

REGULAR BOARD MEETING AGENDA
 PUBLIC SESSION

TUESDAY NOVEMBER 28, 2017
 7:00 p.m.

A

Board Room
 Sarnia Education Centre
 200 Wellington Street, Sarnia

	Page Reference
1. Call to Order	
2. Approval of Agenda	
3. Declaration of Conflict of Interest	
4. Approval of the Minutes of the November 14, 2017 Board Meeting	3
5. Business Arising from the Minutes	
6. Motions Emanating from the Regular Board Private Session	
7. Motion that the Actions of the Regular Board Private Session be the Action of the Board	
8. Presentations:	
a) Director's Snap Shots of Excellence	
9. Delegations:	
a) Trevor Maw regarding children's mental health	11
10. Questions from the Public	
11. Reports for Board Action:	
a) Indigenous Student Trustee Position	12
<u>Recommendation</u>	Trustee Dodman/ Student Trustees Guthrie/Rogers Report B-17-162
"That the Board investigate the possibility of adding an Indigenous Student Trustee to the Lambton Kent District School Board."	
b) Rationale on Proposed Motion to Suspend EQAO Testing	13
<u>Recommendation</u>	Trustee Fletcher Report B-17-163
"That the Board write a letter to the Ministry of Education to recommend the suspension of EQAO testing in light of the ongoing review of curriculum, report cards and student assessments."	
c) Regulations on <i>Board Agenda Review Committee Terms of Reference</i>	16
<u>Recommendation</u>	Director Costello Report B-17-164
"That the Board approve the new regulations on <i>Board Agenda Review Committee Terms of Reference</i> ."	

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|-----|---|---|----|
| d) | Policy and Regulations on <i>Student Senate</i> | Director Costello
Report B-17-165 | 18 |
| | <u>Recommendation</u>
"That the Board approve the review of the policy and revised regulations on <i>Student Senate</i> ." | | |
| e) | LKDSB Annual Accessibility Report | Superintendent Warner
Report B-17-166 | 23 |
| | <u>Recommendation</u>
"That the Board approve the LKDSB 2016/2017 Annual Accessibility Report." | | |
| 12. | Reports for Board Information: | | |
| a) | Student Senate Meeting Report | Student Trustees Guthrie/ Rogers
Oral Report | |
| b) | Special Education Advisory Committee | Trustee Fletcher
Report B-17-167 | 41 |
| c) | Indigenous Liaison Committee | Trustee Rising
Report B-17-168 | 42 |
| d) | Annual Audit Committee Report | Trustee McGregor
Report B-17-169 | 43 |
| e) | Annual Occupational Health and Safety Summary Data | Director Costello
Report B-17-170 | 45 |
| f) | Transition Committee Updates | Superintendents Girardi/McKay
Oral Report | |
| 13. | Correspondence | | |
| 14. | New Business | | |
| 15. | Trustee Question Period | | |
| 16. | Notices of Motion | | |
| 17. | Future Agenda Items | | |
| 18. | Announcements | | |
| a) | The LKDSB Annual Organization Meeting will be held on Tuesday, December 5, 2017 at the Sarnia Education Centre at 7:00 p.m. | | |
| b) | The next Regular Board Meeting will be held on Tuesday, January 16, 2018 at the Chatham Board Office, 7:00 p.m. | | |
| 19. | Adjournment | | |

PRESENT:

- Trustees: Chair Jane Bryce, Vice-Chair Elizabeth Hudie, Randy Campbell, Ruth Ann Dodman, Dave Douglas, Jack Fletcher, Scott McKinlay, Bob Murphy, Lareina Rising, Shannon Sasseville
- Student Trustee Elisabeth Guthrie, 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 and Heather Hughes, Public Relations Officer
- Regrets: Trustee Tom McGregor
- Recording Secretary: Trish Johnston, Executive Assistant and Communications Officer
- Call to Order: Chair Bryce called the meeting to order at 7:00 p.m.
Chair Bryce read the Traditional Territorial Acknowledgement.
Chair Bryce read an in Memoriam for Student Cody Newport. A moment of silence was observed.
Chair Bryce introduced Kevin Sabourin, External Auditor, and Sandy Scott-Hillier, LKDSB Manager of Financial Services.
- #2017-178
Approval of the Agenda
Nov/14/2017
Moved by Scott McKinlay, seconded by Jack Fletcher,
"That the Agenda for the Regular Board Meeting Public Session of November 14, 2017 be approved with the addition of 13. f) External Audit Committee Report."
CARRIED.
- Declaration of Conflict of Interest: None.
Chair Bryce explained that Student Trustees are expected to declare a conflict of interest if they have one.
- #2017-179
Approval of Minutes
Oct/24/2017
Moved by Ruth Ann Dodman, seconded by Scott McKinlay,
"That the Board approve the Minutes of the Regular Board Meeting of October 24, 2017."
CARRIED.
- #2017-180
Approval of Minutes
Nov/7/2017
Moved by Randy Campbell, seconded by Elizabeth Hudie,
"That the Board approve the Minutes of the Special Board Meeting of November 7, 2017."
CARRIED.
- Business Arising
Director Costello referred to the Occupational Health and Safety Annual Improvement Plan on page 9 of the October 24, 2017 Board Minutes. He informed Trustees that the summary data report will be provided at the November 28, 2017 Board Meeting.
Superintendent Girardi referred to the discussion on Naloxone on page 10 of the October 24, 2017 Board Minutes and advised that the Ministry of Education supports having the kits in schools but have left it up to school boards to pursue. He confirmed that the LKDSB secondary school administrators will be trained in the new year. The local Health Units will provide the training and kits. Administration will revise the LKDSB Regulations on *Administration of Medication* and bring the document to the Board for approval. He confirmed that the Health Units are going to provide complementary kits to the schools. Support was again expressed for placing the kits in elementary schools as well as secondary schools. Superintendent Girardi confirmed that he did discuss this

option with staff from the Health Units. It was also suggested that another staff member in the schools be trained in addition to the principal and vice-principal as backup when the administrators are out of the building. Director Costello confirmed that Administration would take the suggestions under advisement and speak to the Health Units. Administration will proceed with placing the kits in the secondary schools as soon as possible.

#2017-181
Action of the Regular
Board Private Session be
the Action of the Board

Moved by Elizabeth Hudie, seconded by Shannon Sasseville,

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

CARRIED.

Report from the Strategic
Planning Subcommittee
Report B-17-151

Moved by Lareina Rising, seconded by Elizabeth Hudie,

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

Trustee Sasseville advised that the Strategic Planning Subcommittee members met three times and looked at different models and considered options for the draft plan to cover the next few years. They also considered options for the expanded plan. She noted that some Trustees may not be around the table for the next plan but the committee members wanted to position the Board for the next few years.

Chair Bryce commented on the draft Multi-Year Strategic Plan that would provide direction for the Board for the next few years and allow time for the new Board to sit down with Administration in 2019 to plan the direction for the Board as a team. Director Costello commented that his role was to provide support and information as the plan is developed. The draft plan is a bridge to allow the new Board of Trustees time to develop a whole new plan. He advised that facilitators are available through Ontario Education Services Corporation (OESC), of which OPSBA is a founding member. It 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. He noted that the facilitator who spoke at OPSBA, Public Education Symposium 2017 is one of the ten facilitators available through the OESC. The OESC has funding available to cover some of the costs.

Trustees discussed the overlap of the end date of the draft plan and the new plan moving forward. Chair Bryce explained that the intent was for the Board to start investigating and planning now for a new plan. Chair Bryce confirmed that a new LKDSB strategic plan would replace the existing plan once approved

CARRIED.

