

REGULAR BOARD MEETING AGENDA  
 PUBLIC SESSION

TUESDAY, MAY 11, 2021  
 7:00 p.m.

Via Zoom

**A**

Page Reference

1. Call to Order		
2. Approval of Agenda		
3. Traditional Territorial Acknowledgement		
4. Declaration of Conflict of Interest		
5. Approval of the Minutes of:		3
a) April 27, 2021 Regular Board Meeting		
6. Business Arising from the Minutes – Correspondence		8
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) De-streaming Grade 9 Mathematics – Superintendent Mancini		20
b) Mental Health and Well-Being Videos – Superintendent Barrese		
10. Delegations:		
11. Questions from the Public		
Please submit questions by noon on May 11, 2021 via email to <a href="mailto:bonnie.gotelaer@lkdsb.net">bonnie.gotelaer@lkdsb.net</a>		
12. Reports for Board Action		
a) Reopen Schools		27
<u>Recommendation</u>		
“That the LKDSB call upon the province to immediately and permanently open all schools.”	Trustee Douglas Report B-21-60	
b) Tender Award – Window Replacement		29
<u>Recommendation</u>		
“That the Board award the tender to the successful bidder, Elric Contractors of Wallaceburg Limited for the Window Replacement at the Sarnia Education Centre.”	Superintendent McKay Report B-21-61	
13. Reports for Board Information:		
a) 2021 – 2022 School Year Calendar	Superintendent Hazzard Report B-21-62	30
b) Special Education Advisory Committee	Trustee Barnes Report B-21-63	32

c) Ontario Public School Boards' Association Update (OPSBA)	Trustee Fletcher Oral Report	
d) LKDSB COVID-19 Update – Face to Face Learning, Special Education Classes	Director Howitt Report B-21-64	34
e) Student Senate Project	Superintendent Barrese Report B-21-65	35
f) Capital Plan 2021	Director Howitt Superintendents McKay/Sherman Report B-21-66	36
14. Correspondence		
15. New Business		
16. Trustee Questions		
17. Notices of Motion:		
18. Announcements		
19. Adjournment		

PRESENT:

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

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

Regrets Trustee Greg Agar, Student Trustee William Locke

Student Trustees: Aurora Bressette, Lucia Shultz-Allison

Recording Secretary: Bonnie Gotelaer, Executive Assistant to the Director

Call to Order: Chair Campbell called the meeting to order at 7:00 p.m.

#2021-68  
Approval of the Agenda Moved by Derek Robertson, seconded by Scott McKinlay,  
"That the Agenda for the Regular Board Meeting of May 11, 2021 be approved."

CARRIED.

Chair Campbell read the Traditional Territorial Acknowledgement.

Declaration of Conflict of Interest None

#2021-69  
Approval of the Minutes  
Mar/30/2021 Moved by Jane Bryce, seconded by Scott McKinlay,  
"That the Board approve the Minutes of the Regular Board Meeting of March 30, 2021."

CARRIED.

#2021-70  
Approval of the Minutes  
Apr/8/2021 Moved by Janet Barnes, seconded by Jane Bryce,  
"That the Board approve the Minutes of the Special Board Meeting of April 8, 2021."

CARRIED.

Business Arising None

Delegations None  
Motions Emanating from the Regular Board Private Session None

#2021-71  
Action of the Regular Board Private Session be the Action of the Board Moved by Derek Robertson, seconded by Janet Barnes,  
"That the Action of the Board in Private Session be the Action of the Board."

CARRIED.

Presentations None  
Delegations

- Questions from the Public CUPE 1238 President LaLonge-Davey asked if Director and Secondary School Principals are aware of document from Save the School Libraries Coalition. Director Howitt indicated this document has not been received by LKDSB and referred to Wallaceburg District Secondary School and Great Lakes Secondary School improvements.  
Director Howitt referred to the Board report included in the Agenda indicating approximately 700 students have enrolled in the Virtual School for the 2021 – 2022 school year.
- Vaccine Choice Report B-21-49 No action taken.
- #2021-73  
Tender Award – Boiler Replacement – Wallaceburg District Secondary School Report B-21-50  
Moved by Janet Barnes, seconded by Lareina Rising,  
“That the Board award the tender to the successful bidder, TCI Titan Contracting Inc. for the Boiler Replacement at Wallaceburg District Secondary School.”  
Superintendent McKay reported that TCI Titan Contracting Inc. was successful for the Wallaceburg District Secondary School boiler replacement project with a bid of \$958,987.67. The total project cost is \$1,068,364.82 which will be funded from School Condition Funding and Covid-19 Resilience Infrastructure Stream (CVRIS) funding.  
CARRIED.
- #2021-74  
Tender Award – Classroom Renovation and Window Replacement – Bridgeview Public School Report B-21-51  
Moved by Jack Fletcher, seconded by Malinda Little,  
“That the Board award the tender to the successful bidder, Maaten Construction Ltd. For the classroom renovation and window replacement at Bridgeview Public School.”  
Superintendent McKay reported that Maaten Construction Ltd. was successful for the Bridgeview Public School classroom renovation and window replacement project with a bid of \$629,800.00. The total project cost is \$705,492.14 which will be funded by School Condition Funding and Covid-19 Resilience Infrastructure Stream (CVRIS) funding.  
CARRIED.
- #2021-75  
Tender Award – HVAC Upgrade – Errol Road Public School, High Park Public School and London Road Public School Report B-21-52  
Moved by Jack Fletcher, seconded by Jane Bryce,  
“That the Board award the tender to the successful bidder, Elric Contractors of Wallaceburg Ltd. for the HVAC Upgrade at Errol Road Public School, High Park Public School and London Road Public School.”  
Superintendent McKay reported that Elric Contractors of Wallaceburg Ltd. was successful for the Errol Road Public School, High Park Public School and London Road Public School HVAC upgrade project with a bid of \$985,020.10. The total project cost is \$1,097,366.38 which will be funded by School Improvement Restricted and Covid-19 Resilience Infrastructure Stream (CVRIS) funding.  
CARRIED.
- Indigenous Committee Liaison Committee Report Report B-21-53  
Trustee Rising reported a change to the report indicating that the Indigenous Liaison Committee has been meeting via Teams throughout the school year to greater participation of all communities and administrators.  
Trustee Rising discussed the Board Action Plan will include teacher development involving after school Professional Development with local keynote speakers.  
Trustee Rising noted the funding secured for Indigenous Grad Coaches.

Special Education Advisory Committee Report Report B-21-54	<p>Trustee Rising noted that the former Aboriginal Teacher Education Program (ATEP) has been renamed to Indigenous Teacher Education Program (ITEP). In partnership with Queen's University, there are ten teacher candidates in the program.</p> <p>Trustee Barnes reported in the meeting held March 25, 2021 with a presentation for Developmental Services Ontario and the Lambton Kent District School Board Special Education Department Multidisciplinary Team.</p> <p>Trustee Barnes noted the 2021 – 2022 SEAC Meeting Schedule has been drafted.</p> <p>Superintendent Barrese confirmed the correspondence sent to Honourable Stephen Lecce from the Special Education Advisory Committee would also be forwarded to Ontario Public School Board's Association.</p>
Ontario Public School Boards' Association Update (OPSBA)	<p>Trustee Fletcher noted in meetings attended recently where discussion involved the e-learning proposal from the Government of Ontario utilizing TVO and a reference to police officers being present in other school districts.</p> <p>Trustee Fletcher referred to feedback he received that moratoriums on school building were to remain in place.</p> <p>Trustee Fletcher indicated confirmation that Communications Officers have consistent communications where there are issues that affect and need to be addressed by all boards.</p> <p>Trustee Fletcher referred to correspondence referencing OPSBA and member school boards sharing concern regarding accelerated timelines and long-term ramifications. Trustee Fletcher shared the recommendation from OPSBA to the Ministry of Education to include school board representatives, online experts and TVO staff to co-create a mutually beneficial vision.</p> <p>Trustee Fletcher encouraged all to learn about the Ministry of Education's proposal and an appropriate response to it. Trustee Fletcher noted all school boards do recognize the value of online learning but have concerns regarding the Government's proposal model.</p> <p>Trustee Fletcher recommended a letter to be written to Minister Lecce and local MPP's stating our viewpoint on online learning and how it should be delivered.</p> <p>Director Howitt confirmed Lambton Kent District School Board Safe Schools Superintendent Gary Girardi and Safe Schools Coordinator will be discussing the presence of police officers in schools.</p>
LKDSB Update Virtual Learning Report B-21-55	<p>Director Howitt began with a Point of Order Trustee Dodman has informed that she is not able to connect but will be marked present due to technical challenges.</p> <p>Director Howitt discussed the Virtual Learning report and noted the Ontario Provincial Government announced all elementary and secondary schools would transition to remote learning with the exception of self-contained special education programs.</p> <p>Director Howitt noted the Learning On-Demand and Live Teacher Support model and also the Learning On Demand model.</p> <p>In the Learning On-Demand students complete teacher provided work at their own pace. Classes meet as a whole to begin the day and receive activities and learning assignments.</p> <p>Director Howitt indicated in the Learning On-Demand model, students complete teacher provided work to work at their own pace due to bandwidth and other concerns. Students receive written feedback via email messages, See Saw or Google Classroom platforms.</p> <p>Director Howitt noted secondary students began Quadmester 4 and the Virtual Learn at Home Secondary School (VLHS) resumed their regular programming as scheduled April 19, 2021.</p>

	<p>Director Howitt noted staff are providing excellent programming to the students. Director Howitt indicated the potential continuing of virtual learning in the 2021 – 2022 school year. Director Howitt noted guidelines have not been received from the Ministry of Education regarding requirement. Director Howitt indicated the possibility for the need for students to engage in remote learning in September 2021. Director Howitt noted with deadlines in staffing processes in collective agreements, programming to be provided was shared with families. Director Howitt noted approximately 700 students will be participating in virtual learning in September 2021.</p> <p>Director Howitt confirmed once students who have registered in the virtual learning have committed to remaining in the program for the 2021 – 2022 school year.</p> <p>Director Howitt noted the more movement in programs that students have, the more it can impact their education and noted by having deadlines with commitments minimizes the effect this could have on a student’s success.</p>
Covid-19 Resilience Infrastructure Stream Funding Use Report B-21-56	<p>Superintendent McKay indicated the Lambton Kent District School Board has been provided with \$6,288,184.00 Covid-19 Resilience Infrastructure Stream Funding Use (CVRIS) funding.</p> <p>Superintendent McKay noted several projects to be completed in schools including WiFi upgrades to all schools, additional water bottle fill stations, air quality improvements and boiler replacement which have to be completed by December 31, 2021.</p>
Correspondence	None
New Business	<p>Trustee Bryce noted the concerns raised regarding online learning and what this could mean to the Lambton Kent District School Board. Trustee Bryce would like to submit a letter to our MPP’s.</p> <p>Trustee Bryce moved, seconded by Trustee Fletcher, “That we begin our education in our district with our MPP’s and Minister Lecce with copies to OPSBA and OECTA”</p> <p style="text-align: right;">CARRIED.</p>
Trustee Questions	<p>Trustee Fletcher asked if there is access to an Integrity Commissioner and was confirmed by Director Howitt that there is not an Integrity Commissioner on staff at Lambton Kent District School Board.</p> <p>Co-Chair Robertson confirmed the Chair of the Board holds the Integrity Commissioner role.</p>
Notices of Motion	<p>Trustee Douglas indicated there is growing frustration due on students and parents due to the current lockdown and asked what happens to students refusing engage in remote learning. Director Howitt indicated students will not receive credits if they do not engage and noted teachers continually contact students not attending to encourage their return to learning.</p> <p>Trustee Douglas, “That the LKDSB call upon the province to immediately and permanently open all schools.”</p>
Announcements	<p>Director Howitt noted April 28, 2021 is the Day of Mourning recognized by the Lambton Kent District School Board and flags will be at half-mast.</p> <p>The next Regular Board Meeting will be held on May 11, 2021 at 7:00 p.m. The location is to be determined.</p>
Adjournment	<p>There being no further business of the Board, Chair Campbell declared the Meeting adjourned at 7:54 p.m.</p>

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Chair of the Board

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Director of Education and  
Secretary of the Board

May 4, 2021

Mr. Bob Bailey, MPP Sarnia-Lambton

Dear Mr. Bailey,

I wanted to bring to your attention a current proposal by the Ministry of Education regarding online and remote learning that also includes an expanded mandate of TVO/TFO. This proposal was shared confidentially with stakeholder members of a ministry-led committee. The consultation materials were leaked to the media, and many of the details of the proposal have since been published in a variety of publications, including but not limited to the Globe and Mail and the Toronto Star.

The Ontario Public School Boards' Association (OPSBA), of which we are a member, and other education sector stakeholders including the Ontario Student Trustees' Association, the Federations who represent Teachers and Educations Workers, and others, have issued public statements raising concerns about several elements of the proposal. The Lambton Kent District School Board is extremely concerned with the contents of this proposal and potential legislation, especially since it comes at a time when our province continues to struggle with the pandemic, and plans for the return to school this September are unclear.

The past year has been unprecedented in many ways, including multiple shifts to remote learning as schools were forced to close based on provincewide and local public health recommendations. Our school board met its responsibilities every day to students and their families by quickly pivoting to various online formats. These herculean efforts were aided by the collaborative relationships that exist between all stakeholders in our board, and most importantly, we were able to leverage existing infrastructures and staff expertise in our schools and e-learning consortium.

Like the other members of OPSBA, the Lambton Kent District School Board supports modernization, as well as student and parental choice, when it makes sense, for student success. We have promoted and implemented learning online in various formats for many years, and understand the importance of preparing students for postsecondary settings, the workplace, and lifelong learning. With that said, while remote learning over the past year may have been a positive experience for some students, we have also seen marked increases in mental health concerns, and feelings of isolation among students. We are concerned that the current proposal may be promoting the online learning option to the detriment of student well-being and the overall integrity of our education system.

The Lambton Kent District School Board is one of 33 Ontario school boards who are members of the Ontario eLearning Consortium (OeLC). We work collaboratively to develop and deliver courses to meet the needs of our students. Based on the unique course requests of Lambton Kent District School Board students we offer 26 online courses for our students that are also available to students in the other OeLC boards. Registrars in the member boards work together to ensure that students who need a specific course for graduation can access the course. The online courses offered by Lambton Kent District School Board have a high retention rate and a 95% pass rate. This success can be directly attributed to the procedures we have in place to ensure school level communication, tracking and reporting which connects the supports who best know the students (guidance, student success, administration) with teachers to ensure that students have every opportunity for



success. The alerts and high level of communication supports not only academic success, but timely and appropriate intervention for overall student well-being.

The Lambton Kent District School Board also coordinates multi-school scheduling for our smallest secondary schools to ensure that students in these small communities can access courses required for graduation. The smallest Lambton Kent District School Board schools, working together, provide a broad range of requested courses that would otherwise not be possible at the individual school level. The multi-school scheduling provides between 10-14 online courses that meet the combined needs of small rural schools in the district. The added benefit of providing these courses is that additional spaces are available to other schools in Lambton Kent District School Board as well as OeLC member boards.

The Lambton Kent District School Board has also been a leader in developing highly engaging online courses and enhancing the skills of our online learning teachers through targeted professional development. Our teachers regularly share best practices at online learning conferences (BOLTT, VOLTT) as well as collaborate with nearby boards to develop best practices (annual eTeacher Boot Camps with GECDsB, TVDSB).

However, this current proposal considers allowing online and remote learning as a permanent option and gives the responsibility for online course content to TVO/TFO. I'm sure you can agree that for the vast majority of our students, remote or independent learning opportunities cannot replace the in-person school experience that has been shown to effectively support the developmental, physical and social well-being of students.

This proposal will have significant implications for public education and our local schools including:

- Threatening the viability and diversity of course offerings in small, rural and remote schools. Over time this proposal will result in closed or diminished schools that are currently at the heart of our small communities.
- Reducing support for in-school learning by reassigning Student Success Teachers, Guidance Counsellors and others whose current mandate is to support students who require additional instruction to be successful.
- Leading to unnecessary duplication and additional expenses, while still being unlikely to effectively address local needs. School boards and their consortia have developed the infrastructure and level of expertise to support remote learning that reflects the requirements of their specific learners.
- Undermining the ability of school boards to have direct and local influence over the logistics and programming linked to online learning as well as associated services and supports in their community schools.

