,360,395	\$ 97,637,631	\$ 88,722,764	47.6%	45.4%	2.2%	A
EMPLOYEE BENEFITS							
Classroom Teachers	\$ 15,847,645	\$ 7,533,372	\$ 8,314,273	52.5%	51.5%	1.0%	
Occasional / Supply Teachers	\$ 353,284	\$ 207,994	\$ 145,290	41.1%	26.8%	14.3%	
Teacher Assistants	\$ 3,448,360	\$ 1,781,990	\$ 1,666,370	48.3%	48.3%	0.0%	
Paraprofessionals & Technicians	\$ 1,132,228	\$ 517,708	\$ 614,520	54.3%	54.3%	0.0%	
Library & Guidance	\$ 493,541	\$ 205,761	\$ 287,780	58.3%	58.3%	0.0%	
Staff Development	\$ 7,000	\$ 3,382	\$ 3,618	51.7%	46.4%	5.3%	
Coordinators & Consultants	\$ 338,523	\$ 152,118	\$ 186,405	55.1%	55.1%	0.0%	
Early Childhood Educators	\$ 1,247,685	\$ 694,461	\$ 553,224	44.3%	44.3%	0.0%	
Principals and Vice-Principals	\$ 1,217,800	\$ 578,779	\$ 639,021	52.5%	52.5%	0.0%	
School Office - Secretarial & Supplies	\$ 1,382,522	\$ 676,631	\$ 705,891	51.1%	51.1%	0.0%	
Continuing Education	\$ 112,991	\$ 61,606	\$ 51,385	45.5%	50.0%	-4.5%	

APPENDIX A

Regular Board Meeting, April 28, 2020

THE LAMBTON KENT DISTRICT SCHOOL BOARD
FINANCIAL REPORT - SEPTEMBER 01, 2019 TO FEBRUARY 29, 2020

EXPENDITURE CATEGORIES	2019-2020 REVISED BUDGET	SEPT 2019 to FEB 2020 EXPENDITURES	BUDGET REMAINING AT FEB. 29, 2020 \$	BUDGET REMAINING AT FEB. 29, 2020 %	FEBRUARY 29 BENCHMARK	VARIANCE FROM BENCHMARK %	Report Ref. No.
Trustees	\$ 6,513	\$ 2,755	\$ 3,758	57.7%	57.7%	0.0%	
Directors & Supervisory Officers	\$ 90,219	\$ 52,634	\$ 37,585	41.7%	41.7%	0.0%	
Board Administration	\$ 901,258	\$ 490,372	\$ 410,886	45.6%	46.6%	-1.0%	
Operations and Maintenance - Schools	\$ 3,150,079	\$ 1,427,407	\$ 1,722,672	54.7%	50.0%	4.7%	
TOTAL EMPLOYEE BENEFITS	\$ 29,729,648	\$ 14,386,972	\$ 15,342,676	51.6%	50.5%	1.1%	B
STAFF DEVELOPMENT							
Staff Development - Classroom	\$ 555,671	\$ 219,674	\$ 335,997	60.5%	42.7%	17.8%	
Principals and Vice-Principals	\$ 65,895	\$ 2,638	\$ 63,257	96.0%	93.9%	2.1%	
Continuing Education	\$ 4,200	\$ 4,194	\$ 6	0.1%	0.1%	0.0%	
Trustees	\$ 35,000	\$ 9,050	\$ 25,950	74.1%	76.4%	-2.2%	
Board Administration	\$ 72,861	\$ 70,312	\$ 2,549	3.5%	56.4%	-52.9%	
Operations and Maintenance - Schools	\$ 68,250	\$ 14,845	\$ 53,405	78.2%	76.8%	1.4%	
TOTAL STAFF DEVELOPMENT	\$ 801,877	\$ 320,714	\$ 481,163	60.0%	52.3%	7.7%	C
SUPPLIES AND SERVICES							
Classroom Teachers	\$ 263,356	\$ 87,346	\$ 176,010	66.8%	59.6%	7.3%	
Classroom Computers	\$ 687,857	\$ 267,785	\$ 420,072	61.1%	57.3%	3.8%	
Textbooks, Supplies & Equipment	\$ 5,308,794	\$ 1,943,307	\$ 3,365,487	63.4%	64.3%	-0.9%	
Paraprofessionals & Technicians	\$ 531,017	\$ 136,643	\$ 394,374	74.3%	74.3%	0.0%	
Library and Guidance	\$ 66,293	\$ 28,023	\$ 38,270	57.7%	47.4%	10.3%	
Coordinators & Consultants	\$ 245,472	\$ 95,298	\$ 150,174	61.2%	61.2%	0.0%	
Principals and Vice-Principals	\$ 182,074	\$ 13,857	\$ 168,217	92.4%	88.4%	4.0%	
School Office - Secretarial & Supplies	\$ 672,138	\$ 461,380	\$ 210,758	31.4%	40.0%	-8.6%	
Continuing Education	\$ 49,500	\$ 13,387	\$ 36,113	73.0%	60.2%	12.7%	
Trustees	\$ 90,867	\$ 11,089	\$ 79,778	87.8%	74.8%	12.9%	
Board Administration	\$ 705,065	\$ 333,945	\$ 371,120	52.6%	54.5%	-1.8%	
Operations & Maintenance - Schools	\$ 11,878,433	\$ 4,421,408	\$ 7,457,025	62.8%	64.1%	-1.3%	
TOTAL SUPPLIES AND SERVICES	\$ 20,680,866	\$ 7,813,467	\$ 12,867,399	62.2%	63.2%	-0.9%	D

