

REGULAR BOARD MEETING AGENDA
PUBLIC SESSION

TUESDAY, APRIL 9, 2019
7:00 p.m.

Board Room
Chatham Education Centre
476 McNaughton Ave East, Chatham

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	Page Reference
1. Call to Order	
2. Approval of Agenda	
3. Declaration of Conflict of Interest	
4. Approval of the Minutes of March 26, 2019 Regular Board Meetings	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 of Education's Snap Shots of Excellence	
b) Revisioning of Northern Collegiate Institute & Vocational School	
9. Delegations	
10. Questions from the Public	
11. Reports for Board Action	
a) Appointment to the Special Education Advisory Committee (SEAC)	Superintendent Barrese Report B-19-33 10
<u>Recommendation</u>	
"That the Board appoint Vicki Ware as the First Nation Member on the Special Education Advisory Committee for the period January 2019 to December 2022,"	
b) School Year Calendar 2019/2020	Superintendent Hazzard Report B-19-34 11
<u>Recommendation</u>	
"That the Board approve the 2019/2020 School Year Calendar and that the Calendar be forwarded to the Ministry of Education for approval."	
c) 2017/2018 Annual Accessibility Report for the Lambton Kent District School Board	Superintendent Girardi Report B-19-35 13
<u>Recommendation</u>	
"That the Board approve the 2017/2018 Annual Accessibility Report."	
d) Tender Award – Classroom Renovations, Roofing and Site Work at McNaughton Avenue Public School	Superintendent McKay Report B-19-36 32
<u>Recommendation</u>	
"That the Board award the tender to the successful bidder Elgin Contracting and Restoration Ltd. for classroom renovations and roofing and work site at McNaughton Avenue Public School."	

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| e) Tender Award – Classroom Renovations, Mechanical and Electrical Upgrades – A. A. Wright Public School
<u>Recommendation</u>
“That the Board award the tender to the successful bidder, Westhoek Construction Ltd. for the classroom renovations and mechanical and electrical upgrades at A.A. Wright Public School.” | Superintendent McKay
Report B-19-37 | 33 |
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| 12. Reports for Board Information
a) Special Education Advisory Committee Report | Trustees Barnes
Report B-19-38 | 34 |
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| 13. Correspondence | | |
| 14. New Business | | |
| 15. Trustee Questions | | |
| 16. Notices of Motion: | | |
| 17. Future Agenda Items | | |
| 18. Announcements
a) The next Regular Board Meeting will be held on Tuesday, April 23, 2019, 7:00 p.m. at the Sarnia Education Centre. | | |
| 19. Adjournment | | |

Lambton Kent District School Board

Minutes from the Regular Board Meeting of March 26, 2019 held at the Sarnia Education Centre

PRESENT:

Trustees: Chair Jane Bryce, Vice-Chair Randy Campbell, Greg Agar, Janet Barnes, Ruth Ann Dodman, Dave Douglas, Jack Fletcher, Brittany Jenkins, Lareina Rising, Derek Robertson

Staff: Director of Education Jim Costello, Superintendent of Business Brian McKay, Superintendents of Education, Angie Barrese, Helen Lane, Mark Sherman and Public Relations Officer Heather Hughes

Student Trustees: Autumn Bressette and Rihana Kukkadi

Regrets: Trustee Scott McKinlay, Student Trustee Lexi Graham, Superintendent Ben Hazzard

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.

#2019-40
Approval of the Agenda
Moved by Jack Fletcher, seconded by Greg Agar,
"That the Agenda for the Regular Board Meeting of March 26, 2019 be approved as."

CARRIED.

Declaration of Conflict of Interest: None

#2019-41
Approval of the Minutes
February 26, 2019
Moved by Ruth Ann Dodman, seconded by Janet Barnes,
"That the Board approve the Minutes of the Regular Board Meeting of February 26, 2019."

CARRIED.

Business Arising None

#2019-42
Action of the Regular
Board Private Session be
the Action of the Board
Moved by Randy Campbell, seconded Jack Fletcher,
"That the Action of the Board in Private Session be the Action of the Board."

CARRIED.

Questions from the Public
Michelle Lalonge-Davey, CUPE President, referred to the Ontario government's announcements and asked where the Board might stand regarding the delivery of Full Day Kindergarten (FDK) for the next school year, particularly the Early Childhood Educator (ECE)/Teacher partnership. Director Costello advised that Administration is awaiting additional information from the Ministry. They do not have any plans to change the FDK delivery model.

#2019-43
Proposed Revision to
Section Sections 1.11,
1.12, 11.2, 11.3, 11.6, 12.5
and 12.6 of the LKDSB
Procedural By-laws
Trustee Code of Conduct
Report B-19-24
Moved by Jack Fletcher, seconded by Greg Agar,
"That the Board approve the revisions to Sections 1.11, 1.12, 11.2, 11.3, 11.6, 12.5 and 12.6 of the LKDSB Procedural By-laws related to Trustee Code of Conduct."

