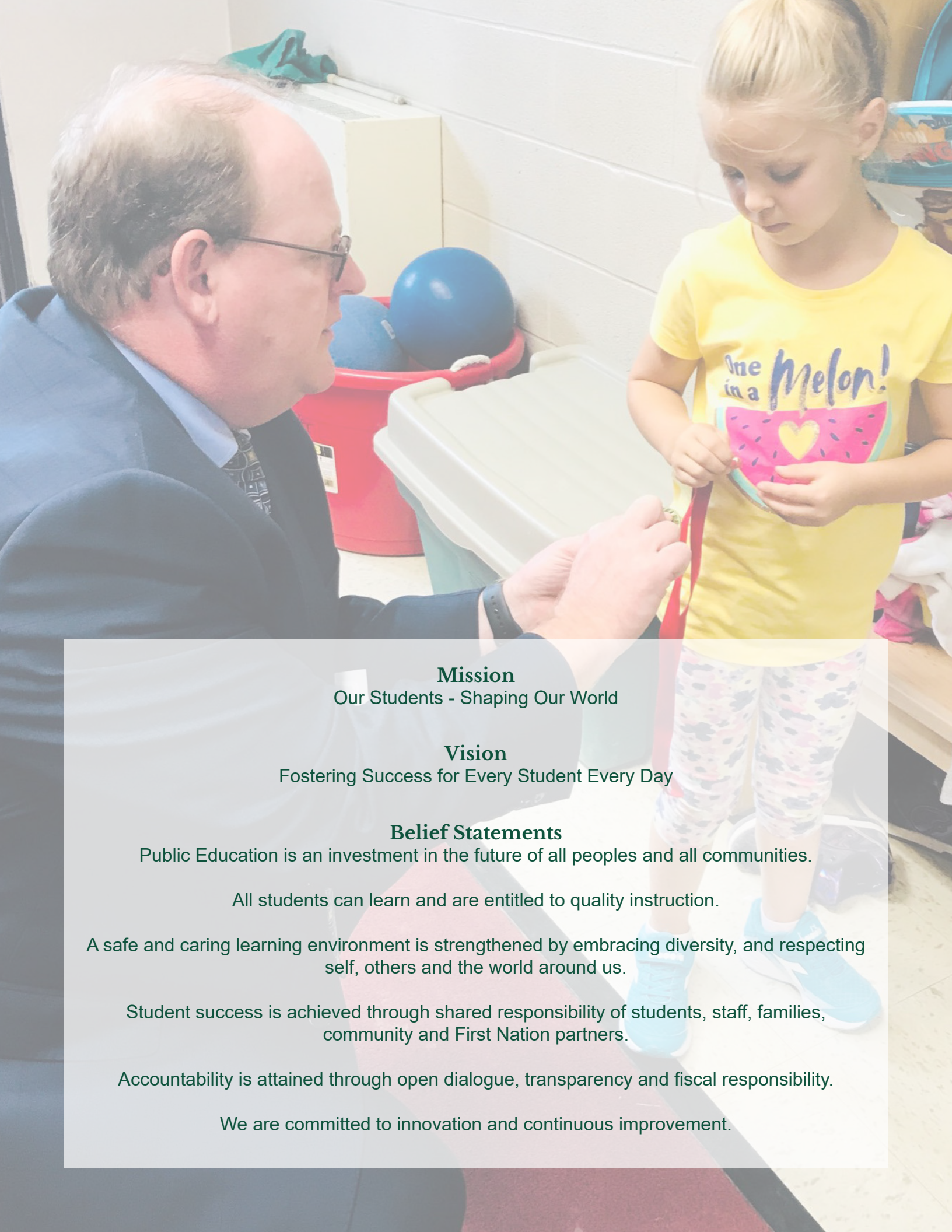


ANNUAL REPORT

2019-2020



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



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 2019-2020 school year to support student success. The 2019-2020 school year can be defined in two acts – before and after the declaration of the COVID-19 pandemic. The start of the 2019-2020 school year was my first year as Director of Education for the LKDSB. I was excited to travel across the district to visit schools, meet students and staff, and get to know the unique school communities. While there is significant distance from Wheatley to Grand Bend, the consistency across our schools is our commitment to supporting student achievement and well-being throughout the LKDSB.

These strategic priorities will continue to be the focus of the LKDSB’s planning, decision-making and operations moving forward as we implement the LKDSB Strategic Priorities 2020/2021 – 2025/2026.

When the world – and the entire education sector – was upended in March 2020 due to the COVID-19 pandemic, the LKDSB joined school boards across the province to quickly adapt and shift to learning and working at home. I am grateful for the resiliency of our staff and students to adjust to the transition and the sustained focus throughout the remainder of the school year on supporting student success and well-being. We know the pandemic has been challenging for families and staff, but I am proud of the innovative ways our system has adapted and accommodated the changes, and particularly the hardworking efforts of LKDSB staff to put students first. The pandemic has forced us to continue to review and re-evaluate our practices and keep student and staff safety and well-being at the forefront of our decision-making. We remain committed to supporting safe and welcoming school communities.

Trustees and members of Senior Administration engaged in a Strategic Planning session in March 2020 and information was also gathered from members of the LKDSB community prior to and following this session regarding the implementation of the strategic priorities. Through this process, the LKDSB Board of Trustees reaffirmed the Mission and Vision Statements, as well as developed the LKDSB Strategic Priorities 2020/2021 – 2025/2026, which includes the following four priorities:

- Student Achievement & Well-Being: Advance high standards for innovative and responsive learning;
- Inclusive Diversity: Champion anti-oppressive education;
- Sustainable Stewardship: Optimize human, financial and physical resources; and
- Trusting Relationships: Strengthen relationships based on respectful collaboration.