OPSBA has always offered to work in partnership with the government to ensure that policies and legislation can be effectively implemented to maximize the success of each and every student in our care. In December 2020, the Association submitted [its position on an expanded role for TVO](#) to the government.

OPSBA and the Lambton Kent District School Board are prepared to work with the government and education partners to create a workable vision that is mutually beneficial, which does not undermine school board and school board consortia leadership, and does not eliminate the positive online approaches that have long proven effective for student engagement and success.

We believe that school boards and TVO should continue to do what they each do best and work to find opportunities to work collaboratively in areas that would continue to grow and enhance the quality of online credit courses.

OPSBA and the Lambton Kent District School Board are concerned with regard to the accelerated timelines and lack of reflection and understanding of the short and long-term ramifications. OPSBA continues to recommend a working table with school board consortia, school board representatives and online learning experts, along with TVO staff, to co-create a vision that is mutually beneficial and does not undermine school board and consortium leadership or eliminate the positive online learning approaches that have long been effective for student engagement and success.

We would appreciate the opportunity to meet with you to discuss this issue further, and we encourage you to raise these concerns with the Minister of Education, and your caucus colleagues.

Sincerely,

Randy Campbell  
Chair, Lambton Kent District School Board



May 4, 2021

Honourable Stephen Lecce, Minister of Education

Dear Mr. Lecce,

I wanted to bring to your attention a current proposal by the Ministry of Education regarding online and remote learning that also includes an expanded mandate of TVO/TFO. This proposal was shared confidentially with stakeholder members of a ministry-led committee. The consultation materials were leaked to the media, and many of the details of the proposal have since been published in a variety of publications, including but not limited to the Globe and Mail and the Toronto Star.

The Ontario Public School Boards' Association (OPSBA), of which we are a member, and other education sector stakeholders including the Ontario Student Trustees' Association, the Federations who represent Teachers and Educations Workers, and others, have issued public statements raising concerns about several elements of the proposal. The Lambton Kent District School Board is extremely concerned with the contents of this proposal and potential legislation, especially since it comes at a time when our province continues to struggle with the pandemic, and plans for the return to school this September are unclear.

The past year has been unprecedented in many ways, including multiple shifts to remote learning as schools were forced to close based on provincewide and local public health recommendations. Our school board met its responsibilities every day to students and their families by quickly pivoting to various online formats. These herculean efforts were aided by the collaborative relationships that exist between all stakeholders in our board, and most importantly, we were able to leverage existing infrastructures and staff expertise in our schools and e-learning consortium.

Like the other members of OPSBA, the Lambton Kent District School Board supports modernization, as well as student and parental choice, when it makes sense, for student success. We have promoted and implemented learning online in various formats for many years, and understand the importance of preparing students for postsecondary settings, the workplace, and lifelong learning. With that said, while remote learning over the past year may have been a positive experience for some students, we have also seen marked increases in mental health concerns, and feelings of isolation among students. We are concerned that the current proposal may be promoting the online learning option to the detriment of student well-being and the overall integrity of our education system.

The Lambton Kent District School Board is one of 33 Ontario school boards who are members of the Ontario eLearning Consortium (OeLC). We work collaboratively to develop and deliver courses to meet the needs of our students. Based on the unique course requests of Lambton Kent District School Board students we offer 26 online courses for our students that are also available to students in the other OeLC boards. Registrars in the member boards work together to ensure that students who need a specific course for graduation can access the course. The online courses offered by Lambton Kent District School Board have a high retention rate and a 95% pass rate. This success can be directly attributed to the procedures we have in place to ensure school level communication, tracking and reporting which connects the supports who best know the students (guidance, student success, administration) with teachers to ensure that students have every opportunity for

success. The alerts and high level of communication supports not only academic success, but timely and appropriate intervention for overall student well-being.

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The Lambton Kent District School Board has also been a leader in developing highly engaging online courses and enhancing the skills of our online learning teachers through targeted professional development. Our teachers regularly share best practices at online learning conferences (BOLTT, VOLTT) as well as collaborate with nearby boards to develop best practices (annual eTeacher Boot Camps with GECDSE, TVDSB).

However, this current proposal considers allowing online and remote learning as a permanent option and gives the responsibility for online course content to TVO/TFO. I'm sure you can agree that for the vast majority of our students, remote or independent learning opportunities cannot replace the in-person school experience that has been shown to effectively support the developmental, physical and social well-being of students.

This proposal will have significant implications for public education and our local schools including:

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- Reducing support for in-school learning by reassigning Student Success Teachers, Guidance Counsellors and others whose current mandate is to support students who require additional instruction to be successful.
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OPSBA has always offered to work in partnership with the government to ensure that policies and legislation can be effectively implemented to maximize the success of each and every student in our care. In December 2020, the Association submitted [its position on an expanded role for TVO](#) to the government.

OPSBA and the Lambton Kent District School Board are prepared to work with the government and education partners to create a workable vision that is mutually beneficial, which does not undermine school board and school board consortia leadership, and does not eliminate the positive online approaches that have long proven effective for student engagement and success.

We believe that school boards and TVO should continue to do what they each do best and work to find opportunities to work collaboratively in areas that would continue to grow and enhance the quality of online credit courses.

OPSBA and the Lambton Kent District School Board are concerned with regard to the accelerated timelines and lack of reflection and understanding of the short and long-term ramifications. OPSBA continues to recommend a working table with school board consortia, school board representatives and online learning experts, along with TVO staff, to co-create a vision that is mutually beneficial and does not undermine school board and consortium leadership or eliminate the positive online learning approaches that have long been effective for student engagement and success.

We would appreciate the opportunity to meet with you to discuss this issue further, and we encourage you to raise these concerns with the Minister of Education, and your caucus colleagues.

Sincerely,

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Randy Campbell  
Chair, Lambton Kent District School Board



May 4, 2021

Mr. Monte McNaughton, MPP Lambton-Kent-Middlesex

Dear Mr. McNaughton,

I wanted to bring to your attention a current proposal by the Ministry of Education regarding online and remote learning that also includes an expanded mandate of TVO/TFO. This proposal was shared confidentially with stakeholder members of a ministry-led committee. The consultation materials were leaked to the media, and many of the details of the proposal have since been published in a variety of publications, including but not limited to the Globe and Mail and the Toronto Star.

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Sincerely,

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Randy Campbell  
Chair, Lambton Kent District School Board





May 4, 2021

Mr. Rick Nicholls, MPP Chatham-Kent-Leamington

Dear Mr. Nicholls,

I wanted to bring to your attention a current proposal by the Ministry of Education regarding online and remote learning that also includes an expanded mandate of TVO/TFO. This proposal was shared confidentially with stakeholder members of a ministry-led committee. The consultation materials were leaked to the media, and many of the details of the proposal have since been published in a variety of publications, including but not limited to the Globe and Mail and the Toronto Star.

The Ontario Public School Boards' Association (OPSBA), of which we are a member, and other education sector stakeholders including the Ontario Student Trustees' Association, the Federations who represent Teachers and Educations Workers, and others, have issued public statements raising concerns about several elements of the proposal. The Lambton Kent District School Board is extremely concerned with the contents of this proposal and potential legislation, especially since it comes at a time when our province continues to struggle with the pandemic, and plans for the return to school this September are unclear.

The past year has been unprecedented in many ways, including multiple shifts to remote learning as schools were forced to close based on provincewide and local public health recommendations. Our school board met its responsibilities every day to students and their families by quickly pivoting to various online formats. These herculean efforts were aided by the collaborative relationships that exist between all stakeholders in our board, and most importantly, we were able to leverage existing infrastructures and staff expertise in our schools and e-learning consortium.

Like the other members of OPSBA, the Lambton Kent District School Board supports modernization, as well as student and parental choice, when it makes sense, for student success. We have promoted and implemented learning online in various formats for many years, and understand the importance of preparing students for postsecondary settings, the workplace, and lifelong learning. With that said, while remote learning over the past year may have been a positive experience for some students, we have also seen marked increases in mental health concerns, and feelings of isolation among students. We are concerned that the current proposal may be promoting the online learning option to the detriment of student well-being and the overall integrity of our education system.

The Lambton Kent District School Board is one of 33 Ontario school boards who are members of the Ontario eLearning Consortium (OeLC). We work collaboratively to develop and deliver courses to meet the needs of our students. Based on the unique course requests of Lambton Kent District School Board students we offer 26 online courses for our students that are also available to students in the other OeLC boards. Registrars in the member boards work together to ensure that students who need a specific course for graduation can access the course. The online courses offered by Lambton Kent District School Board have a high retention rate and a 95% pass rate. This success can be directly attributed to the procedures we have in place to ensure school level communication, tracking and reporting which connects the supports who best know the students (guidance, student success, administration) with teachers to ensure that students have every opportunity for

success. The alerts and high level of communication supports not only academic success, but timely and appropriate intervention for overall student well-being.

The Lambton Kent District School Board also coordinates multi-school scheduling for our smallest secondary schools to ensure that students in these small communities can access courses required for graduation. The smallest Lambton Kent District School Board schools, working together, provide a broad range of requested courses that would otherwise not be possible at the individual school level. The multi-school scheduling provides between 10-14 online courses that meet the combined needs of small rural schools in the district. The added benefit of providing these courses is that additional spaces are available to other schools in Lambton Kent District School Board as well as OeLC member boards.

The Lambton Kent District School Board has also been a leader in developing highly engaging online courses and enhancing the skills of our online learning teachers through targeted professional development. Our teachers regularly share best practices at online learning conferences (BOLTT, VOLTT) as well as collaborate with nearby boards to develop best practices (annual eTeacher Boot Camps with GECDSE, TVDSB).

However, this current proposal considers allowing online and remote learning as a permanent option and gives the responsibility for online course content to TVO/TFO. I'm sure you can agree that for the vast majority of our students, remote or independent learning opportunities cannot replace the in-person school experience that has been shown to effectively support the developmental, physical and social well-being of students.

This proposal will have significant implications for public education and our local schools including:

- Threatening the viability and diversity of course offerings in small, rural and remote schools. Over time this proposal will result in closed or diminished schools that are currently at the heart of our small communities.
- Reducing support for in-school learning by reassigning Student Success Teachers, Guidance Counsellors and others whose current mandate is to support students who require additional instruction to be successful.
- Leading to unnecessary duplication and additional expenses, while still being unlikely to effectively address local needs. School boards and their consortia have developed the infrastructure and level of expertise to support remote learning that reflects the requirements of their specific learners.
- Undermining the ability of school boards to have direct and local influence over the logistics and programming linked to online learning as well as associated services and supports in their community schools.

OPSBA has always offered to work in partnership with the government to ensure that policies and legislation can be effectively implemented to maximize the success of each and every student in our care. In December 2020, the Association submitted [its position on an expanded role for TVO](#) to the government.

OPSBA and the Lambton Kent District School Board are prepared to work with the government and education partners to create a workable vision that is mutually beneficial, which does not undermine school board and school board consortia leadership, and does not eliminate the positive online approaches that have long proven effective for student engagement and success.

We believe that school boards and TVO should continue to do what they each do best and work to find opportunities to work collaboratively in areas that would continue to grow and enhance the quality of online credit courses.

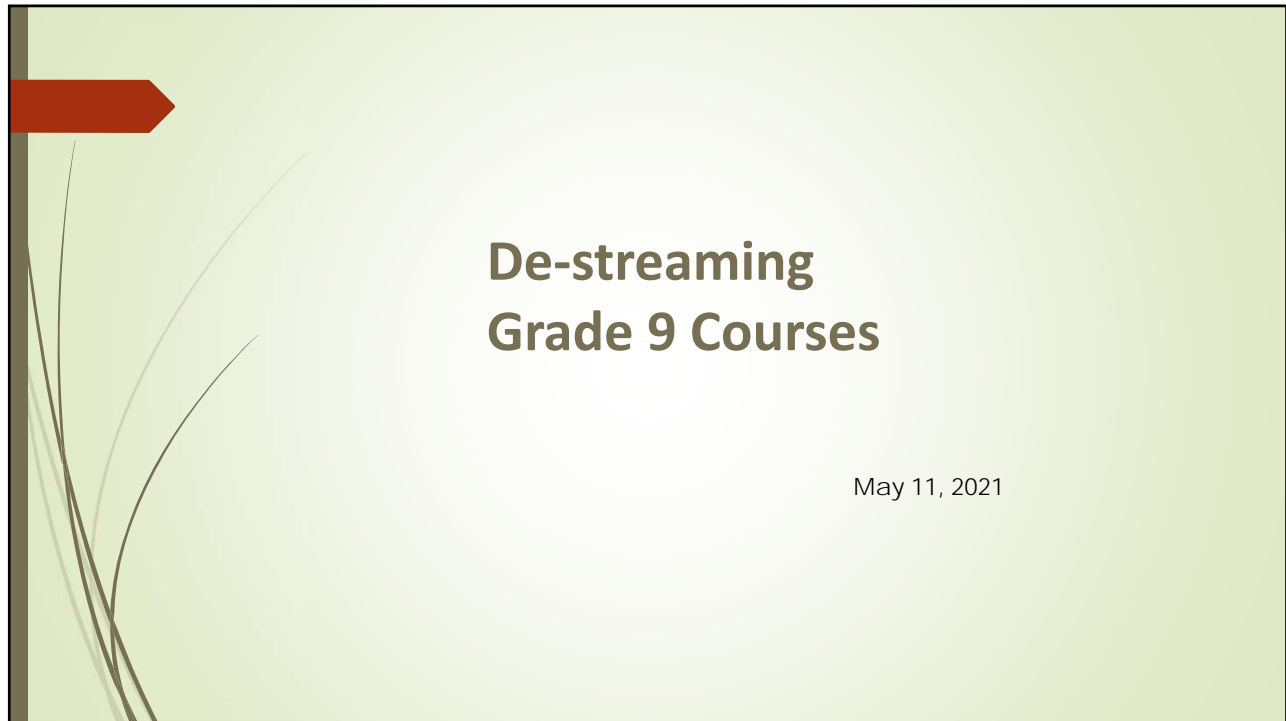
OPSBA and the Lambton Kent District School Board are concerned with regard to the accelerated timelines and lack of reflection and understanding of the short and long-term ramifications. OPSBA continues to recommend a working table with school board consortia, school board representatives and online learning experts, along with TVO staff, to co-create a vision that is mutually beneficial and does not undermine school board and consortium leadership or eliminate the positive online learning approaches that have long been effective for student engagement and success.

We would appreciate the opportunity to meet with you to discuss this issue further, and we encourage you to raise these concerns with the Minister of Education, and your caucus colleagues.

Sincerely,

A handwritten signature in blue ink that reads "Randy Campbell". The signature is written in a cursive style with a large initial "R".

