

REGULAR BOARD MEETING AGENDA
 PUBLIC SESSION

TUESDAY, JANUARY 12, 2016
 7:00 p.m.

Board Room
 Chatham Education Centre
 476 McNaughton Avenue, Chatham

A

	Page Reference
1. Call to Order	
2. Approval of Agenda	
3. Declaration of Conflict of Interest	
4. Approval of the Minutes	
a) Approval of the Minutes from the November 24, 2015 Regular Board Meeting	1
b) Approval of the Minutes from the December 1, 2015 Organizational Meeting of the Board	10
5. Business Arising from the Minutes	
6. Motions Emanating from the Regular Board Private Session	
7. Motion that the Actions of the Regular Board Private Session be the Action of the Board.	
8. Presentations:	
a) Certificate of Appreciation for Past Chair McKinlay	
b) Presentation to Brian Aspinnall and Myria Mallette Microsoft, Innovative Expert Educators Recipients	
9. Delegations	
10. Questions from the Public	
11. Reports for Board Action	
a) Proposed Change to the Board's Procedural By-laws Section 8	14
Director Costello Report B-16-07	
<u>Recommendation</u> "That the Board revise the LKDSB Procedural By-laws Section 8.1 to remove items j) Principal Vice-Principal Interview Committee and n) Superintendent Interview Committee."	
b) Policy and Regulations on <i>Equity and Inclusive Education</i>	15
Director Costello Report B-16-08	
<u>Recommendation</u> "That the Board approve the revised policy and regulations on <i>Equity and Inclusive Education</i> ."	
c) Request from Lambton-Kent Composite School to Name Main Playing Surface at the Lambton-Kent Sports Field 'The Wilson Pitch'	26
Superintendent Gilfoyle Report B-16-09	
12. Reports for Board Information	
a) 2014/2015 Annual Audit Committee Report	28
Trustee McKinlay Report B-16-10	
b) Special Education Advisory Committee Report	31
Trustee Hudie Report B-16-11	

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c) Native Advisory Committee Report	Trustee Rising Report B-16-12	33
d) Student Senate Report	Student Trustees Anderson/McLaren Oral Report	
e) Report from Parent Involvement Committee	Director Costello Oral Report	
f) Welcoming Syrian Families to the Lambton Kent District School Board	Superintendent Doey Report B-16-13	34
13. Correspondence		
a) Letter of response from Minister Sandals regarding the LKDSB's support for the Truth and Reconciliation Commission of Canada: Calls to Action Report.		35
14. New Business		
15. Trustee Question Period		
16. Notices of Motion		
17. Future Agenda Items		
18. Announcements		
a) Sarnia South Secondary Schools Pupil Accommodation Review Committee Meeting will be held on January 13, 2016 @ St. Clair Secondary School from 6:30 p.m. to 8:30 p.m.		
b) Wyoming Area Schools Pupil Accommodation Review Committee Meeting will be held on January 19, 2016 @ Wyoming Public School from 6:30 p.m. to 8:30 p.m.		
c) The next Regular Board Meeting will be held on Tuesday, January 26, 2016, 7:00 p.m. at the Sarnia Education Centre.		
19. Adjournment		

Lambton Kent District School Board

Minutes of the Regular Meeting of November 24, 2015 held at the Sarnia Education Centre

PRESENT:

Trustees: Chair Scott McKinlay, Vice-Chair Jane Bryce, Randy Campbell, Ruth Ann Dodman, Dave Douglas, Jack Fletcher, Elizabeth Hudie, Tom McGregor, Bob Murphy, Lareina Rising and Shannon Sasseville

Student Trustees Cole Anderson and Brittany McLaren

Staff: Director of Education Jim Costello, Superintendent of Business Brian McKay, Superintendents of Education Joy Badder, Dave Doey, Gary Girardi, Mike Gilfoyle, Taf Lounsbury

Regrets: Trustee Elizabeth Hudie, Superintendent of Education Phil Warner

Recording Secretary: Trish Johnston, Executive Assistant and Communications Officer

Call to Order: Chair McKinlay called the Meeting to order at 7:00 p.m. An In Memoriam was read out for Teacher Brian Snider and Principal Nancy Swanstrom. A moment of silence was observed.

#2015-167 Moved by Jack Fletcher, seconded by Ruth Ann Dodman,

Approval of the Agenda
Nov/24/2015

“That the Agenda for the Regular Board Meeting Public Session of November 24, 2015 be approved.”

CARRIED.

Declaration of Conflict of Interest:

No declarations of conflict of interest were issued.

#2015-168
Approval of Minutes
Nov/10/2015

Moved by Dave Douglas, seconded by Randy Campbell,

“That the Board approve the Minutes of the Regular Board Meeting of November 10, 2015.”

CARRIED.

#2015-169
Action of the Regular
Board Private Session be
the Action of the Board

Moved by Jane Bryce, seconded by Ruth Ann Dodman,

“That the Action of the Board in Private Session be the Action of the Board.”

CARRIED.

Presentations:

Certificate of Appreciation
to be presented to John
Payne, PAIRS Partner

Superintendent Gilfoyle introduced Linda Jared, Principal of LCCVI and explained that she has been with the LKDSB for 28 years and has built many community partnerships that have served our schools well. Principal Jared introduced PAIRS partner John Payne. She outlined his contribution to education over the years, first as an employee in the oil industry and then as a long serving volunteer. He has played an important part in establishing a relationship between the LKDSB and the oil companies that has benefited students and staff. She thanked him for his support over the years. Vice-Chair Bryce presented Mr. Payne with a Certificate of Appreciation for his dedicated services to the Partners Active In Resource Sharing (PAIRS.) partnership.

Errol Road Public School
Outdoor Classroom –
Sheila Ward, Elementary
Teacher

Superintendent Lounsbury welcomed the group from Errol Road Public School, Sarnia. She introduced Principal Joy McLean and Teacher Sheila Ward. She commented on Sheila Ward's interest in the environment and her dream to build a garden at Errol Road Public School. Sheila Ward shared information on the Outdoor Classroom at the school and the Garden Club members. A video presentation was shared and she explained that they had just received a *Friends of the Environment* award from TD. She commented on the curricular link to the garden and the cross panel connections. The Errol Road Public School students commented on their experiences. She expressed appreciation

LKDSB Pupil
Accommodation Report for
2015/2016 and
Initial Staff Report on the
Consolidation of St. Clair
Secondary School and
Sarnia Collegiate Institute &
Technical School, and - Initial
Staff Report on the
Consolidation of South
Plympton and Wyoming
Public Schools
Report B-15-127

to the Board for its support. Chair Bryce thanked the guests for their presentation.

Director Costello explained that the LKDSB Pupil Accommodation Report 2015/2016 and Initial Staff Report on the Consolidation of St. Clair Secondary School (SCSS) and Sarnia Collegiate Institute & Technical School (SCITS), and Initial Staff Report on the Consolidation of South Plympton and Wyoming Public Schools were presented to the Board in compliance with LKDSB Regulation No: R-AD-106. He advised that the Report was a multi-phase report with a series of recommendations which are broad in scope and impact across the LKDSB. He explained that there were two main factors which are the cause of these recommendations—enrolment and finance. These are linked because the Ministry funding is pupil-based. He noted that what is occurring in the LKDSB is a microcosm of what is happening across Ontario as communities attempt to come to terms with shrinking populations and shrinking tax bases. In April 2015, the Ministry of Education overhauled its formula for Grants for Student Needs significantly which caused significant funding shortfalls. Since amalgamation in 1998, the LKDSB has closed 14 elementary schools, 2 secondary schools and 1 Adult Education Centre. He commented on what the closure experiences have taught Administration. He noted that the reviews and recommendations are not indictments or criticisms of our schools, the students and staff. These changes provide an opportunity to reshape the LKDSB for the future, to consolidate and rebuild many schools to position our schools for the next fifty years. He advised that the report was posted on the LKDSB website as part of the agenda package and that principals were asked to share information with their staff and school councils. Director Costello commented on the Ministry of Education references contained in the report related to pupil accommodation and fiscal responsibility.

Demographics and finance are the two factors to consider. He provided an overview of the demographics and declining enrolment data. The LKDSB rate of enrolment decline is nine times that of the province. He summarized the financial impacts of the grant reductions and commented on the two new incentives – school consolidation and K to Grade 12 schools. He referenced the Ministry's statements that encourage school boards to focus on using education resources and facilities to support students rather than supporting school space that may be surplus to students' education needs. He explained that timelines have only been attached to the first two phases of the eight phases. He noted that if all phases were achieved and the enrolment projections remained true, the LKDSB capacity rate would increase to 83%. Director Costello explained that the recommendations contained in the report are made in the best interests of all students regarding more equitable access to programs, made in the interest of maintaining fiscal responsibility over the long term and based on an assessment of the age and quality of LKDSB buildings.

Superintendent Girardi presented the demographic data for the LKDSB. Some of the information was contained in the LKDSB Capital Plan. The LKDSB statistics partner Baragar has stated that the Board has capacity for 31,504 in our schools. In 2015 there are 22,337 students which results in 9,167 empty pupil spaces. In 2020 that number of empty spaces is projected to increase to 10,024 and in 2025 that number increases to 10,575 empty capacity spaces. He outlined the birth rate data and the enrolment decline. The projected elementary and secondary enrolment is expected to continue to decline; however, not as rapidly as the past ten years. By 2025, projections indicate that the overall LKDSB enrolment is expected to decline by approximately 1,151 students. A chart on the elementary and secondary school capacity levels was presented. Capacity is determined by the Ontario Ministry of Education's School Facilities Inventory System.

Administration may disagree with the Ministry capacity data, as in the case of Alexander Mackenzie Secondary School, but the Ministry capacity figures must be used. As a starting point, the Ministry has suggested that school boards look at facilities that have been 60% utilized or less for two years. He compared the LKDSB capacity rate to the province and Ministry London Region. The LKDSB is well below both the provincial average and the London region.

