



REGULAR BOARD MEETING AGENDA
PUBLIC SESSION

TUESDAY, NOVEMBER 12, 2019
7:00 p.m.

Board Room
Chatham Education Centre
476 McNaughton Avenue East, Chatham

A

	Page Reference
1. Call to Order	
2. In Memoriam	3
3. Approval of Agenda	
4. Declaration of Conflict of Interest	
5. Approval of the Minutes of October 22, 2019 Regular Board Meeting	5
6. Business Arising from the Minutes	
7. Motions Emanating from the Regular Board Private Session	
8. Motion that the Actions of the Regular Board Private Session be the Action of the Board.	
9. Presentations:	
a) Director of Education's Snap Shots of Excellence	
10. Delegations:	
11. Questions from the Public	
12. Reports for Board Action	
a) LKDSB Policy and Regulations on <i>Inclement Weather</i> <u>Recommendation</u> "That the Board approve the review of the policy and revised regulations on <i>Inclement Weather</i> ."	Director Howitt/Superintendent McKay Report B-19-98 10
b) LKDSB Policy and Regulations <i>Safe Schools</i> <u>Recommendation</u> "That the Board approve the review of the policy and revised regulations on <i>Safe Schools</i> ."	Director Howitt/Superintendent Girardi Report B-19-99 20
c) LKDSB 2018/2019 School Year Audited Financial Statements <u>Recommendation #1:</u> "That the Lambton Kent District School Board the approve the annual audited Consolidated Financial Statements and the accompanying Independent Auditors' Report for the year ending August 31, 2019." <u>Recommendation#2:</u> "That the Lambton Kent District School Board the approve the accumulated surplus allocation amounts from the August 31, 2019 year end, as presented in the Accumulated Surplus attachment."	Superintendent McKay Report B-19-100 41

d) 2019/2020 Internal Audit Plan	Superintendent McKay Report B-19-101	70
<u>Recommendation</u>		
"That the Board approve the 2019/2020 Internal Audit Plan"		
e) Naming of Gymnasium D/E at Northern Collegiate Institute and Vocational School	Superintendent Barrese Report B-19-102	71
<u>Recommendation</u>		
"That the Board name gymnasium D/E at Northern Collegiate Institute and Vocational School the John Thrasher Gymnasium."		
f) Tender Award – Chatham Board Office Renovations	Superintendent McKay Report B-19-103	75
<u>Recommendation</u>		
"That the Board award the tender to the successful bidder, Westhoek Construction Limited for the Chatham Board Office Renovations."		
13. Reports for Board Information:		
a) Ontario Public School Boards' Association (OPSBA) Update	Trustee Dodman Oral Report	
b) Special Education Advisory Committee Report	Trustee Barnes Report B-19-104	76
c) Indigenous Liaison Committee Report	Trustee Rising Report B-19-105	78
d) Elementary Teacher/Board Communications Committee	Chair Bryce Report B-19-106	80
e) Parent Involvement Committee Report	Director Howitt Oral Report	
f) Enrolment Update	Superintendent Girardi Report B-19-107	81
14. Correspondence		
15. New Business		
16. Trustee Question Period		
17. Notices of Motion:		
18. Future Agenda Items		
19. Announcements		
a) The next Regular Board Meeting will be held on Tuesday, November 22, 2019, 7:00 p.m. at the Sarnia Education Centre.		
b) Organization Board Meeting will be held on Tuesday, December 3, 2019, 7:00 p.m. at the Sarnia Education Centre		
20. Adjournment		



In Memoriam

Lainey Goodreau

Lainey Goodreau passed away on October 23, 2019.

Lainey was a student at Tilbury Area Public School. She is survived by her Mother Katy Kreitzer, Father Ryan Goodreau and Sister Lilly.

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

November 12, 2019



In Memoriam

Liz Kelly

Liz Kelly passed away on November 6, 2019.

Liz was a secretary at Great Lakes Secondary School in Sarnia.

Liz is survived by her husband Jeff, daughter Tanya and son Mark.

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

November 12, 2019

Lambton Kent District School Board

Minutes of the Regular Board of October 22, 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
- Staff: Director of Education John Howitt, Superintendents of Education Gary Girardi, Helen Lane, Mary Mancini, Mark Sherman and Public Relations Officer Heather Hughes
- Student Trustees: Aurora Bressette, Simon Harris and Byren Newcombe
- Excused: Trustee Scott McKinlay
- Regrets: Trustee Derek Robertson, Superintendents of Education Angie Barrese, Ben Hazzard and Superintendent of Business Brian McKay
- 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.
- #2019-126
Approval of the Agenda Moved by Brittany Jenkins, seconded by Greg Agar,
"That the Agenda for the Regular Board Meeting of October 22, 2019 be approved."
CARRIED.
- Declaration of Conflict of Interest: None
- #2019-126
Approval of the Minutes
Oct/8/2019 Moved by Britany Jenkins, seconded by Greg Agar,
"That the Board approve the Minutes of the Regular Board Meeting of October 8, 2019."
CARRIED.
- Business Arising: None
- #2019-127
Action of the Regular
Board Private Session be
the Action of the Board Moved by Randy Campbell, seconded by Jack Fletcher,
"That the Action of the Board in Private Session be the Action of the Board."
CARRIED.
- Presentations: None
- Delegations: None
- Questions from the Public: None
- #2019-128
Phasing Out and Reducing
Single Use Plastics
Report B-19-86 Moved by Jack Fletcher, seconded by Lareina Rising,
"That the LKDSB explore ways to phase out or reduce single use plastics and produce a report outlining what steps are doable with recommended timelines."
Trustee Fletcher served Notice of Motion at the October 8, 2019 Board Meeting. He referred to the rationale contained in the Board Report B-19-86. He noted that the Canadian Government will ban "harmful" single use plastics by 2021. He suggested that since the ban was coming, the LKDSB should continue its efforts to reduce and phase out single use plastics over time. He commented on the steps taken by the LKDSB including the installation of water fill stations. Trustee Fletcher commented on the production of alternative non-plastic

products that dissolve over time. He suggested that LKDSB partners, like cafeteria services, be involved in the plan. He referenced the report developed by the Greater Essex County District School Board. Trustee Fletcher commented that as responsible citizens and to set another example for other school boards and public institutions, the LKDSB needs to reduce and phase out single use plastics. The LKDSB can make a statement do to its part to move in the direction of responsible stewardship for the planet Earth.

Trustee Rising supported the Motion noting that small things will make a big difference. She noted that locally, raw materials are refined to make the plastics and cautioned against vilifying the production of plastics or those employed by the companies. Steps should be explored in a measured and an accountable way. Vice-Chair Campbell supported exploring ways to phase out and reduce single plastics. Student Trustee Harris commended Trustee Fletcher for bringing the report forward and commented on environmental stewardship.

Student Trustee Bressette joined the Board Meeting 7:12 p.m.

Student Trustee Harris suggested changing the Motion to read *phase out or reduce single use*.

Trustee Agar declared a conflict of interest because he spent his life making plastics.

Trustees confirmed that the timelines for the report would be left up to Administration to determine.

Trustee Fletcher agreed that changing the wording to *phase out or reduce* did not change the intent of the motion. He recognized that the local area is involved in manufacturing of plastics. He commented that he believes moving forward, other forms of economic gains will be made through other means in this area of manufacturing. He does not feel this will limit them in terms of financial gain.

It was agreed that the Motion would be changed to read *phase out or reduce single use ...*

Trustee Agar abstained from voting.

CARRIED.

Supervised Alternative Learning Summary 2018/2019 Report B-19-94

Trustee Dodman provided a summary of the Supervised Alternative Learning (SAL) Committee Meetings held during the 2018/2019 school year. She outlined the members of the SAL Committee which included Trustees Dodman, Barnes, Campbell and Fletcher. She advised that students in the program attempted 234 credits over the year and earned 27 credits. The LKDSB continues to have an active SAL Program during the 2019/2020 school year. The students in this program are working toward either an Ontario Secondary School Certificate (OSSC) or an Ontario Secondary School Diploma (OSSD). Trustee Fletcher stated that he was very impressed by SAL giving students opportunities to succeed. Vice-Chair Campbell commented on the merits of the program and how it has expanded over the years.

Student Senate Report

Student Trustee Newcombe reported on the Student Senate Meeting held on October 21, 2019 at Wallaceburg District Secondary School. Student Trustees Newcombe and Bressette attended in person and Student Trustee Harris participated via teleconference. Student Senators Maddy Nemcek and Kayleigh Ritchie were elected Co-Chairs. The Student Trustees provided the Student Senators a summary of the Ontario Student Trustees' Association (OSTA) Annual General Meeting that they attended October 17 to 20, 2019. They emphasized the importance of the Senators reaching out to their Student Councils and that the Student Trustees serve as a liaison between Student

Senate and the Board. The next meeting is scheduled for December 2, 2019. Trustee Agar stated that he sits on the Student Senate and was impressed with the Students.

Ontario Student Trustees' Association (OSTA)

Student Trustee Harris advised that the Student Trustees attended the Ontario Student Trustees' Association (OSTA) Annual General Meeting October 17 to 20, 2019. It is one of three meetings hosted by OSTA throughout the year. It provided an excellent opportunity for attendees to understand how other school boards run their Student Senate and engage with students. He commented on the topics covered throughout the event. Nancy Naylor, Deputy Minister and Norah Marsh, EQAO Chief Executive Officer addressed the group. Student Trustee Harris indicated that each attendee was also part of a working group. He is the Policy Coordinator and also serves on the Advocacy Working Group. Student Trustee Newcombe is Co-Chair of the Ontario Student Voice Awards Working Group. Student Trustee Bressette is on the Indigenous Relations Working Group.

On behalf of the Student Trustees, Student Trustee Newcombe expressed appreciation for the opportunity to attend the important conference noting it is an investment for the Board. Student Trustee Bressette commented on the great opportunity to network with others.

LKDSB Pupil Accommodation Report 2019/2020 Report B-19-95

Director Howitt reminded Trustees that the Pupil Accommodation Report is presented annually to the Board to provide an update on enrolment and demographics. He noted that the moratorium on school reviews and closures is still in place so school boards cannot pass any motions for school consolidations. Once the moratorium ends, it is expected that the government will issue revised procedures on what the process will look like. Accordingly, Administration would bring forward any required changes to the LKDSB regulations to the Board for approval before any formal accommodation reviews could begin. Director Howitt noted that declining enrolment continues in the LKDSB schools but at a less severe rate than earlier in the decade. He noted that the conterminous school board is experiencing the same. He advised that the LKDSB has over 8,000 empty pupil places. This is an ongoing challenge because it dilutes school staff assignments which impacts programs for students. Administration remains focused on fostering student success and programs for students. He reminded Trustees that four years ago, the Pupil Accommodation Report was presented to Trustees with eight possible review phases. Four have been completed and four remain. Director Howitt explained that when the moratorium is lifted the remaining phases will be reviewed and if appropriate, presented to Trustees for consideration. He confirmed that it is the Trustees who would determine if any reviews move forward by approving the commencement of a review. As well, Trustees would need to approve any outcome of an accommodation review.

Superintendent Sherman presented the Pupil Accommodation Report and explained that Appendix A provides school and site information for each school. He referred to the one-page Infographic that is a snap shot summary of the data contained in the report.

Superintendent Sherman presented the enrolment and demographic data. The LKDSB has 21,895 students as of September 20, 2019. The LKDSB's Ministry-rated empty pupil spaces is 8,387 as of September 20, 2019. LKDSB's current capacity utilization as of September 20, 2019 is 72.30%; and LKDSB's projection of enrolment continues to fluctuate and capacity utilization is 22,071 students in 2024 (72.88%) and 21,464 students in 2029 (70.88%). He noted that while Statistics Canada predicts that the birth rate in Ontario will increase from 2017 to 2027, the LKDSB birth rates and the projected student population is expected to decrease due to a decline in birth rate in the LKDSB area.

Superintendent Sherman stated that the elementary enrolment as of September 20, 2019 was 14,742 students, which represents an increase of 69 students in comparison to the 2018/19 elementary average daily enrolment (ADE) of 14,673. ADE is calculated by averaging the total enrolment on the Ministry funding dates of October 31 and March 31 of the school year. It is important to note that in the 2018/19 school year, elementary enrolment increased by 14 students on the March 31, 2019 Ministry funding date in comparison to the enrolment on October 31. Secondary enrolment as of September 20, 2019 is 7,153 students, a decrease of 208 students in comparison to enrolment on October 31, 2018. Secondary enrolment is projected to fluctuate over the next 10 years as a larger elementary class moves to secondary.

Superintendent Sherman stated that the LKDSB currently has 8,387 empty pupil spaces. He explained that the Ministry determines the school capacity and defines learning spaces. At the elementary level, classrooms are recognized as learning spaces, but music/drama rooms, libraries, auditoriums and gymnasiums are not funded as learning spaces. At the secondary level, music rooms do count as a learning space. He reviewed the Facility Condition Index Charts. Ministry representatives inspect the schools and determine how much it would cost to repair or replace the schools and provide the data for the FCI charts.

Superintendent Sherman commented on consolidating schools to provide the best programs for students. The goal is to improve program and opportunities for students.

Superintendent Sherman reviewed the four remaining proposed pupil accommodation review phases. He advised that the projected reduction of empty pupil spaces associated with each phase was included in the report this year. He noted that when the moratorium is lifted, the phases would need to be reviewed to see if they are still appropriate. He confirmed that for a new accommodation review to move forward, it would have to be approved by the Board. He referred to the Thoughtexchange data and confirmed that community input would continue to be part of the process.

Superintendent Sherman reviewed the information contained on the School and Site Information Summary for each school contained in Appendix A. He explained that the school FCI changes based on repairs completed on buildings or reassessment by the Ministry representatives.

It was noted that the Legend for the School Utilization Chart was on page 2 of Appendix A.

It was clarified that Thoughtexchange was a strategy used by Administration in the past to gather input before developing recommendations to bring forward to Trustees. Thoughtexchange will not be opening up for input in the near future but it will be an option for consideration closer to the time when Administration could bring recommendations forward.

Director Howitt clarified that schools with a capacity of +100% have portables on site. Portables are temporary and do not count as part of the Ministry's capacity ratings.

Director Howitt thanked Superintendent Sherman and the team for the report noting the significant amount of work required to put it together. He commented on the challenges before the Board noting the difficult emotional times ahead when the moratorium is lifted. Decisions will need to be made for student programs in the long run.

Chair Bryce thanked Administration for the report and stated that the Board supports the focus on students and student programs.

Announcements

The next Regular Board Meeting will be held on Tuesday, November 12, 2019, 7:00 p.m. at the Chatham Education Centre.

Trustee Dodman shared the history of the annual Remembrance Day Service held at Chatham Kent Secondary School and invited everyone to attend on November 8, 2019 at 9:00 am or Noon.

Trustee Rising shared that Treaty Recognition Week is the first full week of November. She commended every school that takes the time to participate in learning activities. She encouraged everyone to learn about treaties and referenced the connection to the Traditional Territorial Acknowledgement that is read out at the start of the Board Meetings.