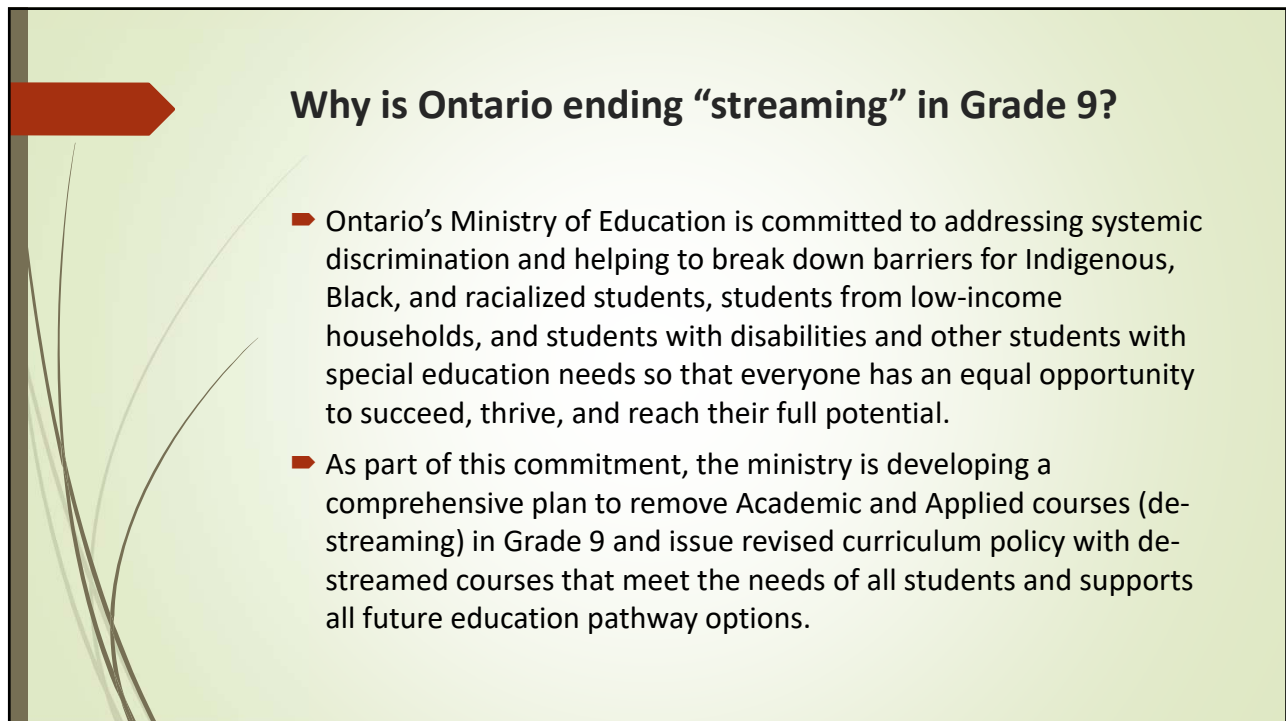
Randy Campbell  
Chair, Lambton Kent District School Board



# De-streaming Grade 9 Courses

May 11, 2021

1



## Why is Ontario ending “streaming” in Grade 9?

- Ontario’s Ministry of Education is committed to addressing systemic discrimination and helping to break down barriers for Indigenous, Black, and racialized students, students from low-income households, and students with disabilities and other students with special education needs so that everyone has an equal opportunity to succeed, thrive, and reach their full potential.
- As part of this commitment, the ministry is developing a comprehensive plan to remove Academic and Applied courses (de-streaming) in Grade 9 and issue revised curriculum policy with de-streamed courses that meet the needs of all students and supports all future education pathway options.

2

## Why is Ontario ending “streaming” in Grade 9?

- In Ontario, Academic and Applied course types or “streams” have been in place for decades.
- The original intention behind Applied courses was to provide a different pedagogical approach to learning. However, over time, the Applied course type has become perceived as less academically rigorous.
- Provincial data shows that the students most likely to be streamed into applied courses are students who are Indigenous, Black, from low-income households, and/or have disabilities or other special education needs.
- We have seen this reflected in our own data in relation to special education students – a higher percentage of students with special education needs take applied courses.

3

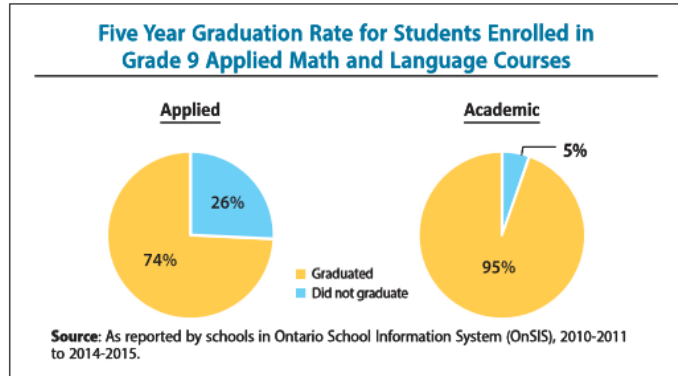
## Why is Ontario ending “streaming” in Grade 9?

- About halfway through Grade 8, students and their families start to consider Grade 9 course offerings, and make course selections that are going to impact their future
- One of the most frequently asked questions from parents is “Should my child take Academic and Applied courses?”
- This decision alone (made when students are only 14 years old) can have significant implications on their future pathways
- A look at some provincial data gives us insight into how streaming has influenced education pathways for students

4

## Impact on Graduation rates

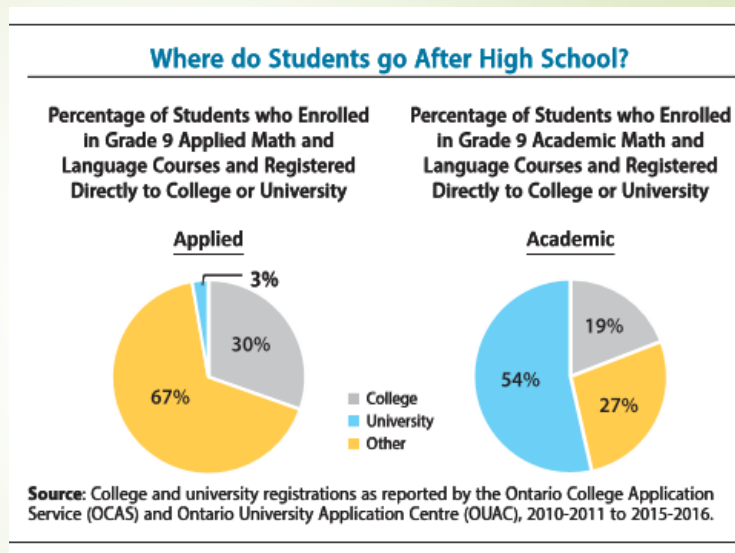
- Students enrolled in Grade 9 Applied Math and English are less likely to graduate in five years.
- This is provincial data; it shows that only 74% of students enrolled in Grade 9 Applied English and Math graduated after 5 years, versus 95% of students enrolled in Academic English and Math



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## Impact on Post-secondary pathways

- Provincial data shows that only 30% of students enrolled in Grade 9 Applied English and Math go directly to College after high school and only 5% go directly to University
- For students enrolled in Grade 9 Academic English and Math, 54% go directly to University and 19% directly to college



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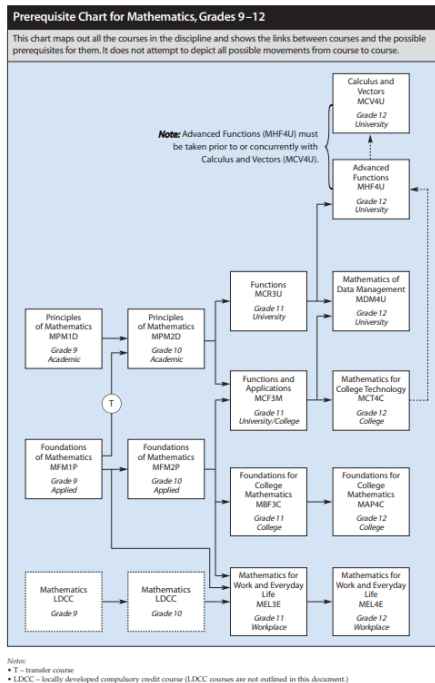
## Why is Ontario ending “streaming” in Grade 9?

- Ontario students and parents have indicated that they consider course type selection in Grade 8 to be too early and delaying the choice will broaden pathway options for all students
- Ontario’s plan to de-stream Grade 9 is informed by research from around the world that shows that streaming in early secondary school has significant negative and long-term impacts on students who are placed in ‘lower’ streams while having little to no benefit for “higher-achieving” students.
- Let’s take a quick look at how Grade 9-12 Math and English are currently offered?

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## Math courses

- Students in the Applied course type are limited in the courses they can take in later grades, which in turn limits their access to post-secondary pathways.
- While there is a “Transfer” course to support students going from Grade 9 Applied Math to Grade 10 Academic Math, it is a very rare path



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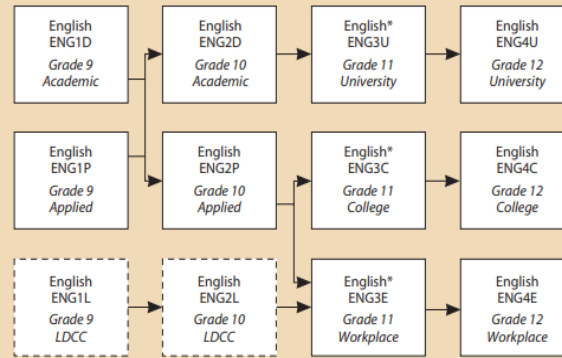
## English Courses

- Similarly for English courses – the policy shows students can move from Grade 9 Applied English to Grade 10 Academic English; in practice, students usually stay in the course types they select in Grade 9.

### Prerequisite Charts for English, Grades 9–12

These charts map out all the courses in the discipline and show the links between courses and the possible prerequisites for them. They do not attempt to depict all possible movements from course to course.

#### Compulsory Courses



\* Credit earned for the Grade 11 Native studies course English: Contemporary Aboriginal Voices (University, College, or Workplace Preparation) may be used to meet the Grade 11 compulsory credit requirement in English.

9

## Why is Ontario ending “streaming” in Grade 9?

- It is worth noting that Ontario is the only province in Canada that separates students into academic and applied courses in Grade 9; most provinces begin course selection in Grade 10
- International research recommends that school systems eliminate streaming before students are 15 years of age to ensure that options are kept open for students until they have enough experience to make decisions about their futures.
- Research has also shown that students benefit from learning in groups of students of varied abilities and interests in which teachers have high and appropriate expectations for all students and a clear understanding that all students can be successful.

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## The de-streaming Grade 9 courses framework

- De-streaming Grade 9, starting with Mathematics in September 2021, will keep course options open and support all students to prepare for senior secondary courses that will allow them to pursue post-secondary education pathways of their choice.
- The plan is to phase out Grade 9 Academic and Applied (streamed) courses and phase in Grade 9 de-streamed courses and support students to be successful in de-streamed courses.
- De-streaming is advantageous for all students as research suggests that students benefit when they learn together with others who have a range of abilities and interests.
- One of the objectives of de-streaming is to remove barriers and support more students to graduate from secondary school and pursue the post-secondary education pathways of their choice.

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## What will September 2021 look like?

- A de-streamed math course (MTH1W1) will be implemented starting September 2021
- De-streamed math in Grade 9 will keep pathway options open for students and provide a strong foundation for students as they make decisions about future pathways
- MTH1W1 is designed to help all students build confidence in approaching math, acquire a positive attitude towards math and become capable and confident math learners

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## What will September 2021 look like?

- ▶ The curriculum policy document is highly anticipated but has not yet been released. We know the Grade 9 math course builds on the Grade 8 curriculum and has the following strands:
  - ▶ Mathematical Thinking and making connections
  - ▶ Number
  - ▶ Algebra
  - ▶ Data
  - ▶ Geometry and Measurement
  - ▶ Financial Literacy

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## Beyond September 2021

- ▶ We look forward to:
  - ▶ Receiving the Ministry's comprehensive plan to remove Academic and Applied courses (de-streaming) in Grade 9 and issue revised curriculum policy with de-streamed courses
  - ▶ Implementing the de-streaming plan
  - ▶ Realizing increased student engagement, achievement and well-being

14



**FROM: Dave Douglas, Trustee**

**DATE: May11, 2021**

**SUBJECT: Reopen Schools**



### Rationale

There is no reason that our schools cannot be opened safely. We know that students are less likely to spread covid-19 than any other age group. These lockdowns are having an adverse effect on their mental health. Also, young children are experiencing difficulty with language skills.

The impact of lockdowns on student's academic success will not be known for years to come. We know they learn best in the classroom with experienced professionals. One thing is clear, lockdowns have had a negative impact on young children's language skills. Data from 50,000 pupils and a survey of 58 schools in England have found that 76% of pupils starting school in September 2020 needed more support with communication than in previous years. The research suggests the measures taken to combat the pandemic have deprived the youngest children of social contact and experiences essential for increasing vocabulary. The less contact with family members, social distancing, no play dates and mask mandates have led to decreased social interaction needed in young people. Ryders Hayes Primary School, head teacher, Saly Miner said "All the research shows that if a child does have issues with language at that age, by adulthood they're four times more likely to struggle with reading, three time more likely to have mental health issues, twice as likely to be unemployed and have social-mobility issues, so getting this right at such an early age is literally the key to children's futures."

Research from around the world has, since the beginning of the pandemic, indicated that people under 18, are [less susceptible to infection](#), [less likely to experience severe symptoms](#), and [far less likely to be hospitalized or die](#). The question was always were students going to become super spreaders and infect their teachers and families. This is no longer a hidden statistical secret, but a well-known conclusion from most research papers going back to last year that students are not spreaders of the virus.

In June 2020, [a Singapore study](#) of three COVID-19 clusters found that "children are not the primary drivers" of outbreaks and that "the risk of SARS-CoV-2 transmission among children in schools, especially preschools, is likely to be low."

Michael Osterholm, the director of the Center for Infectious Disease Research and Policy at the University of Minnesota, [told The Washington Post](#). "We have to say that, to date, we have not seen those in the younger kids, and that is a really important observation."

In January 2021 paper, a team of Norwegian researchers [traced](#) more than 200 primary-school children ages 5 to 13 with COVID-19. They found *no cases* of secondary spread. The findings "demonstrate the limited role of children in transmission of SARS-CoV-2 in school settings," they noticed.

The decision to close schools has largely been political by most jurisdictions to appear to do something to stop the spread of SARS-CoV-2.

The mental health and well-being of students has always been a top priority for the trustees and administration of the Lambton Kent District School Board. These lockdowns and new social distancing measures are harming the healthy development of our young people.

A lot of experts believe the coronavirus prevention measures will negatively affect kids' development. One of them is Kristina Llewellyn, a social development studies professor at the University of Waterloo. She said "For a long time, we've told kids that learning is based on tapping into their social and emotional selves. We've spent a lot of time enhancing that, and now all of a sudden, we're saying, 'Don't tap into that, don't be social beings,'

According to Joanne Lowe, Executive Director of the [Youth Services Bureau of Ottawa](#), and vice-president of mental health and addiction services at CHEO. "We're seeing about a 30-40 percent increase in those who are contacting mental health crisis services."

McMaster's children hospital has some of the best published statics on mental health in children. They stat one in five children suffer from a mental health concern, but only 1 in 4 of those struggling actually receive treatment.

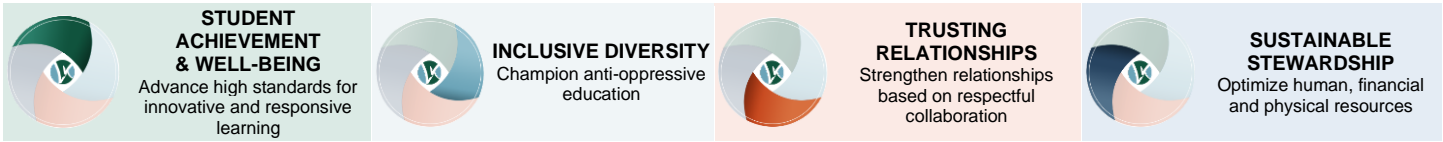
At McMaster Children's Hospital:

- Youth admitted for medical support after a suicide attempt has tripled compared to last year. Patients are staying in hospital longer due to more serious attempts.
- Youth admitted with substance use disorders has doubled compared to last year. In particular, the use of potentially deadly opioids has increased.
- Referrals to our Eating Disorders Program have increased by 90% compared to last year.

Admissions are projected to increase by 33% over the 12 months since the pandemic started Last April, Dr. Daphne Korczak, a child and adolescent psychiatrist at Toronto's Hospital for Sick Children, launched a study to examine the effects of the pandemic on young people's mental health. They conducted a survey of 1000 parents and 350 students during the first lockdown. "We found that roughly 70 per cent of children experienced deterioration of their mental health," Korczak says. A larger proportion of children with previous mental health problems are struggling since the pandemic began, she says, and 40 per cent of children with no previous mental health issues have experienced deterioration of their mental health.

These lockdowns are also causing an adverse effect on women's employment. Sadly, an increasing percentage of women have been forced to leave the workforce to take care of their children. This offsets decade's long gains of women's participation in the workplace.

Lastly, schools are open in almost every other country around the world except for Canada and a few US states. Let's stand up tonight for our students, their education, their mental health and well-being and their lives, and tell the province to reopen our schools.



