

REGULAR BOARD MEETING AGENDA
PUBLIC SESSION

TUESDAY, OCTOBER 27, 2020
7:00 p.m.

Board Room
Sarnia Education Centre
200 Wellington Street, Sarnia

A

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 October 13, 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) Secondary Summer Semester – Superintendent Mancini
10. Delegations:
11. Questions from the Public
Please submit questions by noon on October 27, 2020 via email to trish.johnston@lkdsb.net
12. Reports for Board Action
 - a) Appointment of Scrutineers Chair Bryce
Recommendation
“That the Board appoint the Student Trustees to serve as Scrutineers or the appointment of the Trustee for the Lambton Kent District School Board.”
 - b) Appointment of Trustee to the Lambton Kent District School Board Chair Bryce

Presentation by individuals interested in the Trustee Vacancy for the Lambton Kent District School Board.

 1. Cole Anderson 8
 2. Charles Archer 9
 3. Matt Josse 11
 4. Lindsay Lauridsen 12
 5. Malinda Little 13
 6. Janice McMichael-Dennis 14
 7. Kathleen Myers 15
 8. Wayne Pease 16
 9. Bevin Perdu 17
 10. Meghan Realesmith 18
 11. Matt Russell 19
 12. Regina Stockus 20

c) 2019/2020 Annual Accessibility Report	Superintendent Girardi Report B-20-101	21
<u>Recommendation</u> "That the Board approve the LKDSB 2019/2020 Annual Accessibility Report."		
13. Reports for Board Information:		
a) Special Education Advisory Committee Report	Trustee Barnes Report B-20-102	38
b) Parent Involvement Committee Update	Director Howitt Report B-20-103	39
c) LKDSB Update on Face to Face and Learn at Home Program	Director Howitt Report B-20-104	40
d) Secondary Summer Semester	Superintendent Mancini Report B-20-105	41
14. Correspondence		
15. New Business		
16. Trustee Questions		
17. Notices of Motion:		
18. Announcements		
a) The next Regular Board Meeting will be held on Tuesday, November 10, 2020, 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, Scott McKinlay (via teleconference), Lareina Rising (via teleconference), 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, William Locke and Lucia Shultz-Allison

Recording Secretary: Trish Johnston, Executive Assistant and Communications Officer

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

#2020- Approval of the Agenda Moved by Jack Fletcher, seconded by Ruth Ann Dodman,
"That the Agenda for the Regular Board Meeting of October 13, 2020 be approved."

CARRIED.

Declaration of Conflict of Interest None

#2020-122 Approval of the Minutes Sept/22/2020 Moved by Randy Campbell, seconded by Derek Robertson,
"That the Board approve the Minutes of the Regular Board Meeting of September 22, 2020."

CARRIED.

Business Arising None

#2020-123 Action of the Regular Board Private Session be the Action of the Board Moved by Randy Campbell, seconded Derek Robertson,
"That the Action of the Board in Private Session be the Action of the Board."

CARRIED.

Presentations
Summer Learning Program Superintendent Hazzard explained that the Summer Learning Program this year was very different from past years. It was offered virtually and was very innovative. He introduced Mary Lynn Anderson, System Coordinator, Student Achievement Elementary, and advised that she was responsible for the Summer Learning Program. Mary Lynn Anderson introduced three of the teachers who participated in the program Jessica Jette, Lesley Fraleigh and Samantha VanHooft. Mary Lynn Anderson explained that the Ministry provided the same amount of funding this year and all of it was spent on the students because there was not a need for transportation, meals, etc. A total of 95 students from 37 different schools were involved. Most students were entering Grade 6, and some were entering Grade 5. Nineteen math teachers were hired and five recreational teachers. One math teacher and one recreational teacher were on each team. The program ran from 9:00 a.m. to 11:00 a.m. for 5 weeks. The recreational teachers lead virtual tours of museums, outdoor scavenger hunts, yoga sessions, etc. The teachers shared their approaches to teaching mathematics and shared student feedback. They noted that attendance was excellent, and students gained confidence in their abilities. The teachers shared that they had a great experience teaching the students in the virtual Summer

Learning Program. Chair Bryce thanked the team for their caring approach. Director Howitt advised that Ministry of Education representatives visited LKDSB during the summer to see how the program was being offered and their representatives had an incredible experience. He noted that the LKDSB struggles at times with its geographic distance and this might be a way to reach more students in the future, possibly a mixed program offering in the future. He thanked Mary Lynn Anderson for her leadership.

Director of Education's Snap Shots of Excellence

Director Howitt presented the Director's Snap Shots of Excellence PowerPoint which features highlights of engagement across the district. Included in the presentation were examples of schools welcoming back their students face to face and virtually, teaching and learning face to face and virtually, health and safety measures put in place, socially distanced classroom set ups, outdoor activities, Orange Shirt Day activities and Staff and Volunteer Appreciation Day activities.

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 trish.johnston@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 October 13, 2020 Board Meeting.

Process for replacement of Of Trustee Brittany Jenkins
Report B-20-93

Director Howitt explained that according to the Education Act, the Board is required to fill the Trustee vacancy created by the resignation of Brittany Jenkins. He outlined the options in the Education Act that the Board could use to fill the vacancy – a by-election or appoint someone. Director Howitt advised that when vacancies have occurred in the past, the Board has chosen the option of appointing a qualified person to fill the role. The vacancy was advertised in the jurisdiction of the vacancy. Interested qualified individuals would be asked to apply and present to the Trustees at a Public Board Meeting. Trustees would then be asked to cast secret ballots at the meeting to select the individual. Director Howitt recommended following past practice of appointing a person to the Trustee position. This vacancy is in the area of Sarnia/Point Edward. If the motion is approved, the advertisement would go out October 14 and close at noon on October 21, 2020. In the past, if there were ten applicants or less, the appointment took place at a Regular Board Meeting, if there were more applicants, a Special Board meeting was held to appoint a person.

#2020-124
Board to appoint a person to fill the Trustee vacancy

Moved by Greg Agar, seconded by Ruth Ann Dodman,

“That the Board appoint a qualified person to fill the Trustee vacancy for the Lambton Kent District School Board.”

Director Howitt confirmed that there had not been any media attention over the vacancy. The option of appointing the next person with the most votes from the 2018 municipal election was raised as a suggestion for consideration. That person has already proven their desire to be a trustee and this option has the accountability remaining with the electorate. Director Howitt confirmed that he had the results of the past election.

Chair Bryce provided a historical perspective of how the Board has filled vacant trustee positions in the past. In the past, individuals who ran unsuccessfully in the election have come forward to participate in the proposed appointment process.

Moved by Derek Robertson, seconded by Lareina Rising,

“That the motion be amended to add *in accordance with the past practice.*

AMENDMENT CARRIED.

The vote was taken on the Main Motion as amended.

“That the Board appoint a qualified person to fill the Trustee vacancy for the Lambton Kent District School Board in accordance with past practice.”

MOTION AS AMENDED CARRIED.

Director Howitt advised that the vacancy will be advertised locally using social media platforms. Social media ads will be purchased to target areas. A news release will be issued. Print and radio ads will not be purchased.

Ontario Public School
Boards' Association
(OPSBA) Update

Trustee Fletcher advised that the OPSBA Annual General Meeting was held virtually on September 26, 2020 from 1:00 to 3:00 p.m. and the Board of Directors Meeting was held on September 25 and the morning of September 26, 2020. He commented that, according to information shared, the money spent on the management of the COVID-19 pandemic by the federal government was more than the provincial government. He noted that most school boards dipped into their reserves and some did not have any reserves to use. Some school boards expressed concern that the reserves were for future projects. Trustee Fletcher advised that the following motion was passed: *Direct OPSBA to advocate to the Minister of Education to create an immediate mechanism to address the deficiencies and inequities in funding across school boards to fund safe school reopening.*

Chair Bryce expressed appreciation to Trustee Fletcher for representing the LKDSB.

