

# ANNUAL REPORT

2018-2019



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



**Mission**  
Our Students - Shaping Our World

**Vision**  
Fostering Success for  
Every Student Every Day

## Message from Director Howitt

The Director's Annual Report provides an overview of the Lambton Kent District School Board's (LKDSB) initiatives and achievements during the 2018-2019 school year to support student success.

I joined the LKDSB as Director of Education in August 2019 and I am excited to learn more about the 21,900 students, 3,379 employees and Board of Trustees. Throughout my school visits, and listening to and learning from students, staff, parents/guardians, First Nation partners and community members, I am impressed by the ongoing commitment and dedication of staff to supporting student achievement and well-being.

We continue to build on the principles established in 2018-2019 through Board leadership and capacity-building for staff, particularly in the areas of mathematics and literacy. With additional resources and supports, such as math coaches and ongoing professional development, elementary and secondary educators have increased capacity and effectiveness in measuring and monitoring students' progress.

The LKDSB is also committed to setting high expectations for students and providing differentiated learning supports to ensure students can meet their individual goals. Through experiential learning opportunities and pathways and transition planning (with a focus on technology, apprenticeship and skilled trades), LKDSB students have an increased awareness and exposure to postsecondary pathways.

The LKDSB believes engaging with parents/guardians, local First Nations and school communities is key to promoting students' success. We appreciate the support of each as partners in education. We remain committed to supporting the Truth and Reconciliation Commission of Canada: Calls to Action as they relate to education. The Indigenous Education team, working with the local First Nations, allows students and staff to increase understanding and knowledge of Indigenous ways of knowing, histories and perspectives.

The School Climate Survey completed in April 2019 has also created a road map for the LKDSB's Multi-Disciplinary Teams and schools moving forward. In addition to school-specific information, all schools will be focusing on the following three areas: feeling a school is welcoming; feeling a sense of belonging at school; and having one caring adult at school students can trust. Building safe, welcoming and inclusive schools is a top priority for the LKDSB and all staff strive to ensure learning and work environments are respectful and responsive to the needs of all learners.

Moving forward, we continue to focus on improving outcomes for students and supporting success and well-being. I look forward to working together, *Fostering Success for Every Student Every Day.*



*J. Howitt*

John Howitt



## Public education is an investment in the future of all peoples and all communities.

We will provide programs for the betterment of all students to acquire the skills necessary for good citizenship and to become active members of their community.

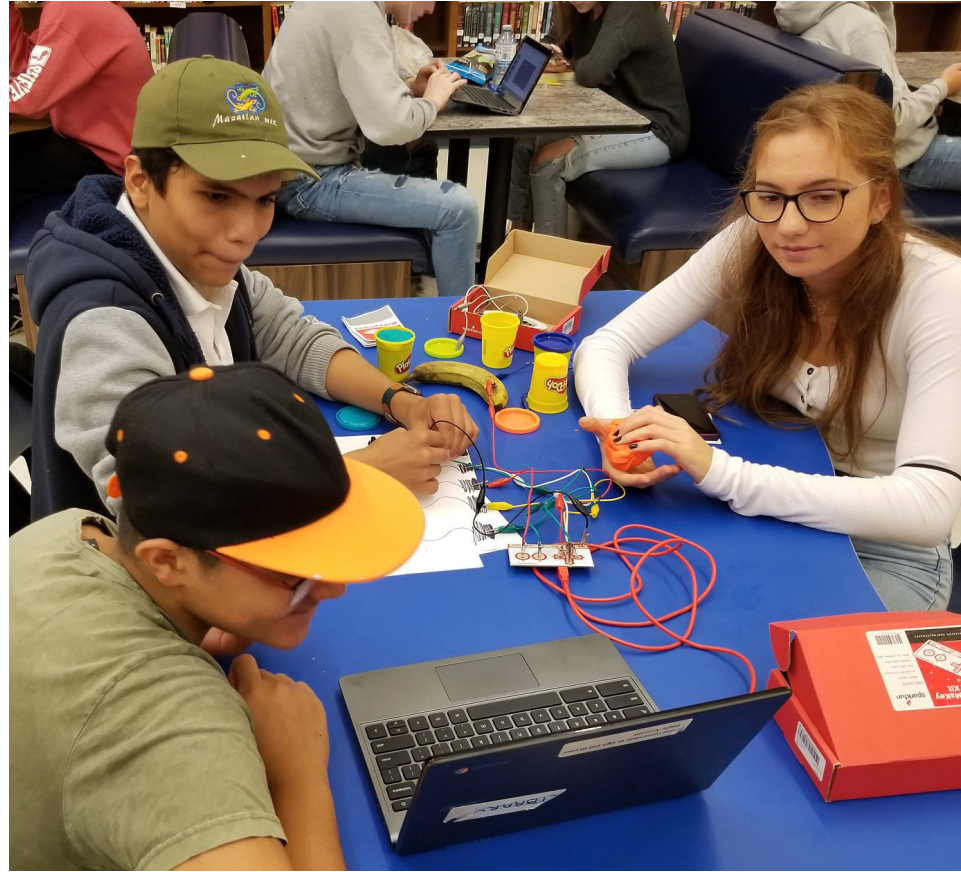
### Board Improvement Plan

Capacity building of school administrators is integrated into the LKDSB's Board Improvement Plan. School administrators are challenged to be reflective co-learners and observers in the classroom and identify and support the professional development of staff in correlation with the learning needs of students.

The LKDSB remains focused on capacity building amongst school administrators and educators in the areas of mathematics and literacy. In alignment with the Ministry of Education's direction to focus on the fundamentals of math for Grades 1-8, the LKDSB continues to allocate resources and provide professional development opportunities to increase learning and competency

in this area. System leaders are encouraged to identify and support the professional development of staff in correlation with the learning needs of students.

The LKDSB is striving to improve elementary students' math skills and provide opportunities to apply their understanding as they progress to secondary school, future careers, and everyday life.



### Building Student Math Skills

Math coaches worked directly in every elementary school, reaching 175 classrooms within the LKDSB. Classroom teachers were supported, by the coach, to teach key strategies that improve student mathematical thinking. Approximately 4,600 students in Grades 3-6 benefited from this improved math instruction. Teachers also provided each student a clear 'where to next?' for their math learning.