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



Mission
Our Students - Shaping Our World

Vision
Fostering Success for Every Student Every Day

Belief Statements

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

All students can learn and are entitled to quality instruction.

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

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

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

We are committed to innovation and continuous improvement.



STUDENT ACHIEVEMENT & WELL-BEING

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.

Focus on Fundamentals of Math

In preparation for the implementation of a new math curriculum for Grades 1-8 in September 2020, LKDSB continued to focus on capacity building amongst school administrators and teaching staff 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.

Instructional Coaches provided direct support to classrooms in LKDSB elementary schools throughout the school year, including during the school closure period. 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 provide each student a clear 'Where to next?' for their math learning. During the school closure period, Elementary Program staff facilitated training sessions about digital tools and weekly support for teachers to teach remotely. More than 1,500 LKDSB elementary educators accessed the provided supports.

In preparation for the new math curriculum for Grades 1 – 8 in September 2020, 101 LKDSB teachers enrolled and completed an additional Math Qualification course. There were 48 participants in Math: Part 1 and 53 participants in Math: Part 2. This learning was provided by LKDSB instructors in partnership with the University of Windsor.



More than 20% of LKDSB secondary students are engaged in SHSM Programs, including: construction; health and wellness; hospitality; manufacturing; arts; transportation; horticulture; information and agriculture.

In 2019-2020, Grade 9 and 10 math teachers focused on improving teaching practices related to engagement and assessment. In particular, teachers made use of vertical white boards to provide group learning activities for students. Desmos (math software) classroom activities were also more widely used to provide students with an opportunity to make use of technology to enhance their understanding of math concepts.

During the school closure period, secondary school and program staff utilized innovative ways to stay connected with and support secondary students in achieving their credits.

EQAO Assessments

Education Quality and Accountability Office (EQAO) assessments for the 2019-20 school year were cancelled, including the Ontario Secondary School Literacy (OSSLT) Test, in response to the COVID-19 pandemic and related school closures. The literacy requirement for students graduating in the 2019-20 school year was also waived.

Although the OSSLT was cancelled, all Grade 10 students across the district completed a diagnostic reading and writing task in September 2019. The results informed targeted teaching strategies for students. Literacy Leads began work on developing a Grade 9 diagnostic that would be administered early in the school year to set a baseline that would help with early intervention and focused strategies for each school. Each secondary school created a Google Classroom for teachers to access Literacy supports and activities which was used extensively during the March – June school closure period.

Graduation Rates

As part of the LKDSB's long-term planning and strategic priorities, the educators and education workers continue to focus on increasing the number of secondary students successfully achieving their Ontario Secondary School Diploma, including ongoing review, planning and staff and community engagement to support credit accumulation rates, successful completion of the Literacy requirement and Community Involvement Hours.

As per the Ministry of Education report on the 2018-2019 LKDSB graduation rates, 67.7 per cent of students graduated within four years. The five-year graduation rate was 77 per cent. While the 2019-2020 graduation rates have not yet been released, LKDSB students successfully completed 92.7% of credits attempted during the year.

Supporting Exceptional Students

During the school closure period and throughout the school year, Special Education teams partnered with other departments to support the learning needs of exceptional students. Program supports, including Applied Behaviour Analysis (ABA) resources and Assistive Technology have been shared with educators.