Special Education
Advisory Committee
Report
Report B-20-94

Trustee Barnes reported on the Special Education Advisory Committee Meeting held on September 17, 2020. SEAC members were provided with information regarding how the Board established the virtual schools and the methods being used to deliver programs and services to students with special needs in both the face to face model and the Learn at Home model. SEAC members recognized the efforts of all staff members.

Indigenous Liaison
Committee Report
Report B-20-95

Trustee Rising reported on the September 23, 2020 Indigenous Liaison Committee Meeting held via TEAMS. She noted the meeting scheduling conflicts that occur in September and the need to reconsider dates going forward. She noted that the Eelūnaapéewi Lahkéewiit (Delaware Nation) indicated that half of their elementary and most of secondary students were attending school in person. For students learning from home, connectivity continues to be an issue despite having received LTE enhanced iPads. Zhahwun Shognosh is the new Secondary Indigenous Education and Special Projects Teacher.

LKDSB Reopening Our
Schools Plan Update
Report B-20-96

Director Howitt updated Trustees on what is happening in the secondary face to face and virtual schools. Secondary students are just past the halfway mark in the first quadmester. Students will be getting a midterm mark. Information will be communicated to parents/guardians as well. At the end of the quadmester, students will be given their final mark, but not the report card. The report card will be issued when all four courses are completed at the end of the traditional semester. Director Howitt advised that students in some secondary programs (SWAC, Specialized Coop, etc.) are continuing to operate on a semester basis and they will receive traditional mid-term and final report cards. He explained that the playing of brass/wind instruments was paused at the start of the school year,

but secondary schools are now able to engage in the playing of musical instruments outdoors, following guidelines outlined by the Ontario Music Educator's Association, and in consultation with local public health.

Director Howitt commented on what Learn at Home looks like for elementary students. Students are succeeding and family engagement has improved at the younger grades. Teachers, ECEs and EAs are effectively working together. Staff have noticed that some students who might be considered quieter in class are participating more in the virtual school. He commented on the collaboration between teachers which is enhancing student learning. Real-life learning is a focus, as the digital platforms mean the video conference can go anywhere. The intermediate classes will be learning about biology, science, and math with a video conference directly from a Veterinarian's office in the coming weeks. Great teacher ideas are shared as homerooms join together to learn, and then classes return to their own class virtually to discuss the learning. The Administrative team has engaged with families, adapted plans, and ensured that our students learn in new ways, in this virtual environment. Superintendent Mancini confirmed that the Specialist High Skills Major programs are continuing as well as the Cooperative education program.

Pupil Accommodation and
Enrolment Update
Report B-20-97

Director Howitt advised that the LKDSB regulation on *Pupil Accommodation* requires the Director of Education to present a Pupil Accommodation Report to the Board annually. This usually occurs in the fall of each year. He advised that the information to be included in the Pupil Accommodation report is not available at this time due to the unique situation created by the offering of the face to face learning model and the Learn at Home learning model for students during the COVID-19 pandemic. He noted that there are more empty pupil places currently in schools than normally and secondary students are currently only taking two courses so they would be counted as part time students which they are not. As well, implementation of the new student information system has impacted the staff resources available to gather some of the required information. Director Howitt explained that Administration was planning to share October 31, 2020 enrolment data with Trustees by the end of November. Superintendent McKay had hoped to have the revised budget estimates information available at that time as well. This information will not be finalized by the end of November. As per the 2020/2021 Enrolment Register, for secondary schools using the quadmester model the October 31 enrolment will be established by averaging a student's timetable minutes on the 16th day of quadmester one with the 16th day of quadmester two. The LKDSB will be using student timetable minutes on October 5, 2020 (16th day of quadmester) and December 8, 2020 (16th day of quadmester 2) to calculate our October 31st enrolment. The information is likely to be available mid-December. The elementary enrolment count date remains October 31, 2020. The demographic information usually shared in the Pupil Accommodation Report will be provided as part of the Capital Plan in June or earlier if the situation changes. The government moratorium on school closures is still in effect. Director Howitt confirmed that the number of students being home schooled is two to three times higher than past years which negatively impacts the budget. Some families have asked to return to the LKDSB. The LKDSB numbers are consistent with what is going on across the province. The Ministry is aware of the increase in the number of families choosing home schooling and will need to do something to address the loss of funds to school boards because school boards hired more teachers as directed by the Ministry. The work of the Supervised Alternative Learning (SAL) team was recognized. SAL is a program for students, who for a variety of reasons, are at risk of leaving school early. Students are actively monitored, and the focus remains on migrating the students back to a formal program.

Director Howitt confirmed that in the past, school boards set the mill rates for local education taxes that brought revenue directly to the school board. The province changed this, and education taxes are collected by the government now, then the Ministry provides funding to school boards based on enrolment and some other specialized funding. Superintendent McKay confirmed that of the total LKDSB budget, \$57M comes from property taxation and \$250M comes from the provincial Treasury Board. The budget passed by the Trustees in July included the additional home schooled students as pupils of the Board. The revised estimates budget will show less students than the initial budget. He confirmed that the Treasury Board has already given the Ministry funding based on the initial budget and school boards are asking that the Ministry provide that funding to the school boards so they can remain whole financially. If the Ministry does not provide the funding, school boards will have to dip into reserves. The loss of 200 students to home schooling will cost the LKDSB about \$2.5M in funding. Directors and Superintendents of Business are working with the Ministry to ensure the funding will flow.

Summer Learning
Program
Report B-20-08

Superintendent Hazzard referred to the presentation earlier during the Board Meeting on the Summer Learning Program. The LKDSB received \$60 000 from the Council of Directors of Education to facilitate the Summer Learning Program (SLP) via virtual learning. SLP classrooms were held online using the videoconferencing tool, Google Meet. In total, 95 students (an increase of 32 students) from 37 school locations (an increase of 20 schools) participated in the summer program. During the numeracy portion, students worked to strengthen their basic math skills by focusing on number sense and flexibility of number. Students participated in number talks to improve their ability to communicate their math thinking. They learned to use a variety of strategies to solve problems, and to think flexibly with numbers. Following the math instruction, students were provided recreation opportunities. Each recreation teacher was assigned to a group of 3 or 4 classrooms. Students were led, remotely, through Science Technology Engineering Arts and Math (STEAM) activities like creating lava lamps and outdoor s'more makers. Indigenous culture was also a focus with an Anishnaabe artist session over multiple days. Superintendent Hazzard advised that parents/guardians also were able to attend the virtual classes each day with their student. Chair Bryce expressed support for the continuation of the funding for the Summer Learning Program

Announcements

The next Regular Board Meeting will be held on Tuesday, October 27, 2020, at 7:00 p.m. at the Chatham Education Centre.

Adjournment

There being no further business of the Board, Chair Bryce declared the Meeting adjourned at 8:22 p.m.

Chair of the Board

Director of Education and
Secretary of the Board

Cole Anderson

October 15, 2020

Dear Director Howitt,

It is a gratifying experience for me to apply for the vacant Trustee position on the Lambton Kent District School Board. As a young leader, I have always pursued leadership opportunities that allow me to identify, develop, and implement solutions for issues that impact people in today's rapidly progressing society. My past roles in public health care, education governance and previous work experience in various fields have allowed me to develop a unique set of interpersonal and organizational skills. For instance, I was the youngest candidate in the 2018 municipal election in the City of Sarnia. The focus of my campaign was to advocate for the youth in our community and the vital services and progressive ideas that could function to support a prosperous future for young people. This unique set of skills continues to assist me in setting goals for myself, developing a plan to attain each goal, and ultimately achieving each goal in a successful and efficient manner.

In recent years, I have been so fortunate to have held numerous leadership positions that have allowed me to both enhance my own abilities as a young leader and to provide valuable input on corporate strategies from a student's perspective. From 2012 to 2016, I held the position of Student Representative on the Community Advisory Panel at Bluewater Health in Sarnia, Ontario. During my time with this organization, I served my constituents by providing input to hospital executives on issues including mental health access, withdrawal management services, etc. in order to develop an effective strategic plan.