**THE LAMBTON KENT DISTRICT SCHOOL BOARD
FINANCIAL REPORT - SEPTEMBER 01, 2019 TO FEBRUARY 29, 2020**

EXPENDITURE CATEGORIES	2019-2020 REVISED BUDGET	SEPT 2019 to FEB 2020 EXPENDITURES	BUDGET REMAINING AT FEB. 29, 2020 \$	BUDGET REMAINING AT FEB. 29, 2020 %	FEBRUARY 29 BENCHMARK	VARIANCE FROM BENCHMARK %	Report Ref. No.
CAPITAL EXPENDITURES							
Classroom & SEA Computers	\$ 1,691,642	\$ 297,791	\$ 1,393,851	82.4%	77.5%	4.9%	
Textbooks, Supplies & Equipment	\$ 1,754,925	\$ 470,113	\$ 1,284,811	73.2%	69.6%	3.6%	
Paraprofessionals & Technicians	\$ 25,000	\$ -	\$ 25,000	100.0%	100.0%	0.0%	
Coordinators & Consultants	\$ 25,000	\$ -	\$ 25,000	100.0%	100.0%	0.0%	
School Office	\$ 20,000	\$ -	\$ 20,000	100.0%	100.0%	0.0%	
Principals & Vice Principals	\$ 52,000	\$ -	\$ 52,000	100.0%	100.0%	0.0%	
Continuing Education	\$ -	\$ -	\$ -	0.0%	0.0%	0.0%	
Continuing Education	\$ -	\$ -	\$ -	0.0%	0.0%	0.0%	
Board Administration	\$ 71,004	\$ 28,274	\$ 42,730	60.2%	46.5%	13.7%	
Operations & Maintenance - Schools	\$ 115,000	\$ 42,879	\$ 72,121	62.7%	61.0%	1.7%	
School Renewal	\$ 28,888,468	\$ 3,960,326	\$ 24,928,142	86.3%	84.1%	2.2%	
TOTAL CAPITAL EXPENDITURES	\$ 32,643,039	\$ 4,799,385	\$ 27,843,654	85.3%	82.8%	2.5%	E
NON-OPERATING EXPENDITURE							
NPF Debt Repayment	\$ 3,294,245	\$ 1,125,976	\$ 2,168,269	65.8%	65.8%	0.0%	
TOTAL CAPITAL EXPENDITURES	\$ 3,294,245	\$ 1,125,976	\$ 2,168,269	65.8%	65.8%	0.0%	
RENTAL EXPENDITURE							
Paraprofessionals & Technicians	\$ 9,770	\$ 4,885	\$ 4,885	50.0%	50.0%	0.0%	
TOTAL RENTAL EXPENDITURE	\$ 9,770	\$ 4,885	\$ 4,885	50.0%	50.0%	0.0%	
FEES AND CONTRACTUAL SERVICES							
Classroom Supplies & Services	\$ 30,000	\$ 34,145	\$ (4,145)	-13.8%	-13.8%	0.0%	
Computers	\$ 8,444	\$ 8,444	\$ 0	0.0%	0.0%	0.0%	
Textbooks, Supplies & Equipment	\$ 200,000	\$ 179,936	\$ 20,064	10.0%	10.3%	-0.3%	
Paraprofessionals & Technicians	\$ 708,856	\$ 207,956	\$ 500,900	70.7%	60.1%	10.5%	
Coordinators & Consultants	\$ 37,752	\$ 12,255	\$ 25,497	67.5%	63.6%	3.9%	
School Office	\$ 8,300	\$ 9,194	\$ (894)	-10.8%	-10.8%	0.0%	
Continuing Education	\$ 74,000	\$ 18,570	\$ 55,430	74.9%	64.4%	10.5%	
Board Administration	\$ 681,166	\$ 528,839	\$ 152,327	22.4%	35.5%	-13.2%	
Pupil Transportation	\$ 13,599,771	\$ 8,201,060	\$ 5,398,711	39.7%	39.4%	0.3%	
Operations & Maintenance - Schools	\$ 3,336,828	\$ 1,777,545	\$ 1,559,283	46.7%	46.7%	0.0%	
TOTAL FEES AND CONTRACTUAL SERVICES	\$ 18,685,117	\$ 10,977,943	\$ 7,707,174	41.2%	41.1%	0.1%	F

APPENDIX A

Regular Board Meeting, April 28, 2020

**THE LAMBTON KENT DISTRICT SCHOOL BOARD
FINANCIAL REPORT - SEPTEMBER 01, 2019 TO FEBRUARY 29, 2020**

EXPENDITURE CATEGORIES	2019-2020 REVISED BUDGET	SEPT 2019 to FEB 2020 EXPENDITURES	BUDGET REMAINING AT FEB. 29, 2020 \$	BUDGET REMAINING AT FEB. 29, 2020 %	FEBRUARY 29 BENCHMARK	VARIANCE FROM BENCHMARK %	Report Ref. No.
OTHER							
Board Administration	\$ 95,846	\$ 95,023	\$ 823	0.9%	0.0%	0.9%	
Other Non-Operating Expense	\$ 744,654	\$ -	\$ 744,654	100.0%	100.0%	0.0%	
School Generated Funds	\$ 5,829,000	\$ -	\$ 5,829,000	100.0%	100.0%	0.0%	
TOTAL OTHER	\$ 6,669,500	\$ 95,023	\$ 6,574,477	98.6%	11.2%	87.4%	
CHARGES-NON FINANCIAL ASSETS							
Amortization	\$ 479,500	\$ -	\$ 479,500	100.0%	100.0%	0.0%	
TOTAL CHARGES-NON FINANCIAL ASSETS	\$ 479,500	\$ -	\$ 479,500	100.0%	100.0%	0.0%	
TOTAL EXPENDITURES	\$ 299,353,957	\$ 137,161,995	\$ 162,191,962	54.2%			

**BOARD REPORT
REGULAR BOARD, PUBLIC SESSION**

Memorandum To: John Howitt, Director of Education

From: Brian McKay, Superintendent of Business

Date: April 28, 2020

Subject: Single Use Plastics – LKDSB Analysis and Potential Reduction Strategies

Background:

At the October 8, 2019 LKDSB Public Board Meeting the following motion was passed:

“That the Board explore ways to phase out and reduce single use plastics and produce a report outlining what steps are doable with recommended timelines.”

The rationale for this recommendation, as included in the October 8, 2019 report was as follows:

- Global News June 16, 2018 video outlines the “Plastics Pollution crisis: How waste ends up in our oceans.”
- The LKDSB needs to adopt a single use plastics reduction strategy as Canada will ban “harmful” single use plastics as early as 2021.
- Highlights of actions the LKDSB has taken including the introduction of water refill stations in Elementary and Secondary schools and the provision of kitchen areas in Board offices for staff.
- Greater Essex County District School Board has produced a report on how they plan to reduce and phase out single use plastics and the impact on the Board.
- As responsible citizens and to set another example for other school boards and public institutions, we need to reduce and phase out single use plastics. We can, as the Lambton Kent District School Board, make a statement that we will do our part to move us in the direction of responsible stewardship of our planet Earth.

“Plastic pollution is a global challenge that requires immediate action. Less than 10% of plastic used in Canada gets recycled. Without a change in course, Canadians will throw away an estimated \$11 billion worth of plastic materials each year by 2030. The government of Canada has announced the following steps:

- Ban harmful single-use plastics as early as 2021 (such as plastic bags, straws, cutlery, plates and stir sticks) where supported by scientific evidence and warranted, and take other steps to reduce pollution from plastic products and packaging
- Work with provinces and territories to introduce standards and targets for companies that manufacture plastic products or sell items with plastics packaging so they become responsible for their plastic waste.

Every year Canadians throw away over 3 million tonnes of plastic waste. About one-third of the plastics used in Canada are for single-use or short-lived products and packaging.” (Source: June 10, 2019 Media Release - Office of the Prime Minister of Canada)

Discussion:

The discussion regarding single use plastics reduction strategies is supported by the LKDSB Strategic Plan. Belief statements #1, #5, #6 directly support this strategy.

Belief Statement #1 – Public education is an investment in the future of all peoples and all communities.

- The impact on the environment of single use plastics impacts all citizens. Reduction strategies adopted by the LKDSB provide for the betterment of all students through stewardship of the environment.

Belief Statement #5 – Accountability is attained through open dialogue, transparency and fiscal responsibility.

- Single use plastics reduction strategies include looking at the use of the LKDSB’s fiscal resources in an environmentally friendly and sustainable way. The LKDSB, through our impact on the environment, is also accountable to students, staff, parents/guardians and community members. Communication of single use plastics change strategies is vital in order to maintain a positive perception of the LKDSB with stakeholders.

Belief Statement #6 – We are committed to innovation and continuous improvement.

- Designing and creating processes/programs that are simple but effective in order to deliver programs of the highest quality. High quality programs would include an assessment on the impact to the environment. Examples include waste free lunches, school and board office recycling programs and school and board office composting programs.

The following table outlines the quantities purchased and used by the LKDSB facility operations department for some of the most commonly purchased single use plastic items. This information is an annual purchase amount for the period September 1, 2018 to August 31, 2019. Other single use purchases occur at each school through school budgets. For example, schools would purchase gloves for their own use by staff. The water bottle quantity is for the full LKDSB, including all Board Offices and schools.

LKDSB Purchasing Statistics for Select Single Use Plastic Products

Single Use Plastic Type	Quantity Purchased	Annual Cost (\$)	Cost per Unit (\$)
Water Bottles	10,152	952	0.09
Garbage Bags - small	167,500	4,355	0.03
Garbage Bags – medium	418,400	32,489	0.08
Garbage Bags – large	128,000	12,774	0.10
Gloves – small	20,000	1,102	0.06
Gloves – medium	83,300	4,590	0.06
Gloves – large	85,500	4,711	0.06
Gloves – extra large	41,500	2,287	0.06
Wax/Floor Finish Plastic Pails	729		

The LKDSB would use other single use plastic products in a wide range of buildings and programs. Examples include plastic cups, cutlery, plastic stir sticks, plastic plates, and plastic wrap and packaging that impacts most of the goods purchased by the LKDSB. As well, we need to be aware that other single use products such as Styrofoam cups are also in use throughout the system.

Factors to Consider When Assessing Reduction Strategies

The following factors should be considered before implementing single use plastics reduction strategies. These factors will impact the success of reduction strategies and their long term sustainable.

- 1) Ability to find alternative or replacement products. Not all current single use products have a viable environmentally neutral replacement product.
- 2) Budget impacts – replacement products can be more expensive than current single use plastics. Need to assess the impact on budgets of more costly products.
- 3) Perception of reduction strategies – Not all LKDSB stakeholders may share the same opinion or strategic vision regarding the reduction or elimination of single use plastics.
- 4) Creation of sustainable reduction programs and consistent communication of those programs to all LKDSB stakeholders. The need for constant and consistent communication is key for success, otherwise the message and intent of the reduction and elimination strategies may not be understood.
- 5) Impact on labour costs – support of recycling and composting programs is needed for long term success. Additional staff time will be needed to support new programs which may create competing priorities for staff. Prioritization of single use plastics strategies may push out other current job responsibilities.
- 6) Existing inventory of single use plastic products – LKDSB will need to use up existing supplies before alternative or replacement products will be used. This factor ties directly to good fiscal management.
- 7) The LKDSB only has control over certain aspects of a single use plastic reduction strategy. Goods purchased from suppliers come wrapped in plastic. The LKDSB lacks control over many aspects of packaging and other single use plastics without alternative or replacement products.

- 8) Health and Safety impacts of alternative or replacement products – For example, replacement products for plastic gloves need to provide the same level of safety during use by staff.
- 9) Single use plastics, such as plastic water bottles, may be needed in specific or emergency situations. For example, boil water advisories that impact schools require the delivery of potable water and the current method is the provision of single use plastic water bottles.
- 10) Data collection and record keeping – In order to assess the success of a reduction or elimination program, the LKDSB will need to ensure that data is collected on single use plastics to compare against targets.

Reduction strategies

Establish a Single-Use Plastics Reduction Committee

The establishment of a committee would be a first step in a single use plastics reduction strategy. The committee would be comprised of representatives from teaching and program staff, Board Office staff, facilities staff, principals, managers, Student Senate, union leadership and health and safety. The committee would make recommendations to Executive Council.

Duties of the committee would include:

- assess system needs
- priority and target setting as it relates to specific single use plastic items,
- establishing measures and reporting on measures to ensure targets are balanced against results, and
- report back to Executive Council
- communicate to the system.

Education – Impacting School Communities and Other LKDSB Stakeholders

Education of all LKDSB stakeholders is necessary in order to create awareness regarding the environmental and fiscal impacts of single use plastic products. Education will allow the Single-Use Plastics Reduction Committee to communicate their reduction initiatives and plans to all schools and to receive feedback from school and LKDSB stakeholders on the successes of programs. Input is also needed from stakeholders during the design of these reduction programs. Communication of program results to school communities, and the Board of Trustees is needed to assess the progress of single use plastic reduction and elimination strategies.

The Single-Use Plastics Reduction Committee will develop a communication plan that includes reduction targets, financial considerations, impacts and timelines when proposed strategies will occur. The communication plan will be approved by Executive Council.

Results would be shared with the Board of Trustees on an annual basis.