**FROM: Brian McKay, Superintendent of Business & Treasurer**

**DATE: May 11, 2021**

**SUBJECT: Tender Award – Window Replacement – Sarnia Education Centre**



Tenders were received electronically by the Purchasing Department at 2:00 pm on Monday, May 3, 2021 and opened by Don Masse and Brandon Wysman of the Plant & Maintenance Department. Bid results are as follows (\*\* indicates successful bidder):

*Tendered Base Bid: Replace all windows.*

*Separate Price 1: Replace window coverings in select offices that have older blinds.*

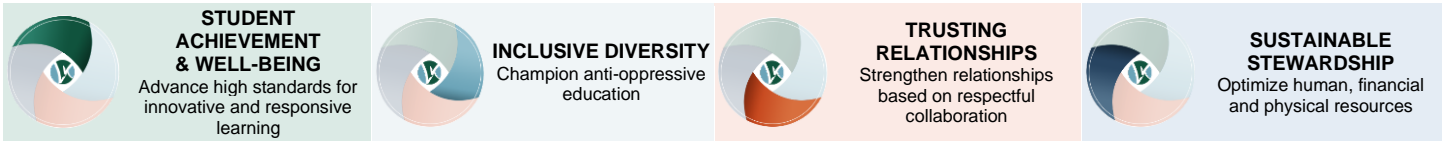
*Separate Price 2: Add reflective coating on outside of glass.*

PROJECT BIDDER	BASE BID (nic. HST)
<b>**Elric Contractors of Wallaceburg Limited, Wallaceburg</b>	<b>300,762.41</b>
TCl Titan Contracting Inc., Windsor	309,000.00
Maaten Construction Ltd., Sarnia	396,500.00
K&L Construction, London	426,350.00

PROJECT SUMMARY	
Successful Bid Total (nic. h.s.t.)	300,762.41
Design Fees	26,679.13
Net HST	7,072.74
<b>Total Project, This Report:</b>	<b>334,514.28</b>
Budget Funding:	
- CVRIS	334,514.28
<b>Total Project Budget:</b>	<b>\$ 334,514.28</b>

**Recommendation:**

“That the Board award the tender to the successful bidder, Elric Contractors of Wallaceburg Limited for the Window Replacement at the Sarnia Education Centre.”



**FROM: Ben Hazzard**

**DATE: May 11, 2021**

**SUBJECT: 2021-2022 School Year Calendar**



**Background:**

*Regulation 304, School Year Calendar, Professional Activity Days* outlines the requirements for the preparation and submission of school year calendars to the Ministry of Education. For 2021-2022, the school year shall include a minimum of 194 school days of which three days must be designated as professional activity (PA) days devoted to provincial education priorities. These priorities are reflected through the criteria and topics contained in *Policy/Program Memorandum No 151*. Boards may designate up to four additional days as PA days. A board may also designate up to ten instructional days as examination days.

**Proposal:**

After discussion with our coterminous school board, unions, administrators and Parent Involvement Committee, a regular school calendar is being proposed for the 2021-2022 school year. The following charts outline the possible organization of this calendar.

**Statutory/School Board Designated Holidays:**

- |                                |                          |
|--------------------------------|--------------------------|
| September 6, 2021              | Labor Day                |
| October 11, 2021               | Thanksgiving Day Holiday |
| December 20 to January 2, 2022 | Christmas Break          |
| February 21, 2022              | Family Day               |
| March 14 – 18, 2022            | March Break              |
| April 15, 2022                 | Good Friday              |
| April 18, 2022                 | Easter Monday            |
| May 23, 2022                   | Victoria Day             |

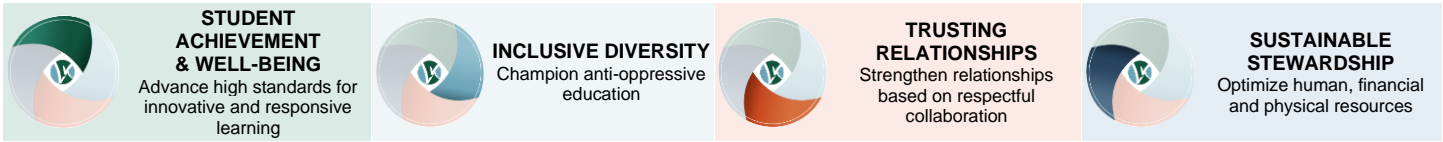
**P.A. Days:**

- Wednesday, September 1, 2021
- Thursday, September 2, 2021
- Friday, October 8, 2021
- Friday, November 19, 2021
- Monday, January 31, 2022
- Friday, June 10, 2022
- Wednesday, June 29, 2022

**Secondary Exam Days:**

Monday, January 24 – Friday, January 28, 2022

Wednesday, June 22 – Tuesday, June 28, 2022



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



**DATE: May 11, 2021**

**SUBJECT: Special Education Advisory Committee (SEAC) Meeting Summary (April 22, 2021)**

The Special Education Advisory Committee of the Lambton Kent District School Board met on April 22, 2021. Following is a report of the activities of the meeting:

**Business Arising from the Minutes**

There was no business arising from the March 25, 2021 Special Education Advisory Committee Meeting.

**Presentation – Inclusive Diversity Learning**

Candice Fung, the Board’s Inclusive Diversity Consultant for Kindergarten to Grade 12, provided an overview of the initiatives she is involved in, all focused on anti-oppressive education. She is working to educate students and staff and community partners in order to dismantle barriers so that the “poor, queer, trans, differently-abled, Black woman feels free” because, when this happens, the culture within our system will be one that allows everyone to feel safe, welcome, heard, included, supported, equal, and free.

**Presentation – The Ontario Disability Support Plan**

Michelle McLaughlin, the Ontario Disability Support Program (ODSP) Youth Collaborator with the Employment Supports Pilot Project - Sarnia, provided information on the program which provides income support, benefits and employment assistance to ensure people with disabilities can live independently. She also informed the membership about a Youth Employment Project for individuals aged 14 – 29 who identify themselves as a person with a disability intended to connect them to supports and services which will allow them to achieve their goals in life.



### **Special Education Plan Items Reviewed in April**

Sandra Perkins provided details on the Sections and Appendices of the Plan reviewed by the Special Education Team for April, highlighting any amendments, additions and/or deletions that were made.

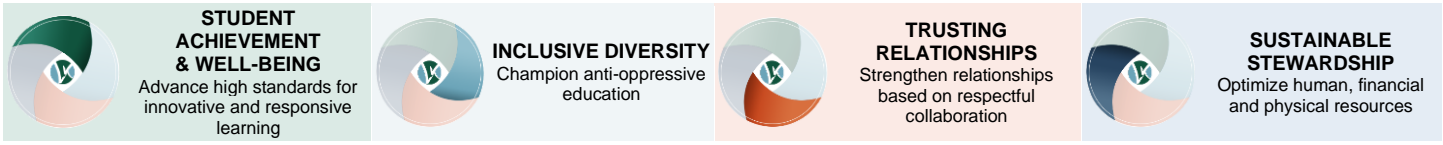
### **Correspondence**

A letter, dated March 18, 2021, was received from the Superior-Greenstone District School Board regarding online learning supports/universal design for learning however, since the Lambton Kent District School Board's Special Education Advisory Committee has already sent a letter to the Minister of Education on this matter, no further action was taken.

### **Next Regular Meeting**

Thursday, May 13, 2021  
6:00 p.m.

**Rose Gallaway, SEAC Chair**



**FROM: John Howitt, Director of Education**

**DATE: May 11, 2021**

**SUBJECT: COVID-19 Update - Face to Face Learning, Special Education Classes**



**Students enrolled in the Elementary and Secondary Alternative Learning and Life Skills Program (ALLP), Education and Community Partnership Program (ECPP) and Intensive Support (IS) Programs:**

Students in our self-contained Special Education classes, including ALLP, OPTIONS, ECPP and IS students who are not able to benefit meaningfully in remote programming due to their exceptionalities, have been permitted to attend face to face, in school learning during the most recent remote learning time.

The Lambton Kent District School Board has a total of eight elementary school sites with 11 classrooms for students to attend. In addition, we have 12 secondary school sites with 23 classrooms for students to attend. School administrators, classroom teachers and educational support staff are on site at schools to welcome students for in-person learning. Currently, we have 57 elementary and 107 secondary students attending face-to-face in-person learning. Students who elect to engage in remote learning, are able to work at both on-demand learning (activities provided to students to access when the timing works for them) as well as synchronous learning (this could be a class discussion, or shared learning time). The amount of synchronous learning should be appropriate for the students and their needs. School ALLP, ECPP and IS teams work together with families to support student learning.

We appreciate our educator teams for the excellent support they have offered our students in our self-contained learning classrooms. As well, we are grateful to our families for their continuous efforts to support a positive learning opportunity.



**FROM: Angie Barrese, Superintendent of Education**

**DATE: May 11, 2021**

**SUBJECT: Student Senate Project**



During the 2019-2020 school year, the Lambton Kent District School Board Student Senator's identified mental health and well-being as a key area of concern for youth. After extensive research and planning, the Student Senators designed a project that would allow for the sharing of thoroughly researched, professionally developed resources with their student peers.

As March Break 2020 approached and students prepared to launch their project, COVID-19 impacted the world and resulted in a delay to the project. When able to meet again at the beginning of the 2020-2021 school year, the Student Senate recommitted to completing the project, and they have achieved that goal. Using materials developed and shared by School Mental Health Ontario (SMHO), our Student Senators choose resources that could be used to support youth in our schools. The Student Senators developed a script and added their voices to the materials. Once all the voice-overs were completed, they were added to the materials and the results are amazing.

To coincide with Education Week and Mental Health Week, the Student Senators launched their project products on May 3, 2021. Videos (which can be viewed by clicking on the links below) will be released daily during the month of May, and informational posters have been uploaded to YouTube and to the LKDSB website. In addition, each day, the newest materials will be shared via Twitter and Facebook. The tag #sharethegood, from our partners at SMHO, will be added to each post. A future goal is for the resources to be shared during daily video announcements at schools. Our Student Senators are having an impact not only at LKDSB, but provincially, as well.

Elementary Mental Health and Well-being Videos:

<https://www.lkdsb.net/Board/Community/MentalHealth/videos/Pages/default.aspx#/=>

Secondary Mental Health and Well-being Videos:

<https://www.lkdsb.net/Board/Community/MentalHealth/videos/Pages/default.aspx#/=>



**FROM:** John Howitt, Director of Education  
Mark Sherman, Superintendent of Capital Planning and Pupil Accommodation / Alternative and Continuing Education  
Brian McKay, Superintendent of Business



**DATE:** May 11, 2021

**SUBJECT:** Lambton Kent District School Board Capital Plan – May 2021

In compliance with the Ministry of Education’s Community Planning and Partnerships (CPP) Guideline, the Lambton Kent District School Board releases a Capital Plan annually to update Community Partners on the status of LKDSB school conditions and demographics. This is done to allow the LKDSB and community organizations to work together to optimize the use of public assets. Cooperative and collaborative relationships between school boards and community organizations are part of the foundation of a strong, vibrant and sustainable publicly funded education system. It is the responsibility of all levels of government to make the best use of public assets. The twin challenges of local enrolment changes and making the best use of education funding to support student achievement create an incentive and opportunity to maximize the use of school board facilities and properties. Offering space in schools to partners can also strengthen the role of schools in communities, provide a place for programs and facilitate the coordination of, and improve access to, services for students and the wider community.

School boards have the authority to make decisions regarding their school facilities and the use of their properties that are consistent with the *Ontario Education Act*. The *CPP Guideline* does not prevent boards from building, renovating or closing schools or from disposing of surplus assets when required. Boards will continue to identify which schools will or will not be suitable for facility partnerships based on board-determined criteria.

The LKDSB Capital Report provides information on:

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

The LKDSB will continue to have discussions with municipalities and interested agencies in regard to underutilized school space as it is important for the LKDSB to explore options to address these situations. Accordingly, Superintendent of Capital Planning and Accommodation, Mark Sherman, will continue to be available to meet with municipal staff and interested agencies.

The Ministry of Education released the Community Planning and Partnerships (CPP) Guideline in March 2015

# 2021 CAPITAL PLAN



Lambton Kent  
District School Board





The Lambton Kent District School Board (LKDSB) annually releases a Capital Plan to update community partners on the status of LKDSB school conditions and demographics. This allows the LKDSB and community organizations to work together to optimize the use of public assets.

Cooperative and collaborative relationships between school boards, municipalities, and community organizations are part of the foundation of a strong, vibrant and sustainable publicly funded education system. It is the responsibility of all levels of government to make the best use of public assets. The twin challenges of local enrolment changes and responsible allocation of education funding to support student achievement create an incentive and opportunity to maximize the use of school board facilities and properties. Offering space in schools to partners can also strengthen the role of schools in communities and provide a place for programs to facilitate the coordination of, and improve access to, services for students and the wider community.

School boards have the authority to make decisions regarding their school facilities and the use of their properties, as consistent with the *Ontario Education Act*. At the same time, the Ministry of Education's *Community Planning and Partnerships Guideline (CPPG 2015)* does not prevent school boards from building, renovating or closing schools, or from disposing of surplus assets when required. Should the LKDSB decide that a closed school is no longer needed for the Board, the facility can be declared surplus to the needs of the Board. School boards can then proceed to lease or sell the property according to the process outlined in the *Education Act, Ontario Regulation 444/98: Disposition of Surplus Real Property*. The LKDSB will continue to identify which schools are suitable for facility partnerships, based on school board-determined criteria.

In July 2018 the Ontario government upheld the moratorium on school closures to allow time for a review of the pupil accommodation process and determine next steps. As such, the proposed LKDSB Pupil Accommodation Plan by Phases remains fixed as per Report B-19-95 as included in the 2019-20 Pupil Accommodation Report (PAR). The LKDSB continues to follow the existing process for building and renovating schools and disposing of surplus space where applicable.

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

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

YEAR OF VOTE BY TRUSTEES	SCHOOL CLOSURE	YEAR OF IMPLEMENTATION	SCHOOL OPENINGS/CONSOLIDATIONS
			<ul style="list-style-type: none"> <li>Established as a JK to Grade 8 Regular Program School</li> </ul>
June 2014	D.A. Gordon Public School, Wallaceburg	September 2014	<p>A.A. Wright Public School and H.W. Burgess Public School, Wallaceburg, became JK to Grade 6 schools.</p> <p>Grade 7 &amp; 8 students re-assigned to Wallaceburg District Secondary School</p>
June 2016	St. Clair Secondary School, Sarnia Sarnia Collegiate Institute and Technical School, Sarnia	2016	<p>Great Lakes Secondary School</p> <ul style="list-style-type: none"> <li>Consolidation of students from St. Clair Secondary School and Sarnia Collegiate Institute and Technical School at the SCITS site for 2016/2017 and 2017/2018</li> <li>Students relocated to former SCSS site as of September 2019.</li> </ul>
June 2016	South Plympton Public School, Wyoming Wyoming Public School, Wyoming	2018	<p>Plympton-Wyoming Public School</p> <ul style="list-style-type: none"> <li>Consolidation of students from South Plympton Public School and Wyoming Public School.</li> <li>Students will be consolidated at the former Wyoming Public School Site as of September 2018.</li> </ul>
March 2017	Aberarder Central School, Camlachie Bosanquet Central School, Thedford Kinnwood Central School, Forest North Lambton Secondary School, Forest	To be determined	<p>Consolidated Kindergarten to Grade 12 School</p> <ul style="list-style-type: none"> <li>Consolidation of students from Aberarder Central School, Bosanquet Central School, Kinnwood Central School, and North Lambton Secondary School.</li> <li>Students will be consolidated on a date and site to be determined in Forest, Ontario.</li> </ul>
April 2017	John N. Given Public School, Chatham	July 1, 2018	<p>Tecumseh Public School</p> <ul style="list-style-type: none"> <li>Relocation of Grade 7 and 8 French Immersion students from John N. Given Public School at McNaughton Avenue Public School as of September 1, 2017.</li> <li>Consolidation of students from Tecumseh Public School and John N. Given Public School at Tecumseh Public School site as of September 1, 2018.</li> </ul> <p>John N. Given Learning Centre</p> <ul style="list-style-type: none"> <li>John N. Given Public School repurposed as a community hub, September 1, 2018</li> </ul>



The LKDSB entered into successful partnerships in the following school board properties:

- Grand Bend Public School – Municipality of Lambton Shores – Library
- Sir John Moore Community School – St. Clair Township – Community Room
- Bright’s Grove Elementary School-Lambton County-Gymnasium and Library
- Brigden Public School – St. Clair Township – Library and Gymnasium
- Tecumseh Public School – Municipality of Chatham-Kent – Tennis Courts, Nature Trail and Sports Fields
- Wheatley Area Public School – Municipality of Chatham-Kent – Shared Playground Area and Sports Fields
- Kinnwood Central Public School – North Lambton Childcare Hub
- Lambton Kent Composite School Sports Field – Municipality of Chatham Kent partnership with outdoor facilities
- Ridgetown District High School Sports Field – Municipality of Chatham Kent partnership with outdoor facilities
- Hanna Memorial Public School property – Access to use of property for long jump activities
- John N. Given Learning Centre – Goodwill Industries
- John N. Given Learning Centre –Tri-County Literacy Network
- John N. Given Learning Centre – Chatham Kent Children’s Services

**LKDSB Lease Agreements**

The LKDSB has rental/lease agreements in the following school board properties:

- Alexander Mackenzie Secondary School – LEADS Employment Services
- John N. Given Learning Centre – Tri-County Literacy Network

**LKDSB Undeveloped Properties**

The Board owns property in the following areas:

- Sherwood Village in South Sarnia (4.49 acres)
- Keil Drive in South Chatham (8.03 acres)
- Lakeshore Road-Vacant Property between Mike Weir Park Road and Brigden Road (5.06 acres)

The LKDSB has successful partnerships with the following child care providers. These facilities are designed to provide a breadth of child care services to the local community, including early identification services, licensed child care spaces for children infants to school age. All schools listed provide before and after school care. The LKDSB continues to work with partners to establish child care sites to meet the needs of its families and communities.