Adjournment:
8:09 p.m.

There being no further business of the Board, Chair Bryce declared the Meeting adjourned at 8:09 p.m.

Chair of the Board

Director of Education and
Secretary of the Board

REGULAR BOARD, PUBLIC SESSION

Report To Board

FROM: John Howitt, Director of Education
Brian McKay, Superintendent of Business

DATE: November 12, 2019

SUBJECT: LKDSB Policy and Regulations – *Incident Weather*

The LKDSB policy and regulations on *Incident Weather* have been reviewed as part of the cyclical review.

Changes are not recommended to the policy statement.

The Zone 8 descriptors and map in the regulations were updated.

The corresponding administrative procedures were updated to reflect current language and processes and are included for your information.

The documents align with the Chatham-Kent Lambton Administrative School Services (CLASS) policies. The CLASS Student Transportation Services provides safe and efficient transportation to eligible students attending LKDSB schools.

RECOMMENDATION:

“That the Board approve the review of the policy and revised regulations on *Incident Weather*.”



POLICY

SUBJECT: Inclement Weather

It is the policy of the Lambton Kent District School Board to keep all school and board facilities open during periods of inclement weather except in those circumstances when extreme conditions result in closure announcements.

Changes not recommended.

Implementation Date: April 27, 1999
Revised: May 22, 2001, May 13, 2008
Reviewed: November 11, 2014
Reference: LKDSB Regulations



REGULATIONS

SUBJECT: Inclement Weather

1. All facilities of the Lambton Kent District School Board will remain open unless otherwise indicated, even though some bus routes are cancelled.
2. The Director of Education, or designate, will approve the closure of facilities in accordance with the Education Act and approved Student Transportation Policies, Regulations and Administrative Procedures.
3. The Manager of Transportation Services, after consultation with the School Bus Operators, will approve curtailment, cancellation or disruption of transportation schedules in accordance with the Education Act and Board Student Transportation Policies, Regulations and Administrative Procedures.
4. Staff employed by the Lambton Kent District School Board are expected to use reasonable diligence when traveling to their place of employment during periods of inclement weather. Staff who cannot travel to their own school/office safely during inclement weather, may report to the closest Board facility.
5. The Manager of Transportation Services will provide, through the radio stations, and various electronic media, consistent, timely and accurate information of decisions resulting from inclement weather conditions.
6. For the purpose of administering joint Transportation Services for the Lambton Kent District School Board, and the St. Clair Catholic District School Board, the total geographic area of Lambton County and Municipality of Chatham-Kent will be divided into eight transportation zones. These zones are defined as follows:

Boundaries

Zone 1	N - Lake Huron W - Mandaumin Road S - Churchill Road E - County Boundary
Zone 2	N - Lake Huron W - St. Clair River S - Churchill Road E - Mandaumin Road
Zone 3	N - Churchill Road W - St. Clair River S - Bickford Line E - Mandaumin Road

- Zone 4
 - N - Churchill Road
 - W - Mandaumin Road
 - S - Bentpath Line
 - E - County Boundary

- Zone 5
 - N - Bickford Line
 - W - St. Clair River
 - S - Angler Line - Bear Line - Green Valley Road
 - E - Mandaumin Road

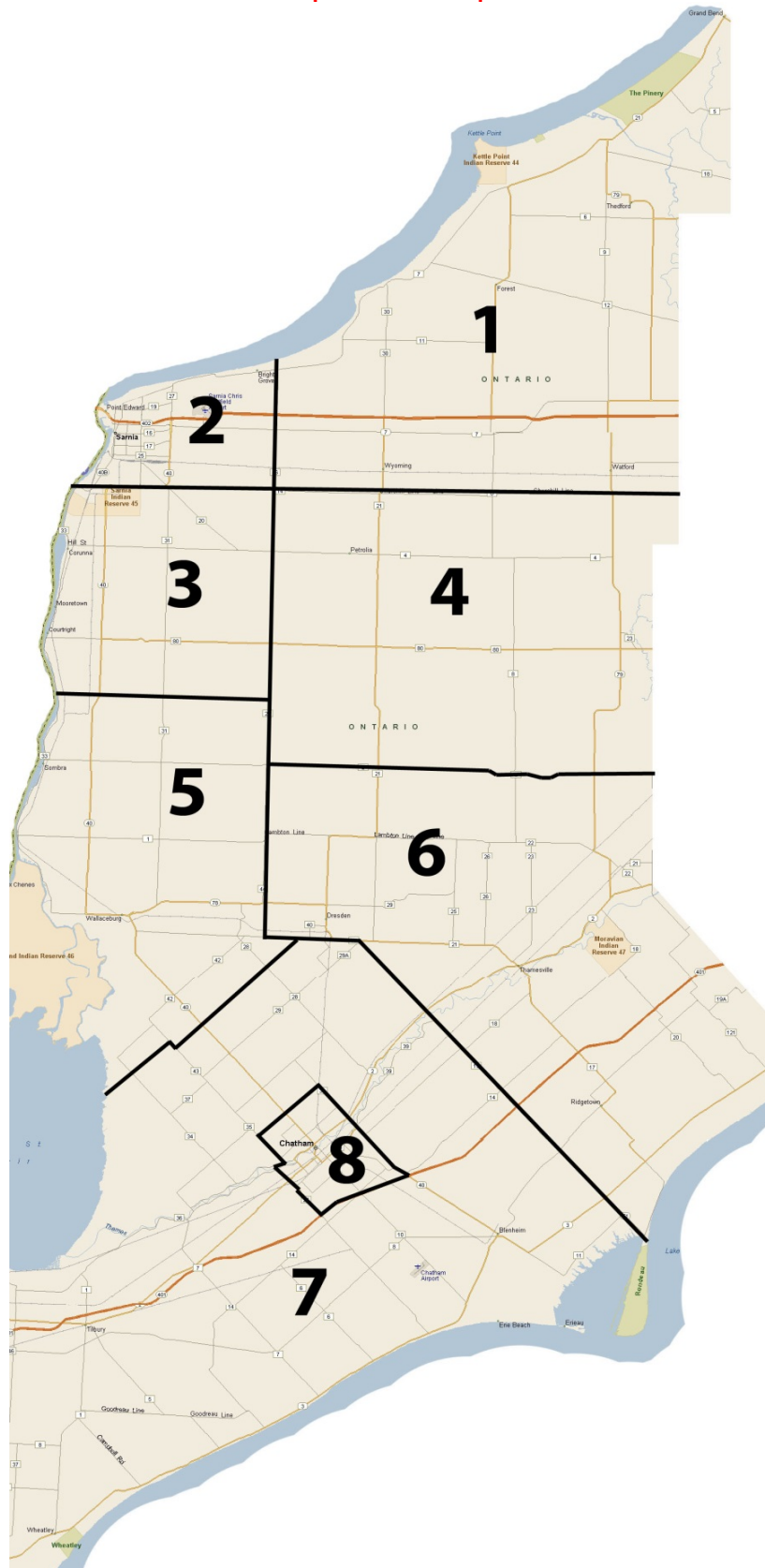
- Zone 6
 - N - Bentpath Line
 - W - Mandaumin Road
 - S - Kent Bridge - Base Line - Green Valley Road
 - E - County Line

- Zone 7
 - N - Angler Line - Bear Line
 - W - Lake St. Clair - County Boundary
 - S - Lake Erie
 - E - Kent Bridge - Base Line - Green Valley Road

- Zone 8**
 - N - Pioneer Line**
 - W – Bear Line Road - Bloomfield Road (including Wilcox Park Area)**
 - S – 401 HWY**
 - E – Prince Albert Road / Communications Road (Inclusive)**

Implementation Date: April 27, 1999
Revised: May 22, 2001, May 13, 2008, November 11, 2014
Reference: LKDSB Policy and Administrative Procedures

Updated Map





ADMINISTRATIVE PROCEDURES

SUBJECT: Inclement Weather

Student Transportation policies, regulations, administrative procedures, weather zone information and parental/guardian expectations are provided on the Chatham-Kent Lambton Administrative School Services (CLASS) website: www.cklass.ca CLASS is equally operated on behalf of the Lambton Kent District and the St. Clair Catholic District School Boards who mutually benefit in the provision of shared services.

OPERATIONAL PROCEDURES

1. Prior to Regular School Hours – Snow, Ice & Freezing Rain:

In situations of inclement weather, the following procedure will be followed:

- a. Each Area Spokesperson (a school bus operator), after consistent and thorough contact with all other Zone Captains and school bus operators operating within their zones, will facilitate a recommendation to the Manager of Transportation Services for those zones regarding whether or not school buses will operate in those zones.

Area Spokespersons, together with Zone Captains and School Bus Operators, will make recommendations regarding whether or not to operate school buses within a designated zone based on factors such as:

1. road conditions
2. contacts with various police services
3. contacts with other Zone Captains
4. the condition of the loading zones at schools
5. local weather reports & forecasts
6. reports from road crews
7. spotters assigned to each zone
8. wind-chill factors

- b. Each Zone Captain will communicate the transportation recommendation for each zone to the Area Spokespersons who will contact the Manager of Transportation Services prior to 6:00 a.m.
- c. The Manager of Transportation Services will compile and coordinate the zone recommendations and formulate a decision regarding whether or not to provide transportation services in each zone. The Manager of Transportation Services will post an update on the student transportation website www.schoolbusinfo.com and communicate with designated media prior to 6:20 a.m. Media announcements will follow an established template format. School Administrators and Board Senior Administration will be promptly informed of any closures directly via email.

The Transportation Analyst will provide backup to the Manager of Transportation Services for this procedure as required.

- d. Buses that have been cancelled in the morning due to inclement weather will not return students in the afternoon. If parents/guardians drive students to school in the morning, they are responsible to pick their children up and take them home in the afternoon.

2. **Prior to Regular School Hours – Fog Only:**

In situations of inclement weather involving only fog, the following procedure will be followed:

- a. Each Area Spokesperson (a school bus operator), after consistent and thorough contact with all other Zone Captains and school bus operators operating within their zones, will make a recommendation whether or not to declare a Fog Cancellation within a designated zone.
- b. Area Spokespersons, Zone Captains and Transportation Services personnel will follow the procedures detailed in Section 1, parts b and c, to communicate Fog Cancellation recommendations, and resulting decisions.
- c. Buses that have been cancelled in the morning due to fog will operate in the afternoon to return students to their homes.
- d. For fog conditions persisting throughout the day, refer to Section 4.

3. **Situations Occurring During Routes:**

A driver should use the following procedures in the event he/she is unable to continue with the route:

- a. Drive the bus slowly to the shoulder of the road, or off the traveled portion of the road to a safe location.
- b. When necessary, advise passengers to move to the front and shoulder side of the bus (as many as possible).
- c. Ask for assistance, if necessary, to keep passengers calm and quiet.
- d. Call dispatch to advise them of the location, circumstances, and the last student picked up. Dispatch shall then notify the school(s) and Student Transportation Services of the situation and provide regular updates.
- e. Under no circumstances should students be returned to their homes (morning route). Procedures to return students to their homes should follow the process outlined in Section 4.
- f. When it is safe to proceed, advise dispatch and proceed in accordance to road conditions. Dispatch shall then notify the school(s) and Student Transportation Services.
In the event that the conditions preventing the continuation of the route persist and do not appear to be improving, Dispatch shall notify the Zone Captains who in turn shall consult with the Area Spokesperson:
- g. Each Area Spokesperson (a school bus operator), after consistent and thorough contact with all other Zone Captains and school bus operators operating within their zones, will make a recommendation whether or not to declare a mid-route service cancellation within a designated zone.
- h. Area Spokespersons, Zone Captains and Transportation Services personnel will immediately communicate the mid-route Service Cancellation recommendation with the Manager of Transportation Services.
- i. The Manager of Transportation Services (or designate) will submit the recommendation to cancel the remaining service to Senior Administration of the member boards for final approval. The system notification process will begin immediately following approval from Senior Board Administrators.

- j. In the event of a mid-route service cancellation decision, the Boards will inform the Manager of Transportation Services or designate of the decision. Each Board's communication staff shall inform the local media which zones are impacted by the mid-route service cancellation. The information shall then be posted on www.schoolbusinfo.com and communicated to the bus operators.
- k. Senior Board Administration will notify Principals of the decision for a mid-route service cancellation.
- l. School Principals or designates will notify parents/guardians of students at the school of the service cancellation and need to pick up students at the school.
- m. Bus drivers shall bring any students on the bus prior to the service cancellation to their school at the earliest opportunity with the utmost concern for safety and shall keep their dispatch regularly updated of their status / location.

4. Situations Occurring During the School Day:

Early release / afternoon service cancellation shall only be considered as a last resort, or in emergency situations. If inclement weather necessitates the need to consider the early dismissal of students, or the cancellation of bussing, the following procedures will occur:

- a. The School Bus Operators and Zone Captains will consult with the Area Spokesperson with their recommendation for early dismissal or the cancellation of bussing in that zone.
Most schools require up to three (3) hours for the completion of their parent/guardian contact system. Therefore; other than in exceptional circumstances; the recommendation from Area Spokespersons for an early release must be submitted to Student Transportation Services by no later than 10:00am.
The Manager of Transportation Services will submit the recommendation to the Senior Administrations of the member boards for final approval. The system notification process will begin immediately following approval from Senior Board Administrations.
- b. Senior Board Administrations will notify Principals of the decision for an early release or cancellation.
- c. It is the Principal (or designates) responsibility to notify parents/guardians of the decision. In the event that a parent/guardian cannot be contacted, students shall not be released from school unless alternate arrangements are in place. Secondary students may be released without parent/guardian notification upon notifying the office of their plan.
- d. The Board's communication staff will notify the media and the Manager of Transportation Services will post an update to www.schoolbusinfo.com immediately following confirmation from Senior Board Administrations of the early dismissal / cancellation of bussing arrangements.
- e. If inclement weather necessitates the early dismissal of students, the buses will only make one run home. The buses will not come back at the regular dismissal time or any other time to take any additional students home.

5. Cancellation of Charter Buses:

Charter bus trips shall not occur during periods of time when the conditions have been deemed to not be safe for student transportation. The school bus operator(s) will advise the school Principal when charter buses have been cancelled as a result of unsafe conditions.

6 Communications:

CLASS shall maintain a current library of the policies, regulations, administrative and operational procedures and parent/guardian expectations for Transportation on their student transportation website www.schoolbusinfo.com.

CLOSURE OF SCHOOLS

1. The Director of Education will make the decision whether a school will be closed or not. The Manager of Transportation Services, or the Superintendent of Business or designate will advise the Director of Education when necessary, and as early as possible, of information they are receiving that would indicate a need to consider the closure of one, or more schools. Similarly, school principals will contact the Director of Education, or designate and Area Superintendent, (even during “off” hours) regarding emergency situations that would indicate a need to consider the closure of a school.
2. As well as inclement weather conditions, schools may be closed as a result of failure of the physical plant (heating, electrical, water), or as a result of extreme cold (in consultation with the Medical Officer of Health). Principals will consult with their Area Superintendents, who will consult with the Director of Education. Where a school has been closed, the Principal will communicate a plan with all staff in their building.
3. Designated staff will make a reasonable effort to attend each school for one hour each morning (one-half hour prior to normal beginning to one-half hour after normal beginning) to ensure that no student is inadvertently left unattended when circumstances have resulted in the closure of the school.