In 2018-2019, Grade 9 math teachers focused on helping students develop problem solving skills through the application of thinking classrooms and vertical non-permanent spaces (VNPS). Teachers were involved in co-planning and co-teaching lessons.

### Engaging in STEAM

Engaging students with vibrant learning experiences was a focus for elementary schools in the 2018-2019 school year. Schools were supported in transforming school libraries into Learning Commons that provided literature resources, as well as Science, Technology, Engineering, Arts, and Math (S.T.E.A.M.) activities. Across the Board, 75 per cent of schools actively incorporated S.T.E.A.M. activities.

### Connecting Students With Science Experts

The Science Education Partnership is a unique collaboration between education, business, and community which provides science resources for educators within the LKDSB. The partnership has classroom activity kits, as well as volunteers that visit



schools. In 2018-2019, 215 classrooms used science activity kits to bring hands-on learning to students; 1,178 kits were used in 96 per cent of LKDSB elementary schools throughout the year. There were also 49 volunteers with Science, Engineering, Math, and Agricultural experiences active in LKDSB schools.

Canadian Agriculture Day is also coordinated by this partnership. During this event, 87 per cent of LKDSB schools participated, engaging students in learning about science from an agricultural perspective.

### Pathways Planning and Supports

The LKDSB is committed to supporting the successful transition of students from elementary to secondary school and as they embark on postsecondary endeavours. Students are encouraged to explore the various pathways available to them and the LKDSB continues to promote opportunities for students in skilled

trades and apprenticeship programs, as well as providing experiential and technology-enriched learning opportunities.

### Transitioning to Postsecondary Pathways

The LKDSB engaged in a pilot to support transitions to postsecondary pathways for students with disabilities. Through promoting community partnerships, an increased number of LKDSB students accessed resources available through Community Living upon graduation, and during the summer before returning to school in the fall.

The LKDSB hosted a Transition Fair and shared an online guide to help support parents/guardians of students with developmental disabilities to navigate the next steps beyond secondary school.

In 2018-2019, 84 students with developmental disabilities were supported by a transition coordinator and 13 students transitioned to postsecondary education, community pathways and the workplace.

Moving forward, the LKDSB will use data collected at Identification Placement and Review Committees to help inform and connect students with developmental disabilities with relevant community agencies and supports upon graduation.

### Promoting Women in Skilled Trades

Several events aimed at encouraging women to explore careers in skilled trades were held during 2018-2019. In order to support provincial goals of increasing the number of women employed in skilled trades, female students participated in the following events:

- World of Choices: During a two-day event, approximately 200 students had the opportunity to meet with women mentors representing skilled trades in a variety of career opportunities. Participants were able to engage in hands-on activities related to specific trades;
- Women in Skilled Trades: Approximately 70 students engaged in activities;
- Ontario Youth Apprenticeship Program (OYAP) Summer Camp – 45 elementary students participated in a summer camp focused on skilled trades;
- Connecting Females to Mentors: engaged 600 elementary and 300 secondary students in careers related activities;
- Skilled Trades Awareness Day – This event held at the Community Centre at Eelūnaapéewi Lahkéewiit (Delaware Nation) included 37 secondary students to engage in career exploration and planning around skilled trades. Students also took part in a Career Expo, which included local employment services and community members involved in skilled trades



### Encouraging Students to Explore Potential Career Pathways

Through the use of myBlueprint, Indigenous students in Grades 7-8 from Kettle & Stony Point First Nation and Walpole Island (Bkejwanong) First Nation were provided opportunities to engage in career exploration, including careers in skilled trades.

During the Partners Active In Resource Sharing (PAIRS) Career Exploration Event held in May 2019, 1,500 Grade 10 students from all LKDSB secondary schools learned about available careers in Chatham-Kent and Sarnia-Lambton. The event also included a parent/guardian or family information night attended by 250 families.

The LKDSB hosted other events in 2018-2019 to expose students to a variety of career opportunities, including: Manufacturing Day; Heavy Equipment Day; and Experience the Trades.

### Specialist High Skills Major and Dual Credit

Specialist High Skills Major (SHSM) programs are offered at all 12 secondary schools. More than 20 per cent of LKDSB secondary students are engaged in SHSM Programs, including: construction; health and wellness; hospitality; manufacturing; arts; transportation; horticulture; information and agriculture.

During 2018-2019, LKDSB students were enrolled in approximately 470 dual credits with Lambton College in Sarnia and 300 dual credits with St. Clair College in Chatham/Windsor. Both programs have a retention rate of approximately 85 per cent, with a 95 per cent success rate.

### Students Excel at Skills Ontario

The LKDSB was granted a record number of spaces at the annual Skills Ontario Competition held in May 2019. Students competed in welding; robotics; coding; mechanical CAD; outdoor Powered Equipment; carpentry; architectural technology and design; computer aided manufacturing; and home and team building. LKDSB students and/or teams placed in the top five in both outdoor powered equipment and welding.





### Experiential Learning Opportunities

Forty-six of LKDSB's 50 elementary schools, as well as 12 secondary schools, participated in at least one experiential learning opportunity in 2018-2019. About 6,000 elementary and 3,800 secondary students engaged in experiential learning opportunities in a variety of sectors, including:

- Agriculture – International Plowing Match;
- Health & Wellness – Ride, Don't Hide Event; Wellness Walks;
- Secondary Planning for Students – Amazing Skills Challenge; Campus Craze;
- Cultural Learning – Bkejwanong Cultural Experience;
- Service Projects – Intergenerational Project, Community Support Projects.

### After School Skills Development Program

The After School Social Skills Development Program focuses on teaching secondary students identified with Autism Spectrum Disorder the appropriate social skills required to increase independence and help navigate social settings within their schools. By pairing students with neurotypical peer mentors, all students benefit and learn from each other through coaching and modelling of social skills.

