

REGULAR BOARD MEETING AGENDA  
PUBLIC SESSION

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

Board Room  
Chatham Education Centre  
476 McNaughton Avenue, Chatham

**A**

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1. Call to Order	
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3. Approval of Agenda	
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5. Approval of the Minutes of:	
a) October 24, 2017 Regular Board Meeting	4
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6. Business Arising from the Minutes	
7. Motions Emanating from the Regular Board Private Session	
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	Trustee Sasseville Report B-17-151
<u>Recommendation #1</u>	
"That the Board approve the LKDSB Multi-Strategic Plan covering the Period 2015/2016 to 2019/2020."	
<u>Recommendation #2</u>	
"That the Board begin the process to develop a Multi-Year Strategic Plan to cover the period beginning 2019/2020."	
b) Report from the Ad Hoc Naming Committee for the Consolidated John N. Given Public School and Tecumseh Public School	15
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<u>Recommendation</u>	
"That the Board name the consolidated John N. Given and Tecumseh Public School the <i>Tecumseh Public School</i> ."	
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	Director Costello/ Superintendent Warner Report B-17-153
<u>Recommendation</u>	
"That the Board approve the revised policy and regulations on <i>Workplace Discrimination, Workplace Harassment, Workplace Sexual Harassment And Workplace Violence Prevention</i> ."	

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| <p>d) Policy and Regulations on <i>Activities and Supplemental Learning Material Fees</i></p> <p><u>Recommendation</u><br/>         "That the Board approve the revised policy and regulations on <i>Activities And Supplemental Learning Material Fees.</i>"</p>   | <p>Director Costello/<br/>         Superintendent Sherman<br/>         Report B-17-154</p> | <p>26</p>                              |
| <p>e) LKDSB Multi-Year Accessibility Plan, 2017 to 2022</p> <p><u>Recommendation</u><br/>         "That the Board approve the LKDSB Multi-Year Accessibility Plan, 2017 to 2022."</p>   | <p>Superintendent Warner</p>   | <p>29<br/>         Report B-17-155</p> |
| <p>f) LKDSB 2016/2017 School Year Audited Financial Statements</p> <p><u>Recommendation</u><br/>         "That the Audit Committee recommend 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, 2017."</p> | <p>Superintendent McKay</p>  | <p>40<br/>         Report B-17-156</p> |
| <p>13. Reports for Board Information:</p>   |  |  |
| <p>a) Indigenous Liaison Committee Report</p>   | <p>Trustee Rising</p>  | <p>67<br/>         Report B-17-157</p> |
| <p>b) Special Education Advisory Committee Report</p>   | <p>Trustee Fletcher</p>  | <p>68<br/>         Report B-17-158</p> |
| <p>c) Ontario Public School Boards' Association Update</p>  | <p>Trustee Fletcher</p>  | <p>Oral Report</p>                     |
| <p>d) Ontario Student Trustee Association Report</p>  | <p>Student Trustees Guthrie/Rogers</p>   | <p>Oral Reports</p>                    |
| <p>e) Budget Meeting Schedule for the 2018/2019 School Year</p>   | <p>Superintendent McKay</p>  | <p>72<br/>         Report B-17-159</p> |
| <p>14. Correspondence</p>   |  |  |
| <p>15. New Business</p>   |  |  |
| <p>16. Trustee Question Period</p>  |  |  |
| <p>17. Notices of Motion:</p>   |  |  |
| <p>18. Future Agenda Items</p>  |  |  |
| <p>19. Announcements</p>  |  |  |
| <p>a) The next Regular Board Meeting will be held on Tuesday, November 28, 2017, 7:00 p.m. at the Sarnia Education Centre.</p>  |  |  |
| <p>20. Adjournment</p>  |  |  |



## *In Memoriam*

### *Connor Newport*

Connor Newport passed away on October 24, 2017 in his 16th year.

He is survived by his father and mother, Rob and Charlene and siblings Jordan, Karissa and Logan.

Connor was a student at LCCVI in Petrolia. Staff, students and all who knew Connor will miss him.

May God bless his family at this time of sorrow.

November 14, 2017

Lambton Kent District School Board

Minutes of the Regular Board Meeting of October 24, 2017 held at the Sarnia Education Centre

PRESENT:

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

Student Trustee Elisabeth Guthrie and Evan Rogers

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, Public Relations Officer Heather Hughes

Regrets: Trustee Ruth Ann Dodman

Recording Secretary: Trish Johnston, Executive Assistant and Communications Officer

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

#2017-167  
Approval of the Agenda  
Oct/24/2017  
Moved by Randy Campbell, seconded by Elizabeth Hudie,  
"That the Agenda for the Regular Board Meeting Public Session of  
October 24, 2017 be approved."

CARRIED.

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

#2017-168  
Approval of Minutes  
Oct/10/2017  
Moved Jack Fletcher, seconded by Scott McKinlay,  
"That the Board approve the Minutes of the Regular Board Meeting of  
October 10, 2017."

CARRIED.

Business Arising  
Superintendent McKay referred to page 5 of the October 10, 2017 Board Minutes regarding the Ministry of Transportation's electric school bus program. He advised that it is an application based program whereby bus operators may apply for \$400,000 for new battery operated school buses. He confirmed that two local operators applied, Hull Bus Lines from Sarnia and Blenheim Bus Lines. Announcements regarding funding are to be made on November 15 2017.

#2017-169  
Action of the Regular  
Board Private Session be  
the Action of the Board  
Moved by Elizabeth Hudie, seconded by Dave Douglas,  
"That the Action of the Board in Private Session be the Action of the  
Board."

CARRIED.

Policy and Regulations on  
*Alcohol and Drugs*  
Report B-17-145  
Director Costello explained that the policy and regulations on *Alcohol and Drugs* have been reviewed as part of the LKDSB cyclical review. The documents have been revised to include Trustees, parents/guardians, volunteers, contractors and service providers. He explained that the board prohibits the establishment of bar facilities for serving alcoholic beverages in any of its schools or offices. It was agreed that the documents would be referred back to Administration to bring forward once the impact of legalized cannabis is known.

#2017-170  
Policy and Regulations on  
*Representation and  
Communication on Behalf  
of the Board*  
Report B-17-146

Director Costello explained that the policy and regulations on *Representation and Communication on Behalf of the Board* have been reviewed as part of the LKDSB cyclical review. Changes have been made to the documents to provide clarity.

Moved by Tom McGregor, seconded by Bob Murphy,

“That the Board approve the revised policy and regulations *Representation and Communication on Behalf of the Board.*”

It was confirmed that the Chair speaks on behalf of the Board on governance issues and the Director on operational and administrative issues. The policy was revised to reflect this wording.

It was confirmed that when an individual Trustee expresses their opinion they must make it clear that they are expressing their own opinion and not speaking on behalf of the LKDSB.

Director Costello referenced Section 11.7 of the LKDSB Procedural By-Laws, Upholding Decisions of the Board *All Trustees of the Board shall accept that authority rests with the Board, and that a Trustee has no individual authority other than that delegated by the Board. Each Trustee shall uphold the implementation of any Board resolution after it is passed by the Board. A proper motion for reconsideration or rescission, if permitted by the Board's Rules of Order, can be brought by a Trustee. A Trustee should be able to explain the rationale for a resolution passed by the Board. A Trustee may respectfully state his or her position on a resolution provided it does not in any way undermine the implementation of the resolution. Each Trustee shall comply with Board policies, procedures, By-Laws, and Rules of Order. The Chair of the Board is the spokesperson to the public on behalf of the Board, unless otherwise determined by the Board. No other Trustee shall speak on behalf of the Board unless expressly authorized by the Chair of the Board or Board to do so. When individual Trustees express their opinions in public, they must make it clear that they are not speaking on behalf of the Board.*

It was confirmed that the LKDSB OPSBA delegate and alternate have the authority to act on behalf of the LKDSB at OPSBA.

It was confirmed that the Chair is the spokesperson during negotiations and the Negotiations Committee members are to keep the Chair informed.

CARRIED.

Report on the Meeting with  
Chair and Director from  
the St. Clair Catholic  
District School Board

Chair Bryce advised that the Chairs and Directors of the LKDSB and St Clair Catholic District School Board (SCCDSB) met on October 17, 2017 in response to the letter Chair Bryce sent to the Chair of the SCCDSB regarding the possibility of sharing facilities. The LKDSB passed a motion on June 27, 2017 to write to the SCCDSB on the topic. She explained that, at this time, the boards do not see opportunity for facility sharing based on the needs of the respective school boards.

It was confirmed that it is possible that the position could change once the Ministry releases the revised Public Accommodation Review Guidelines.

Chair Bryce confirmed that the conversations that took place during the meeting were very forthright. Director Costello confirmed that the SCCDSB Director advised that they are not in a position to co-build at this time. Trustee McKinlay commented on past discussions with the SCCDSB on this topic and confirmed that they have made it clear that this is not on their agenda. Director Costello explained that the school boards share back office services through CLASS and will continue to pursue further opportunities. The sharing of administrative offices was not discussed.

Chair Bryce confirmed that the motion passed by the LKDSB regarding the school boards meeting to find solutions to keeping more schools open through the possibility of sharing school buildings was sent to the SCCDSB. The meeting occurred and it is not the direction of the SCCDSB at this time. Chair Bryce confirmed that, at this time the boards saw no opportunity for facility sharing.

Elementary Teacher/Board  
Communications  
Committee  
Report B-17-147

Vice-Chair Hudie reported on the Elementary Teacher/Board Communications Committee Meeting held on October 10, 2017. Members discussed Ontario Student Records (OSR) movement, school supply ordering and responsibility, progress reports, computer systems and reporting timelines and Full Day Kindergarten (FDK) reports.

Student Senate Report

Student Trustee Rogers reported on the Student Senate Meeting held on October 16, 2017 at Wallaceburg District Secondary School. Trustees Murphy and Sasseville were in attendance. Director Costello explained the roles of the Trustees and the Student Trustees and the importance of and impact the Student Senate can have throughout the LKDSB. Student Senate members discussed possible projects for the 2017/2018 school year and selected student voice. The Student Senators elected Co-Chairs Nathalie de Rechter, Great Lakes Secondary School, and Dheepthi Thommandram, Chatham-Kent Secondary School, and Recorder, Rihana Kikkadi, John McGregor Secondary School.

Audit Committee

Trustee McGregor reported on the Audit Committee Meeting held on October 2, 2017. Trustee McKinlay chaired the meeting. Kevin Sabourin, LKDSB External Auditor, presented on the roles and responsibilities of the Audit Committee and reported on the 2016/2017 fiscal year audit process. Kevin Sabourin commented that the school generated funds are a low risk to the LKDSB because even though it is a significant amount of money, no single person is in control of the money and controls are in place. Trustee McGregor advised that the LKDSB Internal Audit Plan is a 3-year plan that involves 2 internal audits each fiscal year. The Ministry provides funding to cover the cost of about 1.5 audits per year. He advised that the 2 internal audits chosen for the 2017/2018 school year are International Education and the social media strategy for the LKDSB and schools. Trustee McGregor explained that the LKDSB is part of the Regional Internal Audit-South Region. The Region outsources the internal auditor process and recommended that this model continue as it is working well.

Pupil Accommodation  
Report 2017  
Report B-17-148

Director Costello explained that the LKDSB Pupil Accommodation Report 2017/2018 is presented to the Board in compliance with LKDSB Regulation No: R-AD-106. In March 2015, the Ministry of Education released a revised Pupil Accommodation Review Guideline and a new Community Planning and Partnerships Guideline. In accordance with these guidelines and LKDSB policies and regulations, Administration presented the LKDSB Capital Plan to Trustees at the June 27, 2017 Board Meeting to which all agencies on the LKDSB entities list were invited. He advised that on June 28, 2017, the Ministry stated that Ontario would be taking steps to strengthen the quality and delivery of education in rural and Northern communities. This was following feedback that was presented to the government during ten rural education engagement sessions held between April 21, 2017 and June 9, 2017 and from responses to online surveys. One such rural engagement session was held in Thedford, Ontario in the jurisdiction of the LKDSB. As a result, the Ministry announced that they would be overhauling the process that school boards use to review schools for potential closure. School boards will not begin any new reviews until the revised Pupil Accommodation Review Guideline (PARG) is complete. The only exceptions will be reviews which are currently underway and those which would support joint-use projects between school boards or for student safety.

The LKDSB is awaiting the Ministry's revision of the Community Planning and Partnerships Guideline (CPPG) and the Pupil Accommodation Review Guideline (PARG). The Ministry has released the 2018/2019 Education Funding Engagement Guide, which states that the upcoming revisions are "to create a stronger, more collaborative process that better promotes student achievement and well-being and better recognizes the impact of school closures on rural communities." The following elements are proposed by the Ministry: Revising Pupil Accommodation Review (PAR) timeframes, introducing minimum requirements for the Initial Staff Report, promoting community input in the PAR processes, Reforming the PAR administrative process and developing Ministry supports. Director Costello advised that the purpose of the LKDSB Pupil Accommodation Report 2017 is to summarize data in order to provide an overview of accommodation issues across the geographic area of the LKDSB. The study of current student enrolment, demographic and financial data as well as Ministry initiatives is key to future planning.

Director Costello commented on the significant capital projects underway – Great Lakes Secondary School, Plympton-Wyoming Public School, consolidation of John N. Given and Tecumseh Public School and the funding application for a Kindergarten to Grade 12 School in Forest. He referred to the remaining four visions in the Pupil Accommodation Report and noted that they may change as enrolment and demographics change. He commented that the data presented in the Pupil Accommodation Report indicates the LKDSB faces two ongoing challenges: demographics/declining enrolment and financial challenges (including maintaining aging facilities). He referred to the pupil accommodation pictograph shared with Trustees and advised that it will be posted on the LKDSB website.

Superintendent Girardi noted that the enrolment in the LKDSB has continued to decline since amalgamation in 1998. Since the 2007/2008 school year, the LKDSB has experienced an overall enrolment decline of 14.4%. He confirmed that enrolment is expected to continue to decline but at a slower rate. He commented on the difficulties in elementary schools when the enrolment drops below 150 students. In addition to the funding implications, the ability to meet Ministry class size requirements across the district is difficult. Some schools with low enrolment may result in triple grade splits. He explained that in secondary schools with enrolment under 400, it is difficult to provide programs for the senior secondary students. He commented on the need to have equity across the board for all students. Superintendent Girardi outlined the 10-year enrolment history. Elementary and secondary enrolment has been in decline since amalgamation. However, in the 2016/17 school year, elementary enrolment experienced an unexpected increase. This increase is attributed to families relocating to the LKDSB from other boards, provinces and countries. While the increase in elementary enrolment is a welcomed change, based on demographic information and birth rate assumptions, this will not be a consistent trend. He also outlined the birthrate data. He commented on the demographic data provided by the County of Lambton Official Plan and the Municipality of Chatham-Kent. He outlined the projected enrolment for the LKDSB is expected to decline by approximately 600 students in 2027. The LKDSB currently has 8,489 empty pupil spaces, with a utilization rate of 72.17%. As of September 28, 2017, there are 14,577 elementary students and 7,348 total secondary students. This enrolment data may fluctuate based on additional student admissions and/or departures that will occur between now and the first Ministry funding date of October 31, 2017.