From 2014 to 2016, I served as a Student Senator on the Student Senate of the Lambton Kent District School Board. I was also elected by my peers to the position of Student Trustee of the Lambton Kent District School Board for the 2015/2016 school year. My experience as Student Trustee was a challenging yet educational one in which I represented nearly 22,000 students and community members to ensure that the decisions made by the board of education were made while considering the best interests of the students and the communities that the board serves. This experience also provided me with a unique perspective and admiration for the importance of public education which I believe would be a valuable asset to the board. I strongly believe that maximizing community success in the world is first achieved by optimizing student success in each and every learning space. I also believe that a collaborative approach to public education that includes stakeholders from various diverse backgrounds provides the most benefit when developing policies and strategic goals. In my experience, this is something that I think the LKDSB does very well and I was always grateful to be a small part of it. In conclusion, fostering student success by providing a safe and caring learning environment for pupils that encourages diversity is something that I am very passionate about and I would love the opportunity to work with the board in continuing to achieve this goal.

I am excited to apply for this position and I look forward to the opportunity to discuss how I believe my experience would allow me to contribute to the work of the board in a positive way.

Sincerely,

Cole Anderson

Charles Archer

Lambton Kent District School Board
Attention: John Howitt, Director of Education

RE: LKDSB Trustee Sarnia-Lambton

Hello John,

I am writing to submit my candidacy for the vacancy as a Trustee in the aforementioned region of Sarnia-Point Edward.

I bring over 30 years of corporate management experience, working across Canada, as well as internationally, in a variety of sectors in B2C, B2B and more recently B2G with a specific connection to understand the Future State of Ontario's Education needs. Throughout my career, I have mentored MBA University programs in business leadership, coached youth sports programs, and maintained an active commitment towards developing young candidates through graduate employment opportunities. I believe it's our responsibility to give back and help those that represent our future.

I am a Sarnia native, and while I spent most of my career outside of the area, I have predominantly maintained residency here, raising my daughter here, and remain a proud father, husband, grandparent and supporter of Public Education.

Why now?

Firstly, I believe I am at a point of my career where I can provide a high level of insight, valued commentary, and contribute to the Board based on my experiences as a business leader.

Secondly, I believe our Educational need states are at a pivotal point in time, with greater pressures and increasing outside influence. Students are learning and growing at accelerated rates, technology and information loads are increasing, new social concepts are exploding onto our landscape, and education funding models are, and will continue to be pressured to do more with less.

I believe I can help bring insight, ideation, and a unique perspective supporting you and your team in achieving your strategic plan, and explore opportunities to strengthen your commitment to Shaping Our World.

Charles Archer

Thank-you for considering my candidacy and I am happy to provide you with additional details of my background, my CV, and references at any time.

For your convenience, I will include a copy of my LinkedIn professional profile in my email submission. I invite you to visit and join my Li network by visiting my site at:

<https://www.linkedin.com/in/charlesbrands/>

Take Care,

Charles

MATT JOOSSE

MPH | B.Sc. (Hons)

LAMBTON KENT DISTRICT SCHOOL BOARD, TRUSTEE

“Determined and agile, swiftly resolves problems, inspires others to optimize public programs using evidence-based, equitable, and cost-effective approaches”

October 21st, 2020

Jane Bryce
Chair of the Board
Lambton Kent District School Board
P.O. Box 112
Camlachie, ON N0N 1E0
519-899-2619
Jane.Bryce@lkdsb.net

John Howitt
Director of Education
Lambton Kent District School Board
P.O. Box 2019
Sarnia, ON, N7T 7L2
519-336-1500, Ext 31297
John.Howitt@lkdsb.net

Dear Jane Bryce and John Howitt,

As a strong supporter of public education I would like to apply for the vacant *Board of Trustees* position advertised on your website. Please consider me to be an ideal candidate as I know I have all of the prerequisites to succeed and deliver value in this position. I have in-depth public health programming expertise within both the elementary and secondary levels that will be beneficial to students and staff over the coming years.

I work well within public governance structures and have experience with municipal and provincial decision making and policy development. I am a member of the Board of Directors for Sarnia-Lambton Rebound supporting youth to express themselves in an inclusive environment. I value evidence-based decision making and continuous quality improvement practices that improve opportunities for all students and staff.

I am diplomatic and excel when working with diverse groups and opinions by using soft skills to achieve buy-in, build relationships, and help address the needs of the public. I am passionate and committed to improving our community and have extensive experience applying upstream approaches that help address the root causes of various issues. For example, adapting lessons learned from a lived-experience survey to establish “Positive Space” policies across Lambton County and reduce barriers for LGBTQ2IA populations.

I feel that I will make an outstanding contribution to advancing public education in the Lambton Kent District School Board. I am eager to meet with you to further discuss my strategy and vision for executing the position requirements and continuously improve the education we provide to our children and youth.

May we schedule an interview?

Thank you for your time and consideration. I look forward to advancing in your selection process.

Sincerely,

Matt Joesse

Lindsay Lauridsen

October 19, 2020

John Howitt
Director of Education
Lambton Kent District School Board

Dear John,

I am writing to you in the hopes of becoming a candidate and potential member on the board of trustees for the Lambton Kent District School Board. I take high interest in this position and have always wanted to be apart of a team that aids in the acknowledgement and change in our community. I have a lot of experience helping in some of the schools around Sarnia and Point Edward. I have been an advocate within our community for mental health, the wellbeing of others, and the overall health and wellness in children, young adults, and geriatrics.

A few of my strengths are I am well organized, openminded, a planner, flexible, take great responsibility in my work, am empathetic and am a great team player. If I need to lead, I can do so as well. I have a background in Early Childhood, Developmental Service, and Therapeutic Recreation. I am grateful to have had the opportunity to work within each of these fields for they have broadened my knowledge and experience as well as helped me network. I have been able to create programs based on an individual and groups and implement strategies that would best suit those people depending on their needs and abilities. I believe it is important to keep the community and school system inclusive.

I believe advocating for students and teachers extremely important especially with the changes the community and world has had to make during these rather restricted times. I am committed to supporting and improving the lives and education of Lambton students and families.

Sincerely yours,

Lindsay Lauridsen

Malinda Little

16 October, 2020

Dear Mr. Howitt,

My name is Malinda Little and I am writing to apply to the open Board position for Sarnia/Point Edward. I reside in the jurisdiction of the Lambton Kent District School Board and am a Canadian Citizen. I am over the age of 18 and am a strong supporter of public education.

I have children that range in age. My youngest is still in elementary, my middle child is in Grade 9 and my eldest is in his first year of College this year. All three of my children have had their struggles with the classroom and we have had to adapt and overcome in many ways. Working with the education system has not always been easy and it is not always perfect but with a solution driven attitude my kids have been able to thrive successfully. I am familiar with both the resources and limitations, the progress and the challenges our schools face. It is my hope that this experience will make a progressive contribution to the board.

I am an Office Administrator by trade and have worked in the Guest Services Industry for over 20 years. Most of my work experience has been in dealing with people. I have acquired leadership training along the way and developed an appreciation for the differences in people. While these differences pose challenges, it is also important to note that these differences can be a valuable resource. I care about making a positive contribution to our community and I can think of no better cause than the education of our children. I appreciate your consideration for this position. I look forward to hearing from you.

Sincerely,

Malinda Little

Malinda Little

Janice L. McMichael-Dennis

October 20, 2020

Lambton Kent District School Board

Sent Via E-mail

Attn: Mr. John Howitt

Dear Mr. Howitt:

Please accept this letter of application for consideration for the vacant trustee position in the Lambton Kent District School Board.

I have been very fortunate to have enjoyed an outstanding long career of both Corporate and Community success. I would like nothing more than to use my skills and knowledge to further serve my Community through the Lambton Kent District School Board.