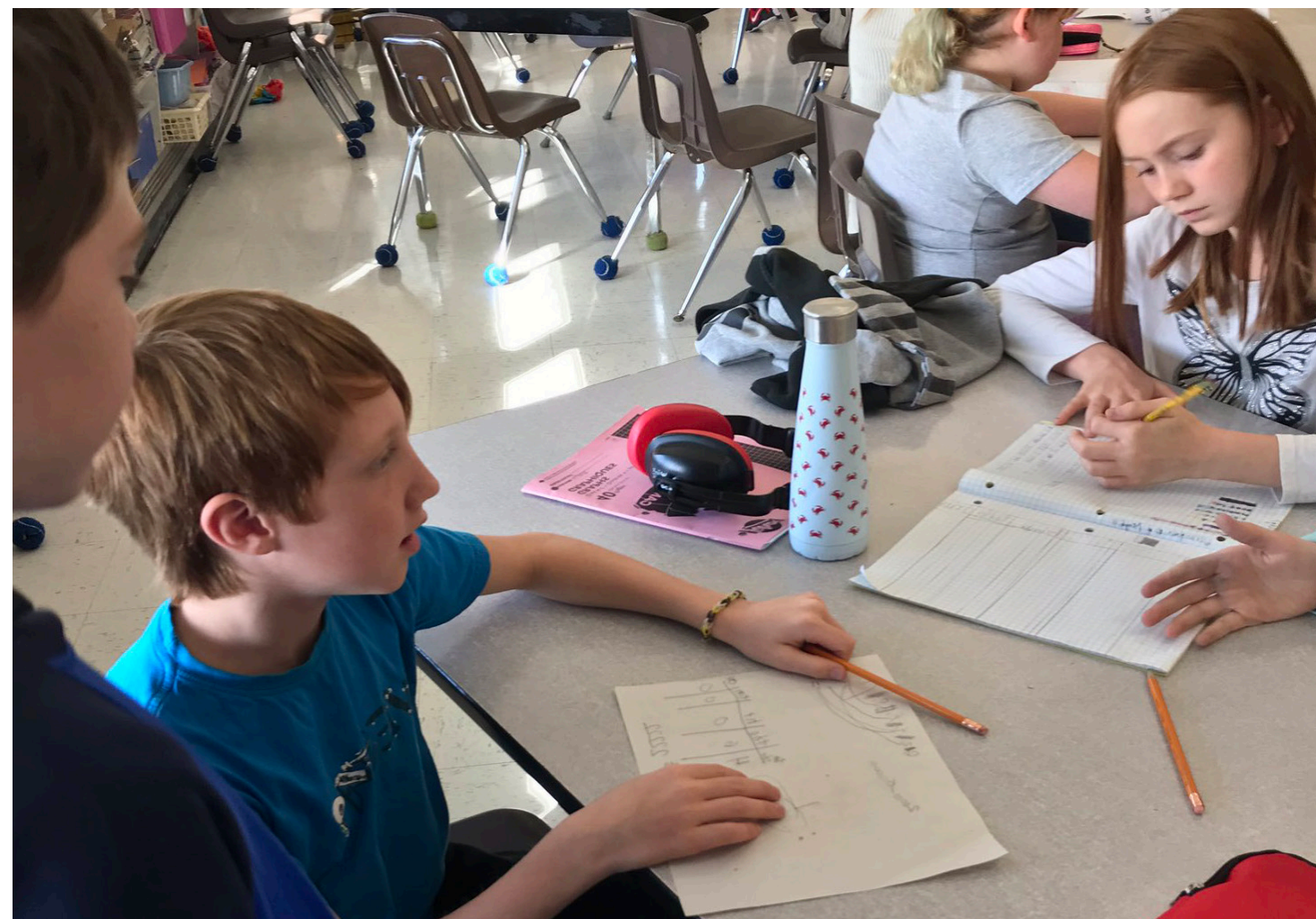
To support student learning, SEA equipment was distributed to be used at home by students. Online therapy and individual meetings with students were explored and this work has influenced how LKDSB will continue to support students and families.

Schools Supporting the Grade 8-9 Transition

The move from Grade 8 to Grade 9 is an important transition for students. Schools have been creative in providing a variety of opportunities for incoming Grade 9 students to become familiar with their new high school setting. Schools created Google Classrooms for incoming students which include informational and welcoming videos, video tours of the school, scavenger hunts and what to expect in high school. Identification, Placement and Review Committee (IPRCs) and Transition meetings were held virtually for incoming Grade 9 students. Student Success Teams also met with elementary feeder schools. Secondary schools participated in the Summer Transition Project to further support students to plan for their transition to secondary school and to the return to the physical school setting.

Encouraging Students to Explore Career Pathways

Through the use of myBlueprint, students were provided opportunities to engage in career exploration, including careers in skilled trades. On November 6, 2019 Grade 9 students from all LKDSB secondary schools participated in the 25th Annual Take Our Kids to Work Day. In total, 1,297 Grade 9 students participated in the program, spending the day at work or job shadowing a parent, relative, friend or volunteer host.





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 and culture; transportation; horticulture; information and agriculture.

During 2019-2020, LKDSB students were enrolled in over 455 dual credits with Lambton College in Sarnia and 267 dual credits with St. Clair College in Chatham/Windsor. Both programs have a retention rate of approximately 83 per cent, with a 92 per cent success rate.

School Climate Survey Results Released

The LKDSB released board-wide and individual school results from the School Climate Survey conducted April 1-12, 2019. The survey gathered input from students in Grades 4-12, staff and parents/guardians to assist with planning programs and 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, continue to review individual school results to develop plans to support students and promote positive school climates. [Learn more about the LKDSB's School Climate Survey results.](#)

Safe Schools

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; 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. 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 (Bkejwanong) 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.

The LKDSB was one of the very few school boards that offered summer co-op, as well as a face-to-face outdoor horticulture program.

Summer Learning Program 2020

The LKDSB received \$60,000 from the Council of Directors of Education to facilitate the Summer Learning Program (SLP) via virtual learning. SLP classrooms were held online using the videoconferencing tool, Google Meet. In total, 95 students (an increase of 32 students) from 37 school locations (an increase of 20 schools) participated in the summer program.



Due to the virtual nature of the program, for the first time, students from all geographic regions were able access this learning. Students moving into Grades 5 and 6 were invited to attend. The SLP ran for a total of 15 days from July 6 to July 24, 2020.

The learning was structured in small groups. There were 19 math teachers teaching math to small groups of 4 to 6 students each day. During the numeracy portion, students worked to strengthen their basic math skills by focusing on number sense and flexibility of number. Students participated in number talks to improve their ability to communicate their math thinking. They learned to use a variety of strategies to solve problems, and to think flexibly with numbers.

Following the math instruction, students were provided recreation opportunities. Students were led, remotely, through Science Technology Engineering Arts and Math (STEAM) activities such as creating lava lamps and outdoor s'more makers. Indigenous culture was also a focus with an Anishnaabe artist session held over multiple days.

Student growth was the focus of parent/guardian engagement. In-class improvements were noted in math (Lawson's Continuum for Addition and Subtraction as well as Multiplication and Division) for all students. Parents/guardians also were able to attend the virtual classes each day with their student. The learning story, with images and explanations, about student math learning were sent to each parent/guardian. This document is a true keepsake that outlined the math growth for each student.