Superintendent McKay reminded Trustees of the changes in Ministry funding impacting the LKDSB which began in the 2015/2016 school year budget. He

confirmed that once the new model for Top-up Funding is completely phased in the LKDSB, without changes to the number and location of schools, will lose \$4,047,129 on an annual basis. The LKDSB, under the new Top-up Funding formula will receive funding for only 11 elementary schools rather than its current 47 elementary schools and only 3 secondary schools rather than its current 12 secondary schools. The new Top-up funding formula no longer supports under-capacity schools that are operating in close proximity to other LKDSB schools. He commented on the Geographic Circumstances Grant and School Foundation Grant. Superintendent McKay advised that the LKDSB receives approximately \$15M each year for capital needs. The LKDSB receives grant funding on an annual basis to carry out capital repair and maintenance programs on school facilities. Capital projects are prioritized based on school need and condition. The capital need and condition of our schools is used to calculate the Facility Condition Index (FCI). The FCI is a common facilities management benchmark that compares the relative condition of a group of facilities. The FCI compares the total cost of required capital work in LKDSB schools against the replacement value of those same schools. A facility with a high FCI would generally require a larger capital investment than a similar sized facility that has a lower FCI. High FCI scores are generally found in older buildings. He advised that the FCI charts contained in the report are dated May 18, 2017. It is the latest data available. Superintendent McKay commented that the current annual funding is not sufficient to cover the current capital needs of the LKDSB, which is resulting in a sizable funding gap. Failure to reduce the number of schools will only create a larger unfunded gap. 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. As school buildings are closed and consolidated, the proceeds of disposition from the sale of surplus properties can only be used as a funding source for capital work.

Superintendent Girardi commented on the four proposed pupil accommodation phases included in the report that have not been commenced. He advised that the descriptions of the phases have not changed since the 2016/2017 Pupil Accommodation Report. Information on the community engagement project conducted in South Chatham Kent was added and the plan to conduct a similar engagement process for Sarnia elementary schools was noted.

In response to Trustee McKinlay's request for an explanation about the 380 students at Tilbury District High School, Superintendent Girardi explained that approximately 160 of the students are from the Mennonite community and enrolled in co-operative education opportunities as well evening programs. This is a regular day program designed to meet the needs of one of our community partners. He confirmed that the students have minimal impact on the overall student program offerings at the school. Director Costello commented on the flexibility of program design and hours for the 160 in the specialized program.

In response to Student Trustee Rogers' question about calculating the Facility Condition Index (FCI) Superintendent McKay explained that a Ministry consultant assesses the total cost of work required for the facility and develops a capital need. The capital need is transferred into a dollar amount. The total cost of facility work is divided by the facility replacement value to determine the FCI for the facility.

Chair Bryce commented on the pause the Ministry placed on pupil accommodation reviews while they revise the PARG and CPPG and the need for the LKDSB to continue to make positive changes for the students.



Trustees thanked Administration for the report.

Occupational Health and Safety Annual Improvement Plan 2016/2017

Director Costello explained that the LKDSB Health & Safety Annual Improvement Plan 2016/2017 is being presented in response to the motion passed at the September 26, 2017 Board Meeting. *“That Administration bring a report annually to the Board for information on the results of the LKDSB occupational health and safety annual evaluation and plans for improvement.”* He introduced Wendy Pitvor and Connie Ogilvie, LKDSB Health and Safety Officers, and explained that they had prepared the Health & Safety Annual Improvement Plan 2016/2017. LKDSB staff conduct an evaluation of the effectiveness of the LKDSB Health & Safety Program every year as this is a requirement of the Occupational Health and Safety Act. This review is done in conjunction with the members of the Joint Health & Safety Committees. The Joint Health and Safety Committees are comprised of representatives from CUPE, ETFO, OSSTF, ETFO occasional, non–union workers and management. There is a Secondary Committee and an Elementary Committee. Each year, three elementary schools and two secondary schools are selected to be audited on all the LKDSB Administrative Procedures and programs pertaining to safety. The schools are randomly picked. Health and Safety Officer Connie Ogilvie and several committee members visit each of the selected schools to meet with the Principal and site-based health and safety representatives. During these interviews, staff review a series of questions based on a pre-designed audit document in order to determine how the programs and administrative procedures are functioning in their schools. The team also interviews two or three other staff members at each location, reviews school documentation pertaining to health safety and conducts an observational walkthrough of each building. This process typically requires a full day at each school. Subsequently, the representatives of the Joint Health and Safety Committees meet to develop the LKDSB Annual Improvement Plan. The plan includes follow-up actions and assignments for appropriate staff members. The plan is posted on the Health and Safety Section of the LKDSB staff web.

Trustee Rising departed from the Meeting.

Director Costello explained that the items on the report are to be addressed during the 2017/2018 school year. Trustees expressed appreciation for the report. Regarding violence in the work place data, Wendy Pitvor explained that a questionnaire is sent to all staff annually to voluntarily complete. The response rate has been low but the questions are very specific to schools. A subcommittee reviewed the questions and are developing a broader focused questionnaire for this year. The survey will be shared with Trustees. Director Costello advised that every Friday, the members of Executive Council and the Joint Health and Safety Committees receive a summary of incident reports and follow up steps. Some Trustees expressed an interest in receiving additional data. It was agreed that further summary data that speaks to safe schools and trends would be provided to Trustees.

Chair Bryce thanked Wendy Pitvor and Connie Ogilvie for attending the Board Meeting and sharing their expertise.

Correspondence

The Board received a letter from the Minister of Education and Minister of Infrastructure regarding the Ministry of Education’s plans to revise the Pupil Accommodation Review Guideline (PARG) and Community Planning and Partnerships Guideline (CPPG), October 12, 2017.

New Business

In response to Student Trustee Rogers questions about options for students on Take Our Kids to Work Day and liability insurance, Superintendent Sherman explained that Take Our Kids to Work is a National Program for Grade 9

students that occurs annually on the first Wednesday of November. This year it takes place on November 1. He confirmed that the workplace must have liability insurance to cover the students. There are detailed consent forms that parents/guardians sign that outline options for students. The secondary school staff are available to work with parents/guardians/students to find suitable placements. He suggested that Student Trustee Evans direct the concerned parent back to the school to work with the staff to find a placement for the student.

In response to Trustee Sasseville's question about making the free lifesaving opioid antidote Naloxone available in the schools, Director Costello advised that he met with the Medical Officers of Health last week and discussed the topic. He shared Dr. Colby's comment that the first response upon finding someone in distress was to call 911 and then administer Naloxone. Ontario's Good Samaritan legislation covers the person helping the individual in distress. Dr. Colby advised that no harm can be done to the individual by administering Naloxone if they do not actually need the drug. It is a nasal spray. Very little training is required to administer the drug. Director Costello commented that Administration at Great Lakes Secondary School have received training and have a kit. Administration has agreed that providing training and kits to all secondary schools would be pursued. Director Costello advised that he will be talking to the Deputy Ministry about supporting the initiative. The Public Health Units have indicated that they would provide training free of charge for school administrators. He confirmed that Administration is not aware of any local incidents requiring the use of the kit. Support for having the kits available in elementary schools was expressed.

Announcements

The next Regular Board Meeting will be held on November 14, 2017 at the Chatham Education Centre at 7:00 p.m.

Adjournment  
9:15 p.m.

There being no further business, Chair Bryce declared the meeting adjourned at 9:15 p.m.

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Chair of the Board

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Director of Education and Secretary of the Board

Lambton Kent District School Board

Minutes of the Special Board Meeting of November 7, 2017 held via videoconference at the Sarnia and Chatham Education Centres

Present Trustees Chair Jane Bryce, Vice-Chair Elizabeth Hudie, Randy Campbell, Ruth Ann Dodman, Dave Douglas, Jack Fletcher, Tom McGregor (via teleconference), Scott McKinlay (via teleconference), Bob Murphy (via teleconference) and Shannon Sasseville (via teleconference)

Staff Director of Education Jim Costello, Superintendent of Business Brian McKay and Superintendent Mark Sherman

Regrets: Trustee Lareina Rising

Recording Secretary Trish Johnston, Executive Assistant and Communications Officer

Call to Order Chair Bryce called the Meeting to order at 9:36 a.m.

#2017-173 Approval of the Agenda Nov/7/2017 Moved by Jack Fletcher, seconded by Dave Douglas, "That the Agenda for the Special Board Meeting Public Session of November 7, 2017 be approved." CARRIED.

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

#2017-174 Action of the Regular Board Private Session be the Action of the Board Moved by Elizabeth Hudie, seconded by Ruth Ann Dodman, "That the Action of the Board in Private Session be the Action of the Board." CARRIED.

Adjournment 9:38 a.m. There being no further business Chair Bryce adjourned the Meeting at 9:38 a.m.

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Chair of the Board

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Director of Education and Secretary of the Board

**BOARD REPORT  
REGULAR BOARD, PUBLIC SESSION**

**REPORT NO: B-17-151**

**FROM: Shannon Sasseville, Chair, Ad Hoc Strategic Planning Subcommittee Meeting**

**DATE: November 14, 2017**

**SUBJECT: Report of the Ad Hoc Strategic Planning Subcommittee**

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The Ad Hoc Strategic Planning Subcommittee met on October 26, 2017 to tweak the draft Multi-Year Strategic Plan that was presented at the January 31, 2017 Board Meeting to cover the period ending 2019/2020 as directed by the Board. The revised Plan is being presented to the Board for approval.

Committee members discussed next steps in developing a new Multi-Year Strategic Plan following the Trustee elections in the Fall of 2018 and the possibility of using a facilitator. Committee members supported involving the entire Board in the development of the new strategic plan. Committee members asked Director Costello to contact the Ontario Education Services Corporation (OESC) to determine what type of resources and support they could provide. The OESC worked with the Ministry on the new *Multi-Year Strategic Planning Guide and Supplementary Resources for School Board Trustees* documents.

Director Costello met with the Executive Director of OESC about their new strategic planning supports developed to assist school boards. The OESC, of which OPSBA is a founding member, has updated resources to assist trustees, directors of education and senior board staff in building capacity with their strategic thinking and planning processes. OESC has designed the supports to feed into school board's existing processes with the goal of meeting school board needs wherever they may be in the multi-year strategic planning cycle.

OESC has assembled a roster of experience facilitators to work with school boards in whatever area of the strategic planning cycle necessary. School boards are able to select an OESC facilitator based on the school board's needs and the facilitator's areas of expertise, experience and availability. Once a facilitator has been agreed to, the school board and OESC would enter into an agreement to deliver the professional learning sessions.

Facilitators would invoice the school board directly for professional services delivered and travel related expenses. In turn, OESC would reimburse the school board up to a maximum of 4 days for facilitator fees. OESC will also reimburse the school board for a portion of facilitator travel expenses. This funding is only available until March 2019.

Facilitated sessions can be organized for a duration that suits the school board's needs and schedule – for example an evening session, a weekend retreat or a series of sessions over time. In addition to the sessions, the board chair and director would be asked to participate in the needs assessment phone call and brief follow-up interview(s) after the sessions are complete.

**Recommendation #1:**

**“That the Board approve the LKDSB Multi-Year Strategic Plan covering the period 2015/2016 to 2019/2020.”**

**Recommendation #2:**

**“That the Board begin the process to develop a Multi-Year Strategic Plan to cover the period beginning 2019/2020.”**



DRAFT

Vision Statement  
 Our Students - Shaping Our World

Mission Statement  
 Fostering Success for Every Student Every Day

	<b>Belief Statements</b>	<b>Strategic Priorities</b>	<b>Strategic Actions</b>
#1	✓ 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 active members of their community.	<ul style="list-style-type: none"> <li>○ Provide learning experiences that allow students to collaborate and think critically about school, community and global issues and encourage community engagement.</li> </ul>
#2	✓ All students can learn and are entitled to quality instruction.	<p>We will provide quality instruction to ensure that students achieve 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"> <li>○ Provide job-embedded professional learning that is responsive to demonstrated student needs: “why this learning for this student at this time?”</li> <li>○ Work to implement lessons that are current, relevant and engaging to students in order to enhance skills.</li> <li>○ Measure and report on graduation rates.</li> <li>○</li> </ul>
#3	✓ 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 and understanding of the world around us.	<ul style="list-style-type: none"> <li>○ Provide a welcoming learning environment supports the diversity of learners.</li> <li>○ Ensure that classroom instructional practices reflect inclusiveness, cultural understanding and tolerance, caring and respect for all.</li> <li>○ Collaborate with First Nation partners regarding application of Truth and Reconciliation Recommendations/Calls to Action.</li> <li>○ Implement ongoing professional learning for all employees.</li> <li>○ Ensure that hiring processes and succession planning reflect our ever-changing community.</li> </ul>

	Belief Statements	Strategic Priorities	Strategic Actions
			<ul style="list-style-type: none"> <li>○ Collaborate with all groups (regardless of race, class, religion, gender, ethnicity, ability, sexual orientation and culture) to understand and respond to concerns.</li> </ul>
#4	<ul style="list-style-type: none"> <li>✓ Student success is achieved through shared responsibility of students, staff, families, community and First Nation partners.</li> </ul>	<p>We will engage with all stakeholders who have an interest in public education.</p>	<ul style="list-style-type: none"> <li>○ Strengthen communication regarding student learning with all partners through a variety of strategies.</li> <li>○ 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.</li> </ul>
#5	<ul style="list-style-type: none"> <li>✓ Accountability is attained through open dialogue, transparency and fiscal responsibility.</li> </ul>	<p>We will be accountable to all:</p> <ul style="list-style-type: none"> <li>➢ Students</li> <li>➢ Staff</li> <li>➢ Parents/guardians</li> <li>➢ Community members.</li> </ul> <p>We will consider available resources when determining program offerings.</p>	<ul style="list-style-type: none"> <li>○ Communicate progress in improving student achievement to parents and the school community.</li> <li>○ Annually report on the allocation of system financial resources through the budget process and presentation of the Audited Financial Statements.</li> <li>○ Effectively allocate resources in order to maximize impact on student learning at the school level.</li> <li>○ Demonstrate commitment to transparency and increased communication in all LKDSB actions.</li> </ul>
#6	<ul style="list-style-type: none"> <li>✓ We are committed to innovation and continuous improvement.</li> </ul>	<p>We will regularly introduce effective research-based methods, ideas and practices in order to deliver programs of the highest quality.</p> <p>We will ensure that the Strategic Plan is a living document and will be adjusted to future needs and concerns as they may arise.</p>	<ul style="list-style-type: none"> <li>○ Teachers will engage in inquiry, reflection, dialogue and sharing of ideas across subject areas.</li> <li>○ Continue to incorporate technology based learning in schools.</li> <li>○ Recognize the leadership potential of all through informal and formal means.</li> </ul>

October 26 2017

**REGULAR BOARD, PUBLIC SESSION**  
**Report to the Board**

**Report B-17-152**

**From:** Ruth Ann Dodman, Trustee  
**Chair of the Ad Hoc Committee to Name the Consolidated John N. Given and Tecumseh Public Schools**

**Date:** November 14, 2017

**Subject:** Report of the Ad Hoc Naming Committee for the Consolidated John N. Given and Tecumseh Public Schools

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At the May 9, 2017 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 John N. Given and Tecumseh Public Schools.