I have an absolute commitment to excellence in public education and have been thrilled to put this commitment into action over the last six years on the Lambton College Board of Governors with my last three years as Chair of the Board. I am very proud to be a small part of an impressive organization like Lambton College which is dedicated to student success with over 10,000 students worldwide. I am also pleased to have been part of the local Campus transformation with over \$50,000,000 in infrastructure improvements to better serve our students. Lambton College also continues to win worldwide awards for research, innovation and entrepreneurship.

As President & CEO of the Bluewater Power Group of Companies for almost 20 years I have had the privilege of guiding the organization through corporate acquisitions, large infrastructure projects and most importantly through the provision of exceptional service to our customers and Communities. Over the years Bluewater Power has significantly grown profitability, revenue and customer satisfaction. I have been exceptionally fortunate to win two Chamber of Commerce Leadership Awards in this capacity. One of the greatest pleasures of my life has been to be part of this award winning team.

Thank you,



Janice L. McMichael-Dennis

Kathleen Myers

Dear Mr. Howitt,

Please accept this letter of interest for the position of school board trustee for the Lambton Kent District School Board.

Public education, and specifically special education, is something I have a deep-rooted passion for. My father was a superintendent and my son received numerous years of life-altering special education support. I am deeply grateful for both life experiences as they have taught me the importance of ensuring every student and staff member feels that they belong, that they matter and that they can succeed. I cannot think of a better way to give back to the community and would be humbled to be selected on my community's behalf as their school board trustee.

My background is as a professional paediatric nurse manager. I also worked as a public health nurse in Lambton county, working both in schools as well as with the Indigenous community. I believe my leadership and effective communication skills will align to create collaborative relationships with school board colleagues and other community partners. In my current role as a regional business manager I am confident in developing and monitoring the progress of strategic plans, budget development, and establishing respectful relationships.

I look forward to learning more about this position and am happy to meet to discuss this opportunity further.

Sincerely,
Kathleen Myers

John Howitt
Director of Education
200 Wellington St.
Sarnia, Ontario
N7T 7L2

Lambton-Kent District School Board

John Howitt-Director of Education

Letter of Application- (LKDSB-Board of Trustees)

Please accept this letter of application for the above noted position. I will list some of my work experience and volunteer experience to the community that I deem relevant to this noted position.

I graduated from the University of Guelph with a Bachelor of Science in Agriculture, with a major in Animal and Poultry Science. I also obtained a Diploma in Business Administration from Wilfrid Laurier University in Waterloo. The majority of my work experience has been in the banking industry. This included Agricultural Lending (BNS) and Investment Advisor/Financial Planner with (RBC).

My volunteer experience to the community most recently revolves around Bluewater Health Board of Directors. I had been on the board for a total of 9 years. I have Chaired the Resource Utilization and Audit Committee, the Governance and Nominating Committee and served on the Quality Committee of the Board. I also sat as Vice-Chair of the Board of Directors for two years and most recently finished a 2-year term as Chair of the Board of Directors of Bluewater Health during the period of June/2016-June/2018. I retired from the Board at the Annual General Meeting (AGM) in June 2019.

What I would bring as a Trustee is my knowledge of and proper deployment of Governance in a large organization. My ability to reason and utilize critical thinking, while looking at all sides of the issues at hand would be of significant importance. I find that my ability to weigh the merits of different opinions during debate and deliberation is one trait I am most proud of. I read with anticipation the Strategic Priorities (2020/2021 to 2025/2026) located on your Website. The four priorities listed I feel will provide the largest opportunity for LKDSB and the communities to have the largest impact on all relevant party's; but number one is the student. The Vision, Mission and Belief Statements all have a common theme found in each; that is our betterment and safety of our students.

I have also taken the opportunity to include my resume for further review. Two references have also been included that are knowledgeable of my abilities and work ethic. Thankyou for this opportunity.

Wayne L. Pease

BEVIN PERDU

Lambton Kent District School Board

October 21, 2020

Re: Lambton Kent District School Board Trustee Position

Dear Mr. Howitt,

I would like to express my interest in the Lambton Kent District School Board Trustee position. As a resident of Sarnia-Lambton, a mother of two school aged children and a proud supporter of public education, I feel that I would be a valued asset on the Board of Trustees.

After completing my Bachelor's Degree from the University of Western Ontario in Childhood and Family Relations, I pursued a post graduate certificate program at Georgian College in Human Resources Management. Opportunities took me out to Calgary, AB for a couple years after school, and then I moved back to Sarnia in 2008. While in Sarnia, I have worked in a number of different industries including sports and recreation, not for profit, oil and gas, and currently I am employed in Long Term Care. All of these different roles in different industries have taught me how to be a well-rounded person and has provided me with an accumulation of different knowledge and skills that can be directly and seamlessly transferred this Trustee role.

For the last five years I have sat on the Parent Council at my daughter's school ensuring that valuable funds are raised and that students are engaged in learning. In 2014 I joined that Sarnia Lambton Young Professionals and then went on to sit on the Sarnia-Lambton Chamber of Commerce Board of Directors. For the past 4 years I have been a Community Guider with the Sparks and Brownies in Sarnia, and active in our church community.

Others would describe me as being very personable, hardworking and someone who is forward thinking and ready to take on a challenge. My grade 4 teacher once told my Mom that someday I would be the Prime Minister of Canada, and although I don't see myself in that role, I know that I could definitely be a valued Trustee on the school board making important decisions that affect our future generations. I am committed to supporting public education in our community.

I would love the opportunity to further elaborate on how I can contribute to the Lambton Kent District School Board of Trustees.

Most sincerely,

Bevin Perdu

Meghan E. Realesmith, Ph.D.

Board of Trustees Applicant

Wednesday, October 21st, 2020

John Howitt

Director of Education

Lambton Kent District School Board

Dear Mr. Howitt,

I am interested in the newly vacant position on the LKDSB's Board of Trustees and would like to be considered for the seat. The qualifications I have gained through my professional experience and involvement with community advocacy organizations align perfectly with the skills required to be an engaged and collaborative representative for students, parents and local constituencies.

As an educator, I have a deep appreciation for the need to support and advocate for equitable access to education. I also appreciate that the continuous strive for equity must also be balanced with the need to inspire, innovate and provide a safe, stable environment for students to grow.

Student achievement is attained by ensuring youth have a safe and inclusive environment to learn as well as the resources needed to be successful. I am a proud director of the board with Sarnia-Lambton Rebound, an organization dedicated to promoting healthy and successful youth development through specialized programming, mentorship, and meaningful opportunities in collaboration with our community. At Rebound, we understand youth empowerment and wellness is critical to preparing our students for the world outside of the school boundaries.

In my current role as a researcher for the Sarnia Lambton Workforce Development Board, I appreciate the need to provide our students with core education skillsets while also teaching them to navigating the evolving world around them. This includes ensuring students have equitable access to training opportunities and avenues of education beyond Grade 12. The knowledge that one is not limited by the means or methods they learn and succeed is a powerful tool all youth should be granted.

I believe a strong public education system is the cornerstone of a strong community. I am proud to have had an excellent public education and look forward to enrolling my daughter into public education in the next school year. As a trustee, I look forward to the opportunity to play a role in providing the students of LKDSB with a strong education for ongoing success.

I have attached my curriculum vitae for your consideration. I look forward to the opportunity to discuss my candidacy further with you and the Board.

Sincerely,

Meghan E. Realesmith
B.M.Sc, Ph.D.

Attn: John Howitt
Director of Education, LKDSB

Please accept this Letter of Application as confirmation of my interest in being considered for service as a Board Trustee with the LKDSB.

I am very excited about this opportunity. I am proud of the community I am part of in this area and would love to work towards making it better. Public education is a cornerstone of that; by having well-educated and well-rounded people, we can help create an environment where people and their successes are the on-going focus of our society.

I have been a Power Engineer with Ontario Power Generation for over 14 years, and in that time, I have received training that I believe would be valuable to the LKDSB. From operating large and complex machines with many facets to be mindful of, to project management and oversight meetings, to corporate ethics training, mental health first-aid, as well as being a Union Steward and a JHSC Certified Member. With the company, I have trained new staff, delivered training to contractors, and written procedures to ensure the work is done properly and safely; I am always looking to improve things and to help people.