★ denotes full child care with support services

**LKDSB Child Care Programs 2020-2021**

<u>School Name</u>	<u>Child Care Provider</u>
<b>A. A. Wright Public School, Wallaceburg</b>	The Family Centre
<b>Aberarder Central School, Camlachie</b>	Lambton Rural Child Care
<b>Bridgeview Public School, Point Edward</b>	Point Edward Early Learning Centre
<b>Bright’s Grove Public School, Bright’s Grove</b>	YMCA Child Care
<b>Brooke Central Public School, Alvinston</b>	Lambton Rural Child Care ★
<b>Cathcart Public School, Sarnia</b>	YMCA Child Care
<b>Colonel Cameron Public School, Corunna</b>	YMCA Child Care
<b>Confederation Central School, Sarnia</b>	YMCA Child Care
<b>Dresden Area Central School, Dresden</b>	Lambton Rural Child Care
<b>East Lambton Public School, Watford</b>	Lambton Rural Child Care

<b>Errol Road Public School, Sarnia</b>	YMCA Child Care
<b>Errol Village Public School, Camlachie</b>	Lambton Rural Child Care
<b>Grand Bend Public School, Grand Bend</b>	North Lambton Child Care Centre
<b>Gregory Drive Public School, Chatham</b>	Kid's Stuff Family Learning Centre
<b>H. W. Burgess Public School, Wallaceburg</b>	The Family Centre
<b>Hanna Memorial Public School, Sarnia</b>	Little Friends Child Care
<b>Harwich Raleigh Public School, Blenheim</b>	Growing Together Family Resource Centre
<b>High Park Public School, Sarnia</b>	YMCA Child Care
<b>Hillcrest Public School, Petrolia</b>	Generations Child Care
<b>Indian Creek Road Public School, Chatham</b>	YMCA Child Care
<b>King George VI Public School, Chatham</b>	YMCA Child Care
<b>King George VI Public School, Sarnia</b>	London Bridge
<b>Kinwood Central Public School, Forest</b>	North Lambton Child Care Centre ★
<b>Lakeroad Public School, Sarnia</b>	YMCA Child Care
<b>Lambton Centennial Public School, Petrolia</b>	Generations Child Care
<b>Lansdowne Public School, Sarnia</b>	YMCA Child Care
<b>London Road Public School, Sarnia</b>	YMCA Child Care
<b>McNaughton Avenue Public School, Chatham</b>	YMCA Child Care
<b>Merlin Area Public School, Merlin</b>	Tilbury Tots Early Learning Centre
<b>Naahii Ridge Public School, Ridgetown</b>	Ridge K.I.D.S.
<b>P.E. McGibbon Public School, Sarnia</b>	YMCA Child Care
<b>South Plympton/Wyoming Public School</b>	Generations Day Care
<b>Queen Elizabeth II Public School, Chatham</b>	Kid's Stuff Family Learning Centre
<b>Queen Elizabeth II Public School, Petrolia</b>	Generations Child Care
<b>Queen Elizabeth II Public School, Sarnia</b>	London Bridge
<b>Riverview Central School, Port Lambton</b>	Sombra Township Child Day Care Centre ★
<b>Rosedale Public School, Sarnia</b>	YMCA Child Care
<b>Sir John Moore Community School, Corunna</b>	YMCA Child Care
<b>Tecumseh Public School, Chatham</b>	Growing Together Family Resource Centre
<b>Thamesville Area Public School, Thamesville</b>	Thamesville & Area Early Learning Centre
<b>Tilbury Area Public School, Tilbury</b>	Tilbury Tots Early Learning Centre
<b>Victor Lauriston Public School, Chatham</b>	Kid's Stuff Family Learning Centre
<b>W.J. Baird Public School, Blenheim</b>	Growing Together Family Resource Centre
<b>Wheatley Area Public School, Wheatley</b>	Tilbury Tots Early Learning Program
<b>Winston Churchill Public School, Chatham</b>	Kid's Stuff – The Family Learning Centre

## **Community Hubs in the Province of Ontario**

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

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

In September 2018, a repurposed elementary school site reopened as the John N. Given Learning Centre. The facility houses the LKDSB's Adult & Continuing Education program and alternative Special Education programs. As per the Ministry of Education's direction regarding supporting community partnerships, the John N. Given Learning Centre provides a unique opportunity for Chatham-Kent residents to access a variety of services in one location.

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

## **Community Use of Schools**

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

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

To support affordable community access to school facilities, the Ministry of Education provides school boards with an annual Community Use of Schools Grant which boards use to subsidize rental rates for non-profit organizations. The following table shows the number of rental hours, by type of space, by school, for community use of LKDSB schools.

The Lambton Kent District School Board continues to focus on the health and safety of students and staff during the COVID-19 pandemic. As part of the safety protocols, Provincial Ministry directions and Local Public Health recommendations - schools have remained closed to community use indoor and outdoor use of schools rentals during the 2020-21 school year.

**2020-21 LKDSB Community Use Hours/Fees**  
Rental Hours and Fee Projections as of March 10, 2021

	2020-21 LKDSB Community Use Hours/Fees								
	RENTAL HOURS						RENTAL FEES		
	Classroom	Gymnasium	Library	Other	OUTDOOR Sports Fields	TOTAL HOURS	Grant	Fees	TOTAL FEES
A.A. Wright Public School							\$ -	\$ -	\$ -
Aberarder Central Public School							\$ -	\$ -	\$ -
Alexander Mackenzie Secondary School							\$ -	\$ -	\$ -
Blenheim District High School							\$ -	\$ -	\$ -
Bosanquet Central Public School							\$ -	\$ -	\$ -
Bridgeview Public School							\$ -	\$ -	\$ -
Brigden Public School							\$ -	\$ -	\$ -
Bright's Grove Public School							\$ -	\$ -	\$ -
Brooke Central Public School							\$ -	\$ -	\$ -
Cathcart Boulevard Public School							\$ -	\$ -	\$ -
Chatham Kent Secondary School							\$ -	\$ -	\$ -
Colonel Cameron Public School							\$ -	\$ -	\$ -
Confederation Central Public School							\$ -	\$ -	\$ -
Dawn Euphemia Public School							\$ -	\$ -	\$ -
Dresden Area Central School							\$ -	\$ -	\$ -
East Lambton Elementary School							\$ -	\$ -	\$ -
Errol Road Public School							\$ -	\$ -	\$ -
Errol Village Public School							\$ -	\$ -	\$ -
Grand Bend Public School							\$ -	\$ -	\$ -
Great Lakes Secondary School							\$ -	\$ -	\$ -
Gregory Drive Public School							\$ -	\$ -	\$ -
H.W. Burgess Public School							\$ -	\$ -	\$ -
Hanna Memorial Public School							\$ -	\$ -	\$ -
Harwich-Raleigh Public School							\$ -	\$ -	\$ -
High Park Public School							\$ -	\$ -	\$ -
Hillcrest Public School							\$ -	\$ -	\$ -
Indian Creek Road Public School							\$ -	\$ -	\$ -
John McGregor Secondary							\$ -	\$ -	\$ -
John N. Given Learning Centre							\$ -	\$ -	\$ -
King George VI Public School (Chatham)							\$ -	\$ -	\$ -
King George VI Public School (Sarnia)							\$ -	\$ -	\$ -
Kinnwood Central Public School							\$ -	\$ -	\$ -
Lakeroad Public School							\$ -	\$ -	\$ -
Lambton Centennial Public School							\$ -	\$ -	\$ -
Lambton Central Collegiate Vocational Institute							\$ -	\$ -	\$ -
Lambton Kent Composite School							\$ -	\$ -	\$ -
Lansdowne Public School							\$ -	\$ -	\$ -
London Road School							\$ -	\$ -	\$ -
McNaughton Avenue Public School							\$ -	\$ -	\$ -
Merlin Area Public School							\$ -	\$ -	\$ -
Mooretown - Courtright Public School							\$ -	\$ -	\$ -
Naahii Ridge Elementary School							\$ -	\$ -	\$ -
North Lambton Secondary School							\$ -	\$ -	\$ -
Northern Collegiate Institute Vocational School							\$ -	\$ -	\$ -
P. E. McGibbon Public School	420.00					420.00	\$ 1,260.00	\$ -	\$ 1,260.00
Plympton-Wyoming Public School							\$ -	\$ -	\$ -
Queen Elizabeth II Public School (Chatham)							\$ -	\$ -	\$ -
Queen Elizabeth II Public School (Petrolia)							\$ -	\$ -	\$ -
Queen Elizabeth II Public School (Sarnia)							\$ -	\$ -	\$ -
Ridgetown District High School							\$ -	\$ -	\$ -
Riverview Central School							\$ -	\$ -	\$ -
Rosedale Public School							\$ -	\$ -	\$ -
Sarnia Collegiate Institute and Technical School							\$ -	\$ -	\$ -
Sir John Moore Community School							\$ -	\$ -	\$ -
Tecumseh Public School							\$ -	\$ -	\$ -
Thamesville Area Central Public School							\$ -	\$ -	\$ -
Tilbury Area Public School							\$ -	\$ -	\$ -
Tilbury District High School							\$ -	\$ -	\$ -
Victor Lauriston Public School							\$ -	\$ -	\$ -
W. J. Baird Public School							\$ -	\$ -	\$ -
Wallaceburg District Secondary School							\$ -	\$ -	\$ -
Wheatley Area Public School							\$ -	\$ -	\$ -
Winston Churchill Public School							\$ -	\$ -	\$ -
Wyoming Public School							\$ -	\$ -	\$ -
Zone Township Central School							\$ -	\$ -	\$ -
<b>Totals</b>	<b>420.00</b>					<b>420.00</b>	<b>\$ 1,260.00</b>	<b>\$ -</b>	<b>\$ 1,260.00</b>

**SPECIAL NOTES:**

Other: Includes cafeterias, changerooms, theater and hallways (hallwalking programs) rentals

Grant: Ministry of Education CUS funding used to subsidize non-profit rentals

Fees: Funds paid by rental groups for space use

LKDSB Capital Plan June 2021

## **Dialogue with Community Partners**

Capital Planning and Pupil Accommodation involves sharing of information between the LKDSB and its community partners. Senior Administration continues to meet with community partners and reviews supplementary documentation on a variety of topics to further support the LKDSB schools and the communities where they are located.

<b>Community</b>	<b>Document/Meetings</b>	<b>Date Reviewed by the LKDSB</b>
Town of Plympton-Wyoming	Dialogue in regard to crosswalks in the Town of Plympton-Wyoming	January 2018
City of Sarnia	Dialogue in regard to Active and Safe Routes to School with a pilot at Errol Road Public School	May 2018
Municipality of Chatham-Kent	Dialogue in regard to Safe Passage to School and discussion in regard to Tecumseh Public School Pedestrian Review	May 2018
Municipality of Lambton Shores	Dialogue for construction of K-12 School, Forest, Ontario	May 2018-Present
Aamjiwnaang First Nation	Dialogue in regard to Capital Plan 2018	May 2018
County of Lambton Social Planning & Children's Services Department	Dialogue for construction of K-12 School, Forest, Ontario	May 2018
Kettle & Stony Point First Nation	Dialogue in regard to Capital Plan 2018	May 2018
Ontario Cannabis Store	Dialogue in regard to location of Ontario Cannabis Store in Chatham-Kent	May 2018
Municipality of Chatham-Kent Public Health; Lambton Public Health	Dialogue in regard to Smoke Free Ontario Act	June 2018-Present
Municipality of Chatham-Kent	Participated in helping to write the Green Cities Funding Proposal	Fall 2018 - Spring 2019
Chatham-Kent Community Leaders Cabinet	Multi-Department LKDSB participation in the Job Preparation Action Team	Fall 2019 - Present
City of Sarnia	Participated in the Round Table Discussions on Homelessness and Affordable Housing	Fall 2019
City of Sarnia	Participated in Ontario Active School Travel (OAST) Initiative and extended to 4 LKDSB Elementary	June 2019 - Present
Municipality of Lambton Shores	Forest School Discussion – pre-planning process inquiries.	November 25, 2020
Bluewater Health Helipad Stakeholders Group	WRT Future Plans for Helipad Development that is in proximity to Hanna Memorial Public School	January 19 <sup>th</sup> , 2021

City of Sarnia	Development Area 2 – Growth Discussion. Long term planning meeting – sought LKDSB input.	March 2 <sup>nd</sup> , 2021
Chatham-Kent Municipality	CK Workforce Planning Board, along with Workforce Planning West (WPW). Impacts on Southwestern Ontario Labour market due to COVID-19.	March 17 <sup>th</sup> , 2021

### **Chatham-Kent Community Leaders’ Cabinet**

The Director of Education represents the LKDSB as a member of the Chatham-Kent Community Leaders’ Cabinet, which is chaired by the Mayor of the Municipality of Chatham-Kent. This committee includes representatives from various sectors (government, business, social/voluntary, health and education). The Chatham-Kent Community Leaders’ Cabinet is focused on improving of the quality of life in Chatham-Kent, particularly in the areas of education/learning, economy and healthy living.

### **Chatham-Kent Education Sector Leaders’ Meeting**

LKDSB administration participates in the Chatham-Kent Education Sector Leaders’ Meeting, which is chaired by the Mayor of the Municipality of Chatham-Kent and supported by the Chatham-Kent Workforce Planning Board. This meeting includes representatives from the LKDSB, St. Clair Catholic District School Board, Conseil Scolaire Catholique Providence, Chatham Christian School, University of Guelph – Ridgetown Campus, St. Clair College, and the Municipality of Chatham-Kent, to share organizational strategic priorities and discuss issues related to education and employment.

### **Thoughtexchange**

The LKDSB used Thoughtexchange, a third-party, electronic data gathering platform, to engage with stakeholders - students, parents/guardians, community and staff – regarding the future phases of pupil accommodation. The Thoughtexchange process allows participants to share their thoughts and prioritize the thoughts of others. The information gathering exercise provides feedback on the shared values and priorities of the community.

In Spring 2017, the LKDSB conducted a Thoughtexchange to engage the community regarding the two proposed scenarios for the Blenheim, Ridgetown, Tilbury, and South Chatham Area phase of pupil accommodation. There were 748 participants (including parents/guardians, students, staff, and community members) who shared 3,653 thoughts regarding themes such as grade division organization; transportation; and the impact of school closures on small towns and communities.

Similarly, in Spring 2018, the LKDSB invited its school communities to share their thoughts on the proposed plan for the City of Sarnia Elementary School phase of pupil accommodation. The 627 participants shared 866 thoughts on issues such as class sizes and extra-curricular activities, as well as increasing efficiencies and consolidating support services and resources.

## DEMOGRAPHICS

In the 2020/2021 school year, both elementary and secondary enrolment decreased due to the Covid-19 Pandemic compared to the previous year. The decrease was mainly the result of students participating in home schooling for the 2020/21 school year vs remaining within programs of the LKDSB.

Home School STATS						
School Year	2020-21			2019-20	2018-19	2017-18
	8-Sep-20	31-Oct-20	31-Mar-21			
<b>Elementary</b>	348	434	476	174	147	139
<b>Secondary</b>	139	107	110	93	76	71
<b>Total</b>	487	541	586	267	223	210

Based on a prior three year average of 233.3 requests to home school students (even this number is inflated as the 2019-2020 numbers have a noticeable increase due to Spring 2020 COVID-19 conditions) the LKDSB had an increase in home schooling requests of 305 students (averaged) or a significant 130% increase in just this year. The majority of the increase was in requests coming from the parent/guardians of elementary aged children. Based on the most recent demographic information, which includes data from the 2016 Census, this recent rapid decline in enrollment is likely not be a consistent trend. Ten-year projections indicate that overall enrolment will decline at a marginal pace.