SCHOOLS REMAIN OPEN – TRANSPORTATION CANCELLED

In the event of inclement weather where a work site is open, staff who can travel safely will report to their work site. Where staff cannot travel safely to their work site, they will report to the nearest work site within the Lambton Kent District School Board, assuming it is safe to travel to that site. Individuals reporting to an alternate work site are expected to work under the supervision of that site’s Principal for the day. Individuals are to inform their Principal when they report to an alternate work site. In the case of fog, employees would report to their work site when conditions improve.

WIND CHILL

Principals should consult the following website addresses for assistance when making decisions about holding outdoor recesses, reducing outdoor recesses and outdoor playtime at lunch, allowing early school entry, or taking other precautionary measures on days which are extremely cold.

<http://www.ec.gc.ca/meteo-weather/default.asp?lang=En&n=0F42F92D-1> This site calculates the wind chill when temperature and wind are entered.

<http://www.ec.gc.ca/meteo-weather/default.asp?lang=En&n=5F8F816A-1#wc5>

This site outlines Health Concerns and provides What To Do suggestions for wind chill temperature ranges.

When the wind chill factor falls below -18, Principals must give consideration to reducing the amount of time students will be exposed. Consideration of other factors before sending children outside include:

- Condition of the playground (ice, snow, etc.)
- Location of the school (perhaps the building or trees block the wind on the playground)
- The age of the students
- The adequacy of student clothing

PROCEDURE FOR REVIEWING THESE ADMINISTRATIVE PROCEDURES

1. These administrative procedures will be reviewed annually by Transportation Services personnel, during the Spring term of each school year in preparation for the next school year. Concerns are brought to the attention of the Director of Education and Superintendent of Business.
2. To assist with this review, Transportation Services personnel, with the assistance of each Zone Captain, will log each instance of the cancellation of all, or a portion of, the school bus transportation system during each school year.

RECOMMENDATIONS TO FACILITATE THE OPERATION OF TRANSPORTATION SERVICES

1. The Manager of Transportation Services should maintain contact with various media representatives, to facilitate the processing of transportation announcements to the general public.
2. The Superintendent of Business or designate should maintain contact with the various private contractors for the removal of snow to ensure that the clearing of school bus loading areas, parking lots, and access areas is given priority. If contractors have been unable to clear school properties, the Manager of Plant and Maintenance shall inform the Manager of Transportation Services.
3. School bus operators should maintain contact with the various municipal Managers of Public Works to determine whether or not the clearing of snow from roads that provide access to schools has been possible.

Implementation Date: January 12, 2000

Revised: March 20, 2002, January 12, 2005, June 3, 2008, February 3, 2009, January 4, 2011, February 5, 2013, November 3, 2014, November 2019

Reference: LKDSB Policy and Regulations
Chatham-Kent Lambton Administrative School Services (CLASS) www.schoolbusinfo.com.

REGULAR BOARD, PUBLIC SESSION

Report To Board

FROM: John Howitt, Director of Education
Gary Girardi, Superintendent of Human Resources

DATE: November 12, 2019

SUBJECT: LKDSB Policy and Regulations – *Safe Schools*

The LKDSB policy and regulations on *Safe Schools* have been reviewed as part of the cyclical review and to comply with new Ministry requirements. The policy and regulation cover safe schools, bullying, progressive discipline and code of conduct.

Changes are not recommended to the policy statement.

The code of conduct section of the regulations was updated. The operational aspect of the code of conduct section was moved to a new administrative procedure *Code of Conduct*. This is consistent with the LKDSB practice of having separate administrative procedures for the operational aspects of *Bullying* and *Progressive Discipline*. The administrative procedure on *Code of Conduct* contains language regarding the use of mobile devices by students. The regulations and administrative procedures contain language regarding the restrictions on the use of cannabis.

The new administrative procedure *Code of Conduct* is included for your information.

RECOMMENDATION:

“That the Board approve the review of the policy and revised regulations on *Safe Schools*.”



POLICY

SUBJECT:	SAFE SCHOOLS
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It is the policy of the Lambton Kent District School Board to ensure positive, safe, learning and working environments for all students, staff, parents/guardians and visitors.

No Changes

Implementation Date: November 26, 2002

Revised: January 29, 2008, January 26, 2010, February 26, 2013

Reference: Education Act, Ministry of Education Bill 13
Ministry PPM 128: The Provincial Code of Conduct
LKDSB Policy and Administrative Procedures



REGULATIONS

SUBJECT: SAFE SCHOOLS

Preamble

Lambton Kent District School Board schools promote a safe and caring learning environment that is strengthened by embracing diversity, and respecting self, others and the world around us. All students, staff, families, and community partners have the right to be safe and to feel safe in their school community; a community in which everyone commits to positive behaviours and interactions, and where conflict and differences are addressed in constructive and, mutually respectful ways.

Safe, caring, and inclusive school environments afford students the best opportunity to be fully engaged with their learning and create protective factors for student well-being. These environments are strengthened through programs and activities that focus on the building of healthy relationships, promoting equitable and inclusive approaches, fostering character development and positive peer relations, and affording opportunities for students to demonstrate leadership.

With the right to be safe and feel safe comes the responsibility on the part of everyone to contribute to a positive school climate, and to be accountable for actions that put the safety of others or oneself at risk. There are three key aspects to this key concept that are captured in the following Regulations: Code of Conduct, Progressive Discipline and Bullying.

- (1) The provincial Code of Conduct and the Lambton Kent District School Board Code of Conduct set forth clear standards of behaviour for all members of the school community. These standards apply on school property, on school buses, at school-related events or activities, or in other circumstances that could have an impact on school climate.
- (2) Schools will employ progressive discipline approaches using a continuum of corrective and supportive interventions, supports, and consequences, to address inappropriate student behaviour and to build upon strategies that promote positive behaviour.
- (3) Bullying behaviour, including through the use of technology, will not be tolerated on school property, at school-related activities, on school buses, or in any other circumstances where engaging in bullying will have a negative impact on the school climate.

Further, the Lambton Kent District School Board considers homophobia, gender based violence, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the *Human Rights Code*, as well as sexualized behaviour, to be unacceptable. The Lambton Kent District School Board supports the use of positive practices to prevent such behaviour, recognizes the potential need to impose consequences in applicable circumstances, up to and including suspension or expulsion.

Code of Conduct

Board and school codes of conduct will apply whether persons are on school property, on school buses, at school-authorized events or activities or in other circumstances that could have an impact on the school climate.

Moved to Admin Procedure

Principal Responsibilities

- ~~1. The Principal must choose to either implement the Board Code of Conduct as it exists (Appendix A), at the school level, or develop a local school Code of Conduct governing the behaviour of all persons in the school and is tailored expressly to the needs of for their school.~~
- ~~2. If a local code of conduct is developed, it must:~~
 - ~~a) Embed the standards of and be consistent with the Lambton Kent District School Board Code of Conduct, and other Board policies and regulations.~~
 - ~~b) Set out clearly what is acceptable and what is unacceptable behaviour for all members of the school community (e.g. students, staff, parents/guardians, visitors, volunteers).~~
 - ~~c) Be developed in consultation with school council, pupils, staff, parents/guardians, and others as appropriate, and be approved by the appropriate supervisory officer.~~
 - ~~d) Be reviewed at least every three years. Subsequent publication or sharing of the school's Code of Conduct will clearly indicate the most recent year of review.~~
- ~~3. Principals shall annually bring the Code of Conduct to the attention of pupils, parents/guardians of pupils, and others who may be present in the school community, and should include efforts to inform parents/guardians whose first language is other than English or French.~~

Progressive Discipline

Progressive discipline is an approach to shaping student behaviour that involves a continuum of interventions, supports, and consequences. Progressive discipline is corrective and supportive, rather than solely punitive, thus allowing students to learn from their experiences in developmentally appropriate ways.

Where a student has special education and/or disability related needs, the interventions, supports and consequences will be consistent with the overall expectations for the student, including those in the student's Individual Education Plan, behaviour plan, or safety plan.

Support for Student-Led Activities and Organizations

Support will be provided for students who want to establish and lead activities and organizations that promote a safe and inclusive learning environment, acceptance of and respect for others, and the creation of a positive school climate. These may include but are not limited to: activities or organizations that promote gender equity; antiracism; the awareness and understanding of, and respect for, people with disabilities; or awareness and understanding of, and respect for, people of all sexual orientations and gender identities, including organizations with the name "gay-straight alliance" or another similar name. The name given to an activity or organization must be consistent with the promotion of a positive school climate that is inclusive and accepting of all students.

Inappropriate Student Behaviour – Responding and Reporting

1. **Staff who regularly work directly with students:** Provided that there is no immediate risk of physical harm to any individual, the following staff members are expected to respond to those directly involved in any inappropriate or disrespectful behaviour, including bullying, that they have observed or heard while on school property or during a school related event:
 - a. Administrators
 - b. Teachers
 - c. Education Assistants
 - d. Early Childhood Educators
 - e. Indigenous Education Workers
 - f. Tutor Escorts
 - g. **Psychometrists** -**Psychoeducational Clinicians**
 - h. Speech and Language Pathologists
 - i. **Social Workers**
 - j. Others as may be indicated

In responding to any incident, board employees who work directly with students must act in a timely, sensitive, and supportive manner. This includes responding to students who disclose or report incidents and wish to discuss related issues, by helping them to access available professional supports.

2. **All other Board staff** are required to report to the principal, any details regarding inappropriate student behaviour which they have observed or heard during the course of their duties or otherwise while on school property or during a school related event.
3. **Members of the College of Psychologists of Ontario**, or the Ontario College of Social Workers and Social Service Workers who are engaged in a clinical relationship with a student:
 - a. Incidents of behaviour for which suspensions or expulsion must be considered, shall be reported to the principal as soon as it is, in their professional opinion, reasonably possible to do so without having a negative impact on the nature of the clinical relationship. They shall also report, in a manner that is consistent with the code of ethics and the standards of practice of their respective professions, matters that could result in the student's doing physical, emotional, or psychological harm to self or to others.
4. **All staff of the Board** are required to report serious student incidents to the principal, including those involving bullying. These are incidents for which suspension or expulsion must be considered by the principal, and are outlined in Appendix B.
5. **In addition to Board staff**, the following are also required to report in writing to the principal as in (4) above, as soon as reasonably possible:
 - School bus drivers
 - Employees or contractors who provide before-school or after-school programs on school sites

Early and Ongoing Intervention Strategies

Progressive discipline includes the use of early and ongoing intervention strategies and strategies to address inappropriate behaviour.

1. Parents and guardians are expected to be actively engaged in the progressive discipline process. Schools are expected to recognize and respond to the diverse dimensions of parent communities to help them engage on these complex and challenging issues.
2. A teacher or the principal or designate, as appropriate, will utilize early and/or ongoing intervention strategies to prevent unsafe or inappropriate behaviours and to guide students to more appropriate choices. For students with special education needs, this includes referring to their Individual Education Plan (IEP) and consulting with appropriate staff to determine best possible approaches.
3. The teacher, principal or designate should keep a record for each student with whom intervention strategies are utilized.

Addressing Inappropriate Behaviour

1. Staff will employ timely intervention and correction of inappropriate behaviour, using age and developmentally appropriate approaches, as this offers the best opportunity for students to learn and understand what is acceptable and what is not.
2. The principal or designate may choose to use a progressive discipline strategy to address the infraction if a student has engaged in inappropriate behaviour and it is the first time that the student has engaged in such behaviour
3. The principal or designate must address homophobia, gender-based violence, sexual harassment, and inappropriate sexual behaviour. Inappropriate behaviour may also include, but is not limited to, one of the following infractions for which a suspension may be imposed:
 - a. Any act considered by the principal to be injurious to the moral tone of the school;
 - b. Any act considered by the principal to be injurious to the physical or mental well-being of any member of the school community; and
 - c. Any act considered by the principal to be contrary to the Board or school Code of Conduct.

Factors to Consider Before Deciding to Utilize a Progressive Discipline Approach

1. The Board and school administrators must consider all mitigating and other factors as required by the Education Act and as set out in Ontario Regulation 472/07.
2. The principal or designate must, in all cases where progressive discipline is being considered to address an inappropriate behaviour:
 - a) Consider the particular student and circumstances, including mitigating or other factors;
 - b) Consider the nature and severity of the behaviour;
 - c) Consider the impact of the inappropriate behaviour on the school climate; and
 - d) Consult with the student's parent(s)/guardian (unless the student is an adult student).

Mitigating Factors

1. The principal or designate must consider the following mitigating factors before deciding whether to use a progressive discipline approach to address the inappropriate behaviour are:
 - a) Whether the student has the ability to control his or her behaviour;
 - b) Whether the student has the ability to understand the foreseeable consequences of his or her behaviour; and
 - c) Whether the student's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school.
2. Other factors to be considered:
 - a) The student's academic, discipline and personal history;
 - b) Whether other progressive discipline strategies have been attempted with the student, and if so, the particular approaches that have been attempted and any success or failure;
 - c) Whether the infraction for which the student might be disciplined was related to any harassment of the student because of race, ethnic origin, place of origin, religion, creed, disability, gender or gender identity, sexual orientation or harassment for any other reason;
 - d) The impact of the discipline on the student's prospects for further education;
 - e) The student's age;
 - f) Where the student has an IEP or disability related needs,
 - i) Whether the behaviour causing the incident was a manifestation of the student's disability;
 - ii) Whether appropriate individualized accommodation has been provided; and
 - iii) Whether a suspension is likely to result in aggravating or worsening the student's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct; and
 - g) Whether or not the student's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.
 - h) The principal or designate shall consider whether or not the discipline will have a disproportionate impact on a student protected by the *Human Rights Code* and/or exacerbate the student's disadvantaged position in society.

If the student's continuing presence in the school creates an unacceptable risk to the safety of others in the school, then a progressive discipline approach may not be appropriate.

School Transfers Related to School Safety

In certain situations, it may be deemed necessary for a student to be transferred to another school in order to preserve the safety or well-being of another. These decisions are to be reached by the principal in consultation with the appropriate supervisory officer and must give due consideration to the student and parents/guardians' need to be informed as part of the process. It is preferable that the student who has been harmed not be the one to transfer, unless circumstances suggest otherwise.

A transfer meeting must be scheduled between representatives of the sending and receiving schools, and where possible should include the teachers and other school staff who will have regular direct contact with the student. The student and parents/guardians should also be invited to the transfer meeting, and reasonable efforts should be made to accommodate their attendance. Appropriate planning for the transition and support of the student should be reviewed at this meeting. This meeting must occur prior to the student attending any classes. The receiving school must also be in possession of the student's OSR prior to the transfer meeting, and it must be available for reference during the meeting. All staff must treat any information about the student and the incident as confidential.

In the event of serious incidents

1. The Board supports students who are victims of serious incidents of student behaviour causing harm contrary to the provincial, Board, and school Codes of Conduct.
2. The principal or designate is required to provide information, in accordance with Board procedures, to the parent or guardian of a student who is less than 18 years of age, is not 16 or 17 and withdrawn from parental control and where the principal is NOT aware that informing the parent/guardian would put the student at risk of harm and would not be in the student's best interests.
3. The principal may inform a parent of a student 18 years or older or who is 16 or 17 and has withdrawn from parental control, if that student consents to the disclosure of information.
4. The Board shall develop appropriate plans to protect the victim and will communicate to parents/guardians of victims, information about the plan.

Questions about supports for students

If a parent or guardian is not satisfied with the supports that their child has received as a result of a serious incident, their first point of contact is the school principal, to review the decisions made and the rationale for the supports identified. Every effort should be made to find resolution at this level.

If necessary as a subsequent step, parents/guardians should contact the Board office and ask to speak with the appropriate superintendent of education. The superintendent of education will consult with the principal and parent and make recommendations as deemed appropriate or make a final decision and communicate the decision to the principal and parent.

Disclosure of Students' Personal Information

Principals are only permitted to share information documented in the OSR with all Board employees, who work directly with students and who do not have access to the OSR, if disclosure is necessary, so that employees can carry out their duties, including their duty to respond to inappropriate and disrespectful student behaviour that is likely to have a negative impact on school climate. In such cases, principals may share only the necessary information pertaining to behaviour that may present risk of physical harm.

Delegation of Authority Regarding Discipline

1. The Education Act provides the principal with the authority to delegate, according to Ministry memorandum and Board policy, powers, duties, or functions under Part XIII – "Behaviour, Discipline and Safety".
2. Delegation to a vice-principal may include all authority of the principal under Part XIII of the Education Act except the final decision regarding a recommendation to the board to expel a student. Vice-principals may be delegated the authority to suspend a student for a period of less than six school days.
3. Delegation to a teacher serving in the absence of the principal and vice-principal does not include authority regarding suspension decisions or recommendations to expel. It does include the authority to initially deal with serious incidents – those for which suspension or expulsion must be considered by the principal – student safety being paramount.
4. Teacher contact with parents/guardians in the case of a serious incident is limited to communicating the nature of the harm to the student and the nature of the activity that resulted in the harm. Full responsibility for follow-up with parents/guardians rests with the principal or vice-principal at the earliest opportunity.

Bullying

Bullying is typically a form of repeated, persistent, and aggressive behaviour that occurs in a context of a real or perceived imbalance of power between individuals. In any form, bullying adversely affects a student's well-being and ability to learn, undermines healthy relationships, and compromises school climate.

A positive school climate is a crucial component of bullying prevention. Schools that implement active bullying prevention and intervention plans and strategies afford the necessary supports for students who are bullied, who bully others, or who witness bullying, as well as strengthen the overall school climate for everyone. Helping to ensure that students acquire the necessary awareness and understanding that contribute to positive interactions and mutual respect is key to effective prevention and intervention.

Definition:

"Bullying" means aggressive and typically repeated behaviour by a pupil where,

- (a) The behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
 - i. Causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
 - ii. Creating a negative environment at a school for another individual, and
- (b) The behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education

Bullying behaviour may occur through the use of physical, verbal, electronic, written, or other means.

Bullying by electronic means (cyber-bullying) includes but may not be limited to:

- (a) Creating a web page or a blog in which the creator assumes the identity of another person;
- (b) Impersonating another person as the author of content or messages posted on the internet;
- (c) Communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Aggressive behaviour may be intentional or unintentional, direct or indirect. It can take many forms, including physical, verbal, and social. If aggressive behaviour is physical, it may include hitting, pushing, slapping, and tripping. If it is verbal, it may include name calling, mocking, insults, threats, and sexist, racist, homophobic, or transphobic comments. If it is social or relational aggression, it is more subtle and may involve such behaviours as gossiping, spreading rumours, excluding others from a group, humiliating others with public gestures or graffiti, and shunning or ignoring. Social aggression may also occur through the use of technology.

Harm means harm that can be experienced in a number of ways, including physical, mental, emotional, and psychological.

Expectations:

1. All employees of the Board must take seriously all allegations of bullying behaviour and act in a timely, sensitive, and supportive manner when responding to students who disclose or report bullying incidents.
2. It is the expectation of the Board that, provided that there is no immediate risk of physical harm to any individual, staff members who work directly with students on a regular basis will respond to any incidents of bullying which they have observed or heard during the course of their duties or otherwise while on school property or during a school related event.
3. All employees of the Board are required to report serious student incidents to the principal. These are incidents for which suspension or expulsion must be considered by the principal, examples of which include bullying and are outlined in Appendix B.

Role Responsibilities***The Principal is responsible to:***

1. Lead the implementation of the Bullying Prevention and Intervention Plan as outlined in these Regulations.
2. Actively communicate policies, procedures and expectations articulated in this document on bullying, prevention and intervention, as well as the definition of bullying to students, parents/guardians, teachers and other school staff, school councils, volunteers, and school bus operators/drivers, so that the responsibilities of all members of the school community are clearly understood.”
3. Ensure that all reported incidents of bullying are responded to in an appropriate manner.
4. Contact the parents/guardians of students involved in bullying situations as appropriate under these regulations.
5. Conduct appropriate investigations into all bullying situations to ascertain the participants, their roles, situation dynamics, underlying factors, and any other aspects that are relevant to determining how best to proceed.
6. Determine appropriate disciplinary action or intervention based on the results of the investigation, applying the principles of progressive discipline and accessing available resources to support the students, whether they have been bullied, engaged in bullying, or have been affected by observing bullying. For a student with special education needs, interventions, supports, and consequences must be consistent with the student’s strengths, needs, goals, and expectations outlined in his or her Individual Education Plan (IEP).
7. Principals must suspend a student for bullying and give consideration as to whether or not a referral of that student for expulsion would be appropriate to the circumstances if the following two conditions exist:
 - (1) the student has previously been suspended for bullying, and
 - (2) the student’s continuing presence in the school creates, in the principal’s opinion, an unacceptable risk to the safety of another person.
8. Principals must also suspend a student, and “give consideration as to whether or not a referral of that student for expulsion would be appropriate to the circumstances”, for any incident under subsection 306(1) of the Education Act, including bullying, that is motivated by bias, prejudice, or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor, including but not limited to socio-economic status, or appearance.
9. Inform Police and/or Family Services Agencies as required in the Protocol between the Police and the Lambton Kent District School Board.
10. Arrange for counseling through LKDSB psychological services department if appropriate or requested by victims or aggressors.
11. Take appropriate steps to ensure student safety depending on the severity of the incident. These may include implementing a safety plan; separating and supervising the students involved; providing staff support for students as necessary; developing supervision plans with the parents/guardians; and initiating a safe school transfer for placement of a student in another school or alternative program.

Staff are responsible to:

1. Take immediate, appropriate steps to intervene.
2. Document all incidents of bullying for which they have provided intervention.
3. Report the bullying to the school principal for further investigation if he or she believes that his/her intervention has not resolved the matter, or if the bullying persists.
4. Report to Family Services Agencies as required in the Protocol between the Police and the Lambton Kent District School Board.

Students are responsible to:

1. Refrain from bullying behaviour.
2. Report incidents of bullying behaviour to the principal, teachers, or other school staff.
3. Refuse to participate in circumstances involving bullying behaviour.
4. Remove themselves immediately from circumstances involving bullying behaviour.
5. Seek adult intervention for circumstances involving bullying behaviour.

Parents/Guardians are responsible to:

1. Inform the school staff should they become aware of circumstances involving bullying.
2. Partner with the school in dialogue regarding student achievement, behaviour and expectations in a manner that is open, courteous, and focused on student success.

Volunteers and Visitors are responsible to:

1. Inform the school should they become aware of circumstances involving bullying.

Bullying Prevention and Intervention Planning

1. The Principal is responsible to:

- A. Form a Safe Schools team with responsibility for bullying prevention and intervention that is chaired by a staff member and composed of at least one student (where appropriate), one parent, one teacher, one support staff member, one community partner, and the principal. This responsibility may be assumed by an existing committee.
- B. Engage all members of the school community in committing to the initiative by: Incorporating school-based bullying prevention and intervention plans as part of the School Improvement Plan inclusive of the following components and consistent with PPM 144 and Board policy:
 - the definition of bullying
 - prevention strategies
 - intervention strategies
 - training strategies for members of the school community
 - communication and outreach strategies
 - monitoring and review processes

Actively communicating policies and procedures on bullying prevention and intervention, as well as the definition of bullying, to students, parents/guardians, teachers, and other school staff, school councils, volunteers, and school bus operators / drivers - so that the roles and responsibilities of all members of the school community be clearly understood.

Ensure school and community engagement in annually recognizing Bullying Awareness and Prevention Week, which begins on the third Sunday in November of each year.

Making every effort to share this information with parents/guardians whose first language is a language other than English or French

- C. Conduct a school climate assessment through anonymous voluntary surveys of students, staff members, and parents/guardians every two (2) years.
- D. Annually review and update the school's bullying prevention and intervention planning template based on the results of the school climate assessment and other measures as may be indicated.
- E. Determine the effectiveness of the prevention and intervention policies and procedures via a monitoring and review process that will include analysis of the school climate through anonymous surveys of students, staff members, and parents/guardians provided by their schools on a regular cycle as determined by the Board (every two (2) years).

2. The Board shall determine the effectiveness of the prevention and intervention policies and procedures via a monitoring and review process that will include performance indicators for monitoring, reviewing, and evaluating the effectiveness of the Board's bullying prevention and intervention policies.

Questions about supports for students

1. School boards must provide support for students who have been bullied, students who have bullied others, and students who have been directly or indirectly affected by observing bullying.
2. If a parent or guardian is not satisfied with the supports that their child has received as a result of a bullying experience, their first point of contact is the school principal, to review the decisions made and the rationale for the supports identified. Every effort should be made to find resolution at this level.
3. If necessary as a subsequent step, parents/guardians should contact the Board office and ask to speak with the appropriate superintendent of education. The superintendent of education will consult with the principal and parent and make recommendations as deemed appropriate or make a final decision and communicate the decision to the principal and parent.

Implementation Date: February 26, 2013

Reference: Education Act, Ministry of Education Bill 13

Ministry PPM 128: The Provincial Code of Conduct

LKDSB Policy and Administrative Procedures - *Safe Schools*

LKDSB Administrative Procedures – *Bullying and Progressive Discipline*

LKDSB Administrative Procedures – *Tobacco, Cannabis and Smoke Free Environment*

APPENDIX A

LAMBTON KENT DISTRICT SCHOOL BOARD – CODE OF CONDUCT

~~1. Introduction~~

~~The Lambton Kent District School Board Code of Conduct is established in keeping with the requirements of the provincial Code of Conduct and the standards of behaviour as set forth by the province of Ontario.~~

- This Code of Conduct applies to all individuals who participate in the school community whether they are on school property, on school buses, or at school-authorized events or activities.
- -All participants in the school community are to be treated with respect and dignity, especially those in positions of authority, regardless of **race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability** and other protected areas under the Ontario Human Rights Code..
- All participants in the school community share responsibility for maintaining an environment where conflict and difference can be addressed through non-violent means in a manner characterized by respect and civility.
- Behaviour which is aggressive or threatening in any way has no place in LKDSB school communities.
- Student achievement depends upon the provision of safe and caring learning environments. All participants in the school community share responsibility for ensuring that their decisions and actions contribute rather than detract from the sanctity of these environments.
- Personal health and well-being are enhanced through awareness and appropriate choices. They are further safeguarded through the application of prevention and intervention strategies and the involvement of community agencies including the police in responding to situations including but not limited to those involving elevated risk of harm by a student to self or others, as well as to discourage the use of alcohol, illegal drugs and, except by a medical cannabis user, cannabis.
- Responsible citizenship involves appropriate participation in the life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

The Standards of Behaviour and Roles and Responsibilities are outlined in the corresponding LKDSB Administrative Procedure *Code of Conduct*

MOVE to ADMIN PROCEDURE

~~Standards of Behaviour~~

~~The Standards of Behaviour apply to all individuals who participate in the school community including students, parents and guardians, teachers and other staff members, volunteers and visitors.~~

~~Respect, Civility, and Responsible Citizenship~~

~~All members of the school community must:~~

- ~~— respect and comply with all applicable federal, provincial, and municipal laws;~~
- ~~— demonstrate honesty and integrity;~~
- ~~— respect differences in people, their ideas, and their opinions;~~
- ~~— treat one another with dignity and respect at all times, and especially when there is disagreement;~~
- ~~— respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;~~
- ~~— respect the rights of others;~~
- ~~— show proper care and regard for school property and the property of others;~~
- ~~— take appropriate measures to help those in need;~~
- ~~— seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;~~
- ~~— respect all members of the school community, especially persons in positions of authority;~~
- ~~— respect the need of others to work in an environment that is conducive to learning and teaching;~~
- ~~— not swear at a teacher or at another person in a position of authority;~~

~~Safety~~

~~All members of the school community must not:~~

- ~~— engage in bullying behaviours;~~
- ~~— commit sexual assault;~~
- ~~— traffic weapons or illegal or restricted drugs;~~
- ~~— give alcohol to a minor;~~
- ~~— commit robbery;~~
- ~~— be in possession of any weapon, including firearms or replicas;~~
- ~~— use any object to threaten or intimidate another person;~~
- ~~— cause injury to any person with an object;~~
- ~~— be in possession of, or be under the influence of, or provide others with alcohol, or illegal or restricted drugs;~~
- ~~— inflict or encourage others to inflict bodily harm on another person;~~
- ~~— engage in hate propaganda and other forms of behaviour motivated by hate or bias;~~
- ~~— commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.~~

4. ~~Roles and Responsibilities~~

~~School Boards~~

~~School boards provide direction to their schools to ensure opportunity, academic excellence, and accountability in the education system. It is the responsibility of school boards to:~~

- ~~— develop policies that set out how their schools will implement and enforce the provincial Code of Conduct and all other rules that they develop that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;~~

- ~~— review these policies regularly with students, staff, parents/guardians, volunteers, and the community;~~
- ~~— establish a process that clearly communicates the provincial Code of Conduct and school board codes of conduct to all parents/guardians, students, staff members, and members of the school community in order to obtain their commitment and support;~~
- ~~— develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;~~
- ~~— provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment.~~
- ~~— Wherever possible, school boards should collaborate to provide coordinated prevention and intervention programs and services, and should endeavour to share effective practices.~~

Principals

- ~~— Under the direction of their school boards, principals take a leadership role in the daily operation of a school.~~
- ~~— They provide this leadership by:~~
 - ~~— demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment;~~
 - ~~— holding everyone under their authority accountable for his or her behaviour and actions;~~
 - ~~— empowering students to be positive leaders in their school and community;~~
 - ~~— communicating regularly and meaningfully with all members of their school community.~~

Teachers and Other School Staff Members

~~Under the leadership of their principals, teachers and other school staff members maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and school staff uphold these high standards when they:~~

- ~~— help students work to their full potential and develop their sense of self-worth;~~
- ~~— empower students to be positive leaders in their classroom, school, and community;~~
- ~~— communicate regularly and meaningfully with parents/guardians;~~
- ~~— maintain consistent standards of behaviour for all students;~~
- ~~— demonstrate respect for all students, staff, parents/guardians, volunteers, and the members of the school community;~~
- ~~— prepare students for the full responsibilities of citizenship~~

Students

~~Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:~~

- ~~— comes to school prepared, on time, and ready to learn;~~
- ~~— shows respect for himself or herself, for others, and for those in authority;~~
- ~~— refrains from bringing anything to school that may compromise the safety of others;~~
- ~~— follows the established rules and takes responsibility for his or her own actions.~~

Parents and Guardians

- Parents and guardians play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents and guardians fulfill their role when they:
 - show an active interest in their child's work and progress;
 - communicate regularly with the school;
 - help their child be neat, appropriately dressed, and prepared for school;
 - ensure that their child attends school regularly and on time;
 - promptly report to the school their child's absence or late arrival;
 - show that they are familiar with the provincial Code of Conduct, the Board's code of conduct, and school rules;
 - encourage and assist their child in following the rules of behaviour;
 - assist school staff in dealing with disciplinary issues involving their child.