#2017-182
Board to begin process to
develop a new Multi-Year
Strategic Plan

Moved by Shannon Sasseville, seconded by Jack Fletcher,

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

CARRIED.

#2017-183
Ad Hoc Naming
Committee for the
Consolidated John N.

Moved by Ruth Ann Dodman, seconded by Elisabeth Hudie,

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

Given Public School and
Tecumseh Public School
Named Tecumseh Public
School
Report B-17-152

Trustee Dodman advised that the Ad Hoc Naming Committee for the Consolidated John N. Given Public School and Tecumseh Public School met on October 4, 2017 and decided to seek input on keeping the name Tecumseh Public School for the consolidated John N. Given and 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.

She explained that input was gathered from students and parents/guardians and community members using a survey offered online and through paper copies available at both schools and Board Offices. The deadline for input was October 27, 2017. The committee met on November 2, 2017 to review the input and decide upon a recommendation. She stated that there were 119 responses and about 90% were positive to keep the name Tecumseh Public School. Trustee Sasseville referred to the representatives from both schools and advised that the John N Given Public School representatives supported the recommendation. She advised that the committee members felt strongly that something within the Tecumseh Public School be given the John N. Given name. She commented that she had asked specifically about reaching out to the LKDSB indigenous communities for input and confirmed that they were provided with the survey information without feedback. Director Costello confirmed that most schools choose to do something to incorporate the name of the closed school within the consolidated school. He advised that Chris Riley, LKDSB Indigenous Liaison, did a presentation at the Transition Committee Meeting. Chair Bryce thanked the committee members for their time and expressed appreciation for the community input.

CARRIED.

Policy and Regulations
Workplace Discrimination,
Workplace Harassment,
Workplace Sexual
Harassment and
Workplace Violence
Prevention
Report B-17-153

Director Costello advised that 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 members of the LKDSB Joint Health and Safety Committees have the reviewed the documents.

Moved by Scott McKinlay, seconded by Dave Douglas,

#2017-184
Revised policy and
regulations on *Workplace*

Discrimination, Workplace Harassment, Workplace Sexual Harassment and Workplace Violence Prevention approved

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

Director Costello explained that the Conflict Resolution Coordinator is responsible for investigating complaints and that the process is detailed in the LKDSB Administrative Procedures. Trustees approve policies and regulations and Administration approves the Administrative Procedures which provide principals/staff with direction. Director Costello advised that the investigation includes steps for informing the accused and confirmed that training would be provided for managers around their role when observing a possible complaint.

CARRIED.

Policy and Regulations
Activities and Supplementary Learning Material Fees
Report B-17-154

Director Costello explained that the LKDSB 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 regulation. Superintendent Sherman advised that Administration has determined that this phrase is no longer relevant and recommend deleting it from the regulation. 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.*

#2017-185
Policy and Regulations
Activities and Supplementary Learning Material Fees

Moved by Ruth Ann Dodman, seconded by Scott McKinlay,

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

Director Costello confirmed that athletic tournaments and extensive trips overseas are not part of the regulations.

CARRIED.

LKDSB Multi-Year
Accessibility Plan, 2017 to 2022
Report B-17-155

Superintendent Warner advised that the Accessibility for Ontarians with Disabilities Act (AODA) came into effect in 2005 and it requires public sector institutions to map out a plan for accessibility related to Customer Service and the planning is meant to be inclusive as the Act requires persons with disabilities to be a part of the planning. LKDSB Multi-Year Accessibility Plan, 2017 to 2022 was developed by a committee with Cheryl Webster of the Human Resources Department instrumental in preparing the report. The LKDSB Plan outlines the measures to be addressed over the next five years. He referred to section 8.0 Recent Barrier Removal Achievements and advised that it includes barrier free washrooms and drinking water stations, parking lot improvements, website alterations, and training. Accessibility issues are also addressed during new construction, building renovations or upgrades. He referenced the next steps contained in the report as well as communication of the plan.

#2017-186
LKDSB Multi-Year
Accessibility Plan, 2017 to 2022

Moved by Elizabeth Hudie, seconded by Shannon Sasseville,

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

CARRIED.

LKDSB 2016/2017 School
Year Audited Financial
Statements
Report B-17-156

Superintendent McKay advised that the 2016/2017 audited financial statements have been completed and are due into the Ministry by November 15, 2017. He introduced Kevin Sabourin, a partner in the audit firm of Bailey Kearney Ferguson, Chartered Accountants, to present the report. Kevin Sabourin advised that the Firm had completed the audit of the Board's financial statements. He advised that the Audit Committee members went through the financial statements in detail and noted that the most important page of the report is the Independent Auditors' Report. He advised that the audit was clean.

He explained that based on the evidence gathered, the financial statements fairly represent the financial position of the Board as of August 31, 2017. He explained that the Auditor is engaged by the Board to conduct an audit to ensure that the financial statements are prepared and reported within the Public Sector Accounting Standards (PSAB) for School Boards. He explained that the report is in draft until approved by the LKDSB Board. He outlined the Independent Auditors' Report. He commented on the capital investments made by the Board during the 2016/2017 school year. He referred to the Statement of Operations (income statement) that shows a surplus of \$5M. He explained that this is not considered a huge surplus based on the LKDSB budget. He explained that the LKDSB investment income contributed to the surplus as well as the deferring of some expenditures. He noted that some of the surplus is designated for specific things so the true surplus is about \$1.5M.

Kevin Sabourin thanked the members of the Audit Committee, Superintendent McKay, former Manager Anderson and their staff for the assistance they provided during the audit process. Superintendent McKay advised that Manager Anderson retired October 31, 2017 and acknowledged her contributions.

Kevin Sabourin commented on the school generated funds raised through fundraising at the school level. The funds are required to be included in the LKDSB financial statements. He advised that in the past, the Auditor has issued a qualified opinion regarding the funds raised at the school because it is very difficult to audit cash at the school level. He confirmed that there are systems in place at the schools to monitor the funds and the Auditor does audit 6 schools each year to ensure they are following procedures. The members of the Audit Committee reviewed the audit information. At this time, the school generated funds do not deserve a qualification due to the systems in place. Schools are doing a better job documenting and managing the risk. Superintendent McKay advised that to further minimize the risk, Administration is implementing Cash Online in twenty schools. It will remove most of the cash from schools and everything can be tracked electronically. Trustee McKinlay confirmed that this is an item that gets discussed every year at the Audit Committee. He noted that it is more of a reputational risk than a financial risk.

Superintendent McKay confirmed that the surplus is not funds that could have been spent on more Educational Assistants or other staff. Most of the surplus is created due to timing differences. The LKDSB receives funding in one school year and spends it in the following school year. The Ministry permits school boards to carry funding forward for capital, plant and maintenance and special programs. The remaining is appropriated surplus for a defined need or purpose. It is restricted surplus to be spent in specific areas, like retirement gratuities. He explained that the Ministry permits school boards to bring 1% of the year end surplus over to the following year budget on an annual basis. Surplus funds cannot be used for annual expenses.

Superintendent McKay confirmed that the use of unappropriated surplus funds would have to be approved by the Board as part of the budget process.

Chair Bryce commented that the main responsibility of a Trustee, according to the Education Act, is to review the Independent Auditors' Report on the financial statements. She congratulated the Board and Kevin Sabourin.

Moved by Scott McKinlay, seconded by Ruth Ann Dodman,

“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.”

CARRIED.