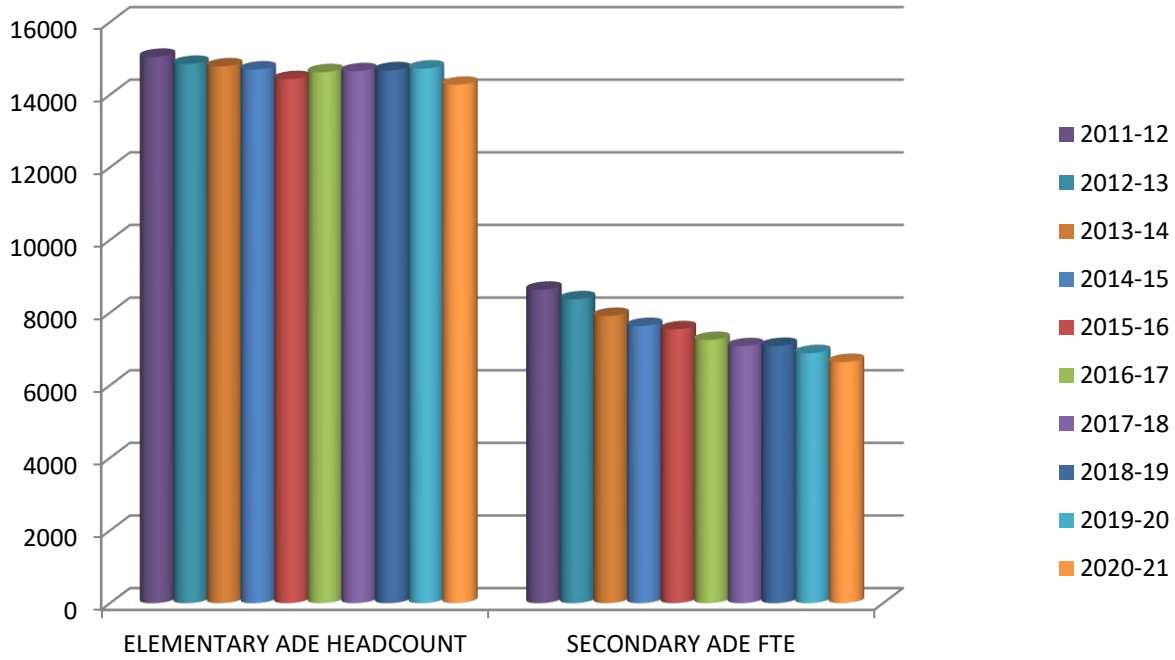
### LKDSB's Enrolment History

In the 2020/2021 school year there was a 11.6% decline in overall student population compared to enrolment ten years earlier in the 2011/2012 school year, as outlined in the chart below. Enrolment in the LKDSB has experienced decline since Board amalgamation in 1998.

COMPARISON OF TOTAL STUDENT AVERAGE DAILY ENROLMENT BY HEADCOUNT				
	2011-2012	2020-2021	Change	% Change
<b>Elementary Enrolment</b>	15,044	14,276	(768)	(5.1%)
<b>Secondary Enrolment</b>	8,630	6,642	(1,988)	(23.0%)
<b>Totals</b>	23,674	20,918	(2,756)	(11.6%)

In the 2020/2021 school year, our elementary enrolment decreased by 445 students over the previous school year. Secondary enrolment declined by 243 students over the previous school year.

**LKDSB TEN YEAR ENROLMENT HISTORY ACTUALS  
2011-12 TO 2020-21**

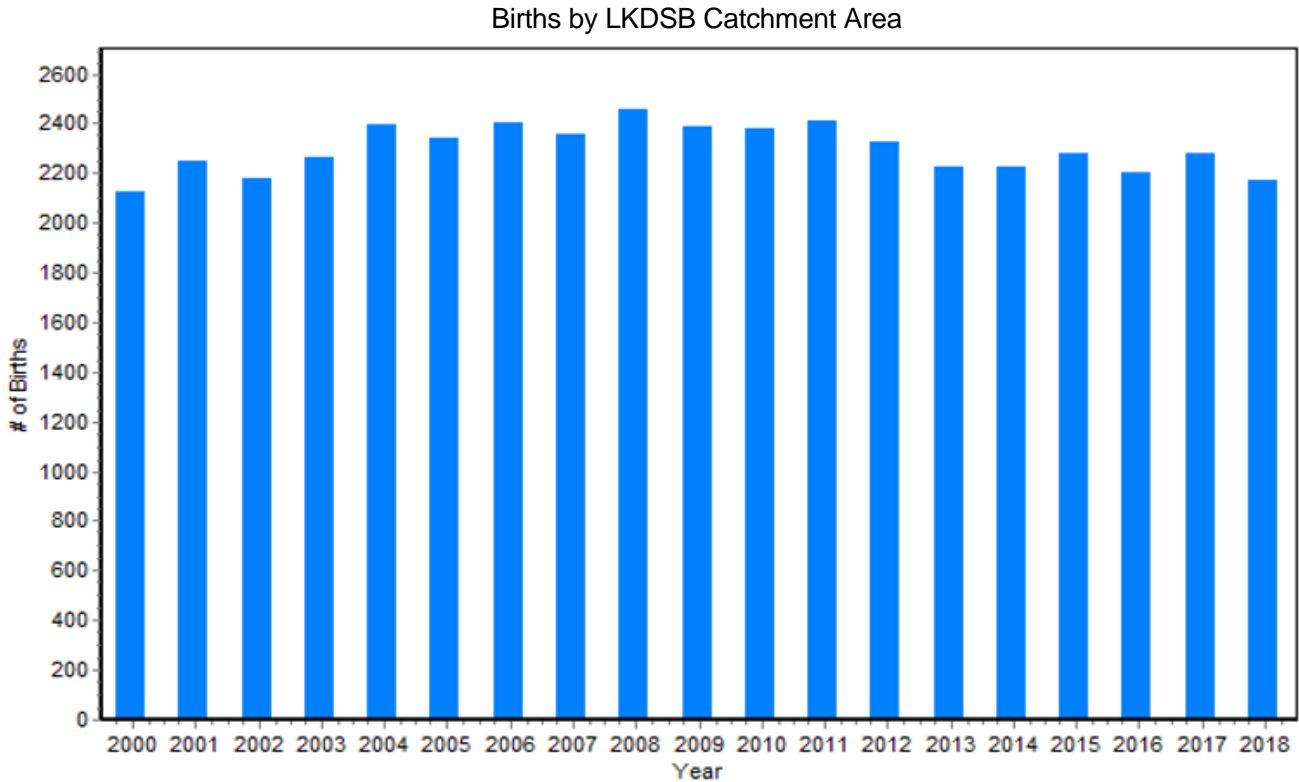


ADE - Average Daily Enrolment (October 31 & March 31 totals, divided by 2).  
 FTE - Full Time Equivalency - Calculated based on number of credits in secondary student



## Birth Rates

Birth data on a Board-wide basis for the period of 2000 to 2018 illustrates a range in the number of births. The birth graph below shows a relatively stable birth rate occurred from 2004 to 2012. In 2013 and 2014, the birth rate showed a more significant decline. An increase in the birth rate was experienced in 2015 and 2017. However, the decline continued in 2016 and 2018. The Board has remained consistent over the last 6 years, the number in 2018 marked the lowest on record since the year 2000.

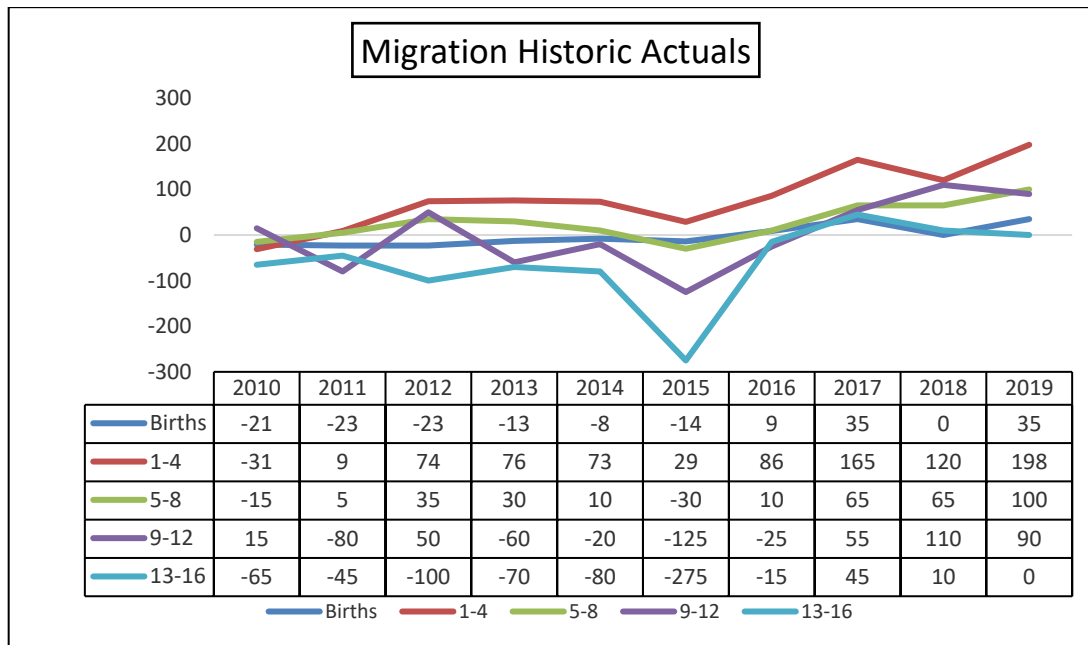


Data sources used by the Board’s planning software to determine the birth rate include the Provincial Birth Registry, Canada Child Benefit information, and available Census data.

The 2016 Census data supports that there are more women in the 25-34 key age group living in the LKDSB catchment area in 2016. However, the number of births per woman has decreased from an average of 0.198 in 2011 to 0.18 in 2016, resulting in fewer overall births. The Birth assumptions made in this projection reflects 3-year average and includes a neutral trend.

Year	Statistics Canada Provincial Birth Rate Assumptions	LKDSB Catchment Area Birth Rate Assumptions
2019 to 2024	+3.8%	+0.0%
2024 to 2029	-0.8%	+0.0%
2029 to 2034	-1.3%	+0.0%

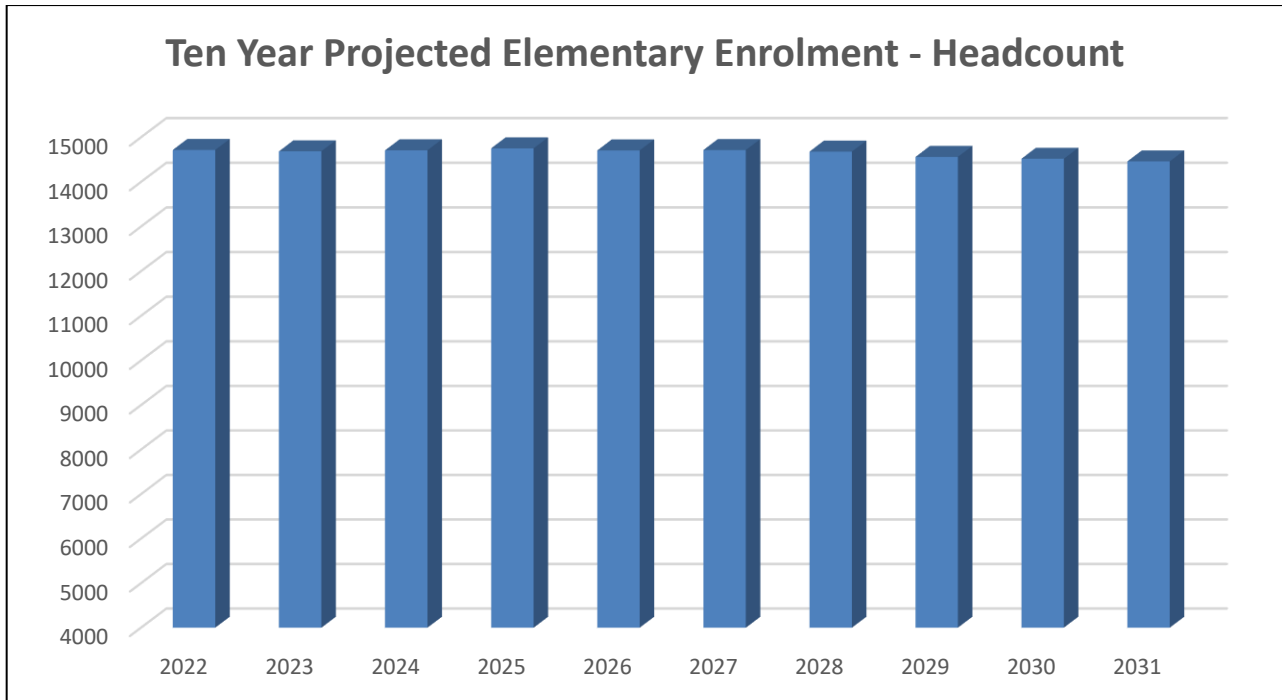
## Net Migration



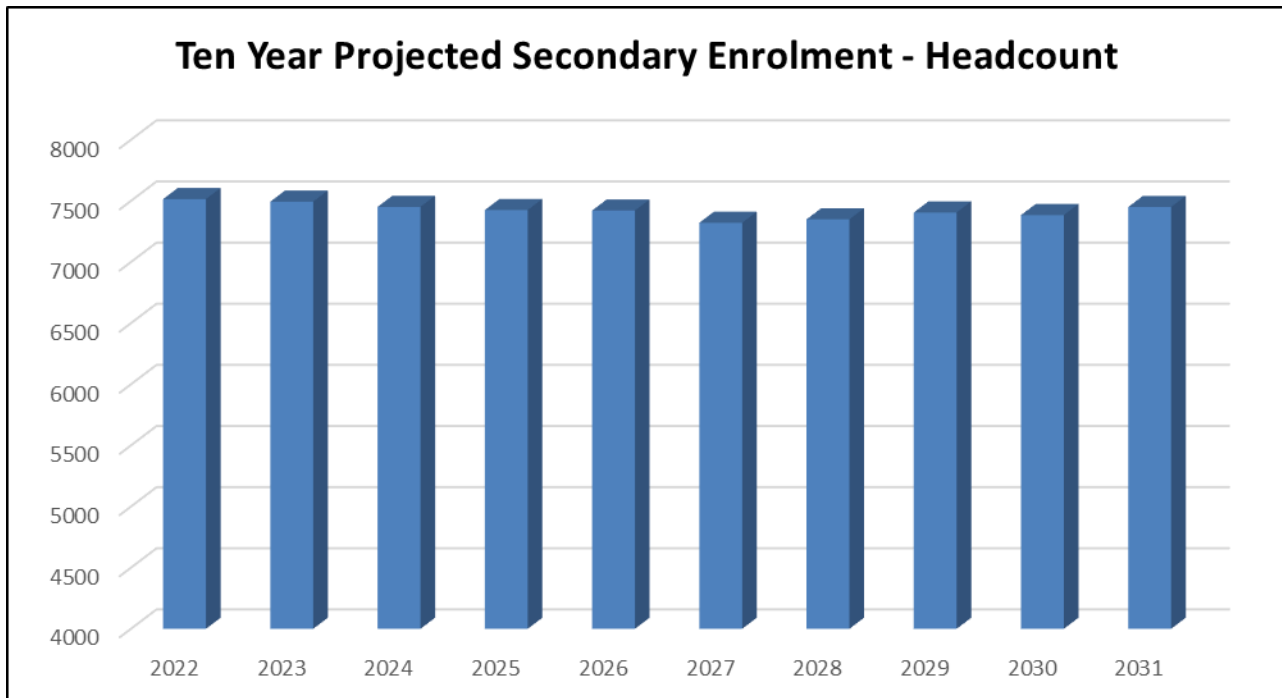
The net migration data illustrated above outlines the movement of people either into or out of the LKDSB catchment area as a permanent resident. From 2009 to 2016, a greater number of youth between the ages 0-16 migrated out of the LKDSB catchment area. Over the last 3 years the net migration into the LKDSB catchment area is greater than the net migration out of the LKDSB catchment area.