Community Partners and the Police

Through outreach, partnerships already in place may be enhanced and new partnerships with community agencies and members of the community (e.g., Aboriginal Elders) may also be created. Community agencies are resources that school boards can use to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between school boards and community agencies, and of formalizing the relationship between them. These partnerships must respect all applicable collective agreements. The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on a provincial model that was revised in 2011 by the Ministry of Community Safety and Correctional Services and the Ministry of Education.

Third Parties Using School Spaces

Third parties are required to agree to follow standards that are consistent with the Provincial Code of Conduct and the Lambton Kent District School Board Code of Conduct when signing agreements with the Board for the use of school space.

Appendix B – Infractions Subject to Suspension or Expulsion:

The following infractions must be reported to the principal by all Board employees to ensure that the principal is aware of any activities taking place in the school for which suspension or expulsion must be considered.

Suspension Infractions:

1. Uttering a threat to inflict serious bodily harm on another person;
2. Possessing alcohol, illegal and/or restricted drugs;
3. Being under the influence of alcohol;
4. Swearing at a teacher or at another person in a position of authority;
5. Committing an act of vandalism that causes damage to school or Board property or to property located on the premises of the student's school;
6. Bullying;
7. Any act considered by the principal to be injurious to the moral tone of the school;
8. Any act considered by the principal to be injurious to the physical or mental well-being of any member of the school community; or
9. Any act considered by the principal to be contrary to the Board or school Code of Conduct.

Expulsion Infractions:

1. Possessing a weapon, including possessing a firearm;
2. Using a weapon to cause or to threaten bodily harm to another person;
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
4. Committing sexual assault;
5. Trafficking in weapons, illegal and/or restricted drugs;
6. Committing robbery;
7. Giving alcohol to a minor;
8. An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
9. A pattern of behaviour that is so inappropriate that the student's continued presence is injurious to the effective learning and/or working environment of others;
10. Activities engaged in by the student on or off school property that cause the student's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;
11. Activities engaged in by the student on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property;
12. The student has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper; or
13. Any act considered by the principal to be a serious violation of the Board or school Code of Conduct.



ADMINISTRATIVE PROCEDURES

SUBJECT: Code of Conduct

The LKDSB and school Codes of Conduct apply whether persons are on school property, on school buses, at school-authorized events or activities or in other circumstances that could have an impact on the school climate.

The LKDSB Code of Conduct is established in keeping with the requirements of the provincial Code of Conduct and the standards of behaviour as set forth by the province of Ontario.

1. Guiding Principles

- This Code of Conduct applies to all individuals who participate in the school community whether they are on school property, on school buses, or at school-authorized events or activities.
- All participants in the school community are to be treated with respect and dignity, especially those in positions of authority, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability and other protected areas under the Ontario Human Rights Code.
- All participants in the school community share responsibility for maintaining an environment where conflict and difference can be addressed through non-violent means in a manner characterized by respect and civility.
- Behaviour which is aggressive or threatening in any way has no place in LKDSB school communities.
- Student achievement depends upon the provision of safe and caring learning environments. All participants in the school community share responsibility for ensuring that their decisions and actions contribute rather than detract from the sanctity of these environments.
- Personal health and well-being are enhanced through awareness and appropriate choices. They are further safeguarded through the application of prevention and intervention strategies and the involvement of community agencies including the police in responding to situations including but not limited to those involving elevated risk of harm by a student to self or others, as well as to discourage the use of alcohol, illegal drugs and, except by a medical cannabis user, cannabis.
- Responsible citizenship involves appropriate participation in the life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

2. Standards of Behaviour

The Standards of Behaviour apply to all individuals who participate in the school community including Principals, students, parents and guardians, teachers, early childhood educators and other staff members, bus drivers, community groups, volunteers and visitors.

Respect, Civility, and Responsible Citizenship

All members of the school community must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- respect the need of others to work in an environment that is conducive to learning and teaching, including by ensuring that personal mobile devices are only used during instructional time for the educational and permitted purposes in the following circumstances
 - for educational purposes as directed by an educator
 - for health or medical purposes
 - to support special education needs
- cell phones, cameras and other digital imaging and/or audio recording devices are NOT permitted to be used in change rooms or washrooms at any time.
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability and other protected areas under the Ontario Human Rights Code;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community, especially persons in positions of authority;
- not swear at a teacher or at another person in a position of authority;

Safety

All members of the school community must not:

- engage in bullying behaviours;
- commit sexual assault;
- traffic weapons or illegal or restricted drugs;
- give alcohol or cannabis to a minor;
- commit robbery;
- be in possession of any weapon, including firearms or replicas;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or be under the influence of alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes), and illegal drugs;
- provide others with alcohol, illegal drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes);
- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

4. Roles and Responsibilities

School Boards

The Board provides direction to the schools to ensure opportunity, academic excellence, and accountability in the education system. It is the responsibility of school boards to:

- develop policies that set out how their schools will implement and enforce the provincial Code of Conduct and all other rules that they develop that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;
- review these policies regularly with students, staff, parents/guardians, volunteers, and the community;
- establish a process that clearly communicates the provincial Code of Conduct and school board codes of conduct to all parents/guardians, students, staff members, and members of the school community in order to obtain their commitment and support;
- seek input from school councils, LKDSB Parent Involvement Committee, Special Education Advisory Committee, and Indigenous Education Advisory Council;
- develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
- provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment.

Wherever possible, school boards should collaborate to provide coordinated prevention and intervention programs and services and should endeavour to share effective practices.

Principals

1. The Principal must choose to either implement the Board Code of Conduct as it exists, below, at the school level, or develop a local school Code of Conduct governing the behaviour of all persons in the school and is tailored expressly to the needs of for their school.
2. If a local Code of Conduct is developed, it must:
 - a) Embed the standards of and be consistent with the Lambton Kent District School Board Code of Conduct, and other LKDSB policies and regulations.
 - b) Set out clearly what is acceptable and what is unacceptable behaviour for all members of the school community (e.g. students, staff, parents/guardians, visitors, volunteers).
 - c) Be developed in consultation with school council, pupils, staff, parents/guardians, and others as appropriate, and be approved by the appropriate supervisory officer.
 - d) Be reviewed at least every three years. Subsequent publication or sharing of the school's Code of Conduct will clearly indicate the most recent year of review.
2. Principals shall annually bring the Code of Conduct to the attention of pupils, parents/guardians of pupils, and others who may be present in the school community and should include efforts to inform parents/guardians whose first language is other than English or French.

Principals take a leadership role in the daily operation of a school.

They provide this leadership by:

- demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment;
- holding everyone under their authority accountable for his or her behaviour and actions;
- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community.
- maintain consistent and fair standards of behaviour for all students;
- demonstrate respect for one another, all students, parents, volunteers, and other members of the school community;
- prepare students for the full responsibilities of citizenship.

Teachers and Other School Staff Members

Under the leadership of their principals, teachers and other school staff members maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and school staff uphold these high standards when they:

- help students work to their full potential and develop their sense of self-worth;
- empower students to be positive leaders in their classroom, school, and community;
- communicate regularly and meaningfully with parents/guardians;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff, parents/guardians, volunteers, and the members of the school community;
- prepare students for the full responsibilities of citizenship

Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time, and ready to learn;
- shows respect for himself or herself, for others, and for those in authority;
- refrains from bringing anything to school that may compromise the safety of others;
- follows the established rules and takes responsibility for his or her own actions;
- works in an environment that is conducive to learning and teaching, including by ensuring that personal mobile devices are only used during instructional time for the educational and permitted purposes in the following circumstances
 - for educational purposes as directed by an educator
 - for health or medical purposes
 - to support special education needs
- cell phones, cameras and other digital imaging and/or audio recording devices are NOT permitted to be used in change rooms or washrooms at any time.

Parents/Guardians

Parents/guardians play an important role in the education of their children and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students.

Parents/guardians fulfill their role when they:

- show an active interest in their child's work and progress;
- communicate regularly with the school;
- help their child be neat, appropriately dressed, and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- show that they are familiar with the provincial Code of Conduct, the Board's code of conduct, and school rules;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

Community Partners and the Police

Through outreach, partnerships already in place may be enhanced and new partnerships with community agencies and members of the community (e.g., Aboriginal Elders) may also be created. Community agencies are resources that school boards can use to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between school boards and community agencies, and of formalizing the relationship between them. These partnerships must respect all applicable collective agreements.

Police

The police play an essential role in making LKDSB schools and communities safer. The police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on a provincial model that was revised in 2011 by the Ministry of Community Safety and Correctional Services and the Ministry of Education.

Third Parties Using School Spaces

Third parties are required to agree to follow standards that are consistent with the Provincial Code of Conduct and the LKDSB Code of Conduct when signing agreements with the Board for the use of school space.

Implementation Date: November 4, 2019

Reference: Ministry of Education Policy/Program Memorandum 128: The Provincial Code of Conduct
LKDSB Policy and Regulations – Safe Schools
LKDSB Administrative Procedures – *Bullying and Progressive Discipline*
LKDSB Administrative Procedures – *Tobacco, Cannabis and Smoke Free Environment*

**BOARD REPORT
REGULAR BOARD, PUBLIC SESSION**

REPORT NO: B-19-100

Memorandum To: John Howitt, Director of Education

FROM: Brian McKay, Superintendent of Business & Treasurer

DATE: November 12, 2019

SUBJECT: 2018/2019 School Year Audited Financial Statements

The audit of the 2018/2019 school year financial operations has been completed and is being presented to the Board this evening.

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

The LKDSB Audit Committee met on October 28, 2019 to review the 2018/2019 draft financial statements and the results of the external audit.

Attached to this report are the following financial data:

- Management Report to the Board from the Director of Education and Superintendent of Business and Treasurer,
- Accumulated Surplus Summary, as at August 31, 2019,
- Independent Auditors' Report to the Board of Trustees, and

Consolidated Financial Statements for the Year Ended August 31, 2019:

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

During the 2018/2019 school year, the Lambton Kent D.S.B. implemented numerous Ministry of Education projects that were carried out as additionally funded projects outside of the regular Grants for Student Needs (GSN). Samples of these projects are listed here and were focused on providing support to the Board's schools and students.

- Mental Health Workers
- Child and Youth in Care Transportation
- Enhancements to Experiential Learning
- Renewed Math Strategy K-12
- Special Education Professional Assessments
- Safe, Accepting and Healthy Schools

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

Sandy Scott Hillier, Manager of Financial Services coordinated the Board's work within our Accounting Department, provided all necessary support during the audit process and completes the Ministry year-end financial statements. Through the collective efforts of the Board, our administrative staff and school leaders, the LKDSB achieved a successful financial operating result for the 2018/2019 school year.

The LKDSB Audit Committee submits the following recommendations:

Recommendation #1:

"That the Lambton Kent District School Board the approve the annual audited Consolidated Financial Statements and the accompanying Independent Auditors' Report for the year ending August 31, 2019."

Recommendation#2:

"That the Lambton Kent District School Board the approve the accumulated surplus allocation amounts from the August 31, 2019 year end, as presented in the Accumulated Surplus attachment."

MANAGEMENT REPORT

Management's Responsibility for the Consolidated Financial Statements

The accompanying Consolidated Financial Statements of the Lambton Kent District School Board are the responsibility of Board management and have been prepared in accordance with the Financial Administration Act, supplemented by Ontario Ministry of Education memorandum 2004:B2 and Ontario Regulation 395/11 of the Financial Administration Act, as described in Note 1 to the Consolidated Financial Statements.

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

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

The Audit Committee of the Board meets with management and the external auditor to review the Consolidated Financial Statements and discuss any significant financial reporting or internal control matters, prior to their approval recommendation of the Consolidated Financial Statements to the Board of Trustees.

The Consolidated Financial Statements have been audited by Bailey Kearney Ferguson LLP, independent external auditors appointed by the Board. The accompanying Independent Auditor's Report outlines their responsibilities, the scope of their examination and their opinion on the Board's Consolidated Financial Statements.