“That the Board approve the establishment of an Ad Hoc Naming Committee to recommend to the Board a name for the consolidated Tecumseh Public School and John N. Given Public Schools and appoint two Trustees to serve on the Committee.”

The Committee was comprised of:

Administration

Trustee Ruth Ann Dodman (Chair)  
Trustee Shannon Sasseville  
Superintendent Angie Barrese

John N. Given Public School

Principal Daphne Zondag  
Staff Representative Elizabeth Mariconda  
Staff Representative Deb Brecevic  
School Advisory Committee Representative Daloni Van Goethem  
School Advisory Committee Representative Della Lambkin  
Community Representative Andrew Martin  
Community Representative Stephany Knight

Tecumseh Public School

Principal Chris Moore  
Staff Representative Sue Bond  
Staff Representative Shelby Sims  
School Advisory Committee Representative Stacey Gore  
School Advisory Committee Representative Shannon Evans  
Community Representative Eric Vankesteren  
Community Representative Sheri Gifford

The Ad Hoc Committee met on October 4, 2017 and November 2, 2017.

At the October 4 meeting, the committee decided to seek input on keeping the name Tecumseh Public School. The committee used the following rationale:

- Tecumseh is the name of the previous high school, as well as one of the two elementary schools on the consolidated site;
- Tecumseh is recognized for making a significant contribution to society in the district, province and country and a monument is dedicated to him in Chatham-Kent; and
- The name Tecumseh is also used to identify a local park and a historical parkway along the Thames River

#### Process for Input

- Input was gathered from students and parent/community members using a survey offered online and through paper copies available at John N. Given Public School, Tecumseh Public School, Chatham Regional Education Centre, and Sarnia Education Centre.

#### Timelines for Input:

- Deadline for input was October 27, 2017
- Naming Committee met on November 2, 2017 to review the input and decide on the recommendation to the Board

#### Recommendation:

**“That the Board name the consolidated John N. Given and Tecumseh Public School the *Tecumseh Public School.*”**



REGULAR BOARD, PUBLIC SESSION

REPORT TO BOARD

**FROM:** Jim Costello, Director of Education  
Phil Warner, Superintendent of Education – Human Resources

**DATE:** November 14, 2017

**SUBJECT:** Policy and Regulations *Workplace Discrimination, Workplace Harassment, Workplace Sexual Harassment and Workplace Violence Prevention*

---

The policy and regulations on *Workplace Discrimination, Harassment, Sexual Harassment and Violence* have been reviewed as part of the LKDSB cyclical review.

Changes have been made to the policy and regulations to reflect the requirements of Bill 132 which amended the Occupational Health and Safety Act.

On September 8, 2016, the Bill 132 amendments to the *Occupational Health and Safety Act (Act)* came into force. These amendments revised and expanded the definition of “workplace harassment” in the Act to include “workplace sexual harassment” and introduced new requirements with respect to workplace harassment programs.

Specifically, the program must now, among other things:

- be developed and maintained in consultation with the joint health and safety committee (JHSC) or health and safety representative within the workplace
- include a reporting mechanism for incidents of workplace harassment, including a reporting mechanism for when the alleged harasser is the employer or supervisor
- ensure that all complaints and allegations are investigated
- set out how the complainant and respondent will be informed in writing of the results of the investigation and any corrective action taken”.

The changes/additions made for compliance are in red. The members of the LKDSB Joint Health and Safety Committees have reviewed the documents. Their only additional recommendation was to change his/her and he/she to the more gender neutral their or they.

**Recommendation:**

**“That the Board approve the revised policy and regulations on *Workplace Discrimination, Workplace Harassment, Workplace Sexual Harassment and Workplace Violence Prevention.*”**



## POLICY

SUBJECT: Workplace Discrimination, **Workplace** Harassment,  
**Workplace Sexual Harassment**, and **Workplace** Violence  
Prevention

It is the policy of the Lambton Kent District School Board to provide a working and learning environment for all staff and members of our school community that is safe, respectable and free from all forms of workplace discrimination, harassment, **sexual harassment** and violence.

**DRAFT**

Implementation Date: October 14, 2014

Reference: LKDSB Regulations, Administrative Procedures  
Ontario Human Rights Code  
Occupational Health and Safety Act



DRAFT

## REGULATIONS

**SUBJECT: Workplace Discrimination, Workplace Harassment, Workplace Sexual Harassment, and Workplace Violence Prevention**

### Background

The Lambton Kent District School Board (LKDSB) is committed to:

- Creating and maintaining a working and learning environment that is safe, respectful and free from discrimination, harassment, workplace violence and workplace sexual harassment;
- Preventing, identifying and correcting behaviour or conduct that, left unchecked, would result in discrimination, harassment, workplace violence or workplace sexual harassment or allow it to occur;
- Ensuring an investigation is conducted into incidents and complaints of workplace harassment that is appropriate in the circumstances; and
- Communicating the results of the investigation, including any corrective action, in writing to the person that has allegedly experienced workplace harassment

### Application

This Regulation governs the conduct of all individuals in the school community. This includes trustees, employees, contractors, volunteers, students, parents, visitors and others in the LKDSB school community.

For purposes of this Regulation, the workplace includes all locations or situations in which activities related to LKDSB business are carried out, including but not limited to:

- Activities in the schools, Board offices, and shops;
- Work assignments outside of the Board premises;
- Work-related social functions;
- Work-related conferences and training; and
- Work-related travel.

Nothing in this Regulation affects an individual's right to pursue any external avenues of redress which may be available with respect to the subject matter of this Regulation, including (where applicable) a grievance pursuant to the applicable collective agreement with the LKDSB, an application to the Human Rights Tribunal of Ontario, and/or a complaint to the Ministry of Labour.

### Definitions

#### **Discrimination**

"Discrimination" includes, but is not limited to, differential treatment based on a prohibited ground set out in the *Human Rights Code* ("the Code"). It includes:

- Not individually assessing the unique merits, capacities and circumstances of a person;
- Making stereotypical assumptions based on a person's presumed traits;
- Having the impact of excluding persons, denying benefits or imposing burdens.
- Discrimination does not include differential treatment which is permitted under the *Code* for special programs, special interest organizations, and special programs.
- Discrimination can be intentional or unintentional, and direct or indirect.

## **Definitions (cont'd)**

### **Harassment**

“Harassment” means a course of vexatious comments or conduct that is known or ought reasonably to be known to be unwelcome, whether or not it is based on a prohibited ground set out in the *Code*. Harassment not based on the *Code* is defined as workplace harassment under the *Occupational Health and Safety Act* (OHSA).

Harassment typically involves a pattern of comment or conduct that occurs over time. However, a single incident of a serious nature may be sufficient to constitute harassment.

Harassment includes comment or conduct targeted towards a particular individual, as well as comment or conduct directed toward a group of individuals that creates a poisoned working environment for members of that group. **Examples include but are not limited to:**

- **Offensive or intimidating comments or jokes;**
- **Bullying or aggressive behaviour;**
- **Displaying or circulating offensive pictures and materials;**
- **Inappropriate staring;**
- **Workplace sexual harassment; or**
- **Isolating or making fun of a worker because of gender identity.**

The reasonable exercise of management functions is not considered harassment for the purpose of this Regulation. The reasonable exercise of management functions includes, but is not limited to, giving reasonable instruction or supervisory direction to an employee, providing constructive criticism or counselling, enforcing workplace standards, taking corrective or disciplinary action, or conducting performance appraisals.

### **Prohibited Grounds**

The prohibited grounds set out in the *Code* are as follows:

- Race,
- Ancestry,
- Place of origin,
- Colour,
- Ethnic origin,
- Citizenship,
- Creed,
- Sex (including pregnancy),
- Sexual orientation,
- Gender identity,
- Gender expression,
- Age,
- Record of offences,
- Marital status,
- Family status,
- Same-sex partnership status, and
- Disability.

**Definitions (cont'd)**

**Sexual Harassment**

“Sexual harassment” includes any harassment based on sex or gender, including but not limited to the following:

- Any sexual advance or other conduct of a sexual nature which is known or ought reasonably to be known to be unwelcome,
- Any reprisal or threat of reprisal (such as loss of job, or denial of advancement, a pay increase or any other employment benefit) for rejecting a sexual advance or other conduct of a sexual nature from a person in a position of authority who knows or ought reasonably to know that it is unwelcome.

Workplace sexual harassment is defined by the *Occupational Health and Safety Act* and this Regulation as:

- Engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome; or
- Making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

**Workplace Violence**

“Workplace violence” is defined in the *Occupational Health and Safety Act* (“OHS”) and this Regulation as:

- The exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker,
- An attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker,
- A statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

**Immediate Reporting of Workplace Violence**

***IF YOU ARE THE VICTIM OF OR A WITNESS TO AN INCIDENT OF WORKPLACE VIOLENCE, YOU SHOULD IMMEDIATELY CONTACT YOUR ADMINISTRATOR OR CONTACT 911.***

**Prohibited Conduct**

Discrimination, harassment, **workplace sexual harassment** and workplace violence and are strictly prohibited and will not be tolerated or condoned in any form or under any circumstances.

Without limiting the generality, the following are examples of discrimination and harassment prohibited under this Regulation:

- Discrimination based on a prohibited ground in any aspect of employment, such as recruitment, hiring, promotion, training, layoff, pay and benefits, termination, job assignments, or leaves of absence;
- Harassment in any aspect of employment, such as recruitment, hiring, promotion, training, layoff, pay and benefits, termination, job assignments, or leaves of absence, whether based on a prohibited ground or not;

**Prohibited Conduct (cont'd)**

- Sexual harassment **and workplace sexual harassment**;
- Discrimination or harassment because of an individual's relationship, association or dealings with another person identified by a prohibited ground or because the individual is believed to be a member of a group identified by a prohibited ground;
- Failure to provide appropriate employment accommodation as required by the *Code* and applicable LKDSB policies;
- Creating, contributing to or condoning discrimination, harassment or **sexual harassment** in the workplace.

In addition to the categories of conduct prohibited, the following categories of conduct are also prohibited under this Regulation:

- Failure by a manager to respond promptly or appropriately to any incidents of discrimination, harassment or workplace violence that come to their attention;
- A bad faith or malicious allegation, complaint or accusation that another person has engaged in behaviour or conduct inconsistent with this Regulation;
- Providing evidence in bad faith or maliciously in the course of an investigation into a complaint under this Regulation;
- Failure by any person to cooperate in an investigation into a complaint under this Regulation;
- Interference with an investigation, including but not limited to intimidation of a complainant (the person making a complaint), a respondent (the person against whom a complaint is made) or a witness, and/or influencing a person to provide false or misleading information in the course of an investigation into a complaint under this Regulation;
- A reprisal or threat of reprisal, against an individual for exercising a right under this Regulation, or against any other person who is performing a legitimate role under this Regulation.  
Corrective action imposed to any individual in response to a violation of this Regulation is not considered a reprisal.

**Complaint and Investigation Procedure**

Any employee or trustee who believes that they have been subject to behaviour or conduct inconsistent with this Regulation has the right **and is encouraged** to file a complaint.

Where a manager has reasonable grounds to believe that an employee has been subject to behaviour or conduct inconsistent with this Regulation, but no complaint is filed within a reasonable time following the events in question, the manager shall file a complaint under this Regulation.

The Workplace Complaint and Investigation Administrative Procedure will apply to the filing, investigation, and resolution of all complaints under this Regulation.

The criminal law may apply in addition to this Regulation and the police may be called in to investigate reported incidents of discrimination, harassment, workplace violence or **workplace sexual harassment**.

### **Penalties and Remedies**

Any trustee or employee, including any manager, who engages in any behaviour or conduct inconsistent with this Regulation, may be subject to corrective action up to and including termination.

Any other person (whether or not the person is a trustee or employee) who engages in behaviour or conduct inconsistent with this Regulation may be removed from the workplace and/or subject to other sanctions appropriate in the circumstances.

An employee who has been subject to behaviour or conduct inconsistent with this Regulation may be provided with additional remedies in cases where such remedies are warranted in the circumstances.

### **Prevention, Communication and Education**

The LKDSB recognizes the need to undertake a range of preventive measures to prevent discrimination, harassment, workplace violence and **workplace sexual harassment**. This includes the need to communicate with trustees and employees about the importance of **education and prevention of discrimination, harassment, workplace violence and workplace sexual harassment**.

Trustees and employees, including administrators, will be informed of **and educated** about their rights and responsibilities under this Regulation and under the Workplace Complaint and Investigation Administrative Procedure.

### **Annual Review**

This Regulation will be reviewed on an annual basis. The Conflict Resolution Coordinator will be responsible for initiating the annual review of this Regulation, and any changes proposed as a result of the review will be **directed to the Joint Health and Safety Committees for consultation purposes**. **This will be followed by a referral** to the Superintendent of Education/Human Resources to facilitate review and approval **of changes** by the Board of Trustees.

### **Roles and Responsibilities**

#### **Conflict Resolution Coordinator**

The Conflict Resolution Coordinator is responsible for:

- Interpreting this Regulation and providing advice, procedures, guidelines, educational materials, and information about resources;
- Developing education and communication strategies;
- Facilitating the filing, processing and investigation of complaints under this Regulation;
- Receiving informal complaints, participating as appropriate in efforts to mediate informal complaints, and notifying the applicable administrator, manager or supervisor if mediation efforts are not successful;
- Receiving formal complaints;
- Declaring a potential conflict of interest in relation to any informal or formal complaint that includes an allegation that the Conflict Resolution Coordinator has engaged in conduct or behaviour inconsistent with this Regulation, and allowing the Manager of Human Resources to assume responsibility for dealing with the complaint in such cases;
- Where appropriate, facilitating mediation to resolve informal and formal complaints;
- Investigating formal complaints within the timeframes set out in the Workplace Complaint and Investigation Administrative Procedure and, where appropriate, retaining third party consultants to conduct investigations;

- Considering any requests for extension of the timeframe to complete the investigation and provide the final investigation report;
- Where applicable, notifying bargaining unit employees of their right to federation/union representation during the investigation procedure;
- Receiving investigation reports and, where the investigator concludes that a violation of this Regulation has occurred, consulting with the Superintendent of Education/Human Resources, the Manager of Human Resources, the applicable administrator, manager or supervisor and/or legal counsel as necessary regarding appropriate corrective action and other sanctions or remedies for violations of this Regulation;
- Keeping appropriate records of formal complaints filed under this Regulation and the outcome of those complaints including:
  - A copy of the complaint or details about the incident;
  - A record of the internal investigation, including notes;
  - Copy of witness statements, if taken;
  - A copy of the investigation report, if any;
  - A copy of the results of the formal investigation that were provided to the person who reported the complaint and the alleged harasser; and
  - A copy of any corrective action taken to address the complaint or incident of workplace harassment; and
- Making recommendations concerning appropriate measures to prevent discrimination, harassment, **workplace sexual harassment**, and workplace violence, including education regarding this Regulation and the Workplace Complaint and Investigation Administrative Procedure.

### **Administrators, Managers and Supervisors**

Administrators, Managers and Supervisors are responsible for:

- Ensuring they are familiar with this Regulation and the Workplace Complaint and Investigation Administrative Procedure, as amended from time to time;
- Providing leadership in creating and maintaining a workplace free of discrimination, harassment, workplace violence **and workplace sexual harassment**;
- Acting as role models for staff by refraining at all times from behaviour or conduct inconsistent with this Regulation;
- Ensuring their staff are aware that discrimination, harassment, **workplace sexual harassment and** workplace violence will not be tolerated or condoned in any form or under any circumstances;
- Providing clarification to their staff regarding the standards of workplace behaviour expected under this Regulation;
- Ensuring that their staff are aware of their rights and responsibilities under this Regulation and the Workplace Complaint and Investigation Administrative Procedure;
- Notifying the Conflict Resolution Coordinator of any incidents of discrimination or harassment that come to their attention, and responding promptly and appropriately to any such incidents;
- Initiating an informal complaint, where there are reasonable grounds to believe that a violation of this Regulation has occurred and the individual involved does not file a formal complaint within a reasonable time following the events in question;
- Referring informal and formal complaints to the Conflict Resolution Coordinator;
- Advising staff that they are prohibited from retaliating or threatening to retaliate against any complainant, respondent, witness or other person involved in an informal or formal complaint;



- Advising staff of their duty to cooperate in and refrain from interfering with the investigation of formal complaints;
- Cooperating with the investigation, such as by participating in the investigation as appropriate, making their staff available at the earliest opportunity to participate in the investigation and any other resolution processes, and safeguarding the confidentiality of information pertaining to the complaint;
- Effectively managing workplaces in which alleged **violations of this Regulation** are being investigated;
- Participating as appropriate in decisions concerning **any necessary** corrective action or other sanctions and remedies for violations of this Regulation;
- Ensuring mediated agreements, corrective action, and any other sanctions or remedies are implemented effectively;
- Restoring or improving workplace relationships when violations of this Regulation or the resolution of those violations have disrupted these relationships; and
- Participating and making their staff available to participate in any initiatives undertaken to prevent discrimination, harassment, workplace violence **and workplace sexual harassment**, including education regarding this Regulation and the Workplace Complaint and Investigation Administrative Procedure.

### **Trustees and Employees**

Trustees and employees are responsible for:

- Refraining from conduct and behaviour inconsistent with this Regulation; and
- Complying with this Regulation and the Workplace Complaint and Investigation Administrative Procedure.

Implementation September, 2014

Revised:

Reference: LKDSB Policy, Administrative Procedures  
Ontario Human Rights Code  
Occupational Health and Safety Act

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

**FROM:** Jim Costello, Director of Education  
Mark Sherman, Superintendent of Education – Student Success/Secondary

**DATE:** November 14, 2017

**SUBJECT:** Policy and Regulations on *Activities and Supplementary Learning Material Fees*

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The LKDSD policy and regulations on *Activities and Supplementary Learning Material Fees* were brought to the Board at the September 26, 2017. Trustees referred the documents back to Administration to develop a definition for the term *enhanced optional* programs included in #1 of the regulations.

Administration has determined that this phrase is no longer relevant and recommend deleting it from the regulations. The intent is covered in #3 through the reference to *program enhancements or field trips that are not a mandatory element of a subject or course*.

**RECOMMENDATION:**

**“That the Board approve the revised policy and regulations on *Activities and Supplementary Learning Material Fees*.”**



## **POLICY**

**SUBJECT: Activities and Supplemental Learning Material Fees**

It is the policy of the Lambton Kent District School Board to **both** support the charging of fees to students where schools choose to offer enhancements or supplementary learning materials beyond the core curriculum and to ensure that no student be excluded from participating based on their ability to pay.

Implementation Date: December 8, 1998  
Revised: February 26, 2002,  
Reviewed: June 10, 2008  
Revised: August 30, 2011,

Reference: Ministry of Education Fees for Materials and Activities Guidelines  
LKDSB Regulations and Administrative Procedure *Activities and Supplementary Learning Material Fees*



## REGULATIONS

**DRAFT**

**SUBJECT: Activities and Supplementary Learning Material Fees**

**Co-Curricular Activities:** Co-curricular activities or materials are defined as those related to the regular day school program.

**Extra-Curricular Activities:** Extra-curricular activities are defined as those that are outside the regular day-school program.

The Lambton Kent District School Board supports the charging of fees to students as follows:

1. Fees to share the cost of consumable supplies and personal equipment required to participate in ~~enhanced optional programs~~, co-curricular, and extra-curricular activities.  
~~Co-curricular activities are defined as related to the regular day school program. Extra-curricular activities are defined as outside the regular day school program.~~
2. Fees to pay the full cost of items (such as physical education clothing), which become the personal property of the student.
3. Fees to share in the cost, or pay the full cost, (as determined by the Principal) of special events, program enhancements or field trips that are not a mandatory element of a subject or course.
4. Fees to share in the cost, or pay the full cost, (as determined by the Principal) of co-curricular and extra-curricular activities such as but not limited to, athletics, dramatic productions, school clubs, and student council activities.
5. Principals will ensure all acceptable accounting, business, and board procedures are followed to meet audit requirements as per Board Regulations *School Generated Funds, R-PR-208*.
6. Principals will ensure that no student is excluded from participating based on their ability to pay.

Implementation Date: February 26, 2000  
Revised: June 10, 2008, August 30, 2011

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

**FROM: Phil Warner, Superintendent of Education – Human Resources**

**DATE: November 14, 2017**

**SUBJECT: Multi-Year Accessibility Plan for the Lambton Kent District School Board  
September 2017 to August 2022**

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

The Act requires school boards to create Multi-Year Accessibility Plans. The Lambton Kent District School Board Multi-Year Accessibility Plan was originally developed in 2012 in accordance with the Integrated Accessibility Standards Regulation under the *Accessibility for Ontarians with Disabilities Act, 2005*.

The Multi-Year Accessibility Plan has been reviewed and updated by the members of the LKDSB Accessibility Committee. The members of the LKDSB Accessibility Committee are listed on page 5 of the Plan. The Plan incorporates the intentions of the Board to meet its obligations under the *Ontarians with Disabilities Act, 2001*. The Plan describes the measures that the Board will take over the five-year period from 2017/2022 to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the School Board community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools. The plan is guided by the Board's Accessibility Standards-Policy Statement.

The LKDSB Multi-Year Accessibility Plan, September 2017 to August 2022, has been reviewed by the members of the LKDSB Special Education Advisory Committee.

**Recommendation**

“That the Board approve the LKDSB Multi-Year Accessibility Plan, 2017 to 2022.”



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

# **Multi-Year Accessibility Plan**

## **September 2017 to August 2022**

Prepared by the Accessibility  
Committee

This publication is available on the Lambton Kent District School Board's website at:

[www.lkdsb.net](http://www.lkdsb.net)

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## 1. Aim

This Multi-Year Accessibility Plan is developed in accordance with the Integrated Accessibility Standards Regulation under the *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)*. It identifies the intentions of the Board to meet its obligations under the *Ontarians with Disabilities Act, 2001*. The Plan describes the measures that the Board will continue to take over the five-year period from 2017-2022 to identify, remove and prevent barriers to people with disabilities who work, learn and participate in our LKDSB community. This includes students, staff, parents, guardians, volunteers and visitors to the Board, its schools, and all Board facilities. This follows our five-year 2012-2017 plan that identified the Lambton Kent District School Board's commitment to the AODA Standards and vision of working towards accessibility for all Ontarians by 2015. The plan is guided by the Board's Accessibility Standards Policy Statement.

## 2. Objectives

This plan:

- 2.1 Describes the process by which the Lambton Kent District School Board continues to identify, remove and prevent barriers.
- 2.2 Reviews recent effort of the Lambton Kent District School Board to remove and prevent barriers.
- 2.3 Describes the measures the Lambton Kent District School Board will take in the period 2017-2022 to identify, remove and prevent barriers.
- 2.4 Makes a commitment to provide an annual status report on the Board's implementation of the multi-year accessibility plan.
- 2.5 Makes a commitment to review and update the multi-year accessibility plan at least once every 5 years.
- 2.6 Describes how the Lambton Kent District School Board will make this accessibility plan available to the public.

## 3.0 Commitment to Accessibility Planning

This plan will be established, reviewed and updated in consultation with persons with disabilities, with the Special Education Advisory Committee, and the LKDSB Accessibility Committee. It will be presented to the Board of Trustees for approval prior to posting on the LKDSB public website. The Lambton Kent District School Board is committed to:

- 3.1 Maintaining an Accessibility Committee.



- 3.2 Continuing the process of consulting with the Special Education Advisory Committee and with persons with disabilities.
- 3.3 Ensuring, wherever practicable, that Board policies, procedures and practices are consistent with the principles of accessibility and inclusive/universal design. The Accessibility Committee will provide input into accessibility issues, where appropriate, with regard to new policies and procedures and to those under review.
- 3.4 Improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community. Consideration of ongoing identification of barriers will be the responsibility of the Accessibility Committee and will, wherever practicable, be incorporated in the multi-year plan.

#### 4.0 Description of the Lambton Kent District School Board

The Lambton Kent District School Board provides public educational services to more than 21,800 students in our 54 elementary schools and 12 secondary schools. Lambton County and Kent County is made up of numerous small towns and communities situated in Southwestern Ontario, a geographic area surrounded by the Great Lakes.

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

#### **Vision Statement**

Our Students - Shaping Our World

#### **Mission Statement**

Fostering Success for Every Student Every Day

#### **Belief Statement**

- √ Public education is an investment in the future of all peoples and all communities.
- √ All students can learn and are entitled to quality instruction.
- √ A safe and caring learning environment is strengthened by embracing diversity, and respecting self, others and the world around us.
- √ Student success is achieved through shared responsibility of students, staff, families, community and First Nation partners.
- √ Accountability is attained through open dialogue, transparency and fiscal responsibility.
- √ We are committed to innovation and continuous improvement.

## 5.0 Members of Accessibility Committee

<b>Committee Member</b>	<b>Department</b>
Andy Scheibli	Manager of Facility, Maintenance and Capital
Angie Moule	Special Education Coordinator (Elementary)
Bruce Davidson	Special Education Coordinator (Secondary)
Cheryl Webster	Human Resource Officer
Don Masse	Coordinator of Sites and Design
Frank Mastronardi	Supervisor of System Applications/Corporate Services
Jim Stewart	Secondary Principal
Kent Orr	Student Transportation Services, CLASS
Mary Mancini	System Coordinator of Secondary Program
Melody Borthwick	Supervisor of Building Services
Sandi Cook	Elementary Principal
Sandra Perkins	System Coordinator of Special Education
Trish Johnston	Executive Assistant and Communications Officer

The Accessibility Committee will hold meetings as necessary to remain current on legislative changes and proposals. A particular focus for this committee will be on the proposed development of an education standard under the AODA.

## 6.0 Strategy for Prevention and Removal of Barriers

Through the annual accessibility plan status report process implemented under the *Ontarians with Disabilities Act, 2001*, the Lambton Kent District School Board's programming, policies and practices have been assessed to ensure continuous improvement in accessibility. This process will continue through the on-going review of a multi-year accessibility plan which places particular emphasis on the provisions of the regulations made under the AODA with regard to customer service, information and communications, employment, school transportation and our built environments. A specific focus will be on participating to the extent possible in the development of an education standard through responding to surveys and other requests for input by the provincial Education Standards Development Committee.

## 7.0 Barrier Identification Methodologies

The Accessibility Committee uses the following barrier-identification methods:

Methodology	Description	Status
Discussions with Stakeholders regarding Accessibility Issues or Concerns	Human Resources, Information Technology, Building Services, Senior Management, Principals, Staff Members, Transportation, Special Education, Parents and School Community	Ongoing
Accessibility Working Group Committee Meetings	Staff and community input into identification and removal of barriers	Ongoing
Removal of Physical Barriers	Annual survey of all LKDSB buildings to identify future capital projects and accessibility opportunities	Ongoing
Communication steps: Board, SEAC, Employee Groups, School Community.	Participate in feedback process and discussions to provide input prior to public posting of plans	Ongoing

## 8.0 Recent Barrier Removal Achievements

The most recent Annual Accessibility Plan developed in accordance with the Accessibility for Ontarians with Disability Act (AODA) identified a range of barriers and appropriate strategies for their removal. Some examples of these are:

Type of Barrier	Location	Action Taken
Physical	Various elementary schools throughout the district	Five barrier free washrooms installed
Physical	Various schools throughout the district and both Board Offices	27 barrier free drinking fountains/water filling stations
Physical	Tecumseh Elementary School	Emergency evacuation chairs in case of power failure
Physical	Northern C.I. & V.S.	Renovated parking lot adding tactile strips for visual disabilities
Environmental	All locations throughout the district	Purchased a Portable FM system for use at meetings throughout the district to assist people with hearing disabilities

Type of Barrier	Location	Action Taken
Information and Communication	Throughout the district	Ensure all websites and intranet conforms to accessibility standards
Information and Communication	Sarnia and Chatham Education Centres	Video Telephones installed at a barrier free height
Attitudinal	Various locations throughout the district	Ongoing training through the Special Education Department in understanding the individual with a disability and the specific requirements of our students with disabilities
Attitudinal	District-wide	Ongoing training in Customer Service Standards and Integrated Service Standards for all new employees
Transportation	District-wide	Development of Individual Transportation plans for students with special needs as required

New school construction has adhered to the current building code and includes level access to schools, automatic door openers, elevators in schools of more than one floor and accessible washrooms.