Superintendent McKay outlined the changes in the Grants for Student Needs. He detailed how the changes have impacted the specific grants. School Facility Operations and Renewal Grant–Top Up Funding, Declining Enrolment Adjustment, Geographic Circumstances Grant and School Foundation Grant. He explained that the new allocation method is generally phased in over a three year period starting in 2015/16-2015/16 the budget includes 1/3 of funding from the new model and 2/3 of funding from the old model, - the 2016/17 budget will include 2/3 of funding from the new model and 1/3 of funding from the old model – the 2017/18 budget will be based entirely on the new funding model. In addition to this, as the enrolment declines, they are also subjected to further pressure as the enrolment declines. The largest reduction is in the Top Up Funding grant. The total loss over the four years will be approximately \$4,298,491. The Ministry changed the criteria for the Enhanced Top Up funding. Elementary schools must be at least 10 km away from the next closest school of the Board. Secondary schools must be at least 20 km away from the next closest secondary school of the Board. Under the old formula the LKDSB received funding for 47 elementary and 13 secondary schools. Under the new formula the LKDSB will receive funding for 11 elementary and 3 secondary schools. He commented on the impact of the Declining Enrolment Grant. The 2015/16 budget has experienced a loss in funding in the amount of \$390,711. The total reduction in the Geographic Circumstance Grant in 2015/2016 is \$81,348. The three year projected funding reduction is \$250,535. The School Foundation Grant provides funding for school administration including salaries and benefits for principals, vice-principals and office support staff as well as school administrative supplies. The new funding formula shifts funding away from small schools that are not isolated. Funding preference will be given to schools that are large, remote and/or combined. The funding loss for 2015/16 is \$103,568 and the funding decline is linked to the drop in enrolment. Superintendent McKay summarized that the total funding loss resulting from the changes to the School Facility Operations and Renewal Grant–Top Up Funding, Declining Enrolment Adjustment, Geographic Circumstances Grant and School Foundation Grant was \$2,008,458 for the 2015/2016 school year budget.

Superintendent McKay presented information on the average age of schools:

- Ontario average age – 38 years
- London Region average age – 43 years (the oldest of Ontario Regions)
- LKDSB secondary school average age – 46 years
- LKDSB elementary school average age – 51 years

He explained that the Facility Condition Index (FCI) are facilities management benchmarks provided to school boards by the Ministry that measures the condition of a building versus the cost to build new. The FCI for LKDSB compares the cost of required capital work in LKDSB schools against the replacement value of those same schools. Facilities with high FCI values generally are older buildings that require a significant amount of capital work. The Ministry provides school boards with annual budget renewal funding which is comprised of the School Renewal Grant and School Condition Grant. Grants are used to fund capital needs of the Board's facilities in the following areas: Building Shell – walls foundation and roof, Building Site Work – parking lots, sidewalks and playground areas, Building Systems – heating, plumbing and

electrical, Interior Spaces – classroom interiors and hallways. The LKDSB has a listing of current capital needs on the Board's facilities – current capital backlog totals \$202,906,000. The LKDSB received \$14,483,000 from the Ministry for School Facilities Upgrades. This is a demonstrated gap in funding which will continue to grow. The additional capital needs on the LKDSB facilities over the next 10 years is \$189,500,000.

Superintendent McKay outlined what the LKDSB used its capital funding for during the 2014/2015 school year. Approximately \$10,000,000 worth of work was done in 25 schools.

Superintendent Girardi reviewed the changes in the Pupil Accommodation Review process. The revised Accommodation Review process requires Administration to present to the Board an Initial Staff Report which contains one or more options, including a recommended option, with supporting rationale for each option. The role of the Accommodation Review Committee (ARC) has been redefined as a conduit for information sharing between the school board and school communities. The ARC will provide feedback on the Initial Staff Report option(s). While the ARC does not make a formal recommendation for Board approval, the ARC may provide other options which must include a supporting rationale. Administration may choose to incorporate this information when writing the Final Staff Report for Trustee consideration.

He explained that there are eight phases described in the report. Only the first two phases listed have Initial Staff Reports with additional information. The remaining 6 require further investigation and will be brought forward in future Staff Reports. These 6 phases may be re-ordered as factors change. Superintendent Girardi outlined the eight phases.

The first phase is the Sarnia South Secondary School Phase. Consolidation of Sarnia Collegiate Institute & Technical School (SCITS) and St. Clair Secondary School (SCSS) on the present SCSS site is proposed creating a school of 1108 projected students. The capacity at SCSS is 1197. The plan includes the addition of an Aamjiwnaang Centre, theatre and community centre and upgrade athletic facilities at SCSS. As well, boundary changes between SCITS, SCSS and Northern Collegiate Institute and Vocational School (NCIVS) are proposed. It is proposed that the ARC would begin in January 2016. In September 2016 all the students from SCSS would move into SCITS. The plan is for all the upgrades to be completed at the SCSS facility by September 2017. The Board plans to apply to the Ministry for \$14M in funding for the project.

The second phase involves consolidating South Plympton Public School and Wyoming Public School on the present Wyoming Public School site creating a school of 233 projected students. The capacity at Wyoming Public School is 219. There would be a need to install portable classrooms for short term and the plan includes the construction of a new community centre/gym/restroom facilities. It is proposed that the ARC begin in January 2016 with students moving to the Wyoming Public School site in September 2016.

Superintendent Girardi explained that the timelines for the next six phases have not been determined.

The proposed Sarnia Elementary Phase involves the construction of a new elementary school on the property the LKDSB owns in Sherwood Village subdivision to house local students currently bused to King George VI (Sarnia), Lakeroad, Confederation Central, High Park and Errol Road Public Schools respectively. The plan involves the closure of Confederation Central Public School and the relocation of students to the newly constructed school in Sherwood Village or, Brigden Public School or Wyoming Public School. Queen Elizabeth II (Sarnia) Public School would also be closed with the students being relocated to High Park Public School or Lansdowne Public School. London

Road Public School would also be closed and the students relocated to Hanna Memorial Public School. Lakeroad Public School would be closed and the students relocated to the newly constructed school in Sherwood Village or King George VI (Sarnia) Public School or Cathcart Blvd. Public School. It is also proposed that the students in English Regular Program at Errol Road Public School be relocated to King George VI (Sarnia) Public School or Cathcart Blvd. Public School. The French Immersion Programs at High Park Public School and Cathcart Blvd would be relocated at Errol Road Public School and the school would become a Single Track French Immersion school. An addition of approximately six classrooms at Errol Road Public School would be needed to accommodate additional students.

The proposed Ridgetown-Blenheim phase includes the construction of a K-Grade 12 School on either the Blenheim District High School site or Harwich Raleigh Public School site. It is proposed that Harwich Raleigh Public School (Regular and French Immersion Programs), W.J. Baird Public School, Ridgetown District Grade 7 and 8 Program, Ridgetown District High School and Blenheim District High School would be closed and the students relocated to the new school.

The proposed Mooretown-Corunna phase includes the closure of Mooretown-Courtright Public School and Colonel Cameron Public School with the students relocated to Sir John Moore Community School or Riverview Central Public School. An addition of 10 classrooms would be necessary at the Sir John Moore Community School site.

The proposed Forest Area phase would involve the construction of a K-Grade 12 School on the existing Kinnwood Central School site. The plan proposes that Bosanquet Central School, Kinnwood Central School and North Lambton Secondary School be closed and the students relocated to the new K to Grade 12 school. It is proposed that Aberarder Central School be closed and the students relocated to Errol Village Public School or the new K-Grade 12 School on the existing Kinnwood Central School site.

In Chatham it is proposed that John N. Given Public School close and the students in the English Regular program be relocated to Tecumseh Public School and the Grade 7 and 8 students in the French Immersion Program be relocated to McNaughton Avenue Public School.

The Dresden Area phase would include a reconfiguration of LKCS into a K to Grade 12 School. It is proposed that Dawn-Euphemia School would be closed and the students relocated to Lambton Central Centennial School or Brooke Central Public School or the new LKCS K to Grade 12 School or Brigden Public School or H.W. Burgess Public School. It is proposed that Zone Township Central School be closed and the students relocated to Thamesville Area Central School. Close Dresden Area Central School and relocate students to the new LKCS K to Grade 12 School.

Superintendent Girardi presented a chart summarizing the school consolidation information by phases.

Director Costello confirmed that that the timeframe for the all eight phases would be determined based on the scope of the phase and the decisions of the Board. It is expected that the entire process could take between 4 to 6 years. Director Costello acknowledged that it is very difficult to ascertain the impact the recommendations would have on staffing. He explained that if the recommendations were passed, Administration would meet with the Union presidents. School class sizes are set by the Ministry and cannot be altered. There is a possibility to create some efficiency in staffing with combing staff. He noted that this has not been factored into the financial information provided

in the report. Director Costello confirmed that there is not an order of priority for the balance of the phases. Superintendent McKay confirmed that the Final Staff Report will include all the financial costs associated with the first two phases. High level conservative numbers are included in this report. Director Costello outlined the steps taken in the past to preserve the history of schools closed. Preserving the history of the schools is an important part of the transition process. Members of the Transition Committee take an active role in the process. Superintendent Girardi stated that there were not easy comparison factors for the phases. Senior Administration looked at each geographic area based on the needs in the area.

Superintendent Girardi advised that the Baragar data system looks at projections and mapping. Under the proposed plan, it is estimated that there would be 600 French Immersion students located at Errol Road Public School. Director Costello referred to the Board Motion that has been on the books over 10 years, to move toward a single track French Immersion school in Sarnia.

Director Costello commented on the visioning aspect of the report. He feels the proposed plan would create efficiencies and provide opportunities to enhance learning environments for students. It is estimated to cost between \$30 to \$35 M to build state of the art schools with green qualities, information technology infrastructure, gymnasiums, fitness centre, theatres, etc. The proposed plan sets the table for the next fifty years for some of the communities. Superintendent McKay advised that the creation of new schools would result in the Board being able to take capital dollars and invest in our schools to refresh the learning environment for students and staff. This cannot occur now because of the number of schools and the capital needs. Superintendents Lounsbury and Gilfoyle commented on the curriculum benefits of the proposed plan. Director Costello confirmed that membership on the Transition Committee would include students, staff and School Council representatives.