John Howitt,
Director of Education & Secretary

Brian McKay,
Superintendent of Business & Treasurer

November 12, 2019



Category	Balance, August 31, 2018	Allocations	Closing Balance, August 31, 2019	Notes
Available for Compliance - Unappropriated				
General Funds	\$ 7,489,687	\$ 619,855	\$ 8,109,542	General surplus funds - Board use
School Surplus	361,855		361,855	General surplus funds - School Budgets
Infrastructure	191,000		191,000	General surplus funds - Capital
Capital & Equipment Replacement Fund	983,000		983,000	General surplus funds - Capital
Contingency/Emergency Fund	500,000		500,000	General surplus funds - Board use
International Students	16,346		16,346	General surplus funds - Board use
Community Use Funds	214,582		214,582	General surplus funds - Board use
	\$ 9,756,470	\$ 619,855	\$ 10,376,325	
Available for Compliance - Internally Appropriated				
Retirement Gratuities	\$ 3,115,068	\$ 3,188,719	\$ 6,303,787	Reserves - Future retirement liabilities
W.S.I.B. - Workers Safety & Insurance	2,610,877		2,610,877	Reserves - WSIB self insured program expenses
Cafeteria Upgrades and Equipment	324,533		324,533	Reserves - School cafeteria upgrades & repairs
Insurance	361,323		361,323	Reserves - Self-Insured program expenses
Pay / Internal Equity Non-Teaching	567,086		567,086	Reserves - Maintenance pay equity program
Computer Infrastructure & Management Systems	1,034,022		1,034,022	Reserves - Information Technology Initiatives
Buildings & Grounds	3,893,616		3,893,616	Reserves - Buildings and grounds capital
Classroom	792,131		792,131	Reserves - School support
GWL - Refund	1,385,530		1,385,530	Reserves - Great West Life Benefits
Local Priorities Funding		251,872	251,872	
Amortized Expense - Completed Capital Projects	6,275,917	-269,177	6,006,740	Reserves - LKDSB supported capital
	\$ 20,360,103	\$ 3,171,414	\$ 23,531,517	
Unavailable for Compliance				
Employee Future Benefits	-\$ 14,767,721	\$ 2,204,137	-\$ 12,563,584	PSAB Employee future benefits
Interest Expense	-481,906		-481,906	PSAB Interest
School Generated Funds	3,237,698	242,678	3,480,376	School specific designated funding
Revenues Recognized for Land	1,522,569	-519	1,522,050	
	-\$ 10,489,360	\$ 2,446,296	-\$ 8,043,064	Designated surplus for LKDSB land - refer to LKDSB capital schedule
TOTAL	\$ 19,627,213	\$ 6,237,565	\$ 25,864,778	

INDEPENDENT AUDITORS' REPORT

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

Opinion

We have audited the accompanying consolidated financial statements of Lambton Kent District School Board which comprise the consolidated statement of financial position as at August 31, 2019 and the consolidated statements of operations, change in net debt and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

In our opinion, the accompanying consolidated financial statements present fairly, in all material respects, the financial position of Lambton Kent District School Board as at August 31, 2019, and the results of its operations and its cash flows for the year then ended in accordance with the basis of accounting described in Note 1 to the consolidated financial statements.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Consolidated Financial Statements section of our report. We are independent of Lambton Kent District School Board in accordance with the ethical requirements that are relevant to our audit of the consolidated financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter - Basis of Accounting

We draw attention to Note 1 to the consolidated financial statements, which describes the basis of accounting. The financial statements are prepared to assist Lambton Kent District School Board to meet the requirements of the Province of Ontario's Ministry of Education. As a result, the consolidated financial statements may not be suitable for any other purposes. Our opinion is not modified in respect of this matter.

Responsibilities of Management and Those Charged with Governance for the Consolidated Financial Statements

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

In preparing the consolidated financial statements, management is responsible for assessing Lambton Kent District School Board's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate Lambton Kent District School Board or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing Lambton Kent District School Board's financial reporting process.

Auditors' Responsibility for the Audit of the Consolidated Financial Statements

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these consolidated financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Lambton Kent District School Board's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on Lambton Kent District School Board's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the consolidated financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause Lambton Kent District School Board to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the consolidated financial statements, including the disclosures, and whether the consolidated financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Wallaceburg, Ontario
TBD

Chartered Professional Accountants
Licensed Public Accountants

LAMBTON KENT DISTRICT SCHOOL BOARD
CONSOLIDATED FINANCIAL STATEMENTS
AUGUST 31, 2019

LAMBTON KENT DISTRICT SCHOOL BOARD

August 31, 2019

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LAMBTON KENT DISTRICT SCHOOL BOARD
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
AS AT AUGUST 31, 2019

	2019	2018
FINANCIAL ASSETS		
Cash	\$ 14,149,606	\$ 16,896,078
Accounts receivable (Note 2)	73,279,483	62,825,980
Investments (Note 3)	10,444,083	10,221,877
TOTAL FINANCIAL ASSETS	97,873,172	89,943,935
LIABILITIES		
Accounts payable and accrued liabilities	21,141,369	18,605,598
Other liabilities	1,077,682	883,188
Deferred revenue (Note 4)	9,259,559	6,858,987
Employee Benefits Payable (Note 5)	15,605,986	17,774,044
Long term debt (Note 6)	33,336,944	34,874,833
Deferred capital contributions (Note 7)	195,589,937	185,880,042
TOTAL LIABILITIES	276,011,477	264,876,692
NET DEBT	(178,138,305)	(174,932,757)
NON-FINANCIAL ASSETS		
Tangible capital assets (Note 18)	203,118,731	193,678,528
Prepaid expenses	884,365	881,453
TOTAL NON-FINANCIAL ASSETS	204,003,096	194,559,981
ACCUMULATED SURPLUS (NOTE 14)	\$ 25,864,791	\$ 19,627,224

APPROVED ON BEHALF OF THE BOARD

_____ Chief Executive Officer

_____ Chair of the Board

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

LAMBTON KENT DISTRICT SCHOOL BOARD
CONSOLIDATED STATEMENT OF OPERATIONS
FOR THE YEAR ENDED AUGUST 31, 2019

	Budget	2019	2018
REVENUES			
Provincial Grants			
Grants for student needs	\$ 215,711,600	\$ 213,829,344	\$ 208,519,488
Other	1,845,513	115,684	5,227,864
Local taxation	56,143,515	57,557,787	56,311,371
School generated funds	6,211,000	6,071,558	6,211,322
Federal grants and fees	4,090,126	3,987,255	4,330,022
Investment income	-	682,981	543,719
Other revenues - school boards	20,000	73,936	90,569
Other fees and revenues	2,448,710	3,052,900	2,884,391
TOTAL REVENUES	286,470,464	285,371,445	284,118,746
EXPENSES			
Instruction	214,047,591	210,499,050	208,066,645
Administration	7,048,804	7,372,662	7,301,996
Transportation	13,127,033	13,261,857	12,550,976
Pupil accommodation	43,747,245	40,746,085	41,821,360
School generated funds	6,211,000	5,828,880	5,957,603
Other	744,654	1,425,344	1,648,247
TOTAL EXPENSES	284,926,327	279,133,878	277,346,827
ANNUAL SURPLUS	1,544,137	6,237,567	6,771,919
ACCUMULATED SURPLUS, BEGINNING OF YEAR	19,627,224	19,627,224	12,855,305
ACCUMULATED SURPLUS, END OF YEAR	\$ 21,171,361	\$ 25,864,791	\$ 19,627,224

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

LAMBTON KENT DISTRICT SCHOOL BOARD
CONSOLIDATED STATEMENT OF CHANGE IN NET DEBT
FOR THE YEAR ENDED AUGUST 31, 2019

	2019	2018
ANNUAL SURPLUS	\$ 6,237,567	\$ 6,771,919
TANGIBLE CAPITAL ASSET ACTIVITY		
Acquisition of tangible capital assets	(22,982,880)	(29,130,772)
Amortization of tangible capital assets	13,542,158	14,472,341
Proceeds on sale of tangible capital assets	375,698	-
Gain on sale of tangible capital assets	(375,179)	-
TOTAL TANGIBLE CAPITAL ASSET ACTIVITY	(9,440,203)	(14,658,431)
OTHER NON-FINANCIAL ASSET ACTIVITY		
Change in prepaid expenses	(2,912)	(519,407)
CHANGE IN NET DEBT	(3,205,548)	(8,405,919)
NET DEBT, BEGINNING OF YEAR	(174,932,757)	(166,526,838)
NET DEBT, END OF YEAR	\$ (178,138,305)	\$ (174,932,757)

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

LAMBTON KENT DISTRICT SCHOOL BOARD
CONSOLIDATED STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED AUGUST 31, 2019

	2019	2018
OPERATING ACTIVITIES		
Annual surplus	\$ 6,237,567	\$ 6,771,919
Items not requiring cash		
Amortization of tangible capital assets	13,542,158	14,472,341
Amortization of deferred capital contributions	(13,124,529)	(14,061,783)
Gain on sale of tangible capital assets	(375,179)	-
	6,280,017	7,182,477
Net change in non-cash working capital balances		
Accounts receivable	(12,986,032)	(2,029,925)
Accounts payable and other liabilities	2,535,771	(6,568,172)
Other liabilities	194,494	30,503
Deferred revenue	2,400,572	2,276,747
Employee benefits payable	(2,168,058)	(1,830,710)
Prepaid expenses	(2,912)	(519,407)
Cash used in operating activities	(3,746,148)	(1,458,487)
CAPITAL ACTIVITIES		
Acquisition of tangible capital assets	(22,982,880)	(29,130,772)
Proceeds on sale of tangible capital assets	375,698	-
Cash used in capital activities	(22,607,182)	(29,130,772)
INVESTING ACTIVITIES		
Increase in investments	(222,206)	(196,611)
FINANCING ACTIVITIES		
Deferred capital contributions	22,834,424	29,130,772
Long-term debt repayments	(1,537,889)	(1,467,524)
Accounts receivable - Province of Ontario capital	2,532,529	7,540,481
Cash provided by financing activities	23,829,064	35,203,729
CHANGE IN CASH, during the year	(2,746,472)	4,417,859
CASH, BEGINNING OF YEAR	16,896,078	12,478,219
CASH, END OF YEAR	\$ 14,149,606	\$ 16,896,078

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

LAMBTON KENT DISTRICT SCHOOL BOARD
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
AUGUST 31, 2019

1. SIGNIFICANT ACCOUNTING POLICIES

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

(a) **BASIS OF ACCOUNTING**

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

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

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

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

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

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

LAMBTON KENT DISTRICT SCHOOL BOARD
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
AUGUST 31, 2019

1. SIGNIFICANT ACCOUNTING POLICIES (continued)

(b) REPORTING ENTITY

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

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

(c) TRUST FUNDS

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

(d) INVESTMENTS

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

(e) DEFERRED REVENUE

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

(f) DEFERRED CAPITAL CONTRIBUTIONS

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

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

LAMBTON KENT DISTRICT SCHOOL BOARD
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
AUGUST 31, 2019

1. SIGNIFICANT ACCOUNTING POLICIES (continued)

(g) RETIREMENT AND OTHER EMPLOYEE FUTURE BENEFITS

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

As part of ratified labour collective agreements for unionized employees that bargain centrally and ratified central discussions with the principals and vice-principals associations, the following Employee Life and Health Trusts (ELHTs) were established in 2016-17: ETFO, OSSTF, OECTA, and AEFO. The following ELHTs were established in 2017-2018: CUPE, EWBT, and ONE-T for non-unionized employees including principals and vice-principals. The ELHTs provide health, life and dental benefits to teachers (excluding daily occasional teachers), education workers (excluding casual and temporary staff), other school board staff and retired individuals up to a school board's participation date into the ELHT. These benefits are being provided through a joint governance structure between the bargaining/employee groups, school board trustees associations and the Government of Ontario. The Board is no longer responsible to provide certain benefits to ETFO and OSSTF. School boards are required to remit a negotiated amount per full-time equivalency (FTE) on a monthly basis. Funding for the ELHTs is based on the existing benefits funding embedded within the Grants for Student Needs (GSN) and additional ministry funding in the form of a Crown contribution and Stabilization Adjustment.

Depending on prior arrangements and employee group, the Board provides health, dental and life insurance benefits for retired individuals for all groups and continues to have a liability for payment of benefits for those who are on long-term disability and for some retirees who are retired under these plans.

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

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

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

LAMBTON KENT DISTRICT SCHOOL BOARD
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
AUGUST 31, 2019

1. SIGNIFICANT ACCOUNTING POLICIES (continued)

(g) RETIREMENT AND OTHER EMPLOYEE FUTURE BENEFITS (continued)

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

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

(h) TANGIBLE CAPITAL ASSETS

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

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

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

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

LAMBTON KENT DISTRICT SCHOOL BOARD
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
AUGUST 31, 2019

1. SIGNIFICANT ACCOUNTING POLICIES (continued)

(m) **PROPERTY TAX REVENUE**

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

2. ACCOUNTS RECEIVABLE - PROVINCE OF ONTARIO

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

The Board has an amount receivable from the Province of Ontario of \$46,538,691 (2018 - \$49,071,220) with respect to this capital debt support grant and is included in accounts receivable on the consolidated statement of financial position.

3. INVESTMENTS

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

	2019		2018	
	Cost	Market Value	Cost	Market Value
Mutual funds	\$ 121,121	\$ 121,121	\$ 134,930	\$ 134,930
Interest bearing investments maturing within one year	3,261,395	3,276,059	2,960,771	2,971,340
Interest bearing investments maturing in more than one year	7,061,567	7,203,333	7,126,176	7,132,520
	\$ 10,444,083	\$ 10,600,513	\$ 10,221,877	\$ 10,238,790

LAMBTON KENT DISTRICT SCHOOL BOARD
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
AUGUST 31, 2019

4. DEFERRED REVENUE

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

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

	Balance August 31, 2018	Contributions Received	Revenue Recognized	Transfer to/(from) Deferred Capital Contributions	Balance August 31, 2019
Proceeds of disposition	\$ 491,868	\$ 375,698	\$ -	\$ -	\$ 867,566
Special education - equipment ¹	1,847,570	777,667	(793,798)	-	1,831,439
Other - EPO	375,281	1,759,258	(1,827,441)	-	307,098
Tuition Fees - International	835,858	1,018,212	(835,858)	-	1,018,212
Temporary accommodation	84,147	204,139	(93,783)	-	194,503
School renewal	3,224,263	4,452,292	(2,453,813)	182,001	5,040,741
	\$ 6,858,987	\$ 8,587,266	\$ (6,004,693)	\$ 182,001	\$ 9,259,559

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

LAMBTON KENT DISTRICT SCHOOL BOARD
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
AUGUST 31, 2019

5. RETIREMENT AND OTHER EMPLOYEE FUTURE BENEFITS

Actuarial Valuation of Future Benefits Liabilities

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

The last full actuarial valuation was completed as at August 31, 2019 based on data provided as at the valuation date. The valuation was completed in accordance with the requirements of the CPA Canada Public Sector Handbook. For 2019, the actuary has provided estimates as follows of the future benefit amounts based on information available at the time of the estimates. Other Employee Future Benefits are based upon valuations as at August 31, 2019.

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

Liabilities	2019		2018	
	Retirement Gratuities	Other Employee Future Benefits	Total Employee Future Benefits	Total Employee Future Benefits
Accrued employee future benefit obligations at August 31	\$ 15,252,345	\$ 2,521,699	\$ 17,774,044	\$ 19,042,016
Unamortized actuarial loss at August 31	(2,013,589)	(154,469)	(2,168,058)	(1,267,972)
Employee future benefits liability at August 31	\$ 13,238,756	\$ 2,367,230	\$ 15,605,986	\$ 17,774,044

Expense	2019		2018	
	Retirement Gratuities	Other Employee Future Benefits	Total Employee Future Benefits	Total Employee Future Benefits
Current year benefit cost	\$ -	\$ 121,390	\$ 121,390	\$ 586,506
Current year (gain/loss) less amortization	148,645	91,736	240,381	161,003
Interest on accrued benefit obligation	441,338	66,346	507,684	510,735
Employee future benefits expense ¹	\$ 589,983	\$ 279,472	\$ 869,455	\$ 1,258,244

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

LAMBTON KENT DISTRICT SCHOOL BOARD
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
AUGUST 31, 2019

5. RETIREMENT AND OTHER EMPLOYEE FUTURE BENEFITS (continued)

Retirement benefits

(i) Ontario Teachers' Pension Plan

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

(ii) Ontario Municipal Employees Retirement System

All non-teaching employees of the Board are eligible to be members of the Ontario Municipal Employees Retirement System (OMERS), a multi-employer pension plan. The plan provides defined pension benefits to employees based on their length of service and rates of pay. The Board contributions equal the employee contributions to the plan. During the year ended August 31, 2019, the Board contributed \$3,224,101 (2018 - \$3,223,473) to the plan. As this is a multi-employer pension plan, these contributions are the Board's pension benefit expenses. No pension liability for this type of plan is included in the Board's consolidated financial statements.