#2017-187
LKDSB 2016/2017 School
Year Audited Financial
Statements Approved

Indigenous Liaison
Committee Report (ILC)
Report B-17-157

Trustee Rising reported on the October 18, 2017 Indigenous Liaison Committee (ILC) Meeting held at Delaware Nation. 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. The 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 and shared that the Early School Year Start Pilot was receiving positive feedback as students were excited to start school in August. Trustee Rising explained that the Four First Nations representatives caucused before the ILC meeting and four items were brought forward for further discussion and review:

- a written commitment from the Board on proceeding with a Truth and Reconciliation Protocol,
- revisiting the Data Memorandum of Understanding that was signed four years ago and up for renewal access to data,
- temporary employee access to LKDSB email addresses looking for a long term solution,
- budget presentation this Fall for the new committee members and to follow up on feedback from the May budget presentation.

She noted that some items were longer term items and advised that there was a budget information meeting scheduled for November 15, 2017 with some ILC members and Administration.

EQAO data will be presented at the next ILC meeting. The format and the items for inclusion in 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.

Special Education
Advisory Committee
(SEAC)
Report B-17-158

Trustee Fletcher reported on the Special Education Advisory Committee Meeting held on October 19, 2017 at Wallaceburg District Secondary School. SEAC Members were provided with an overview of the Renewed Math Strategy (RMS) that covers students from Kindergarten to Grade 12. It is designed to increase student achievement, well-being and engagement and increase math knowledge and pedagogical expertise for educators. He noted that the members of the Special Education Team took the input provided during the 2017/2018 Priority-Setting Exercise and developed an outline of SEAC Meeting presentations for the 2017/2018 school year. He informed the Board that on November 16, 2017, SEAC Members would be visiting Lambton County to tour a Snoezelen Room. A copy of the LKDSB Multi-Year Accessibility Plan (September 2017 to August 2022) was shared with SEAC Members. He mentioned the member associations updates that benefit LKDSB students.

Ontario Public School
Boards' Association
Update (OPSBA)

Trustee Fletcher reported on the OPSBA Western/Central West Regional Meeting held on November 4, 2017 which included presentations by two mental health leads. The minutes from the meeting will be shared with Trustees. It was confirmed that the Thames Valley District School Board is the first school board in Canada to elect an Indigenous Student Trustee to serve on the Board. Director Costello advised that Administration is looking into the process the school board followed.

Ontario Student Trustees'
Association (OSTA)

Student Trustees Guthrie and Evans reported on the Ontario Student Trustee Association (OSTA) fall general meeting held in Toronto from November 2 to 5, 2017. Trustee Guthrie advised that 70 students from public and catholic school boards attended. She stated that the experience shifted her entire perspective on the student trustee role and mentioned the networking opportunities. She commented on the messages shared by the key note speakers and the

opportunity to reach out to LKDSB students through an anonymous survey. Student Trustee Rogers commented on his experience noting the amazing key note speakers, the messages received and the role of student voice in education.

Budget Meeting Schedule
for the 2018/2019 School
Year
Report B-17-159

Superintendent McKay explained that the Board's annual budget process for the 2018/2019 school year will start in February 2018. The meeting timelines proposed will be used to guide the budget development process, but ultimately will depend upon the date when the Ministry provides school boards with the grant regulations. It is expected that the Ministry will release the Grant Regulations during January or February 2018. Budget Workshops will be held for Trustees and Administration on April 3 and May 1, 2018 from 5:00 p.m. to 7:30 p.m. via video conference. Presentation, review, public input and development of the budget will take place at the Regular Board Meetings on April 10 and 24 and May 8 and 22, 2018. Budget Information Sessions will be held for the Parent Involvement Committee on May 14, 2018, Indigenous Liaison Committee on May 16, 2018 and Special Education Advisory Committee on May 17, 2018. Final approval of the 2018/2019 Budget is scheduled for the June 12, 2018 Regular Board Meeting.

External Audit Committee
Report

Trustee McKinlay reported on the Audit Committee meeting held on October 30, 2017. The Audit Committee members decided, in the spirit of transparency, to issue a Request for Proposals (RFP) for the LKDSB auditor. This is an annual appointment by the Board at the December Organization Meeting. He assured the Board that it is no reflection on the current firm's work, just part of the LKDSB's due diligence process. A RFP has not been issued since amalgamation 1998. Superintendent McKay advised that the dollar amount is not a significant enough to meet the requirements of the LKDSB regulation to require Board approval of the results. The RFP will be approved by a staff team including Superintendent McKay and Manager Scott-Hiller. The RFP does not have to be awarded based on the lowest price. The RFP would be based 40% on price and 60% on experience and qualifications of the firm. He confirmed that very close priced bids are awarded based on other services provided.

Trustee Questions
treasure

In response to Student Trustee Rogers' question about what the LKDSB is doing to support student mental health, Director Costello advised that the LKDSB has a full time Mental Health Lead working to support students throughout the system. He advised that Administration had been speaking with her to arrange for a presentation to the Board on the recent student survey data. Superintendent Barrese explained that she had been reviewing the Speak Up data with Superintendent Girardi, Mental Health Lead Fraser and LKDSB Manager of Psychological Services Davenport. In May 2017, the third LKDSB Speak Up survey was conducted involving students in grades 4 to 6 and a separate survey for students in grades 7 to 12. They are in the process of sharing the data with schools. Over 2,600 Grade 4 to 6 students participate and over 1,800 Grade 7 to 12 students participated. She shared that 305 staff completed the online "Well-being in the Classroom" module which outlines components of a mentally healthy class and strategies for how it can be fostered by staff. As well, 1638 staff completed the online Anxiety Module which reviews signs and symptoms of clinical anxiety in students and strategies for supporting students in the classroom. Director Costello advised that the members of the Student Senate focused on mental health the past two years.

In response to Student Trustee Rogers' question about possibly training students in schools, Superintendent Barrese advised that the LKDSB does have Safe Talk Trainers on staff who train other LKDSB staff. She is not aware of students being trained. Safe Talk is a 3-hour training program that provides a very broad understanding on how to support others who are feeling vulnerable or overwhelmed. She explained that the one caution always considered when

staff are participating in training of this magnitude is the readiness of the individuals involved. Trustees expressed support for the LKDSB Mental Health Lead, Ellie Fraser, to provide a workshop on the topic of Mental Health. She previously presented in March 2016.

In response to Trustee Fletcher's question about the merits and usefulness of the EQAO testing, Director Costello explained that EQAO is not a standardized test but a standard test based on the Ontario Curriculum. Academic superintends feel that that there is relevancy in the EQAO data. It is used to inform provincial decision making like the creation of the Renewed Math Strategy (RMS). He explained that without data, issues cannot be identified. Administration uses EQAO data as one component to develop the Board Improvement Plan, School Improvement Plans and Student Improvement Plans. Principals and teachers use it to inform their decisions along with other student data. He explained that a pause for a year while the curriculum is being revised will negatively impact future important cohort data. The current Grade 9 students did not write EQAO in Grade 6 and it is difficult to program for them in Grade 9.

Notices of Motion

Trustee Dodman served Notice of Motion

"That the Board investigate the possibility of adding an Indigenous Student Trustee position to the Lambton Kent District School Board."

Trustee Fletcher served Notice of Motion.

"That the Board write a letter to the Ministry of Education to recommend the suspension of EQAO testing in light of the ongoing review of curriculum, report cards and student assessments."

Announcements

The next Regular Board Meeting will be held on Tuesday, November 28, 2017, 7:00 p.m. at the Sarnia Education Centre.

Adjournment 9:55 p.m.

There being no further business, Chair Bryce declared the meeting adjourned at 9:55 p.m.

Chair of the Board

Director of Education and Secretary of the Board

Received via email November 14, 2017

Hello, Trish

I am looking to speak at the Nov. 28 board meeting on behalf of myself.

I want to speak of children's mental health, the elimination of standardized testing and the offering of my free counselling services. What I am bringing to the board meeting, is a desire to see more time and money be put toward the mental health of our children.

What I feel needs to be changed to find these required resources to put towards, our children's mental health, is that standardized testing be removed from the LKDSB, and preferably the whole province.

With in these offerings of thought. I offer myself to come speak to children of any age on matters of self worth, within the LKDSB district. I would give my time of 1 day per week for 2 full years.

I hope you take my words with pure sincerity.

Take care

Trevor Maw

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

REPORT NO. B-17-162

FROM: Ruth Ann Dodman, Trustee,
Elisabeth Guthrie, Student Trustee
Evan Rogers, Student Trustee

DATE: November 28, 2017

SUBJECT: Indigenous Student Trustee Position on the LKDSB

Trustee Dodman served the following Notice of Motion at the November 14, 2017 Board Meeting.

“That the Board investigate the possibility of adding an Indigenous Student Trustee to the Lambton Kent District School Board.

First of all, the LKDSB has been privileged over the years to have knowledgeable, respectful and dedicated Student Trustees. They have kept the Board well informed of the concerns of fellow students. They have been leaders of productivity through the hosting the Mental Health Symposiums and assisting with the building of a school in Africa.

Due to local, provincial and national efforts aimed at reconciliation and acknowledgement with regards to Indigenous communities, the addition of an Indigenous Student Trustee would exhibit the LKDSB’s continuous commitment to the Indigenous community and Student Voice.

Secondly, with the addition of an Indigenous Student Trustee, the Board would be enriched by having a third facet and set an example within the community at large of the LKDSB’s strong belief of inclusion and transparency.

With the input of Indigenous educational protocol combined with the examples from the Thames Valley District School Board’s thorough information and the LKDSB’s policy/procedures for Student Trustees criteria, the Board could achieve another positive stepping stone to engage the secondary population. We feel it is important for the potential addition to be a self-identifying member of an Indigenous community. The person would be expected to comply with all the expectations for a Student Trustee currently outlined in the LKDSB Administrative Procedures and be encouraged to give input on behalf of their identified community.

Finally, the addition of an Indigenous Student Trustee would be very valuable, respectful, inspirational. It would be a meaningful opportunity enabling the Board to be enhanced by the addition and grow culturally stronger.

Recommendation

“That the Board investigate the possibility of adding an Indigenous Student Trustee to the Lambton Kent District School Board.

From: Jack Fletcher, Trustee
Date: November 28, 2017
Subject: Rationale on Proposed Motion to Suspend EQAO Testing

Trustee Fletcher served the following Notice of Motion at the November 14, 2017 Board Meeting.

“That the Board write a letter to the Ministry of Education to recommend the suspension of EQAO testing in light of an ongoing review of curriculum, report cards and student assessments.”

Introduction

There are a number of newspaper articles in the last month dealing with the topic of EQAO testing regarding its value, timing, impact on the teaching/learning process and its costs in relationship to other strategies that may be of more value to Ontario students. I plan to summarize these concerns expressed in these articles in a succinct manner as possible.

Brief Summary of Newspaper Articles (Referencing these articles in the order they appeared. Please note there may be many more articles on the topic and I will not be able to reference every point made in these articles. Therefore, it would be best if you can access these articles for yourself.)

“Why we should end EQAO testing” by Sachin Maharaj; Printed in the Toronto Star on Oct. 16, 2017

- The writer questions results of the math scores as they are relatively high in grade 3 dip in grade 6 & then shoot up again in grade 9. He wonders if the problem is with the grade 6 math test itself.
- The writer questions the need to test every student in these grades every year. He refers to the OECD’s Programme for International Student Assessment (PISA) which measures Ontario’s performance against other jurisdictions around the world and is widely considered the gold standard of tests which randomly samples a subset of students once every three years.
- He suggest moving to a system, such as above, which would drastically reduce the amount of time Ontario teachers spent on test prep and would provide more students with more opportunity for authentic learning experiences instead.

“Standardized tests not the best way to assess students” by Linda Chenoweth; Printed in the Waterloo Chronicle on Oct. 26, 2017

- The author refers to numerous variables in the testing which are not the same for all students and cannot be controlled for. Example she cites are different rooms (air conditioned or not), different teachers, some students are primed & others are not to the same extent, etc.
- Other factors impacting test results from school to school are difference in students such as special education & English as second language students. The author also refers to students withdrawing from the test would receive a 0 which would impact on the school results.

- A direct quote is “What EQAO tells us is that teaching students from higher socio-economic status, whose native tongue is English and who have fewer special education students do better on EQAO testing”.
- Linda Chenoweth encourages all school boards, teachers and parents to ask for the elimination of the EQAO bureaucracy. She says “the \$40 million dollars spent on EQAO yearly could be better spent putting an Educational Assistant in every classroom”.

Peterborough-area public school board supports move to suspend EQAO testing this school year by Lance Anderson; My Kawartha.com on Oct. 30, 2017

- Reference to Cathy Abraham, chair of the KPRDSB, and their trustees vote to petition the Ministry of Ed to suspend the testing in light of an ongoing review of curriculum, report cards & student assessments. Cathy is quoted as saying she wonders if the testing is outdated or if some of the questions are not culturally sensitive.
- Abraham also refers to EQAO as costing a lot of money and questions as to is there a better way to spend the money although she recognizes that there is value in testing.
- Abraham also referred to a discussion paper prepared by OPSBA on EQAO and large scale testing in which one of the recommendations called for the province to consider alternatives to across-the-board tests, such as randomized testing of a sample of students.
- Lance Anderson refers to the ETFO union as it has long supported eliminating EQAO testing, arguing it is costly, puts stress on students and takes resources and teaching time away from educators.

Ontario school boards want EQAO testing halted amid review by Caroline Alphonso; The Globe and Mail on November 2, 2017

- The author refers to The Peel District School Board and the Kawartha Pine Ridge District School calling for standardized test to be suspended and also mentions other school districts, including the Waterloo Region District School Board, as asking the province to review the test.
- Charles Pasqual, a former deputy education minister & a professor at OISE supports EQAO as the assessments are designed to be an instrument that generates information about how to continue improving what we do.
- Cathy Abraham is again quoted as saying “There is value in knowing how the kids are doing board-wide. The question is “this the best way to do it?” Could that money be better spent in other ways to support student achievement and well-being?”

Teachers’ federation calls test s obstacles to quality education by Jennifer Hamilton-McCharles; The Nuget on November 17, 2017

- The writer refers to two Near North District School Board trustees who will be part of a consultation process that will help the province decide whether to keep EQAO testing in elementary and secondary schools.

- One of the Board chairman, David Thompson, said there are some real challenges like preparedness and anxiety and referred to children being transported by bus for a long distance is a factor.
- In reference to the Peel District School Board in previous interviews it is worried the tests don't accurately reflect what students are learning in classrooms.
- Sam Hammond, president of ETFO, was reported to have said – "EQAO tests reward seat work and the ability to do well on pencil and paper tests to the exclusion of creativity, the ability to work with others, independent thinking and real critical problem solving."

Summary (My View Point)

- I believe that there is value in standardized testing but believe it does **not** have to happen every year with every student in the grades tested. Otherwise it could be randomized testing with a sample of students.
- I believe the money we could save on eliminating yearly EQAO testing on every student in the grades tested could be put to much better use in the class room in supporting our student learning.
- I believe we should write the Ministry to ask them to suspend EQAO testing while there is an ongoing review of curriculum, report cards and student assessments.