Director Costello advised that in response to the new requirements included in Bill 68, *Modernizing Ontario's Municipal Legislation Act*, concerning Conflict of Interest, the Board revised the LKDSB policy on Conflict of Interest and implemented a new regulation for Trustees. To align the LKDSB Procedural By-laws with the changes, he served notice of motion at the February 26, 2019 Board Meeting. He outlined the proposed changes which are based on the template provided by the Ontario Public School Boards' Association (OPSBA).

Section 1

1.11 The Board's First Nation Partners, ~~through the Indigenous Liaison Committee~~, shall appoint the First Nation Trustee to serve on the Lambton Kent District School Board for a four-year term consistent with the term of the elected Trustees.

1.12

The Board's First Nation Partners, ~~through the Indigenous Liaison Committee~~, shall appoint a First Nation Trustee Alternate who may sit at the Board Table in the absence of the First Nation Trustee during public meetings with voting rights. ~~In the absence of the First Nation Trustee, the First Nation Trustee Alternate will be invited to attend private meetings when the matter discussed involves First Nation Students.~~ The Alternate's term will be consistent with the term of the First Nation Trustee.

Director Costello explained that this was to ensure appropriate representation.

Section 11

School Board Member (Trustee) Code of Conduct For The Lambton Kent District School Board including Conflict of Interest

11.1 A Trustee position is an elected position which carries with it the understanding that the electorate will decide at election time its support for the effectiveness of a Trustee. At the same time, it is important to recognize the public trust and responsibility the collective body carries and that this trust and responsibility is honoured through determining and enforcing norms of acceptable behaviour.

11.2 This Code of Conduct and the Enforcement Procedures apply to all Trustees of the Board, ~~including the Chair and Vice-Chair of the Board and Student Trustees~~. Trustees of the Board shall discharge their duties loyally, faithfully, impartially and in a manner that will inspire public confidence in the abilities and integrity of the Board.

Trustees of the Board shall recognize that the expenditure of school board funds is a public trust and endeavour to see that the funds are expended efficiently, in the best interests of the students.

Trustees, as leaders of the Board, must uphold the dignity of the office and conduct themselves in a professional manner, especially when attending Board events, or while on Board property.

Trustees shall ensure that their comments are issue-based and not personal, demeaning or disparaging with regard to Board staff or fellow Board members.

Trustees shall endeavour to participate in trustee development opportunities to enhance their ability to fulfill their obligations.

11.3 No Trustee shall accept a gift from any person or entity that has dealings with the Board if a reasonable person might conclude that the gift could influence the Trustee when performing his or her duties to the Board. However, this does not, for example, preclude a Trustee from accepting a free ticket or admission to a charitable event or professional development event as per Lambton Kent District School Board Hospitality policy and regulation R-BU-521.

A Trustee shall not use his or her office to advance the Trustee's interests or the interests of any family member or person or organization with whom or with which the Trustee is related or associated. ~~Trustees are required to declare a conflict of interest at Board Meetings or Board Committee Meetings as per the Lambton Kent District School Board regulation on Conflict of Interest for Trustees, R-OP-446.~~

No Trustee shall use his or her office to obtain employment with the Board for the Trustee or a family member.

- 11.6 Every Trustee shall keep confidential any information disclosed or discussed at a meeting of the Board or committee of the Board, or part of a meeting of the Board or committee of the Board, that was closed to the public, and keep confidential the substance of deliberations of a meeting closed to the public, unless required to divulge such information by law or authorized by the Board to do so.

No Trustee shall use confidential information for either personal gain or to the detriment of the Board. Trustees shall not divulge confidential information, including personal information about an identifiable individual or information subject to solicitor-client privilege that a Trustee becomes aware of because of their position, except when required by law or authorized by the Board to do so.

Section 12 Enforcement Of The Code Of Conduct

- 12.5 If the Chair and Vice-Chair of the Board are of the opinion that the complaint is out of time, trivial, frivolous, vexatious or not made in good faith, or that there are no grounds or insufficient grounds for a formal inquiry, ~~a formal inquiry shall not be conducted and~~ they shall prepare a confidential report to all Trustees of the Board stating their opinion and rationale for it. ~~reasons for not doing so shall be provided to all Trustees of the Board.~~ The Trustee who is alleged to have breached the Code of Conduct shall not vote on the resolution. If the opinion is adopted by the Board of Trustees a formal inquiry shall not be conducted.

If the Chair and Vice-Chair of the Board cannot agree on the above, then a full formal inquiry shall be conducted.

If an allegation of a breach of the Code of Conduct on its face is with respect to the non-compliance with a more specific Board Policy with a separate complaint procedure, the allegation shall be processed under that procedure.

- 12.6 If a formal inquiry of an allegation of a breach of the Code of Conduct is undertaken, it shall be done by the Chair and Vice-Chair of the Board, if appropriate, or any two of the Chair, Vice-Chair and the alternate Trustees, or an outside consultant chosen by the Chair and Vice-Chair. Regardless of who undertakes the formal inquiry the following steps shall be followed.

The *Statutory Powers Procedure Act* does not apply to anything done regarding the Enforcement of this Code of Conduct. No formal trial-type hearing will be conducted.

Procedural fairness ~~and the rules of natural justice~~ shall govern the formal inquiry. The formal inquiry will be conducted in private.