(iii) Retirement Gratuities

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

Other Employee Future Benefits

(i) Workplace Safety and Insurance Board Obligations

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

LAMBTON KENT DISTRICT SCHOOL BOARD
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
AUGUST 31, 2019

5. RETIREMENT AND OTHER EMPLOYEE FUTURE BENEFITS (continued)

Other Employee Future Benefits (continued)

(ii) School Boards Co-operative Inc.

The Board is a member of the School Boards' Co-operative Inc., a co-operative managing workers' compensation. The Board makes annual contributions, in trust, to the co-operative which are invested on its behalf. The fund reimburses Workplace Safety and Insurance Board for claims paid on behalf of the Board. As at August 31, 2019, the co-operative holds \$102,654 (2018 - \$38,905) in trust for the Board.

(iii) Sick Leave Top-Up Benefits

A maximum of eleven unused sick leave days from the current year may be carried forward into the following year only, to be used to top-up salary for illnesses paid through the short-term leave and disability plan in that year. The benefit costs expensed in the consolidated financial statements are \$87,642 (2018 - \$99,626), a result of changes made in 2012-2013 to the short-term sick leave and disability plan.

For accounting purposes, the valuation of the accrued benefit obligation for the sick leave top-up is based on an actuarial assumptions about future events determined as at August 31, 2013 and is based on the average daily salary and banked sick days of employees as at August 31, 2019.

The Board has restricted a portion of its accumulated surplus for certain of these employee future benefit obligations. The balance of these internal appropriations totalled \$8,914,664 at August 31, 2019 (2018 - \$5,725,945).

Other Employee Benefits

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

At August 31, 2019, the Board had a surplus in the ASO health and dental plan of approximately \$2,012,000 (2018 - \$2,037,000). This balance includes a mandatory deposit reserve in the amount of \$nil (2018 - \$582,000).

At August 31, 2019, the Board had a surplus in the refund accounting benefit plan for the life insurance benefits of approximately \$2,142,665 (2018 - \$2,171,490). During the year the Board was granted permission to withdraw funds in the amount of \$492,984 (2018 - \$125,982). Of this amount, \$400,139 (2018 - \$125,982) was reported as revenue and the balance, \$92,845 (2018 - \$nil), was recorded as a liability payable to the members of the plan. The \$400,139 (2018 - \$125,982) has been internally restricted by the Board as part of their accumulated surplus per Ministry direction.

LAMBTON KENT DISTRICT SCHOOL BOARD
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
AUGUST 31, 2019

5. RETIREMENT AND OTHER EMPLOYEE FUTURE BENEFITS (continued)

Other Employee Benefits (continued)

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

6. LONG-TERM DEBT

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

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

	2019	2018
4.560% Loan payable semi-annually \$370,973 including interest, maturing November, 2031	\$ 7,010,134	\$ 7,418,402
4.900% Loan payable semi-annually \$397,678 including interest, maturing March, 2033	7,907,960	8,301,313
5.062% Loan payable semi-annually \$237,756 including interest, maturing March, 2034	4,916,431	5,134,751
5.232% Loan payable semi-annually \$128,180 including interest, maturing April, 2035	2,745,289	2,853,742
4.833% Loan payable semi-annually \$329,334 including interest, maturing March, 2036	7,524,832	7,809,466
3.564% Loan payable semi-annually \$91,577 including interest, maturing, March, 2037	2,399,926	2,494,997
3.799% Loan payable semi-annually \$31,132 including interest, maturing March, 2038	832,372	862,162
	\$ 33,336,944	\$ 34,874,833

LAMBTON KENT DISTRICT SCHOOL BOARD
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
AUGUST 31, 2019

6. LONG-TERM DEBT (continued)

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

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

	Principal	Interest	Total
2020	\$ 1,611,652	\$ 1,561,608	\$ 3,173,260
2021	1,688,977	1,484,283	3,173,260
2022	1,770,038	1,403,222	3,173,260
2023	1,855,015	1,318,245	3,173,260
2024	1,944,099	1,229,161	3,173,260
	\$ 8,869,781	\$ 6,996,519	\$ 15,866,300

7. DEFERRED CAPITAL CONTRIBUTIONS

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

	2019	2018
Balance as at August 31	\$ 185,880,042	\$ 170,811,053
Additions to deferred capital contributions	22,834,424	29,130,772
Revenue recognized in the year	(13,124,529)	(14,061,783)
Balance as at August 31	\$ 195,589,937	\$ 185,880,042

8. DEBT CHARGES AND CAPITAL LOANS

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

	2019	2018
Principal payments on long-term debt liabilities	\$ 2,282,543	\$ 2,212,179
Interest expense on long-term liabilities	1,733,856	1,867,071
	\$ 4,016,399	\$ 4,079,250

LAMBTON KENT DISTRICT SCHOOL BOARD
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
AUGUST 31, 2019

9. EXPENSES BY OBJECT

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

	2019 Budget	2019 Actual	2018 Actual
Expenses			
Salaries & Wages	\$ 186,758,974	\$ 188,133,473	\$ 186,884,612
Employee Benefits	30,126,498	29,522,932	27,717,233
Staff Development	825,705	960,054	900,087
Supplies & Services	31,080,471	25,757,385	25,539,512
Interest Charges on Capital	1,635,371	1,733,856	1,867,071
Rental Expenses	-	9,769	9,769
Fees & Contractual Services	18,106,133	17,953,092	18,203,429
Other	844,000	1,521,158	1,752,776
Amortization	15,549,175	13,542,159	14,472,338
	\$ 284,926,327	\$ 279,133,878	\$ 277,346,827

10. ONTARIO SCHOOL BOARD INSURANCE EXCHANGE (OSBIE)

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

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

LAMBTON KENT DISTRICT SCHOOL BOARD
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
AUGUST 31, 2019

11. PARTNERSHIP WITH ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD

Transportation, supervision of childcare services, Energy and Environmental and Community Use of Schools services for the Board are provided by Chatham Kent Lambton Administrative School Services (CLASS) in partnership with the St. Clair Catholic District School Board. Under the agreement created at the time CLASS was established, decisions related to the financial and operating activities of CLASS are shared. Neither partner is in a position to exercise unilateral control.

This entity is proportionately consolidated in the Board's consolidated financial statements whereby the Board's pro-rata share of assets, liabilities, revenues and expenses of the consortium are included in the Board's consolidated financial statements. Inter-organizational transactions and balances have been eliminated.

The following provides condensed financial information:

Financial Position	2019		2018	
	Total	Board Portion	Total	Board Portion
Financial assets	\$ 1,280,000	\$ 833,000	\$ 1,412,000	\$ 932,000
Non-financial assets	1,041,000	688,000	1,028,000	681,000
Financial liabilities	2,321,000	1,521,000	2,440,000	1,613,000
Accumulated surplus	\$ -	\$ -	\$ -	\$ -

Operations	2019		2018	
	Total	Board Portion	Total	Board Portion
Revenues	\$ 19,958,000	\$ 13,187,000	\$ 18,897,000	\$ 12,505,000
Expenses	19,958,000	13,187,000	18,897,000	12,505,000
Annual surplus	\$ -	\$ -	\$ -	\$ -

12. CONTRACTUAL OBLIGATIONS AND CONTINGENT LIABILITIES

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

The Board has entered into contractual agreements for capital projects that were not completed by August 31, 2019. The total costs to complete these projects are estimated to be approximately \$3,573,506 (2018 - \$8,812,020).

LAMBTON KENT DISTRICT SCHOOL BOARD
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
AUGUST 31, 2019

13. TEMPORARY BORROWING

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

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

No amounts were advanced under this facility during the year (2018 - \$nil).

14. ACCUMULATED SURPLUS

Accumulated surplus (deficit) consists of the following:

	2019	2018
Surplus/(Deficit)		
Invested in non-depreciable tangible capital asset	\$ 1,522,050	\$ 1,522,569
Unappropriated	10,376,338	9,756,472
Internally appropriated	23,531,517	20,360,112
Externally appropriated - Employee future benefits	(12,563,584)	(14,767,721)
Externally appropriated - Other	2,998,470	2,755,792
	\$ 25,864,791	\$ 19,627,224

15. REPAYMENT OF "55 SCHOOL BOARD TRUST" FUNDING

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

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

LAMBTON KENT DISTRICT SCHOOL BOARD
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
AUGUST 31, 2019

16. CONTRACTUAL RIGHTS

Contractual rights are rights to economic resources arising from contracts or agreements that will result in revenues and assets in the future. The Boards contractual rights arise because of contracts entered into the lease/rental of space to others and the sale of electricity. The following table summarizes the contractual rights of the Board for future assets:

	2020	2021	2022	2023	2024
Future lease/rental revenue	\$ 544,000	\$ 554,000	\$ 564,000	\$ 575,000	\$ 585,000
Sale of electricity	80,000	80,000	80,000	80,000	80,000
	\$ 624,000	\$ 634,000	\$ 644,000	\$ 655,000	\$ 665,000
					Thereafter
Future lease/rental revenue					\$ 1,217,000
Sale of electricity					400,000
					\$ 1,617,000

17. COMPARATIVE FIGURES

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

LAMBTON KENT DISTRICT SCHOOL BOARD
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2019

18. TANGIBLE CAPITAL ASSETS

	2019								
	COST				ACCUMULATED AMORTIZATION				
	Balance September 1, 2018	Additions and Transfers	Disposals and Transfers	Balance, August 31, 2019	Balance September 1, 2018	Amortization	Disposals, Write Offs & Adjustment	Balance August 31, 2019	Net Book Value August 31, 2019
Land	\$ 1,522,569	\$ -	\$ (519)	\$ 1,522,050	\$ -	\$ -	\$ -	\$ -	\$ 1,522,050
Buildings	305,493,594	36,744,870	-	342,238,464	141,198,677	10,401,943	-	151,600,620	190,637,844
Construction in progress	17,200,326	-	(17,195,959)	4,367	-	-	-	-	4,367
Portable structures	240,100	-	-	240,100	240,100	-	-	240,100	-
First-time equipping of schools	1,303,877	-	-	1,303,877	682,193	-	-	682,193	621,684
Equipment and furniture	4,001,595	586,495	-	4,588,090	2,629,518	475,930	-	3,105,448	1,482,642
Computer hardware	13,713,639	2,403,997	(1,154,169)	14,963,467	8,262,596	2,309,614	(1,154,169)	9,418,041	5,545,426
Computer software	1,615,162	-	(1,257,095)	358,067	1,506,224	51,756	(1,257,095)	300,885	57,182
Vehicles	1,014,901	57,197	-	1,072,098	796,272	64,892	-	861,164	210,934
Land improvements	3,338,771	386,280	-	3,725,051	450,426	238,023	-	688,449	3,036,602
	\$ 349,444,534	\$ 40,178,839	\$ (19,607,742)	\$ 370,015,631	\$ 155,766,006	\$ 13,542,158	\$ (2,411,264)	\$ 166,896,900	\$ 203,118,731

	2018								
	COST				ACCUMULATED AMORTIZATION				
	Balance September 1, 2017	Additions and Transfers	Disposals and Transfers	Balance, August 31, 2018	Balance September 1, 2017	Amortization	Disposals, Write Offs & Adjustment	Balance August 31, 2018	Net Book Value August 31, 2018
Land	\$ 1,522,569	\$ -	\$ -	\$ 1,522,569	\$ -	\$ -	\$ -	\$ -	\$ 1,522,569
Buildings	290,047,403	15,446,191	-	305,493,594	129,735,982	11,462,695	-	141,198,677	164,294,917
Construction in progress	5,641,079	15,284,259	(3,725,012)	17,200,326	-	-	-	-	17,200,326
Portable structures	5,039,800	-	(4,799,700)	240,100	5,039,800	-	(4,799,700)	240,100	-
First-time equipping of schools	1,303,877	-	-	1,303,877	551,805	130,388	-	682,193	621,684
Equipment and furniture	3,738,462	263,133	-	4,001,595	2,309,794	319,724	-	2,629,518	1,372,077
Computer hardware	20,669,559	1,682,244	(8,638,164)	13,713,639	14,694,985	2,205,775	(8,638,164)	8,262,596	5,451,043
Computer software	1,599,746	15,416	-	1,615,162	1,439,749	66,475	-	1,506,224	108,938
Vehicles	888,026	126,875	-	1,014,901	731,235	65,037	-	796,272	218,629
Land improvements	3,301,105	37,666	-	3,338,771	228,179	222,247	-	450,426	2,888,345
	\$ 333,751,626	\$ 32,855,784	\$ (17,162,876)	\$ 349,444,534	\$ 154,731,529	\$ 14,472,341	\$ (13,437,864)	\$ 155,766,006	\$ 193,678,528

Assets not placed into service by August 31, 2019 are not amortized and have been recorded as Construction in Progress.

LAMBTON KENT DISTRICT SCHOOL BOARD
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2019

18. TANGIBLE CAPITAL ASSETS (continued)

The Board has identified \$4,000 in land and \$303,565 in buildings that qualify as assets permanently removed from service. These assets have been included in the net book value ending balance as of August 31, 2019.

**BOARD REPORT
REGULAR BOARD, PUBLIC SESSION**

REPORT NO: B-19-101

Memorandum To: John Howitt, Director of Education

FROM: Brian McKay, Superintendent of Business

DATE: November 12, 2019

SUBJECT: 2019/2020 Internal Audit Plan

Audit Committee members finalized their recommendation of the 2019/2020 Internal Audit Plan, at the Audit Committee Meeting of September 23, 2019.

The audit recommended for the 2019/2020 school year is Social Media Strategy (Board and School). A Pricewaterhouse Coopers member will participate in the audit.

RECOMMENDATION:

“That the Board approve the 2019/2020 Internal Audit Plan.”

**BOARD REPORT
REGULAR BOARD, PUBLIC SESSION**

REPORT NO: B-19-102

Memorandum To: John Howitt, Director of Education

FROM: Angie Barrese, Superintendent of Education – Special Education

DATE: November 12, 2019

**SUBJECT: Request from Northern Collegiate Institute and Vocational School to name
Gymnasium D/E the John Thrasher Gymnasium**

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

In compliance with the regulations, Northern Collegiate Institute and Vocational School (NCIVS) formed an In-House Committee to consider naming gymnasium D/E the John Thrasher Gymnasium. Their rationale is attached.