Superintendent Girardi presented the Initial Staff Report on the Consolidation of St. Clair Secondary School (SCSS) and Sarnia Collegiate Institute & Technical School (SCITS). In the City of Sarnia, both SCSS and SCITS are significantly under capacity for student enrolment. The schools are 3 km apart geographically and their catchment areas border one another. He shared information on the site and facility conditions of the buildings. He explained that although major repairs have been made to SCITS in the past 10 years to maintain its mechanical systems, the LKDSB would need to continue investing heavily in the capital needs of SCITS. It would be extremely difficult to make the necessary improvements to SCITS to become energy efficient due to the age of the building. SCITS is one of the highest consumers of energy at present in the system. SCSS has a lower FCI and is located on a larger piece of property. The existing secondary school boundaries including Northern Collegiate Institute and Vocational School (NCIVS) were presented and the proposed new boundaries using Highway 402 as the dividing line between NCIVS and the consolidated school on the current SCSS Site. The proposed plan would result in an estimated annual financial savings of \$1,100,000 through staff reductions, utilities reductions and operating expenditures.

It is proposed that in September 2016 students within the proposed consolidated SCITS/SCSS catchment area would move to SCITS. LKDSB would move the 593 projected students from SCSS and combine them with the 515 projected SCITS students at the SCITS site. During the 2016/2017 school year, the SCSS site would be upgraded and improved to accommodate all students in September 2017. Students living in the proposed catchment area for NCIVS, who currently attend SCITS or SCSS, would be grandfathered to SCITS or SCSS or would have the option of attending NCIVS in September 2016. The combined student enrolment of the two schools is 1,008 which would lead to a capacity utilization of 92.56% at SCSS. The movement of

students from SCITS to SCSS would require additional capital expenditures to ensure that specific programs successfully transfer to the consolidated SCSS. This school consolidation would involve a capital application to the Ministry of Education for the addition of the following components to SCSS: an Aamjiwnaang First Nation Program Centre, auditorium/ theatre, track and field upgrades, gymnasium/fitness centre/wrestling room upgrades, transition of existing library space to a learning commons, general classroom renewal, technologies—manufacturing and horticulture, special education classroom renewal, information technology infrastructure, HVAC and electrical upgrades including fire sprinkler system.

Based on preliminary information provided by Chatham-Kent Lambton Administrative School Services (CLASS) Student Transportation Services, the consolidation of these secondary schools will impact upon the existing transportation routing plan and potentially have a minor cost increase. While both schools currently do have transportation services, there will be an increased number of students who will become eligible; largely students who have historically walked to SCITS. By employing bus route restructuring and bell time alignment strategies, CLASS will be able to maximize the existing fleet efficiency to offset a large portion of the impact. This approach will also support comparable service levels for students already transported.

If the Ministry does not provide funding, the current facility has enough classroom capacity to accommodate the students from both schools. The LKDSB's capital funding received under the annual education funding would be used to upgrade and refresh the current student environment however that would leave a disproportionate amount to fund capital projects in other LKDSB schools. He confirmed that there had not been any interest from the community to utilized space at either school.

#2015-170

Board approved ARC for Sarnia Collegiate Institute and Technical School and St. Clair Secondary School

Moved by Dave Douglas, seconded by Jack Fletcher,

“That the Board approve the establishment of an Accommodation Review Committee for Sarnia Collegiate Institute and Technical School and St. Clair Secondary School to study the Initial Staff Report recommendation for consolidation of Sarnia Collegiate Institute and Technical School and St. Clair Secondary School into one school on the St. Clair Secondary School site.”

Director Costello provided an explanation for proposing an upgrade to SCSS rather than a new school facility. The FCI for SCSS is 46% with \$13 M in capital repairs. The proposed consolidation of SCITS and SCSS includes an application to the Ministry for \$14M which is reasonable. The operating costs on SCITS are cost prohibitive.

Trustees commented on the proposal to grandfather students to their current secondary school. It was suggested that consideration be given to grandfathering existing families, not just current students. Director Costello stated that Administration felt that Highway 402 was a natural boundary line for NCIVS and the consolidated school. Students from the Village Point Edward has a history of attending SCITS but many students currently attend NCIVS.

CARRIED.

#2015-171

Board approved ARC for South Plympton Public School and Wyoming Public School

Moved by Bob Murphy, seconded by Ruth Ann Dodman,

“That the Board approve the establishment of an Accommodation Review Committee for South Plympton Public School and Wyoming Public School to study the Initial Staff Report recommendation for consolidation of South Plympton Public School and Wyoming Public School into one school at the Wyoming Public School Site.”

Superintendent Girardi provided rationale for Wyoming Area Initial Staff Report for the Consolidation of South Plympton and Wyoming Public Schools. In the Town of Wyoming both elementary schools are under capacity and the enrolment projections do not show any increase in school populations. The proximity of the two schools means that both sites will have a loss of Top up Allocation funding. Combining the two schools into one site will increase the operational efficiency, reduce the number of transitions for the students and allow for the LKDSB to update the facility at the consolidated site, which has a lower FCI, as opposed to having to update two facilities. The Transportation Department has indicated that fewer buses would be required to service one consolidated school thus providing savings in busing. As per *Ministry of Education Pupil Accommodation Review Guidelines. March 2015*, school boards are offered an exemption if, “planning the relocation of grades or program, in which the enrolment constitutes less than 50% of the school’s enrolment.” Administration, is recommending that the Board go forward with an ARC in the spirit of promoting community consultation. The site and facility conditions were outlined for both schools. The FCI for South Plympton Public School is 59.04%; it will cost \$2.3M to renovate and \$4M to replace. The FCI for Wyoming Public School is 38.73%; it will cost \$2.2M to repair and \$5.8M to replace. The boundaries for the school are identical because Grades JK to Grade 3 are offered at South Plympton Public School and Grades 4 to 8 are offered at Wyoming Public School. The estimated financial savings beginning in 2017 for the proposed consolidation of the schools is \$150,000 achieved through staff reductions, utilities reductions and operating expenditures. Under the proposal, students would be accommodated on an enhanced site at Wyoming Public School. In September 2016 the LKDSB would move the 110 projected students from South Plympton Public School to Wyoming Public School and combine them with 123 projected students there. This would create a consolidated school of approximately 233 students. Wyoming Public School’s FCI is 38.73% which places it in the top 1/3 of the Board’s buildings from a condition standpoint. Wyoming Public School has a current capital backlog of \$1,475,621. The on-the-ground capacity of Wyoming Public School is 219 students. The combined student population of the two schools is projected to be 233 students which would result in a capacity utilization of 106.39% at the consolidated Wyoming Public School. The consolidated Wyoming Public School would require the addition of two classrooms. The proposed changes to Wyoming Public School include a retrofit of current gymnasium to two FDK classrooms, gymnasium addition, classroom addition for Alternative Learning and Lifeskills Program, transition of existing library to learning commons, implementation of enhanced open spaces, general classroom renewal, information technology infrastructure and a potential community partnership space. Administration will meet with representatives of the County of Lambton Children’s Services Department regarding the Best Start Hub transition to Wyoming Public School. Transportation Staff (CLASS) believe that with a complete routing redesign of all existing Wyoming elementary buses and integration with the local co-terminus Board routes, all eligible students can be transported with fewer routes than are currently in place. It was noted that there had been no interest from community partners to use the underutilized space at either South Plympton Public School or Wyoming Public School.

CARRIED.

Director Costello explained that Appendix A to the report includes a two page data summary for each of the 65 schools. This is not the ARC School Information Profile. They will be completed by Board staff and provided to the ARC at the first meeting. Trustees expressed appreciation for the Appendix A and acknowledged the work that went into writing the extremely comprehensive report.

2014/2015 School Year
Audited Financial
Statements
Report B-15-128

Kevin Sabourin, a partner in the audit firm of Bailey Kearney Ferguson, Chartered Accountants, advised that the Firm had completed the audit of the Board's Financial Statements. The independent auditors report and consolidated financial statements were reviewed in detail by the Audit Committee on November 16, 2015. The Auditor is engaged by the Board to conduct an audit to ensure that the financial statements are prepared and reported within the Public Sector Accounting Standards (PSAB) for School Boards. In his opinion, he has gathered sufficient appropriate data to form an opinion to support the financial statements. He presented the financial statements and the corresponding Notes. The financial statements are in draft until they are approved by the Board. The Notes are required under the prescribed PSAB regulations. He feels it is an accurate representation of the financial situation of the Board. School generated funds are part of the statements. The Auditor's qualified opinion related to the school fundraising revenue was explained, noting that there are systems and controls in place for these funds. Based on the year end reporting the Board is in compliance with the Ministry Guideline. Kevin Sabourin thanked Superintendent McKay, Manager Anderson and their staff for the assistance they provided during the audit process.

#2015-172
Audited Financial
Statements for year
ending Aug.31 2015
Approved

Moved by Tom McGregor, seconded by Ruth Ann Dodman,

"That the LKDSB Audit Committee recommends to the Lambton Kent District School Board the approval of the annual audited Consolidated Financial Statements and the accompanying Independent Auditors' Report for the year ending August 31, 2015."

Kevin Sabourin clarified that school generated funds are all school funds raised through fund raising activities, year book sales, etc. The sales generate revenue and expenses and this data must be rolled up and reported in the Board financial statements. The Board does have procedures in place that govern the control of school generated funds. Kevin Sabourin advised that the qualification is necessary because it is very difficult to drill down in detail at the school level. The qualification is not a reflection on the controls in place.

CARRIED.

Notices Of Motion

Director Costello to serve Notice of Motion:

"That the Board revise the LKDSB By-laws Section 8.1 to remove items j) Principal Vice-Principal Interview Committee and n) Superintendent Interview Committee."

Announcements

The Annual Organization Meeting of the Board will be held on Tuesday, December 1, 2015 at the Sarnia Education Centre at 7:00 p.m.

The next Regular Meeting of the Board will be held on Tuesday, January 12, 2016 at the Chatham Education Centre at 7:00 p.m.

Adjournment
9:50 p.m.

There being no further business, Chair McKinlay declared the meeting adjourned at 9:50 p.m.