The formal inquiry may involve both written and oral statements by any witnesses, the Trustee bringing the complaint and the Trustee who is alleged to have breached the Code of Conduct.

The Trustee who is alleged to have breached the Code of Conduct shall have an opportunity to respond to the allegations both in a private meeting with the person(s) undertaking the formal inquiry and in writing.

It is expected that the formal inquiry will be conducted within ~~a reasonable period of time which will depend on the circumstances of the case.~~ 90 calendar days of the receipt of the written response to the complaint. If a longer period of time is required to complete the inquiry, the reason for the extension shall be explained in the final report to the Board. The Trustee who is alleged to have breached the Code of Conduct shall provide a written response to the allegations within 10 days of receiving

the written allegation, or such extended period of the time as the investigators deem appropriate in the circumstance.

If the Trustee who is alleged to have breached the Code of Conduct refuses to participate in the formal inquiry, the formal inquiry will continue in their absence.

~~Once the formal inquiry is complete, the investigators shall provide a confidential draft copy of their report containing the findings of fact to the Trustee who is alleged to have breached the Code of Conduct and the Trustee who brought the complaint for their written comment to the investigator (s). The purpose of providing the draft report to the parties is to ensure no errors of fact are contained in it. The two Trustees shall have ten (10) days (or such reasonable period of time as deemed appropriate by the investigators) from the receipt of the draft report to provide a written response.~~

The final report shall outline the finding of facts, ~~but not contain~~ and a recommendation or opinion as to whether the Code of Conduct has been breached. ~~This will be determined by the Board of Trustees as a whole.~~ If the Chair and Vice-Chair of the Board when conducting the formal inquiry cannot agree on the final finding of facts, it shall be referred to an outside investigator to complete the formal inquiry.

Director Costello explained that all Trustees will be required to sign off indicating that they have read, understand and agree to abide by the Board's Code of Conduct.

It was confirmed that the completed conflict of interest form is to be submitted to the Chair of the Board.

Trustee Robertson commended the Board for the inclusion of Section 12., Steps of Formal Inquiry, and commented that all public sector organizations could benefit from similar language.

CARRIED.

#2019-44
Tender Award – HVAC
Replacement at Lambton
Kent Composite School
Report B-19-25

Moved Randy Campbell, moved by Janet Barnes,

“That the Board award the tender to the successful bidder, Elgin Contracting and Restoration Ltd. for the HVAC project at Lambton Kent Composite School.”

Superintendent McKay reviewed the Board's process for capital tenders. The process starts in September with project designs and then the projects go out to tender. Tenders are brought to Board for approval at this time of year. Time is needed to order parts, etc. for the work to be completed in the summer. He explained that the tender submissions are received electronically.

Superintendent McKay reported on the tender opening for the HVAC project at Lambton Kent Composite School. School Condition Improvement funding of \$758,221.21 will cover the cost of the project.

CARRIED.

#2019-45
Tender Award – Gym
Floor Replacement at High
Park Public School
Report B-19-26

Moved by Derek Robertson, seconded by Jack Fletcher,

“That the Board award the tender to the successful bidder, Wellington Builders Inc. for the gym floor at High Park Public School.”

Superintendent McKay reported on the tender opening for the gym floor project at High Park Public School. School staff decided against the synthetic athletic sports floor system due to their varied use of the gym. School Condition Improvement funding of \$201,490.17 will cover the cost of the project.

CARRIED.

#2019-46

Moved by Greg Agar, seconded by Derek Robertson,

Tender Award – Heat Pump and New Roof at Colonel Cameron Public School
Report B-19-27

“That the Board award the tender to the successful bidder Elgin Contracting and Restoration Ltd. for the heat pump and new roof project at Colonel Cameron Public School.”

Superintendent McKay reported on the tender opening for the heat pump and new roof project at Colonel Cameron Public School. School Condition Improvement funding will be used to cover the \$1,037,097.04 cost of the project.

CARRIED.

#2019-47
Tender Award – HVAC Replacement and Refresh at Tecumseh Public School
Report B-19-28

Moved by Ruth Ann Dodman, seconded by Janet Barnes,

“That the Board award the tender to the successful bidder TCI Titan Contracting Inc. for the HVAC replacement and refresh at Tecumseh Public School.”

Superintendent McKay reported on the tender opening for the HVAC replacement and refresh at Tecumseh Public School. This completes the capital projects related to the consolidation of John N. Given Public School and Tecumseh Public School. Air conditioning will be installed throughout the school. School Condition Improvement funding will cover the \$1,799,277.54 cost of the project. Superintendent McKay confirmed that approximately \$6M has been spent on improvements to the school as a result of the consolidation.

CARRIED.

Student Senate Report

Student Trustees Bressette and Kukkadi reported on the February 25, 2019 Student Senate Meeting. Student Trustee Kukkadi shared that the members collaboratively developed a letter to send to local MPPs regarding the lack of mental health supports in schools and communities. They are gathering information from other school boards about mental health supports in their schools. Student Trustee Bressette advised that they are looking at meeting with LKDSB Mental Health Leader Colameco to gather statistics on mental health. They are working with their principals to promote the LKDSB School Climate Survey to increase student participation.

Chair Bryce introduced Simon Harris, one of the Student Trustees who will serve on the Board for the 2019/2020 school year. He is currently Co-Chair of the Student Senate.

Ontario Public School Boards' Association (OPSBA) Report
Report B-19-30

Trustee Fletcher advised that the agenda of the February 2019 Board of Directors OPSBA Meeting was previously sent to Trustees electronically. He referred to his two page summary included in the Board Agenda. OPSBA represents 31 public school boards. They have various committees set up to work with the government on issues. Trustee Fletcher commented on the OPSBA survey being conducted on the role of the student trustee. They will be sending out a report and summary to school boards. He noted that OPSBA currently has a surplus of approximately of \$700,000.

In response to Trustee Fletcher's question about the Ontario Education Services Corporation (OESC), Director Costello advised that OESC is a subset under OPSBA that serves all 72 Ontario school boards. The OESC used to provide criminal background checks for trustees but is no longer able to provide this service. It provides services at very competitive costs due to its non-profit status in the areas of Behaviour Management Training, Compass for Success (computer software), Equity and Inclusive Education, School Energy Coalition and Strategic Planning. Superintendent McKay explained that the School Energy Coalition (SEC) is an initiative jointly sponsored by the Council of Directors of Education (CODE), Council of School Business Officials (COSBO) and Ontario Association of School Business Officials (OASBO). The SEC purchases hydro and gas on behalf of the member school boards to save money. SEC

representatives also go in front of the Ontario Energy Board on behalf of the member school boards. The LKDSB has saved significant money over the years.

Indigenous Liaison
Committee Report
Report B-19-29

Superintendent Lane reported on the Indigenous Liaison Committee (ILC) Meeting held on February 21, 2019 at the Eenda Akehkiimund Delaware Employment and Training Centre. She shared information from the First Nation communities. Joelene Whiteye, the new Education Manager for Delaware Nation, attended the Meeting and noted that the Language Immersion program is going well, and the participants will be able to share their learning with others. Superintendent Lane advised that the Education Services Agreement with Walpole Island First Nation is close to completion. She advised that Vicki Ware from Aamjiwnaang First Nation will be the SEAC representative. Two students from Aamjiwnaang travelled to the Indspire Awards ceremony this year. Aamjiwnaang Council is working with a company to develop land-based learning secondary credit courses. Vicki Ware attended the Violent Threaten Risk Assessment training and confirmed that Aamjiwnaang would like to join the community partnership. Superintendent Lane commented on the reports from the LKDSB School Administrators and advised that letters requesting information about school administrator profiles were sent to the four First Nations at the beginning of February. Responses are to be submitted by the end of March, so the information can be considered during the spring staffing process. Mental Health Lead Colameco and System Coordinator of Safe Schools Houghton, presented information about the development of the LKDSB School Climate Survey which will be open during the first week of April for input from students in Grades 4-12, staff, and parents/guardians. LKDSB Indigenous Lead Minogizhgdad was part of the committee that developed the questions.

Reporting Under the
Public Salary Disclosure
Act 2018
Report B-19-31

Director Costello advised that each year, since the *Public Sector Salary Disclosure Act* was passed in 1996, the Ontario Government has published a compendium on public sector employees who were paid a salary of \$100,000 or more. Organizations that receive public funding from the Province of Ontario are required to disclose the names, positions, salaries and taxable benefits of these employees. The salary required to be made public under the Act reflects the amount to be reported to Canada Revenue Agency on the employer's T-4 slip for the employee. The T-4 amounts may include components that relate to a prior year and may exceed the employee's annual rate of salary. The taxable benefits listed on the report are the amount shown on the T-4 slip as prepared for the Canada Revenue Agency. The Act covers city and other local governments, universities and colleges, school boards, hospitals, and Crown agencies. It also applies to the Provincial Government ministries and members of the Assembly. Other non-profit organizations that receive a large share of their funding from the provincial government are covered as well.

Director Costello advised that there are 257 people on the list for 2018 compared to 199 people in 2017 and 149 in 2016. He explained that many of the new names on the list are just over the limit and are teachers who assumed additional duties like summer school. The list must be published annually by March 31.

Superintendent McKay confirmed that based on the Consumer Price Index (CPI), a \$100,000 salary would equate to about a \$149,000 salary today. The *Public Sector Salary Disclosure Act* was introduced 23 years ago.

Trustee Rising joined the Board Meeting.

New Business

Superintendent McKay reported that the Board previously declared three properties surplus to its needs. One property is the former CCI sports field in Chatham. The Chatham Rugby Club uses the land. The Municipality of Chatham Kent previously expressed interest in the property but is no longer interested in

it. The Board has received official approval from the Ministry to put the property up for sale publicly.

A letter of interest has been received from the Town of Plympton Wyoming for the former South Plympton school property. The Board received notice from the Ministry that it can negotiate directly with them now.

The Board is also in a position to sell a small piece of property on the Queen Elizabeth II Public School site in Sarnia to the County of Lambton to allow the London Bridge Day Care to expand.

Chair Bryce congratulated three students from Lambton Central Collegiate and Vocational Institute (LCCVI) Lexi Graham (Student Trustee), Harris Annett and Emma Kelly and one student from Northern Collegiate Institute and Vocational School, Claire Tillapaugh, for receiving Ontario Secondary School Teachers Federation Student Achievement Awards in honour of Marion Drysdale.