## 9.0 Barriers Addressed under the Multi-Year Accessibility Plan

The Integrated Accessibility Standards Regulation 191/11 pursuant to the Accessibility for Ontarians with Disabilities Act, 2005 identified specific requirements to achieve accessibility in the areas of:

- Information and Communications
- Employment
- Transportation
- Design of Public Spaces

These requirements build on the previously implemented Accessibility Standards for Customer Service which came into force in 2007. The general requirements under this Regulation are:

- Procurement
- Training

Lambton Kent District School Board demonstrates through this Multi-Year Accessibility Plan its intention and commitment to address barriers to accessibility related to the Integrated Accessibility Standards.

## **9.1 Customer Service Standard**

The Customer Service Standard requires the Lambton Kent District School Board to provide accessible services to the public for people with disabilities and to ensure that policies and procedures are in place to support this requirement. We demonstrate our commitment to this Standard by:

- Reviewing policies and procedures to ensure compliance and providing ongoing training to all new employees in the Customer Service Standard.
- Providing equipment where applicable to provide accessible services.
- Posting a Notice of Interruption of Services for planned or unplanned interruption of services. This notification will be posted on the LKDSB website with all relevant information.

## **9.2 Information and Communication**

The Information and Communication Standard requires the Lambton Kent District School Board to communicate and provide information in ways that are accessible to people with disabilities. We demonstrate our commitment to this standard by:

- Enhanced accessibility as it relates to communication supports, formats and web content.
- Allowing easy and readily available access for all to our Wi-Fi and intranet infrastructure. This has been accomplished through our Information Technology Strategic Plan.
- Ensuring requests for information in an accessible format that meets the needs of the individual making the request is readily available.
- Providing equipment as necessary and required to allow individuals easier access to technology, information and communication devices.

## **9.3 Accessible Employment Standard**

This Accessible Employment Standard requires the Lambton Kent District School Board to develop and utilize practices that support in the recruitment and accommodation of employees. We demonstrate our commitment to this standard by:

- Preparing individualized emergency response plans for persons with disabilities.
- Providing alternate methods of ensuring employees with disabilities are notified in emergency situations.
- Making employment practices and workplaces more accessible.
- Ensuring accessibility requirements are available during the recruiting phase.
- Reviewing accommodation practices to ensure people with disabilities are able to participate fully as LKDSB employees.
- Providing an Employee Assistance Program to support employees in the areas of wellness, mental health and addictions.
- Providing on-going training on accessibility requirements and practices to new and current employees through e-learning and in-person training where applicable.
- Providing training and education to supervisors, managers and principals as needed in responding appropriately to the needs of employees with an illness, injury, and/or disability and the employer's Duty to Accommodate.

## **9.4 Transportation Standard**

The Transportation Standard requires the Lambton Kent District School Board to prevent and remove barriers to public transportation. We demonstrate our commitment to this standard by:

- Providing individualized transportation plans for each student requiring accommodations while riding the school bus.
- Considering the transportation of a single student where necessary to ensure safety.
- Involving the expertise of the Special Education Teams and the CLASS Shared School Services in the development of transportation plans.

## **9.5 The Design of Public Spaces Standard**

The Design of Public Spaces Standard requires the Lambton Kent District School to ensure that newly-constructed or significantly renovated public spaces are accessible. We demonstrate our commitment to this standard by:

- Achieving full compliance with the Ontario Building Code requirements for accessibility.
- Improving accessibility designs in new builds or major renovations.
- Making features such as doors, washrooms, elevators and parking accessible when constructing new structures or significantly renovating buildings.
- Conducting a yearly Maintenance Forecast plan that identifies anticipated infrastructure requirements for the subsequent year, including identifying any accessibility needs.
- Ensuring compliance with accessibility in construction and purchasing of playground equipment.

## **9.6 Procurement**

The Lambton Kent District School Board is required to incorporate accessibility design, criteria and features when procuring goods, services or facilities except where it is not practical to do. We demonstrate our commitment to this by:

- Considering the needs of people with disabilities in our procurement plan.
- Integrating accessibility considerations into the procurement process as applicable.

## **10.0 Review and Monitoring Process**

The Accessibility Committee will meet as required during the year to review progress and evaluate the effectiveness of barrier-removal and prevention strategies. This committee will also provide input and recommendations to increase accessibility throughout the LKDSB community.

The Accessibility Committee will ensure that the following steps take place:

- An annual Accessibility Report on the progress of the measures taken to promote accessibility is prepared and posted on the LKDSB website. This will be done in consultation with persons with disabilities, with the Board's Special Education Advisory Committee and other relevant committees.
- At least once every 5 years the multi-year plan is reviewed and updated in consultation with persons with disabilities, with the Board's Special Education Advisory Committee and other relevant committees.

## 11.0 Communication of the Plan

In addition to the public availability of the plan on our website, this report is available in print copy at both the Sarnia and Chatham Education Centres. Requests for this report in accessible formats should be made directly to the Chair of the Accessibility Committee.

Questions, comments or feedback regarding this Multi-Year Accessibility Plan or accessibility within the Lambton Kent District School Board may be directed to the attention of the Chair of the Accessibility Committee at:

Accessibility Committee  
Lambton Kent District School Board  
200 Wellington Street  
P.O. Box 2019  
Sarnia ON N7T 7L2  
519-336-1500

Or

[www.lkdsb.net](http://www.lkdsb.net)

**BOARD REPORT  
REGULAR BOARD, PUBLIC SESSION**

**REPORT NO: B-17-156**

**Memorandum To: Jim Costello, Director of Education**

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

**DATE: November 14, 2017**

**SUBJECT: LKDSB 2016/2017 School Year Audited Financial Statements**

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The audit of the 2016/2017 school-year financial operations has been completed and is being presented to the Board this evening.

Bailey Kearney Ferguson LLP was appointed, by the Board, to perform this past school year's annual audit of its financial statements. Following Board review and approval these audited financial statements will be submitted to the Ministry of Education.

The LKDSB Audit Committee met on October 30, 2017 to review the 2016/2017 draft financial statements and the results of the external audit.

Attached to this report are the following financial data:

- Management Report to the Board from the Director of Education and Superintendent of Business and Treasurer,
- Independent Auditors' Report to the Board of Trustees, and

**Consolidated Financial Statements for the Year Ended August 31, 2017:**

- ❖ Consolidated Statement of Financial Position
- ❖ Consolidated Statement of Operations
- ❖ Consolidated Statement of Change in Net Debt
- ❖ Consolidated Statement of Cash Flows
- ❖ Notes to the Consolidated Financial Statements

During the 2016/2017 school year, the LKDSB implemented numerous Ministry of Education projects that were carried out as additionally funded projects outside of the regular Grants for Student Needs (GSN). Samples of these projects are listed here and were focused on providing support to the Board's schools and students.

- Autism Supports and Training
- Community Use of Schools – Outreach Coordinators
- Early Years Leadership Strategy
- Library Staff Investment Project
- Outdoor Education
- Safe, Inclusive and Accepting Schools
- Small and Northern Boards Mathematics
- Student Work Study
- System Implementation & Monitoring School Supports/OFIP School Supports
- Technology and Learning Fund



Mr. Kevin Sabourin, partner with the firm of Bailey Kearney Ferguson LLP, will present and explain the Independent Auditors' Report and the Consolidated Financial Statements attached to this report and answer questions pertaining to these documents.

Sandy Anderson, Manager of Financial Services coordinated the Board's work within our Accounting Department, provided all necessary support during the audit process and completed the Ministry year-end financial statements. Through the collective efforts of the Board, our administrative staff and school leaders, the LKDSB achieved a successful financial operation for the 2016/2017 school year.

**Recommendation:**

**"That the LKDSB Audit Committee recommend 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, 2017."**



## **MANAGEMENT REPORT**

### Management's Responsibility for the Consolidated Financial Statements

The accompanying consolidated financial statements of the Lambton Kent District School Board are the responsibility of the Board management and have been prepared in accordance with the Financial Administration Act, supplemented by Ontario Ministry of Education memorandum 2004:B2 and Ontario Regulation 305/11 of the Financial Administration Act, as described in Note 1 to the consolidated financial statements.

The preparation of consolidated financial statements necessarily involves the use of estimates based on management's judgement, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Board management maintains a system of internal controls designed to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and recorded in compliance with legislative and regulatory requirements, and reliable financial information is available on a timely basis for preparation of the consolidated financial statements. These systems are monitored and evaluated by management.

The Audit Committee of the Board meets with management and the external auditors to review the consolidated financial statements and discuss any significant financial reporting or internal control matters prior to their approval of the consolidated financial statements.

The consolidated financial statements have been audited by Bailey Kearney Ferguson LLP, independent external auditors appointed by the Board. The accompanying Independent Auditors' Report outlines their responsibilities, the scope of their examination and their opinion on the Board's consolidated financial statements.

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Director of Education

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Superintendent of Business

November 14, 2017

DRAFT FOR DISCUSSION ONLY

LAMBTON KENT DISTRICT SCHOOL BOARD

CONSOLIDATED FINANCIAL STATEMENTS

AUGUST 31, 2017

AUGUST 31, 2017

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DRAFT FOR DISCUSSION ONLY

## INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of the  
Lambton Kent District School Board

We have audited the accompanying consolidated financial statements of Lambton Kent District School Board which comprise the consolidated statement of financial position as at August 31, 2017 and the consolidated statements of operations, change in net debt and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

### Management's Responsibility for the Consolidated Financial Statements

Management is responsible for the preparation of these consolidated financial statements in accordance with the basis of accounting described in Note 1 to the consolidated financial statements, and for such internal control as management determines is necessary to enable the preparation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

### Auditors' Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditors' judgement, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### Opinion

In our opinion, the consolidated financial statements as at and for the year ended August 31, 2017 are prepared, in all material respects, in accordance with the basis of accounting described in Note 1 to the consolidated financial statements.

### Emphasis of Matter

Without modifying our opinion, we draw attention to Note 1 to the consolidated financial statements which describes the basis of accounting used in the preparation of these consolidated financial statements and the significant differences between such basis of accounting and Canadian public sector accounting standards.

Wallaceburg, Ontario  
TBD

Chartered Professional Accountants  
Licensed Public Accountants

**LAMBTON KENT DISTRICT SCHOOL BOARD**

**CONSOLIDATED STATEMENT OF FINANCIAL POSITION**

	AS AT AUGUST 31, 2017	
	2017	2016
<b>FINANCIAL ASSETS</b>		
Cash	\$ 12,478,219	\$ 13,636,128
Accounts receivable (Note 2)	68,336,536	57,325,449
Investments (Note 3)	10,025,266	9,767,823
<b>TOTAL FINANCIAL ASSETS</b>	<b>90,840,021</b>	<b>80,729,400</b>
<b>LIABILITIES</b>		
Accounts payable and accrued liabilities	25,173,771	18,055,176
Other liabilities	852,687	765,594
Deferred revenues (Note 4)	4,582,239	3,545,936
Employee benefits payable (Note 5)	19,604,754	21,985,295
Long-term debt (Note 6)	36,342,357	37,742,755
Deferred capital contributions (Note 7)	170,811,053	157,365,240
<b>TOTAL LIABILITIES</b>	<b>257,366,861</b>	<b>239,459,996</b>
<b>NET DEBT</b>	<b>(166,526,840)</b>	<b>(158,730,596)</b>
<b>NON-FINANCIAL ASSETS</b>		
Tangible capital assets (Note 17)	179,020,097	165,984,842
Prepaid expenses	362,046	340,283
<b>TOTAL NON-FINANCIAL ASSETS</b>	<b>179,382,143</b>	<b>166,325,125</b>
<b>ACCUMULATED SURPLUS (Note 14)</b>	<b>\$ 12,855,303</b>	<b>\$ 7,594,529</b>

APPROVED ON BEHALF OF THE BOARD

\_\_\_\_\_  
 Chief Executive Officer

\_\_\_\_\_  
 Chair of the Board

The accompanying notes are an integral part of these financial statements.

LAMBTON KENT DISTRICT SCHOOL BOARD

CONSOLIDATED STATEMENT OF OPERATIONS

FOR THE YEAR ENDED AUGUST 31, 2017

	Budget	2017	2016
<b>REVENUES</b>			
Provincial grants			
Grants for student needs	\$ 196,417,004	\$ 195,564,907	\$ 193,888,664
Other	914,307	3,049,403	3,767,052
Local taxation	56,129,337	57,175,715	57,150,604
School generated funds	5,792,000	5,863,414	5,621,150
Federal grants and fees	4,230,879	4,323,403	4,627,130
Investment income		490,834	451,947
Other revenues - School boards	20,000	231,890	37,344
Other fees and revenues	829,793	2,466,217	2,884,733
<b>TOTAL REVENUES</b>	<b>264,333,320</b>	<b>269,165,783</b>	<b>268,428,624</b>
<b>EXPENSES</b>			
Instruction	196,674,742	199,706,812	201,108,254
Administration	6,644,406	6,796,815	6,729,490
Transportation	12,363,340	12,216,215	11,940,879
Pupil accommodation	41,474,585	38,445,985	39,757,060
School generated funds	5,792,000	5,629,870	5,489,500
Other	744,654	1,109,312	982,109
<b>TOTAL EXPENSES</b>	<b>263,693,727</b>	<b>263,905,009</b>	<b>266,007,292</b>
<b>ANNUAL SURPLUS</b>	<b>639,593</b>	<b>5,260,774</b>	<b>2,421,332</b>
<b>ACCUMULATED SURPLUS, BEGINNING OF YEAR</b>	<b>5,173,199</b>	<b>7,594,529</b>	<b>5,173,197</b>
<b>ACCUMULATED SURPLUS, END OF YEAR</b>	<b>\$ 5,812,792</b>	<b>\$ 12,855,303</b>	<b>\$ 7,594,529</b>

The accompanying notes are an integral part of these financial statements.

**LAMBTON KENT DISTRICT SCHOOL BOARD**

**CONSOLIDATED STATEMENT OF CHANGE IN NET DEBT**

**FOR THE YEAR ENDED AUGUST 31, 2017**

	<b>2017</b>	<b>2016</b>
<b>ANNUAL SURPLUS</b>	\$ 5,260,774	\$ 2,421,332
<b>TANGIBLE CAPITAL ASSET ACTIVITY</b>		
Acquisition of tangible capital assets	(26,329,419)	(14,939,361)
Amortization	13,294,164	11,949,275
<b>TOTAL TANGIBLE CAPITAL ASSET ACTIVITY</b>	<b>(13,035,255)</b>	<b>(2,990,086)</b>
<b>OTHER NON-FINANCIAL ASSET ACTIVITY</b>		
Acquisition of prepaid expenses	(21,763)	(146,060)
<b>TOTAL OTHER NON-FINANCIAL ASSET ACTIVITY</b>	<b>(21,763)</b>	<b>(146,060)</b>
<b>CHANGE IN NET DEBT</b>	<b>(7,796,244)</b>	<b>(714,814)</b>
<b>NET DEBT, BEGINNING OF YEAR</b>	<b>(158,730,596)</b>	<b>(158,015,782)</b>
<b>NET DEBT, END OF YEAR</b>	<b>\$ (166,526,840)</b>	<b>\$ (158,730,596)</b>

The accompanying notes are an integral part of these financial statements.



**LAMBTON KENT DISTRICT SCHOOL BOARD**

**CONSOLIDATED STATEMENT OF CASH FLOWS**

**FOR THE YEAR ENDED AUGUST 31, 2017**

	2017	2016
<b>OPERATING ACTIVITIES</b>		
Annual surplus	\$ 5,260,774	\$ 2,421,332
Item not requiring cash		
Amortization, write downs and transfers to assets held for sale	13,294,164	11,949,275
	8,554,938	14,370,607
Net change in non-cash working capital balances		
Accounts receivable	437,652	(1,354,320)
Assets held for sale	-	170,000
Accounts payable and accrued liabilities	7,118,595	1,973,961
Other liabilities	87,093	130,148
Deferred revenues	1,036,303	58,373
Employee benefits payable	(2,380,541)	(3,361,208)
Prepaid expenses	(21,763)	(146,060)
Cash provided by operating activities	24,832,277	11,841,501
<b>CAPITAL ACTIVITIES</b>		
Acquisition of tangible capital assets	(26,329,419)	(14,939,361)
Cash used in capital activities	(26,329,419)	(14,939,361)
<b>INVESTING ACTIVITIES</b>		
Increase in investments	(257,443)	(237,595)
Cash used in investing activities	(257,443)	(237,595)
<b>FINANCING ACTIVITIES</b>		
Deferred capital contributions	13,445,813	3,400,644
Debt repaid and sinking fund contributions	(1,400,398)	(1,336,363)
Accounts receivable - Province of Ontario Capital	(11,448,739)	(5,027,020)
Cash used in financing activities	596,676	(2,962,739)
<b>CHANGE IN CASH, during the year</b>	<b>(1,157,909)</b>	<b>(6,298,194)</b>
<b>CASH, beginning of the year</b>	<b>13,636,128</b>	<b>19,934,322</b>
<b>CASH, end of the year</b>	<b>\$ 12,478,219</b>	<b>\$ 13,636,128</b>

The accompanying notes are an integral part of these financial statements.

# LAMBTON KENT DISTRICT SCHOOL BOARD

## NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

AUGUST 31, 2017

### I. SIGNIFICANT ACCOUNTING POLICIES

The consolidated financial statements are prepared by the Board's management in accordance with the basis of accounting described below:

#### (a) BASIS OF ACCOUNTING

The consolidated financial statements have been prepared in accordance with the Financial Administration Act supplemented by Ontario Ministry of Education memorandum 2004:B2 and Ontario Regulation 395/11 of the Financial Administration Act.

The Financial Administration Act requires that the consolidated financial statements be prepared in accordance with the accounting principles determined by the relevant Ministry of the Province of Ontario. A directive was provided by the Ontario Ministry of Education within memorandum 2004:B2 requiring school boards to adopt Canadian public sector accounting standards commencing with their year ended August 31, 2004 and that changes may be required to the application of these standards as a result of regulation.

In 2011, the government passed Ontario Regulation 395/11 of the Financial Administration Act. The Regulation requires that contributions received or receivable for the acquisition or development of depreciable tangible capital assets and contributions of depreciable tangible capital assets for use in providing services, be recorded as deferred capital contributions and be recognized as revenue in the consolidated statement of operations over the periods during which the asset is used to provide service at the same rate that amortization is recognized in respect of the related asset. The regulation further requires that if the net book value of the depreciable tangible capital asset is reduced for any reason other than depreciation, a proportionate reduction of the deferred capital contribution along with a proportionate increase in the revenue be recognized. For Ontario school boards, these contributions include government transfers, externally restricted contributions and, historically, property tax revenue.

The accounting policy requirements under Regulation 395/11 are significantly different from the requirements of Canadian public sector accounting standards which require that;

- government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standard PS3410;
- externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with public sector accounting standard PS3100; and
- property taxation revenue be reported as revenue when received or receivable in accordance with public sector accounting standard PS3510.

As a result, revenue recognized in the consolidated statement of operations and certain related deferred revenues and deferred capital contributions would be recorded differently under Canadian Public Sector Accounting Standards.

# LAMBTON KENT DISTRICT SCHOOL BOARD

## NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

AUGUST 31, 2017

### 1. SIGNIFICANT ACCOUNTING POLICIES (continued)

#### (b) REPORTING ENTITY

The consolidated financial statements reflect the assets, liabilities, revenues and expenses of the reporting entity. The reporting entity is comprised of all organizations accountable for the administration of their financial affairs and resources to the Board and which are controlled by the Board.

School generated funds, which include the assets, liabilities, revenues and expenses of various organizations that exist at the school level and which are controlled by the Board are reflected in the consolidated financial statements.

#### (c) TRUST FUNDS

Trust funds and their related operations administered by the Board have been included in the consolidated financial statements as they are controlled by the Board.

#### (d) INVESTMENTS

Investments consist of marketable securities which are recorded at cost. Investments are assessed regularly for impairment and are written down if a permanent impairment exists.

#### (e) DEFERRED REVENUE

Certain amounts are received pursuant to legislation, regulation or agreement and may only be used in the conduct of certain programs or in the delivery of specific services and transactions. These amounts are recognized as revenue in the fiscal year the related expenses are incurred or services performed.

#### (f) DEFERRED CAPITAL CONTRIBUTIONS

Contributions received or receivable for the purpose of acquiring or developing a depreciable tangible capital asset for use in providing services, or any contributions in the form of depreciable tangible assets received or receivable for use in providing services, shall be recognized as deferred capital contributions as defined in Ontario Regulation 395/11 of the Financial Administration Act. These amounts are recognized as revenue at the same rate as the related tangible capital asset is amortized. The following items fall under this category:

- Government transfers received or receivable for capital purpose
- Other restricted contributions received or receivable for capital purpose
- Property taxation revenues which were historically used to fund capital assets

AUGUST 31, 2017

1. SIGNIFICANT ACCOUNTING POLICIES (continued)

(g) RETIREMENT AND OTHER EMPLOYEE FUTURE BENEFITS

The Board provides defined retirement and other future benefits to specified employee groups. These benefits include pension, life insurance, and health care benefits, retirement gratuity, worker's compensation and long-term disability benefits.

As part of ratified labour collective agreements for unionized employees that bargain centrally and ratified central discussions with the principals and vice-principals associations, the following Employee Life and Health Trusts (ELHTs) were established in 2016-17: ETFO, OSSTF, OECTA, AEFO, CUPE, and a trust for non-unionized employees including principals and vice-principals. The ELHTs provide health, life and dental benefits to teachers (excluding daily occasional teachers), education workers (excluding casual and temporary staff), other school board staff and retired individuals up to a school board's participation date into the ELHT. These benefits are being provided through a joint governance structure between the bargaining/employee groups, school board trustees associations and the Government of Ontario. Starting June, 2017, the Board is no longer responsible to provide certain benefits to ETFO and OSSTF. Beginning in the 2016-17 school year, school boards whose employee groups transitioned their health, dental and life benefits to the ELHT are required to remit a negotiated amount per full-time equivalency (FTE) on a monthly basis. Funding for the ELHTs is based on the existing benefits funding embedded within the Grants for Student Needs (GSN) and additional ministry funding in the form of a Crown contribution and Stabilization Adjustment.

The Board continues to provide health, dental and life insurance benefits for retired individuals and the following employee groups: CUPE and non-unionized principals and vice-principals, and continues to have a liability for payment of benefits for those who are on long-term disability and for some who are retired under these plans.

AUGUST 31, 2017

1. SIGNIFICANT ACCOUNTING POLICIES (continued)

(g) RETIREMENT AND OTHER EMPLOYEE FUTURE BENEFITS

The Board has adopted the following policies with respect to accounting for these employee benefits:

- (i) The costs of self-insured retirement and other employee future benefit plans are actuarially determined using management's best estimate of salary escalation, accumulated sick days at retirement, insurance and health care costs trends, disability recovery rates, long-term inflation rates and discount rates. The cost of retirement gratuities are actuarially determined using the employee's salary, banked sick days and years of service as at August 31, 2012 and management's best estimate of discount rates. Any actuarial gains and losses arising from changes to the discount rate are amortized over the expected average remaining service life of the employee group.

For self-insured retirement and other employee future benefits that vest or accumulated over the periods of service provided by employees, such as life insurance and health care benefits for retirees, the cost is actuarially determined using the projected benefits method prorated on service. Under this method, the benefit costs are recognized over the expected average service life of the employee group.

For those self-insured benefit obligations that arise from specific events that occur from time to time, such as obligations for worker's compensation, long-term disability and life insurance and health care benefits for those on disability leave, the cost is recognized immediately in the period the events occur. Any actuarial gains and losses that are related to these benefits are recognized immediately in the period they arise.

- (ii) The costs of multi-employer defined pension plan benefits, such as the Ontario Municipal Employees Retirement System pensions, are the employer's contributions due to the plan in the period;
- (iii) The costs of insured benefits are the employer's portion of insurance premiums owed for coverage of employees during the period.

**1. SIGNIFICANT ACCOUNTING POLICIES (continued)**

(h) TANGIBLE CAPITAL ASSETS

Tangible capital assets are recorded at historical cost less accumulated amortization. Historical cost includes amounts that are directly attributed to acquisition, construction, development or betterment of the asset, as well as interest related to financing during construction. When historical cost records were not available, other methods were used to estimate the costs and accumulated amortization.

Leases which transfer substantially all of the benefits and risks incidental to ownership of property are accounted for as leased tangible capital assets. All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

Tangible capital assets, except land, are amortized on a straight-line basis over their estimated useful lives as follows:

Asset	Estimated Useful Life in Years
Buildings	40
Portable structures	20
First-time equipping of schools	10
Equipment and furniture	5-15
Computer hardware	5
Computer software	5
Vehicles	5-10
Land improvements	15

Assets under construction are recorded as construction in progress and are not amortized until the asset is completed and placed into service.

Land permanently removed from service and held for resale is recorded at the lower of cost and estimated net realizable value. Cost includes amounts for improvements to prepare the land for sale or servicing. Buildings permanently removed from service and held for resale cease to be amortized and are recorded at the lower of carrying value and estimated net realizable value.

Tangible capital assets which meet the criteria for financial assets are reclassified as "Assets held for sale" on the consolidated statement of financial position.

# LAMBTON KENT DISTRICT SCHOOL BOARD

## NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

AUGUST 31, 2017

### 1. SIGNIFICANT ACCOUNTING POLICIES (continued)

#### (i) GOVERNMENT TRANSFERS

Government transfers, which include legislative grants, are recognized in the consolidated financial statements in the period in which events giving rise to the transfer occur, providing the transfers are authorized, any eligibility criteria have been met and reasonable estimates of the amount can be made. If government transfers contain stipulations which give rise to a liability, they are deferred and recognized in revenue when the stipulations are met.

Government transfers for capital are deferred as required by Regulation 395/11, recorded as deferred capital contributions (DCC) and recognized as revenue in the consolidated statement of operations at the same rate and over the same periods as the asset is amortized.

#### (j) INVESTMENT INCOME

Investment income is reported as revenue in the period earned.

When required by the funding government or related Act, investment income earned on externally restricted funds such as pupil accommodation, education development changes and special education forms part of the respective deferred revenue balance.

#### (k) BUDGET FIGURES

Budget figures have been provided for comparison purposes and have been derived from the budget approved by the Trustees. The budget approved by the Trustees is developed in accordance with the provincially mandated funding model for school boards and is used to manage program spending within the guidelines of the funding model. Given differences between the funding model and Canadian generally accepted accounting principles established by the Public Sector Accounting Board, the budget figures presented have been adjusted to conform with this basis of accounting as it is used to prepare the consolidated financial statements.

#### (l) USE OF ESTIMATES

The preparation of consolidated financial statements in conformity with the basis of accounting described in Note 1.(a) requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements, and the reported amounts of revenues and expenses during the year. Accounts subject to significant estimates include the estimated useful life of Tangible Capital Assets and the liability related to Employee benefits payable. Actual results could differ from these estimates.

#### (m) PROPERTY TAX REVENUE

Under Canadian Public Sector Accounting standards, the entity that determines and sets the tax levy records the revenue in the consolidated financial statements, which in the case of the Board, is the Province of Ontario. As a result, property tax revenue received from the municipalities is recorded as part of Provincial Legislative Grants.

# LAMBTON KENT DISTRICT SCHOOL BOARD

## NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

AUGUST 31, 2017

### 2. ACCOUNTS RECEIVABLE - PROVINCE OF ONTARIO

The Province of Ontario replaced variable capital funding with a one-time debt support grant in 2009-2010. Lambton Kent District School Board received a one-time grant that recognized capital debt as of August 31, 2010 that is supported by the existing capital programs. The Board receives this grant in cash over the remaining term of the existing capital debt instruments. The Board may also receive annual capital grants to support capital programs which are also reflected in this accounts receivable.

The Board has an amount receivable from the Province of Ontario of \$56,611,701 (2016 - \$45,162,962) with respect to this capital debt support grant and is included in accounts receivable on the consolidated statement of financial position.

### 3. INVESTMENTS

Investments consist of various marketable securities and are comprised as follows:

	2017		2016	
	Cost	Market Value	Cost	Market Value
Mutual Funds	\$ 112,414	\$ 112,387	\$ 154,660	\$ 154,534
Interest bearing investments maturing within one year	3,558,424	3,569,480	2,345,603	2,342,447
Interest bearing investments maturing in more than one year	6,354,428	6,391,407	7,267,560	7,402,649
	<b>\$ 10,025,266</b>	<b>\$ 10,073,274</b>	<b>\$ 9,767,823</b>	<b>\$ 9,899,630</b>

### 4. DEFERRED REVENUE

Revenues received and that have been set aside for specific purposes by legislation, regulation or agreement are included in deferred revenue and reported on the consolidated statement of financial position.

