

REGULAR BOARD MEETING AGENDA
 PUBLIC SESSION

TUESDAY, FEBRUARY 14, 2017
 7:00 p.m.

Board Room
 Chatham Education Centre
 476 McNaughton Avenue, Chatham

A

	Page Reference
1. Call to Order	
2. In Memoriam	3
3. Approval of Agenda	
4. Declaration of Conflict of Interest	
5. Approval of the Minutes of January 31, 2017 Regular Board Meeting	4
6. Business Arising from the Minutes	
7. Motions Emanating from the Regular Board Private Session	
8. Motion that the Actions of the Regular Board Private Session be the Action of the Board.	
9. Presentations:	
10. Delegations	
11. Questions from the Public	
12. Reports for Board Action	
a) Regulations on <i>Terms and Conditions of Employment For Principals and Vice-Principals Recommendation</i> <i>"That the Board rescind the regulations on Terms and Conditions of Employment for Principals and Vice-Principals."</i>	Director Costello Report B-17-20 12
b) Tender Approval Plympton Wyoming Public School Gymnasium Addition and Renovations <i>Recommendation</i> <i>"That the Board award the tender to the successful bidder, Wellington Builders Inc., Forest, ON."</i>	Superintendent McKay Report B-17-21 21
13. Reports for Board Information	
a) Elementary Teacher/Board Communications Committee Report	Vice-Chair Hudie Report B-17-22 22
b) Student Senate Report	Student Trustees Jacobs/Jennings Oral Report
c) Report from Parent Involvement Committee	Director Costello Oral Report

d) LKDSB Multi-Year Strategic Plan	Director Costello Report B-17-17	23
e) LKDSB After School Skill Development Proposal 2016	Superintendent Barrese Report B-17-23	26
f) Online Community Engagement/Study of South Kent stakeholders Spring 2017.	Superintendent Girardi	
14. Correspondence		
a) Memorandum to Board Chairs from the President of the Treasury Board regarding Broader Public Sector Executive Compensation Framework Regulation Requirements, dated February 3, 2017		28
b) Memorandum to Directors of Education from the Assistant Deputy Minister (Acting) Financial Policy and Business Division, Ministry of Education, Regarding the Broader Public Compensation Framework, dated February 7, 2017		31
15. New Business		
16. Trustee Question Period		
17. Notices of Motion:		
18. Future Agenda Items		
19. Announcements		
a) The next Regular Board Meeting will be held on Tuesday, February 28, 2017, 7:00 p.m. at the Sarnia Education Centre.		
b) A Special Board Meeting will be held on Tuesday, March 21, 2017, <u>6:00 p.m.</u> at the Sarnia Education Centre. The Final Staff Report for the Forest Area Schools Pupil Accommodation Review will be presented to Trustees for approval.		
20. Adjournment		



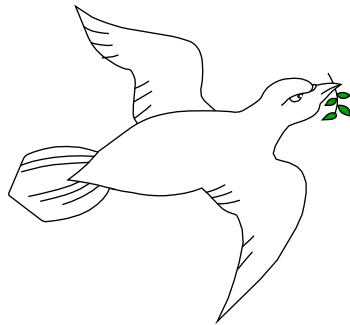
In Memoriam

Narissa Campbell,

Narissa Campbell, a student at Plympton-Wyoming Public School, passed away on February 8, 2017 in her 12th year.

Staff, students and all who knew Narissa will miss her.

May God bless her family at this time of sorrow.



PRESENT:

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

Student Trustee Keaton Jennings

Staff: Director of Education Jim Costello, Superintendent of Business Brian McKay, Superintendents of Education, Angie Barrese, Gary Girardi, Helen Lane, Taf Lounsbury, Mark Sherman and Phil Warner

Regrets: Trustee Ruth Ann Dodman, Student Trustee Ayla Jacobs

Recording Secretary: Trish Johnston, Executive Assistant and Communications Officer

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

#2017-26 Moved by Tom McGregor, seconded by Randy Campbell,

Approval of the Agenda Jan/31/2017 "That the Agenda for the Regular Board Meeting Public Session of January 37, 2017 be approved."

CARRIED.

Declaration of Conflict of Interest: No declarations of conflict of interest were issued.

#2017-27 Moved by Jack Fletcher, seconded by Scott McKinlay,

Approval of Minutes Jan/17/2017 "That the Board approve the Minutes of the Regular Board Meeting of January 17, 2017."

CARRIED.

#2017-28 Moved by Elizabeth Hudie, seconded by Dave Douglas,

Action of the Regular Board Private Session be the Action of the Board "That the Action of the Board in Private Session be the Action of the Board."

CARRIED.

#2017-29 Moved by Elizabeth Hudie, seconded by Jack Fletcher,

Report of the Ad Hoc Naming Committee for the Consolidated South Plympton and Wyoming Public Schools Report B-17-12 "That the Board name the consolidated South Plympton and Wyoming Public School the *Plympton-Wyoming Public School*."

Trustee Hudie explained that at the May 24, 2016 Regular Board Meeting, the Board passed the following Motion to form an Ad Hoc Committee to recommend to the Board a name for the consolidated school. Membership on the Committee included, Trustees Bryce (Chair) and Hudie, Superintendent Taf Lounsbury, Principal Andy Parnham, Vice-Principal DeeAnna Smith, Staff Representative Cindy Buchner, Community Representative Kimberly Kerr, Community Representative Tammy With, Staff Representative Brandon Owen, Community Representative Shaughn Morton, Community Representative Jodi Campbell. The Ad Hoc Committee met on September 29, November 14, 2016 and January 19, 2017. Committee members discussed criteria for the school name. They decided that the street names the schools are located on should not be used and that there are too many significant local people to choose from, so a local person's name should also not be used. Input was gathered from students and parent/community using various methods. The deadline for submissions was November 11, 2016. Naming Committee met on November 14, 2016 to short-list possible school names. Short-list of names:

- Plympton-Wyoming Public School
- South Plympton Wyoming Public School
- Sir John Colborne Memorial School
- Wyoming Station Public School

The short-listed names were posted on the LKDSB website from December 2, 2016 to January 13, 2017. The Ad Hoc Naming Committee met on January 19, 2017 to consider the input and select a name to recommend to the Board. Superintendent Lounsbury commented on the enthusiasm of the committee members and the involvement of the students.

CARRIED.

Chair Bryce thanked the members of the Ad Hoc Naming Committee for their input.

Chair Bryce advised that a two-thirds majority vote of the Board is required to amend the LKDSB By-laws.

Moved by Lareina Rising, seconded by Shannon Sasseville,

“That the Board approve the revisions to Sections 1.01, 1.02, 8.1 of the LKDSB Procedural By-laws.”

Director Costello explained that the LKDSB Indigenous Liaison Committee Members, formerly the Native Advisory Committee, proposed the name change for the Committee to reflect the current, respectful language associated with all First Nations citizens.

Director Costello advised that he had served Notice of Motion on January 17, 2017 to revise Section 1.01, 1.02, 8.1 of the LKDSB Procedural By-laws:

- 1.01 The Board’s First Nation Partners, through the ~~Native Advisory Committee~~ Indigenous Liaison Committee, shall appoint the First Nation Trustee to serve on the Lambton Kent District School Board for a four year term consistent with the term of the elected Trustees.
- 1.02 The Board’s First Nation Partners, through the ~~Native Advisory Committee~~ Indigenous Liaison Committee, shall appoint a First Nation Trustee Alternate who may sit at the Board Table in the absence of the First Nation Trustee during public meeting with voting rights. The Alternate’s term will be consistent with the term of the First Nation Trustee.

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) Indigenous Liaison 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

#2017-30
LKDSB Procedural By-Law Change – Section 1.01, 1.02 and 8.1
revisions approved
Report B-17-13

- i) Elementary Teacher/Board Communications Committee
- j) Board Agenda Review Committee
- k) Audit Committee
- l) Parent Involvement Committee (PIC)

Trustee Rising commented that this issue has been circulating among the Committee Members for two years. The term aboriginal has never been the preferred term by the First Nation partners. The term indigenous is used by the United Nations.

CARRIED.

#2017-31
Proposed Relocation of
April 25, 2017 Board
Meeting to the Chatham
Education Centre
Report B-17-14

Moved by Jack Fletcher, seconded by Lareina Rising,

“That the Board hold the April 25, 2017 Regular Board Meeting at the Chatham Board Office.”

Director Costello advised that the Final Staff Report for the Chatham Area Schools Pupil Accommodation Review will be presented to Trustees for information at the April 11, 2017 Regular Board Meeting. In response to the Final Staff Report, individuals may delegate to the Board at the following Board Meeting which is scheduled for April 25, 2017 in Sarnia. Administration is proposing that the Board Meeting be held at the Chatham Education Centre rather than the Sarnia Education Centre to accommodate the individuals from the Chatham area wishing to delegate at the April 25 Board meeting. This is in keeping with past practice when possible.

Individuals wishing to delegate at the April 25, 2017 Board Meeting must submit their requests by 4:00 p.m. on April 18, 2017 to trish.johnston@lkdsb.net.

The Addendum to the Final Staff Report will be presented to Trustees for approval at the May 9, 2017 Board Meeting which is scheduled to be held at the Chatham Education Centre.

CARRIED.

Native Advisory
Committee Report (NAC)
Report B-17-15

Trustee Rising reported on the January 18, 2017 Native Advisory Committee Meeting at Bkejwanong Kinomaagewgamig, which is the new name for the Walpole Island Elementary School. Reports from the Communities were shared. She advised that the Walpole Island Board of Education passed a motion to seek a senior leadership position of a First Nations Superintendent within the LKDSB. The motion was endorsed by the four First Nations and then raised with the NAC Members. She commented on the meeting that took place in December with Director Costello and the First Nation Education Representatives and the desire to meet soon to talk further on this subject. She explained that LKDSB Indigenous Liaison Chris Riley has been working with students and the communities to develop a traditional territory acknowledgement. She noted the importance of the historical references that are being used as a basis for the wording. Community consultation will take place prior to the next NAC meeting and once finalized will be recommended to the Board for adoption and use in specifically identified ways.

Trustee Rising advised that discussion took place on the draft voluntary self-identification for staff, particularly with regard to potential parameters for self-identification. Historical context was shared by members of the group with note of recent references in the media about self-identification. Further consideration of the wording and process will occur before the policy and regulations are recommended to the Board. Committee members are going to talk to their communities and bring input back to the Committee.

Trustee Fletcher commented on the report of the Special Education Advisory Committee (SEAC) Meeting held on January 19, 2017 via video conference from the Sarnia Education Centre and the Chatham Education Centre. He noted that the Vice-Chair of SEAC must be a Trustee. Trustee Fletcher expects to volunteer for this position. Members of the Special Education Team provided an overview of the information contained within an Individualized Education Plan (IEP), citing Regulation 181/91 as the guideline for how and when IEPs are developed and how information is shared with parents. It was also noted that PPM 140 sets out details regarding IEPs and the programming to be provided for students with autism. The importance of parent involvement and consultation throughout the entire IEP process was noted.

SEAC members reviewed and/or approved amendments the following sections of the Special Education Plan:

2.1.1 - Preamble

2.1.2 - Vision, Mission and Belief Statements

2.1.3 - Philosophy of Special Education

2.2. - Roles and Responsibilities in Special Education

2.7 - Categories of Exceptionalities and Definitions

4.0 - Transition Planning and Coordination of Services with Other Ministries or Agencies

LKDSB staff shared information on the Preschool Intake Parent Night and that funding was approved for an after school skills development program for teen-aged student with autism. The Association Representatives on SEAC provided updates. He noted that Bkejwanong Walpole Island First Nation will be holding a conference entitled "*Inclusion: We All Belong*" – *First Nations with Special Needs* on March 2 and 3, 2017 at Walpole Island Elementary School, with Dr. Jean Clinton as the event's keynote speaker.

Trustee McGregor advised that he attended OPSBA's Public Education Symposium (PES) January 19 to 21, 2017 and an OPSBA Western Regional Meeting. He advised that Trustees Murphy and Douglas were also in attendance. He stated that the revised draft Ministry of Education Strategic Planning Guide was shared. OPSBA obtained input on the document from the OPSBA attendees and a revised guide is to be expected to be available in the spring. They indicated that funding for an external facilitation may be provided by the province. A related story telling strategy was shared. OPSBA offered a labour relations session and obtained input on developing bargaining options. He stated that LKDSB Elementary Principal Chris Moore participated in the social media panel discussion which was informative. He attended the Western Region OPSBA Meeting where a Trustee from Bluewater provided an update on the Chapman Ice Cream proposal to keep a school open. Board Trustees shared issues with ARCs being the dominate issue. Trustee McGregor advised that OPSBA's six multi-year priorities are: The Whole Child and Student Well-Being, New Generation Education, Trustees - Building Leadership Capacity, Labour Relations, Education Funding, Advancing Reconciliation: First Nations, Métis and Inuit Education. The document is available on the OPSBA website. Trustee McGregor invited Trustees to provide him with input for the April 8 OPSBA Regional Meeting.

Trustee Murphy commented on the OPSBA Social Media Fitness session offered by Chris Vollum from CMV Social Media. Chris Vollum shared that he speaks to schools and parent associations on how to engage with social media to further their futures. He suggested that it might be appropriate for a local presentation.

Director Costello stated that Trustees confirmed the LKDSB Vision, Mission and Belief Statements in May 2016. The draft LKDSB Multi-Year Strategic Plan (MYSP) to guide the LKDSB until 2019/2020 was shared with Trustees in October 2016. The draft MYSP is based on the six LKDSB Belief Statements. Strategic Priorities and Strategic Actions have been assigned to each Belief Statement to guide decision-making. The Strategic Priorities are broadly stated in order to incorporate all stakeholders in their implementation and achievement. The Strategic Actions are designed to mobilize the Strategic Priorities to ensure that the Belief Statements are supported. In this fashion the Belief Statements, teacher priorities and Strategic Actions are aligned in the common direction of improving student achievement.

Since then input on the draft has been obtained from:

- Native Advisory Committee Members
- Parent Involvement Committee Members
- Special Education Advisory Committee Members
- Student Senate Members

Director Costello explained that the input was incorporated into the corresponding chart. He stated that at the OPSBA Public Education Symposium held on January 19 to 21, 2017, the Ministry of Education's draft revised *Multi-Year Strategic Planning A Guide For School Board Trustees* was shared with Trustees and Administrators in attendance. Input on the draft document was obtained by OPSBA representatives to be shared with Ministry Representatives. The finalized document will be published later in 2017.

Director Costello stated that Administration would like input from Trustees on how to move forward and finalize the LKDSB Multi-Year Strategic Plan. Some Trustees expressed an interest in forming a Strategic Planning Committee. Once the Strategic Plan is finalized, Administration plans to develop an Annual Plan that contains targets and steps to achieve the targets including measurable outcomes.

Director Costello asked for input from Trustees on how to proceed with finalizing the MYSP. He proposed the following options:

1. Finalize the attached LKDSB Multi-Year Strategic Plan now and revisit it when the Ministry Guide is finalized;
2. Form a Strategic Planning Committee to finalize the LKDSB Multi-Year Strategic Plan now and revisit it when the Ministry Guide is finalized;
3. Form a Strategic Planning Committee to finalize the LKDSB Multi-Year Strategic Plan when the Ministry Guide is released.

Chair Bryce expressed appreciation for the work that went into obtaining input from the partners. In response to Trustee Murphy's question, Director Costello advised that the 2011 Strategic Plan was developed through input obtained during his entry plan working with the whole Board, not an ad-hoc committee.

Trustee Fletcher supported waiting for the release of the Ministry's Strategic plan.

Trustee Rising noted the incorporation of the comments from the Indigenous Liaison Committee (ILC) members in the Strategic Actions. She supported going forward with the plan now and opening it up sooner than four years.

Trustee Sasseville commented on the work that went into developing the draft and the incorporation of feedback from the Parent Involvement Committee. She supported forming a committee and waiting for the Ministry guide.

Trustee Murphy commented that the Ministry guide is a strategic planning guide for trustees. The process in the guide is in no way prescriptive of content of what should be in a strategic plan. It sets a framework for school boards.

Trustee McKinlay commented that had the Ministry guide not come out, the LKDSB process might have been completed. He suggested that the plan be finalized and revisited once the guide is received. He advised that in the past the whole Board developed the plan and he supported continuing with that model.

Trustee McGregor commented on the importance of taking time to develop a process for Trustee involvement in the development of a strategic plan. The Ministry guide could steer the Board in this direction.

Chair Bryce commented on the option of having a Committee-of-the-Whole Board serve as the Strategic Planning Committee. Trustees expressed support for involving all interested Trustees.

Trustee Douglas stated that the previous guide had 120 pages with 6 steps and the revised guide has 30 pages with 4 steps.

Moved by Lareina Rising, seconded by Scott McKinlay,

“That the Board finalize the LKDSB Multi-Year Strategic Plan now, and form a committee to revisit the MYSP when the Ministry Guide is finalized and issued.

Trustee Murphy explained that the Ministry guide does not outline aspects of a strategic plan that school boards would have to be compliant with.

Trustee Sasseville commented on her strategic planning experience and noted that part of it is about the journey to come together to decide on the priorities. She expressed concern about approving a plan, launching it and then taking it back and reworking it.

Trustee Rising questioned if there was another mechanism to put some of the proposed strategic actions in place that are seen as the immediate priorities outside of the plan.

Director Costello stated that the LKDSB six Belief Statements are front and centre in the thinking and work of Senior Administration and school staff. He commented that independent of the strategic plan, he has faith that the Belief Statements guide the priorities and work of the staff. The proposed plan narrows the priorities.

The Chair called a recess at 8:00 p.m.

The Board reconvened at 8:15 p.m.

#2017-32
Call for the Vote

Moved Trustee Campbell, seconded by Dave Douglass,

“That the Chair call for the vote on the Motion.”

CARRIED.

ORIGINAL MOTION DEFEATED.

Chair Bryce asked Trustees to think about how they would like to move forward with the Strategic Plan.

#2017-33
Strategic Planning Report
deferred to February 14
2017 Board Meeting

Moved by Tom McGregor, seconded by Bob Murphy,

“That the Report be deferred to the next Regular Board Meeting.”

CARRIED.

Accommodation Review
Updates

Superintendent Girardi updated Trustees on the construction timelines for the consolidated South Plympton and Wyoming Public School and for Great Lakes Secondary School (GLSS). In Wyoming, the plan was to move all the students to the Wyoming Public School site for September 2017. The process has

taken longer than anticipated. The process has involved submissions to the Ministry as well as ongoing dialogue with the school staff and community through the Transition Committee in regard to the additions and the upgrades to the site. Due to the complexity of this process, the work will not be completed in time for September 2017. Therefore, students at the South Plympton site will remain in that location until the construction is completed and consolidation of all students at the Wyoming site will take place September 2018. Superintendent Girardi advised that the construction at the permanent site for Great Lakes Secondary School will not be completed for September 2017. Again, the process has involved communicating information to the Ministry as well as ongoing dialogue with the school staff and community through the Transition Committee. The Great Lakes Secondary School students and staff will remain in the former Sarnia Collegiate Institute and Technical School (SCITS) location until the work is completed for September 2018.

Superintendent McKay updated Trustees on the School Consolidation Capital grant process for the Forest Accommodation Review. The Ministry's submission process has changed. The funding application deadline was January 29, 2017 and March 28, 2017 is the date that the Board must pass a motion to approve the consolidation. If the Board decides not to support the funding application, it would be removed by the Ministry. This is the third year that this funding has been available from the Ministry and the grant has been undersubscribed by school boards. The Capital Priorities grant is a separate grant and the Ministry receives many requests for this funding. He commented on the initial conversations with the Ministry about the possibility of receiving funding for a new build rather than an addition at Kinnwood Central School. Based on community discussions, an application for a new build was submitted as well as an application for a renovation and addition at Kinnwood Central School. Trustee Sasseville expressed concerns with the Ministry's process that requires administration to submit grant options to the Ministry without the approval of the Trustees. She noted that Trustees can overturn the decision but the process itself is troubling. Superintendent McKay commented further on the process and confirmed that there is time for discussions because the Ministry does not make decisions at this step. Trustees can decide to pull the submissions, apply the in the summer or next year.

In response to Trustee Murphy's question about what was learned about the delays and timelines associated with the South Plympton/Wyoming School Consolidation and GLSS, Superintendent Girardi explained that the Wyoming community did not want the students in the school while construction was taking place. In both cases, the original timelines were based on input from the architect. The extent of the project makes it difficult to predict. He suggested that going forward, Administration may propose to add time on to the process.

Superintendent McKay explained that specific design details are not part of the grant application. The application was submitted based on the Ministry's benchmarks. He noted that the new build application would require a land acquisition as well and that was not part of the grant application.

Trustee Fletcher advised that he heard a lot of reasons why the community wanted a new school on a new site. He suggested that it might be possible with municipal support. He heard a lot of support for a kindergarten to Grade 12 school but a new school on a new site. He stated that he really believes that the area deserves a new school on a new site.

Vice-Chair Hudie expressed frustration with the application process and the

way the Ministry does business. She commented on the people in the community really advocating for a new school.

Financial Report 2016/17
School Year Expenditures
to November 30, 2016
Report B-17-18

Superintendent McKay presented the financial report summary for the first quarter expenditures for the period from September 1 to November 30, 2016. This period represents about 25% of operating expenses that occur over 12 months and approximately 30 to 35% of the salary and benefit portion of the instructional operating expenses that occur over a 10 to 12 month period. He advised that for this reporting period the expenditure categories are tracking very well against the budget.

Correspondence

Chair Bryce stated that the LKDSB had received a letter from Minister of Education regarding Indigenous Names, Logos and/or Mascots, dated January 18, 2017. Director Costello referred to the letter from Minister Hunter and the corresponding memo from Deputy Minister Rodrigues. Superintendent Lane advised that Executive Council had discussed the issues and shared that there have been previous conversations on the topic with our First Nation partners. She explained that Administration is in the process of reviewing all school logos and mascots. A document has been compiled and it will be shared with the members of the Indigenous Liaison Committee on February 15 for discussion.

New Business

Director Costello referred to the recent tragedy in Quebec and the issues in the United States (U.S.) with the new president issuing executive orders. He commented on the fact that the LKDSB is located near the U.S. boarder and the fact that student field trips to the U.S. are common. Administration will continue to monitor the situation to ensure it is safe for students to travel there as well as Europe. He commented on the refugee students and international education students enrolled the LKDSB schools. He stated that the LKDSB Equity Committee has indicated that there is a sense of fear in a number of LKDSB students. Director Costello advised that he has issued a statement through social media related the LKDSB Belief Statement #3 that a safe and caring learning environment is strengthened by embracing diversity, and respecting self, others and the world around us. He noted that this is at the core of LKDSB values as an organization and informs the decisions and practices of our Trustees, administration and staff, as well as foundational to the learning environment in our schools, and directs our engagement with students, parents and the community. Feedback indicates that this was well received. Chair Bryce supported referencing the Belief Statement.

Trustee Questions

In response to Trustee Murphy's question, Director Costello confirmed that the LKDSB has policy, regulations and administrative procedures governing the use of the LKDSB logo. Trustee Murphy shared that some school boards experienced issues during accommodation reviews that caused confusion.

Announcements

- a) A Special Board Meeting will be held on February 7, 2017 at the Sarnia Education Centre at 6:00 p.m. The Final Staff Report for the Forest Area Schools Pupil Accommodation Review will be presented to Trustees.
- b) The next Regular Board Meeting will be held on February 14, 2017 at the Chatham Education Centre, 7:00 p.m.

Adjournment
8:55 p.m.

There being no further business, Chair Bryce declared the meeting adjourned at 8:55 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: February 14, 2017

SUBJECT: **REGULATIONS *TERMS AND CONDITIONS OF EMPLOYMENT FOR PRINCIPALS AND VICE-PRINCIPALS***

LKDSB approved the Terms and Conditions Agreement between the LKDSB and Lambton-Kent Ontario Principals' Council (LKOPC) at the January 17, 2017 Board Meeting. As a result of the Agreement, the LKDSB regulations on *Terms and Conditions of Employment for the Principals and Vice-Principals* are no longer necessary.

Recommendation:

“That the Board rescind the regulations on *Terms and Conditions of Employment for Principals and Vice-Principals*.”

REGULATIONS

SUBJECT: Terms and Conditions of Employment for Principals and Vice-Principals

1. Recognition

Representatives of the Lambton Kent O.P.C District Council (LKOPC) will be the exclusive negotiating representatives for the Principals and Vice-Principals employed by the Board in all discussions concerning terms and conditions of employment and compensation. The terms and conditions of employment will apply to all Principals and Vice-Principals employed with the Board.

2. Appointment

Upon appointment to the position of Principal/Vice-Principal by the Board the employee shall remain in the position for a probationary period of two years subject to a satisfactory performance appraisal by the employee's immediate supervisor in accordance with the Provincial Performance Appraisal Legislation. At the end of the probationary period and subject to a satisfactory performance appraisal, the employee shall be made permanent in that position on a continuing basis until such time as the employee is promoted, retired, or terminated for just cause or declared redundant. For the purpose of this clause the performance appraisal of the Vice-Principal by the Principal will be submitted to the appropriate superintendent.

If, during the two-year probationary period, the Vice-Principal does not have a satisfactory performance appraisal, the Board will have the discretion of terminating the assignment, and reassigning the employee to the first available teaching position for which he/she is qualified or to an equitable Board assignment if no teaching position is available.

If during the two-year probationary period, the Principal does not have a satisfactory performance appraisal, the Board will have the discretion of terminating the assignment, and the employee will return to the first available Vice-Principal position or be reassigned to an equitable Board assignment.

In the case where a Principal or Vice-Principal returns to a teaching position, the provisions of Article 11 – Voluntary Return to Teaching shall apply.

3. Scope of Appointment

Subject to the terms outlined in this document, the duties and responsibilities of the Principal/Vice-Principal shall be those provided for in the Education Act for teachers and for Principals and Vice-Principals, and those prescribed for Principals and Vice-Principals through Board policies, regulations and administrative procedures, which the employee covenants to discharge faithfully and to the best of his/her knowledge skill and ability. Senior Administration will consult with the LKOPC District Council representatives of any change to the duties

4. Terms and Conditions

The terms and conditions of the employment of Principals and Vice-Principals, including salary, allowance and benefits, shall be reviewed by both parties, on an annual basis, effective

September 1 of each year.

When promoted to a higher pay level the incumbent would be placed on the grid step producing a minimum of a two percent increase to the pre-promotion salary. The individual will advance on the grid to job rate each September 1.

5. Vacation

The Principal/Vice-Principal will be on duty every day that the school is scheduled to be open and whatever other days are necessary to ensure the school is properly prepared to operate and to run in an efficient manner.

The Supervising Superintendent or Director of Education may require the Principal/Vice-Principal to be on duty for scheduled meetings outside of regularly scheduled school days, during extended vacation periods, so long as these days are reasonable in number and lieu time is granted.

6. Leaves of Absence

The Principal/Vice-Principal may be absent from duty at his/her discretion and with the approval of the immediate supervisor for professional or personal reasons provided that he/she attends to duties during the school year as are necessary to ensure the effective and efficient operation of the school. Leaves will be granted in accordance with provisions consistent with other employee practices. Relief from teaching responsibilities will be provided in accordance with the respective teacher collective agreements.

6.1 Deferred Salary Leave

A deferred salary leave plan is in place in the Board. The Principal/Vice-Principal will be entitled to participate in this plan on a 3 over 4, or a 4 over 5, or 5 over 6 year basis.

6.2 Association Leave

The Board agrees that consideration will be given to granting a reasonable amount of leave time for the purpose of representation on the Provincial or National Principals' Association. The Director approves leave time and the Director will keep the Board informed.

6.3 Workplace Safety & Insurance

If a Principal/Vice-Principal is unable to work because of an occupational accident or industrial disease, the Board will ensure that the Principal/Vice-Principal does not suffer a net financial loss during the absence. This period of absence will not be deducted from accumulated sick leave.

7. Performance Appraisal of Principals/Vice-Principals

Regular performance appraisal of the Principal/Vice-Principal will be conducted in accordance with Provincial Regulations and the Board's Policy, Regulations and Administrative Procedures on Performance Appraisal of Staff.

8. Professional Development

It is an expectation of the Board that a Principal/Vice-Principal is responsible for his/her own professional development and for keeping up to date on professional matters pertaining to the job.

In addition, the Board will provide professional development activities that it deems necessary for Principals/Vice-Principals and other staff to participate in for the benefit of the system and these will usually be at Board expense.

9. **Discipline or Termination,**

The employment of a Principal or Vice-Principal may only be terminated:

- a) by mutual agreement between the parties;
- b) by the Principal/Vice-Principal upon written notice to the Board for termination in accordance with the acts and regulations. It is recognized that, wherever possible, termination occurs at the end of a term or semester.
- c) by Just Cause: The Board for just cause may only discipline or terminate, upon a majority vote of the Board, provided that the Principal/Vice-Principal has been given due process and been given reasonable notice in writing by the Board that such a vote is being contemplated, together with reasons therefore. The Principal or Vice-Principal who is the subject of such action will be provided an opportunity to make presentation to Senior Administration with representation and to the Board prior to the final decision of the Board.
- d) by the Principal/Vice-Principal returning to teaching in accordance with Regulation or Section 11 of this document.

10 (a) **Redundancy**

In the event that a Principal/Vice-Principal position ceases to exist due to any reason, the employee who had that position will be entitled to another administrative position within the panel.

During the time in any other assignment with the Board, the redundant person shall continue to receive compensation as though in the position from which the redundancy occurred.

10 (b) **Recall Process**

The Board agrees to the establishment of a Recall Pool for Principals and Vice-Principals.

- i. The Principal/Vice-Principal will be placed in the appropriate pool if the Principal/Vice-Principal is identified as redundant.
- ii. Recall will be based on seniority.
- iii. There will be four pools established with a seniority list based on the length of service as Principal/Vice-Principal with the Board or predecessor boards.
- iv. Principals declared redundant shall be placed in the Vice-Principal pool at the top of the Vice-Principal seniority list in order of seniority as a Principal, in addition to being in the Principal pool.
- v. In cases of equal seniority on the first criterion then the tie breakers shall be:
 1. Length of service as Principal and Vice-Principal with any board.
 2. Length of service as teacher in the Lambton Kent District School Board or predecessor boards.
 3. Length of service as teacher in any board.
 4. By drawing lots.
- vi. Persons in the Recall pool will be given the opportunity to be recalled before any person from presently existing eligibility pools is offered a position or anyone is hired from outside the Lambton Kent District School Board.
- vii. When a Principal/Vice-Principal position becomes available, the position will be offered to one of the Principal/Vice-Principal who holds the five most senior positions in the pool. The position will be offered to the person who best suits the profile developed for the particular school where the position is available.
- viii. If the incumbent Principal/Vice-Principal is one of the five most senior persons, this will be a factor in the decision making process.

- ix Positions offered to Principals and Vice-Principals in the pool will be subject to the efficient operation of the educational system and take into account normal guiding principles for a transfer such as geographic factors.
- x. The Board agrees to recognize the administrative time accumulated by the Principal or Vice-Principal who makes an election to return to teaching so that when the Principal or Vice-Principal is returned to a school administrative position, he or she will be credited with those prior administrative years for salary and seniority purposes. While Principal or Vice-Principal seniority will not accrue while in the pool, the time spent in the pool will not disentitle Principals and Vice-Principals to have their prior administrative time taken into account for placement on the salary grid and seniority list.

11. Voluntary Return to Teaching

Subject to the provisions of The Education Act or Regulations made under the Act, an appointed Principal/Vice-Principal who voluntarily decides to return to a teaching position will be assigned to the first available teaching position for which the Principal/Vice-Principal is qualified and willing to accept. The availability of teaching positions would be subject to redundancy and surplus provisions in the teachers' collective agreements. If the employee should be declared surplus as a teacher because of having little seniority after returning to teaching, the Board will assign the teacher to administrative or consultative duties for which the employee is qualified until such time as an appropriate teaching position becomes available.

12. Transfers

Following consultation with the Principal/Vice-Principal, Senior Administration may:

12.1 Permanent Transfer or Reassignment

- a) The Principal/Vice-Principal may be transferred or reassigned to a different administrative position and/or school within the Board District at any time by mutual agreement.
- b) The Board may unilaterally transfer the Principal/Vice-Principal to a different administrative position and/or school on the following conditions:
 - 1. The place of work of the new location or school shall be within the predecessor Board except through mutual consent;
 - 2. It may transfer the Principal/Vice-Principal to a position commensurate with his or her qualifications, experience and abilities; and
 - 3. It shall pay the Principal/Vice-Principal at his or her current rate of salary and benefits or the rate of salary and benefits of the new position, whichever is the higher.
- c) The Principal/Vice-principal may at any time request a transfer or reassignment to another position and/or school and the Board shall make every reasonable effort to accommodate the request.
- d) Unless otherwise agreed by the Principal/Vice-Principal and the Board where a transfer or reassignment occurs under the Terms and Conditions of employment outlined in this document, the terms and conditions shall continue to apply to the new appointment.

12.2 Temporary Transfer or Reassignment

- a) The Principal/Vice-Principal may be reassigned temporarily to a position of Acting Principal or Vice-Principal to replace the incumbent for the duration of a projected absence.
- b) The Principal/Vice-Principal may be temporarily transferred, with his or her consent, to other duties within the Board District at any time.

- c) In either of the above circumstances, the Principal/Vice-Principal shall be at his or her current rate of salary and benefits or at the new rate of salary and benefits, whichever is higher.

13. Indemnification

The Board agrees to indemnify the Principal/Vice-Principal and former Principal/Vice-Principal against all costs, charges and expenses, including legal fees and disbursements, actually and reasonably incurred by him/her in connection with the investigation, prosecution and resolution of any charge, claim, complaint, action or other legal proceeding ("the Proceeding") to which the Principal/Vice-Principal is or may be a party by reason of being a Principal and/or Vice-Principal, provided that the Principal/Vice-Principal was acting within the scope and course of his/her employment during those events causing the Proceedings and further provided that in the case of a criminal Proceeding, the Principal/Vice-Principal has reasonable grounds for believing that his/her conduct giving rise to the criminal Proceeding was lawful.

- a) The Principal/Vice-Principal shall have the right to retain his/her own legal counsel with respect to a Proceeding described in paragraph above.
- b) If the Principal/Vice-Principal is the victim of a crime or a witness to a crime which arises during the course of, or as a result of his/her employment with the Board, the Principal/Vice-Principal may, after first obtaining approval from the Board, retain a lawyer to advise and assist him/her and the Board shall pay for all legal fees and disbursements reasonably incurred in connection with the advice.

14. Amendments Due to Inconsistency with the Education Act or Laws

These Terms and Conditions shall specifically be considered to be subject to the provisions of the Education Act and any Regulations or Ministerial Order made there under. Should any conflict exist between these Terms and Conditions and the Act, then the Act shall take precedence.

In the event that amendments to the statutes and regulations, including but not limited to the Education Act, affect these terms and conditions, the appointed representatives of the Board and the Principals/Vice-Principals shall meet to discuss the changes required to comply with the amended legislation.

15. Qualifications.

As a condition of employment the Principal/Vice-Principal shall maintain membership in the Ontario College of Teachers and must, as a condition of employment, hold a valid and subsisting Certificate of Qualification issued by the College of Teachers pursuant to the Education Act and the Ontario College of Teachers Act, S.O.1996, C.12, as amended, and any regulations made there under.

Should the Certificate of Qualification be cancelled, revoked, or suspended by the Ontario College of Teachers, the Principal/Vice-Principal may be terminated pursuant to Section 9(c) of this agreement.

16. Dispute Resolution

In the event of a dispute concerning the interpretation, application or enforcement of these Terms and Conditions the Principal/Vice-Principal may seek resolution of the dispute through the following steps.

- Step 1 Appeal to the appropriate supervising Superintendent for a decision.
- Step 2 Failing resolution at Step 1 the Principal or Vice-Principal can elect to meet with the appropriate Superintendent and the Superintendent of Human Resources and an O.P.C. Provincial and or local executive representative or representatives of his/her choice to attempt to find a suitable resolution.
- Step 3 - Failing resolution at this step the area Supervisory Officer shall take the issue before the next Executive Council meeting where a decision will be made on the issue. All documentation gathered during the investigation will be shared with Executive Council to assist them in making the best possible decision.
- Step 4 Failing resolution at this step, the Principal or Vice-Principal can elect to meet with the Trustees Committee of the Board, the Director or his/her designate and O.P.C. Provincial and or local executive representative or representatives of his/her choice to attempt to find a suitable resolution. Their written decision shall be received within 10 days following the presentation.
- Step 5
- a) Where the Principal or Vice-Principal remains dissatisfied, and has the support of the LKOPC District Council in matters concerning the interpretation, application or enforcement of the Terms and Conditions (except termination), the District Council and Board shall participate in a mediation process until they reach a decision that is acceptable to both parties. The Board and LKOPC District Council shall mutually select an appropriate person with educational and/or industrial relations experience to conduct the mediation. The cost of the mediation will be shared equally by both parties.
 - b) In matters relating to the termination of employment of a Principal or Vice-Principal (Article 9c), the Principal or Vice-Principal at Step 5 may request the appointment of an arbitrator to determine whether he/she was wrongfully dismissed. A decision to proceed to arbitration is in lieu of a wrongful dismissal action in the courts, and it is understood and agreed that once an Arbitrator has been appointed, access to the courts is irrevocably forfeited. The Arbitrator has the power to subpoena witnesses, to order production of evidence and may determine damages. The Arbitrator's decision is final and binding.

17. Negotiation Impasse

It is of mutual interest to conduct discussion/negotiations in good faith and any changes to the terms and conditions would be of mutual agreement.

In the event of an impasse in negotiations with the Superintendent of Human Resources and his/her committee, the LKOPC District Council may,

- Step 1 Request that the issue(s) in dispute be brought to the Director's Council meeting for a decision by senior Administration.
- Step 2 Failing a resolution at Step 1, the LKOPC District Council may request that the issue(s) be brought to the Trustees of the Board with presentation by the LKOPC representatives and/or representatives from the provincial OPC.

Step 3 Failing a resolution at Step 2, and the parties remain at an impasse with regard to the negotiation of one or more contract terms, the Board and LKOPC shall participate in a mediation process until they reach a decision that is acceptable to both parties. The Board and LKOPC District Council shall mutually select an appropriate person with educational and/or industrial relations experience to conduct the mediation. The cost of the mediation will be shared equally by both parties.

18. Retirement Gratuity

Retirement gratuity for employees enrolled in the Teachers' Pension Plan.

The terms of this article remain in force until altered.

- a) Sick Leave Credit Gratuity will be calculated and paid when a teacher retires from employment of the board on pension under the Ontario Teacher's Pension Plan.
- b) The maximum amount of gratuity paid under the Education Act is fifty per cent (50%) of the annual salary.
- c) the amount of the sick leave credit gratuity shall be calculated as follows:

$$\frac{A}{200} \times \frac{B}{20} \times \frac{C}{2} = \$ \text{ (retirement gratuity)}$$

- A = Cumulative Sick Leave to a maximum of two hundred (200) days at time of retirement.**
- B = Years of service with the Board or its predecessors to a maximum of twenty (20) years.**
- C = Annual salary at time of retirement.**

- d) Provided the Member advises the Board of his/her intended retirement by December 31 of the year prior to retirement, the allowance upon request may be paid as soon as practical after the retirement. If the Member does not advise the Board by December 31, the allowance provided under this section may be paid in a single installment in the first month of the calendar year following retirement or death, unless the Board of Education and the recipient agree upon an alternative method of payment.
- e) If death occurs before retirement, and
 - 1. the Principal/Vice-Principal was eligible to receive a pension under the conditions of the Ontario Teachers' Pension Plan,
 - 2. was age 50 or older and had at least 30 years of teaching service, or
 - 3. whose age and service total 85 years then a gratuity shall be paid in a lump sum to the estate of the deceased.
- f) If commuted value is selected from his/her Ontario Teachers' Pension in the calendar year preceding the attainment of the 85 factor, the retirement gratuity will be paid.

19. Extra Degree Allowance

For persons already receiving an extra degree allowance under predecessor board agreements, the allowance(s) will continue at the rate of \$800 per year.

Any Principal/Vice-Principal presently, or by June 1, 2001, enrolled in an extra degree program will receive the allowance they would have received upon completion of the program, having supplied proof of attainment of the extra degree.

One-time payment in accordance with the following:

Master's Degree or equivalent	\$ 800
Doctorate Degree	\$1200

Implementation Date: April 25, 2000
Revised: October 23, 2001
Revised: August 29, 2006
Revised: June 14, 2011

Reference: LKDSB Policy P-OP-400- Conditions of Employment for Management and Non-Union
Employees Including Principals and Vice-Principals
LKDSB Regulation R-OP-400.4 Salary Continuation – Reassignment
LKDSB Regulation R-OP-400.2 Terms and Conditions of Employment for Principals and
Vice-Principals
Ontario Regulation 90/98 Principals and Vice Principals – Redundancy and
Reassignment
Ontario Regulation 234/10 Principal Performance Appraisal

**BOARD REPORT
REGULAR BOARD, PUBLIC SESSION**

REPORT NO: B-17-21

Memorandum To: Jim Costello, Director of Education

FROM: Brian McKay, Superintendent of Business

DATE: February 14, 2017

SUBJECT: Wyoming P.S. Gym Addition and Renovation – Tender Award

Tenders were received electronically and opened on February 2, 2017. Bid results are as follows (** indicates successful bidder):

PROJECT BIDDER	BASE BID (nic. h.s.t.)	SEPARATE PRICE 1 (gym floor)	TOTAL BID (nic. h.s.t.)
** Wellington Builders Inc.,	5,844,000.	35,000.	5,879,000.
Agri-Urban Building Inc.,	6,014,500.	38,000.	6,052,500.
Westhoek Construction Limited,	6,045,990.	27,000.	6,072,990.
Elgin Contracting & Restoration Ltd.,	6,177,000.	27,000.	6,204,000.
K&L Construction	6,296,200.	35,200.	6,331,400.
TCI Titan Contracting Inc.,	6,416,581.70	37,569.	6,454,150.70
Southside Construction (London) Limited,	6,445,000.	25,500.	6,470,500.
Aveiro Constructors Ltd.,	6,623,200.	55,160.	6,678,360.
Al Langman Construction (1998) Inc.,	8,158,000.	61,500.	8,219,500.

PROJECT SUMMARY	
Successful Bid Total (nic. h.s.t.)	5,879,000.00
Design Fees	342,423.13
Net HST	134,382.78
Total Project This Report:	6,355,805.91
Budget Funding:	
-Capital Priorities Grant (MOE)	3,171,433.00
-Child Care Capital 2016 (MOE)	529,378.00
-School Condition Improvement (2016-17)	2,654,984.91
Total Project Budget:	\$ 6,355,805.91

The successful bid is also subject to Ministry of Education approval to ensure that the bid price aligns with the Ministry Capital Priorities Grant and Child Care Capital Grant as noted in the chart above.

Recommendation:

“That the Board award the tender to the successful bidder, Wellington Builders Inc., Forest, ON.”



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

REPORT NO. B-17-22

FROM: Elizabeth Hudie, Vice-Chair

DATE: May 24, 2016

SUBJECT: Elementary Teacher/Board Communications Committee Report

The Elementary Teacher/Board Communications Committee met on January 31, 2017.