Trustee Questions

Trustee Dodman commented on the Parent Involvement Committee members plans to host parent/guardian evening events in the spring. Director Costello confirmed that the dates and information will be shared with all Trustees once plans are finalized.

In response to Trustee Fletcher's questions about the construction of the new Great Lakes Secondary School, Superintendent McKay confirmed that the budget remains approximately \$24.5M. Administration is looking at a May 21, 2019 occupancy date for the existing building. Paving of the site is to be completed by the end of May. He confirmed that they are concerned that the addition will not be ready for September 2019. The contractor has indicated that it will be done by the end of August. He expects that work will need to be completed on the inside of the addition in September. Administration is working with the Principal on timetabling classes for September. The new track project has been delayed to July 2020.

Announcements

The next Regular Board Meeting will be held on Tuesday, April 9, 2019, 7:00 p.m. at the Chatham Education Centre. There will be a Trustee workshop on Communications prior to the next Board Meeting.

Adjournment:
8:07 p.m.

There being no further business of the Board, Chair Bryce declared the Meeting adjourned at 8:07 p.m.

Chair of the Board

Director of Education and
Secretary of the Board

REGULAR BOARD, PUBLIC SESSION

Memorandum To: Jim Costello, Director of Education

From: Angie Barrese, Superintendent of Education

Date: April 9, 2019

Subject: Appointment to the Special Education Advisory Committee Member for the period 2019 to 2022

In January 2019, the Board appointed the members to the Special Education Advisory Committee (SEAC). Since then, the Four First Nation partners have selected a representative to serve on SEAC. Vicki Ware from Aamjiwnaang will be the First Nation representative on the SEAC.

SEAC Membership

Association	Representative	Alternate	Area
Autism Ontario - Sarnia-Lambton	Sherry Nelson	Jeffrey Moco	Chatham-Kent
Community Living Chatham-Kent	Steve Stokley	Barbara Hill	Chatham-Kent
Community Living Wallaceburg	Marcia Peters	Wendy Smith	Chatham-Kent
Community Living Sarnia-Lambton	Chris King	Norma Hills	Sarnia-Lambton
Epilepsy Support – Sarnia Branch	Sandra Pidduck	n/a	Chatham-Kent/ Sarnia-Lambton
First Nations Representative	Vicki Ware		Chatham-Kent/ Sarnia-Lambton
Learning Disabilities Association of Chatham-Kent	Julia MacKellar	Dawn Cartier	Chatham-Kent
St. Clair Child & Youth Services	Rose Gallaway	n/a	Sarnia-Lambton
Member at Large	Jean MacIntyre		Sarnia
LKDSB Trustee	Janet Barnes		
LKDSB Trustee	Derek Robertson		
LKDSB Trustee		Jack Fletcher	

RECOMMENDATION:

“That the Board appoint Vicki Ware as the First Nation Member on the Special Education Advisory Committee (SEAC) for the period January 2019 to December 2022.”

**BOARD REPORT
REGULAR BOARD, PUBLIC SESSION**

REPORT NO: B-19-34

Memorandum To: Jim Costello, Director of Education

FROM: Ben Hazzard, Superintendent of Student Achievement Elementary

Date: April 9, 2019

Subject: School Year Calendar 2019/2020

Background:

Regulation 304, School Year Calendar, Professional Activity Days outlines the requirements for the preparation and submission of school year calendars to the Ministry of Education. For 2019/2020, the school year shall include a minimum of 194 school days of which three days must be designated as professional activity (PA) days devoted to provincial education priorities. These priorities are reflected through the criteria and topics contained in *Policy/Program Memorandum No 151*. Boards may designate up to four additional days as PA days. A board may also designate up to ten instructional days as examination days.

Proposal:

After discussion with our coterminous school board, unions, administrators and Parent Involvement Committee, a regular school calendar is being proposed for the 2019-2020 school year. The following charts outline the possible organization of this calendar.

Statutory/School Board Designated Holidays:

September 2, 2019	Labour Day
October 14, 2019	Thanksgiving Day Holiday
December 23 to January 3, 2020	Winter Break
February 17, 2020	Family Day
March 16 to 20, 2020	March Break
April 10, 2020	Good Friday
April 13, 2020	Easter Monday
May 18, 2020	Victoria Day

P.A. Days:

Friday, September 27, 2019
Friday, October 25, 2019
Friday, November 22, 2019
Friday, January 31, 2020
Friday, April 24, 2020
Friday, June 5, 2020
Friday, June 26, 2020

Secondary Exam Days:

Friday, January 24 – Thursday, January 30, 2020
Friday, June 19 – Thursday, June 25, 2020

EQAO Dates:

Grade 3 & 6 Assessments	May 19 to June 1, 2020
Grade 9 Math - 1 st Semester	January 13 to January 24, 2020
Grade 9 Math - 2 nd Semester	June 2 to June 15, 2020
OSSLT	March 31, 2020

Recommendation

"That the Board approve the 2019/2020 School Year Calendar and that this calendar be forwarded to the Ministry of Education for approval as required."

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

FROM: Gary Girardi, Superintendent of Education

DATE: April 9, 2019

**SUBJECT: 2017/2018 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 2017/2018 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 2017/2018 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 2017/2018 Annual Accessibility Report.”



Lambton Kent
District School Board

Annual Accessibility Report

September 2017 – August 2018

**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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LKDSB Accessibility Report 2017/2018

Aim

This report describes the measures that the Lambton Kent District School Board has taken in the past and measures that have been taken 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 21,000 students in 51 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)
Stacey Elson	Human Resource Officer
Don Masse	Coordinator of Sites and Design
Patty Knott	Supervisor of System Applications and Corporate Services
Jim Stewart	Secondary Principal
Kent Orr	Student Transportation Services, CLASS
Mary Mancini	System Coordinator of Secondary Program
Sandi Cook	Elementary Principal
Sandra Perkins	System Coordinator of Special Education
Trish Johnston	Executive Assistant and Communications Officer

The Accessibility Committee holds meetings as required. A particular focus 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 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 has 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.

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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 walks and entrances.	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

- Accessibility 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 2018 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. Participation in the development of the Board's Multi-Year Plan 2016/2017 to 2018/2019.
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 were 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 2017 – 2018 school year:

✓ **Educational Assistant and Tutor Escort Professional Development Day:**

- How do I know when a student is dysregulated?
- Use of movement/sensory and how this time is more than a "break"
- Strategies that can be used within and outside of the classroom to promote regulation
- How to use these strategies proactively to help circumvent behavioural challenges

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

- Behavioural Management Systems Training
- BMS Refresher
- Applied Suicide Intervention Skills Training – Level 1
- Violence Risk Threat Assessment – Level 1 and Level 2
- SafeTALK
- Mental Health First Aid
- School Well-Being Action Group
- Multi-Disciplinary Team Meetings
- Functions of Behaviour - Secondary
- Applied Behaviour Analysis Training
- New to Special Education Resource Training
- Pathway to Care Initiative
- Strategies for Supporting Grieving Children & Youth in the Classroom
- Area Resource Teacher Meetings
- Multi-Disciplinary Team Meetings
- Documentary Screening – Paper Tigers
- Hear Here!
- Introduction to Braille
- Caring for Children and Youth: Words of Inspiration
- ‘Welcome to SEA iPad Apps’ Training
- Giftedness: Understanding This Often-Misunderstood Profile
- Universal Supports in the Classroom
- Trauma Workshops
- SEA iPad Apps

✓ **New Teacher Induction Program (NTIP):**

- What to Do When Kids Say “No”!
- Setting Up Your Classroom for Success
- Google Read & Write
- Special Education/Program

**** See Appendix C for Acronyms ****

5. The Lambton-Kent District School Board Special Education Advisory Committee meets to review supports for students, including those transitioning to post-secondary institutions or other pathways. The Committee takes advantage of networking opportunities with partner organizations to gather and share information.
6. An IEP Audit will be conducted in the 2018-2019 school year to ensure support for specific students.

LKDSB Accessibility Report 2017/2018

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. The Superintendent of Education - Special Education, amended the Board's *Field Trip and Educational Tour Procedure*, the *Field Trip and Educational Tour Regulations*, and various *Field Trip Forms* to ensure that when trips are being planned they are inclusive and that every consideration has been given to accessibility for everyone.

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

A multi-disciplinary Student Support Team meets regularly to review the needs of students in need of behavioural supports. The Team also meets and holds case conferences to discuss referrals to central programs and to problem-solve.

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. As well, English as Second Language (ESL) teachers and English Language Learner (ELL) teachers are employed by the LKDSB.

The Board operates a Transitions classroom which is a partnership of several organizations (i.e. Children's Aid, Probation, school board, etc.) with supports put into place to help the students access treatment and connect with the community so they can be successful. The Board also operates two Intensive Services classrooms.

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 their supervisor.

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 Wi-fi Infrastructure	IT Infrastructure Strategic Plan has made technology accessible	Information Technology Services, Senior Administration	Students, Staff, School Community	Ongoing
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

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7.0 Barriers Identified

	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.	Ongoing
2.	Access to assistive/ educational technology for Special Education students (informational /learning technological)	Access to technology opens the world to a student. Technology may be utilized for research, collaboration, organization, creativity, communication, and independence. It allows students to communicate with experts around the world, access information from a variety of sources and express their learning in unique ways.	Student Support Services, Special Education Specialized Staff, Principals, School Staff.	Students Staff	Ongoing, enhanced access in Special Education classrooms.
3	Access to assistive/ educational technology for all students (informational /learning technological)	Access to technology opens the world to a student. Technology may be utilized for research, collaboration, organization, creativity, communication, and independence. It allows students to communicate with experts around the world, access 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

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8.0 Professional Development

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 are 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 will meet 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:

Accessibility Committee
200 Wellington Street
Sarnia, ON N7T 7L2
Telephone: 1-800-754-7125
e-mail: stacey.elson@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: Accessibility Committee
200 Wellington Street
Sarnia, ON N7T 7L2
e-mail to: stacey.elson@lkdsb.net