Secondary Summer Semester

The Ministry of Education encouraged school boards to provide expanded summer learning opportunities while recognizing that the pandemic would limit the number of face-to-face delivery options. In terms of student numbers, the LKDSB delivered its largest summer program allowing close to 1,800 students take credit courses.

The following outlines LKDSB's Secondary Summer Semester programming:

Dual Credits

- Partnership with Lambton College
- 2 weeks, online delivery
- 2 courses: Digital Photography, The Great Outdoors
- 15 students

Specialized Summer School Program

- 31 students from CTCC, Transitions, and Intensive Support classes
- 7 weeks, online delivery
- 23 courses, 6 teachers and 7 EAs
- One-on-one support given to students

Summer Co-op

- 6 weeks, face-to-face: 50 students, virtual (new): 20 students
- 1 or 2 credit options
- Virtual co-op had several guest speakers and allowed students to complete certifications in 7 areas

Ridgetown Horticulture Program

- New program for 2020-21
- 6 weeks, virtual, remote, and face-to-face delivery
- 17 students
- 5 course options
- Outdoor lessons and practical applications at Ridgetown District High School, Ridgetown College Arboretum, and home horticulture projects

eLearning

- 4 weeks, online delivery
- Full credit:
 - 1642 students (719 LKDSB and 923 out of board)
 - 1233 students completed 41 courses
- Course Upgrade (new): 34 students, 13 courses
- Credit Recovery (new): 43 students, 16 courses
- 94.4% pass rate
- 53 teachers
- Unique characteristics of the LKDSB program
 - Teacher directed with synchronous learning components
 - The use of student conversations to demonstrate learning
 - New: 22 resource teachers and EAs supported students at risk through a collaboration with the special education department
- In addition, 132 LKDSB students took out of board courses over the summer.



The LKDSB was one of the very few school boards that offered summer co-op, as well as a face-to-face outdoor horticulture program.

With a few years of experience of offering a summer eLearning program, the LKDSB was well positioned to be able to respond to the need to move summer programs online, adopting a teacher-directed synchronous learning approach. The LKDSB is proud of the positive reputation of its program as evidenced by the large number of out of board students enrolled.

Students were able to utilize Summer Semester to:

- Earn the last credit for the Ontario Secondary School Diploma;
- Complete the co-op requirements for the Specialist High Skills Major;
- Meet post-secondary program pre-requisites;
- Reach ahead in taking credit courses;
- Upgrade, recover, or repeat courses; and
- Reinforce and consolidate learning from the previous school year.

Summer Semester Supports

The LKDSB received about \$90,000 from the Ministry of Education to support students who required mental health supports during the summer months. This funding enabled school boards to provide new transition programs for students that otherwise may have found a return to school difficult in fall 2020. LKDSB Registered Mental Health Social Workers provided supports throughout the entire summer to students and their families. This funding supported 72 secondary students with extended supports for students on caseloads and supported students transitioning from Grade 8 to Grade 9, as well as provided 100 hours of training.

The LKDSB also received \$75,000 of one-time funding to provide additional special education staffing supports for expanded and/or new 2020 summer learning. This funding supported students with special education needs participation in new and expanded summer programs in both credit and non-credit summer courses. Through this additional support, 22 Resource Teachers and 10 Educational Assistants supported 135 students.

Additionally, LKDSB's Applied Behaviour Analysis Specialists organized a summer program to extend supports to families.

To support a successful and safe return to school for the 2020-2021 school year, LKDSB provided additional planning and transition time for students with special education needs and mental wellness concerns to support a smooth transition. LKDSB schools offered a two-week window of opportunity for students with high special education needs and/or mental health needs focused on re-establishing routines, closing gaps in skills development and learning, and providing mental health support for students who may find a return to school challenging. There were 3,019 students supported with transition visits, plans and check-ins and 904 students supported with mental wellness check-ins, plans, discussions and visits.

Transition kits were provided to 100 elementary Alternative Learning and Lifeskills Program (ALLP) students to support connections to summer learning and skill development.

#LK Launch 20

LKDSB hosted a week-long online summer learning opportunity August 24-28, 2020 for LKDSB staff, as well as educators from across the province. The #LK Launch 20 online conference included renowned speakers and educators who shared information on topics such as:

- Remote learning and the pedagogy of care;
- Opening mathematics and opening minds;
- The importance of truth in Truth and Reconciliation;
- Math talks;
- Healthy habits in a time of unknown;
- So you want to talk about race; and
- Tending to inclusion in the language classroom: Planting seeds for conversation and action, among other topics.

The complete list of speakers and program outline is [available here](#).





EQUITY & INCLUSIVE EDUCATION

Staff Professional Development

During the school closure period, an Equitable and Inclusive Education Discussion Group called “Equity in Action” was formed for LKDSB staff members throughout the system in various roles, including educators, education workers and support staff, to examine the intersections between systemic inequalities and education, as well as support capacity building and strategic planning to support equitable and inclusive learning and work environments for all. The staff-led discussions held April 30-June 18, 2020 were guided by the LKDSB’s Belief Statements, particularly that: “A safe and caring learning environment is strengthened by embracing diversity, and respecting self, others and the world around us; and “Student success is achieved through shared responsibility of students, staff, families, community and First Nation partners.” There was a Google Classroom set up for staff members to review related material to support the weekly discussions. There were 103 members engaged in the Google Classroom and approximately 60-70 staff members participated in the weekly discussion groups. With guidance and facilitated discussion, participants gained knowledge and better understanding through readings and reflective discussions about systemic inequities and forms of oppression, privilege, racism, white supremacy, microaggressions and allyship during an important moment in history.