### Options Program

The Options Program provides an alternative educational program for students with intellectual and/or developmental disabilities ages 18-21, focused on bridging the transition between school, community and the workplace. LKDSB partners with Community Living and St. Clair College to provide the Options Program. [Visit the website for more information.](#)

The LKDSB is working with community partners, through the Special Education Advisory Committee, to expand the program in the Sarnia-Lambton area in order to increase access for students and further support students transitioning from secondary school to the workplace.



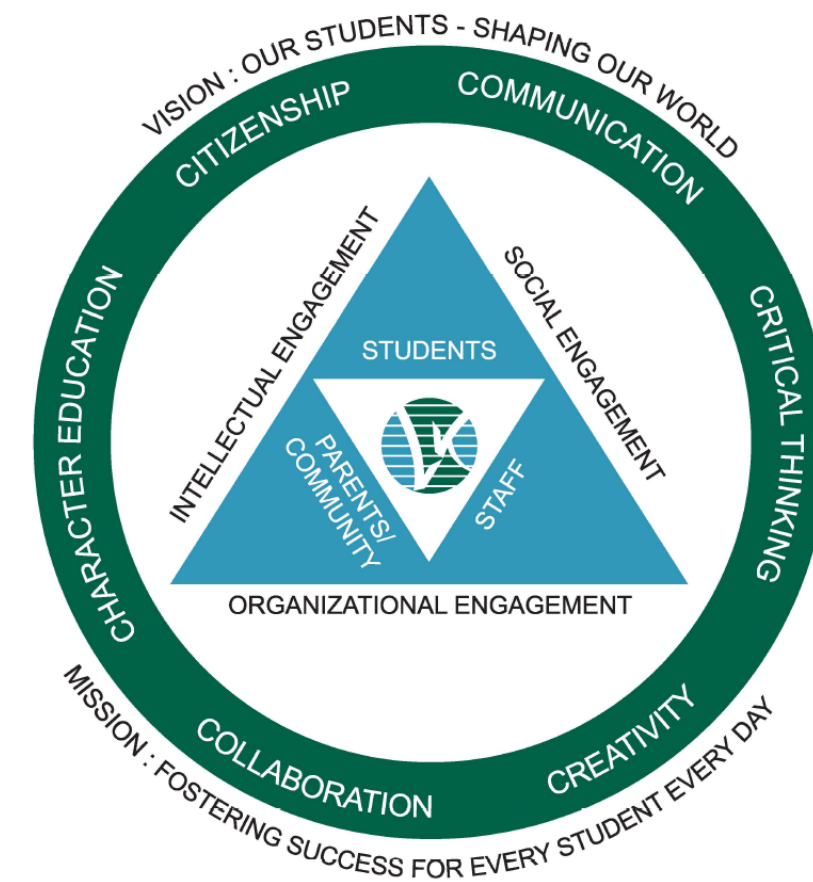
### Multi-Disciplinary Teams

The Multi-Disciplinary Team (MDT) model was expanded to secondary schools in 2018-2019. All LKDSB schools are now supported by MDT. The teams, which include members of administration, guidance/ resource teachers and two or three additional caring adults from each school, focus on promoting positive school culture and structures. Within each school, MDT members support Ontario's well-being strategy to improve outcomes for students, particularly focusing on positive mental health; safe and accepting schools; healthy schools; and equity and inclusive education.

To support collaborative learning and strategies throughout the district, three formal MDT sessions were held to explore topics related to:

- Cannabis and Vaping legislation, risks and health supports;
- Supporting students using a trauma informed approach;
- Ontario's Education Equity Action Plan;
- Understanding Fetal Alcohol Spectrum Disorders and learning how to support students and their families; and
- Understanding the Ministry of Education's Climate Survey requirements and how this relates to the work of the LKDSB.

## Engagement Model



# All students can learn and are entitled to quality instruction.

We will provide quality instruction to ensure that students achieve mental, physical, emotional, and spiritual well-being within a holistic learning environment to support their academic performance.

We will ensure that all students are provided with programs suitable to their needs.

## Learning From Assessments to Promote Student Achievement

Education Quality And Accountability Office (EQAO) assessments and Ontario Secondary School Literacy Test (OSSLT) reflect progressive learning throughout the elementary and secondary levels and they are one of several tools used by teachers and administrators to assess students. Staff use EQAO assessments, together with a variety of other assessment tools, to identify student needs and support student learning. Staff collaboratively moderate the marking of student work to establish a common understanding of achievement gaps and student needs.

The LKDSB continues to focus on improving academic outcomes in the areas of literacy and mathematics. Visit the LKDSB website for the [complete EQAO and OSSLT results](#).

## Schools and Classrooms that Support All Students

The Superintendent of Special Education, as well as the System-Coordinator of Multi-Disciplinary Teams, and Secondary Consultant for Ontario Youth Apprenticeship met with Grade 7/8 guidance teachers, elementary principals, secondary guidance teachers and secondary principals to discuss connections between elementary and secondary panels and ways to support positive outcomes and transitions for all students.



## Collaborative Classrooms

The LKDSB continues to support the implementation of collaborative classrooms. The modular design of these classrooms allows students and staff to reconfigure the space to enhance student learning. Wallaceburg District Secondary School; North Lambton Secondary School; Northern Collegiate Institute & Vocational School, and Blenheim District High School have incorporated collaborative classrooms into their schools.

## eLearning and eHubs

The LKDSB continues to be a leader in eLearning. In 2018-2019, LKDSB offered 28 courses as a member of the Ontario eLearning Consortium (OeLC). LKDSB students attempted more than 600 eLearning credits and 90 percent of attempted credits were achieved. To support students enrolled in eLearning courses, eLearning Hubs are in place at five secondary schools throughout the LKDSB.



### Phonological Awareness Screening and Supports

During the 2018-2019 school year, early years support teachers worked in collaboration with the communication disorder assistants to expand learning opportunities for Kindergarten students. Through a biannual screening, educators can learn more about the phonological skills of students (i.e. understanding the sounds of words, rather than letters or letter-sounds). These oral skills are foundational to all literacy skills. Staff were trained on how to enhance their language programs to support the development of language skills for students. During the 2019-2020 school year, resource teachers will continue to monitor students language progression.

