

REGULAR BOARD MEETING AGENDA  
PUBLIC SESSION

TUESDAY, JANUARY 11, 2022  
7:00 p.m.

Via Zoom <https://bit.ly/LKDSBboardmeeting>

**A**  
Page Reference

1. Call to Order		
2. Approval of Agenda		
3. Traditional Territorial Acknowledgement		
4. Declaration of Conflict of Interest		
5. Approval of the Minutes of:		
a) November 23, 2021 Regular Board Meeting		3
b) December 7, 2021 Annual Organization Board Meeting		9
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:		
10. Delegations: Vaccine Clinics at LKDSB Schools and Vaccine Mandates	Jolene Wellington	14
11. Questions from the Public		
Please submit questions by noon on January 11, 2022 via email to <a href="mailto:bonnie.gotelaer@lkdsb.net">bonnie.gotelaer@lkdsb.net</a>		
12. Reports for Board Action		
a) Vaccination Clinics	Trustee Agar	45
<u>Notice of Motion</u>	Report B-22-05	
“That there would be no pop up clinics throughout the school day because there are facilities like the Bradley Centre that could be used. Rural schools with no other possible places to use could have clinics in schools but after school hours and parents should be required to be present when the child receives vaccine.”		
b) Single Use Water Bottles	Trustee Fletcher	46
<u>Notice of Motion</u>	Report B-22-06	
“That LKDSB will not provide plastic water bottles at our board meetings.”		
c) School Year Calendar	Superintendent Hazzard	47
<u>Recommendation</u>	Report B-22-07	
“That the Board approve the 2022-2023 School Year Calendar and that this calendar be forwarded to the Ministry of Education for approval as required.”		
13. Reports for Board Information:		
a) Indigenous Liaison Committee Report	Trustee Rising	49
	Report B-22-08	

b) Special Education Advisory Committee Report	Trustee Barnes Report B-22-09	51
c) Ontario Public School Boards' Association Update (OPSBA)	Trustee Fletcher Oral Report	
d) LKDSB Director's Annual Report	Director Howitt Report B-22-10	53
e) LKDSB COVID-19 Update – Impact of Omicron Variant	Director Howitt Report B-22-11	77
14. Correspondence		<b>B</b>
15. New Business		
16. Trustee Questions		
17. Notices of Motion:		
18. Announcements		
a) The next Regular Board Meeting will be held on Tuesday, January 25, 2022, 7:00 p.m. at the Sarnia Education Centre.		
19. Adjournment		

**PRESENT:**

**Trustees:** Chair Randy Campbell, Vice-Chair Derek Robertson, Greg Agar, Janet Barnes, Jane Bryce, Ruth Ann Dodman, Jack Fletcher, joining electronically Dave Douglas, Malinda Little, Scott McKinlay, and Lareina Rising

**Staff:** Director of Education John Howitt, Superintendent of Business Brian McKay, Superintendents of Education, Angie Barrese, Gary Girardi, Ben Hazzard, Helen Lane, Mary Mancini, Mark Sherman and Public Relations Officer Heather Hughes

Regrets

**Student Trustees:** Brianne Machan, joining electronically Taryn Jacobs and Kate Martin

**Recording Secretary:** Bonnie Gotelaer, Executive Assistant to the Director

**Call to Order:** Chair Campbell called the meeting to order at 7:00 p.m.  
Chair Campbell read from LKDSB Procedural Bylaw 3.20: Audio or video recording devices may not be used at any meeting of the Board or its committees without the prior permission of the Chair of the Board or the Director of Education.

#2021-148  
Approval of the Agenda

Moved by Ruth Ann Dodman, seconded by Greg Agar,  
"That the Agenda for the Regular Board Meeting of November 23, 2021 be approved."  
CARRIED.

Trustee Bryce read the Traditional Territorial Acknowledgement.

**Declaration of Conflict of Interest** None

#2021-149  
Approval of the Minutes  
Nov/9/21

Moved by Scott McKinlay, seconded by Jack Fletcher,  
"That the Board approve the Minutes of the Regular Board Meeting of November 9, 2021."  
Trustee Fletcher requested clarification if specific sectors of Specialist High School Major (SHSM) were noted by Superintendent Mancini at the November 9, 2021 regular board meeting to be included in the minutes if they had been noted. Superintendent Mancini confirmed specific sectors had not been identified at that meeting.  
CARRIED.

**Business Arising** None

**Motions Emanating from the Regular Board Private Session** None

#2021-150 Moved by Derek Robertson, seconded by Jane Bryce,

Action of the Regular Board Private Session be the Action of the Board

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

CARRIED.

Snapshots of Excellence

Director Howitt noted the Director’s Snapshots of Excellence is a chance to display the wonderful things happening throughout the Lambton Kent District School Board. He noted activities the ‘Soctober’ event at Bosanquet Central School with the collection of 907 pairs of socks to be donated to local charities and the annual Walk for Wenjack in memory of Chanie Wenjack. He explained the Walk for Wenjack takes place each October to honour Chanie and all Indigenous children impacted by the residential school system.

Director Howitt noted the Alexander Mackenzie Secondary School Horticulture and Environmental Science classes created a space for students to plant a vegetable garden. CLASS Energy & Environmental Coordinator Taylor Maris helped Rosedale Public School students investigate what can be recycled instead of thrown in the trash. Director Howitt noted Noelle’s Gift provided donations for the purchase of healthy food and reusable water bottles for students. He explained during Treaties Recognition Week students and staff took part in curriculum activities related to honouring the original promises of the land including creation of Two Row Wampum Belts, the Gchi-Miigisaabiigan (Great Wampum Belt) and individual classroom treaties.

Director Howitt noted the importance of volunteers for extracurriculars occurring including non-sporting activities and noted this to be the case in a knitting club. Students at Queen Elizabeth Sarnia has created a knitting club. All extracurriculars require volunteers including staff.

The athletic track being constructed at Great Lakes Secondary School required some trees to be removed and the logs from the trees removed were saved and milled to provide lumber to the tech classes. He highlighted learning activities occurring in schools, students who used chalk on the exterior of the school building to display positive messages and outdoor physical activity.

Director Howitt noted the 2 +1 Project in International Education has begun and noted project involves LKDSB teachers providing online workshops focusing on Academic English development.

The Ontario Federation Secondary Athletics Association (OFSAA) chose a Chatham Kent Secondary School student’s design submitted in a provincial mascot contest.

Students at Lansdowne Public School learned about the origins of Aanishinaabe Baagaadowewin (lacrosse) and students at H.W. Burgess Public School are able to utilize a sensory path.

Vice-Chair Robertson inquired if garbage audits are being conducted across the region for all schools. Director Howitt confirmed that they will be conducted across the region including communications throughout the year from the CLASS Energy & Environmental Coordinator. Trustee Agar noted businesses in the community making efforts in recycling plastic material.

Delegations

Mr. Nick Wallace presented his report, What is the duty of a school board Trustee.

Mr. Wallace noted each slide as presented in the Agenda package with some additional comments. Mr. Wallace delivered his delegation to the Board.

Questions from the Public

Chair Campbell read LKDSB Procedural Bylaw 3.16 In addition to the foregoing, persons or groups may pose questions to the Board in accordance with the following procedure:

- a) the questioner shall submit the question either orally or in written to the Chair of the Board;
- b) the Chair or their designate shall answer the question if the information is immediately available or send a written reply following the meeting; and
- c) the questioner may ask a follow-up question for clarification

Director Howitt noted there were two questions submitted by Alberto Fleman asking:

After over a year of data into the measures taken by the schools to "prevent the spread" of Covid-19. Is the school board going to or has made a risk assessment comparing the benefits and risks of measures such as masks on kids at schools and Covid-19 vaccinations?

If such an assessment exists, can it be publicly available from the LKDSB website for parents to scrutinize and review considering these measures are being enforced at the school level?

Chair Campbell indicated Director Howitt should answer questions separately.

Director Howitt indicated school board does not do medical research or risk assessments and relies on advice from the Ministry of Education, the Medical Officers of Health locally and Chief Medical Officer of Ontario.

From the LKDSB website mission statement page it is stated under "Belief statements" bullet point 3 that the board believes in "A safe and caring learning environment is strengthened by embracing diversity, and respecting self, others and the world around us." Considering that masks and covid-19 vaccines studies have shown risks associated with them such as bacterial pneumonia and myocarditis, how does the school board consider such risks as part of a "safe" learning environment and preventing kids to have an option to wear or NOT to wear a mask as "respecting self and others"?

Director Howitt noted the Chief Medical Officer of Health as well as the Medical Officers of Health of Chatham-Kent and Sarnia-Lambton reviews the data accordingly. He noted vaccines for COVID-19 vaccines are not required to attend school. Masks are an expectation under the guidance of school reopening and students in grades one to twelve students are required to wear masks. To align this in respecting self and others, the expectation to live in society is to follow rules and legislation and laws.

Mr. Wallace noted risk assessments need to be done by the school board as students are present in the classrooms to monitor risk to benefit ratio.

Point of Order by Trustee McKinlay noting he was not able to hear the question and requested it be asked.

Mr. Wallace asked if the harm being caused to children could be evaluated and continued to present his opinion.

Chair Campbell thanked Mr. Wallace.

#2021-151  
Report B-21-119

Moved by Lareina Rising, seconded by Malinda Little,

“That the Board approve the 2020/2021 Annual Accessibility Report for the Lambton Kent District School Board.”

Superintendent Girardi noted the Accessibility for Ontarians with Disabilities Act (AODA) came into effect in 2005 directing public sector institutions to develop, implement and enforce standards for accessibility related to Customer Service, Transportation, Information and Communication, Built Environments and Employment. He noted it provides for the involvement of persons with disabilities and community partners in the development of proposed standards. He noted the 2020/2021 Annual Accessibility Report for the Board addresses measures taken to identify barriers and enhance accessibility.

CARRIED.

Ontario Public School  
Boards' Association  
Update (OPSBA)

Trustee Fletcher noted he had forwarded an email regarding the OPSBA Legislative Update distributed on November 19, 2021 with attachments containing a lot of information. He noted to the members there were items regarding next steps to de-streaming, a Minister to Minister child care letter, school calendar guidelines and health and safety updates to schools. He encouraged everyone to review these items. He noted to be scheduled for a meeting on November 27, 2021 and will bring updates from that meeting.

Parent Involvement  
Committee Report  
Report B-21-121

Director Howitt noted Superintendent Mancini provided a presentation on De-streaming, Assessment and Evaluation and Re-engagement at the Parent Involvement Committee meeting on November 8, 2021. He indicated Superintendent Hazzard presented the draft 2022-2023 school year calendar and provided an update on Math and Reading Diagnostic Assessment. Other items discussed during the Committee meeting were the inclement weather memo, School Climate Survey, Demographic Student Census and the secondary school semester two timetable. Director Howitt noted Parent Reaching Out (PRO) grant applications have been received and the next Parent Involvement Committee meeting is February 7, 2022.

LKDSB COVID-19 Update  
– Student Re-Engagement  
Report B-21-122

Director Howitt noted student re-engagement involved a report to the Ministry of Education with a plan that began over a year ago and is continuing. Social Workers provided exceptional support to allow for a successful beginning in September 2021. He noted the report indicates success with transition meetings for those needing extra supports.

Director Howitt noted the elementary summer reading camps utilized the Benchmark Reading Assessment. He indicated secondary program provided a team approach in re-engaging students particularly the Indigenous Support Workers, Guidance teachers, Student Success teachers to reach out to students. He noted the Student Re-Engagement team connected with over one thousand two hundred students. Re-engagement with early leavers was successful with help from community partners such as Rebound and Restorative Justice. He noted the re-engagement work and attendance referrals with all staff involved contributed to this success.

Jane Bryce noted some parents were involved in an experiment for de-streaming and some people indicated it was the worst thing they had been

through. Trustee Bryce asked for an update in the future. Director Howitt noted he and Superintendent Mancini would collaborate to provide feedback.

Report B-21-123  
Pupil Accommodation  
Report

Director Howitt noted the Pupil Accommodation Report has been completed and noted items such as declining enrolment and the eight thousand four hundred empty pupil spaces which is impacting programming. He noted there are ideas and considerations around facilities in this report that could be non-binding for trustees but starting points for discussions and to allow transparency to communities.

Jane Bryce thanked Director Howitt for the report and thanked him for some forward thinking in the report. A lot can change in all this time and noted it to be good reading, glad to have the report in hand and glad to have the graphic.

Correspondence

None

New Business

Trustee Questions

Jack Fletcher asked what legal advice has been received regarding the mandates directed to us from the health science board and the Ministry of Education.

Director Howitt noted legal advice is received from the appropriate law firm based on their expertise. He noted legal advice has been sought on items such as administrative procedures or signage and the LKDSB awaits legal to response to ensure the items are in line with legislation.

Janet Barnes noted Wallaceburg District Secondary School teacher Linda Nethery recently won a Wallaceburg Business Improvement Award sponsored by the Wallaceburg Chamber of Commerce.

Dave Douglas asked how many mask exemptions have been made for this school year for staff and students and is it possible to break it down into groups. Director Howitt noted 336 mask exemptions currently and noted the number changes as requirements change. This number is greater than last year but it increases in proportion with the number of students who have returned to the classroom in person. Superintendent Sherman noted its an average of five students per school with slight increases in ALLP classes and in secondary schools.

Jack Fletcher asked as follow-up in reference to the SHSM if there are any specific examples of areas that are being worked on. Superintendent Mancini noted she would bring the information after meeting with the SHSM leads. Director Howitt noted he is aware there may be a future announcement from OPSBA for an SHSM area.

Jane Bryce noted in the past that declining enrolment was a deep concern and now sees it as a serious issue. OPSBA Western Region inquired if there are concerns to be aware of. She noted Trustee Fletcher indicated that declining enrolment with moratorium has been difficult. Jane Bryce asked how we are going to manage this serious concern if the moratorium is not lifted and will programming be affected.

Director Howitt noted that there are too many schools in too many communities which is not sustainable. He indicated declining enrolment does affect programming as option programs may not be offered to ensure the delivery of compulsory courses. He noted the LKDSB continues to focus on declining enrolment and the delivery of programs.

Notices of Motion

Trustee Agar indicated a Notice of Motion:

“That there would be no pop up clinics throughout the school day because there are facilities like the Bradley Centre that could be used. Rural schools with no other possible places where Optimist to use could have clinics in schools but after school hours and parents should be required to be present when the child receives vaccine.”

Jack Fletcher indicated a Notice of Motion

“ That LKDSB will not provide plastic water bottles at our board meetings. “

Announcements

- a) The Organization Board Meeting will be held on Tuesday, December 7, 2021, 7:00 p.m. at the Sarnia Education Centre.
- b) The next Regular Board Meeting will be held on Tuesday, January 11, 2022, 7:00 p.m. at the Chatham Education Centre.

Adjournment

There being no further business of the Board, Chair Campbell declared the Meeting adjourned at 8:27p.m.

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Chair of the Board

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Director of Education and  
Secretary of the Board



**PRESENT:**

Trustees: Chair Randy Campbell, Vice-Chair Derek Robertson, Greg Agar, Janet Barnes, Jane Bryce, Ruth Ann Dodman, Jack Fletcher, Malinda Little, Lareina Rising. Joining virtually Dave Douglas, Scott McKinlay.

Staff: Director of Education John Howitt, Superintendent of Business Brian McKay, Superintendents of Education, Angie Barrese, Gary Girardi, Ben Hazzard, Helen Lane, Mark Sherman, joining virtually Superintendent Mary Mancini and Public Relations Officer Heather Hughes.

**Regrets**

Student Trustees: Brianne Machan, joining virtually Taryn Jacobs and Kate Martin

Recording Secretary: Bonnie Gotelaer, Executive Assistant to the Director

Call to Order: Director Howitt called the Annual Organization Meeting of the Board to order at 7:00 p.m. and explained that as per the LKDSB Procedural By-laws Section 2.3 and the Education Act Section 2.8, the Director presides over the meeting until a Chair of the Board is elected.

Director Howitt noted the governance work Trustees complete does permeate down to the classrooms to the students. The guidance provided by Trustees in the LKDSB Vision, Mission, Strategic Priorities and policies resonate with all adults in LKDSB who work directly with students. He had recently taken part in interviews where every candidate cited the Board's Vision and Mission and provided concrete examples of how it impacts them and their work. They cited the Strategic Priorities and how they are using them in the classrooms and their impact in the system. He noted this is an ongoing theme with more depth as we proceed.

Director Howitt noted learning has continued through Covid without pause and with some positives including the resumption of some extra-curricular activities. He noted his optimism at the beginning of the school year and the positives of extra-curriculars. He noted that a significant number of students and staff required substantial supports to return to the classroom. He explained there were differences of opinion and conflicts outside of the schools and thanked staff for allowing the students to thrive within the classroom. Director Howitt noted to Trustees there is well-being work to help students to thrive. He thanked the Superintendents who have consistently supported staff to do their best for students.

**Traditional Territorial Acknowledgement**

Director Howitt noted there will be a combined Invocation and Traditional Territorial Acknowledgment by Trustee Rising.

Trustee Rising explained she would give some learnings around the Traditional Territorial Acknowledgement. She noted there is a renewed commitment to reconciliation and that the LKDSB has always tried to learn and evolve and make sure words match actions and commitments. Trustee Rising noted the LKDSB began to use the Traditional Territorial Acknowledgement and as time goes on, a more brief version is being used. She explained there are meanings behind the words. She noted Traditional Territorial Acknowledgements have always been read by First Nation communities when crossing into another territory for hunting, harvest and trading and they would introduce themselves to

the Creator as well as those in these communities, acknowledging it was their territory. The Traditional Territorial Acknowledgment has a Preamble that lists the treaties within the physical geography of the board which helps for understanding as the treaties are said out loud. She explained everyone is a treaty person as both nations signed the treaties and each have their own obligations.

Trustee Rising noted the Truth and Reconciliation Commission has recommended calls to action to understand the acknowledgements and their meanings. She explained that there is a commitment to this by the LKDSB and Trustees will be able to volunteer to read the Territorial Agreement. She explained when said with good intentions, coming from the heart, even with mispronunciations, if you are genuine, you cannot go wrong.

The Traditional Territorial Acknowledgement was read including the Preamble by Trustee Rising.

Trustee Rising expressed gratitude in wanting to renew commitments and noted many cultural celebrations and fresh beginnings including the winter solstice, a new calendar year, welcoming the incoming Chair and a renewed commitment to the Strategic Priorities including Championing anti-oppressive education.

Trustee Rising noted the upcoming video has an emotional impactful presence created by students of the LKDSB and is an acknowledgement of the resiliency of both Residential School survivors and those who didn't survive. She noted the LKDSB through policy making and through work in supporting schools needs to move forward as an actively anti-racist organization.

Student Performance:  
Tribute on National Truth  
and Reconciliation Day

Director Howitt explained the student performance completed by Asia Nahdee and Allyson Joseph.

Director Howitt noted the student voice and how powerful our student voice can be.

#2022-01  
Appointment of Student  
Trustee Scrutineers

Moved by Jack Fletcher, seconded by Jane Bryce,

“That the Board appoint Student Trustee Machan to serve as Scrutineer for the Annual Organization Meeting.”

CARRIED.

#2022-02  
Nominations for Election  
of the Chair of the Board

Director Howitt invited Trustees to submit nominations for the position of Chair of the Board for the term December 7, 2021 to December 6, 2022. He explained the process for election of the Chair.

Moved by Greg Agar,

“That Randy Campbell be nominated to serve as Chair of the Lambton Kent District School Board.”

CARRIED.

#2022-03

Moved by Derek Robertson, seconded by Malinda Little,

Nominations Closed for Election of Chair of the Board	<p>“That the nominations for Chair be closed.”</p> <p>Trustee Campbell allowed his name to stand.</p>	CARRIED.
Election of the Chair	Trustee Campbell was acclaimed to the position of Chair of the Lambton Kent District School Board and assumed the Chair position.	
Address of the Chair	<p>Chair Campbell addressed the Board. He thanked Trustee Agar for nominating him for Chair of the Lambton Kent District School Board. He gave thanks to all LKDSB staff, parents/guardians, and community partners for keeping LKDSB schools open and a safe and secure learning environment for all involved. He noted one of the board’s largest concerns going forward is declining enrolment and although action cannot be taken at this time, it continues to be a concern. He looks forward to serving as the Chair of the Lambton Kent District School Board for a second year.</p> <p>Chair Campbell invited Trustees to submit for nominations for the position of Vice-Chair of the Board for the term December 7, 2021 to December 6, 2022.</p>	
#2022-04 Nominations for Vice-Chair of the Board	<p>Moved by Janet Barnes,</p> <p>“That Derek Robertson be nominated to serve as Vice-Chair of the Lambton Kent District School Board.”</p>	
#2022-05 Nominations Closed for Election of Vice-Chair of the Board	<p>Moved by Jack Fletcher, seconded by Trustee Agar,</p> <p>“That the nominations for Vice-Chair of the Board be closed.”</p>	CARRIED.
Election of Vice-Chair	Trustee Robertson allowed his name to stand.	
Election of Vice-Chair	Trustee Robertson was acclaimed to the position of Vice-Chair of the Lambton Kent District School Board and assumed the Vice-Chair position	
Address by the Vice-Chair	<p>Vice-Chair Robertson thanked Trustee Barnes for the nomination and noted it was an honour to serve in this role over the past year. He noted it has been difficult to feel connected to the schools. He explained to Trustees and Director Howitt that the challenges faced with optimism created a stronger group of people and all staff who work tirelessly to maintain a safe learning environment for the students. This success fosters a level of pride with the Lambton Kent District School Board. He thanked Trustee Rising for her comments and the students who created the video and noted everyone will leave this meeting emotionally impacted and because of that everyone will be better people. He thanked everyone for their support and looks forward to serving the Lambton Kent District School Board for the coming year.</p> <p>Chair Campbell invited Trustees to submit nominations for the position of Ontario</p>	

Public School Boards' Association (OPSBA) Delegate for the LKDSB.

#2022-06  
Nomination for OPSBA  
Delegate

Moved by Jane Bryce,

"That Jack Fletcher be nominated to serve as the LKDSB Delegate to the Ontario Public School Board's Association."

#2022-07  
Nominations Closed for  
OPSBA Delegate

Moved by Ruth Ann Dodman, seconded by Trustee Barnes,

"That the nominations for the LKDSB Delegate to the Ontario Public School Boards' Association be closed."

CARRIED.

Trustee Jack Fletcher allowed his name to stand.

OPSBA Delegate

Trustee Fletcher was acclaimed as the LKDSB Delegate to the Ontario Public School Boards' Association.

#2022-08  
Nominations for Election  
of OPSBA Alternate

Moved by Jane Bryce,

"That Ruth Ann Dodman be nominated to serve as the LKDSB Alternate to the Ontario Public School Boards' Association."

#2022-09  
Nominations Closed for  
OPSBA Alternate

Moved by Malinda Little, seconded by Janet Barn ,

"That the nominations for the LKDSB Alternate to the Ontario Public School Boards' Association be closed."

CARRIED.

Trustee Dodman allowed her name to stand.

Election of OPSBA  
Alternate

Trustee Dodman was acclaimed to the position of LKDSB Alternate for the Ontario Public School Boards' Association.

Chair Campbell thanked Student Trustee Machan for being a scrutineer.

#2022-10  
Appointment of Signing  
Officers of the Board  
Report B-22-01

Moved by Trustee Rising, seconded by Ruth Ann Dodman,

"That, for the term of December 2021 to November 2022, the Board appoint John Howitt, Director of Education and Secretary of the Board and Brian McKay, Superintendent of Business and Treasurer of the Board as its official signing officers."

CARRIED.

#2022-10  
Appointment of Legal  
Counsel for the Board  
Report B-22-01

Moved by Scott McKinlay, seconded by Jane Bryce,

“That, for the term of December 2021 to November 2022, the Board appoint the legal firms of: (a) