

REGULAR BOARD MEETING AGENDA
 PUBLIC SESSION

TUESDAY, NOVEMBER 24, 2020
 7:00 p.m.

Board Room
 Sarnia Education Centre
 200 Wellington Street, Sarnia

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Page Reference

1. Call to Order
2. Traditional Territorial Acknowledgement
3. Approval of Agenda
4. Declaration of Conflict of Interest
5. Approval of the Minutes of November 10, 2020 Regular Board Meeting 3
6. Business Arising from the Minutes
7. Motions Emanating from the Regular Board Private Session
8. Motion that the Actions of the Regular Board Private Session be the Action of the Board.
9. Presentations:
 - a) Special Education Summer Program – Superintendent Barrese
 - b) Director of Education’s Snap Shots of Excellence
10. Delegations:
11. Questions from the Public
 Please submit questions by noon on November 24, 2020 via email to jaimeshannon@lkdsb.net
12. Reports for Board Action

<ol style="list-style-type: none"> a) LKDSB Policy and Regulations on Public Concerns <u>Recommendation</u> “That the Board approve the review of the policy on <i>Public Concerns</i> and the revised regulations on <i>Public Concerns</i>.” 	Director Howitt Report B-20-121	12
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13. Reports for Board Information:

<ol style="list-style-type: none"> a) Annual Audit Committee Report b) Budget Meeting Schedule for the 2021-2022 School Year c) LKDSB Update on Face to Face and Learn at Home Program d) Special Education Summer Program 	Trustee Douglas Report B-20-122 Superintendent McKay Report B-20-123 Director Howitt Report B-20-124 Superintendent Barrese Report B-20-125	18 22 23 25
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14. Correspondence
15. New Business
16. Trustee Questions

17. Notices of Motion:

18. Announcements

- a) The Organization Board Meeting will be held on Tuesday, December 1, 2020, 7:00 p.m. at the Sarnia Education Centre.
- b) The Striking Committee will present a report to Board for approval on the Trustee committee assignments at the January 12, 2021 Board Meeting.
- c) The next Regular Board Meeting will be held on Tuesday, January 12, 2021, 7:00 p.m. at the Chatham Education Centre.

19. Adjournment

PRESENT:

Trustees: Chair Jane Bryce, Vice-Chair Randy Campbell, Greg Agar, Janet Barnes (via teleconference), Ruth Ann Dodman, Dave Douglas (via teleconference), Jack Fletcher, Malinda Little, Scott McKinlay (via teleconference), Lareina Rising, Derek Robertson

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

Student Trustees: Aurora Bressette, William Locke and Lucia Shultz-Allison

Recording Secretary: Jaime Shannon, Executive Assistant to the Director

Call to Order: Chair Bryce called the meeting to order at 7:00 p.m.
Chair Bryce read the Traditional Territorial Acknowledgement.

#2020-138
Approval of the Agenda Moved by Derek Robertson, seconded by Jack Fletcher,
"That the Agenda for the Regular Board Meeting of November 10, 2020 be approved."

CARRIED.

Declaration of Conflict of Interest None

#2020-139
Approval of the Minutes
Oct/27/2020 Moved by Ruth Ann Dodman, seconded by Greg Agar,
"That the Board approve the Minutes of the Regular Board Meeting of October 27, 2020."

CARRIED.

Business Arising Director Howitt shared that newly appointed Trustee Malinda Little has been sworn in, has completed an orientation with himself and Chair Bryce, and has completed the necessary paperwork.

Chair Bryce welcomed Trustee Little to the Board Meeting.

Motions Emanating from the Regular Board Private Session None

#2020-140
Action of the Regular Board Private Session be the Action of the Board Moved by Randy Campbell, seconded by Greg Agar,
"That the Action of the Board in Private Session be the Action of the Board."

CARRIED.

Presentations None

Delegations: None

Questions from the Public Chair Bryce advised that members of the public may submit questions they wish to have asked at the Board Meeting by noon on the day of the meeting via email to jaimeshannon@lkdsb.net. The Chair or a member of Senior Administration will answer the question at the Board Meeting if the information is immediately available or a written reply will be sent following the meeting. Chair Bryce confirmed that no questions were received for the November 10, 2020 Board Meeting.

#2020-141
Proposed Amendment to
the Board Practice of
Using Secret Ballots
During an Open Session
Meeting of the Board
Report B-20-107

Moved by Derek Robertson, seconded by Greg Agar,

“That the Board amend the current practice of the Board which allows the use of secret ballots during any open session meeting of the Board.”

As per LKDSB Procedural By-law 6.8 Conduct of the Chair, Chair Bryce left the Chair in order to take part in the discussion and Vice-Chair Campbell was appointed to take her place until the question was decided.

Trustee Robertson explained that he brought the motion forward as it struck him early on that it is not often that a motion is not agreed to unanimously by Trustees. He stated that Public Session of the Board is public domain and decisions made within it should allow the taxpayers, citizens, and electors the opportunity to understand what decision each Trustee makes, but Private Session of the Board should remain private. He stated that ballots should not be destroyed, and suggested that the Board’s process is not standard in any public board. He noted that anonymity should not override the principal of transparency and democracy.

Trustee Rising noted that some elements of democracy include secret ballots, as Trustees were elected by secret ballot. She added that it is very rare occurrence when secret ballots are used except for when electing the Chair and Vice-Chair of the Board, and recently when electing a new trustee. She noted that some trustees may feel uncomfortable with recorded votes and that Trustees need the ability to vote on certain motions without concern about influence from others on the decision. Trustee Rising requested a recorded vote.

Chair Bryce repeated the motion and asked if the intent of the motion was to change Procedural By-laws, 2.6 Election of the Chair, 2.7 Scrutineers, 2.10 Election of Vice-Chair, and 2.11 Election of OPSBA Reps. She explained that since amalgamation ballot voting has been used in the Board to elect the Chair Vice-Chair and OPSBA delegate at the Annual Organization meeting and when a Trustee vacancy has been filled on the Board. She asked if the intent of the motion was that future Boards would have a motion to guide or limit them in the voting method in filling a Trustee vacancy. LKDSB Procedural By-laws reference voting in many sections, 1.18 Questions Requiring Unanimous Consent, 1.19 Questions Requiring Two-thirds Majority of the Board, 6.7 Limitation, 6.11 Voting, and 7.20 Recorded Vote. She noted that Parliamentary Procedures identifies many methods of voting and referenced the different ways boards can vote listed in the book *Meeting Procedures* by James Lochrie. She explained that a vote by raising hands has been the preferred method of Chairs of the LKDSB since amalgamation, but there have been three voting

methods used – remain in places and vote by show of hands; vote by ballot in elections; and Trustees and Student Trustees may call for recorded vote. She outlined the process to fill a Trustee vacancy as per the Education Act and the process followed to fill the recent LKDSB Trustee vacancy. She stated that members and past Chairs will agree that the LKDSB Procedural By-laws guide the Board in effective decision making by being efficient with the Board's time and resources. She thanked the Board for allowing her to be a part of the discussion and thanked Trustee Robertson for the question.

Trustee Agar noted that he agreed with the secret ballot for the Chair but thought different rules may be needed for different situations.

Trustee McKinlay agreed with Trustee Robertson's comments on transparency but does not believe the public has a right to know who he individually votes for Chair, Vice Chair or Trustee positions. He stated the voting should remain as secret ballot so there is no influence on Trustee votes.

Trustee Robertson responded that it was his intention to revise the LKDSB Procedural By-laws. He stated that it was not his suggestion to revise the past decision made by the Board to fill the Trustee vacancy.

Trustee Bryce responded that her question was whether the intent of the motion was to repeal a decision, not on the election to fill the Trustee vacancy, but on the method the Board used.

Ballots were distributed to Trustees and those who were joining via teleconference communicated their vote to Director Howitt.

Recorded Vote

Binding Vote

Greg Agar	Yes
Janet Barnes	Yes
Jane Bryce	No
Randy Campbell	No
Ruth Ann Dodman	No
Dave Douglas	No
Jack Fletcher	No
Malinda Little	No
Scott McKinlay	No
Lareina Rising	No
Derek Robertson	Yes

Non-Binding Vote

Aurora Bressette	No
William Locke	No
Lucia Schultz-Allison	No

Three Trustees were in favour, and eight Trustees were not in favour. The vote required a two-thirds majority as it was a motion to change the LKDSB Procedural By-laws and therefore was not carried.

NOT CARRIED.

Chair Bryce returned to Chair position.

Chair Bryce thanked Trustees for participating in the exercise and Vice-Chair Campbell for filling her seat during the discussion.

Chair Bryce confirmed that recorded votes do not apply to voting for elected positions as per the LKDSB Procedural By-laws. She noted that the By-laws have a section on recorded votes and how the public can see how Trustees voted.

#2020-142
#2020-143
LKDSB 2019/2020 School
Year Audited Financial
Statements
Report B-20-108

Moved by Scott McKinlay, seconded by Derek Robertson,

“That the Lambton Kent District School Board approve the annual audited Consolidated Financial Statements and the accompanying Independent Auditors’ Report for the year ending August 31, 2020.”

Superintendent McKay advised that the audit of the Board’s financial statements has been completed. The Audit Committee reviewed the financial statements in detail at the October 26, 2020 meeting and are recommending that the statements be approved.

Kevin Sabourin, a partner in the audit firm of Bailey Kearney Ferguson, Chartered Accountants, thanked the Audit Committee for their attentiveness at the meeting and proceeded to present the report.

He explained that the Auditor is engaged by the Board to conduct an audit to ensure that the financial statements are prepared and reported within the Public Sector Accounting Standards (PSAB) for School Boards. The LKDSB Management Team is responsible for the preparation of the consolidated financial statements. The report is in draft form until approved by the LKDSB Board of Trustees.

He referred Trustees to the Independent Auditors’ Report. Based on the evidence gathered, the financial statements fairly represent the financial position of the Board as of August 31, 2020.

He advised that it is a clean audit with no issues identified. He presented the Consolidated Statement of Financial Position as of August 31, 2020 and the Statement of Operations, which show the Board is compliant by Ministry definitions.

He noted that the audit was completed 90% remotely due to COVID-19.

CARRIED.

Moved by Scott McKinlay, seconded by Derek Robertson,

“That the Lambton Kent District School Board approve the accumulated surplus allocation amounts from the August 31, 2020 year end, as presented in the Accumulated Surplus attachment.”

Superintendent McKay explained that surplus is created when there is more revenue than budgeted, or less expenses than budgeted. The surplus of \$9.4M includes \$4.8M in premium contributions by the Board prior to transitioning to the Ministry established Benefit Trusts and \$2.2M for the employee future benefits adjustment. He explained that these are normal items included in the surplus. The remaining \$2.4M is related to budgets not spent due to COVID-19.

Chair Bryce thanked Kevin Sabourin and Superintendent McKay for their work on the audit.

CARRIED.

#2020-144
2020/2021 Internal Audit
Plan
Report B-20-109

Moved by Derek Robertson, seconded by Randy Campbell,

“That the Board approve the 2020/2021 Internal Audit Plan as revised”

Superintendent McKay advised that Audit Committee members reviewed the 2020/2021 Internal Audit Plan and audit priorities due to the current pandemic and learning environment at the September and October meetings. Committee members recommended changing this year’s Internal Audit Plan from Strategic Planning Process to Online Learning Systems. A Pricewaterhouse Coopers member will participate in the audit.

Chair Bryce thanked Superintendent McKay and expressed that she felt that it was a good plan.

CARRIED.

Indigenous Liaison
Committee Report
Report B-20-110

Trustee Rising reported on the Indigenous Liaison Committee meeting held on October 21, 2020.

Trustee Rising noted that land-based learning at Kettle & Stony Point and Aamjiwnaang First Nations referenced in the report is a significant move forward and provides more opportunity for outdoor class time and increased safety. She said the communities are finding that kids are thriving with land-based learning but have not stepped away from all conventional learning.

The Board Action Plan template, where the committee reports on its plan for spending the Indigenous Education funding, is typically received in September but had not yet been received.

There was discussion on the Terms of Reference and the committee hopes to move forward.

Director Howitt recognized the work of Trustee Rising, Superintendent Lane and Indigenous Lead Minogiizhgad.

Student Senate Report
Report B-20-111

Student Trustee Locke reported that the Student Senate meeting held on October 28, 2020 was excellent and the Senators were happy to be there, even virtually. He said that it looks like it will be a good year and noted that the election of the Co-chairs and Recorder went well.

Chair Bryce congratulated the Student Trustees on continuing with the mental health initiative as it is very important.

Operational Plan
Report B-20-112

Director Howitt reported on the Operational Plan developed by Senior Administration after a commitment was made to Trustees on a plan that aligned with the Strategic Priorities. He advised that the Operational Plan contained goals, both short and long-term, set by Senior Administration that align with one or more of the Strategic Priorities. The goals in the Operational Plan will be reported on to Trustees annually in September on the previous year's work and an updated plan would be brought to Trustees annually in October. Since this was the first year of the Operational Plan there was no report on the previous year at the meeting. He explained that the purpose of the plan is to be transparent with Trustees on the work being done around the Strategic Priorities. The Strategic Priorities are included in the header across the top of the table and each goal has a colour-coded Strategic Priority identifier. Board Reports at the next Board Meeting will include a similar symbol to help make connections with work going on in the Board and the Strategic Priorities of Trustees.

Director Howitt expressed that he is proud of the work the Senior Team has done during the pandemic as they have continued to focus on teaching, learning, and well-being of students and staff.

Chair Bryce thanked Director Howitt and congratulated Trustees who took part in the Strategic Priority session and looked forward to seeing the symbols and how the goals of the Board are being applied.

LKDSB Update on Face to
Face and Learn at Home
Program
Report B-20-113

Director Howitt explained that a themed report is brought to each Board Meeting, which began with the reopening of schools and now continues with the work within schools in a COVID-19 environment. The theme in the November 10, 2020 report was the steps taken when there is a confirmed case in a school.

Director Howitt explained that when there is a confirmed case the Board takes direction from Public Health, who communicates directly with students and staff who are deemed close contacts and are at risk. If an individual is not contacted by Public Health they are not at risk. Trustees may hear concerns about transparency, but the Board is sharing what it is directed to by Public Health. He shared examples of why there may be a reported confirmed case involving a school, but no students or staff are dismissed.

As a notice to communities, every school that has positive case has a red banner with a COVID-19 Advisory on their website. Clicking on the banner will take the user to the notice and information the Board has permission to share. There is a similar link to a COVID-19 Advisory webpage on the Board website. It was shared that to date, due to protocols and efforts of all staff to keep students safe, there has not yet been a transference within a school setting. All confirmed cases have been due to community spread or have occurred outside of school.

Chair Bryce suggested to Trustees that the report held interesting information that would be good reference. She added that the report demonstrates how important the LKDSB has always kept the safety of students number one in its work and in its play in its schools.

Elementary Teacher/Board Communications Committee Report B-20-114	Chair Bryce reported that The Elementary Teacher/Board Communications Committee met on October 22, 2020 and members discussed World Teachers' Day, support for teachers ordered to self-isolate by the Health Unit, the process for filling the Trustee vacancy and instructional supports for Arts during COVID-19.
Ministry Student Trustee Orientation Report B-20-115	Student Trustee Schultz-Allison reported on the Ministry Student Trustee Orientation Webinar held via Zoom on October 16, 2020. She said the meeting was well attended and well received and discussions surrounded different school boards within Ontario, rules and expectations of Student Trustees, statutory committees, the roles of school boards to create productive and equal communities, dress code, and Roberts Rules of Order. At the end of the meeting Student Trustees had the opportunity to voice concerns and the limited ability to connect with the student body due to COVID-19 was discussed. To address these concerns LKDSB Student Trustees have begun discussions with Student Senate and plan to get widespread student opinion on issues they face during these times through a student survey.
Ontario Public School Boards' Association Update (OPSBA) Oral Report	<p>Trustee Fletcher provided an update on the November 7 OPSBA Regional meeting that was held via Zoom. He noted that all Trustees are welcome to join the meetings and said there were 13 people in attendance. Red line issues were discussed at the meeting, some of which have been eliminated through bargaining and others were added such as systemic racism, transportation issues, changes in qualifications to become a Director of Education, and mental health.</p> <p>Trustee Fletcher noted there were concerns expressed by Student Trustees regarding harassment of individuals and believes there needs to be more oversight and leadership with student government. There will be a best practices book produced for the student organization, and there is a motion going forward from OSTA, "Be it resolved, that OPSBA support and advocate for the recognition of annual fees for membership in the Ontario Student Trustees Association (OSTA) in the determination of funding for school district governance in the provincial Grants for Student Needs.", which asks that boards include OSTA membership in budgets for Student Trustees. He added that during the meeting there were concerns expressed around the process of board elections as Trustees are currently taking part in meetings in-person and virtually and it was emphasized that the process be covered in policies and procedures so it is done in an appropriate way</p> <p>The next OPSBA Regional meeting will be held on April 10, 2021 and the Public Education Symposium will be held on January 29, 2021.</p>
Correspondence	None
New Business	None
Trustee Questions	Director Howitt confirmed that mental health of staff in schools, which extends to students, the community, and parents/guardians, is very important and a real concern.

Senior Administration is aware of the number of stressors for staff in the system and is looking at ways to address them. For example, when the Ministry announced it will not require secondary courses to include a 30% final evaluation for the 2020-2021 school year and provided alternate options, requests were received from staff and school administrators to use the originally scheduled November 13, 2020 exam day as a turnaround day to prepare for the next set of courses. The Board listened to this input and will use the turnaround day to allow one day for custodians to do their work without students in schools, and educators, education workers and support staff to prepare for Quadmester 2.

The Board is supporting staff and continues to remind staff about the Employee and Family Assistance Program in the newsletter, and the upcoming newsletter also highlights other avenues to help support staff wellness.

Social Worker and Clinician access was continued for students through the summer, and there were additional resources in place to assist. Director Howitt noted that a challenge is students do not always know help is there, which the Board is working to improve on. He shared that Student Senate was assisting with this in the 2019-2020 school year and will be continuing their work on mental health this school year. Some Community supports that visit schools were originally considered non-essential visitors, but this was rectified in September so community supports can continue in schools with protocols in place.

The Board continues to work with First Nation communities, and each is more individualistic in supports needed. The Board keeps in regular conversation with education contacts to ensure the Board is assisting the best it can and to ensure open communication.

The Board assists parents/guardians with getting supports to help students, for example, food banks. It was noted that a continued focus on mental health is needed.

Director Howitt confirmed that the Board is submitting proposals for the recently announced Ministry COVID-19 Resilience Infrastructure Stream funding. The Board is concerned with the tight timelines, but Superintendent McKay aligned labour and contractors prior to the funding being announced to ensure projects would be completed. He added that a number of projects already committed to, for example IT and HVAC projects, fit perfectly with the funding.

Superintendent McKay added that the Board is looking at submitting 20 or more projects in the areas of improving facility condition, enhancing physical distancing, and IT projects, and some projects involve all 62 schools. The deadline to submit the application is November 18, 2020, and the Board will be asking for \$7-8 million dollars from a pot of \$700 million dollars. Projects have to be completed prior to December 31, 2021. Approval will allow funding for planned projects to be freed up for other projects. Announcements from the Ministry are expected in January 2021.

Director Howitt confirmed that it was Week 3 of a Cyber Awareness Month Initiative launched by the Ministry. He noted that the LKDSB Manager of Information Technology is one of the leaders in the province and assisted in the design of one of the modules the Ministry is using. He reminded Trustees that

an Inclusive Diversity Consultant K-12 position was created in response to the Strategic Priorities, and the successful candidate, Candice Fung, has already begun her work and is doing a superb job. Every staff member across the system was expected to complete modules before the start of the school year on anti-racism, there is a monthly Inclusive Diversity newsletter, and equity is an ongoing theme. In the Operational Plan, equity is one of the high areas of focus where there is some activity and an area that will grow over a number of years. He said the foundation needs to be set and will be expanded beyond there.

Notices of Motion

None

Announcements

The next Regular Board Meeting will be held on Tuesday, November 24, 2020, at 7:00 p.m. at the Sarnia Education Centre.

Director Howitt reminded Trustees that Remembrance Day was the following day and although schools are not having assemblies, services are continuing in creative ways. He noted that the Virtual Learning High School created a 17.5 minute video for Remembrance Day, which will be shared with Board Office staff.

Adjournment

There being no further business of the Board, Chair Bryce declared the Meeting adjourned at 9:05 p.m.

Chair of the Board

Director of Education and
Secretary of the Board



FROM: John Howitt, Director of Education

DATE: November 24, 2020

SUBJECT: LKDSB Policy and Regulations on Public Concerns



The LKDSB policy and regulations on Public Concerns have been reviewed as part of the LKDSB cyclical review.

Changes to the policy are not recommended. The policy statement reflects the philosophy of the LKDSB.

The regulations were updated to reflect what is currently the practice.

Recommendation

“That the Board approve the review of the policy on *Public Concerns* and the revised regulations on *Public Concerns*.”



POLICY

SUBJECT: PUBLIC CONCERNS

It is the policy of the Lambton Kent District School Board to address public concerns in a fair and respectful manner.

Implementation Date: August 25, 2015
Reviewed: November X, 2020

Reference: Board Regulations



REGULATIONS

SUBJECT: PUBLIC CONCERNS

Rationale

The Lambton Kent District School Board (LKDSB) is committed to providing the best quality learning opportunities for all students. ~~Every day~~ Parents/guardians, ~~staff~~, volunteers, ~~teachers,~~ and ~~community members~~ work together ~~daily~~ with the goal of ensuring student success.

In order to work together effectively, ~~the relationship between home and school must be strong it is essential to foster and nurture healthy relationships between home and school.~~ This relationship can be strengthened through open and transparent ~~receptive and honest two-way~~ communication. It is important to realize that decisions are based on established policies, regulations and procedures ~~as guided by the protected grounds of the Ontario Human Rights Code.~~

From time to time there may be a misunderstanding, a lack of communication, or a serious situation that needs to be addressed. When this happens, everyone must work together to resolve the issue.

A parent or guardian has the right to express concerns, a staff member has the right to respond, and the Board has an obligation to support students, parents/guardians and staff. ~~The LKDSB will work to support the resolution of concerns, while supporting the principles of fairness, equity, and inclusion, as well as the human rights and dignity of all.~~

If a parent/guardian has a concern about a school matter, the following steps should be followed to resolve the issue:

Step 1: Talk to Your Child's Teacher

The parent/guardian should discuss their concern or issue with the classroom teacher at a mutually convenient time. The parent/guardian should ~~write a note or call the~~ ~~contact the~~ ~~teacher as per the typical means of communication or contact~~ the school to set up an appointment. ~~Most situations can be resolved at this level.~~

Step 2: Talk with Your School Principal

If the parent/guardian and the teacher are not able to resolve the issue, the matter should be discussed with the school principal (or designate). The principal (or designate) will gather facts from the parties involved to ~~clarify the problem~~ ~~understand the concerns~~ and work to resolve the matter ~~as quickly as possible~~ in an appropriate and timely manner.

The basis of each investigation will be the Board's expectation that employees and students will follow school code of conduct and Board policies, regulations and procedures **and the rights of all individuals as described by the protected grounds of the Ontario Human Rights Code.**

Step 3: Talk to the Administrative Assistant to the Superintendent of your School

If the parent/guardian and the school principal are not able to resolve the issue, **or if the concerns are involving the school administrator**, the parent/guardian may contact the administrative assistant of the school superintendent. The administrative assistant will refer the matter **to** the LKDSB Administrative Officer for review as it relates to established policies, regulations and procedures and will respond to the parent/guardian about **his/her their** concern. The LKDSB Administrative Officer will contact the parent/guardian and the school principal to resolve the matter.

Step 4: Talk with Your School Superintendent

If the parent/guardian and the school principal, with the assistance of the LKDSB Administrative Officer, are not able to resolve the issue, the parent/guardian may contact the school superintendent. The superintendent will review the matter as it relates to established policies, regulations and procedures and will respond to the parent/guardian about **his/her their** concern.

Step 5: Talk with the Director of Education

If the parent/guardian and the school superintendent are unable to resolve the issue, the parent/guardian may contact the Director of Education to discuss the concern. The Director will investigate the matter and respond to the parent/**guardian** about the concerns. In **an exceptional situation the case** where a resolution cannot be reached, the Director may consider scheduling a mediation session with the parties involved.

If an individual has followed the steps outlined above and still does not feel the matter has been resolved at the local level, the individual may contact the [Ontario Ministry of Education Regional Office](#) or the office of the Ontario Ombudsman at www.ombudsman.on.ca. The Ombudsman is an independent officer of the Legislature who investigates complaints from the public about Ontario government services, recommending improvements for governance and resolving individual issues. **According to the 2014-2015 Ombudsman Annual Report, "We do not replace existing complaint mechanisms; we ensure they work as they should."**

Matters That Should Not Be Discussed by Staff

Although the subject matter of meetings between parents/guardians and staff may be fairly broad, these meetings will generally relate to the education of the **parents'/guardians' student(s)** at the school in question. **For the protection of student personal information, staff are only able to discuss specific personal information about the child of the parent/guardian. However,** There are certain matters that staff members are unable to discuss with parents/guardians/community members, including personal details or disciplinary measures concerning other student(s), and matters related to staff performance issues.

In the event that discussion cannot be limited to the subject matter **that which** led to the meeting (generally the education of the child of the parent/guardian at the school in question), staff will bring closure to any meeting that becomes a discussion of personal details concerning other students or matters related to staff performance issues.

Staff may not be able to discuss matters that are part of an ongoing investigation by an outside authority, for example police investigation or Children's Aid investigation.

Representative of the Parent(s)/Guardian(s)

From time to time the parents/guardians may ~~believe or~~ feel that they need support in order ~~that they can to~~ adequately address their child's interests. This support may be necessary while parents/guardians are attending meetings with staff employed by the Board.

Parents/guardians have the right to have an advocate ~~representative~~ of their choosing in attendance at meetings with staff. Any costs/expenses associated with such a representative are the responsibility of the parents/guardians.

~~Parents/guardians will notify~~ Principals and staff ~~and parents/guardians will be notified~~ in advance of a meeting as to who is anticipated to be in attendance.

Role of the School Council

School councils were established to act in an advisory capacity to school principals and to the Board on educational matters and are not forums to discuss ~~individual~~ parent/guardian-teacher-student issues.

Role of the Trustee

Trustees play a very important role in education ~~here~~ in the Lambton Kent District School Board. As representatives of their communities and advocates for students, parents/guardians and community members, the local Trustee can ~~assist to facilitate communication between facilitate the connection between~~ the parent/guardian and the appropriate staff member at the school or Board level. Parents/guardians/community members may contact Trustees at any time.

Trustees will direct the parent/guardian/community member to the process outlined ~~above~~, which should be followed in resolving any concerns, or to the appropriate person, ~~or step in the process (dependent on the steps the parents/guardians/community member have already undertaken to resolve the concerns at the time the trustee is contacted)~~ but shall not act as a representative ~~opposing the policy~~ of the Board, ~~as per the Board policy~~.

Community Member Concern about a LKDSB employee

If a community member has concerns about a LKDSB employee regarding their role as a LKDSB employee or representative of the Board, the community member should contact the school principal or contact the LKDSB Education Centre to be directed to the most appropriate individual to discuss the concern. If the issue cannot be resolved, the community member should follow the steps outlined above to address the concerns with the appropriate person at the Board level.

Concern about a Trustee:

If a parent/guardian/community member has a concern about a Trustee, the individual should contact the Chair of the Board to determine the appropriate steps to resolve the issue. If the concern is about the Chair of the Board, the individual should contact the Director of Education to determine the appropriate steps to resolve the issue.

Concern about a Member of Senior Administration

If a parent/guardian/community member has a concern about a Superintendent, the individual should contact the Director of Education to resolve the issue. If a parent/guardian/community member has a concern ~~is~~ about the Director of Education, the individual should contact the Chair of the Board.

Implementation Date: August 25, 2015

Revised: September 13, 2016, ~~November X~~, 2020

Reference: Board [Policy](#)
[Share Your Concerns One-page Reference Document](#)



FROM: Trustee Dave Douglas, Audit Committee Chair

DATE: November 24, 2020

SUBJECT: Annual Audit Committee Report of the 2019-2020 Year



This report summarizes the Audit Committee’s actions for the year ending August 31, 2020 and includes the Summarized Annual Report to the Ministry of Education, Appendix A (attached).

Audit Committee Members

The Audit Committee consisted of the members as listed below:

- Dave Douglas – Chair & Trustee representative
- Scott McKinlay – Trustee representative
- Derek Robertson – Trustee representative
- Jonathan Krohn, CPA, CGA – External community member
- Gregory Kazarian, CPA – External community member (*term began, Jan. 2020*)

In addition, attendance at the meetings included:

- Suk Bedi – Manager, Pricewaterhouse Coopers LLP or a representative of the firm, and
- Kevin Sabourin – Partner, Bailey Kearney Ferguson LLP

Meetings

Four (4) meeting dates were scheduled for the 2019-2020 year. The March 23, 2020 meeting was cancelled. Members in attendance at the meetings are indicated below:

<i>Member’s Name</i>	<i>Member’s Title</i>	<i>Sept. 23 2019</i>	<i>Oct. 28 2019</i>	<i>Mar. 23 2020</i>	<i>June 22 2020</i>
Dave Douglas	<i>Chair</i>	x	x		
Scott McKinlay	<i>Trustee</i>				x
Derek Robertson	<i>Trustee</i>	x	x		x
Jon Krohn	<i>Community</i>	x	x		x
Greg Kazarian	<i>Community</i>	<i>n/a</i>	<i>n/a</i>		
Pricewaterhouse Coopers LLP	<i>Internal Auditor</i>	x			
Bailey Kearney Ferguson LLP	<i>External Auditor</i>	x	x		
Sandy Scott Hillier	<i>Administration</i>	x	x		x
Brian McKay	<i>Administration</i>	x	x		x
John Howitt	<i>Administration</i>	x	x		x

Governance

The Audit Committee operated throughout the fiscal year ending August 31, 2020. All the members satisfied the eligibility requirements in accordance with Ontario Regulation 361/10.

External Auditors

The external auditors, Bailey Kearney Ferguson LLP presented the scope and extent of their work to the committee at the meeting of October 28, 2019. The audit committee recommended the approval of the annual audited financial statements at this meeting.

Per Ontario Regulation 361/10, the Audit Committee has the duty to review, at least once in each fiscal year, the performance of the external auditor. At the Committee Meeting of June 22, 2020, members expressed no concerns with the Board's external auditing firm, as awarded through the request for quote process (contract term is valid until January 2023). The Board of Trustees approved Bailey Kearney Ferguson LLP as the external auditor for the term of December 2019 to November 2020.

Internal Auditors

At the Audit Committee meeting of June 22, 2020, members finalized their recommendation of Strategic Planning Process audit for the 2020/2021 year. At the Board's Regular Meeting of September 8, 2020, the 2020-2021 Internal Audit Plan was approved.

During the 2019-20 year, the auditors performed the following work:

Planned Audits

- Attendance Recording & Monitoring audit began in the 2018-19 year. The audit is complete and was reported at the September 23, 2019 meeting.
- Mental Health Strategy Implementation audit began in the 2018-19 year. The audit is complete and was also reported at the September 23, 2019 meeting.
- Social Media Strategy (board and school) began in the 2019-20 year. This audit was incomplete by August 31, 2020.

Unplanned Audits

- No unplanned audits were performed in the 2019-20 year.

Summary of the Work Performed

In addition to the items noted above, the following outlines further work performed by the audit committee in the 2019-2020 year.

- Continued recruitment process and successful appointment of a community member;
- Reviewed committee members terms;
- Reviewed reports and work performed by the external auditors;
- Recommended the approval of the external auditor to Board;
- Reviewed materials on internal audit practices;
- Reviewed reports and work performed by the internal auditors;
- Members participated in an online audit committee satisfaction survey;
- Members participated in the annual audit committee self-assessment;
- Selected the number to be held & dates of the 2020-2021 school year audit committee meetings.

By the signature noted below, we attest that we have discharged our duties and responsibilities under Ontario Regulation 361/10.

On behalf of the Audit Committee

Dave Douglas, Trustee - Audit Committee Chair

**Appendix A
Summarized Annual Report**

**Annual Report to the Board of Trustees and Forwarded
to the Ministry of Education
for the year ended August 31, 2020**

District School Board Name: **Lambton Kent District School Board**

Fiscal Year: **2019/20**

Re: **Annual Audit Committee Report to the Ministry of Education,
as per Ontario Regulation 361/10**

During the 2019/20 fiscal year, the following internal audits were incomplete by August 31st:

- Social Media Strategy (board and school) (planned audit)

During the 2019/20 fiscal year, the following internal audits were completed by August 31st:

- Attendance Recording & Monitoring (planned audit)
- Mental Health Strategy Implementation (planned audit)

Based on the multi-year internal audit plan, we are not expecting any enrolment audits to be performed.

Nov. 24, 2020
Date

Signature

Audit Committee Chair
Title



FROM: Brian McKay, Superintendent of Business & Treasurer

DATE: November 24, 2020

SUBJECT: Budget Meeting Schedule for the 2021-2022 School Year



The Board’s annual budget process for the 2021-22 school year will begin in February 2021. This report establishes the budget schedule that will guide the planning of revenues and expenses, for the upcoming 2021-22 school year.

The meeting timelines proposed below will be used to guide the budget development process. The timelines will ultimately depend upon the date when the Ministry provides school boards with the grant regulations.

- Development and release of the Grant Regulations, by the Ministry of Education, is anticipated to be released during the month of March.
- Budget Workshops for Trustees and Administration: April 6 and May 4; all meetings begin at 5:00 p.m., via video conferencing and Microsoft Teams.
- Presentation, review, public input and development of the budget, as required, at the public Regular Board Meetings on April 13 & 27 and May 11 & 25.
- Budget Information Sessions: Student Senate TBD, Parent Involvement Committee on May 10, Indigenous Liaison Committee on May 19 and Special Education Advisory Committee on May 13.
- Final approval of the 2021/2022 Budget is scheduled to be presented at the June 8, 2021 Regular Board Meeting (contingency plan, if required - June 22, 2021 Regular Board Meeting).



FROM: John Howitt, Director of Education

DATE: November 24, 2020

SUBJECT: LKDSB Update on Face to Face and Learn at Home Program



As we transition to Quadmester 2, the following are highlights from Quadmester 1.

Elementary

Students from Kindergarten to Grade 8 received their Progress Report (Gr. 1 – 8) or Initial Observation of Learning (Kindergarten) on November 13, 2020. Students in face to face schools received a physical copy of their report on that day, virtual students were mailed their report. Parent/Teacher interviews are occurring via a scheduled Google Meet or a phone call. The interviews will take place over two weeks between Monday, November 16, 2020 to Friday, November 27, 2020.

Secondary

Quadmester 1 wrapped up on Thursday, November 12, 2020. Friday, November 13, 2020 was a quadmester transition day. Report cards including final marks, comments and learning skills for Q1 courses, as well as mid-term marks, comments and learning skills for full semester courses will be issued during the week of November 21, 2020.

Changes to Student Choice

Families who wished to transfer between face to face learning to Learn at Home or vice versa had the opportunity to do so by notifying principals by October 22, 2020. The changes took place on November 16, 2020 which was the at the start of Quadmester 1.

In the elementary panel, 135 students transferred from face to face to virtual and 220 students transferred from virtual to face to face.

In the secondary panel, 290 students transferred from face to face to virtual and 90 students transferred from virtual to face to face.

Alternative Learning and Lifeskills Program (ALLP)

The LKDSB currently has 11 elementary and 14 secondary ALLP classrooms. This program supports students with Developmental Disabilities in a self-contained setting.

During this school year, our classrooms are organized using a hybrid model of both virtual and face to face teaching and learning. This model supports students who are medically compromised to maintain the established relationships they have built in their classroom community. This model also allows for students to move from the virtual setting at home to the physical setting at school and vice versa outside of the board's designated dates. Allowing this fluidity supports our students to make the setting change should their health condition require this accommodation. The opportunity to access program in the manner that best meets the needs of students, avoids loss time or program disruption and promotes continuous learning.

Our ALLP education teams have worked diligently to adopt their programming to meet the ever changing learning and developmental needs of our students. School teams are creating opportunities for students to connect with their peers during social learning and circle time. Common themes within schools are being explored for students to learn and investigate. Our teams are to be commended for maintaining the connectivity between the students by providing opportunities to share and collaborate.

Alternative and Continuing Education

Programs for Secondary Students include six flexible in-take Alternative eLearning Courses, three classes of Specialized Co-operative Education, two classes of School Within a College (SWAC), Supervised Alternative Learning (SAL), and Self-Study Correspondence Courses for special circumstances.

Programs for Adult Learners include Self-Study Correspondence Courses, eLearning Courses, Prior Learning Assessment and Recognition for Mature Students, Connections Program (12/12 & Re-engagement for students aged 18-20), Support for Credit Granting at twelve sites including four First Nations, two classes of Adult Co-operative Education, two classes of Adult School Within a College (SWAC), Literacy and Basic Skills (LBS) at seven sites (in-person and virtual), and six classes of Non-Credit Adult English as a Second Language (ESL) at two sites (virtual).

Programs for Elementary Students include eleven classes of Indigenous and International Language Elementary (IILE) in six languages (virtual).

Support Services include two Attendance Officers, two Student Support Officers, two Indigenous Student Support Workers, K-12 Student Attendance, and Student Pathway Support.



FROM: Angie Barrese, Superintendent of Education

DATE: November 24, 2020

SUBJECT: Special Education Summer Programs



The Ministry of Education encouraged school boards to provide expanded summer learning opportunities to support students with special education and mental wellness needs. The disruption to in-person learning during the pandemic impacted transitions and treatment options for students and their families, and the summer learning sessions provided an opportunity to support students.

The Special Education Department received additional funding and flexibility to spend some remaining project funds to support students and families. These funds were used to promote six projects.

Summer Semester:

- 4 or 6 weeks – July and August
- 3 Programs supported: New Credit; Enhanced Credit; Credit Recovery
- 135 students
- Earned Credits: 99
- Pass rate percentage: 74%
- 32 Educators (Teachers and Educational Assistants) provided direct student support
- Unique characteristics of the Lambton Kent District School Board (LKDSB) model
 - Current LKDSB secondary Resource Teachers support students from their home school
 - Subject-specific educators worked as Resource Teachers to support course curriculum for students who required additional supports
 - Educational Assistants provided direct support to students who required accommodations to successfully access curriculum content
 - ECPP (Education and Community Partnership Program – currently the CTCC Program) learning programs continued for students to achieve credit accumulation

Mental Health Workers:

- July and August
- 4 Registered Social Workers
- 72 Students on active caseload
- Parent/Guardian sessions offered
- Workers participated in relevant, responsive training offered by School Mental Health Ontario (SMHO)

ABA Social Skills Program:

- July and August
- ABA Specialists provided direct support to students with Autism Spectrum Disorder (ASD) to support return-to-learning transitions, and new-to-school transitions
- Transition plans included community agencies, families, students, and the School Team
- Sensory kits were created to share with ALLP classrooms in the Fall of 2020

ALLP Kits:

- Delivered mid-summer to student homes
- 100 elementary students – currently in ALLP or who were transitioning to ALLP for September 2020
- 2 different kits to support the interests of students
- 11 kits delivered to ALLP classrooms to support the connection to summer learning and skill development

Summer Transition Program:

- August 17 – 28 (two weeks prior to school start-up)
- Elementary and secondary schools
- 155 Educators –Resource Teachers, Educational Assistants, Student Success, Secondary Guidance, and Special Education Itinerant Staff
- Over 3,000 conversations related to transition plans, check-ins and transition visits
- Over 900 conversations to support student mental wellness
- Support for students, families, and connections to our community agencies
- Strong correlations between this support and students returning to school within the first two weeks of school start-up

Preparing for Students Training:

- Over 1,700 school staff were trained in how to be Trauma-Informed in order to support student success
- Over 2,400 LKDSB staff, including permanent and occasional staff, participated in Mental Health Awareness training
- All School Teams participated in discussions about the role of school staff in student mental health and worked collaboratively to identify what all students need at school

The summer support provided by our dedicated educators is commendable. Students and families benefitted from the above-noted programs to support students as they transitioned to the 2020-2021 school year. Moving forward, we hope to replicate some of the supports during the upcoming summer months to support students, families and School Teams.