Chair of the Board

Director of Education and Secretary of the Board

Lambton Kent District School Board
Organization Meeting, December 1, 2015 at the Sarnia Education Centre

PRESENT:

Trustees: Chair Jane Bryce, Vice-Chair Scott McKinlay, Randy Campbell, Dave Douglas, Jack Fletcher, Elizabeth Hudie, Bob Murphy, Lareina Rising, Shannon Sasseville

Staff: Director of Education Jim Costello, Superintendent of Business Brian McKay, Superintendents of Education Dave Doey, Gary Girardi, Mike Gilfoyle, Taf Lounsbury, Phil Warner

Student Trustees: Cole Anderson and Brittany McLaren

Regrets: Trustees Ruth Ann Dodman and Tom McGregor, Superintendent of Education Joy Badder

Recording Secretary: Trish Johnston, Executive Assistant and Communications Officer

Call to Order: Director Costello called the meeting to order at 7:00 p.m. He advised that in accordance with the Board's Procedural By-laws and the Education Act, the Director presides over the meeting until a Chair is elected. He welcomed the guests from King George VI Public School, Sarnia. He shared that the Board has approximately 22,000 students in 64 schools. He referred Trustees to the Board's Vision, Mission and Belief Statements and the Engagement Model displayed on the wall in the Board Room. They guide the decision making efforts of the Board. The Board seeks to engage with all stakeholders-students, staff and parents/community. The LKDSB is a progressive Board; one where staff are pushing the envelope of innovation to improve the learning conditions in our classrooms. There is strong incorporation of technology in our classrooms as per the Engagement Model and the Technology Enriched Learning Plan (TELP). Last week the Board, after receiving a Multi-Phase Accommodation Plan, approved the commencement of two Accommodation Reviews. He commented that these two ARC's will kick start what is hoped to be a process of achieving a more efficient LKDSB, complete with fewer but fuller schools, complete with several new schools and fewer "unfunded" pupil spaces. Staff in schools are hardworking with a strong focus on improving outcomes for all students. Trustees are often in schools and see examples of engagement in action. Trustees focus on the best interests of all students. We work together to make decisions with the best interests of all students in mind. On behalf of the Senior Executive Team, he advised that they are looking forward to continuing their work with the Trustees as we make our Board Improvement Plan come to fruition.

Musical Performance Performance by the Choir from King George VI Public School, Sarnia.

Invocation Trustee Fletcher delivered the invocation.

#2016-1 Moved by Jane Bryce, seconded by Jack Fletcher,

Appointment of Trustee Scrutineers "That the Board appoint Student Trustees Anderson and McLaren to serve as Scrutineers for the Annual Organization Meeting."

CARRIED.

Director Costello invited Trustees to submit nominations for the position of Chair of the Board for the term December 2015 to November 2016.

#2016-2
Nominations for Election of the Chair of the Board

Moved by Scott McKinlay,

"That Jane Bryce be nominated to serve as Chair of the Lambton Kent District School Board."

**#2016-3
Nominations Closed for
Election of Chair of the
Board**

Moved by Jack Fletcher, seconded by Elizabeth Hudie,
"That the nominations for Chair of the Board be closed."

CARRIED.

Trustee Bryce allowed her name to stand.

Election of Chair

Trustee Jane Bryce was acclaimed to the position of Chair of the Lambton Kent District School Board and assumed the Chair position.

Chair Bryce invited Trustees to submit names for nominations for the position of Vice-Chair of the Board for the term December 2015 to November 2016.

Moved by Elizabeth Hudie,

**#2016-4
Nominations for Vice-
Chair of the Board**

"That Scott McKinlay be nominated to serve as Vice-Chair of the Lambton Kent District School Board."

CARRIED.

**#2016-5
Nominations Closed for
Election of Vice-Chair of
the Board**

Moved by Randy Campbell, seconded by Jack Fletcher,
"That the nominations for Vice-Chair of the Board be closed."

CARRIED

Trustee McKinlay allowed his name to stand.

Election of Vice-Chair

Trustee McKinlay was acclaimed to the position of Vice-Chair of the Lambton Kent District School Board and assumed the Vice-Chair position.

**Address by Chair and
Vice-Chair**

Chair Bryce thanked Trustee Fletcher for his invocation and Trustee McKinlay her nomination. She acknowledged the exceptional leadership provided by Vice-Chair McKinlay as Chair of the Board for the past three years. She commented that his dedication to public education was evident in every duty he discharged as Chair of the Board. She commented that his inclusive manner with the public, with guests of the Board, and with all Staff and Trustees demonstrated his personal commitment to working as a team, respecting everyone's opinions. She referred to the Director's Pupil Accommodation Report dated November 2015 and commented on the financial implications and the opportunity to reshape the Board. She commented on her experience as a Trustee over the years noting that change has remained the constant in the schools and the education system. She considers herself very fortunate to be a Trustee; to have contributed in some way to move the Board forward in improved student achievement and in student wellbeing and safety. She referred to a phrase the Director has used in the past that our Board is on the right trajectory, noting that whether you call it trajectory or moving forward, it is still change, and it is still constant. She urged fellow Trustees, senior staff and community partners, that as the Board begins the Accommodation Reviews in January 2016, to understand that change can bring about uncertainty, anxiousness and stress. This stress is normal and unavoidable, however if we work as a team, respecting each other's voices and communicate with each other we can manage this stress. She referred to the Accommodation Report, page 14, a reduction in the number of schools is necessary in order for the LKDSB's capital dollars to be efficiently allocated to strengthen the learning environment for the maximum number of students on an equitable basis. She stated that she strongly believes that when we embrace change, we can make a positive difference. She thanked the Trustees for their vote of confidence and advised that she is looking forward to working with Trustees, the Director and Senior Administration Team in this coming year of change.

Vice-Chair McKinlay reflected on the past three years commenting on the three things he considered to be significant. He expressed pleasure that the Board

invested \$4M to upgrade the information technology infrastructure across the Board, that the Board extended the contract for the Director of Education for five more years and that the Board has commenced Accommodation Reviews. He noted the importance of the Accommodation Review process. The proposed plan provides a blue print for student success over the next several years. He thanked Trustee Hudie for his nomination and the Trustees for their on-going support. He commented on the effectiveness of the Board and gave credit to the Trustees and members of the Senior Team.

Chair Bryce invited Trustees to submit nominations for the position of Ontario Public School Boards' Association (OPSBA) Delegate for the Board.

Moved by Bob Murphy,

**#2016-6
Nomination for OPSBA
Delegate**

"That Jack Fletcher be nominated to serve as the Board's delegate to the Ontario Public School Boards' Association."

**#2016-7
Nomination Closed for
OPSBA Delegate**

Moved by Scott McKinlay, seconded by Elizabeth Hudie,

"That the nominations for the Board's Delegate to the Ontario Public School Boards' Association be closed."

CARRIED.

Trustee Fletcher allowed his name to stand.

OPSBA Delegate

Trustee Fletcher was acclaimed as the Board's Delegate to the Ontario Public School Boards' Association.

Chair Bryce invited Trustees to submit nominations for the position of Ontario Public School Boards' Association (OPSBA) Alternate for the Board.

**#2016-8
Nominations for Election
of OPSBA Alternate**

Moved by Jack Fletcher,

"That Tom McGregor be nominated to serve as the Board's Alternate to the Ontario Public School Boards' Association."

**#2016-9
Nominations for OPSBA
Alternate be closed**

Moved by Randy Campbell, seconded by Dave Douglas,

"That the nominations for the Board's Alternate to the Ontario Public School Boards' Association be closed."

CARRIED.

Trustee McGregor had previously advised Trustee Fletcher that he would allow his name to stand.

**Election of OPSBA
Alternate**

Trustee McGregor was acclaimed to the position of the Board's Alternate for the Ontario Public School Boards' Association.

Chair Bryce explained that the Striking Committee is made up of the Chair, Vice-Chair, Immediate Past Chair and the Director. At present, the Board does not have a Past Chair. According to the Board By-laws, the Board is required to appoint a Trustee to the Striking Committee.

**#2016-10
Appointment to Striking
Committee**

Moved by Jack Fletcher, seconded by Elizabeth Hudie,

"That Randy Campbell be appointed to the Striking Committee."

CARRIED.

Trustee Campbell joined the Striking Committee.

**Report of the Striking
Committee
Report B-16-01**

Chair Bryce presented the report of the Striking Committee. Trustees were provided with copies. All committees are required to elect a Chair for the Committee at the first meeting.

**#2016-11
Committee Structure for
2015/2016**

Moved by Elizabeth Hudie, seconded by Dave Douglas,

“That the Striking Committee Report on the Board Committee assignments for 2015/2016 be approved as outlined in Report B-16-01.”

CARRIED.

**#2016-12
Appointment of Signing
Officers of the Board
Report B-16-02**

Moved Scott McKinlay, seconded by Jack Fletcher,

“That for the term December 2015 to November 2016 the Board appoint Jim Costello, Director of Education and Secretary of the Board, and Brian McKay, Superintendent of Business and Treasurer of the Board, as the official signing officers of the Board.”

CARRIED.

**#2016-13
Appointment of Legal
Counsel for the Board
Report B-16-02**

Moved Randy Campbell , seconded by Bob Murphy,

"That for the term December 2015 to November 2016, the Board appoint the legal firms of (i) Hicks Morley; (ii) Dawson & Associates; and (iii) Carscallen, Reinhart, Mathany, Maslak Anderson as its official legal firms to conduct business."

CARRIED.

**#2016-14
Appointment of the
Auditors for the Board
Report B-16-02**

Moved by Elizabeth Hudie, seconded by Shannon Sasseville,

“That, for the term of December 2015 to November 2016, the Board appoint the auditing firm of Bailey, Kearney Ferguson, LLP as its official auditor.”

Adjournment:
8:22 p.m.

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

Chair of the Board

Director of Education and
Secretary of the Board

REGULAR BOARD, PUBLIC SESSION
Report To Board

FROM: Jim Costello, Director of Education

DATE: January 12, 2016

SUBJECT: Proposed Change to the Board's Procedural By-laws Section 8

Director Costello served Notice of Motion at the November 24, 2015 Regular Board Meeting proposing changes to the LKDSB Procedural By-laws Section 8.1 to remove items j) Principal Vice-Principal Interview Committee and n) Superintendent Interview Committee.