### Assistive Technology

Assistive technology allows students to fully access the Ontario curriculum using a variety of devices through the Special Education Amount funding provided by the Ministry of Education. The LKDSB is pleased to support the learning needs of students and enhance improved outcomes for all students who benefit from the use of essential equipment, such as: FM systems; equipment to support board-provided transportation; print enlargers for low vision; computer hardware/software; change tables and lift systems; and positioning devices for sitting, standing and lying down.

### Promoting Mental Health and Well-Being

Through the support of Ministry of Education funding, the LKDSB engaged five registered social workers to support secondary students in April-June 2019.

The social workers focused on substance misuse; well-being; and school attendance support. During this time, the social workers provided direct supports to 464 individual students and 432 group sessions; along with 1,188 class presentations; 64 home visits and 150 referrals to intensive community services.

The social workers also provided supports for students through small groups, classroom presentations, home visits, check-ins and referrals to community agencies for on-going supports. To support increased staff learning, the social workers provided professional development in the areas of general anxiety and mindfulness.

### Supporting Special Education Assessments and Early Intervention Supports

The LKDSB received Ministry of Education funding to support additional special education assessments and enhance early intervention supports. Working together with school learning teams, the LKDSB was able to identify and support the following assessments and interventions:

- 396 hearing screens;
- 20 additional full psychological assessments and
- 71 sensory assessments



# A safe and caring learning environment is strengthened by embracing diversity, and respecting self, others and the world around us.

We will develop the capacity of all students and staff to embrace safe and caring learning environments and ensure respect for and understanding of the world around us.

## Supporting Respectful and Inclusive Education

Although Black History is annually celebrated during the month of February, the role of African Canadians in history and society is embedded in students' learning throughout the year. The LKDSB Equity and Inclusion Committee invited teachers and students in Grades 5-8 (1 teacher and 2-4 students per school) to the Black Heritage Symposium held on May 9, 2019, as part of LKDSB's Education Week events.

Grade 7-8 educators were invited to participate in an informative and interactive workshop in May, focused on teaching African Canadian history. Educators had an opportunity to learn constructive and practical classroom strategies to effectively integrate the historical narrative of the African Canadian experience into the curriculum through primary sources, online tools, and a range of other supplementary materials. Additionally, 25 administrators participated in a similar workshop focused on deepening the learning and understanding of African Canadian history.



The LKDSB joined school boards throughout the province in supporting the LGBTQ+ community with the display of the Pride flag from June 3–7. Rainbow flags were provided to schools and education centers for display in a respectful manner at the school or Board location.

The Gay Straight Alliance group at Northern Collegiate Institute & Vocational School also unveiled a rainbow crosswalk during Pride Month.

## International Education

In 2018-19, the LKDSB welcomed 200 students (115.67 FTE) from 23 countries to its secondary schools. Students are placed according to their needs, abilities, requests and availability of space. LKDSB's International Education Program continues to strive to be a program of choice for students around the world. All students benefit from opportunities to develop global competencies that will set them up for a successful future.

The LKDSB International Education program continues to recruit exceptional students to enrich its classrooms. In 2018-19, 21 international student graduates chose to pursue postsecondary education in Canada. The LKDSB, in partnership with Canadian Homestay, collaborated with the Municipality of Chatham-Kent and the City of Sarnia to host welcome events for international students in September 2018.

In partnership with Lambton College, Panamanian and Mexican teachers visited and observed in several secondary and elementary schools. LKDSB also provided an outbound opportunity for educators to teach an English as a Second Language (ESL) Program in Taiwan. Additionally, staff from 27 schools and the central board office travelled with the International Education program to France, Sweden and Taiwan.





### School Climate Survey

The Lambton Kent District School Board completed a School Climate Survey April 1-12, 2019, involving students of Grades 4-6, Grades 7-8 and Grades 9-12; parents/guardians; and staff. The purpose of the survey was to gather input from staff, students in Grades 4-12 and parents/guardians to help with planning programs and guiding decision-making related to supporting safe and inclusive school environments.

A total of 8,356 students in Grades 4-12 participated in the online surveys, along with 1,674 parents/guardians and 693 staff.

The surveys included a variety of questions on topics such as eating and sleeping habits to mental health, well-being and bullying. The surveys were developed with input from students; parents/guardians; school and Board administration, including Mental Health, Safe Schools and Indigenous Education representatives; and Chatham-Kent Public Health and Lambton Public Health.

The LKDSB's Multi-Disciplinary Teams, which include principals, teachers and education workers, are reviewing individual school results to develop plans to support students and promote positive school climates. In addition to the school-specific goals, throughout the Board schools will be focusing on

the areas of: feeling a school is welcoming; feeling a sense of belonging at school; and having one caring adult at school students can trust.

Based on feedback from the previous survey, the LKDSB focused on increasing the number of parent/guardian participants in the survey. Through school promotions and online and social media advertising, schools were able to significantly increase engagement, compared to previous years. Members of LKDSB Student Senate also helped to promote the student surveys in schools.

Visit the School Climate Survey website for more information: [www.lkdsb.net/survey](http://www.lkdsb.net/survey)



### **Plans of Care:**

To promote the safety and well-being of students, and to support a consistent understanding amongst staff supporting students with prevalent medical conditions, five mandatory e-learning modules were created and completed by staff.

The LKDSB has developed specific Plans of Care for each prevalent medical condition:

- Anaphylaxis
- Asthma
- Diabetes
- Epilepsy/Seizure Disorder

A consistent format for Plans of Care was developed and a process for engaging parents/guardians and students has been established.

### **Safe Schools**

The results of the LKDSB's 2019 School Climate Survey indicated most students feel schools are safe and welcoming. The LKDSB continues to review school-based results and offer supports and resources to promote positive school climate.

The LKDSB continues to work with Chatham-Kent and Lambton Public Health, law enforcement and legal officials to support schools with health promotion, education and awareness related to recreational cannabis and vaping; bullying awareness and prevention; cyber safety and responsible digital citizenship; and promoting safe and healthy school communities.