Members discussed safe school documentation, online employee incident reporting, Full Day Kindergarten reporting, report cards and the Ministry's Creating Pathways to Success initiative.

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

FROM: Jim Costello, Director of Education

DATE: January 31, 2017

SUBJECT: LKDSB Multi-Year Strategic Plan

The draft LKDSB Multi-Year Strategic Plan (MYSP) to guide the LKDSB until 2019/2020 was shared with Trustees in October 2016.

The draft MYSP is based on the six LKDSB Belief Statements. Strategic Priorities and Strategic Actions have been assigned to each Belief Statement to guide decision-making. The Strategic Priorities are broadly stated in order to incorporate all stakeholders in their implementation and achievement. The Strategic Actions are designed to mobilize the Strategic Priorities to ensure that the Belief Statements are supported. In this fashion the Belief Statements, teacher priorities and Strategic Actions are aligned in the common direction of improving student achievement.

Since then input on the draft has been obtained from:

- Native Advisory Committee Members
- Parent Involvement Committee Members
- Special Education Advisory Committee Members
- Student Senate Members

The input has been incorporated into the attached chart. Revisions and additions are in red ink.

At the OPSBA Public Education Symposium held on January 19 to 21, 2017, the Ministry of Education's draft revised *Multi-Year Strategic Planning A Guide For School Board Trustees* was shared with Trustees and Administrators in attendance. Input on the draft document was obtained by OPSBA representatives to be shared with Ministry Representatives. The finalized document will be published later in 2017.

Administration would like input from Trustees on how to move forward and finalize the LKDSB Multi-Year Strategic Plan. Some Trustees expressed an interest in forming a Strategic Planning Committee. Once the Strategic Plan is finalized, Administration plans to develop an Annual Plan that contains targets and steps to achieve the targets including measurable outcomes.

The following options are proposed:

1. Finalize the attached LKDSB Multi-Year Strategic Plan now and revisit it when the Ministry Guide is finalized;
2. Form a Strategic Planning Committee to finalize the LKDSB Multi-Year Strategic Plan now and revisit it when the Ministry Guide is finalized;
3. Form a Strategic Planning Committee to finalize the LKDSB Multi-Year Strategic Plan when the Ministry Guide is released.

DRAFT

Vision Statement
Our Students - Shaping Our World

Mission Statement
Fostering Success for Every Student Every Day

Belief Statements	Strategic Priorities	Strategic Actions
✓ Public education is an investment in the future of all peoples and all communities.	We will provide programs for the betterment of all students to acquire the skills necessary for good citizenship and to become community leaders.	<ul style="list-style-type: none"> ○ Provide authentic learning experiences that allow students to collaborate and think critically about school, community and global issues and encourage community engagement.
✓ All students can learn and are entitled to quality instruction.	<p>We will provide quality instruction to ensure that students achieve high mental, physical, emotional, and spiritual well-being within a holistic learning environment to support their academic performance.</p> <p>We will ensure that all students are provided with programs suitable to their needs.</p>	<ul style="list-style-type: none"> ○ Provide job-embedded professional learning that is responsive to demonstrated student needs: “why this learning for this student at this time?” ○ Work to implement lessons that are current, relevant and engaging to students in order to enhance skills. ○ Measure and report on graduation rates. (moved from #1)
✓ A safe and caring learning environment is strengthened by embracing diversity, and respecting self, others and the world around us.	We will develop the capacity of all students and staff to embrace safe and caring learning environments and ensure respect for the world around us.	<ul style="list-style-type: none"> ○ Provide a welcoming learning environment supports the diversity of learners. ○ Ensure that classroom instructional practices reflect inclusiveness, cultural understanding and tolerance, caring and respect for all. ○ Collaborate with First Nation partners regarding application of Truth and Reconciliation Recommendations/Calls to Action. ○ Implement ongoing

Belief Statements	Strategic Priorities	Strategic Actions
		professional learning for all employees. ○ Ensure that hiring processes and succession planning reflect our ever-changing community.
✓ Student success is achieved through shared responsibility of students, staff, families, community and First Nation partners.	We will engage with all stakeholders who have an interest in public education.	○ Strengthen communication regarding student learning with all partners through a variety of strategies. ○ Collaborate with First Nation partners regarding program development, hiring practices, succession planning and application of Truth and Reconciliation Recommendations/Calls to Action with solutions achieved by consensus.
✓ Accountability is attained through open dialogue, transparency and fiscal responsibility.	We will be accountable to all: <ul style="list-style-type: none"> ➤ Students ➤ Staff ➤ Parents/guardians ➤ Community members. We will consider available resources when determining program offerings.	○ Communicate progress in improving student achievement to parents and the school community. ○ Annually report on the allocation of system financial resources through the budget process and presentation of the Audited Financial Statements. ○ Effectively allocate resources in order to maximize impact on student learning at the school level. ○ Demonstrate commitment to transparency and increased communication in all LKDSB actions.
✓ We are committed to innovation and continuous improvement.	We will regularly introduce effective research-based methods, ideas and practices in order to deliver programs of the highest quality.	○ Teachers will engage in inquiry, reflection, dialogue and sharing of ideas across subject areas. ○ Continue to incorporate technology based learning in schools. ○ Recognize the leadership potential of all through informal and formal means.

January 27, 2017

REGULAR BOARD, PUBLIC SESSION

Memorandum To: The Director of Education

From: Angie Barrese, Superintendent of Education – Special Education

Date: February 14, 2017

Subject: LKDSB After School Skill Development Proposal

The Lambton Kent District School Board was successful in obtaining \$59,000 in funding from the Ministry of Education for an *After School Skills Development Program*. The Program, entitled “**Learning and Life Skills for Youth**”, will support students between the ages of 13 to 21 who have been diagnosed with Autism Spectrum Disorder (ASD) and who are currently attending a LKDSB secondary school. The program was developed to connect local community agencies with parents of LKDSB students with ASD to offer additional opportunities for the Board’s secondary students.

Goals of the program include:

- Increased opportunities for youth to become more involved in their school community and the community at large
- Increased youth participation by youths with ASD in the autism services offered in the community, e.g. ‘ABA in the Community’
- Increased awareness of ASD and social-emotional connection between youth with ASD and trained peers
- Increased parent satisfaction and confidence in supporting youth’s new skills acquired through the program

The *Learning and Life Skills for Youth* program will focus on social skills and life skills development, which may include transition support/exploration for life after high school. Students will meet once per week for 8 weeks to work on specific individual goals, in consultation with the staff, student and parent(s). Each session of the program will allow for participation of 6 - 8 students and their parents.

Components of each learning session will include:

- explicit skill instruction;
- scaffolding practice for skill development through role playing;
- video-modelling opportunities; and
- practice, at home, with support from a parent.

Skills to be addressed during the learning sessions may include:

- positive relationship skills;
- appropriate use of technology;
- small group interaction and conversation skills;
- leisure enjoyment; money management;
- job skill pre-requisites; sensory regulation skills; and
- transitioning from one place to another.

Parents will be invited and encouraged to attend at least 3 one-hour sessions to discuss the progress of their teen's goals as well as learning ABA strategies that will support the skills learned, both at home and in the community.