In follow-up to the discussion group, the LKDSB hosted a *So You Want to Talk About Race* Book Study, which explored the book by author Ijeoma Oluo. Held July 7-August 25, 2020, the book study supported critical conversations about systemic racism and oppression, intersectionality, education, policing, microaggressions, privilege, white supremacy and white fragility, etc. A Google Classroom allowed the 74 participants to engage in discussion and provide resources to support further learning, critical dialogue and teaching resources. The author, Ijeoma Oluo, was also a keynote presenter in the #LK Launch 20 online conference in August hosted by the Elementary Program Department.





Indigenous Education

In support of the Truth and Reconciliation Commission of Canada: Calls to Action as they relate to education, the LKDSB is committed to building capacity amongst its teachers and staff and supporting students in learning about Indigenous histories and perspectives.

In partnership with the four First Nation communities within its catchment area, Aamjiwnaang First Nation, Eelūnaapéewi Lahkéewiit (Delaware Nation), Kettle & Stony Point First Nation, and Bkejwanong (Walpole Island) First Nation, LKDSB is building capacity and encouraging further understanding and education about Indigenous ways of knowing, world views and histories. The LKDSB is committed to promoting the success and well-being of self-identified Indigenous students.

Orange Shirt Day

LKDSB commemorated Orange Shirt Day on September 30, 2019 to acknowledge and honour the survivors of residential schools, as well as the children and young people who never returned home.

Staff and students were encouraged to wear an orange shirt on this day to promote learning and understanding about the residential school system and its impact on First Nations, Métis, and Inuit people in Canada. Orange Shirt Day is part of an ongoing conversation in the LKDSB about Indigenous Education to enhance understanding about Indigenous histories and perspectives. [Click here to learn more.](#)

Treaties Recognition Week

The LKDSB commemorated Treaties Recognition Week on November 4-8, 2019, joining school boards across the province in promoting education and awareness about treaty rights and treaty relationships between Indigenous and non-Indigenous people in Ontario.

The LKDSB focused on increasing awareness and understanding of Wampum Belts and their importance to understanding treaties and treaty relationships in Canada. Wampum Belts are used to communicate agreements and shared understandings. In order to support educators with integrating treaty awareness in their classroom curriculum, the LKDSB Indigenous Education Team created a four-day lesson outline to be used during Treaties Recognition Week.

National Indigenous Peoples Day

The LKDSB recognizes National Indigenous Peoples Day on June 21. On this day and throughout the year, the LKDSB honours the history, heritage and diversity of Indigenous peoples in Canada. In collaboration with 10 other school boards, LKDSB co-hosted the “Weaving the Braid of Unity” Virtual Summit, on June 19, 2020. The event, organized by school board Indigenous Leads, highlighted influential voices from communities abroad, sharing their wisdom and gifts with students, families, teachers, staff, and communities as a whole. Indigenous traditional drummers, singers, artists, dancers, authors and youth leaders, etc. from various First Nations, Métis, and Inuit backgrounds participated in the event. Additional guest speakers, artists, writers, and entertainers included: Theland Kicknosway, Grandmother Eva Nicholas, Dr. Niigaan Sinclair, Susan Aglukark, Isaac Murdoch, Rebekah Wilson, and Drew Hayden Taylor. [Click here to learn more.](#)

Standing Bear Indigenous Youth Leadership Program

Indigenous Sport & Wellness Ontario (ISWO) visited Wallaceburg District Secondary School (WDSS) on October 22, 2019 to announce the launch of their new online portal for the Standing Bear Indigenous Youth Leadership Program (Standing Bear) in front of an audience of First Nations students, community elders, and educators. Standing Bear is a leadership program for Indigenous youth (First Nations, Métis and Inuit) between the ages of 14 and 24, residing in Ontario; the program consists of a core Indigenous component and six elective streams, to align with youth interests and needs. WDSS provides opportunities for Indigenous students to engage in the program. [Click here to learn more.](#)

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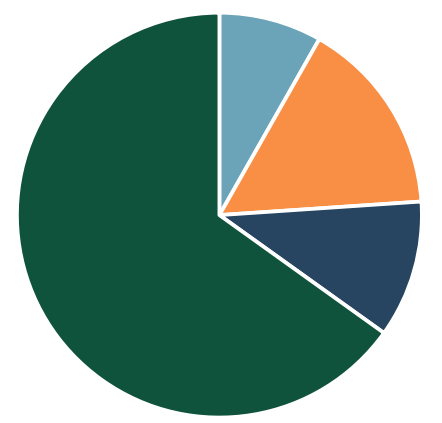


2019-2020 Budget

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 \$282.12 million in 2019-2020. The chart (right) summarizes all expenditures into four major categories: Benefits, Capital Projects/Equipment, Salaries and Supplies/Services/Other. [Read more about the 2019-2020 School Year Budget here.](#)

The LKDSB engaged in consultations with the Ministry of Education, LKDSB staff and committees 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.

LKDSB 2019-20 BUDGET



- Salaries - \$183,671,771
- Capital Projects/Equipment - \$23,180,915
- Supplies/Services/Other - \$44,334,595
- Benefits - \$30,928,042

TOTAL EXPENDITURES: \$282,115,323

BUSINESS AND OPERATIONS





Capital Improvement Projects

The LKDSB has invested approximately \$23.2 million in capital projects and equipment. The renovation and addition of quality learning spaces in LKDSB schools remains an ongoing priority. Capital projects continue to focus on the renovation and refresh of classrooms into modern and bright learning environments.

Indian Creek Road Public School

In December 2019, the Ontario Ministry of Education announced a \$2.1 million investment in the LKDSB to support a child care addition at Indian Creek Road Public School. The provincial government funding will support 49 new child care spaces and three new child care rooms at Indian Creek Road Public School. This child care addition will increase the number of available licensed child care spaces in Chatham-Kent. [Read more about this project.](#)

Chatham Kent Secondary School

Chatham-Kent-Leamington MPP Rick Nicholls and representatives from the LKDSB hosted a groundbreaking ceremony in November 2019 to celebrate the start of the \$3.56 million renovation and expansion at Chatham Kent Secondary School.

The renovation and expansion will improve school facilities and upgrade equipment, as well as expand the cafeteria to accommodate an increased student population. The renovation includes a refreshed façade to modernize and improve natural lighting. The LKDSB will also be expanding the busing zone to accommodate more buses and improve student safety. [Read more about this project, funded by the Government of Ontario.](#)

Winston Churchill Public School

A \$20,000 donation by the Municipality of Chatham-Kent has allowed St. Clair College and the LKDSB to create a unique partnership involving students in the Early Childhood Education (ECE) program and Kindergarten students at Winston Churchill Public School. A classroom was donated by the school board to be used as an early learning lab and the municipal funds were used by the college to furnish the room. The classroom at Winston Churchill Public School will also be used for pop-up EarlyOn Child and Family Centres Program, which is geared to parents and children 0-6. [Click here to learn more.](#)

Great Lakes Secondary School

Great Lakes Secondary School opened its doors at its permanent location at 340 Murphy Road, Sarnia to welcome students and staff for the 2019-2020 school year. A significant amount of renovations occurred throughout the existing school site, 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. Ongoing construction occurred during the 2019-2020 school year on the new addition, which includes an auditorium, Indigenous Learning Centre and music rooms. As such, the Indigenous Learning Centre and music rooms were temporarily relocated within the school. [Read more about this project.](#)

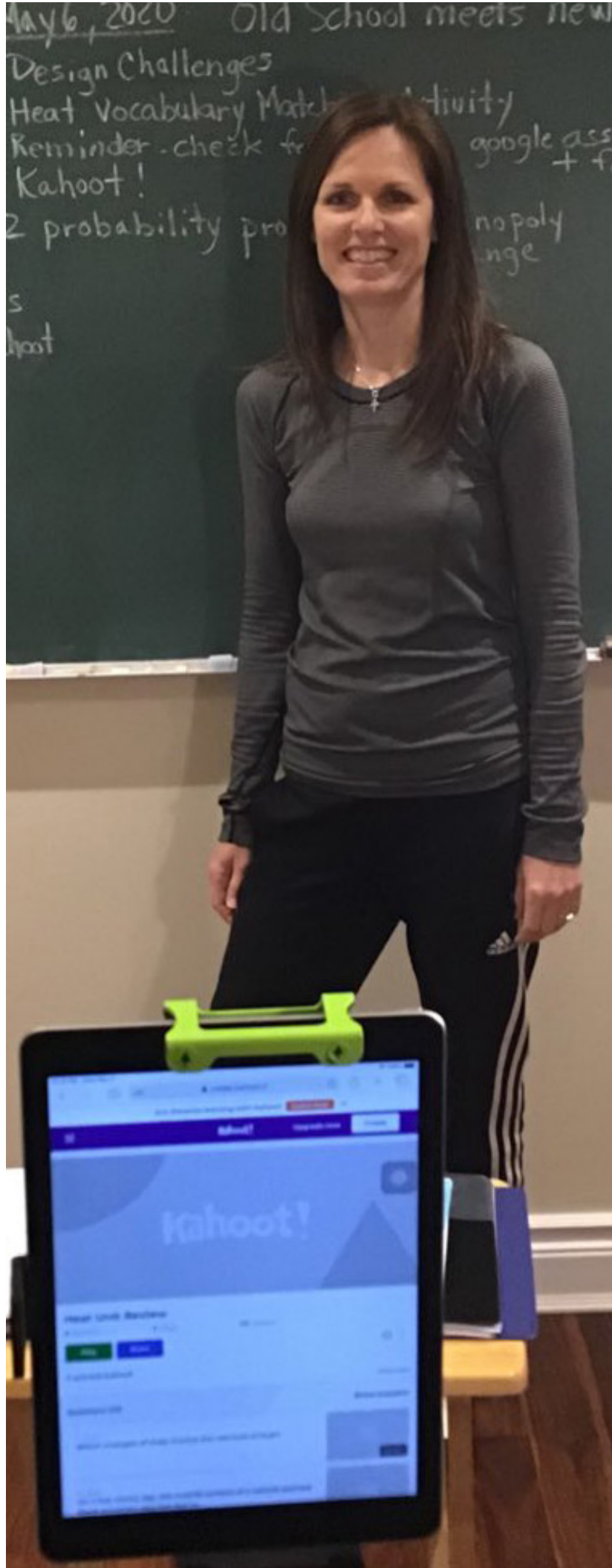


Technology to Support in Classroom and Learn at Home

To support the transition to remote learning during the school closures due to the COVID-19 pandemic in spring 2020, training on Google Classroom and Brightspace was provided to secondary staff. Elementary program staff also provided daily support sessions for teachers to share ideas and troubleshoot digital challenges.

Families were invited to register to borrow devices to use at home to access learning and Information Technology staff prepared the devices for elementary and secondary students based on requests. Distribution of devices to students continued throughout the school closure period on an as needed basis. Non-graduating students retained their electronic devices to access summer learning programs. In total, more than 3,000 devices, including Chromebooks and iPads, were distributed to students and staff during the school closure period.

Lexia, an intervention reading program, was made available for students to access at home during the school closure period.



Contract Negotiations

Contracts for all education unions expired August 31, 2019, which includes Canadian Union of Public Employees (CUPE); Elementary Teachers' Federation of Ontario (ETFO); Elementary Teachers' Federation of Ontario Occasional (ETFO-LKEOT); and Ontario Secondary School Teachers' Federation (OSSTF).

Throughout the 2019-2020 school year, contract negotiations continued to be an ongoing focus for the Ministry of Education and LKDSB. In the event of legal strike action involving any of the union groups during the provincial collective bargaining period, LKDSB Senior Administration, Principals and Vice-Principals worked together with staff to maintain caring, safe and positive school environments for students.

Student safety and learning remain a top priority for all LKDSB staff and the LKDSB made sure to take measures to ensure the timely and appropriate communications with parents/guardians, students, staff and community members, as well as minimize the educational impact on students. Updates on the provincial and local contract negotiations and collective agreements are [posted here](#).

The LKDSB has invested approximately \$23.2 million in capital projects and equipment.

Professional Development

Principal Qualification Program

During the Winter 2020 Session, in partnership with the University of Windsor, LKDSB offered the Principal Qualification Program (Part 2) for teachers aspiring to become administrators. There were 15 participants in the course which was instructed by two LKDSB administrators.

LKDSB Staff Newsletter

In order to stay connected to LKDSB staff during the school closure, the Director's Office developed a Staff Newsletter to communicate information, resources and professional development opportunities to staff.

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.

As well, significant planning and health and safety procedures were developed to support the safe return to school in the fall of 2020, following the school closures due to the COVID-19 pandemic.



PARENT/ GUARDIAN AND COMMUNITY ENGAGEMENT

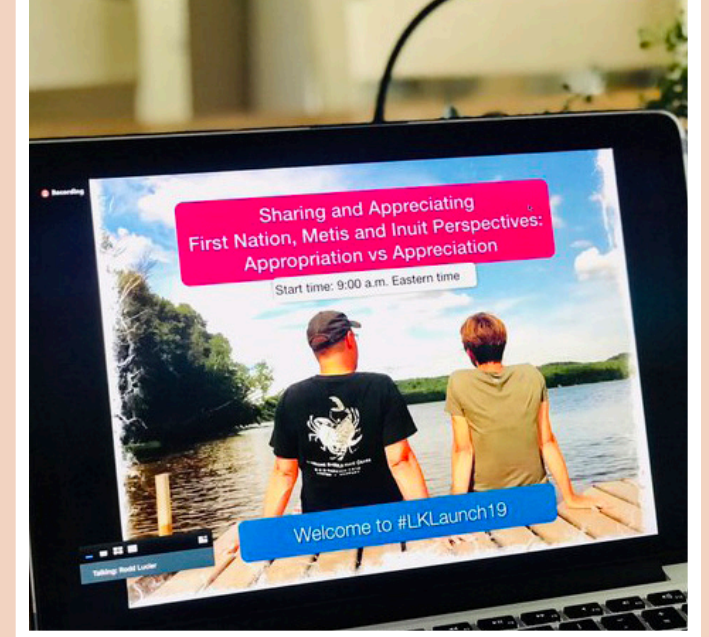
Parent Involvement Committee

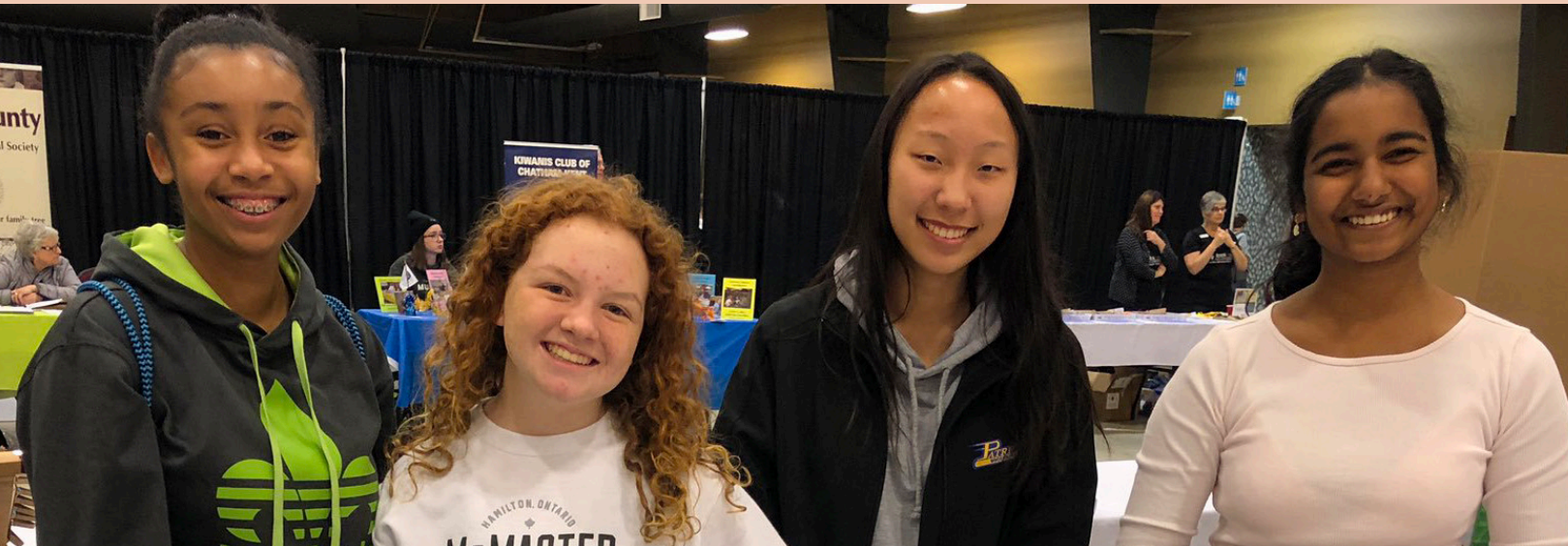
The LKDSB's Parent Involvement Committee meets four times annually and involves parent/guardian representatives from Chatham-Kent and Sarnia-Lambton school communities, as well as Public Health representatives, Trustees and LKDSB Administration. School Councils also provide an important bridge between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

Supporting Parent/Guardian Engagement

The LKDSB appreciates the input of members of its school communities in helping to support planning and decision-making during the COVID-19 school closures. LKDSB uses Thoughtexchange online engagements to collect information from parents/guardians. During the school closure period due to COVID-19, the LKDSB completed Thoughtexchange engagements to gather feedback on what the LKDSB needed to consider when supporting learning for students during the school closure; challenges, success, questions and/or suggestions for continued learning at home; and important considerations for plans for the reopening of schools in September 2020. See the [Thoughtexchange questions and results here](#).

The LKDSB appreciates the input of members of its school communities in helping to support planning and decision-making during the COVID-19 school closures.

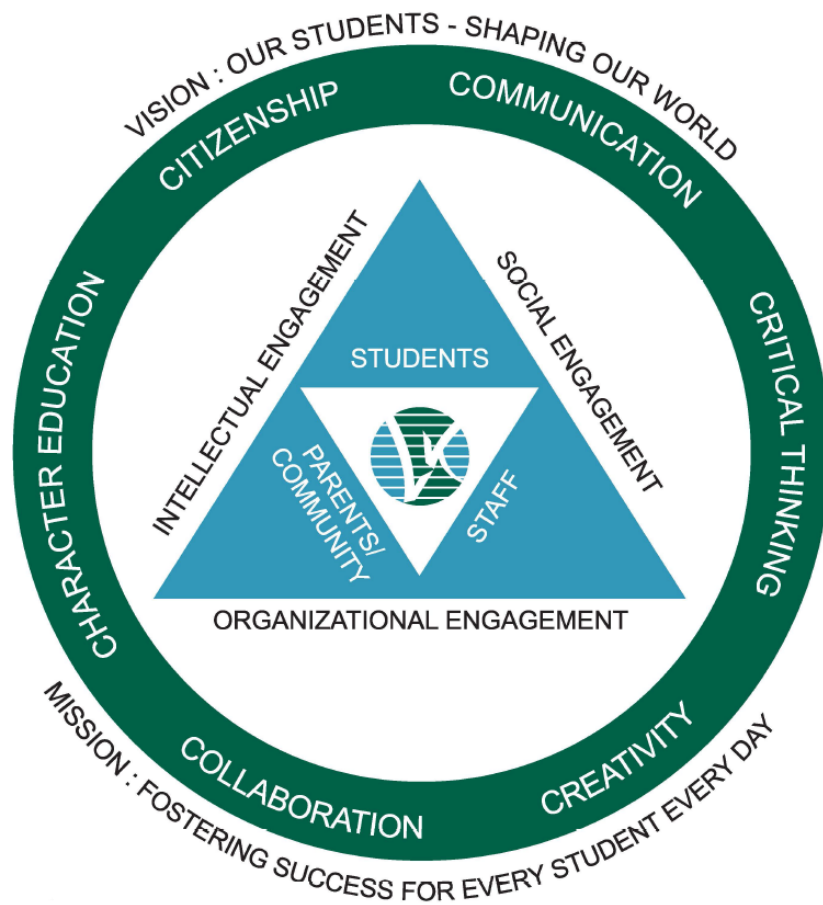




LKDSB BY THE NUMBERS



LKDSB Engagement Model



Student Senate

Student Senators worked closely with the Student Trustees to provide a broad perspective on issues that face students in LKDSB schools. Student mental health is an ongoing focus for the Student Senate. During the 2019-2020 school year, Student Senators met with the Superintendent of Special Education and the Mental Health Lead to discuss the School Climate Survey results and resources available to students through School Mental Health Ontario. Student Senators, with support from LKDSB Senior Administration, are committed to working together to develop an action plan to help remove barriers to students accessing mental health supports at the school level.

Total Enrolment

21,607

Schools

62

Elementary Students

14,722

Number of Employees

3,387

Kilometers from Grand Bend to Wheatley

176

Secondary Students

6,885

Operating Budget in 2019-2020 (in millions)

\$282.12

ELEMENTARY SCHOOLS

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

SECONDARY SCHOOLS

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

Adult & Continuing Education Centre John N. Given Learning Centre

BOARD OFFICES

Sarnia Education Centre Chatham Regional Education Centre