SECTION 8 LEGISLATIVE/STATUTORY, PERMANENT AND AD HOC COMMITTEES

- 8.1 Permanent Committees of the Board do not meet at regular times and are not necessarily composed of the entire membership of the Board. There shall be the following Permanent Committees of the Board:
- a) Striking Committee
 - b) Grievance Committee (acts on behalf of the Board)
 - c) First Nations Advisory Committee
 - d) Student Suspension Appeal/Expulsion Committee (acts on behalf of the Board)
 - e) Negotiations Committee
 - f) Surplus Sites Committee (acts on behalf of the Board in accordance with parameters established by the Board)
 - g) Secondary Student Art
 - h) Student Senate
 - i) Elementary Teacher/Board Communications Committee
 - j) **Principal/Vice-Principal Interview Committee - delete**
 - k) Board Agenda Review Committee
 - l) Audit Committee
 - m) Parent Involvement Committee (PIC)
 - n) **Superintendent Interview Committee - delete**

On November 10, 2015, Trustees approved revisions to the LKDSB regulations on *Recruitment and Hiring of Superintendents* to comply with Ministry Regulation 177 *Student Achievement and School Board Governance Act, 2009*. This piece of legislation establishes duties and powers for school board trustees while also establishing limits to same. One of the features of the legislation is the provision that school boards employ one individual – the Director of Education – who is in turn responsible for hiring and administration of all school board staff. Therefore, Trustees were removed from the interview team for Superintendents. For these same reasons, it is proposed that Trustees no longer participate in Principal and Vice-Principal interviews.

Supporting Documentation was outlined as part of the November 10, 2015 Report to Board

RECOMMENDATION:

“That the Board revise the LKDSB Procedural By-laws Section 8.1 to remove items j) Principal Vice-Principal Interview Committee and n) Superintendent Interview Committee.”

REGULAR BOARD, PUBLIC SESSION

REPORT TO BOARD

FROM: Jim Costello, Director of Education

DATE: January 12, 2016

SUBJECT: POLICY AND REGULATIONS *EQUITY AND INCLUSIVE EDUCATION*

The policy and regulations on *Equity and Inclusive Education* have been reviewed as part of the LKDSB cyclical review.

The policy and regulations on *Equity and Inclusive Education* are designed to provide a framework and specific action steps to guide the important next steps in ensuring that all students of the Board have a place in our schools they can call their own.

These documents are based on templates designed with input from the Ministry of Education, the Ontario Human Rights Commission, as well as legal sources, and are aligned with those being adopted in other provincial districts. Additionally, they reflect the spirit and intent of the Canadian Charter of Rights and Freedoms, and the Ontario Human Rights Code.

The documents have been reviewed by the Board's lawyer.

Minor wording changes are proposed.

Recommendation:

“That the Board approve the revised policy and regulations on *Equity and Inclusive Education*.”

POLICY

SUBJECT: Equity and Inclusive Education

It is the policy of the Lambton Kent District School Board to ensure that the principles of fairness, equity, and inclusion are integrated into all policies, programs, operations, and practices to the benefit of students, staff, and **parents / guardians** regardless of race, class, **religion**, gender, ethnicity, ability, sexual orientation, or any other historical form of marginalization.

Implementation Date: September 28, 2010

Revised:

Reference:

Ontario Human Rights Code

Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation

Ontario's Equity and Inclusive Education Strategy

Policy/Program Memorandum No. 119 (2009) "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools"

REGULATIONS

SUBJECT: Equity and Inclusive Education

The Lambton-Kent District School Board believes that all students can learn and is committed to affording every student the opportunity to achieve successful outcomes, regardless of race, class, gender, ethnicity, **religion**, abilities, sexual orientation or other historical forms of marginalization. The Board upholds the principles of respect for human rights and fundamental freedoms enshrined in the *Canadian Charter of Rights and Freedoms* and confirmed in the *Ontario Human Rights Code*. The Board is also committed to the elimination of all types of discrimination as outlined in *Ontario's Equity and Inclusive Education Strategy* and recognizes that equity of opportunity and equity of access to programs, services, and resources are critical to the achievement of successful educational and social outcomes for all.

The Board is therefore committed to an equitable education environment that upholds and reflects the principles of fair and inclusive education that permeates all policies, programs, practices, and operations. Ontario's Equity and Inclusive Education Strategy identifies eight areas of focus for policy implementation.

1. BOARD POLICIES, PROGRAMS, GUIDELINES AND PRACTICES

Context: The Board will ensure that its policy review cycle results in the alignment and integration of the requirements of the *Code*, Policy/Program No. 119 and the Strategy into all Board policies, programs, procedures, and practices. Respect for the diverse perspectives of the entire school community will be reflected in all areas of the teaching, learning and administrative culture. Every effort will be made to identify and remove discriminatory biases and systemic barriers that may limit access to, and opportunity for, effective student engagement and achievement. The goal is to ensure that schools are inclusive and reflect the makeup of their diverse communities.

It is the responsibility of the Board to:

Serve staff, students, parents/**guardians** and families in diverse communities by incorporating the principles of equity and inclusive education into all aspects of its operations, structures, policies, programs, procedures, guidelines, and practices, consistent with the principles of the *Code*.

The Board will:

- 1.1. Establish the foundational framework that will inform their review and/or development and implementation of a comprehensive equity and inclusive education policy that recognizes and addresses biases related to race, class, ethnicity, gender, sexual orientation, disability, family status, and religious and linguistic differences as well as socio-economic factors.
- 1.2. Review existing equity and inclusive education policies and/or extend or develop such policies to fulfill the requirements of existing regulations, the *Strategy*, Policy/Program Memorandum No. 119, and the *Code*.

- 1.3. Ensure that principles of equity and inclusive education permeate and are explicitly stated in all Board policies, programs, guidelines, operations, practices, and Board improvement plans.
- 1.4. Ensure all future policies, guidelines and practices are drafted and implemented in accordance with the Board's equity and inclusive education policy.
- 1.5. Collect information needed to monitor the effects of the implementation of the Equity and Inclusion Education policy by the Board.
- 1.6. Ensure persons with disabilities are accommodated appropriately and in a manner consistent with the *Code*.
- 1.7. Provide training for school leaders and hiring managers to facilitate equitable recruitment and hiring practices to reflect Ontario's diverse society
- 1.8. Provide opportunities for the diverse school community, including students, staff, parents/**guardians**, trustees and community members, to provide active input into Board policies and improvement plans on an ongoing basis.
- 1.9. Investigate in a thorough and timely manner any claims of discrimination and/or racism and take appropriate action, consistent with the principles of the *Code*.

It is the responsibility of the principal to:

- 1.10. Review existing school policies, for example, codes of conduct and discipline procedures, to determine that they include the principles of equity and inclusive education.
- 1.11. Extend, develop, and implement strategies to actively engage students, parents/**guardians**, families, and the wider community in the review, development, and implementation of initiatives to support and promote equity and inclusive education.
- 1.12. Implement Board equity and inclusive education policies, programs and school improvement plans that are consistent with the *Code* and reflect the needs of their diverse students and school communities.

2. SHARED AND COMMITTED LEADERSHIP

Context: The Board subscribes to an informed leadership philosophy that inspires, empowers, and supports all stakeholders to join together to implement institutional practices and behaviours that cultivate equity and inclusive education.

The Board is committed to providing informed shared leadership to improve student achievement and to close achievement gaps for students by identifying, addressing, and removing all barriers and forms of discrimination, consistent with the principles of the *Code*.

The Board recognizes the critical connection between student leadership and improved student achievement and includes the student voice in the implementation of equity and inclusive education.

In accordance with the Ministry's Ontario Leadership Strategy, effective Board and school leaders encourage and promote a collaborative approach to all dimensions of equity and inclusive education, which ensures the participation of students, parents/**guardians**, unions, colleges and universities, service organizations and other diverse community partners.

It is the responsibility of the Board to:

Establish and maintain partnerships with diverse communities so that the perspectives and experiences of all students are recognized to help meet their needs.

The Board will:

Develop a system plan to build and sustain staff capacity in the areas of equity and inclusive education in curriculum and instruction, human resources and governance.

- 2.1. Identify and appoint a contact person to liaise with the Ministry and other Boards to share challenges, promising practices and resources.
- 2.2. Provide ongoing education and training for students, administrators, teachers (including guidance counsellors), support staff and trustees in implementing equity and inclusive education and leadership initiatives.
- 2.3. Establish selection criteria for leadership positions that prioritize demonstrated commitment, knowledge, and skills related to equity and inclusive education implementation, inclusive leadership, and cognizance of *Code* compliance.
- 2.4. Provide ongoing training for all staff that reflects comprehensive attention to the principles of human rights and their fundamental role in an equitable and inclusive environment.
- 2.5. Strive to ensure members of communities that are underserved and /or marginalized are included in shared leadership.

It is the responsibility of the principal to:

- 2.6. Establish a collaborative culture where the collective capabilities and voices of all stakeholders are used to develop and implement equity and inclusive education goals.
- 2.7. Promote equity-minded student leadership related to issues of social justice.
- 2.8. Demonstrate leadership in setting the tone for the positive and proactive implementation of the Equity Strategy within the school.

3. SCHOOL- COMMUNITY RELATIONSHIPS

Context: The Board recognizes that the effective review, development, implementation, and monitoring of equity and inclusive education policies and practices requires the involvement of all members of the school community.

The Board values the assets that all stakeholders can contribute to enable each and every student to learn effectively and enhance educational opportunities for all.

The Board is committed to the maintenance, development, and expansion of partnerships with parents/**guardians** and diverse communities that support system and school improvement.

The Board undertakes to identify, examine, and remove barriers that may prevent full participatory school-community relations.

It is the responsibility of the Board to:

Establish and maintain a collaborative relationship with diverse communities so that the perspectives and experiences of all students, families, and employees are recognized and addressed.

The Board will:

- 3.1. Review and/or initiate tools, for example, school climate surveys, to determine stakeholders' views on school environments and act upon relevant next steps.
- 3.2. Review existing committees to assess the levels of representation of the diversity of the Board and the wider community.
- 3.3. Review and /or deepen existing community partnerships to ensure that they reflect the principles of equity and inclusive education.

- 3.4. Expand community outreach efforts to foster new partnerships that engage a cross-section of diverse students, parents/**guardians**, staff, community members and various community organizations, including business groups to foster and support an inclusive environment.
- 3.5. Establish processes to identify and address systemic barriers that limit or prevent all sectors of the school community from opportunities for Board representation and involvement in Board activity.