Executive Council supports the request.

RECOMMENDATION:

“That the Board approve the request from Northern Collegiate Institute and Vocational School to name gymnasium D/E the John Thrasher Gymnasium.”

October 30, 2019

An in-house committee with representation from students, staff and parents met to consider naming gymnasium D/E.

The attached request was considered and it was unanimously agreed to recommend that Northern Collegiate Institute and Vocational School Gym D/E be named the "John Thrasher Gymnasium".

Susan Fergus
Principal
Northern Collegiate Institute and Vocational School

September 15th, 2019
Mrs. Sue Ferguson
Principle Northern Collegiate I&V.S.
940 Michigan Ave.
Sarnia, ON - N7S 2B1

To Whom It May Concern:

Re: Renaming Gymnasium D/E to the "John Thrasher Gymnasium"

My name is Kendel Ross. For the last few years, it has been of significance for the alumni basketball population of northern to recognize the outstanding work of Coach John Thrasher. This letter is for the request to rename Gymnasium D/E at Northern to the "John Thrasher Gymnasium".

For information, I would like to provide some background on myself in support of renaming the gym. I am a graduate of Northern, academically and from its basketball program with its success in both the City and OFSSA achievements. I had the privilege of obtaining a full ride scholarship to the University of Dayton with the Women's Basketball who I captained to their first ever NCAA tournament appearance. I also played with the Canadian Women's National Team and professionally overseas in Portugal and Spain. Needless to say, without Mr. Thrasher's love for the game and relentless support, I would not have achieved this and learned other life values. I am not alone. Every season coach Thrasher has been at Northern a player on his team has gone on to play post-secondary. Laura Dally, won a National Championship with the University of Saskatchewan and also played with the Canadian Women's National team and in Europe. I know there are hundreds, if not thousands of players that have been positively affected by coach Thrasher whether it be on or off the court.

It goes without saying that Northern's basketball success has been the result of Mr. Thrasher. He has touched many students through his basketball programs. His love for basketball begins with the junior program for elementary children to the various club teams he promotes and runs in the off season and ultimately to Northern's highly successful school teams. His relentless support over the decades is testament to the unselfishness of his time in giving back to the basketball community which ultimately benefits Northern high school in building school spirit and winning teams. As Mr. Thrasher has touched many players over his teaching and retirement career through basketball, renaming the gymnasium, his "office", where he can be found most days would be a small gesture of appreciation and recognition of his unselfish acts. Society has a tendency to honour its citizens posthumously and I thought it would be fitting to rename the gymnasium so that he receives a nod of recognition for being the special individual that he is in front of all the past players he has touched upon and the current students, players and staff he works with every day. The renaming of the gymnasium will serve as a reminder of the origin of the game at Northern for the future students that pass through its doors to play the game he has embraced enthusiastically.

To reiterate the incredible career of Coach Thrasher here are a few outstanding achievements:

- Coach Thrasher started teaching and coaching at Northern in 1982
- He retired from teaching but has been coaching at Northern for 37 straight years.
- He coached both the senior boys and senior girls team's until 2003 and has continued on with the women's program since then
- He established the entire Valhalla feeder program (40+ years ago) which supports grades 3-8 travel basketball teams and house leagues.
 - He is a referee for this program
 - He coaches in this program
 - He manages all the teams and coaches this program supports
 - The program has raised well over a million dollars since its inauguration which he manages
 - This money supports all Northern Athletics

- He referee's and helps with the elementary school league.
- His high school teams have won countless LSSAA, LKSSAA and SWOSSA championships with both the men's and women's program.
- His high school teams have always been perennial OFSAA teams.
- Players have gone on to play post-secondary basketball at prestigious institutions and programs every year he has coached. Including TWO Players that played for Canada on the Senior Women's national team.
- He has helped and guided hundreds to thousands of kids. Many of whom call or stop by or come to games every year.

Upon the successful approval of renaming the gymnasium, I will revive plans to honour the renaming of the gymnasium this fall at the Semi-Final Game (November 6th). The last game at home of the season. We would invite past basketball players to join in that night in celebration. I hope that we can find some way to try to keep this quiet until then. I thank you for considering this request and would be available to answer any questions.

Yours truly,

Kendel Ross

BOARD REPORT
REGULAR BOARD, PUBLIC SESSION

REPORT NO: B-19-103

Memorandum To: John Howitt, Director of Education

FROM: Brian McKay, Superintendent of Business

DATE: November 12, 2019

SUBJECT: Tender Award – Chatham Board Office Renovations

Tenders were received electronically by Sandy Huizinga of the Purchasing Department and opened on October 31, 2019 by Brian Pelletier and Don Masse of the Plant & Maintenance Department. Bid results are as follows (** indicates successful bidder):

Tendered Base Bid:

CREC Office Renovations (incl. Reception, Mailroom, HVAC, Sprinklers, Lighting, Ceiling Tile, Paint & Carpet)

Separate Prices 3 & 4:

New Staffroom and Current Staffroom to a Classroom

PROJECT BIDDER	BASE BID (nic, h.s.t.)	TOTAL BID (nic, h.s.t.)
** Westhoek Construction Limited	701,559.	796,818.
Wellington Builders Inc, Forest	751,000.	830,000.
Aveiro Constructors Ltd.,	755,390.	855,275.
Elgin Contracting and Restoration Ltd., St. Thomas	765,000.	878,000.
Elric Contractors of Wallaceburg Inc., Wallaceburg	764,684.13	883,364.26
K&L Construction,	773,000.	892,975.
Vince Ferro Construction Ltd.,	875,129.	998,596.

PROJECT SUMMARY	
Successful Bid Total (nic. h.s.t.)	796,818.00
Design Fees	91,297.29
Net HST	19,183.30
Total Project, This Report:	907,298.59
Budget Funding:	
- School Condition Improvement	235,354.56
- Deferred Capital Contributions	671,944.03
Total Project Budget:	\$ 907,298.59

Recommendation:

That the Board award the tender to the successful bidder, Westhoek Construction Limited for the Chatham Board Office Renovations.

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

REPORT NO: B-19-104

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

DATE: November 12, 2019

SUBJECT: SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) MEETING SUMMARY

The Special Education Advisory Committee of the Lambton Kent District School Board met on October 17, 2019 at The Baldoon Clubhouse, Wallaceburg. Following is a report of the activities of the meeting:

Business Arising from the Minutes

There was no business arising from the meeting of September 19, 2019.

Presentation – LKDSB School Climate Survey

Superintendent Barrese presented the results of the most recent School Climate Survey. Members of SEAC complimented the Board's efforts to increase survey engagement, noting the marked increase in parent/guardian responses. There was discussion about what the high-level data might be indicating, as well as the Board's plans to assist students who indicated they don't always feel connected and supported within their school.

Memo to SEAC re: 2018-2019 Special Equipment Amounts (SEA Claims)

A memo, outlining the costs associated with Special Education Equipment (SEA) purchases made during the 2018-2019 school year – to ensure students are properly cared for, supported, and can be successful – was shared with the members.

Special Education Information.

Information regarding the Special Education Department responsibilities, and the Special Education Coordinator's Family of Schools was shared with the membership.

Annual Accessibility Report: September 2018 – August 2019

After reviewing the Lambton Kent District School Board's Annual Accessibility Report for September 2018 – August 2019, and discussing the Board's efforts to remove visible and invisible barriers for students, parents/guardians and visitors to our schools/Board-owned facilities, Trustee and SEAC Vice-Chair Janet Barnes Moved that *"The Special Education Advisory Committee Approve the Lambton-Kent District School Board's Annual Accessibility Report for September 2018 – August 2019."*; SEAC Member Wendy Smith Seconded the Motion; the Motion was Carried Unanimously.

Summary of SEAC's 2019-2020 Priority-Setting Exercise

Superintendent Barrese said the members' suggestions, gathered during September's Priority-Setting Exercise, are being compiled by the Special Education Team and an outline of presentation topics, through to June 2020, is being finalized and will be ready to share at the November meeting.

Correspondence

At its September meeting SEAC received a letter from the Greater Essex District School Board outlining concerns about average class sizes and mandatory e-learning; at that time, administration was asked to draft a letter to the Ministry of Education. A draft letter (copy attached), outlining the Special Education Advisory Committee's concerns, was discussed and, after a slight revision, was approved. The letter will be sent to the Minister of Education, with copies being forwarded to the Greater Essex District School Board and the region's MPPs.

A letter dated August 26, 2019, from Ecoles Catholiques Centre-Est regarding class sizes and mandatory e-learning was received but no action was taken because this issue is already covered in the letter SEAC is submitting to the Ministry on these topics.

Three letters, all dated September 23, 2019, were received from Conseil Scolaire Catholique Providence regarding: Bill 44 and fetal alcohol syndrome; funding for students with autism; and, class sizes and mandatory e-learning. No action was taken in response to the letter regarding Bill 44 and fetal alcohol syndrome, or the letter regarding funding for students with autism. Because the issue of average class sizes and mandatory e-learning is already being covered in the letter SEAC is submitting to the Ministry, no further action was taken in response to the correspondence received from this Board.

Next Meeting

Thursday, November 21, 2019, The Baldoon Clubhouse, Wallaceburg, 6:00 p.m.
Janet Barnes, SEAC Vice-Chair

**BOARD REPORT
REGULAR BOARD, PUBLIC SESSION**

REPORT NO: B-19-105

FROM: Lareina Rising, Trustee

DATE: November 12, 2019

SUBJECT: Indigenous Liaison Committee Report

The October 30, 2019 meeting of the Indigenous Liaison Committee (ILC) was held at Hillside Elementary School at Kettle and Stony Point First Nation with Trustee Lareina Rising chairing.

The Record of Action from the September 25, 2019 meeting was reviewed by members of the committee and approved.

Presentation:

North Lambton Secondary School (NLSS) Principal Leystra and Alexander Mackenzie Secondary School (AMSS) Principal Stenton presented data from their respective schools. Principal Leystra outlined academic programs at NLSS such as School within a College (SWAC), Specialist High Skills Major (SHSM) and specialized co-op. She explained that the math results in the academic courses were stronger compared to the results from the applied courses. The presentation provided information about recent EQAO, and OSSLT Literacy Test results along with attendance, credit completion and graduation rates for both schools. Principal Stenton noted that staff at AMSS took a school wide approach incorporating measurement concepts across the curriculum and noted this may have contributed to a stronger success in the math results. He noted that attendance is a concern for some students with transportation being a contributing factor. Cathy Hampshire thanked AMSS and NLSS administrators for their presentation and noted the communities will continue to work and support the schools regarding attendance, credit completion and graduation rates. Superintendent Lane explained that working with student achievement data will be easier next year with the implementation of a new student data system.

Reports from the First Nation Communities were received:

Kettle and Stony Point First Nation: Interim Education Director Cathy Hampshire discussed her role as the Education Director and noted a new school principal and extra supports in place with contract consultants. She informed the committee of a new initiative that Chief Jason Henry is providing for students. Students will have opportunities to learn to hunt and develop traditional skills from positive role models in the community.

Eelūnaapéewi Lahkéewiit (Delaware Nation): Councilor Sarah Hopkins-Herr delivered a report outlining the Fall Fair, bussing concerns, a lunch and learn held by Fanshawe College and the success of the immersion program for children and their families.

Aamjiwnaang First Nation: Vicki Ware, Aamjiwnaang Education Coordinator, indicated a partnership with LKDSB has provided a young student with supports and training for staff to help build capacity with Behaviour Management Systems Training (BMST). The LKDSB Applied Behaviour Analysis (ABA) specialist provided 21 Aamjiwnaang staff with training. Vicki Ware also noted the Kindergarten program is finalizing a space shared with the daycare to better support the needs of students.

Trustee Rising reported a discussion regarding Jordan's Principle funding was held in the caucus prior to the meeting noting the large number of applications was making the process a bit slower. She stated there have been Jordan's Principle funding successes and stated that the LKDSB will continue to provide supports. Trustee Rising noted that Vicki Ware is on the Special Education Advisory Committee (SEAC) to provide communication between the Board and First Nation communities. She explained that the Terms of Reference were not complete.

Minogiizhgad stated communities should bring forward their concerns. Trustee Rising agreed that the communities could offer input.

LKDSB Indigenous Lead Minogiizhgad thanked administrators from AMSS and NLSS for their presentations. He also noted the success of the language being developed in Eelūnaapéewi Lahkéewiit (Delaware Nation). Minogiizhgad explained the land-based experiences throughout the Board and in Kettle and Stony Point has benefited students by experiencing part of their heritage while at school. He discussed that the Ska:na Family Learning Centre has reached out about providing their families with cultural learning opportunities and the use of educational kits in Early Years hubs. As the main point of contact for LKDSB administrators and teachers, Minogiizhgad assists with the delivery of content and resources in the schools. He also noted that wampum belts are the focus for this year's Treaty Recognition Week and will continue to be a focus for the school year. Minogiizhgad shared that there has been discussion regarding the formation of a steering committee for language and culture and will report back to this committee. In addition, he also mentioned that some students are choosing not to stand for the national anthem and there are discussions being held on the process.

Superintendent Lane noted that the Medicine Wheel dedication celebration at Alexander Mackenzie Secondary School, the Standing Bear portal launch at Wallaceburg District Secondary School and the ground-breaking ceremony at Chatham Kent Secondary School are some of the exciting events which have recently occurred in the District. She indicated that the Reciprocal Education Agreement will impact some First Nation communities and more communication is expected from the Ministry of Education regarding the process. Superintendent Lane also noted upcoming professional development involving numerous staff.

The committee heard oral reports from the school administrators from Sir John Moore Community School, Lansdowne Public School, Bosanquet Central Public School, Alexander Mackenzie Secondary School, North Lambton Secondary School as well as System Coordinator-Student Success and System Coordinator-Alternative and Continuing Education.

Cathy Hampshire noted there have been significant gains regarding the understanding of the First Nation communities within schools.

The next ILC meeting is scheduled for Wednesday, November 20, 2019 at Bkejwanong Kinomaagewgamig at Walpole Island First Nation.

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

REPORT NO. B-19-106

FROM: Jane Bryce, Chair

DATE: November 12, 2019

SUBJECT: Elementary Teacher/Board Communications Committee Report

The Elementary Teacher/Board Communications Committee met on October 22, 2019.

Members discussed the LKDSB Attendance Support Program, report card due dates, reopening of closed classrooms, violence incident reporting and the violence incident reporting audit.

REGULAR BOARD, PUBLIC SESSION

Memorandum To: John Howitt, Director of Education
From: Gary Girardi, Superintendent of Education
Date: November 12, 2019
Subject: Enrolment Report

The enrolment summary reflecting elementary and secondary student enrolment for the Lambton Kent District School Board as of October 31, 2019 is as follows:

Enrolment	Projected Enrolment as of June 2019	Actual Enrolment as of October 31, 2019
Elementary	14,634	14,750
Secondary	7,090	7,179
Combined Total	21,724	21,929