I am a very hands-on person, preferring to be involved in projects and committees where I can be of service and add value. As I am details-oriented, I look for places where things can be simplified, or where extra focus and information is prudent. In my roles as Steward and JHSC Representative, knowing the rules, regulations, and codes are especially important. I would bring this experience to the LKDSB to help wherever possible.

I grew up in the far-north of this province, where the community was under-served and faced several challenges. In this role, I would endeavour to see greater parental involvement by empowering them to be involved in the school community, increasing 2-way communication, and building relationships in order to enhance student equity. With the current challenge of e-learning, investments in technology accessibility are ever more important; I see this as an opportunity where LKDSB can be a leader in preparing children for our new future.

I thank you for taking the time to review my Letter of Application. I look forward to discussing my experience and qualifications to further explain why I think I am the right person for this role during this challenging, but also exciting time.

Best regards,
Matt Russell

ATTENTION:

Mr. John Howitt, Director of Education,

Dear Mr. Howitt;

It is with great interest and enthusiasm that I submit my resume for the position with the Board of Trustee.

I have included and attached my resume as per normal.

I feel that I am the perfect candidate for this prestigious position since my teaching, training and working with many diversified groups and organizations have fine tuned my communication and management skills to fulfill effectively and efficiently the duties of this very important post.

I optimistically look forward to a face to face interview and possible acceptance.

Most Sincerely

Regina Stockus

Regina M. Stockus - B.A., Mhta, CHE

"FORTUNE FAVORS THE BRAVE"

REGULAR BOARD, PUBLIC SESSION

MEMORANDUM TO: John Howitt, Director of Education

FROM: Gary Girardi, Superintendent of Education

DATE: October 27, 2020

SUBJECT: 2019/2020 Annual Accessibility Report for the Lambton Kent District School Board

The Accessibility for Ontarians with Disabilities Act (AODA) came into effect in 2005. The purpose of this act is two-fold. Firstly, it directs public sector institutions to develop, implement and enforce standards for accessibility related to Customer Service, Transportation, Information and Communication, Built Environments, and Employment. Secondly, it provides for the involvement of persons with disabilities and various community partners in the development of the proposed standards. The target date for reaching this goal is no later than January 1, 2025.

Attached is the 2018/2019 Annual Accessibility Report for the Board. This report describes the measures that the Lambton Kent District School Board has taken in the past and measures that have been taken during the 2018/2019 school year to identify barriers and enhance accessibility for individuals who work, learn and participate in the School Board community and environment.

The LKDSB Annual Accessibility Plan has been reviewed by the members of the LKDSB Special Education Advisory Committee.

RECOMMENDATION:

“That the Board approve the LKDSB 2019/2020 Annual Accessibility Report.”



Lambton Kent
District School Board

Annual Accessibility Report

September 2019 – August 2020

**Prepared by the
Lambton Kent District School Board Accessibility Committee**

**This publication is available on the
Lambton Kent District School Board's website www.lkdsb.net and is available in
Accessible Alternative Formats upon request.**

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Aim

This report describes the measures that the Lambton Kent District School Board has taken in the past and measures that have been taken to identify barriers and enhance accessibility for individuals who work, learn and participate in our LKDSB community.

1.0 Description of the Lambton Kent District School Board

The Lambton Kent District School Board provides educational services to more than 21,000 students in 51 elementary and 12 secondary schools. Lambton County and Kent County is made up of numerous small towns and communities situated in Southwestern Ontario, a geographic area surrounded by the Great Lakes.

We have municipal offices in the two main centers in our district: The Municipality of Chatham-Kent (www.chatham-kent.ca) and the City of Sarnia (www.sarnia.com)



STRATEGIC PRIORITIES

2020/21 - 2025/26

VISION

**Our Students -
Shaping Our World**

MISSION

**Fostering Success for
Every Student Every Day**



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

2.0 Accessibility Committee Members

Committee Member	Department
Sandi Cook	Elementary Principal
Mark Houghton	System Coordinator of Safe Schools
Trish Johnston	Executive Assistant and Communications Officer
Patty Knott	Coordinator of Application Services
Don Masse	Coordinator of Sites and Design
Jim Morton	System Coordinator of Secondary Program
Angie Moule	Special Education Coordinator (Elementary)
Kent Orr	Student Transportation Services, CLASS
Sandra Perkins	System Coordinator of Special Education
Andy Scheibli	Manager of Plant and Maintenance
Jim Stewart	Secondary Principal
Heather Touzin	Special Education Coordinator (Secondary)

The Accessibility Committee holds meetings as required. A particular focus will be on the proposed development of an education standard under the AODA.

3.0 Measures in Place

The Lambton Kent District School Board practices the principles of inclusion and barrier free accessibility within our school community.

4.0 Barrier-Identification Methodologies

Methodology	Description	Status
Discussions with Stakeholders regarding Accessibility Issues or Concerns	Human Resources, Information Technology, Building Services, Senior Management, Principals, Staff Members, Transportation, Special Education, Parents, Guardians, and School Community	Ongoing
Removal of Physical Barriers	Annual survey of all LKDSB buildings to identify future capital projects and accessibility opportunities	Ongoing
Information and feedback from all employees and school communities	Each school will be asked to review and make available the Annual Accessibility Plan.	Ongoing
Accessibility Committee Meetings	Staff and community input into identification and removal of barriers	Ongoing
Special Education Advisory Committee	Review the annual Accessibility Plan for information and feedback.	Annually
Liaison with provincial associations, professional bodies, school boards, public sector agencies	Sharing of information, sharing of successful practices.	Ongoing

5.0 Barriers Identified

The Accessibility Committee has identified various barriers which are grouped into the following: Architectural; Attitudinal; Built Environment; Informational; Learning; Physical; Policy/Practice; Technological; and Transportation. Some examples of facility related barriers are identified in the following chart. When possible or when completing major renovations or constructing new facilities, the Board will be compliant with the Ontario Building Code to remove identified barriers.

Barrier Type	Barrier Description	Strategy for Removal/Prevention
Physical	Appropriate parking areas and drop-off areas not provided.	Provide appropriate locations at all sites.
Physical	Appropriate signage.	Provide appropriate signage at all sites.
Physical	Access from parking to main entrance not barrier-free.	Provide appropriate access at all sites.
Physical	Main entrance not accessible.	Provide appropriate ramp and handrail with controls.
Physical	Inadequate illumination on walks and entrances.	Upgrade existing lighting on all parking/entrances.
Physical	Exterior doors heavy and difficult to open.	Provide power door openers where appropriate.

Barrier Type	Barrier Description	Strategy for Removal/Prevention
Physical	Interior doors in corridors often heavy and difficult to access.	Provide hold-open devices in areas required, provide in all new spaces.
Physical/architectural	Height of counters does not accommodate wheelchair.	Modify in key areas as required; design all new installations at appropriate height.
Physical/architectural	Washrooms for special needs.	Provide in areas as required; design all new facilities with appropriate sized spaces.
Physical/architectural	Hardware design not appropriate.	Change to lever where required, in all renovations install lever handles as required.
Physical/architectural	Drinking fountains too high to access controls.	Replace where required, all new to be accessible.
Physical/architectural	Shelves/millwork too high.	Adjust as required.
Physical/architectural	Emergency Signal Devices (horn/strobes).	To be installed in all new facilities as per Building Code Standards.

6.0 Ongoing Initiatives

- Accessibility Awareness Training
- Commitment by Senior Administration
- Use of Technology

6.1 Special Education

The Lambton-Kent District School Board (LKDSB), through its Special Education Department, has addressed access for students with disabilities through modifications and accommodations of programs and services. The Special Education 2018 Report is available on the LKDSB website. Attitudinal learning and policy/practice barriers for people with disabilities will be addressed on an ongoing basis through staff and student in-service, and by examining policies and procedures for impediments to accessibility.