It is the responsibility of the principal to:

- 3.6. Implement strategies to review existing community partnerships to ensure that they reflect the diversity of the broader community.
- 3.7. Invite and support representation of diverse groups on school committees, including school improvement planning.
- 3.8. Engage stakeholders in community forums to listen and address concerns and suggestions

4. INCLUSIVE CURRICULUM AND ASSESSMENT PRACTICES

Context: When we consider inclusive curriculum and assessment practices, we need to consider the “why”, the “how”, and the “what”. The context of our world view and belief systems is relevant. What we bring to students in terms of content is as important as the way it is delivered. We consider both what is said and what is not said, as it is known that our students learn both the explicit and underlying curricula. Both in its content and methodology, inclusive curriculum seeks to recognize and affirm the life experiences of all students, regardless of race and ethnicity, gender, place of origin, religion, cultural and linguistic background, social and economic status, sexual orientation, age, and ability/disability. Providing opportunities for formative assessment (assessment for learning) is an essential component of an inclusive curriculum. Multiple opportunities for assessment allow for student learning and accuracy of instruction and assessment, differentiated instruction and multiple and varied opportunities to demonstrate learning. Effective evaluation includes researched best practices that truly reflect the current level of achievement of the student. A student perspective on assessment and evaluation practices increases the depth of understanding.

It is the responsibility of the Board to:

Implement an inclusive curriculum (physical environment, learning materials, pedagogical practices, assessment and evaluation strategies, and co- and extra-curricular activities) and to review resources, instruction, and assessment and evaluation practices in order to identify and address discriminatory biases so that each student may maximize her or his learning potential.

The Board will:

- 4.1. Review student assessment and evaluation policies and practices to identify and address bias that may exist in the way students’ work is assessed and evaluated in order to reduce the achievement gap. The principles of such a review will be consistent with the *Code*.
- 4.2. Support the schools’ review of classroom strategies that promote school-wide equity and inclusive education policies and practices specifically addressing areas of discrimination under the *Code* (e.g., race, gender, disability, creed/religion, sexual orientation).

It is the responsibility of the principal to:

- 4.3. Review student assessment and evaluation policies and practices to identify and address systemic bias that may exist in the way students’ work is assessed and evaluated; the principles of such a review will be consistent with the *Code*.

- 4.3.1. Provide for assessment and evaluation to support growth and learning, with the belief that each and every student can achieve and be successful given the appropriate time and support.
- 4.3.2. Provide education and training based on the belief that all students can learn and that it is reflected in the expectations of students' assessment and evaluation practices, counselling about available program options, and other counselling practices.
- 4.3.3. Use a variety of assessment strategies and instruments to inform short- and long-term planning to reduce gaps in student achievement and improve student learning.
- 4.4. Support the schools' review of classroom strategies that promote school-wide equity and inclusive education policies and practices;
 - 4.4.1. Provide multiple opportunities for assessment (self, peer, teacher, student led conferencing and /or parent/student and teacher interviews).
 - 4.4.2. Instruction should be adjusted based on the results of formative assessment. Feedback to students should be specific, timely and promote further learning.
 - 4.4.3. Provide a learning environment that recognizes and supports a variety of learning styles found in students. Provide for consistent monitoring of the growth of students who are on Individual Education Plans and/or are English Language Learners to meet the specific needs of students are addressed through the accuracy of programming based on best practices in assessment; all needed accommodations and modifications must be in place to assist the student in accessing the curriculum.
 - 4.4.4. Provide an education program for students who have English language learning needs that aligns with their specific needs and that provides equity of access to the curriculum.
 - 4.4.5. Provide access and use of assistive technologies for students who require accommodations to support achievement and success.
 - 4.4.6. Engage students as active participants in their learning (e.g. students seeing and hearing themselves in the curriculum; gender specific teaching practices; culturally relevant and responsive pedagogy; research based practices in assessment and evaluation).
 - 4.4.7. Review and reflect upon classroom practices and revise them as needed to help ensure that they are aligned with school-wide equity and inclusive education policies.
 - 4.4.8. Make certain that resources and instructional strategies respectful to the prohibited grounds of discrimination; show people of different races, genders, and ages in non-stereotypical settings, occupations, and activities; explore the roles and contributions of all peoples in Canada, and the factors that shaped these roles; encourage open discussion of the prohibited grounds of discrimination under the *Code* (e.g., race, gender, disability, faith, sexual orientation) in society, the community, and the school.

5. RELIGIOUS ACCOMMODATION -

Context: The Board recognizes and values the religious diversity within its community and is committed to providing a safe, respectful and equitable environment for all, free from all forms of discriminatory or harassing behaviour, including those based on religion.

Freedom of religion is an individual right and a collective responsibility. The Board and the community it serves work together to foster an inclusive learning environment that promotes acceptance and protects religious freedom for all individuals, while balancing freedom from proselytizing. While the Board and its staff take all reasonable steps to ensure freedom of religion and religious practices, it is expected that students and their families help the Board to understand their religious needs and work with the Board and its schools to determine appropriate and reasonable accommodations.

It is the responsibility of the Board to:

Acknowledge each individual's right to follow or not to follow religious beliefs and practices free from discriminatory or harassing behaviour and to take all reasonable steps to provide religious accommodations to staff and students.

The Board will:

- 5.1. Consult with members of the multiple faith communities that represent the Board in the development and implementation of this policy.
- 5.2. Inform students and their parents/guardians and staff of their right to request accommodation for religious beliefs and practices.
- 5.3. Prepare a religious accommodation guideline in keeping with the *Code*, which prohibits discrimination on the grounds of creed, and other *Code* protected grounds, and provides a duty to accommodate.
- 5.4. Provide religious accommodation for students and staff consistent with the *Code*.

It is the responsibility of the principal to:

- 5.5. Revise /Implement school-level religious accommodation practices to align with the Board's religious accommodation guideline.

6. SCHOOL CLIMATE AND THE PREVENTION OF DISCRIMINATION AND HARASSMENT

Context: School climate welcomes all stakeholders and encourages active participation of parents/**guardians**, students and staff in ensuring that the principles of the *Code* and the Equity Strategy are applied in our schools. The Equity strategy requires Boards to use a range of tools, including an equity lens, reflection tools and *Code* principles to examine their policies, procedures and practices to address what may be discriminatory practices. Respectful school climate includes the active participation of underrepresented peoples as valued participants. Board mechanisms work towards the eradication of discrimination and harassment by ensuring that all members of the school community are aware of a timely and measured response to claims of discrimination of any kind.

It is the responsibility of the Board to:

Commit to the principle that every person within the school community is entitled to a respectful, positive school climate and learning environment, free from all forms of discrimination and harassment.

The Board will:

- 6.1. Implement strategies to identify and remove discriminatory barriers that limit engagement by students, parents/**guardians**, and the community, so that diverse groups and the broader community have Board-level representation and access to Board initiatives;
- 6.2. Put procedures in place that will enable students, staff, **and parents/guardians** to report incidents of discrimination and harassment safely and that will also enable Boards to respond in a timely and effective manner as required in P/PM 145- **2009 Progressive discipline and promoting positive student behaviour, and reflected in Board Policy Progressive Discipline** P-AD-110-10, and Regulation Progressive Discipline A-AD-110-10

- 6.3. Promote positive behaviour through initiating or strengthening proactive programs to reduce suspensions and expulsions and as required by P/PM 144 – **2009- Bullying Prevention and Intervention**, and reflected in Board Policy Bullying P-AD-137-10, and Regulation Bullying A-AD-137-10.
- 6.4. Create a culture of high expectations in which excellence is continually strived for and respect permeates the environment.

It is the responsibility of the principal to:

- 6.5. Revise codes of conduct to identify and address any evidence of racism or discrimination.
- 6.6. Use Progressive Discipline practices which may include such approaches as peer mediation and restorative justice.
- 6.7. Welcome, respect, and validate the contributions of all students, parents/**guardians**, and other members of the school community.
- 6.8. Ensure that every student is supported as identified in Student Success strategies, *Learning for All, Reach Every Student*, including the *Code*, and is inspired to succeed in a culture of high expectations for learning.
- 6.9. Ensure that school codes of conduct are developed with the active consultation and involvement of students, staff, parents/**guardians**, and a representative cross-section of community members to address the needs of diverse communities.
- 6.10. Assure the school community that Board procedure will enable students and staff to report incidents of harassment and discrimination safely and to have confidence that they will receive a timely and appropriate response in accordance with the requirements of the *Education Act*.

7. PROFESSIONAL LEARNING

Context: Professional learning increases the knowledge and skills that teachers bring to the craft and science of teaching, and, thus, engages the student with increasing complexity and precision teaching. Perpetual professional learning is the groundwork for positive changes in our schools. Professional learning includes both local and international perspectives, to ensure that all voices are represented. We recognize that there is no essential knowledge, and rather a continued quest towards deeper representation of all.

It is the responsibility of the Board to:

Provide administrators, staff, students and other members of the school community with opportunities to acquire the knowledge, skills, attitudes, and behaviour needed to identify and eliminate discriminatory biases and systemic barriers under the *Code*.

The Board will:

- 7.1. Support the schools' review of classroom strategies that promote school-wide equity and inclusive education policies and practices.
- 7.2. Allocate resources to provide ongoing opportunities for students, administrators, teachers, support staff, and trustees to participate in equity and inclusive education training and leadership initiatives:
- 7.3. Provide antiracism and antidiscrimination training to students, administrators, teachers, support staff, and trustees.
- 7.3.1. Ensure that the principles of equity and inclusive education are modelled and incorporated in professional learning programs.

It is the responsibility of the principal to:

- 7.4. Review classroom strategies and revise them as needed to help ensure that they are aligned with and reflect school-wide equity and inclusive education policies.
- 7.5. Promote collaboration among staff to select and implement best practices in equity and inclusive education.
- 7.6. Build staff capacity through ongoing professional learning that is based on needs determined through results-oriented and evidence-based research.
- 7.7. Encourage and support students in their efforts to promote social justice, equity, antiracism, and antidiscrimination in schools and classrooms.
- 7.8. Undertake initiatives which promote a welcoming and respectful school environment and provide timely and specific feedback that will further school-wide equitable practices.

8. ACCOUNTABILITY AND TRANSPARENCY

Context: As a publicly funded education system, the Board acknowledges and assumes the responsibility for its policies, actions, and decisions. In the pursuit of greater transparency and accountability, the Board, in respectful collaboration and communication with the whole school community, will report on its goals and progress in the areas of policy review, school improvement planning and the implementation of the Equity and Inclusive Education strategy.

It is the Policy of the Board to:

Assess and monitor Board progress in implementing *The Strategy*, to embed the principles into all Board policies, programs, guidelines and practices; and to communicate these results to the community.

The Board will:

- 8.1. Embed the principles of equity and inclusive education into all Board policies, programs, guidelines, and practices.
- 8.2. Actively communicate the equity and inclusive education policy to students, teachers, parents/**guardians**, staff, school councils, community partners, and volunteers and post it on the Board's website. Seek and use feedback to improve the Equity and Inclusive Education policy, in the spirit of continuous improvement.
- 8.3. Engage Board and school teams in school improvement planning with particular emphasis on identifying and removing barriers to student achievement.
- 8.4. Establish processes to monitor progress and assess effectiveness of policies, programs, and procedures.
- 8.5. Report on the progress of implementation of *The Strategy* and its impact on student achievement using specific criteria to the Ministry of Education and the local community.
- 8.6. Ensure the transparency of the Identification Placement and Review Committee (IPRC) process, inform, and support parents/**guardians** through this process.

It is the responsibility of the principal to:

- 8.7. Report student achievement data annually to the Board and intervene at all levels to ensure the achievement and success of all students.
- 8.8. Develop and communicate evidence based school improvement plans that are aligned with *The Equity and Inclusive Education Strategy*.
- 8.9. Review and establish self-reflection and self-assessment tools to determine the effectiveness of the school's equity and inclusive education plans and procedures.

Implementation Date: September 28, 2010

Reference:

Ontario Human Rights Code

Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation

Ontario's Equity and Inclusive Education Strategy

Policy/Program Memorandum No. 119 (2009) "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools"

**BOARD REPORT
REGULAR BOARD, PUBLIC SESSION**

REPORT NO: B-16-09

Memorandum To: Jim Costello, Director of Education

FROM: Mike Gilfoyle, Superintendent of Education – Program: Student Success/Secondary

DATE: January 12, 2016

SUBJECT: Request from Lambton-Kent Composite School to Name Main Playing Surface at the Lambton-Kent Sports Field ‘The Wilson Pitch’

Section 6 of the Board’s regulations “Naming and Renaming of Board Facilities” outlines the steps that a school community must follow to rename section(s) of the school.

In compliance with the regulations, Lambton-Kent Composite School in Dresden formed an In-House Committee to consider naming the Main Playing Surface at the Lambton-Kent Sports Field ‘The Wilson Pitch’. Attached is the report outlining their rationale and requesting approval of the Board.

RECOMMENDATION:

“That the Board approve the request from Lambton-Kent Composite School to name the name main playing surface at the Lambton-Kent Sports Field *The Wilson Pitch.*”



Lambton-Kent Composite School

Murray Hunt, Principal

231 St. George St. N., Dresden, Ont. N0P 1M0

Telephone: (519) 683-4475

Fax: (519) 683-2699

Web Site: <http://lkcs.lkdsb.net>

Mr. Jim Costello,
Director of Education
Lambton-Kent District School Board
Sarnia Education Centre
200 Wellington St., P.O. Box 2019,
Sarnia, ON
N7T 7L2

Dear Mr. Costello:

On Dec. 2, 2015 an in-house committee was formed to review the proposed naming of the main playing surface at the Lambton-Kent Community Sports Field. The following is a list of participants:

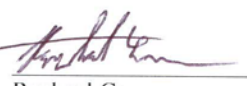
- Principal - Murray Hunt
- Student Representation - SAA President - Rachael Cameron
- School Advisory Council Chair - Pamela Bauer
- LKCS Staff - Don Johnston, Ian Avery, Janice Wranich, Chris Heslop, Tracey Childs, Geoff Roeszler, Derek Kominek


The aforementioned committee proposes to name the newly constructed main playing field at the LK Community Sports Field, "The Wilson Pitch."

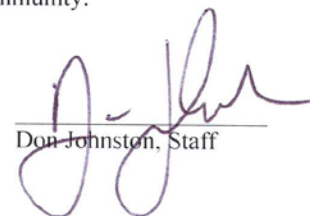
Ewan and Beth Wilson (Miss Butler) began their careers as teachers at LKCS in Dresden. As such, they put their roots down raising three boys in the Dresden community, all eventual graduates of LKCS. Ewan with the strong support of Beth, founded Dresden Minor Soccer on the LKCS campus in 1986, which has now grown to include over 225 minor soccer players from the surrounding area. Ewan also returned to LKCS in 1987, serving as a much respected Principal until 1992.

We would like to recognize "The Wilson Pitch" as soon as possible due to the unfortunate reality that Ewan is now in hospital with advanced stages of ALS. It would be wonderful if the permission we are seeking could be granted while Ewan's medical condition allows him to see and understand what is taking place and how our community respects the dedicated service that his family has provided to LKCS and the community.


Murray Hunt,
Principal


Rachael Cameron,
SAA Student President

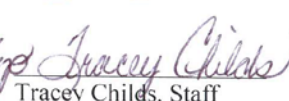

Pamela Bauer,
School Advisory Chair


Don Johnston, Staff

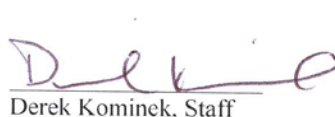

Ian Avery, Staff


Janice Wranich, Staff


Christine Heslop, Staff


Tracey Childs, Staff


Geoff Roeszler, Staff


Derek Kominek, Staff

**BOARD REPORT
REGULAR BOARD, PUBLIC SESSION**

REPORT NO: B-16-10

Memorandum To: Jim Costello, Director of Education

FROM: Trustee Scott McKinlay, Audit Committee Chair

DATE: January 12, 2016

SUBJECT: 2014-2015 Annual Audit Committee Report

This report summarizes the Audit Committee’s actions for the year ending August 31, 2015 and includes the Summarized Annual Report to the Ministry of Education, Appendix A (attached).

Audit Committee Members

The Audit Committee consisted of the members listed below:

- Jane Bryce – Chair & Trustee representative (*term ended Dec. 2014*)
- Carmen McGregor – Trustee representative (*term ended Dec. 2014*)
- Dave Douglas – Trustee representative (*term began Dec. 2014*)
- Tom McGregor – Trustee representative (*term began Dec. 2014*)
- Scott McKinlay, CPA, CGA – Trustee representative
- Trina Moore, CPA, CGA – External community member
- Dianne Morden, CPA, CGA – External community member

In addition, regular attendance at the Committee meetings was:

- Johan Nicolle, CPA, CGA, CIA, CRMA, CISA – Regional Internal Audit Manager

Meetings

Four (4) meeting dates were scheduled for the 2014-2015 year, however, the March 23, 2015 meeting was cancelled. The members in attendance at each meeting are as follows:

<i>Member's Name</i>	<i>Member's Title</i>	<i>Sept. 22 2014</i>	<i>Nov. 5 2014</i>	<i>Mar. 23 2015</i>	<i>Jun. 15 2015</i>
Jane Bryce	<i>Chair</i>	X	X		
Carmen McGregor	<i>Trustee</i>	X	X		
Scott McKinlay	<i>Trustee</i>		X		X
Dave Douglas	<i>Trustee</i>				X
Tom McGregor	<i>Trustee</i>				X
Trina Moore	<i>Community</i>	X			X
Dianne Morden	<i>Community</i>	X	X		X
Johan Nicolle	<i>Internal Auditor</i>	X	X		X
Kevin Sabourin	<i>External Auditor</i>	X	X		
Sandy Anderson	<i>Administration</i>	X	X		X
Ron Andruchow	<i>Administration</i>	X	X		X
Brian McKay	<i>Administration</i>				X
Jim Costello	<i>Administration</i>				X

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Governance

The Audit Committee operated throughout the fiscal year ending August 31, 2015. All of the members satisfied the eligibility requirements in accordance with Ontario Regulation 361/10.

External Auditors

The audit committee recommended the reappointment of the external auditors for the next fiscal year during the first school year meeting held on September 22, 2014. The external auditors, Bailey Kearney Ferguson Chartered Accountants presented the scope and extent of their work to the committee at the meetings of September 22 and November 5, 2014. The audit committee recommended the approval of the annual audited financial statements on November 5, 2014.

Internal Auditors

The Committee reviewed the 2014-2015 fiscal year annual audit plan and the risk-based multi-year internal audit plan 2015-2019, covering the remainder of the five year period. The committee approved the audit plan and a report was submitted to the Board Meeting of June 23, 2015.

Planned Audits

The internal auditors began the following work which is currently incomplete:

- Payroll/Compensation & Benefits, began in the 2013-2014 year (November 2013) and is currently incomplete.
- Fundraising, performed in June 2015 and is currently in progress.

Unplanned Audits

- Facility Requirement Forecasting/Capital Planning, performed in February 2015 and is in progress.

Summary of the Work Performed

In addition to the items noted above, the following outlines further work performed by the audit committee in the 2014-2015 year.

- Recommended the reappointment of the external auditors;
- Reviewed reports and work performed by the external auditors;
- Reviewed materials on internal audit practices;
- Reviewed reports and work performed by the internal auditors;
- Members completed a self-assessment & a consolidated results report was created for review;
- Selected the number to be held & dates of the 2015-2016 school year audit committee meetings.

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

On behalf of the Audit Committee

Scott McKinlay, Trustee -Audit Committee Chair

Appendix A
Summarized Annual Report

**Annual Report to the Board of Trustees and Forwarded
to the Ministry of Education
for the year ended August 31, 2015**

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

Fiscal Year: **2014/15**

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

During the 2014/15 fiscal year, the following internal audits were incomplete by August 31st:

- Payroll/Compensation & Benefits (planned audit, 2013/14)
- Fundraising (planned audit, 2014/15)
- Facility Requirement Forecasting/Capital Planning (unplanned audit, 2014/15)

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

Date

Signature

Audit Committee Chair
Title

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

REPORT NO: B-16-11

FROM: Elizabeth Hudie, Trustee and Vice-Chair of the Special Education Advisory Committee

DATE: January 12, 2016

SUBJECT: SPECIAL EDUCATION ADVISORY COMMITTEE MEETING SUMMARY

The Special Education Advisory Committee (SEAC) met on November 19, 2015 at Wallaceburg District Secondary School and on December 10, 2015 via video-conference between the Sarnia Education Centre and the Chatham Regional Education Centre. The following is a report on the two meetings:

Special Education Exceptional Pupil Suspension Information

Superintendent Doey shared information on the elementary and secondary exceptional pupil suspension data. Suspension rates for students with learning exceptionalities are significantly lower for both elementary and secondary students. The initiatives put into place to reduce the number of suspensions were discussed as well.