Recommendation

"That the Board write a letter to the Ministry of Education to recommend the suspension of EQAO testing in light of an ongoing review of curriculum, report cards and student assessments."

REGULAR BOARD, PUBLIC SESSION

Report To Board

FROM: Jim Costello, Director of Education

DATE: November 28, 2017

SUBJECT: Regulations on *Agenda Review Committee Terms of Reference*

According to LKDSB Regulations *LKDSB Board Committees*:

- 1. All LKDSB Board Committees must have Terms of Reference if the Terms of Reference are not prescribed in legislation, collective agreements or other LKDSB regulations.*

At the August 29, 2017 Board Meeting, Trustees were informed of the need to develop Terms of Reference for the Board Agenda Review Committee, Indigenous Liaison Committee and Negotiations Committee.

Attached are the Terms of Reference for the Agenda Review Committee.

Recommendation

“That the Board approve new regulations on *Agenda Review Committee Terms of Reference*.”



DRAFT

REGULATIONS

SUBJECT: Agenda Review Committee Terms of Reference

1. The Agenda Review Committee will be comprised of the Chair of the Board, Vice-Chair of the Board, Director of Education and Executive Assistant to the Director of Education and Board.
2. The Agenda Review Committee members will meet no later than the Wednesday prior to the Regularly scheduled Board Meeting at a mutually agreed upon time.
3. The Committee will meet using the most convenient and efficient means for all parties involved (e.g. via teleconference, video conference or face to face).
4. A draft Board Agenda will be emailed to the Agenda Review Committee members before the mutually agreed upon time of the meeting.
5. As per the LKDSB Procedural By-laws, Agenda Review Committee members will review all requests from persons or community groups to delegate to the Board that are received seven working days prior to the Board Meeting. The person or community group shall indicate the matter or issue they wish to speak to and provide an electronic or printed copy of the presentation with their request. The Agenda Review Committee members will determine if the request will be placed on the Board Agenda (Public or Private Session). The Executive Assistant will communicate the Committee's decision to the requester(s).
6. The Chair of the Board shall conduct the meeting while being conscious of the duration of the meeting, concerns from Trustees, Administration and Memoranda from the Ministry of Education.

Implementation Date:

Reference: LKDSB Board Procedural By-Laws, LKDSB Policy *Board Committees*

REGULAR BOARD, PUBLIC SESSION

REPORT TO BOARD

FROM: Jim Costello, Director of Education

DATE: November 28, 2017

SUBJECT: Policy and Regulations *Student Senate*

The policy and regulations on *Student Senate* have been reviewed as part of the LKDSB cyclical review. The documents were reviewed with members of the Student Senate for input.

It is proposed that the suggested methods for schools to use to select student representatives be deleted from the regulations because it is covered in the corresponding administrative procedures. The section on the Ontario Educational Leadership Centre Student Council Course is also being proposed to be deleted because it is no longer relevant. #18 has been revised to reflect how the Student Senate Meetings are conducted and #22 has been revised to reflect the changes made to the LKDSB regulations on *Expense Reimbursement*.

Recommendation:

“That the Board approve the review of the policy and revised regulations on *Student Senate*.”



POLICY

SUBJECT: Student Senate

It is the policy of the Lambton Kent District School Board to establish and maintain a Student Senate according to the regulations that correspond to this policy.

Implementation Date: June 10, 1998
Revised: October 8, 2002
Reviewed: November 8, 2011
Revised: May 8, 2012

Reference: LKDSB Regulations and Administrative Procedure *Student Senate*



DRAFT

REGULATIONS

SUBJECT: STUDENT SENATE
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Role of the Student Senate

1. Student Senate should play a proactive role in improving the educational experience for Lambton Kent students. The group has the opportunity to produce proposals and initiatives to be undertaken across Lambton Kent, which will be brought forward to Board.
2. The Student Senate has the right to make recommendations to the attention of the Board concerning matters discussed by the Student Senate with a quorum of representatives from at least fifty percent (50%) of the schools being present and voting.
3. Subcommittees consisting of Student Senate members, Student Trustees, the Trustee Mentors, the Administration Liaison, and/ or other students may be established to work on specific initiatives and issues. A chair for each subcommittee will be established and Student Trustees are responsible for reporting information and progress from these committees to Board.
4. In April of each year, the Student Senate will elect two Student Trustees to serve on the Board for the following year.

Role of Student Senators

5. Student Senators shall be charged with the responsibility of bringing student concerns from their schools, including Student Councils, for discussion and shall be responsible to report deliberations of the Student Senate back to the students in their schools.
6. The ~~two-elected~~ Student Trustees will attend all meetings and will assist the Trustee Mentors with the responsibility of forwarding student concerns and comments identified during these meetings to the Board.
7. The Trustee Mentors and the ~~two-elected~~ Student Trustees shall be charged with the responsibility of forwarding recommendations of the Student Senate to the Board for their consideration and shall be responsible to report back to the Senate the results of the Board's deliberations.
8. Student Senate members will be eligible to receive credit toward the Community Involvement Activity requirement of the Ontario Secondary School Diploma.

Student Senate Members

9. Two Trustees will be appointed annually to serve as Mentors and they will assist the Student Chair in all meetings.
10. The ~~two~~ Student Trustees will serve on the Student Senate.
11. Prior to the end of June, each secondary school will select two student representatives to serve on the Student Senate for the following school year. When possible, one or both the representatives will serve a two-year term.

Covered in the Admin Procedure

~~12. The two student representatives will be selected using one of the following methods:~~

~~—Suggested selection methods:~~

- ~~—A. Election Process, whereby all students attending the Secondary School have opportunity to vote for their Student Senate Representative. The elected students should occupy a Student Council executive position as a Student Ambassador for the purpose of communicating with other schools, taking part in Student Senate meetings, and working on district-wide projects and activities.~~
- ~~B. Designation Process, whereby an elected Student Council appoints members to be a Student Senators. The students should occupy a Student Council executive position as a Student Senator for the purpose of communicating with other schools, taking part in Student Senate meetings, and working on district-wide projects and activities.~~
- ~~C. One student representative may be chosen by another means, whether by student election, administrative appointment, application process, or Student Council appointment. The student will be charged with the same responsibilities as the role described above in 12.A. The student should be charged with communicating with other schools, taking part in Student Senate meetings, and working on district-wide projects and activities. The school's Student Council must be aware of the second representative; however, the student is not required to be a Student Council member.~~

13. Two First Nation Student Representatives will be invited to serve on the Student Senate. They will be selected by the First Nation Communities.
14. The Director of Education or designate will act as liaison to the Committee.
15. For matters requiring a vote at the Student Senate, voting privileges are not extended to the two Student Trustees, the Trustee Mentors or the Director of Education or designate.

Meeting Frequency

16. The Student Senate will meet a minimum of four times per year via video conference from the two Board Offices or by teleconference.
17. The first meeting will be held in October with the date and times of the remaining meetings to be determined by the Senate.
- ~~18. Student Senate decisions are made through consensus. When necessary, a vote may be used. Meetings will be conducted in a format similar to that of a Board meeting.~~
19. Each year there will be an election of a Student Chair and Student Recorder. The election will occur at the end of the first meeting of the Student Senate in October.
20. Meeting agendas will be determined by the Student Chair(s), Student Trustees, Administration and Trustee Mentors and will focus on matters that concern the students on a system level. Students may focus on problems that cannot be resolved in their schools or on Board issues that require student input and initiatives within and between schools.