Contact Information

Name: _____

Address: _____

Telephone Number: _____

E-Mail: _____

Date: _____

Comments:

LKDSB Accessibility Report 2017/2018

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 have occurred are:

Location	Accessibility Upgrade
Brooke Central School	Installed automatic door operator for barrier free access.
Colonel Cameron Public School	Installed two automatic door operators for barrier free access.
Cathcart Boulevard Public School	Installed two automatic door operators for barrier free access.
Harwich Raleigh Public School	Installed two automatic door operators for barrier free access.
High Park Public School	Installed automatic door operator for barrier free access.
Indian Creek Road Public School	Installed automatic door operator for barrier free access.
Northern Collegiate Institute & Vocational School	Installed new PA and central clock system that incorporates visual displays for hearing impaired during emergency.
Plympton-Wyoming Public School	Installed new barrier free washroom. Added barrier free lift to gym stage. Several new barrier free operators on exterior doors. All new parking lots including barrier free parking spaces, ramps, and tactile strips on the sidewalk for the visually impaired.
Queen Elizabeth II Public School, Chatham	Installed automatic door operator for barrier free access.
Tecumseh Public School	Installed new barrier free washroom. Widened existing doors and added automatic door operators to ALLP rooms. Replaced parking lot including barrier free parking spaces, ramps, and tactile strips on the sidewalk for the visually impaired. Added new elevator
Tilbury Area Public School	Installed automatic door operator for barrier free access.
WJ Baird Public School	Installed automatic door operator for barrier free access.
Winston Churchill Pubic School	Installed automatic door operator for barrier free access.
John McGregor Secondary School	Added exit ramp near cafeteria. Added accessible spectator path and platform in sports field.
Bridgeview Public School	Added automatic door operator for barrier free access. Repaired ramp for barrier free access.
Gregory Drive Public School	Added curb cut from parking lot for accessibility to main front entrance of building. Added automatic door

Location	Accessibility Upgrade
	operator for barrier free access as well as a dedicated barrier free parking space.
Sir John Moore Community School	Room renovate to add an accessible washroom/therapy room complete with lift and shower. Added automatic door operator for barrier free access.
Rosedale Public School	Added automatic door operator for barrier free access to library.
Alexander Mackenzie Secondary School	Added automatic door operator for barrier free access.
Lambton Central Collegiate & Vocational School	Added barrier free washroom and automatic door operator.

LKDSB Accessibility Report 2017/2018

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
EQAO	Education Quality and Accountability Office

Acronyms	Explanation
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
POWER	Perception, Organization, Wellness, Empathy, Respect (Alternative Program)

Acronyms	Explanation
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

BOARD REPORT
REGULAR BOARD, PUBLIC SESSION

REPORT NO: B-19-36

Memorandum To: Jim Costello, Director of Education

FROM: Brian McKay, Superintendent of Business

DATE: April 9, 2019

SUBJECT: Tender Award – Classroom Renovations, Roofing & Site Work – McNaughton Avenue Public School

Tenders were received electronically by Sandy Huizinga of the Purchasing Department and opened on March 25, 2019 by Brian Pelletier and Don Masse of the Plant & Maintenance Department. Bid results are as follows (** indicates successful bidder):

Tendered Base Bid: Renovations, Roofing and Site Work;
Separate Prices 1 & 3: Reconstruct CREC Parking Lot; Install New Domestic Water & Sanitary Sewer to CREC Port-A-Pac

PROJECT BIDDER	BASE BID (nic, h.s.t.)	TOTAL BID (nic, h.s.t.)
** Elgin Contracting and Restoration Ltd., St. Thomas	2,094,000.00	2,249,500.00
Westhoek Construction Ltd., Chatham	2,263,812.00	2,263,922.00
TCI Titan Contracting Inc., Windsor	2,136,500.00	2,294,000.00
Wellington Builders, Forest	2,171,664.00	2,325,664.00
Tonda Construction Limited, London	2,165,277.00	2,325,977.00
K&L Construction, London	2,183,200.00	2,337,151.00
Devlan Construction Ltd., Guelph	2,391,500.00	2,561,500.00
Vince Ferro Construction Ltd., Windsor	2,429,182.00	2,694,382.00
Oscar Construction Company, Oldcastle	2,549,156.54	2,783,933.94
Elric Contractors of Wallaceburg Limited, Wallaceburg	2,397,428.89	2,800,051.60
Niacon Ltd., Niagara Falls	2,525,500.00	2,843,786.00

PROJECT SUMMARY	
Successful Bid Total (nic. h.s.t.)	2,249,500.00
Design Fees	168,712.50
Net HST	52,233.41
Total Project, This Report:	2,470,445.91
Budget Funding:	
- School Condition Improvement	2,470.445.91
Total Project Budget:	\$ 2,470,445.91

Recommendation:

“That the Board award the tender to the successful bidder, Elgin Contracting and Restoration Ltd. for classroom renovations and roofing and work site at McNaughton Avenue Public School.”