In support of Safe Schools initiatives, the LKDSB offers staff training in Violent Threat Risk Assessment for administrators, clinicians and many student services staff, resource teachers and student success staff. Currently, the LKDSB has a total of 228 employees trained in Level 1 VTRA and 58 employees trained in Level 2 VTRA. This two-day training is supported by local youth service agencies, including: Chatham-Kent Children's Services; Huron House Boys Home; Rain & Shine Behavioural Counselling Services – Chatham; Restorative Justice Chatham-Kent; Sarnia-Lambton Children's Aid Society; Sarnia Lambton Rebound; St. Clair Child & Youth Services – Sarnia; United Way – Chatham-Kent; Walpole Island First Nation; as well as area school boards.

The LKDSB partners in the Community Threat Assessment Protocol, working collaboratively with community partners to create detailed intervention plans to keep students, staff and communities safe.

# Student success is achieved through shared responsibility of students, staff, families, community and First Nations partners.

We will engage with all stakeholders and partners who have an interest in public education.

## Parent/Guardian Engagement

The LKDSB's Parent Involvement Committee meets four times annually and involves parent/guardian representatives from Chatham-Kent and Sarnia-Lambton school communities, as well as Public Health representatives, Trustees and LKDSB Administration. School Councils also provide an important bridge between school staff, parents/ guardians, Home and School Associations and other parent/guardian groups that may be active within the school community.

The Parent Involvement Committee hosted two Healthy Relationship Parent Information Nights in May 2019. The information evening focused on promoting healthy relationships and supporting students' overall success and well-being.



## Building Positive Relationships with New Families

Positive family experiences were a focus for Kindergarten registration days. A new online registration form allows parents and guardians to pre-register for Kindergarten. This enabled the school visit to be focused on welcoming the student and their families to the school instead of paperwork. There were 790 families who used the online registration form, which represents approximately 60 per cent of all Kindergarten families.

## Community Involvement

In order to support more community, school, family and student involvement working towards promoting positive outcomes for students, the LKDSB has added an additional layer of planning to establish a synchronized Plan of Action across home, school and community. The creation of the Community Wrap Around Meetings process allows schools to respond to a significant event and/or concerning actions demonstrated by a child. These are actions that do not meet the threshold to conduct a Violent Threat Risk Assessment (VTRA); however, are concerning and require a collective response from home, school and community to support students, schools, and families.



### Indigenous Education

In support of the Truth and Reconciliation Commission of Canada: Calls to Action as they relate to education, the LKDSB continues to build capacity amongst its teachers and staff through ongoing professional development events related to Indigenous education, including the implementation of the revised social studies and history curriculum, as well as offering the Grade 11 English: Contemporary Aboriginal Voices course across all secondary schools. The LKDSB also offers several other Native studies curricula throughout its schools and online in order to increase students' understanding and awareness of Indigenous perspectives. Through inclusive programming, the LKDSB demonstrates respect and appreciation of Indigenous ways of knowing, world views and histories.

### Orange Shirt Day

LKDSB commemorated Orange Shirt Day on September 27, 2018 to honour survivors of residential schools, as well as the children and young people who never returned home. Staff and students were encouraged to wear orange on this day to promote learning and understanding about the residential school system and its impact on First Nations, Métis, and Inuit people and communities. Orange Shirt Day is part of an ongoing conversation in the LKDSB about Indigenous Education to enhance understanding about Indigenous issues, histories and perspectives.

### Treaties Recognition Week

Treaties Recognition Week was held November 5-9, 2018. Throughout this week, LKDSB joined the Crown-Indigenous Relations and Northern Affairs Canada and school boards across the province in promoting education and awareness about treaties and treaty relationships between Canada and Indigenous Peoples.



### Building Capacity and Supporting Indigenous Education

In partnership with Lakehead University, the LKDSB invited 25 teachers across the LKDSB to participate in the First Nation, Métis and Inuit Additional Qualification Part 1 Course held locally. The course was intended to help teachers gain an increased understanding of the issues that continued to have an impact on Indigenous people in Canada. The course, taught by the LKDSB Secondary Indigenous Education and Special Projects Teacher, covers numerous topics, including treaties; residential schools; the Sixties Scoop; the Indian Act; as well as Truth and Reconciliation. The course provides an opportunity for teachers to learn about and develop strategies to support the learning of all students. The four local First Nations hosted a day in their respective communities to support the learning of LKDSB staff.

The LKDSB's Indigenous Education Team supports ongoing professional development for elementary and secondary teachers, including involvement in a blanket exercise, provision of resources and connections with community members.

In order to help support the achievement and well-being of Indigenous students, schools collaborate with First Nations, Indigenous Support Workers and special education and community supports to help students access additional supports, including extra supports in Speech-Language Pathology, Occupational and/or Physical Therapy; additional Educational Assistant support; counselling, medical consultation, transportation to and from meetings and appointments, etc. Educators are learning how to become more culturally responsive to the needs of Indigenous students and Indigenous Support Workers are visible and working in schools with higher populations of Indigenous students.



### Student Learning and Leadership Project

The LKDSB collaborated with the Greater Essex County District School Board, St. Clair Catholic District School Board and Windsor Essex Catholic District School Board to support and recognize the importance of building leadership skills amongst First Nations, Métis and Inuit youth. Together, the school boards provided an opportunity for 50 students from each board to participate in a leadership opportunity through land-based experiences. This cultural event is primarily funded by the Indigenous Student Learning and Leadership Projects, an annual grants program that provides project-based funding for school boards in collaboration with Indigenous communities.

### Recruitment and Hiring

As the need to replenish the long-term occasional and occasional teacher rosters arises, the LKDSB actively recruits qualified applicants for occasional teaching positions for elementary and secondary positions. The LKDSB is committed to supporting an inclusive and equitable environment for all. Through the recruitment and selection processes, the LKDSB strives to provide a qualified workforce that reflects the diversity of its communities.

# Accountability is attained through open dialogue, transparency and fiscal responsibility.

We will be accountable to all:

- Students
- Parents/guardians
- Staff
- Community members

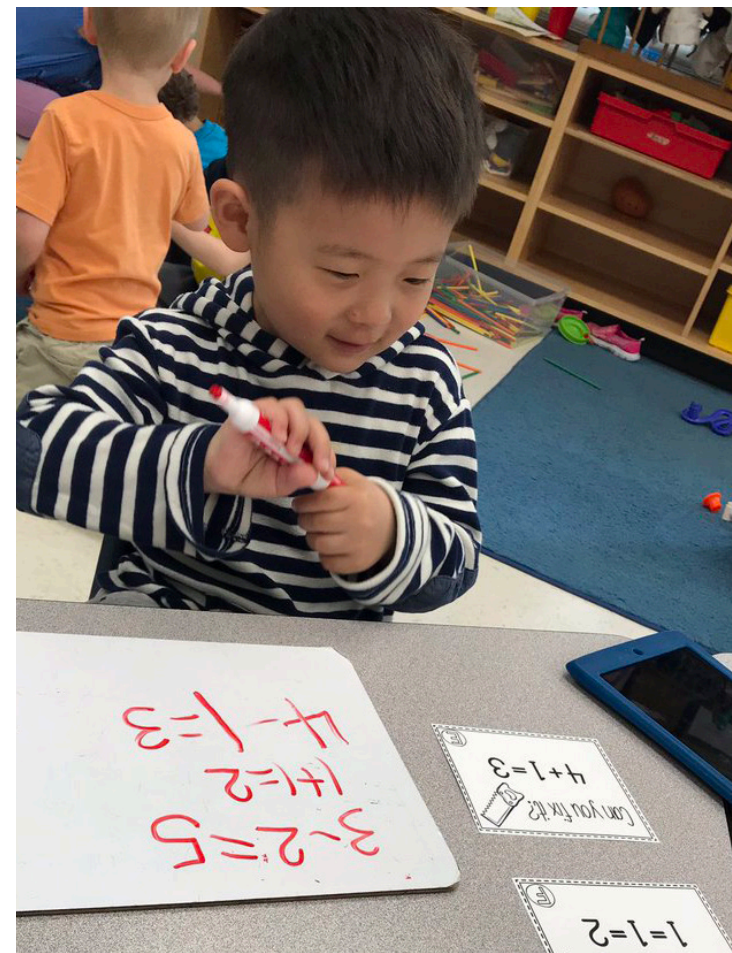
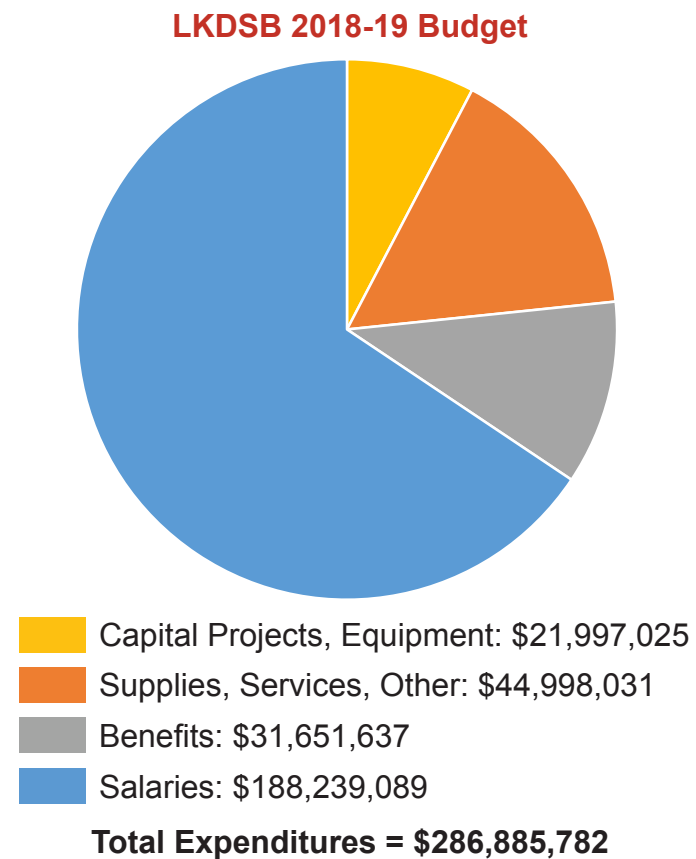
We will consider available resources when determining program offerings.

## 2018-2019 Budget

The LKDSB is committed to fiscal responsibility and sustainability, while also maintaining quality educational programming and positive learning experiences for students.

The LKDSB had a total operating and capital budget of \$286.89 million in 2018-2019. The following chart summarizes all expenditures into four major categories: Benefits, Capital Projects/Equipment, Salaries and Supplies/Services/Other.

The Ministry of Education introduced a new funding model for the 2019-20 school year. The Director of Education engaged in consultations with the Ministry of Education, LKDSB staff and other school boards regarding budget decisions and preparations for the 2019-2020 school year. The LKDSB remains focused on addressing the specific needs and challenges of the LKDSB, while ensuring an ongoing focus on providing supports for students in schools.



Communications were shared with students, staff, parents/guardians and the community to inform about updates or changes throughout the budgeting and staffing processes. The Director also empowers Senior Administration to work collaboratively with Principals in solving school-based issues. The LKDSB also engages with the Indigenous Liaison Committee to ensure First Nation partners have a voice in and an understanding of the annual budgeting process. The LKDSB also engages with the Parent Involvement Committee and the Special Education Advisory Council in the budget process.

## Capital Improvements

The LKDSB has invested approximately \$22 million in capital projects and equipment. The creation and renovation of quality learning spaces in LKDSB schools remains an ongoing priority. The focus of capital projects has changed to include the renovation and refresh of classrooms into modern learning environments that contain brighter spaces (e.g. new LED lighting initiatives) and are equipped with improved information technology connectivity. The capital project emphasis during 2018-2019 included classroom and student space renovations at McNaughton Avenue Public School; Tecumseh Public School; A.A. Wright Public School; Cathcart Boulevard Public School; and Northern Collegiate Institute & Vocational School.

Specialized classrooms have been designed and built at several schools throughout the LKDSB district during the 2018-19 school year in order to create safe classroom spaces for students with exceptionalities.

In order to improve efficiencies, the LKDSB is exploring different construction techniques, including modular/tilt up construction in large addition or new build (Forest K-12 school) projects. New construction methods can positively impact on the cost of projects and on timelines for construction.





The LKDSB's Plant and Maintenance Department also completed numerous other school projects in 2018-2019, such as: site work improvements and outdoor classroom and play area projects; design of learning commons to support student needs with a focus on technology; and parking lot and drop off enhancements to improve student safety.

#### **Capital Planning and Pupil Accommodation**

In September 2018, the LKDSB consolidated the English Language students from the former John. N. Given Public School at Tecumseh Public School. Students were also consolidated at the Plympton-Wyoming Public School site as of September 2018.

In order to consolidate the LKDSB's Adult & Continuing Education program and alternative Special Education programs into one site, the LKDSB opened the John N. Given Learning Centre in September 2018. Space within the facility has also been allotted for community partnerships. As per the Ministry of Education's direction regarding supporting community partnerships, the John N. Given Learning Centre provides a unique opportunity for Chatham-Kent residents to access a variety of services in one location.

Construction at the Great Lakes Secondary School permanent site was a top priority for the LKDSB during the 2018-2019 school year. A significant amount of renovations occurred throughout the existing school site to allow the school to be open to students and staff in September 2019, including a new office and Student Services area; Learning Commons; cafeteria; and updated classroom and learning spaces. The renovations are designed to support student learning and well-being, as well as create a positive and welcoming environment for students, staff and visitors. The new addition, which includes an auditorium, Indigenous Learning Centre and music rooms, is expected to be completed in the 2019-2020 school year.

The LKDSB continues to work with the Ministry of Education through the land procurement process for the new Kindergarten to Grade 12 school in the Forest area to consolidate students from Aberarder Central School, Bosanquet Central School, Kinnwood Central School and North Lambton Secondary School at a single site at a new location. In January 2018, the Ministry of Education announced a \$27.4 million investment in the LKDSB for the consolidated school and 24 new child care spaces. The Forest Area Family of Schools Transition Committee was established in 2018-2019 and continues to meet to discuss information and updates regarding the transition process. The LKDSB remains committed to supporting community involvement of students, staff, parents/guardians, community members and First Nation partners throughout the school consolidation process to support a positive transition and support student success.

### Health and Safety

The health and safety of students, staff and visitors to LKDSB buildings is a top priority. The LKDSB is committed to openness and transparency regarding the health and safety of its facilities. Annual staff health and safety training includes: first aid training; ladder training; slips, trips and falls; asbestos awareness; and mould awareness.

The LKDSB is committed to ensuring its facilities are compliant with Ministry regulations regarding drinking water testing. Any areas of concern are addressed in accordance with the Regulation in an appropriate and timely manner. A summary report of facilities with lead exceedances and corrective actions and resolutions is published on the LKDSB website and available for viewing at schools.



# We are committed to innovation and continuous improvement.

We will regularly introduce effective research -based methods, ideas and practices in order to deliver programs of the highest quality.

We will ensure that the Strategic Plan is a living document and will be adjusted to future needs and concerns as they may arise.

The LKDSB is committed to ongoing capacity-building and professional development of staff to increase knowledge and experience, as well as further support students' needs.

## Board Leadership and Development Strategy

The LKDSB offers ongoing opportunities for capacity building and professional development to meet Ministry of Education and Board directives, support succession planning, as well as increase organizational flexibility to respond to student and system needs.

## PQP Part 1 Course

In partnership with the University of Windsor, the LKDSB offered the Principal Qualification Program, Part 1 during the winter session. With two LKDSB principals instructing the course, the participants were able to benefit from learning about the operational and instructional aspects of the administrator's job, as well as learn more about the LKDSB policies, regulations and administrative procedures. The interactive course highlighted guest speakers throughout the LKDSB, along with community leaders.



## Mentoring

All principals and vice-principals participated in three mentoring days held throughout the year, focused on collaborative learning and discussions about the celebrations and challenges of their roles. Program staff and members of the Board Leadership Team helped to guide the learning and discussions, and all participants were able to strengthen collaborative relationships with their peers. One-on-one mentoring was provided on an individualized basis to strengthen knowledge and skills of practicing administrators.

## Coaching for Excellence – Leadership Symposium

Senior Administration, Principals, Vice-Principals, Supervisors and Managers participated in a full-day session on June 5, 2019 which focused on the characteristics of great leadership, as presented by Olympic Champions Debbie Muir and Mark Tewksbury. This motivational and interactive day

challenged LKDSB management teams to set high expectations and build strong, collaborative teams.

## LKDSB invests in literacy training

The LKDSB has introduced Lexia® Core5® Reading to support elementary educators in providing differentiated literacy instruction for students of all abilities. This research-proven program provides explicit, systematic and personalized learning in the six areas of reading instruction; targets skill gaps as they emerge; and provides teachers with the data and student-specific resources to support individual or small-group instruction.

The six areas Lexia supports include: Phonological Awareness; Phonics; Structural Analysis; Automaticity/Fluency; Vocabulary; and Comprehension. The LKDSB has purchased 270 licenses and distributed Lexia® to all elementary schools with the system.



#### **Technology in the Classroom**

Technology-enriched learning continues to be a priority for the LKDSB to support students' success and digital citizenship. Students in Grades 8-10 continued to benefit from access to 1:1 iPads in 2018-2019. The LKDSB has also started to work with schools to explore curriculum through virtual reality. Schools can borrow virtual reality kits for classroom use.

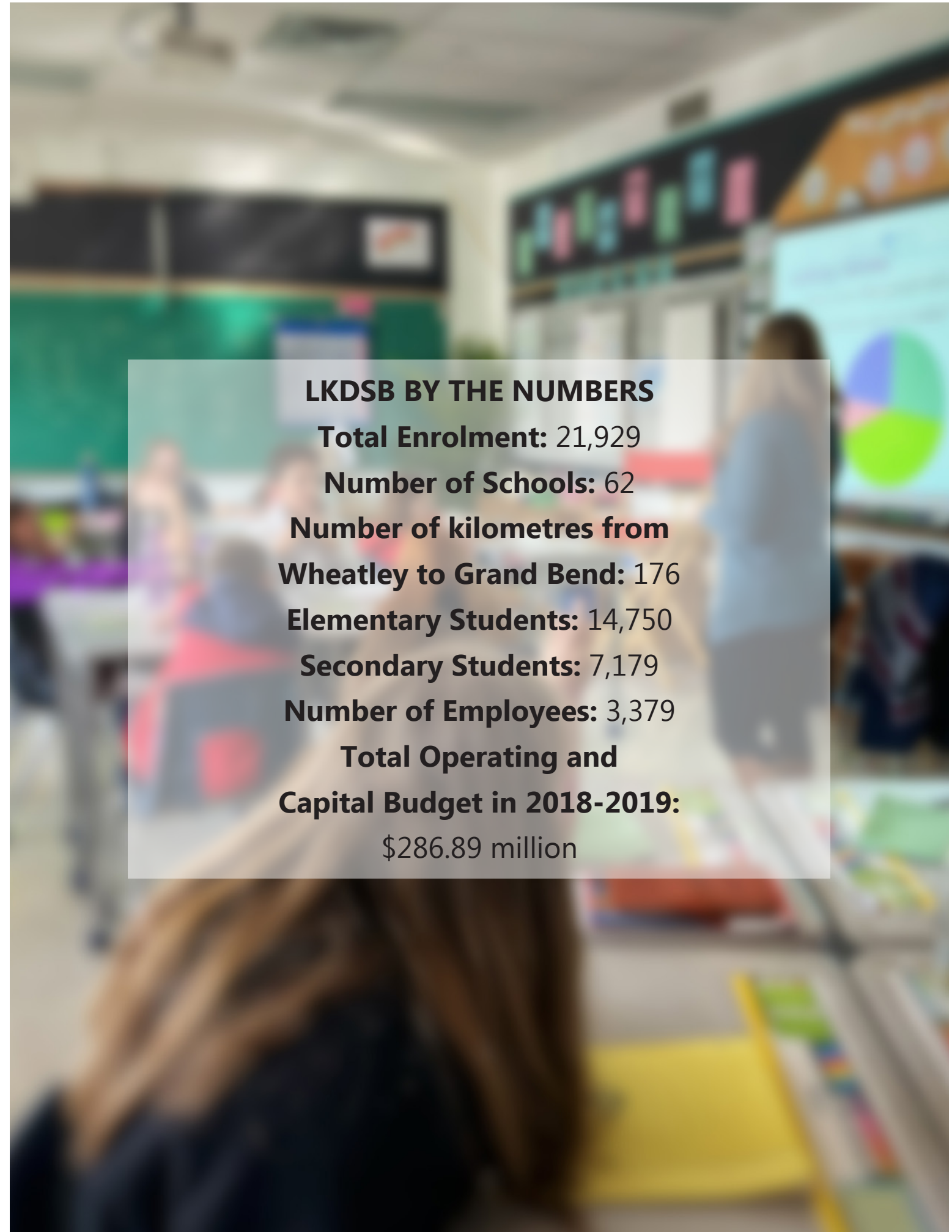
#### **Implementation of a new Student Information System**

The planning and implementation of a new Student Information System began in the 2018-2019 school year and will continue throughout the 2019-20 school year. Significant planning, communications and a cross-disciplinary approach to engagement will allow for successful migration of information and

implementation of the new system (including training, stakeholder communications and supports).

#### **Apple Distinguished Schools**

Brooke Central Public School was named an Apple Distinguished School for 2017-2018 for its integration of engaging and varied Apple technology in flexible learning spaces throughout the school. Thamesville Area Public School is also an Apple Distinguished School. Apple Distinguished Schools are centers of innovation, leadership and educational excellence that use Apple products to inspire creativity, collaboration, and critical thinking. They showcase innovative uses of technology in learning, teaching, and the school environment and have documented results of academic accomplishment.



#### **LKDSB BY THE NUMBERS**

**Total Enrolment:** 21,929

**Number of Schools:** 62

**Number of kilometres from  
Wheatley to Grand Bend:** 176

**Elementary Students:** 14,750

**Secondary Students:** 7,179

**Number of Employees:** 3,379

**Total Operating and  
Capital Budget in 2018-2019:**

\$286.89 million



## Elementary Schools

A. A. Wright Public School	Lakeroad Public School
Aberarder Central School	Lambton Centennial Public School
Bosanquet Central Public School	Lansdowne Public School
Bridgeview Public School	London Road School
Brigden Public School	McNaughton Avenue Public School
Bright's Grove Public School	Merlin Area Public School
Brooke Central Public School	Mooretown-Courtright Public School
Cathcart Boulevard Public School	Naahii Ridge Elementary School
Colonel Cameron Public School	P.E. McGibbon Public School
Confederation Central School	Queen Elizabeth II Public School - Chatham
Dawn-Euphemia Public School	Queen Elizabeth II Public School - Petrolia
Dresden Area Central School	Queen Elizabeth II Public School - Sarnia
East Lambton Elementary School	Ridgetown District Elementary School
Errol Road Public School	Riverview Central School
Errol Village Public School	Rosedale Public School
Grand Bend Public School	Sir John Moore Community School
Gregory Drive Public School	Plympton-Wyoming Public School
H. W. Burgess Public School	Tecumseh Public School
Hanna Memorial Public School	Thamesville Area Central School
Harwich Raleigh Public School	Tilbury Area Public School
High Park Public School	Victor Lauriston Public School
Hillcrest Public School	W. J. Baird Public School
Indian Creek Road Public School	Wheatley Area Public School
King George VI Public School - Chatham	Winston Churchill Public School
King George VI Public School - Sarnia	Zone Township Central School
Kinnwood Central Public School	

## Secondary Schools

Alexander Mackenzie Secondary School	Lambton Kent Composite School
Blenheim District High School	North Lambton Secondary School
Chatham Kent Secondary School	Northern Collegiate Institute & Vocational School
Great Lakes Secondary School	Ridgetown District High School
John McGregor Secondary School	Tilbury District High School
Lambton Central Collegiate & Vocational Institute	Wallaceburg District Secondary School