Deferred revenue set aside for specific purposes by legislation, regulation or agreement as at August 31 is comprised of:

	Balance August 31, 2016	Contributions received	Revenue recognized	Transfer to/(from) deferred capital contributions	Balance August 31, 2017
Proceeds of disposition	\$ 407,317	\$ -	\$ -	\$ -	\$ 407,317
Special education - equipment <sup>1</sup>	1,879,696	781,985	(815,051)	-	1,846,630
Other - EPO	155,727	1,871,086	(1,866,264)	-	160,549
Temporary accommodation	222,324	161,000	(257,876)	-	125,448
School renewal	880,872	4,637,757	(1,549,100)	1,927,234	2,042,295
	<b>\$ 3,545,936</b>	<b>\$ 7,451,828</b>	<b>\$(4,488,291)</b>	<b>\$ 1,927,234</b>	<b>\$ 4,582,239</b>

<sup>1</sup> Deferred amounts related to these programs are a result of a different funding period than the Board's fiscal year.



LAMBTON KENT DISTRICT SCHOOL BOARD

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

AUGUST 31, 2017

5. RETIREMENT AND OTHER EMPLOYEE FUTURE BENEFITS

**Actuarial Valuation of Future Benefit Liabilities**

The Board engaged a qualified actuary to perform a valuation of the liabilities for employee future benefits liabilities. The valuation specifically addresses the liability for Retirement Gratuities, carry-over sick leave benefits and Workers' Compensation benefits.

The last full actuarial valuation was completed as at August 31, 2016 based on data provided as at the valuation date. The valuation was completed in accordance with the requirements of the CPA Canada Public Sector Handbook. For 2017, the actuary has provided estimates as follows of the future benefit amounts based on information available at the time of the estimates. Retirement Gratuities are based upon an extrapolation of the August 31, 2016 actuarial valuation. Other Employee Future Benefits are based upon valuations as at August 31, 2017.

The following amounts were provided by the actuary and are included in the Board's consolidated financial statements.

Liabilities	2017		2016	
	Retirement Gratuities	Other Employee Future Benefits	Total Employee Future Benefits	Total Employee Future Benefits
Accrued employee future benefit obligations at August 31	\$ 18,843,005	\$ 2,576,027	\$ 21,419,032	\$ 24,642,579
Unamortized actuarial gains (losses) at August 31	(1,814,278)	-	(1,814,278)	(2,657,284)
Employee future benefits liability at August 31	\$ 17,028,727	\$ 2,576,027	\$ 19,604,754	\$ 21,985,295

  

Expense	2017		2016	
	Retirement Gratuities	Other Employee Future Benefits	Total Employee Future Benefits	Total Employee Future Benefits
Current year benefit cost	\$ -	\$ 323,251	\$ 323,251	\$ 1,567,703
Current year (gain/loss) less amortization	244,677	16,994	261,671	143,119
Interest on accrued benefit obligation	419,543	51,345	470,888	625,449
Recognition of unamortized actuarial gains on plan amendments/curtailments	-	-	-	(308,461)
Employee future benefits expense <sup>1</sup>	\$ 664,220	\$ 391,590	\$ 1,055,810	\$ 2,027,810

<sup>1</sup> Excluding pension contributions to the OMERS, a multi-employer pension plan, described above.

AUGUST 31, 2017

**5. RETIREMENT AND OTHER EMPLOYEE FUTURE BENEFITS (continued)**

**Retirement benefits**

(i) Ontario Teachers' Pension Plan

Teachers and related employee groups are eligible to be members of Ontario Teachers' Pension Plan. Employer contributions for these employees are provided directly by the Province of Ontario. The pension costs and obligations related to this plan are a direct responsibility of the Province. Accordingly, no costs or liabilities related to this plan are included in the Board's consolidated financial statements.

(ii) Ontario Municipal Employees Retirement System

All non-teaching employees of the Board are eligible to be members of the Ontario Municipal Employees Retirement System (OMERS), a multi-employer pension plan. The plan provides defined pension benefits to employees based on their length of service and rates of pay. The Board contributions equal the employee contributions to the plan. During the year ended August 31, 2017, the Board contributed \$3,086,383 (2016 - \$3,096,614) to the plan. As this is a multi-employer pension plan, these contributions are the Board's pension benefit expenses. No pension liability for this type of plan is included in the Board's consolidated financial statements.

(iii) Retirement Gratuities

The Board provides retirement gratuities to certain groups of employees hired prior to specified dates. The Board provides these benefits through an unfunded defined benefit plan. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements. The amount of the gratuities payable to eligible employees at retirement is now based on their salary, accumulated sick days, and years of service at August 31, 2012.

# LAMBTON KENT DISTRICT SCHOOL BOARD

## NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

AUGUST 31, 2017

### 5. RETIREMENT AND OTHER EMPLOYEE FUTURE BENEFITS (continued)

#### Other Employee Future Benefits

(i) Workplace Safety and Insurance Board Obligations

The Board is a Schedule 2 employer under the Workplace Safety and Insurance Act and, as such, assumes responsibility for the payment of all claims to its injured workers under the Act. The Board does not fund these obligations in advance of payments made under the Act. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements. Plan changes made in 2012 require school boards to provide salary top-up to a maximum of 4 1/2 years for employees receiving payments from the Workplace Safety and Insurance Board, where the previously negotiated collective agreement included such provision.

(ii) School Boards Co-operative Inc.

The Board is a member of the School Boards Co-operative Inc., a co-operative managing workers' compensation. The Board makes annual contributions, in trust, to the co-operative which are invested on its behalf. The fund reimburses Workplace Safety and Insurance Board for claims paid on behalf of the Board. The annual contributions are reported as expenditures in these consolidated financial statements. As at August 31, 2017, the co-operative holds \$30,044 (2016 - \$4,603) in trust for the Board. These funds are not reflected in these consolidated financial statements.

(iii) Sick Leave Top-Up Benefits

A maximum of eleven unused sick leave days from the current year may be carried forward into the following year only, to be used to top-up salary for illnesses paid through the short-term leave and disability plan in that year. The benefit costs expensed in the consolidated financial statements are \$143,312 (2016 - \$141,217), a result of changes made in 2012-2013 to the short-term sick leave and disability plan.

For accounting purposes, the valuation of the accrued benefit obligation for the sick leave top-up is based on an actuarial assumptions about future events determined as at August 31, 2013 and is based on the average daily salary and banked sick days of employees as at August 31, 2017.

The Board has restricted a portion of its accumulated surplus for certain of these employee future benefit obligations. The balance of these internal appropriations totalled \$5,725,945 at August 31, 2017 (2016 - \$5,472,431).

**5. RETIREMENT AND OTHER EMPLOYEE FUTURE BENEFITS (continued)**

**Other Employee Benefits**

The Board has established an ASO benefit plan for the health and dental benefits for its employees. It has also established a refund accounting benefit plan for the life insurance benefits of that same group. The Board makes annual premium contributions to the plans based on rates established by the plan administrator. The annual contributions are reported as expenditures in the consolidated financial statements.

At August 31, 2017, the Board had a surplus in the ASO health and dental plan of approximately \$2,159,000 (2016 - \$3,100,000). This balance includes a mandatory deposit reserve in the amount of \$582,000 (2016 - \$582,000).

At August 31, 2017, the Board had a surplus in the refund accounting benefit plan for the life insurance benefits of approximately \$672,000 (2016 - \$1,100,000). During the year the Board was granted permission to withdraw funds in the amount of \$69,970 (2016 - \$614,119). Of this amount, \$59,475 (2016 - \$522,001) was reported as revenue and the balance, \$10,495 (2016 - \$92,118), was recorded as a liability payable to the members of the plan. The \$59,475 (2016 - \$522,001) has been internally restricted by the Board as part of their accumulated surplus per Ministry direction.

The surplus balances disclosed above have not been reflected in these consolidated financial statements. All benefit related amounts and the utilization of such amounts has been restricted by the Ministry.

# LAMBTON KENT DISTRICT SCHOOL BOARD

## NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

AUGUST 31, 2017

### 6. LONG-TERM DEBT

The Board has entered into seven loan agreements with the Ontario Financing Authority (OFA) which is assisting school boards with financing the Good Places to Learn and Primary Class Sizes capital projects.

Long-term debt reported on the consolidated statement of financial position is comprised of the following:

	2017	2016
4.560% Loan payable semi-annually \$370,973 including interest, maturing November, 2031	\$ 7,808,671	\$ 8,181,734
4.900% Loan payable semi-annually \$397,678 including interest, maturing March, 2033	8,676,077	9,033,132
5.062% Loan payable semi-annually \$237,756 including interest, maturing March, 2034	5,342,426	5,539,975
5.232% Loan payable semi-annually \$128,180 including interest, maturing April, 2035	2,956,736	3,054,545
4.833% Loan payable semi-annually \$329,334 including interest, maturing March, 2036	8,080,826	8,339,532
3.564% Loan payable semi-annually \$91,577 including interest, maturing, March, 2037	2,586,769	2,675,355
3.799% Loan payable semi-annually \$31,132 including interest, maturing March, 2038	890,852	918,482
	36,342,357	37,742,755
Less: Amounts due within one year	1,467,524	1,400,398
	<b>\$ 34,874,833</b>	<b>\$ 36,342,357</b>

The Board must comply at all times with the Board's obligations in respect of the debt and financial obligations and liability limits applicable to it under the Education Act and the regulations made thereunder. Failure by the Board to pay any principal, interest, fees or other amounts payable by it under these loan agreements constitutes an event of default. The Minister of Finance is entitled to deduct from monies appropriated by the Legislature for payment to the Board amounts equal to any amounts that the Board fails to pay under these loan agreements.

Principal and interest repayments required on long-term debt are approximately as follows:

	Principal	Interest	Total
2018	\$ 1,467,524	\$ 1,705,736	\$ 3,173,260
2019	1,537,889	1,635,371	3,173,260
2020	1,611,652	1,561,608	3,173,260
2021	1,688,977	1,484,283	3,173,260
2022	1,770,038	1,403,222	3,173,260
	<b>\$ 8,076,080</b>	<b>\$ 7,790,220</b>	<b>\$ 15,866,300</b>

**LAMBTON KENT DISTRICT SCHOOL BOARD**

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**

**AUGUST 31, 2017**

**7. DEFERRED CAPITAL CONTRIBUTIONS**

Deferred capital contributions include grants and contributions received that are used for the acquisition of tangible capital assets in accordance with regulation 395/11. The contributions are amortized into revenue over the life of the asset acquired.

	2017	2016
Balance as at August 31	\$ 157,365,240	\$ 153,964,596
Additions to deferred capital contributions	26,329,419	14,939,361
Revenue recognized in the year	(12,883,606)	(11,538,717)
<b>Balance as at August 31</b>	<b>\$ 170,811,053</b>	<b>\$ 157,365,240</b>

**8. DEBT CHARGES AND CAPITAL LOANS**

The expenditure for debt charges and capital loans includes principal and interest payments as follows:

	2017	2016
Principal payments on long-term liabilities	\$ 2,145,053	\$ 2,081,018
Interest expense on long-term liabilities	1,829,899	1,841,143
	<b>\$ 3,974,952</b>	<b>\$ 3,922,161</b>

**9. EXPENSES BY OBJECT**

The following is a summary of the expenses reported on the consolidated statement of operations by object:

	2017 Budget	2017 Actual	2016 Actual
Expenses:			
Salaries and wages	\$ 178,478,370	\$ 181,242,300	\$ 182,506,932
Employee benefits	23,885,035	24,022,878	25,030,732
Staff development	683,623	953,505	1,073,022
Supplies and services	28,266,780	24,600,099	25,964,155
Interest charges on capital	1,772,862	1,772,862	1,818,500
Rental	-	8,141	-
Fees and contract services	16,824,167	16,751,339	16,567,201
Other	840,500	1,259,721	1,097,475
Amortization and write-downs of tangible capital assets	12,942,390	13,294,164	11,949,275
	<b>\$ 263,693,727</b>	<b>\$ 263,905,009</b>	<b>\$ 266,007,292</b>

**LAMBTON KENT DISTRICT SCHOOL BOARD**

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**

**AUGUST 31, 2017**

**10. ONTARIO SCHOOL BOARD INSURANCE EXCHANGE (OSBIE)**

The school board is a member of the Ontario School Board Insurance Exchange (OSBIE), a reciprocal insurance company licensed under the Insurance Act. OSBIE insures general public liability, property damage and certain other risks.

The ultimate premiums over a five year period are based on the reciprocal's and the Board's actual claims experience. Periodically, the Board may receive a refund or be asked to pay an additional premium based on its pro rata share of claims experience.

**11. PARTNERSHIP WITH ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD**

Transportation, Childcare services, Energy and Environmental and Community Use of Schools services for the Board are provided by Chatham-Kent Lambton Administrative School Services (CLASS) in partnership with the St. Clair Catholic District School Board. Under the agreement created at the time CLASS was established, decisions related to the financial and operating activities of CLASS are shared. Neither partner is in a position to exercise unilateral control. Operations of CLASS have been included in these consolidated financial statements based on the share of net operating expenditures contributed by the Board during the fiscal period being reported. Consolidated revenues represent amounts paid to the consortium by the Board and have been offset against the corresponding Board expenses.

<b>Financial Position</b>	<b>2017</b>		<b>2016</b>	
	<b>Total</b>	<b>Board Portion</b>	<b>Total</b>	<b>Board Portion</b>
Financial assets	\$ 354,000	\$ 245,000	\$ 252,000	\$ 168,000
Financial liabilities	68,000	45,000	58,000	38,000
Accumulated surplus	\$ 286,000	\$ 200,000	\$ 194,000	\$ 130,000

  

<b>Operations</b>	<b>2017</b>		<b>2016</b>	
	<b>Total</b>	<b>Board Portion</b>	<b>Total</b>	<b>Board Portion</b>
Revenues	\$ 18,342,000	\$ 12,147,401	\$ 17,935,000	\$ 11,893,000
Expenses	18,342,000	12,147,401	17,935,000	11,893,000
Annual surplus	\$ -	\$ -	\$ -	\$ -

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

AUGUST 31, 2017

**12. CONTRACTUAL OBLIGATIONS AND CONTINGENT LIABILITIES**

The Board has been named in various lawsuits. No provision has been made in the consolidated financial statements as the outcome is not determinable at this time. The settlement amount, if any, in excess of liability insurance coverage will be accounted for in the year determined. It is the opinion of the Board that their resolution will not have a material adverse effect on the Board's financial position or results of operations.