The *Learning and Life Skills for Youth Program* will initially be offered at Alexander Mackenzie Secondary School in Sarnia and will expand to include 3 other locations throughout the district. The goal is to have each location offer two sessions – supporting up to 48 LKDSB students and their families – by June 2018. Students from each secondary school taking part in the program will be recruited and provided with coaching training so they can serve as peer tutors. In addition to gaining valuable leadership skills, students selected to act as peer tutors will be able to accumulate mandatory volunteer hours.

An external researcher will be documenting and mobilizing key learning(s) to evaluate the *After School Skills Development Programs* while they are under way. The researcher will identify the most relevant and effective models and approaches that could be replicated provincially. The researcher's findings will also support building capacity in school boards to better support students with ASD within school settings.

The funding received for the program will allow for the hiring of a part-time facilitator who will plan and implement the program in consultation with the LKDSB ABA Specialist and the Thames Valley Children's Centre ABA Community Consultant. Funding will also support technological purchases, such as tablets with specialized apps and other materials and resources deemed necessary to deliver the program.

We are very excited about this opportunity to support our students; along with their families and the opportunity this will afford us to strengthen relations with our community partners. We thank to our outstanding LKDSB staff that have taken the lead on pursuing the proposal to bring the "**Learning and Life Skills for Youth**" program to our students and our schools.

Treasury Board Secretariat

Secrétariat du Conseil du Trésor

Office of the President

Bureau de la présidente

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February 3, 2017

Memorandum to: Board chairs of employers designated under the Broader Public Sector Executive Compensation Act, 2014

Subject: Broader Public Sector Executive Compensation Framework Regulation Requirements

Executive compensation in the broader public sector has been frozen under the Broader Public Sector Accountability Act, 2010 since March 2012. The Executive Compensation Framework regulation (the Framework) came into force on September 6, 2016. The government introduced the Framework to ensure the responsible and transparent administration of executive compensation across the broader public sector. Until such a time that an executive compensation program which complies with the Framework is adopted by an employer, compensation remains frozen.

As you are aware, the Framework sets out requirements that designated employers must meet when setting their executive compensation programs. This approach is intended to ensure employers are accountable for compensation decisions and are able to attract and retain the necessary talent to deliver high quality public services. It was, and continues to be, the government's expectation that such decisions would be made in a reasonable and measured way.

As the Framework has been in place for several months, some designated employers have begun to seek public comment on their executive compensation programs. Certain designated employers have posted consultation drafts that in the government's view would not comply with the Framework or its spirit if implemented. In light of these developments, I am writing to provide further clarity on the government's expectations for designated employer compliance with the Framework.

...2

Comparator Selection

Key among the Framework requirements is that salary and performance-related pay for designated executives is capped at no more than the 50th percentile of appropriate comparators.

The Framework defines appropriate comparators as those that meet the majority of the following criteria:

- Scope of responsibilities of the organization's executives,
- Industries within which the organization competes for executives,
- Size of the organization,
- Type of operations the organization engages in,
- Location of the organization.

This approach grants employers necessary flexibility to benchmark their executive compensation. That said, the government expects that employers will use these criteria to select comparator organizations that are appropriate, reasonable and in keeping with the principle of responsible administration of executive compensation under which the Framework was established. Above all, each board is responsible for ensuring that the comparators are understandable to the public.

Consultation and Program Contents

I ask that each employer carefully consider how their consultation draft meets the test of responsible and transparent administration of executive compensation. This means that consideration should be given to the type of information included in the consultation draft and how it can be presented to help enhance the public's understanding of the employer's plans for implementing changes to current compensation levels over time.

Posting only salary maximums has led some to assume that large increases would be imminent. More information about planned changes to compensation would provide the public with necessary context. Additional information should include current salary levels and proposed salary levels over time, in addition to maximums.

The Framework also requires that employers ensure that the public is given a reasonable opportunity to provide feedback on their compensation programs before they are finalized. The government expects that each draft compensation program will be posted on the employer's public-facing website in a clear and easily accessible location (e.g. Homepage or Newsroom) for a minimum of 30 days. Clear, open, easily accessible posting is integral to the principle of transparency that underlies the Framework. Since the purpose of posting is to consult with the public and receive feedback, the government expects that employers will take proactive measures to make the public aware of the posting of their draft framework.

...3

Adjustments to Compensation

The government expects that any annual increases in compensation given under a new compensation program will be modest. Employers should consider whether changes to their compensation structure can most appropriately be made by phasing in adjustments gradually over a number of years.

I expect you to work together with your overseeing ministry to ensure that executive compensation is managed in a way that is fair and understood by the public. If the government determines that the Framework requirements are not being met, the government will direct that employer to re-visit their compensation program and begin the public consultation process again.

The government is closely monitoring the rollout of this initiative and will take necessary action should an employer fail to develop a compliant compensation program or make unreasonable adjustments to compensation.

To be clear, no executive compensation increases can be implemented until after a final compliant compensation program is in place. The government requests that overseeing ministries are made aware of timing and contents of consultation drafts, and that no program is finalized without confirmation from your overseeing ministry.

Thank you for your ongoing leadership and support.

Sincerely,

[Original signed by]

Liz Sandals
President of the Treasury Board

c: All Ministers whose ministries oversee employers designated under the Broader Public Sector Executive Compensation Act, 2014

All Deputy Ministers whose ministries oversee employers designated under the Broader Public Sector Executive Compensation Act, 2014

Ministry of Education

Office of the ADM
Financial Policy and Business Division
900 Bay Street
20th Floor, Mowat Block
Toronto ON M7A 1L2

Ministère de l'Éducation

Bureau du sous-ministre adjoint
Division des politiques financières et des
opérations
900, rue Bay
20^e étage, Edifice Mowat
Toronto ON M7A 1L2



2017: B01

MEMORANDUM TO: Directors of Education
Secretary/Treasurers of School Authorities

FROM: Joshua Paul
Assistant Deputy Minister (Acting)
Financial Policy and Business Division

DATE: February 7, 2017

SUBJECT: **BPS Executive Compensation Framework – approval of non-Canadian public/BPS comparators form and compliance directive posted online**

As you are aware, the Broader Public Sector Executive Compensation Framework regulation (O. Reg. 304/16) came into force on September 6, 2016 under the Broader Public Sector Executive Compensation Act, 2014 (BPSECA). The regulation sets out requirements that all designated employers must follow when establishing executive compensation programs.

Treasury Board Secretariat (TBS) has now issued two additional materials for designated employer to use in complying with these requirements.

1. The Executive Compensation Framework Compliance Report Directive requires all designated employers to submit reports concerning compliance with O. Reg. 304/16 and BPSECA. Each compliance report must include an attestation from the board's chair or highest ranking officer stating that the employer is compliant.
2. The Request for Approval to Use Private Sector and/or International Comparators Form must be submitted by employers who wish to use organizations from outside the Canadian public sector/BPS to calculate maximum salary and performance-related pay for their executives.

Both the compliance directive and the comparator request form have been made available online on the [BPS Accountability website](#). Your completed compliance reports and any request forms should be submitted to me as necessary.

Further information will be provided regarding annual compliance attestations in the coming months. Should you have any questions please contact Med Ahmadoun, Director, Financial Analysis and Accountability Branch at (416) 326-0999 or Med.Ahmadoun@ontario.ca.

Sincerely,

Original signed by:

Joshua Paul
Assistant Deputy Minister (Acting)
Financial Policy and Business Division

cc: Senior Business Officials|

Trustee Associations

Med Ahmadoun, Director, Financial Analysis and Accountability Branch, Ministry of Education