## LKDSB's Projected Enrolment

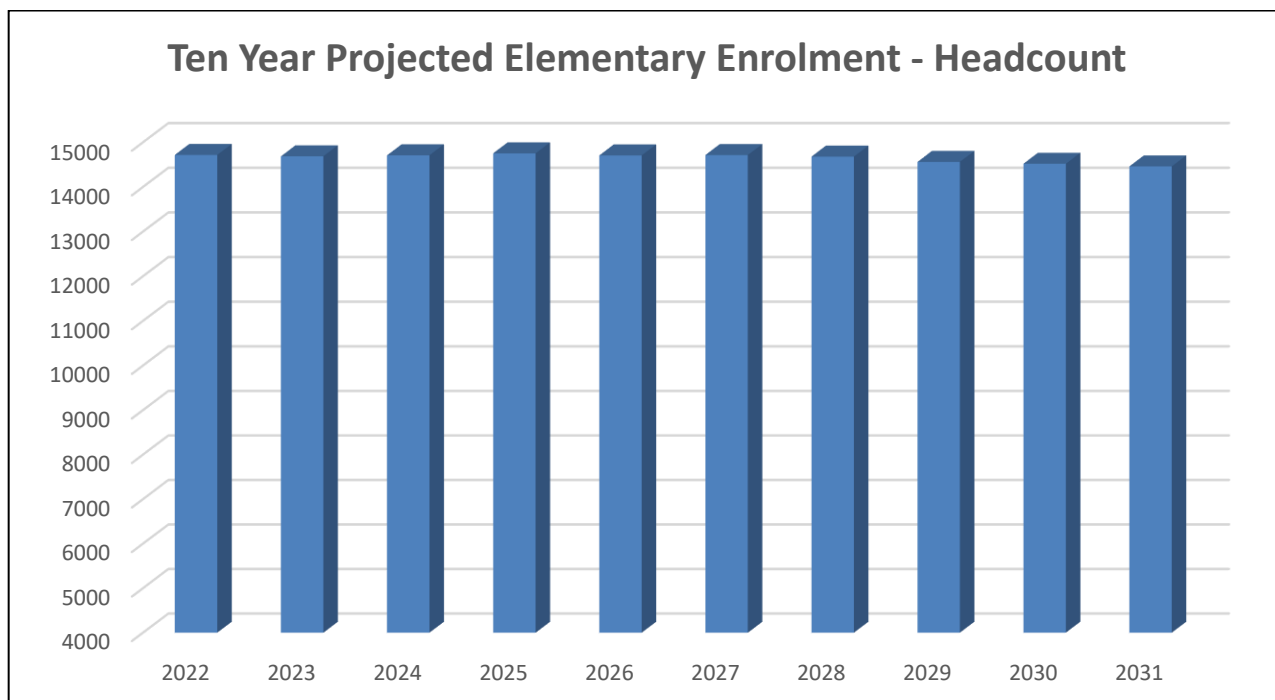
Elementary headcount is projected to continue to decline, but at a faster pace than was anticipated one year ago. In 2022, a high of 14,717 elementary aged students is projected. Ten years later, in 2031, the elementary enrolment projection is 14,461, a decline of 256 students. This projection would result in an average of twenty-five less elementary students per year over the next ten years.



Secondary enrolment (under 21) is projected to fluctuate over the next ten years, due to larger elementary class moves to secondary. In 2031, an estimated headcount of 7,450 is projected, resulting in a decrease of 65 students over the 2022 projection of 7,515 total students. This includes projected student participation in the International Education Program. It is important to note that with secondary enrolment, not all students in this headcount will be funded as full-time students.



Enrolment in the LKDSB is projected to continue to decline, as outlined in the chart below.



By 2031, projections indicate that the overall LKDSB enrolment is expected to decline by approximately 321 students.

- Enrolment for JK-Grade 8 is projected to decrease by 256 students
- Enrolment for Grades 9-12 is projected to decrease by 65 students

The projected decline in elementary enrolment in JK-Grade 8 in this report is higher than the projected decline of 221 students outlined in the *LKDSB Capital Plan 2020*

### **Summary of Projected Student Enrolment for the 2021/22 School Year (as of April 2021)**

Elementary enrolment for September 2021 is currently projected to be 14,195 students.

Secondary enrolment for September 2021 is currently projected to be 7,232 students. Historically, secondary enrolment declines by approximately 3.5-4.0% in second semester of a school year.

It is to be noted that these numbers represent projected enrolment based on JK student registrations to date, and currently enrolled students who are expected to return in September. However, these projections will fluctuate based on the number of new students who register at LKDSB schools in September or those who may relocate to other schools/boards over the summer. There is also some unpredictability for September 2021 projections as there is no set way to estimate how many students will return to in person learning at the school level after having been withdrawn the parent / guardians to be home schooled.

**Elementary Capacity Levels - Headcount - Projections**

	Capacity	Sep 2021 Projection	October Enrolment Projections			Percentage Capacity			
			2022	2023	2024	Projection	2022	2023	2024
AA Wright	268	263	298	289	276	98%	111%	108%	103%
Aberarder	199	103	130	140	141	52%	65%	70%	71%
Bosanquet	328	181	183	186	184	55%	56%	57%	56%
Bridgeview	277	136	144	139	140	49%	52%	50%	51%
Brigden	305	188	183	177	176	62%	60%	58%	58%
Bright's Grove	378	318	319	317	321	84%	84%	84%	85%
Brooke Central	386	227	264	266	265	59%	68%	69%	69%
Cathcart Blvd	518	557	577	580	587	108%	111%	112%	113%
Colonel Cameron	340	214	207	213	209	63%	61%	63%	61%
Confederation	305	245	253	247	250	80%	83%	81%	82%
Dawn-Euphemia	256	132	142	146	146	52%	55%	57%	57%
Dresden	446	381	378	374	368	85%	85%	84%	83%
East Lambton	351	210	257	250	253	60%	73%	71%	72%
École Hillcrest	259	280	263	272	268	108%	102%	105%	103%
Errol Road	458	432	482	470	472	94%	105%	103%	103%
Errol Village	190	245	257	265	284	129%	135%	139%	149%
Grand Bend	248	266	264	270	274	107%	106%	109%	110%
Gregory Drive	374	274	272	273	279	73%	73%	73%	75%
Hanna Memorial	383	179	179	179	179	47%	47%	47%	47%
Harwich-Raleigh	581	350	367	379	381	60%	63%	65%	66%
High Park	530	377	391	388	397	71%	74%	73%	75%
HW Burgess	271	166	174	163	168	61%	64%	60%	62%
Indian Creek	643	611	604	619	632	95%	94%	96%	98%
King George VI-Chatham	340	292	350	345	336	86%	103%	101%	99%
King George VI-Sarnia	374	267	286	286	291	71%	76%	76%	78%
Kinnwood	331	300	343	350	350	91%	104%	106%	106%
Lakeroad	394	160	172	173	179	41%	44%	44%	45%
Lambton Centennial	337	195	202	201	200	58%	60%	60%	59%
Lansdowne	389	292	284	280	267	75%	73%	72%	69%
London Road	282	144	169	167	164	51%	60%	59%	58%
McNaughton	766	731	700	692	682	95%	91%	90%	89%
Merlin	302	162	166	163	162	54%	55%	54%	54%
Mooretown	256	87	85	83	83	34%	33%	32%	32%
Naahii Ridge	375	268	296	285	287	71%	79%	76%	77%
PE McGibbon	530	512	496	491	479	97%	94%	93%	90%
Plympton-Wyoming	257	238	264	275	278	93%	103%	107%	108%
Queen E II - Chatham	442	318	310	299	293	72%	70%	68%	66%
Queen E II - Petrolia	397	336	366	369	374	85%	92%	93%	94%
Queen E II - Sarnia	475	231	249	253	258	49%	52%	53%	54%
RDHS Gr 7/8	92	81	73	83	88	88%	79%	90%	96%
Riverview	268	135	126	120	122	50%	47%	45%	46%
Rosedale	492	501	550	551	561	102%	112%	112%	114%
Sir John Moore	472	489	506	504	503	104%	107%	107%	107%
Tecumseh	559	479	493	477	471	86%	88%	85%	84%
Thamesville	199	147	142	144	147	74%	71%	72%	74%
Tilbury Area	470	301	292	291	287	64%	62%	62%	61%
Victor Lauriston	533	318	334	327	322	60%	63%	61%	60%
WDSS Gr 7/8	161	107	123	135	141	66%	76%	84%	88%
Wheatley	337	172	167	163	166	51%	50%	48%	49%
Winston Churchill	374	277	269	267	266	74%	72%	71%	71%
WJ Baird	291	205	202	197	193	70%	69%	68%	66%
Zone	219	115	114	113	109	53%	52%	52%	50%
<b>Totals</b>	<b>19008</b>	<b>14195</b>	<b>14717</b>	<b>14686</b>	<b>14709</b>	<b>75%</b>	<b>77%</b>	<b>77%</b>	<b>77%</b>

Secondary Capacity Levels - Headcount - Projections									
	Capacity	Sep 2021 Projection	October Enrolment Projections			Percentage Capacity			
			2022	2023	2024	Projection	2022	2023	2024
AMSS	681	473	459	461	463	69%	67%	68%	68%
BDHS	768	227	227	234	227	30%	30%	30%	30%
CKSS	1407	1190	1263	1249	1239	85%	90%	89%	88%
GLSS	1113	900	908	903	906	81%	82%	81%	81%
JMSS	921	652	667	675	667	71%	72%	73%	72%
LCCVI	1185	779	793	781	787	66%	67%	66%	66%
LKCS	756	249	269	279	279	33%	36%	37%	37%
NCIVS	1341	1161	1187	1233	1205	87%	89%	92%	90%
NLSS	822	535	537	554	577	65%	65%	67%	70%
RDHS	495	113	122	144	137	23%	25%	29%	28%
TDHS	537	349 ★	403	394	396	65%	75%	73%	74%
WDSS	1161	604	580	587	568	52%	50%	51%	49%
<b>Totals</b>	<b>11187</b>	<b>7232</b>	<b>7415</b>	<b>7494</b>	<b>7451</b>	<b>65%</b>	<b>66%</b>	<b>67%</b>	<b>67%</b>

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

★ This figure includes approximately 170 students who are enrolled in the A.C.C.E.S.S. (Acquiring Current Curriculum Experience through Supervised Studies) Program at TDHS. This program supports students, primarily from low-German Mennonite families involved in seasonal work, in pursuing academic goals and achieving their O.S.S.D.

**NB.** The COVID-19 Pandemic has created numerous conditions for the current year of 2020-2021 that impact on the ability of the LKDSB to set current standard headcount numbers for schools. Factors include: a move to quad-mestering of courses in the Secondary Schools, large numbers of students and parents opting for a Virtual Learning placement, and there being multiple set periods for students to migrate between virtual and in-person learning environments. Due to parent concerns for student safety, there has also been a marked increase in the number of requests for home schooling and it is not known whether it will be a continued trend for the 2021-2022 school year or whether parents will opt to return to in-person instruction for their children once the COVID-19 Pandemic risk concerns subside.

## **Renewal Needs and Facility Condition Index (FCI)**

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

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

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

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

### **Renovations and Additions**

Significant renovations to LKDSB schools are funded annually in the LKDSB's approved budget. The capital work includes heating/HVAC replacement and upgrades, mechanical/electrical upgrades, roofing replacements, structural reinforcement and paving of parking lots. Capital projects are funded from the LKDSB's Capital Allocation Grant, which is comprised of School Condition Improvement, School Renewal Grants, and from the Capital Priorities Grant.

## **Covid-19 Resilience Infrastructure Stream Funding Use**

The Lambton Kent District School Board has been provided with \$6,288,184 of Covid-19 Resilience Infrastructure Stream (CVRIS) funding.

*The CVRIS funding will be used on the following LKDSB projects, to be completed by December 31, 2021:*

### **PROJECT DESCRIPTION :**

- WiFi upgrades to all schools
- Additional water bottle fill stations to most schools
- Sarnia Education Centre – Window Replacement with operable windows
- Installation of Air Conditioning unit in Library of 4 schools
- Bright's Grove – Air Quality Improvements (unit ventilators in 2 classrooms and upgraded building automation)
- GLSS – Air Quality Improvements (rooftop units for gyms and shops)
- Errol Road – Air Quality Improvements (rooftop unit for gym)
- High Park – Air Quality Improvements (rooftop unit for gym)
- McNaughton – Air Quality Improvements and window replacement
- AA Wright – Air Quality Improvements (new unit ventilators throughout the school)
- London Road – Air Quality Improvements (boiler and air handling unit replacement)
- WDSS – Boiler Replacement
- Bridgeview – Air Quality Improvements (unit ventilators in 3 classrooms) and window replacement
- Lambton Central Centennial – Air Quality Improvements (rooftop unit for gym)

**LAMBTON KENT DISTRICT SCHOOL BOARD**

**Summary of 5 Year Facility Condition Indices**

**5 Year Renewal Data and Year FCI Calculation as of March 3, 2021**

Asset Name	Gross Floor Area - sq.m.	Total Cost of Facility Work - 5 year period (\$)	Facility Replacement Value (\$)	5 Year Facility Condition Index (FCI)	Last Assessment Year
Blenheim District High School	11,926	17,236,099	\$21,584,757	79.85%	2016
London Road Public School	2,600	4,998,771	\$6,850,991	72.96%	2019
Ridgetown District High School	8,710	12,609,953	\$17,327,619	72.77%	2016
East Lambton Elementary School	4,163	5,894,579	\$8,626,422	68.33%	2016
W J Baird Public School	3,645	4,928,027	\$7,780,603	63.34%	2020
Lambton Kent Composite School	13,567	13,033,977	\$21,930,548	59.43%	2016
Dresden Area Central School	4,377	6,649,528	\$11,611,015	57.27%	2016
Tilbury District High School	7,632	8,972,121	\$16,103,685	55.71%	2016
Lakeroad Public School	2,962	4,790,028	\$8,992,866	53.26%	2019
Northern Collegiate Institute & Vocational School	17,916	20,037,906	\$37,788,718	53.03%	2016
Kinnwood Central Public School	3,896	4,332,273	\$8,171,066	53.02%	2019
Alexander Mackenzie Secondary School	9,759	10,670,083	\$20,425,123	52.24%	2019
Chatham-Kent Secondary School	17,424	20,017,997	\$38,389,890	52.14%	2016
North Lambton Secondary School	9,359	12,851,919	\$24,997,507	51.41%	2019
Winston Churchill Public School	3,161	4,776,233	\$9,368,862	50.98%	2020
Mooretown-Courtright Public School	2,091	3,425,992	\$6,737,700	50.85%	2020
Lambton Central Collegiate & Vocational Institute	16,382	16,887,381	\$33,371,092	50.60%	2016
Brooke Central Public School	4,104	4,462,245	\$8,851,120	50.41%	2019
Queen Elizabeth II Public School	3,128	4,778,730	\$10,708,186	44.63%	2019
John McGregor Secondary School	13,643	11,827,014	\$26,508,088	44.62%	2016
Bridgeview Public School	2,909	2,998,938	\$6,831,301	43.90%	2019
High Park Public School	4,161	5,220,015	\$11,905,758	43.84%	2016
Naahii Ridge Public School	3,944	3,685,082	\$8,501,087	43.35%	2019
Zone Township Central Public School	1,915	2,593,731	\$6,005,575	43.19%	2016
Dawn Euphemia Public School	1,958	2,840,672	\$6,737,700	42.16%	2020
Colonel Cameron Public School	3,005	3,586,284	\$8,539,692	42.00%	2020
Errol Village Public School	1,872	2,322,875	\$5,642,239	41.17%	2019
Riverview Central School	2,379	3,353,249	\$8,604,291	38.97%	2020
Confederation Central School	2,331	2,933,847	\$7,600,937	38.60%	2019
Gregory Drive Public School	3,153	3,553,658	\$9,368,862	37.93%	2020
John N Given Learning Centre	2,602	3,021,207	\$8,019,928	37.67%	2016
Hanna Memorial Public School	3,320	3,357,536	\$8,915,639	37.66%	2019
Errol Road Public School	3,715	3,946,137	\$10,748,225	36.71%	2020
Lambton Central Centennial School	3,078	3,060,634	\$8,565,193	35.73%	2016
Lansdowne Public School	3,234	3,182,272	\$8,954,415	35.54%	2019
King George VI Public School Sarnia	2,864	2,951,661	\$8,657,631	34.09%	2019
Bosanquet Central Public School	2,769	2,686,297	\$7,956,557	33.76%	2019
Merlin Area Public School	2,512	2,783,942	\$8,274,294	33.65%	2020
A A Wright Public School	2,978	2,322,597	\$6,933,157	33.50%	2020