No Longer relevant

Funding for Ontario Educational Leadership Centre Student Council Course

- ~~21. Funds will be made available through the Student Senate to support student participation in the Ontario Educational Leadership Centre Student Council Course. Funding for this course will be included in the appropriate Superintendent of Education's annual budget allotment.~~

Kilometrage for Attending Student Senate Meetings

22. The cost of traveling to Student Senate Meetings will be paid in accordance with the ~~Board's Flat Rate for Occasional Use of Vehicles Regulations~~. LKDSB Regulations *Expense Reimbursement for Staff, Trustees and Student Trustee*.

Implementation Date: June 10, 1999

Revised: January 11, 2005

Reviewed: September 25, 2007

Revised: November 8, 2011, May 8, 2012, May 14, 2013

Reference: LKDSB Policy and Administrative Procedure *Student Senate*

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

FROM: Phil Warner, Superintendent of Education

DATE: November 28, 2017

**SUBJECT: 2016/2017 Annual Accessibility Report for the Lambton Kent
District School Board**

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

Attached is the 2016/2017 Annual Accessibility Report for the Board. This report describes the measures that the Lambton Kent District School Board has taken in the past and measures that have been taken during the 2016/2017 school year to identify barriers and enhance accessibility for individuals who work, learn and participate in the School Board community and environment.

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

RECOMMENDATION:

“That the Board approve the LKDSB 2016/2017 Annual Accessibility Report.”



Lambton Kent
District School Board

Annual Accessibility Report

September 2016 – August 2017

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

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

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Aim

This report describes the measures that the Lambton Kent District School Board has taken in the past and measures that have been taken during the 2016 - 2017 school year to identify barriers and enhance accessibility for individuals who work, learn and participate in our LKDSB community.

1.0 Description of the Lambton Kent District School Board

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

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

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.

2.0 Accessibility Planning Committee Members

Committee Member	Department
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 held meetings as required. A particular focus for this committee in the upcoming year will be on the proposed development of an education standard under the AODA.

3.0 Measures in Place

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

4.0 Barrier-Identification Methodologies

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

5.0 Barriers Identified

The Accessibility Committee identified various barriers which are grouped into the following:

Architectural; Attitudinal; Built Environment; Informational; Learning; Physical; Policy/Practice; Technological; and Transportation.

Some examples of facility related barriers are identified in the following chart. When possible or when completing major renovations or constructing new facilities, the Board will be compliant with the Ontario Building Code to remove identified barriers.

Barrier Type	Barrier Description	Strategy for Removal/Prevention
Physical	Appropriate parking areas and drop-off areas not provided.	Provide appropriate locations at all sites.
Physical	Appropriate signage.	Provide appropriate signage at all sites.
Physical	Access from parking to main entrance not barrier-free.	Provide appropriate access at all sites.
Physical	Main entrance not accessible.	Provide appropriate ramp and handrail with controls.
Physical	Inadequate illumination on walk and entrance.	Upgrade existing lighting on all parking/entrances.
Physical	Exterior doors heavy and difficult to open.	Provide power door openers where appropriate.
Physical	Interior doors in corridors often heavy and difficult to access.	Provide hold-open devices in areas required, provide in all new spaces.
Physical/architectural	Height of counters does not accommodate wheelchair.	Modify in key areas as required; design all new installations at appropriate height.
Physical/architectural	Washrooms for special needs.	Provide in areas as required; design all new facilities with appropriate sized spaces.
Physical/architectural	Hardware design not appropriate.	Change to lever where required, in all renovations install lever handles as required.
Physical/architectural	Drinking fountains too high to access controls.	Replace where required, all new to be accessible.
Physical/architectural	Shelves/millwork too high.	Adjust as required.
Physical/architectural	Emergency Signal Devices (horn/strobes).	To be installed in all new facilities as per Building Code Standards.

6.0 Ongoing Initiatives

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

6.1 Special Education

The Lambton-Kent District School Board (LKDSB), through its Special Education Department, has addressed access for students with disabilities through modifications and accommodations of programs and services. The *Special Education 2017 Report* is available on the LKDSB website.

Attitudinal learning and policy/practice barriers for people with disabilities will be addressed on an ongoing basis through staff and student in-service, and by examining policies and procedures for impediments to accessibility. Initiatives to date have included:

1. Continued participation in the development of the Board's Multi-Year Plan 2017 – 2022.
2. The use of the Philosophy of Special Education to make decisions for and about students with special needs.
3. Continued access to Assistive Technology, Educational Technology and Adaptive Technology (i.e. Special Education Amount (SEA) funding) to gain access to FM systems, assistive and adaptive technology, improved access to trial equipment/software, installation, training and maintenance of SEA adaptive technology, development of SEA Manual, access to SEA System Learning Resource Teacher, implementation of more stringent SEA procedures, increased access to Assistive Technology and computers in special education classrooms). Additional staff has been seconded to assist with the implementation of technology in the classroom.
4. Professional development and improved programs and services which increase awareness and accessibility for students with special needs. The following areas were the focus of initiatives during the 2016 – 2017 school year:|

Educational Assistant and Tutor Escort Professional Development Day:

- BMST Refresher Course
- Visual Impairments
- The Importance of Fostering Independence: In Kindergarten and Beyond
- A Guide to the EA's Tool Belt
- Understanding Cultural Difference and the English Language Learner
- Central Auditory Process Disorder, Hearing and FM Systems in the Classroom
- Hassle Free Language Ideas to use Anywhere with Anyone
- Working with Students with Anxiety-Related Behaviour
- Functions of Behaviour
- Welcome to SEA iPad Apps Training

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

- Behaviour Management Systems Training (BMST)
- BMST Refresher Course
- Applied Suicide Intervention Skills Training – Level 2
- SafeTALK
- Mental Health First Aid
- Violence Risk Threat Assessment – Level 1 and Level 2
- School Well-Being Action Group
- Area Resource Teacher Meetings
- District Area Resource Teacher Meetings
- Functions of Behaviour – Secondary
- Applied Behaviour Analysis Training
- New to Special Education Resource Training
- Pathway to Care Initiative
- Strategies for Supporting Grieving Children and Youth in the Classroom

New Teacher Induction Program (NTIP):

- What to Do when Kids say “No”!
- Setting Up Your Classroom for Success
- Google Read and Write
- Special Education/Program

*** See Appendix C for Acronyms ***

5. The Lambton-Kent District Special Education Advisory Committee meets to identify gaps in support for students with learning disabilities transitioning into post-secondary institutions. This Committee takes advantage of networking opportunities with partner organizations to gather and share information.
6. Annual IEP Audits are done to ensure support to specific students.
7. Ongoing training on the use of IEPs to support effective, efficient development of IEPs and facilitate the IPRC process.
8. Safety Audits are conducted, as needed.
9. An educational course, entitled Special Education for Administrators, was delivered to 22 elementary/secondary administrators.

10. The Superintendent of Education – Special Education - amended the LKDSB *Field Trip and Educational Tour Procedure*, the *Field Trip and Educational Tour Regulation*, and various *Field Trip Forms* to ensure when trips are planned they are inclusive and every consideration has been given to accessibility for all.

In addition, the LKDSB participates in many multi-agency collaborative partnerships in order to support students with special needs. The Board has partnership agreements with outside agencies in order to assist students with special needs who are attending full-time kindergarten programs.

A multi-disciplinary Central Behaviour Team meets regularly to review the needs of students in need of behavioural supports.

The LKDSB is a member of the Provincial and Regional Committee for Autism Supports for Students.

Translation software is available through Google Read and Write. English as Second Language (ESL) teachers are employed by the LKDSB.

The LKDSB operates a Transitions classroom, a partnership of several organizations (i.e. Children's Aid, Probation, school board, etc.) This classroom has supports put into place to help students access treatment and connect with the community for successful outcomes.