Initiatives to date have included:

1. Participation in the development of the LKDSB Strategic Priorities.
2. The use of the Philosophy of Special Education to make decisions for and about students with special needs.
3. Continued access to Assistive Technology/Educational Technology and adaptive technology (i.e. Special Education Amount (SEA) funding) to gain access to FM systems, assistive and adaptive technology, improved access to trial equipment/software, installation, training and maintenance of SEA adaptive technology, development of SEA Manual, access to SEA System Learning Resource Teacher, implementation of more stringent SEA procedures, increased access to Assistive Technology and computers in special education classrooms). Additional staff were seconded to assist with the implementation of technology in the classroom.

4. Professional development and improved programs and services which increase awareness and accessibility for students with special needs. The following areas were the focus of initiatives during the 2019 – 2020 school year:

In 2019-2020 the training was a series of selections for Educational Assistants including:

- Bridges Out of Poverty
- Behaviour Management Systems
- Autism Spectrum Disorder
- See Saw
- Boardmaker – make and take sessions.

Regular Staff Training Initiatives, After-School, & Other Workshops with a Special Education Focus:

- SafeTALK
- Trauma-informed Schools
- Passion Projects
- Mental Health First Aid
- Applied Suicide Intervention Strategies Training (ASIST)
- Hear Here!
- Differentiated Instruction for Enrichment Students
- ABA Training
- Behavioural Management Systems Training (BMST)
- BMST Refresher Course
- BMST Master Trainer Training
- BMS Module - Autism Supports Program
- Functions of Behaviour
- Universal Supports in the Classroom
- Fetal Alcohol Spectrum Disorder (FASD) workshops
- Indigenous Culture Competency
- New to Special Education Resource Training
- Multi-Disciplinary Team Meetings
- Structured Learning
- eLearning Modules on ADHD, Anxiety, Mood Disorders, Mentally Well Classrooms, Prevalent Medical Conditions
- Hearing Awareness Training for Classroom Teachers of Deaf and Hard-of-Hearing Students
- Assistive Technology
 - Using Read/Write for Google in the Classroom
 - Integrating Assistive Technology into Everyday Learning

New Teacher Induction Program (NTIP):

- What to Do When Kids Say “No”!
- Setting Up Your Classroom for Success
- Google Read & Write
- Grass-roots focus on the Special Education Program

*** See Appendix C for Acronyms ***

5. The Lambton-Kent District School Board Special Education Advisory Committee meets to review supports for students, including those transitioning to post-secondary institutions or other pathways. The Committee takes advantage of networking opportunities with partner organizations to gather and share information.

6. An IEP Audit will be conducted in the 2020-2021 school year to ensure support for specific students.
7. Ongoing training on the use of IEPs to support effective, efficient development of IEPs and facilitate the IPRC process.
8. Safety Audits are conducted, as needed.

In addition, the LKDSB participates in many multi-agency collaborative partnerships to support students with special needs. The Board has collaborative partnership agreements with outside agencies to assist students with special needs, A Multidisciplinary Student Support Team meets regularly to review the needs of students in need of behavioural supports. The Team also meets and holds case conferences to discuss referrals to central programs and to problem-solve.

The LKDSB is a member of the Provincial and Regional Committee for Autism Supports for Students. Translation software is available through Google Read and Write. As well, English as Second Language (ESL) teachers and English Language Learner (ELL) teachers are employed by the LKDSB. The Board ensured that there was increased access to specialized Lexia support software for target populations.

The Board operates a Transitions classroom which is a partnership of several organizations (i.e. Children’s Aid, Probation, school board, etc.) with supports put into place to help the students access treatment and connect with the community so they can be successful. The Board also operates two Intensive Services (Day Treatment) Classrooms.

The LKDSB continues to be heavily involved in the Special Needs Strategy, which is designed to increase accessibility to services for all students with special needs. Those involved from various organizations/agencies are developing a child-centred, family focused process that will take in the full range of services available in the community. The areas of focus are *Coordinated Service Planning*, and *Integrated Rehabilitation Services*.

6.2 Other

	Barrier & Barrier Type	Strategies for Removal/ Prevention	Timing	Responsibility	Applies to	Status
1.	Access of individuals from other cultures or those with unique learning needs.	Liaise with community partners to provide translators and interpreters when required.	Access translation software, assess language learning software as required.	School Administration	Public, Employees Parents and Guardians	On-going

If an employee encounters a barrier in the workplace, contact should be made with their supervisor.

6.3 Information Technology

	Barrier & Barrier Type	Strategies for Removal/ Prevention	Responsibility	Applies to	Status
1.	Unique barriers as identified by speech-language	Install and maintain SEA adaptive technology.	Information Technology Services.	Students	Ongoing

	Barrier & Barrier Type	Strategies for Removal/ Prevention	Responsibility	Applies to	Status
	and psychology professionals	Training for SEA adaptive technology.		Students and Staff	
2.	Internet and Wi-fi Infrastructure	IT Infrastructure Strategic Plan has made technology accessible	Information Technology Services, Senior Administration	Students, Staff, School Community	Ongoing
3.	Ensure new websites and intranet conform to accessibility standards	Training is done to assist new staff become familiar with accessibility features. Continue working with schools to building templates for their newsletter and calendar files.	Web Technologist	Staff	Ongoing

7.0 Barriers Identified

	Barrier & Barrier Type	Strategies for Removal/ Prevention	Responsibility	Applies to	Status
1.	Access to Mental Health services (attitudinal/ policy practice)	Developing collaborative partnerships with third party service providers. Mental Health Lead will help develop community protocols.	Student Support Services, Central Office Staff	Students Staff Parents Community Partners.	Ongoing
2.	Access to assistive/ educational technology for Special Education students (informational /learning technological)	Access to technology opens the world to a student. Technology may be utilized for research, collaboration, organization, creativity, communication, and independence. It allows students to communicate with experts around the world, access information from a variety of sources and express their learning in unique ways.	Student Support Services, Special Education Specialized Staff, Principals, School Staff.	Students Staff	Ongoing, enhanced access in Special Education classrooms.
3	Access to assistive/ educational technology for all students	Access to technology opens the world to a student. Technology may be utilized for research, collaboration, organization, creativity,	Senior Administration and Information Technology Department,	Staff, Students, Community members	Ongoing

	Barrier & Barrier Type	Strategies for Removal/ Prevention	Responsibility	Applies to	Status
	(informational /learning technological)	communication, and independence. It allows students to communicate with experts around the world, access information from a variety of sources and express their learning in unique ways.	Principals, School Staff	See LKDSB Website for information on the TELP Project.	

8.0 Professional Development

The Accessibility for Ontarians with Disabilities Act is intended to create an accessible Ontario by 2025. This legislation addresses issues that pose major barriers for people with disabilities. The Integrated Accessibility Standards Regulation, July 2011, requires that school boards develop policies, practices and procedures that ensure accessible service for people with disabilities. It requires that *all* employees receive general training on the requirements of the Accessibility Standards and the Ontario Human Rights Code as it relates to disabilities.

To support the meeting of these expectations, to align practices across the district, and to facilitate ongoing training, the general LKDSB Accessibility online course was developed and all employees are required to log on to Our Training Room www.ourtrainingroom.com using internet explorer to complete the course. All new employees of the Board are required to complete the online training. All volunteers are required to review the *Accessibility and the AODA for Volunteers with the Lambton Kent District School Board* power point located under the Accessibility link on the LKDSB Board website.

Additionally, school boards are required to provide training for all educators on accessibility awareness in program delivery and instruction. *All* employees who design deliver or teach educational programs and courses are required to undertake additional accessibility awareness training related to their responsibilities. This training will continue to take place for new employees.

The TeachAble Project offers staff and volunteers a wide variety of resources to build accessibility awareness. This includes sample classroom ready lesson plans written by Ontario teachers and aligning with Ontario curriculum, and an abundance of easily available resources to increase accessibility awareness in the classroom. This can be accessed at www.theteachableproject.org.

9.0 Review and Monitoring Process

The Accessibility Committee will meet as required during the year to review progress and evaluate the effectiveness of implementation of barrier-removal and prevention strategies and to make future plans to increase accessibility in the Lambton Kent District School Board. The upcoming focus will be on the proposed Accessibility Standard for Education.

10.0 Communication of the Plan

The Lambton Kent District School Board's Annual Accessibility Plan will be available on our website at www.lkdsb.net and communicated through updates through newsletters, community meetings, staff updates, Senior Administration and Lambton Kent District School Board meetings. Questions, comments or input regarding the Accessibility Plan may be directed to:

Accessibility Committee
200 Wellington Street
Sarnia, ON N7T 7L2
Telephone: 1-800-754-7125
e-mail: Krystel.japp@lkdsb.net

Appendix A

Accessibility for Ontarians with Disabilities Act Annual Accessibility Report Feedback Form

The Lambton Kent District School Board values your feedback regarding our Annual Accessibility Report. Please complete the form below and outline your comments, questions or concerns.

Mail to: Accessibility Committee
200 Wellington Street
Sarnia, ON N7T 7L2
e-mail to: krystal.japp@lkdsb.net

Contact Information

Name: _____

Address: _____

Telephone Number: _____

E-Mail: _____

Date: _____

Comments:

Appendix B

Facilities Accessibility Upgrades

New school construction has, or will, adhere to the current Building Codes and includes barrier free access such as power door operators, elevators in schools of more than one floor and accessible washrooms. Some of the upgrades that have occurred are:

Location	Accessibility Upgrade
Merlin	Installed barrier free access ramp to exterior door
Indian Creek	Provided ramps for barrier free path of travel from parking lot
Brooke Central	Add barrier free access ramp to playground & outdoor learning commons
Cathcart Boulevard	Add power door operator to interior of vestibule doors at main entrance
Hillcrest Public School	Renovate existing washroom & change into new barrier free washroom
Queen Elizabeth II – Sarnia	Renovate & Add Barrier free washroom
NLSS	Replace existing east entrance door & add power door operator
Lambton Centennial	Replace west exterior doors & add power door operator (near room 10)
Rosedale	Add magnetic hold open device to doors in corridor new room 15
Gregory Drive	Add barrier free ramp leading from parking lot
McNaughton Ave.	Add barrier free parking spot to rear parking lot
Great Lakes Secondary School	<ul style="list-style-type: none"> • New vestibule for addition complete with barrier free operators. • New barrier free washroom in addition • Two new music rooms complete with barrier free ramps for access to tiered floor levels. • New boys' and girls' washrooms in addition with barrier free sinks and stalls. • Soon to be completed – barrier free lift for access to stage form lower seating area in auditorium, barrier free lift for access to sound booth in auditorium.
Naahii, Wheatley, QE Chatham, RDHS, AMSS, Rosedale, PE McGibbon, Indian Creek, Winston Churchill and Sir John Moore.	Added yellow lines at entrances, counter tops, playground equipment, fountains and stairs for visually impaired at various schools
QE Chatham	Lift table repair and track installation
LCCVI	Various entrance ways modified, and power door operators added, elevator modified for ease of accessibility for medically fragile student.

Appendix C

Special Education Acronyms

Acronyms	Explanation
ABA	Applied Behaviour Analysis
ABC	Association for Bright Children
ABLE	Academics Based on Life Experiences (offered at AMSS, JMSS, and WDSS)
ABS	Autism Behavioural Sciences
ADD / ADHD	Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder
ADP	Assistive Devices Program
AEP	Alternative Education Program (Funding Term)
AI	Autism Intervener
AMSS	Alexander Mackenzie Secondary School
ASD	Autism Spectrum Disorder
ASL	American Sign Language
ASO	Autism Society Ontario
ATT	Assistive Technology Team
BDHS	Blenheim District High School
BMS	Behaviour Management Systems
CAP	Central Auditory Processing
CAT	Canadian Achievement Test
CAS	Children's Aid Society
CBT	Central Behaviour Team
CCAC	Community Care Access Centre
CD	Conduct Disorder
CDA	Communication Disorder Assistant
CEC	Council for Exceptional Children
CKCS	Chatham-Kent Children's Services
CKSS	Chatham-Kent Secondary School
CNIB	Canadian National Institute for the Blind
CODE	Council of Ontario Directors of Education
CPI	Crisis Prevention Institute (providers of Non-Violent Crisis Intervention methods)
CPRI	Child & Parent Resource Institute
CTAP	Community Threat Assessment Protocol
CYW	Child and Youth Worker
DD	Developmental Disability
DNS	Dragon Naturally Speaking
DOB	Date of Birth
DRA	Diagnostic Reading Assessment
DSM - IV	Diagnostic Statistical Manual - 4 th Edition
DSW	Developmental Service Worker
EA	Educational Assistant
ECE	Early Childhood Education
EQAO	Education Quality and Accountability Office
ESL	English as a Second Language

Acronyms	Explanation
FAS	Fetal Alcohol Syndrome
FI	French Immersion
FSL	French as a Second Language
FTE	Full-time Equivalent
GE	Grade Equivalent
GLSS	Great Lakes Secondary School
HELP	Hawaii Early Learning Profile
HI	Hearing Impaired
IBI	Intensive Behavioural Intervention
IEP	Individual Education Plan
IPRC	Identification, Placement and Review Committee
JMSS	John McGregor Secondary School
LCCVI	Lambton Central Collegiate-Vocational Institute
LD	Learning Disability
LDAO	Learning Disabilities Association of Ontario
LKCS	Lambton-Kent Composite School
LKDSB	Lambton Kent District School Board
LNS	Literacy and Numeracy Secretariate
MACSE	Minister's Advisory Council on Special Education
MCYS	Ministry of Children and Youth Services
MF	Medically Fragile
MID	Mild Intellectual Disability
MOE	Ministry of Education
NLSS	North Lambton Secondary School
NCIVS	Northern Collegiate Institute and Vocational School
O & M	Orientation and Mobility
OADD	Ontario Association for Developmental Disabilities
OADE	Ontario Association for Developmental Education
OAFCCD	Ontario Association for Families of Children with Communication Disorders
OCD	Obsessive Compulsive Disorder
ODA	Ontarians with Disabilities Act
ODD	Oppositional Defiant Disorder
ODSP	Ontario Disability Support Program
OLSAT	Otis-Lennon School Ability Test
OPA	Ontario Psychological Association
OPSBA	Ontario Public School Boards' Association
OPSOA	Ontario Public Supervisory Officers' Association
OSR	Ontario Student Record
OSSC	Ontario Secondary School Certificate
OSSD	Ontario Secondary School Diploma
OSSLT	Ontario Secondary School Literacy Test
PAAC	Parent Association Advisory Committee
PASS	Positive Alternative to School Suspension
PBS	Positive Behaviour Support
PDD	Pervasive Developmental Disorder
PECS	Picture Exchange System

Acronyms	Explanation
POWER	Perception, Organization, Wellness, Empathy, Respect (Alternative Program)
RDHS	Ridgetown District High School
RT	Resource Teacher
SAL	Supervised Alternative Learning
SBTM	School Based Team Meeting
SCCYS	St. Clair Child and Youth Services
SEA	Special Equipment Amount
SEAC	Special Education Advisory Committee
SEPPA	Special Education Per Pupil Amount (Funding Term)
SIP	Special Incidence Portion (Funding Term)
SLP	Speech-Language Pathologist
SOD	Statement of Decision
SPIIR	Safe Physical Intervention Incident Report
SSP - ASD	School Support Program - Autism Spectrum Disorder
SSW	Social Service Worker
TDHS	Tilbury District High School
TE	Tutor Escort
TERT	Tragic Event Response Team
TLD	Transition Learning Disabilities (Program)
TVCC	Thames Valley Children's Centre
VI	Visually Impaired
WDSS	Wallaceburg District Secondary School
WIAT	Wechsler Individual Achievement Test
WISC	Wechsler Intelligence Scales for Children

**REPORT TO THE BOARD
REGULAR BOARD, PUBLIC SESSION**

REPORT NO: B-20-102

**FROM: Janet Barnes, Trustee and Vice-Chair of the Special Education
Advisory Committee**

DATE: October 27, 2020

SUBJECT: SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) MEETING SUMMARY

The Special Education Advisory Committee of the Lambton Kent District School Board met on October 15, 2020. Following is a report of the activities of the meeting:

Presentation – Microsoft Teams and FM System Use

Special Education Coordinators Adam Davis and Tara Mitchell provided an overview of ‘Microsoft Teams’ and Cheryl Rivait of the Hearing Team provided an overview regarding the type of FM System the Board uses in its classrooms.