Aberarder Central School	1,696	1,952,276	\$5,909,503	33.04%	2019
King George VI Public School Chatham	2,640	2,597,262	\$7,973,586	32.57%	2016
Brigden Public School	2,332	2,431,617	\$7,529,230	32.30%	2019
Harwich-Raleigh Public School	5,100	4,628,125	\$14,495,046	31.93%	2020
Wallaceburg District Secondary School	17,606	11,771,267	\$37,403,811	31.47%	2019
Rosedale Public School	3,581	3,293,791	\$10,878,743	30.28%	2019
McNaughton Ave Public School	5,816	4,735,367	\$15,691,220	30.18%	2016
Cathcart Boulevard Public School	3,828	3,616,633	\$12,039,850	30.04%	2020
H W Burgess Public School	2,245	2,006,928	\$6,945,023	28.90%	2020
Bright's Grove Elementary School	3,664	2,443,464	\$8,889,118	27.49%	2019
Victor Lauriston Public School	3,852	3,149,536	\$11,506,426	27.37%	2019
Ecole Hillcrest Public School	2,240	1,877,604	\$6,960,833	26.97%	2020
Thamesville Area Central Public School	1,737	1,680,395	\$6,262,795	26.83%	2016
Tilbury Area Public School	3,822	2,607,460	\$11,190,700	23.30%	2020
Queen Elizabeth II Public School Chatham	3,961	2,190,193	\$10,522,964	20.81%	2016
Sir John Moore Community School	4,628	1,870,230	\$10,993,295	17.01%	2020
Wheatley Area Public School	3,077	1,518,728	\$9,512,834	15.97%	2020
Grand Bend Public School	2,707	983,482	\$6,461,951	15.22%	2019
Great Lakes Secondary School	14,049	4,685,639	\$34,136,362	13.73%	2016
Indian Creek Road Public School	5,832	1,932,041	\$14,294,526	13.52%	2020
Queen Elizabeth II Public School Petrolia	3,554	998,828	\$9,816,661	10.17%	2020
Tecumseh Public School	5,945	806,967	\$12,243,630	6.59%	2016
Wyoming Public School	2,942	377,472	\$7,275,952	5.19%	2020
P. E. McGibbon Public School	4,487	239,695	\$12,163,887	1.97%	2020
Summary		321,003,727	799,454,216	38.41%	

**LAMBTON KENT DISTRICT SCHOOL BOARD**

**Summary of 10 Year Facility Condition Indices**

**10 Year Renewal Data and Year FCI Calculation as of March 3, 2021**

Asset Name	Gross Floor Area - sq.m.	Total Cost of Facility Work - 10 year period (\$)	Facility Replacement Value (\$)	10 Year Facility Condition Index (FCI)	Last Assessment Year
Blenheim District High School	11,926	\$25,902,622	\$21,584,757	120.00%	2016
Ridgetown District High School	8,710	\$18,083,468	\$17,327,619	104.36%	2016
East Lambton Elementary School	4,163	\$8,623,218	\$8,626,422	99.96%	2016
Tilbury District High School	7,632	\$15,910,544	\$16,103,685	98.80%	2016
Dresden Area Central School	4,377	\$11,043,362	\$11,611,015	95.11%	2016
John McGregor Secondary School	13,643	\$21,967,886	\$26,508,088	82.87%	2016
Lambton Kent Composite School	13,567	\$17,982,229	\$21,930,548	82.00%	2016
W J Baird Public School	3,645	\$6,312,492	\$7,780,603	81.13%	2020
London Road Public School	2,600	\$5,501,984	\$6,850,991	80.31%	2019
Zone Township Central Public School	1,915	\$4,788,434	\$6,005,575	79.73%	2016
Chatham-Kent Secondary School	17,424	\$30,103,901	\$38,389,890	78.42%	2016

Winston Churchill Public School	3,161	\$6,775,153	\$9,368,862	72.32%	2020
Bridgeview Public School	2,909	\$4,922,180	\$6,831,301	72.05%	2019
King George VI Public School Chatham	2,640	\$5,610,125	\$7,973,586	70.36%	2016
Kinnwood Central Public School	3,896	\$5,710,744	\$8,171,066	69.89%	2019
Sir John Moore Community School	4,628	\$7,625,676	\$10,993,295	69.37%	2020
Brooke Central Public School	4,104	\$6,093,744	\$8,851,120	68.85%	2019
North Lambton Secondary School	9,359	\$16,972,544	\$24,997,507	67.90%	2019
John N Given Public School	2,602	\$5,240,055	\$8,019,928	65.34%	2016
Mooretown-Courtright Public School	2,091	\$4,348,276	\$6,737,700	64.54%	2020
Alexander Mackenzie Secondary School	9,759	\$12,419,234	\$20,425,123	60.80%	2019
Northern Collegiate Institute & Vocational School	17,916	\$22,824,441	\$37,788,718	60.40%	2016
Lakeroad Public School	2,962	\$5,416,713	\$8,992,866	60.23%	2019
Lambton Central Collegiate & Vocational Institute	16,382	\$19,986,073	\$33,371,092	59.89%	2016
Colonel Cameron Public School	3,005	\$5,085,992	\$8,539,692	59.56%	2020
Queen Elizabeth II Public School	3,961	\$6,264,305	\$10,522,964	59.53%	2016
High Park Public School	4,161	\$6,975,757	\$11,905,758	58.59%	2016
King George VI Public School Sarnia	2,864	\$5,071,996	\$8,657,631	58.58%	2019
Errol Village Public School	1,872	\$3,236,343	\$5,642,239	57.36%	2019
A A Wright Public School	2,978	\$3,821,190	\$6,933,157	55.11%	2020
Hanna Memorial Public School	3,320	\$4,786,593	\$8,915,639	53.69%	2019
Victor Lauriston Public School	3,852	\$6,131,373	\$11,506,426	53.29%	2019
H W Burgess Public School	2,245	\$3,541,242	\$6,945,023	50.99%	2020
Wallaceburg District Secondary School	17,606	\$18,541,360	\$37,403,811	49.57%	2019
Lambton Central Centennial School	3,078	\$4,214,869	\$8,565,193	49.21%	2016
Thamesville Area Central Public School	1,737	\$3,065,377	\$6,262,795	48.95%	2016
Queen Elizabeth II School Sarnia	3,128	\$5,206,175	\$10,708,186	48.62%	2019
Aberarder Central School	1,696	\$2,858,121	\$5,909,503	48.36%	2019
Lansdowne Public School	3,234	\$4,306,506	\$8,954,415	48.09%	2019
Naahii Ridge Public School	3,944	\$4,009,132	\$8,501,087	47.16%	2019
Dawn Township Central School	1,958	\$3,100,673	\$6,737,700	46.02%	2020
Riverview Central School	2,379	\$3,904,074	\$8,604,291	45.37%	2020
Confederation Central School	2,331	\$3,447,009	\$7,600,937	45.35%	2019
Errol Road Public School	3,715	\$4,842,557	\$10,748,225	45.05%	2020
Gregory Drive Public School	3,153	\$4,216,976	\$9,368,862	45.01%	2020
McNaughton Ave Public School	5,816	\$6,787,133	\$15,691,220	43.25%	2016
Brigden Public School	2,332	\$3,215,276	\$7,529,230	42.70%	2019
Cathcart Boulevard Public School	3,828	\$5,104,767	\$12,039,850	42.40%	2020
Bosanquet Central Public School	2,769	\$3,324,412	\$7,956,557	41.78%	2019
Rosedale Public School	3,581	\$4,447,240	\$10,878,743	40.88%	2019
Merlin Area Public School	2,512	\$3,316,295	\$8,274,294	40.08%	2020
Bright's Grove Elementary School	3,664	\$3,523,982	\$8,889,118	39.64%	2019
Harwich-Raleigh Public School	5,100	\$5,194,057	\$14,495,046	35.83%	2020

Tilbury Area Public School	3,822	\$3,916,316	\$11,190,700	35.00%	2020
Queen Elizabeth Public School	3,554	\$3,424,057	\$9,816,661	34.88%	2020
Tecumseh Public School	5,945	\$4,067,062	\$12,243,630	33.22%	2016
Ecole Hillcrest Public School	2,240	\$2,203,893	\$6,960,833	31.66%	2020
Grand Bend Public School	2,707	\$2,030,996	\$6,461,951	31.43%	2019
Wheatley Area Public School	3,077	\$2,903,699	\$9,512,834	30.52%	2020
Indian Creek Road Public School	5,832	\$3,753,737	\$14,294,526	26.26%	2020
P. E. McGibbon Public School	4,487	\$2,213,611	\$12,163,887	18.20%	2020
Great Lakes Secondary School	14,049	\$4,948,393	\$34,136,362	14.50%	2016
Wyoming Public School	2,942	\$838,448	\$7,275,952	11.52%	2020
Summary		465,884,613	799,454,216	56.29%	

## LKDSB Use of Portables 2020-2021

School	# of Portables for Classroom Use	# of Portables for Other Use
AMSS	2	2
Cathcart	1	0
Errol Village	1	0
Hillcrest	1	0
King George Chatham	0	1
McNaughton Ave.	0	1
Rosedale	0	1
Sir John Moore	1	1
P.E. McGibbon	0	1
<b>Total</b>	<b>6</b>	<b>7</b>

### **Criteria to Consider for Community Partnerships**

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

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

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

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

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

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

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

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

**Schools for Potential Community Partnerships-Elementary**

Elementary School	Projected Capacity	FCI (5)	FCI (10)	Projected Enrolment	Neighbouring Schools (km)
Lambton Centennial Public School	58%	35.73%	49.21%	195	Queen Elizabeth II-P (7.4), Dawn (16.7), Brigden (18.7)
Bosanquet Central School	55%	33.76%	41.78%	181	Kinnwood (18.4), Grand Bend (22.0)
Zone Township Central School	53%	43.19%	79.73%	115	Thamesville (14.5), Brooke (26.2), Dawn-Euphemia (27.7)
Dawn-Euphemia Public School	52%	42.16%	46.02%	132	Lambton Central Centennial (16.7), Dresden Area (18.2), Zone (27.8)
Aberarder Central School	52%	33.04%	48.36%	103	Errol Village (8.9), Kinnwood (13.2)
Wheatley Area Public School	51%	15.97%	30.52%	172	Tilbury Area (18.7), Merlin (32.7)

Elementary School	Projected Capacity	FCI (5)	FCI (10)	Projected Enrolment	Neighbouring Schools (km)
London Road School	51%	72.96%	80.31%	144	Hanna (1.1), P.E. McGibbon (2.1), High Park (2.9), Queen Elizabeth II-S (2.9), Bridgeview (3.1)
Riverview Central School	50%	38.97%	45.37%	135	A.A. Wright (16.9), Mooretown (18.7), H.W. Burgess (23.3)
Queen Elizabeth II Public School, Sarnia	49%	44.63%	48.62%	231	Lansdowne (<1.0), High Park (1.6), P.E. McGibbon (2.0), Hanna Memorial (2.2)
Bridgeview Public School	49%	43.90%	72.05%	136	King George Sarnia (2.5), London Road (2.7), Errol Road (3.4), Hanna Memorial (3.8)
Hanna Memorial Public School	47%	37.66%	53.69%	179	London Road (1.1), P.E. McGibbon (1.2), Queen Elizabeth II-S (2.2)
Lakeroad Public School	41%	53.26%	60.23%	160	Errol Road (1.1), King George VI-S (2.1)
Mooretown-Courtright Public School	34%	50.85%	64.54%	87	Sir John Moore (5.6), Colonel Cameron (6.8), Brigden (17.9)

### Schools for Potential Community Partnerships - Secondary

Secondary School	Projected Capacity	FCI (5)	FCI (10)	Projected Enrolment	Neighbouring Schools (km)
WDSS	52%	31.47%	49.57%	604	LKCS (18.4), CKSS (27.4)
LKCS	33%	59.43%	82.0%	249	WDSS (18.4), CKSS (26.2), RDHS (35.2), LCCVI (37.6)
BDHS	30%	79.85%	120.0%	227	RDHS (16.9), JMSS (18.0)
RDHS	23%	72.77%	104.36%	113	BDHS (16.9), JMSS (33.4), LKCS (35.2)

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

**NB.** Due to the COVID-19 Pandemic – the LKDSB was directed by the Ministry of Education to create and support Virtual Learning Environments for both Elementary and Secondary students.

- Virtual Learning Elementary School (VLES) – mid-year enrollment numbers were 2028 students and the teachers supporting those online students were housed at LCCVI (Petrolia) and BDHS(Blenheim).
- Virtual Learning High School (VLHS) – mid-year enrollment numbers were 904.75, and the teachers supporting this group of students were housed at LKCS (Dresden).

As such, with the movement of both students to offsite / home environments and teachers being relocated to support this process – percentage capacity numbers for schools must be considered as variant for the current year.

### Schools for Potential Community Partnerships - Schools in the 61% to 65% Range for Capacity

School	Projected Capacity	FCI (5)	FCI (10)	Projected Enrolment	Neighbouring Schools (km)
NLSS	65%	51.41%	67.90%	535	AMSS (36.2), LCCVI (37.2) NCIVS (41.4)
TDHS	65%	55.71%	98.80%	349	JMSS (29.21), CKSS (30.07), BDHS (42.65)
Tilbury Area Public School	64%	23.30%	35.0%	301	Wheatley (18.79), Merlin (17.92), Indian Creek (26.73)
Colonel Cameron Public	63%	42.0%	59.56%	214	Sir John Moore (1.5), Mooretown (6.8)
Brigden	62%	32.30%	42.70%	188	Lambton Centennial (18.2), Mooretown-Courtright (18.3)
HW Burgess	61%	28.90%	50.99%	166	A.A. Wright (3.0), Dresden Area (17.8), Riverview (22.3)

## **Rural Northern Education Funding (2020-2021)**

The Rural and Northern Education Fund (RNEF) allocation continued for the 2020-2021 school year, For 2020-2021 the LKDSB will receive a RNEF allocation of \$600,929. As per the Ministry of Education technical paper – “The funding is to support the higher costs of purchasing goods and services for small school boards, as well as for boards that are distant from major urban centres, and for boards with schools that are distant from one another.” The LKDSB uses this funding to assist with operational costs at schools that have a rural funding designation. The below table shows the distribution, by school, for the 2020-2021 RNEF allocation for the LKDSB.

<b>Eligible Schools</b>	<b>2020-2021 Revised Estimates Enrolment</b>	<b>Funding Allocation</b>
Aberarder Central School	94	\$ 6,510
Blenheim District High School	204	14,128
Bosanquet Central School	191	13,228
Brigden Public School	184	12,743
Bright's Grove Elementary School	343	23,755
Brooke Central School	227	15,721
Colonel Cameron Public School	196	13,574
Confederation Central School	239	16,552
Dawn Euphemia Public School	118	8,172
Dresden Area Central School	366	25,347
East Lambton Elementary School	222	15,375
Hillcrest Public School	288	19,946
Errol Village Public School	227	15,721
Grand Bend Public School	245	16,968
Harwich-Raleigh Public School	366	25,347
Kinnwood Central Public School	302	20,915
Lambton Central Centennial School	198	13,713
Lambton Central Collegiate Vocational Institute	752	52,080
Lambton Kent Composite School	227	15,721
Merlin Area Public School	179	12,397
Mooretown-Courtright Public School	89	6,164
Naahii Ridge Public School	258	17,868
North Lambton Secondary School	497	34,420
Plympton-Wyoming Public School	231	15,998
Queen Elizabeth II Public School – Petrolia	341	23,616
Ridgetown District High School	119	8,241
Ridgetown District High School – Grades 7 & 8	72	4,986
Riverview Central School	139	9,626
Sir John Moore Public School	489	33,866
Thamesville Area Central School	133	9,211
Tilbury Area Public School	318	22,023
Tilbury District High School	352	24,378
W.J. Baird Public School	204	14,128
Wheatley Area Public School	153	10,596
Zone Township Central School	114	7,895
	<b>8677</b>	<b>\$ 600,929</b>