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

6.2 Other

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

If an employee encounters a barrier in the workplace, contact should be made with either their supervisor or the Human Resources Officer.

6.3 Information Technology

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

7.0 Barriers Identified for 2016-2017

	Barrier & Barrier Type	Strategies for Removal/ Prevention	Responsibility	Applies to	Status
1.	Access to Mental Health services (attitudinal/ policy practice.	Developing collaborative partnerships with third party service providers. Mental Health Lead will help develop community protocols.	Student Support Services, Central Office Staff	Students Staff Parents Community Partners.	On-going

	Barrier & Barrier Type	Strategies for Removal/ Prevention	Responsibility	Applies to	Status
2.	Access to assistive/ educational technology for Special Education students (informational /learning technological)	Access to technology opens the world to a student. The iPad is a device that may be utilized for research, collaboration, organization, creativity, communication, and independence. It allows students to communicate with experts around the world, access	Student Support Services, Special Education Specialized Staff, Principals, School Staff.	Students Staff	On-going, enhanced access in Special Education classrooms.
3.	Access to assistive/ educational technology for all students (informational /learning technological)	information from a variety of sources and express their learning in unique ways.	Senior Administration and Information Technology Department, Principals, School Staff	Staff, Students, Community members See LKDSB Website for information on the TELP Project.	Ongoing

8.0 Professional Development for the 2016-2017 School Year

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

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

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

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

9.0 Review and Monitoring Process

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

10.0 Communication of the Plan

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

Chair
Accessibility Committee
200 Wellington Street
Sarnia, ON N7T 7L2
Telephone: 1-800-754-7125 Ext. 31294
Fax: 519-354-1633
Email: cheryl.webster@lkdsb.net

Appendix A

**Accessibility for Ontarians with Disabilities Act
Annual Accessibility Report Feedback Form**

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

Mail to: Chair
Accessibility Committee
200 Wellington Street,
Sarnia, ON N7T 7L2
Telephone: 1-800-754-7125 Ext. 31294
Fax to: 519-354-1633
E-Mail to: cheryl.webster@lkdsb.net

Contact Information

Name: _____

Address: _____

Telephone Number: _____

E-Mail: _____

Date: _____

Comments:

Appendix B

Facilities Accessibility Upgrades

New school construction has, or will, adhere to the current Building Codes and includes barrier free access such as power door operators, elevators in schools of more than one floor and accessible washrooms. Some of the upgrades that occurred in the 2016-2017 school year include:

Location	Accessibility Upgrade
Alexander Mackenzie S.S.	Library: Replace entrance to library with wider door and automatic door operator for barrier free access. Medically Fragile / ALLP room: added automatic door operator for access to room; constructed a separate room for privacy of medically fragile students during relaxation and other activities.
Various Locations throughout District	Installed barrier free washrooms.
Northern Secondary School	Installed a new parking lot including the addition of tactile strips on the sidewalk for the visually impaired.
Sarnia Education Centre	Installed a new parking lot to include additional barrier free parking. An automatic door opener was added to the front entrance
Tecumseh Public School	Installed an emergency barrier free evacuation chair for assisting students with mobility needs to safety from the second floor in the event of a power failure. This is a pilot project and will be reviewed for implementing at other locations.
Great Lakes S.S.	Installed a new elevator. Adding two new universal washrooms. Installation of a fully accessible theatre. Installed a lift in the theatre for access to the stage from the seating area. Installed a lift for access to the sound boot. Added barrier free parking spaces. Adding automatic door openers throughout the school. Fully renovating two ALLP classrooms with barrier free toilet and shower area.
King George, Sarnia	Installed new playground asphalt area with accessible ramps to the school entrances.
Various locations throughout the District	Installed barrier free drinking and water filling stations at many schools and both Education Centres.

Appendix C

Special Education Acronyms

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

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

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

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

DATE: November 28, 2017

SUBJECT: Special Education Advisory Committee (SEAC) Meeting Summary

The Special Education Advisory Committee met on November 16, 2017 at Lambton County Development Services. Following is a report of the activities of the meeting:

Site Visit and Tour of Lambton County Development Services

SEAC member Jerry Knight, Manager of Community Skills Development with Lambton County Development Services, provided a brief history of Snoezelen rooms, explaining that Snoezelen is a contraction of the Dutch verbs “snuffelen” (to seek and explore) and “doezelen” (to relax). Snoezelen rooms have been installed in: schools, community centers, agencies that offer rehabilitation to clients, and more. Snoezelen rooms, or controlled multisensory environment (MSE), provide therapy for people with autism and other developmental disabilities by allowing the individual the opportunity to access a soothing (or stimulating environment), depending on their specific needs. Snoezelen has been proven to aid learning/development, help relax an agitated person, or, stimulate and raise alertness for those with sensory processing disorders. Lambton County Development Services has both a Snoezelen Room and a Whirlpool Room that offer clients a multi-sensory atmosphere of pleasant surroundings, soothing sounds, intriguing aromas and interesting light/slide show effects. These therapy rooms enhance sensory awareness, communication and many other areas of development.

SEAC Members took a tour of the agency's facilities, including: the Snoezelen Room, Whirlpool Room, Resource Room and new accessible kitchen.

Annual Accessibility Report (September 2016 – August 2017)

The System Coordinator for Special Education, Sandra Perkins, shared a copy of the Annual Accessibility Report (September 2016 to August 2017) with the membership for its information/use and feedback. She stated that the Report outlines measures the Board has taken in the past, along with actions that took place during the 2016 - 2017 school year to identify and alleviate barriers and enhance accessibility for individuals who work, learn and participate in the LKDSB community. Members were encouraged to share their viewpoint regarding accessibility within Board-owned facilities if they ever become aware of issues.

Association Reports, Other Business and Sharing of Best Practices

Steve Stokley, of *Community Living Chatham-Kent*, informed SEAC that two \$1,000 awards are available through the Jonathan Daniel Stone Fund to “support initiatives to assist children and their families who have been diagnosed with autism and/or other intellectual disabilities”. The Fund celebrates the life of Jonathan Daniel Stone. Daniel was a child who had autism and died suddenly at the age of eleven in May 2013. Daniel was a student at Indian Creek Road Public School in Chatham. Applications are available on the agency's website and are being accepted up to November 30, 2017.

Rose Gallaway reported that *St. Clair Child and Youth* recently hired an Indigenous Liaison. The contract employee will be responsible to ensure that the agency's services will be more accessible to the indigenous communities that surround Sarnia and Lambton County.

Amy Mikhaila informed SEAC that *Community Living Wallaceburg* has a position for a Director of Finance and Business Operations. The Director will be responsible for the organization's administrative and financial systems including finance/accounting, information technology and systems management.

Next Meeting

Thursday, December 14, 2017, Wallaceburg District Secondary School, Room 141, 6:00 p.m.
Rose Gallaway, SEAC Chair

BOARD REPORT
REGULAR BOARD, PUBLIC SESSION

REPORT NO: B-17-168

FROM: Lareina Rising, Trustee

DATE: November 28, 2017

SUBJECT: Indigenous Liaison Committee Report

The November 15, 2017 meeting of the Indigenous Liaison Committee was held at the Sarnia Education Centre with Trustee Hudie chairing.

A warm welcome was extended to the new First Nation Education Representatives who were attending the committee meeting for the first time. Xandra Bear-Lowen is the Education Representative for Delaware First Nation and Mark Aquiosh is the Education Representative for Walpole Island First Nation. Ministry of Education Regional Officer, JoAnn Henry joined the meeting as well.

Reports from the First Nation Communities were received. Aamjiwnaang First Nation is working toward the implementation of the Anishinabek Education System which comes into effect April 1, 2018. Lambton Kent District School Board will be involved in discussions with Aamjiwnaang First Nation about the implications on current agreements. Delaware First Nation is working on a Language Strategy in their community in order to revitalize the Lenapee language. Kettle and Stony Point First Nation is in the process of hiring a new Education Manager. Walpole Island First Nation has initialized the creation of an Education Director position. JoAnn Henry inquired about the Treaty Recognitions Week activities that were held in schools during the first week of November as she is interested in connecting with people who have treaty knowledge.

Pam Gallant, LKDSB MISA Lead, presented EQAO aggregated data for all students who participated in Grade 3, 6, 9 and Grade 10 OSSLT and also the disaggregated data for participating Indigenous students. While general information about the data was shared, First Nation representatives are encouraged to seek the necessary consents in order to have deeper conversations with the staff at individual schools about specific student performance on the provincial assessments.

Marcia Falzetta, LKDSB Language Consultant, presented a power point presentation about the current work being done with Native Language teachers to present quality programs supporting language development on a continuum.

A wide variety of topics were covered during the remainder of the meeting:

- 1.) The current Memorandum of Understanding about Data is in need of being updated this year
- 2.) Pay parity for native language speakers with OCT qualified teachers
- 3.) Encourage recruiting and hiring practices for Indigenous people at all levels of the organization
- 4.) Self-identification policies for students and staff and the need for documentation
- 5.) Board Action Plan- questions about finances that support the Board Action Plan and the need for extensive collaboration with the four First Nations. Some ILC members will meet on December 7, 2017 at Aamjiwnaang Community Centre from 9:30 a.m. from 2:30 p.m. to work on the Plan.
- 6.) Creating a new position – Indigenous Education Lead to meet the criteria as outlined by the Ministry of Education
- 7.) The need for Terms of Reference for the Indigenous Liaison Committee
- 8.) Request for a written protocol between the LKDSB and the four First Nations

The next meeting will be held at Aamjiwnaang First Nation at 6:00 p.m. on Wednesday, January 17, 2018.

**BOARD REPORT
REGULAR BOARD, PUBLIC SESSION**

REPORT NO: B-17-169

FROM: Trustee Tom McGregor, Audit Committee Chair

DATE: November 28, 2017

SUBJECT: 2016/2017 Annual Audit Committee Report

This report summarizes the Audit Committee's actions for the year ending August 31, 2017 and includes the Summarized Annual Report to the Ministry of Education, Appendix A (attached).

Audit Committee Members

The Audit Committee consisted of the members listed below:

- Tom McGregor – Chair & Trustee representative
- Scott McKinlay – Trustee representative
- Dave Douglas – Trustee representative
- Jonathan Krohn, CPA, CGA – External community member (term began Oct. 31/16)
- Dianne Morden, CPA, CGA – External community member

In addition, regular attendance at the Committee meetings was:

- Mucha Chimhanda – Senior Regional Internal Auditor, Southern Ontario Region
- Suk Bedi – Manager, Pricewaterhouse Coopers LLP

Meetings

Four (4) meeting dates were scheduled for the 2016-2017 year. The members in attendance at each meeting are as follows:

<i>Member's Name</i>	<i>Member's Title</i>	<i>Sept. 21 2016</i>	<i>Oct. 31 2016</i>	<i>Mar. 20 2017</i>	<i>Jun. 12 2017</i>
Tom McGregor	<i>Chair</i>	X	X	X	
Scott McKinlay	<i>Trustee</i>	X	X	X	
Dave Douglas	<i>Trustee</i>	X	X	X	X
Jon Krohn	<i>Community</i>		X	X	X
Dianne Morden	<i>Community</i>		X	X	X
Mucha Chimhanda	<i>Internal Auditor</i>	X	X		
Suk Bedi	<i>Internal Auditor</i>	X	X		X
Bruce Lowe	<i>Internal Auditor</i>			X	
Christopher Connor	<i>Internal Auditor</i>				X
Kevin Sabourin	<i>External Auditor</i>	X	X		
Sandy Anderson	<i>Administration</i>	X	X		X
Brian McKay	<i>Administration</i>	X	X	X	X
Jim Costello	<i>Administration</i>	X		X	

Governance

The Audit Committee operated throughout the fiscal year ending August 31, 2017. All of the members satisfied the eligibility requirements in accordance with Ontario Regulation 361/10.

External Auditors

The audit committee recommended the reappointment of the external auditors for the next fiscal year during the meeting held on October 31, 2016. The external auditors, Bailey Kearney Ferguson Chartered Accountants presented the scope and extent of their work to the committee at the meetings of September 21 and October 31, 2016. The audit committee recommended the approval of the annual audited financial statements on October 31, 2016.

Internal Auditors

The 2016-17 Internal Audit Plan was approved at the Board Meeting of November 22, 2016. Pricewaterhouse lead the Committee members through a slide presentation (Internal Audit Plan Strategy & Focus) and answering questions session. The session assisted with clarifying the committee and board's perspective of items that are regarded as higher risk (as each board is unique and audit requests would vary). This information was used in the creation of the 2017-18 Internal Audit Plan.

Committee members and Pricewaterhouse reviewed the audits that had not yet been completed and agreed to complete the Payroll/Compensation & Benefits audit.

During the 2016-17 year, the auditors performed the following work:

Planned Audits

- Payroll/Compensation & Benefits, began in the 2013-2014 year (November 2013) and has undergone a scope change. This audit is currently ongoing.
- School Fundraising, performed in June 2015 and reported at the September 21, 2016 meeting.
- Absence Management Engagement, was on the 2016-17 Audit Plan and was incomplete by August 31, 2017.

Unplanned Audits

- No unplanned audits were performed in the 2016-17 year.

Summary of the Work Performed

In addition to the items noted above, the following outlines further work performed by the audit committee in the 2016-2017 year.

- Recruitment of an external member;
- Recommended the reappointment of the external auditors;
- Reviewed Internal Audit & The Role of Audit Committees Training Module;
- Reviewed reports and work performed by the external auditors;
- Reviewed materials on internal audit practices;
- Reviewed reports and work performed by the internal auditors;
- Members completed a self-assessment & a consolidated results report was created for review;
- Selected the number to be held & dates of the 2017-2018 school year audit committee meetings.

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

On behalf of the Audit Committee

Tom McGregor, Trustee - Audit Committee Chair

REGULAR BOARD, PUBLIC SESSION

REPORT TO BOARD

FROM: Jim Costello, Director of Education

DATE: November 28, 2017

SUBJECT: Annual Occupational Health and Safety Data

The LKDSB Health and Safety Annual Improvement Plan 2016/2017 was presented to Trustees at the October 24, 2017 Board Meeting. Attached is summary data covering the period from September 2011 to April 27, 2017. The data is reviewed by the members of the LKDSB Joint Health and Safety Committee on an ongoing basis.

List of Incidents from September 2011 to April 27, 2017

		2011-12	2012-13	2013-14	2014-15	2015-16	2016-17*
Totals:	No Injury	75	109	154	293	320	150
	First Aid	20	23	7	23	14	71
	Health Care	6	8	9	12	13	11
	Lost Time	2	1	6	8	8	12
	Total No. of Incidents	103	141	176	336	355	244
Totals by Type:	Agression	11	7	9	8	39	67
	Violent Incident	92	134	168	328	316	75
	Violent Incident - Physical	0	0	0	0	0	95
	Violent Incident - Verbal	0	0	0	0	0	7
	Total No. of Incidents	103	141	176	336	355	244
*as of April 27, 2017							