Priority-Setting Outcomes

At its October Meeting, members of SEAC discussed *Differentiated Supports; Needs Management; Community Partnerships; Technology; Mental Health; Role of the Resource Teacher*; as well as any other areas of interest/concern. The Special Education Team reviewed all of the information and developed the schedule of presentations that will be provided to SEAC members throughout the 2015 – 2016 school year. The Priority-Setting document will serve as a guide for the presentations/information to be brought to SEAC meetings throughout the school year.

2014 – 2015 EQAO Assessment Results

Superintendent Doey shared information/results from the 2014 – 2015 EQAO testing conducted in secondary schools within the Board. (Due to the recent labour disruption, testing for elementary schools was not conducted.) Further information, including school-specific results, can be found on the Board's website.

Correspondence

Correspondence from the Durham Catholic District School Board re: Regulation 274/12. There was no action taken since SEAC already forwarded a letter on this matter to the Ministry. A letter was received from the Ottawa-Carleton District School Board with regard to a FASD Strategy. Because SEAC had already corresponded with the President of OPSBA on the matter (letter dated May 29, 2015), no further action was taken.

Presentation by CKSS Students

At the December 10, 2015 Meeting, students from Chatham-Kent Secondary School made a presentation with regard to the Social Justice Class they are involved in. Students commented on the positive experience involvement provided.

Exceptional Pupil Numbers

The October 31, 2015 Exceptional Pupil numbers were shared with SEAC. While there has been a reduction in the number of exceptional pupils, it is in keeping with the overall reduction in the number of students within the Board's schools, and not indicative of less testing/identification, etc.

Assistive Technology Update

The Assistive Technology team has been helping more students. Last year was a year of flux because of all of the new iPads. Grade 7s with special needs received their iPads the same day as the rest of their class. Exceptional pupils were provided with training on their Apps beforehand, so that they hit the ground running. Students and teachers are receiving instruction and support. It was noted that Read/Write for Google has been beneficial because students have access to all of the features they need, and, it has provided the Assistive Technology Teachers an opportunity to get into classrooms

Overview of Pending Special Education Report Amendments

The proposed annual updates for the Special Education Report to be brought to SEAC Meetings held between January and June of 2016 was reviewed.

Associated Reports, Other Business and Sharing of Best Practices

Deborah Hook has been hired as the new Executive Director for Community Living, Wallaceburg; most recently Ms. Hook was the Project Manager of the *Integrated Withdrawal Management Program* at Bluewater Health.

The Grade 8 to 9 student transition process has begun. Parent's Night were held in both Chatham-Kent and Sarnia-Lambton. Bruce Davidson, Special Education Coordinator, took part in the Jumpstart Lambton Kent Teen Transition Committee's meeting to help parents through the transition process of moving their son/daughter into high school.

Shelley Martsch-Litt, Special Education Coordinator, reported that there will be a Preschool Parent Meeting at Chatham-Kent Children's Services on November 25, 2015 for those from Chatham-Kent; and a meeting has been scheduled to take place at Pathways on January 19, 2016 for parents from Sarnia-Lambton.

Community Living, Sarnia Lambton is continuing to develop the Strategic Plan that will take them through the next 3 to 5 years.

The Lambton Kent District School Board has been delivering in-service training to resource teachers, both existing and new. Members of the Special Education Department will be taking part in the New Teacher Induction Process (NTIP). There was recently an excellent presentation from Dr. Richard Zayed with regard to the impact that trauma has on children, and citing the importance of positive relationship between the student and their Resource Teacher so that the child can share their feelings, etc.

A Fetal Alcohol Spectrum Disorder Committee has formed in Sarnia-Lambton and it has representatives from various organizations that have joined the group; Ellie Fraser, Mental Health Lead, is the Board's representative.

**BOARD REPORT
REGULAR BOARD, PUBLIC SESSION**

REPORT NO: B-16-12

FROM: Lareina Rising, Trustee

DATE: January 12, 2016

SUBJECT: Native Advisory Committee Report

The November 25, 2015 meeting of the Native Advisory Committee was hosted by Bkejwanong First Nation at Walpole Island School.

CKSS teacher Denise Helmer-Johnston shared her work on the development of a new senior English course entitled “Contemporary Aboriginal Voices”, that is offered this year in five LKDSB secondary schools. The course is for grade eleven students and affords them the opportunity to learn about First Nations experiences through literature. Students have been very open to learning about First Nations history, and the course will play an important role in broadening awareness and understanding among those of the next generation. Teachers are receiving direct support from Chris Riley, Aboriginal Liaison, and planning for next year will include the potential to offer the course in additional schools.

Trustee Rising indicated that she had shared the board’s Accommodation Review Report with the four First Nations and she has encouraged input to be provided. The board has communicated its willingness to have staff meet with individual communities to discuss the potential impact of the school consolidation process on First Nation students. She noted two additional items currently under consideration: The role of the Aboriginal Liaison with a particular focus on workload and specific responsibilities, as well as a discussion about the use of specific terminology and an interest in harmonizing the use of these references in working together.

Aboriginal Liaison Chris Riley presented on the Northern Policy Institute’s report entitled “A Strategy for Change” which focuses on creating appropriate cultural contexts to support the learning of First Nation students. Opportunities for staff professional learning about the concepts incorporated in this report are currently being developed.

Superintendent Doey presented draft policy and regulations revisions on “Voluntary Self-Identification” for review and further discussion at the group’s January meeting, and shared the first of a series of reports on First Nation student achievement.

The next meeting will be held on Wednesday, January 21, 2016 at Aamjiwnaang First Nation Community Centre – 6:00 pm.

**BOARD REPORT
REGULAR BOARD, PUBLIC SESSION**

REPORT NO: B-16-13

Memorandum To: Jim Costello, Director of Education

FROM: Dave Doey, Superintendent of Education

DATE: January 12, 2016

SUBJECT: Welcoming Syrian Families to the Lambton Kent District School Board

Ongoing political strife in the Middle East has resulted in millions of families being uprooted from their homes, with particular focus more recently on the plight of families in Syria. In response, Canada has begun to welcome Syrian families, and a number of those families have already arrived or will be coming in the near future, to communities in Sarnia Lambton and Chatham-Kent.

In preparation, the Board has connected with local representatives involved in the re-settlement effort, including sponsors and those in a position to provide cultural and language supports to the families. As there are multiple channels through which families may come to Canada, news of their arrival comes to us through different sources, and most often it is the local schools who hear first that they'll be getting new students.

The board and school response plan is very much individualized, reflecting the needs of the children and based on assessments provided once they are here. The program team that supports English Language Learners is equipped to conduct literacy and numeracy assessments and to map out learning strategies with resource and classroom teachers. Arabic language supports are being provided through local community groups and will be responsive to specific needs and circumstances.

An important aspect of the response plan for children will involve trauma intervention. Our team of psycho-educational clinicians is positioned to be available and their work will be further informed by strategies and direction from the provincial mental health team.

All schools have been provided with background information directly related to the Syrian circumstances as there are a number of important aspects to consider such as providing culturally appropriate health care, understanding family dynamics, religious beliefs and food and dietary restrictions. Local health units will ensure appropriate clearances and immunizations are in place before students are registered in school.

Our schools are welcoming places and already reflect the diversity of over fifty different countries and languages among their students. Staff will continue to work to the utmost to ensure that children and families feel welcome and supported in their new communities. The board is appreciative of the community partnerships that already exist and those being developed to help ensure the best possible outcomes for our newest citizens.

Ministry of Education

Ministère de l'Éducation

Minister

Ministre

Mowat Block
Queen's Park
Toronto ON M7A 1L2
Telephone (416) 325-2600
Facsimile (416) 325-2608

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2
Téléphone (416) 325-2600
Télécopieur (416) 325-2608



November 19, 2015



Mr. Scott McKinlay
Chair
Lambton Kent District School Board
200 Wellington Street, PO Box 2019
Sarnia ON N7T 7L2

Dear Mr. McKinlay,

Thank you for your letter of October 27, 2015, in which you share your boards' support related to Truth and Reconciliation Commission of Canada: Calls to Action Report. I welcome your support for an inclusive curriculum and collaboration with First Nations, Métis and Inuit communities, and appreciate the opportunity to respond.

The Ontario government is committed to helping improve learning opportunities for both Indigenous and non-Indigenous learners about First Nations, Métis and Inuit ways of knowing. That is why in 2007 we launched the Aboriginal Education Strategy. It supports learning and achievement for Aboriginal students and seeks to increase the knowledge and awareness of *all* students about Aboriginal histories, cultures and perspectives, including residential schools.

A critical element of reconciliation is a better understanding among all Canadians of the lasting impacts and trauma caused by residential schools. You will be encouraged to know that the Ministry of Education released several revised curriculum policy documents during 2013 and 2015. These contain significantly more opportunities for students to learn about Aboriginal histories, cultures and perspectives and topics of significance, including residential schools and treaties in a developmentally appropriate way. These curricula include the revised *Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8 (2013); Canadian and World Studies, Grades 9 and 10 (2013); Canadian and World Studies, Grades 11 and 12 (2015) and Social Sciences and Humanities, Grades 9 to 12 (2013)*.

The Truth and Reconciliation Commission made an important recommendation to include age-appropriate learning about residential schools, treaties, and Aboriginal peoples' historical and contemporary contributions to Canada. Under the leadership of the Council of Ministers of Education Canada (CMEC), ministers across the country have been working to ensure students over the course of their education gain an understanding of how residential schools have affected Aboriginal peoples and Canada as a whole. One of CMEC's commitments was to advance Aboriginal education and ensure all students gain an understanding of residential schools and their impact. To support this, our ministry is developing a comprehensive plan with First Nations, Métis and Inuit groups, as well as education stakeholders and other partners to enhance this learning in an age- and grade-appropriate manner.

As part of the comprehensive plan, we recognize the importance of professional learning and curriculum-linked resources, in addition to building and sustaining positive relationships with our First Nations, Métis and Inuit partners and communities.

Once again, thank you for writing about this important issue. I look forward to sharing our ministry's plans in more detail when they are finalized.

Sincerely,

A handwritten signature in black ink, appearing to read "Liz Sandals". The signature is fluid and cursive, with a long horizontal stroke extending to the left.

Liz Sandals
Minister