The Board has entered into contractual agreements for capital projects that were not completed by August 31, 2017. The total costs to complete these projects are estimated to be approximately \$4,948,472 (2016 - \$783,552). Costs incurred to August 31, 2017 on these capital projects were \$21,726,899 (2016 - \$3,087,855).

**13. TEMPORARY BORROWING**

The Board has entered into a credit facilities agreement with the Canadian Imperial Bank of Commerce (CIBC) which provides a demand operating line. The demand operating line has a maximum credit limit of \$15 million. All amounts advanced under this facility are to be used for current expenditures.

Interest on this credit facility is calculated on the basis of the provisions of the CIBC Offsetting Banking Agreement for the Chatham-Kent Lambton Administrators Group. This agreement outlines that interest will be charged at a rate of CIBC prime less 0.75%.

No amounts were advanced under this facility during the year (2016 - \$nil).

**14. ACCUMULATED SURPLUS /(DEFICIT)**

Accumulated surplus /(deficit) consists of the following:

	2017	2016
Surplus /(Deficit):		
Invested in non-depreciable tangible capital assets	\$ 1,569,969	\$ 1,569,969
Unappropriated	9,756,470	8,262,999
Internally appropriated	16,022,381	16,373,465
Externally appropriated - Employee future benefits	(16,971,859)	(20,837,233)
Externally appropriated - Other	2,478,342	2,225,331
	\$ 12,855,303	\$ 7,594,531



AUGUST 31, 2017

**15. REPAYMENT OF "55 SCHOOL BOARD TRUST" FUNDING**

On June 1, 2003, the Board received \$9,995,250 from The 55 School Board Trust for its capital related debt eligible for provincial funding support pursuant to a 30-year agreement it entered into with the trust. The 55 School Board Trust was created to refinance the outstanding not permanently financed (NPF) debt of participating boards who are beneficiaries of the trust. Under the terms of the agreement, The 55 School Board Trust repaid the Board's debt in consideration for the assignment by the Board to the trust of future provincial grants payable to the Board in respect of the NPF debt.

As a result of the above agreement, the liability in respect of the NPF debt is no longer reflected in the Board's financial position.

**16. COMPARATIVE FIGURES**

Certain of the comparative figures have been reclassified to conform with the financial statement presentation format adopted for the current year.

LAMBTON KENT DISTRICT SCHOOL BOARD

17. TANGIBLE CAPITAL ASSETS

	2017				2016				Net book Value August 31, 2017
	Balance September 1, 2016	Additions and Transfers	Disposals and Transfers	Balance August 31, 2017	Balance September 1, 2016	Additions and Transfers	Disposals and Transfers	Balance August 31, 2016	
Land	\$ 1,522,569	\$ -	\$ -	\$ 1,522,569	\$ -	\$ -	\$ -	\$ -	\$ 1,522,569
Buildings	273,605,503	16,441,900	-	290,047,403	119,950,143	-	-	119,950,143	160,311,421
Construction in progress	-	5,641,079	-	5,641,079	-	-	-	-	5,641,079
Portable structures	5,039,800	-	-	5,039,800	5,039,800	-	-	5,039,800	-
First-time equipping of schools	1,303,877	-	-	1,303,877	421,417	-	-	421,417	752,072
Equipment and furniture	3,462,064	276,398	-	3,738,462	2,014,807	-	-	2,014,807	1,428,668
Computer hardware	18,660,477	2,009,082	-	20,669,559	12,605,031	-	-	12,605,031	5,974,574
Computer software	1,533,776	65,970	-	1,599,746	1,376,905	-	-	1,376,905	159,997
Vehicles	888,026	-	-	888,026	658,864	-	-	658,864	156,791
Land improvements	1,406,115	1,894,990	-	3,301,105	70,398	-	-	70,398	3,072,926
	\$ 307,422,207	\$ 26,329,419	\$ -	\$ 333,751,626	\$ 141,437,365	\$ 13,294,164	\$ -	\$ 154,731,529	\$ 179,020,097

	2017				2016				Net book Value August 31, 2017
	Balance September 1, 2016	Additions and Transfers	Disposals and Transfers	Balance August 31, 2017	Balance September 1, 2016	Additions and Transfers	Disposals and Transfers	Balance August 31, 2016	
Land	\$ 1,522,569	\$ -	\$ -	\$ 1,522,569	\$ -	\$ -	\$ -	\$ -	\$ 1,522,569
Buildings	263,179,611	10,425,892	-	273,605,503	109,669,063	-	-	109,669,063	154,355,360
Construction in progress	-	-	-	-	5,039,800	-	-	5,039,800	-
Portable structures	5,039,800	-	-	5,039,800	5,039,800	-	-	5,039,800	-
First-time equipping of schools	1,303,877	-	-	1,303,877	291,029	-	-	291,029	882,460
Equipment and furniture	3,191,772	270,292	-	3,462,064	1,741,029	-	-	1,741,029	1,447,257
Computer hardware	15,572,042	3,088,435	-	18,660,477	10,831,502	-	-	10,831,502	6,055,446
Computer software	1,523,786	9,990	-	1,533,776	1,317,752	-	-	1,317,752	156,871
Vehicles	860,633	88,437	-	949,070	647,299	-	-	647,299	156,871
Land improvements	349,800	1,056,315	-	1,406,115	11,660	-	-	11,660	229,162
	\$ 292,543,890	\$ 14,939,361	\$ 61,044	\$ 307,422,207	\$ 129,549,134	\$ 11,949,275	\$ 61,044	\$ 141,437,365	\$ 165,984,842

Assets not placed into service by August 31, 2017 have been recorded as Construction in progress. Construction in progress assets are not amortized until they are completed and placed into service.

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

**REPORT NO: B-17-157**

**FROM:** Lareina Rising, Trustee  
**DATE:** November 14, 2017  
**SUBJECT:** Indigenous Liaison Committee Report

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The October 18, 2017 meeting of the Indigenous Liaison Committee (ILC) was held at Delaware Nation with Trustee Rising chairing.

New representatives from the First Nation communities were welcomed and their reports were received. Brent Stonefish is the Educational Portfolio holder for Delaware Nation replacing John Jones. Delaware Nation is looking to hire a new Educational Manager. Craig Lindsay is the Principal of Hillside School and Acting Program Manager of the Kettle and Stony Point First Nation. Anna Riley attended on behalf of Walpole Island First Nation as elections are being held shortly to replace Anika Altman. Mrs. Riley shared that the Early School Year Start Pilot was receiving positive feedback as students were excited to start school in August. She also spoke about the programming that was available to students during their October Break.

Trustee Rising brought forth four items for further discussion and review:

- 1.) A written commitment from the Board on proceeding with a Truth and Reconciliation Protocol
- 2.) Revisiting the Data Memorandum of Understanding that was signed four years ago and up for renewal
- 3.) Temporary employee access to LKDSB email addresses
- 4.) Budget presentation this Fall for the new committee members and to follow up on feedback from the May budget presentation

LKDSB Indigenous Liaison Janette Richmond spoke to the official launching of the Traditional Territorial Acknowledgement and Treaty Kits as part of the Treaties Recognitions Week to be held November 6-10, 2017 in LKDSB schools. There was further discussion about putting a Committee together to plan and organize the April 27, 2018 P.A. Day activities for elementary and secondary staff across the District. Craig Lindsay suggested that working together to align P.A. Days between the LKDSB and the First Nation schools could be beneficial for all.

Superintendent Lane sought input as to how members of the committee would like to receive the data. Information about the EQAO data will be presented at the next meeting. The format and the items about the Board Action Plan were discussed. A draft plan will be completed by Superintendent Lane, Chris Riley and Janette Richmond. Input will be sought from the four First Nations before it is submitted to the Ministry of Education. This year the document will require a member of the ILC to sign it along with signatures from Board officials.

Superintendent Lane also explained that each LKDSB committee must have a Terms of Reference in place that is approved by the Board. Currently, there are no terms of reference in place for this committee. Suggestions were put forward to research what other boards are to doing with their committees and to hold a workshop to seek input from the members of the communities.

The next ILC meeting will be held on November 15, 2017 at the Sarnia Education Centre at 7 p.m.

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

**REPORT NO: B-17-158**

**FROM: Jack Fletcher, Trustee and Vice-Chair of the Special Education Advisory Committee**

**DATE: October 20, 2017**

**SUBJECT: Special Education Advisory Committee (SEAC) Meeting Summary**

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The Special Education Advisory Committee (SEAC) of the Lambton Kent District School Board met on October 19, 2017 at Wallaceburg District Secondary School. Following is a report of the activities of the meeting:

**Presentation - Renewed Math Strategy**

SEAC Members were provided with an overview of the Renewed Math Strategy (RMS), and stated that it covers students from Kindergarten to Grade 12 and is designed to:

1. Increase student achievement, well-being and engagement
2. Increase math knowledge and pedagogical expertise for educators, including:
  - i. Increased leader use of knowledge of effective mathematical pedagogy
  - ii. Provision of the necessary supports and conditions for school and system improvement
3. Increase parent engagement in their child's learning of mathematics

Focused support will be provided to strengthen math learning, teaching and leading across Ontario for students with special education needs, particularly students with learning disabilities. Educators will develop student learning profiles and implement personalized assessment and instruction based on individual learning strengths and needs, including the use of assistive technology as a means of accommodation for students with learning disabilities.

In addition, the RMS provides:

1. New forms of support to all schools
2. Increased support to some schools
3. Intensive support to a select group of schools demonstrating the greatest need in mathematics

For the 2017-2018 school year there are 5 schools that will receive intensive support, 18 schools that will receive increased support, and 31 schools that have lead learners and will therefore need fewer supports.

**Presentation - Yoga**

Members were told that mindfulness is the ability to find a singular focus in order to help exclude distractions, and this includes focusing on breathing, etc. to help create a sense of calm and to provide students with self-regulation. Mindfulness is paying attention in a particular way: on purpose, in the present moment, and non-judgmentally. Students can use mindfulness Apps to help them with self-regulation; some examples include: "Stop, Breathe, and Think"; "Headspace"; "Mindshift"; and, "10 Percent Happier"; Apps are do-it-yourself interventions that are inexpensive and evidence-based. Good mental health equates to good learning.

**Special Education Info**

**Copies of both the *Special Education Department Responsibilities for 2017-2018* as well as the *Special Education Coordinator's Schools for 2017-2018* were shared with the members of SEAC.**

**Summary of 2017 – 2018 ‘Priority-Setting Exercise’ Outcomes**

The members of the Special Education Team took the input provided during the Priority-Setting Exercise undertaken at the September 2017 meeting and developed an outline of presentations. A copy of the presentation topics for the presentations, through to June 2018, was shared with the members and is detailed below. Members were reminded that they should feel free to suggest additional topics/areas of interest for presentations if something pops up as the year progresses.

**Multi-Year Accessibility Plan (September 2017 to August 2022)**

A copy of the Multi-Year Accessibility Plan (September 2017 to August 2022) was shared with the membership for its information/use and feedback. Members were encouraged to share their views of accessibility issues within Board-owned facilities at any time they become aware of them.

**Association Reports, Other Business and Sharing of Best Practices**

Members were advised that the LKDSB received funding for Year 2 of the After-School Skills Development Program for ABA students.

Community Living Sarnia Lambton’s representative stated that the Jump Start Committee received \$7,500 in funding that will help with student transitions.

Trustee Fletcher discussed some of the work still going on in regards to the various Accommodation Review Committees.

Learning Disabilities Association of Chatham-Kent is currently accepting Fall registrations for their various programs, including: Tutoring, Social Skills, and Friends For Life.

**Next Meeting**

Thursday, November 16, 2017, 6:00 p.m. Exact Meeting Location TBD.

Plans are being developed to visit a Snoezelen Room at a LKDSB School. Contact Lori Gall, *Administrative Assistant for Special Education* for details

**Rose Gallaway, SEAC Chair**

LAMBTON KENT DISTRICT SCHOOL BOARD

**SPECIAL EDUCATION ADVISORY COMMITTEE - PRIORITIES FOR 2017-2018. BY MONTH**

PRESENTATION/TOPIC	TIMELINE
✓ Renewed Math Strategy: How to Support/Encourage Success?	October 2017
✓ Math Strategies (New Ministry's Focus)	October 2017
✓ Yoga/Mindfulness	October 2017
✓ Visit a Snoezelen Room	November 2017
✓ Mentoring: Meaningful Social Relationships with Mainstream and Spec. Ed. Students	December 2017
✓ Exploration of How Coding is Used to Enhance Education Opportunities with Spec. Ed. Students	December 2017
✓ ELL Team Presentation: How Do They Support our Students?	January 2018
✓ Mental Health: How are We Helping Those with Issues?	January 2018
✓ What Is Our Response to Cultural Diversity?	February 2018
✓ ASD: Continuation and Expansion After-School Programs	February 2018
✓ How Do Post-Secondary Institutions Support Students?	March 2018
✓ Transition Out of High School	March 2018
✓ Preparing Spec. Ed. Students for the Workplace	March 2018
✓ Steps to Success Process: How to Access Services?	April 2018
✓ Supporting Families: Resources; Goal-Setting; Family Supports	April 2018
✓ Drugs in Schools: New Laws	May 2018
✓ Review Blind/Low Vision and Any Other Programs	May 2018
✓ Enrichment Team Visit	May 2018
✓ Student Success Stories (Guest Speakers)	June 2017
✓ Continue with Spec. Ed. Updates	Monthly, As Appropriate

**BOARD REPORT  
REGULAR BOARD, PUBLIC SESSION**

**REPORT NO: B-17-159**

**Memorandum To: Jim Costello, Director of Education**

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

**DATE: November 14, 2017**

**SUBJECT: Budget Meeting Schedule for the 2018/2019 School Year**

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The Board's annual budget process for the 2018/19 school year will start in February 2018. This report establishes the budget schedule that will guide the planning of revenues and expenses, for the upcoming 2018-19 school year.

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

- Development and release of the Grant Regulations, by the Ministry of Education, is expected during the month of March.
- Budget Workshops (2) for Trustees and Administration: April 3 and May 1, 2018; all meetings from 5:00 p.m. to 7:30 p.m. via video conference.
- Presentation, review, public input and development of the budget, as required, at the public Regular Board Meetings on April 10 and 24 and May 8 and 22.
- Budget Information Sessions: Parent Involvement Committee on May 14, Indigenous Liaison Committee on May 16 and Special Education Advisory Committee on May 17.
- Final approval of the 2018/2019 Budget scheduled for the June 12, 2018 Regular Board Meeting {contingency plan, if required - June 26, 2018 Regular Board Meeting}.