Special Education Information

Information regarding the Special Education Department responsibilities, and the Special Education

Coordinator’s Family of Schools was shared with the membership.

LKDSB 2019-2020 Accessibility Report

After receiving an overview of the Board’s Annual Accessibility Report, Trustee Robertson Moved that **“The Special Education Advisory Committee Approve the Lambton-Kent District School Board’s Annual Accessibility Report for September 2019 – August 2020.”** Chris King Seconded the Motion. The Motion was Carried Unanimously.

Memo to SEAC re: 2019-2020 Special Equipment Amount Claims

A memo, outlining the costs associated with Special Education Equipment (SEA) purchases made during the 2019-2020 school year, was shared with the members.

Exceptional Students Suspended (Out of School), By Exceptionality (2015-2019)

A summary of the number of out-of-school suspensions issued from 2015 through to 2019, and reported by exceptionality, was shared with the members of SEAC. Superintendent Barrese noted that the number of suspensions issued last year were lower, mainly due to the school closures.

Results of SEAC’s 2020-2021 Priority-Setting

The summary of input provided by members, relative to their Priorities for the upcoming school year, was shared. The members approved of the presentation schedule. Superintendent Barrese reminded them that, at any time, they can request to receive additional information/presentations beyond those listed.

Next Regular Meeting

Thursday, November 19, 2020, *TBD Whether This Can Be Held In-Person or Via MS Teams*, 6:00 p.m.
Rose Gallaway, SEAC Chair

**REGULAR BOARD, PUBLIC SESSION
REPORT TO BOARD**

REPORT NO.: B-20-103

FROM: John Howitt, Director of Education

DATE: October 27, 2020

SUBJECT: Parental Involvement Committee Report

The Parent Involvement Committee of the Lambton Kent District School Board met on October 19, 2020 via Microsoft Teams. Below is a summary of the topics addressed at the meeting:

School Re-opening Update

An update was provided on the work done to prepare plans for school re-opening and the two learning models: face to face instruction for students who returned to school and the Learn at Home model for families who opted to move to the virtual elementary and secondary schools. Information was shared on the timelines for families to inform the school of their intent to change the mode of learning from face to face to virtual/Learn at Home or vice versa as well as the potential impact on staffing and classroom assignments. Timelines were shared on when secondary course marks and report cards will be issued. It was noted that elementary interim progress and report cards will follow the regular timeline.

COVID-19 Update

A summary was shared on the number of positive COVID-19 cases reported to date by the Lambton Kent District School Board. It was noted that the Board takes direction from Chatham-Kent and Lambton Public Health.

School Climate Survey

The LKDSB is embarking on another School Climate Survey. PIC members were asked to provide feedback around the communication process and on the previous survey; what went well and areas that can be improved on in terms of process.

Virtual Event with Dr. Karyn Gordon

The previously scheduled presentation with Dr. Karyn Gordon was rescheduled to a Zoom webinar on November 17 from 7:00 to 8:30 p.m. The presentation *Building Confidence* will focus on *strategies parents/guardians can use to build their kids' confidence*. The event will be promoted on the Board and school websites as well as through social media.

Nominations and Election of the PIC Co-Chair for Two-Year Term

Tracey Machan is entering the second year of her two-year term to allow overlap of Co-Chairs. Melissa Hewitt volunteered to serve as Co-Chair and was acclaimed to the position.

The next Parent Involvement Committee meeting will be held on November 30 at 6:30 pm via Teams.

**REGULAR BOARD, PUBLIC SESSION
REPORT TO BOARD**

REPORT NO. B-20-104

FROM: John Howitt, Director of Education

DATE: October 27, 2020

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

The Lambton Kent District School Board Administration reminded school communities on October 13, 2020 that the process for families to transfer students between face-to-face learning and Learn at Home model (or vice versa) would occur on November 16, 2020. This information was posted on the Board and school websites and families/students were asked to contact their home school to be placed on a waitlist.

Students who were not seeking a change in learning plans did not need to inform their school. The deadline to request a change in the learning program was Thursday, October 22, 2020 at noon. After this deadline, students would be added to new waitlists to be accommodated, if possible, later.

From October 23, 2020 and November 2, 2020, the Administration will be meeting with individual schools and union representatives to coordinate the movement of students and staff to accommodate the decisions of families. This fluctuation of student enrolment may cause teaching and education support worker duties to change to accommodate the increase or decrease in enrolment. Staff and students affected will be notified as soon as possible prior to the start date of November 16, 2020.

The Lambton Kent District School Board continues to operate a Virtual Elementary School and a Virtual High School to accommodate the request of students to participate in a Learn at Home model. The Virtual Elementary School staff are located at formerly unused classroom space at Lambton Central Collegiate Vocational Institute (LCCVI) and Blenheim District High School (BDHS). The Virtual High School staff are located at formerly unused classroom space at Lambton Kent Composite School (LKCS).

REGULAR BOARD, PUBLIC SESSION

Memorandum To: The Director of Education

From: Mary Mancini Superintendent of Education

Date: October 27, 2020

Subject: Secondary Summer Semester 2020

The Ministry of Education encouraged school boards to have expanded summer learning opportunities while recognizing that the pandemic would limit the number of face-to-face delivery options. In terms of student numbers, the LKDSB delivered its largest summer program allowing close to eighteen hundred students to take credit courses.

Dual Credits

- Partnership with Lambton College
- 2 weeks, online delivery
- 2 courses: Digital Photography, The Great Outdoors
- 15 students

Specialized Summer School Program

- 31 students from CTCC, Transitions, and Intensive Support classes
- 7 weeks, online delivery
- 23 courses, 6 teachers and 7 EAs
- One on one support given to students

Summer Co-op

- 6 weeks, face-to-face: 50 students, virtual (new): 20 students
- 1 or 2 credit options
- Virtual co-op had several guest speakers and allowed students to complete certifications in 7 areas

Ridgetown Horticulture Program

- New program for 2020-21
- 6 weeks, virtual, remote, and face-to-face delivery
- 17 students
- 5 course options
- Outdoor lessons and practical applications at RDHS, Ridgetown College Arboretum, and home horticulture projects

eLearning

- 4 weeks, online delivery
- Full credit:
 - 1642 students (719 LKDSB and 923 out of board)
 - 1233 students completed 41 courses
- Course Upgrade (new): 34 students, 13 courses
- Credit Recovery (new): 43 students, 16 courses
- 94.4% pass rate
- 53 teachers
- Unique characteristics of the LKDSB program
 - Teacher directed with synchronous learning components
 - The use of student conversations to demonstrate learning
 - New: 22 resource teachers and EAs supported students at risk through a collaboration with the special education department
- In addition, 132 LKDSB students took out of board courses over the summer

The LKDSB was one of the very few school boards that offered summer co-op as well as a face-to-face outdoor horticulture program.

With a few years of experience of offering a summer eLearning program, the LKDSB was well positioned to be able to respond to the need to move summer programs online adopting a teacher directed synchronous learning approach. The LKDSB can be proud of the positive reputation of its program as evidenced by the large number of out of board students enrolled.

Students were able to utilize Summer Semester to

- Earn the last credit for the Ontario Secondary School Diploma
- Complete the co-op requirements for the Specialist High Skills Major
- Meet post-secondary program pre-requisites
- Reach ahead in taking credit courses
- Upgrade, recover, or repeat courses
- Reinforce and consolidate learning from the previous school year