BOARD REPORT
REGULAR BOARD, PUBLIC SESSION

REPORT NO: B-19-37

Memorandum To: Jim Costello, Director of Education

FROM: Brian McKay, Superintendent of Business

DATE: April 9, 2019

SUBJECT: Tender Award – Classroom Renovations, Mechanical & Electrical Upgrades – A. A. Wright Public School

Tenders were received electronically by Sandy Huizinga of the Purchasing Department and opened on March 19, 2019 by Don Masse and Brian Pelletier of the Plant & Maintenance Department. Bid results are as follows (** indicates successful bidder):

Tendered Base Bid: Two classroom refresh, mechanical & electrical upgrades, paving of bus lane;
Separate Prices 1, 2 & 3: Classroom refresh of FDK, brick repairs at gym west wall, replace HVAC in gym;

PROJECT BIDDER	BASE BID (nic, h.s.t.)	TOTAL BID (nic, h.s.t.)
** Westhoek Construction Ltd. , Chatham	1,404,671.00	1,642,152.00
TCl Titan Contracting Inc., Windsor	1,416,000.00	1,645,644.00
Vince Ferro Construction Ltd., Windsor	1,459,371.00	1,701,774.00
Elric Contractors of Wallaceburg Limited, Wallaceburg	1,482,953.12	1,702,575.88
Elgin Contracting and Restoration Ltd., St. Thomas	1,489,000.00	1,746,000.00

PROJECT SUMMARY	
Successful Bid Total (nic. h.s.t.)	1,642,152.00
Design Fees	135,477.54
Net HST	38,396.81
Total Project, This Report:	1,816,026.35
Budget Funding:	
- School Condition Improvement	1,816,026.35
Total Project Budget:	\$ 1,816,026.35

Recommendation:

“That the Board award the tender to the successful bidder, Westhoek Construction Ltd. for the classroom renovations and mechanical and electrical upgrades at A.A. Wright Public School.”

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

REPORT NO: B-19-38

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

DATE: March 22, 2019

SUBJECT: SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) MEETING SUMMARY

The Special Education Advisory Committee of the Lambton Kent District School Board met on March 21, 2019 at Wallaceburg District Secondary School. The February meeting of the Special Education Advisory Committee was cancelled, therefore those Agenda Items, including presentations, were carried over to the March meeting.

Election of Chair and Vice-Chair

After nominations and voting, Rose Gallaway was elected to the position of Chair and Janet Barnes was elected to the position of Vice-Chair of SEAC for the 2019-2020 school year.

Presentation – Development Services Ontario (DSO): An Overview

Al Hendry, with DSO, made a presentation outlining the services and supports in place to promote the social inclusion of persons with developmental disabilities, as per the Developmental Disabilities Act, 2008. The local DSO's primary responsibilities include: provision of information; confirmation of eligibility; assessment of support needs; and, linking participants to available services and supports.

Presentation – Transitions: The Lifelong Learning Program

Melanie Coll and Heather Osler, of Pathways Health Centre for Children made a presentation outlining the Pathways 'Lifelong Learning Program', which offers choices and opportunities for young adults with identified disabilities who want to: stay connected to their community; develop friendships; and, learn new skills in areas that interest them. As well, the program helps to promote opportunities that will support each participants' vision of how they want to live their life. It was noted that to help some students transition from high school, they may begin participating in the program one day a week while still attending school.

Association Presentation: Epilepsy Southwestern Ontario

Sandra Pidduck, the Epilepsy Educator with Epilepsy Southwestern Ontario and a member of SEAC, made a presentation regarding her role in helping to educate individuals diagnosed with epilepsy, as well as her efforts to provide information to staff in schools and workplaces, etc. regarding the facts about how to support individuals with epilepsy.

Special Education Plan Items to be Reviewed in February and March

The various Sections and Appendices of the Special Education Plan that had been reviewed by the Special Education Team and that required amending, as well as details on parts of the Plan that were reviewed but that did not need to be updated, were presented to the Committee. Clarification was sought by a member regarding two of the Sections of the Plan; after Superintendent Barrese provided a response, the member was satisfied, and the Committee approved the updates, as presented.

LKDSB September 2017/August 2018 Annual Accessibility Report

The Board's September 2017/August 2018 Accessibility Report was shared with the members of SEAC for their review and comment.

Chris King Moved, Sandra Pidduck Seconded that "The LKDSB September 2017 – August 2018 Annual Accessibility Report be received and approved by the Special Education Advisory Committee"; The Motion was Carried unanimously.

Correspondence

Correspondence was received from both the Peel District School Board and the Durham District School Board outlining their concerns about the funding shortfalls that are impacting special education Special Incidence Portion (SIP) support for students.

A letter was shared with SEAC that was from the Provincial Parent Association Advisory Committee on Special Education Advisory Committees (PAAC on SEAC) requesting an update on key education issues, and the Ministry's assistance in sharing the organization's "Effective Practices Handbook for SEAC Members" with Chairs of SEACs across the province.

A letter was shared with SEAC that was from the OPSBA expressing concerns about the planned changes to the Ontario Autism Program (OAP) and the potential impact of those changes on the supports that School Boards will be able to provide for students with autism.

All of the above-noted correspondence was received by the Committee, but no action was taken.

Next Meeting

Thursday, April 18, 2019, Wallaceburg District Secondary School, Room 141, 6:00 p.m.

Rose Gallaway, SEAC Chair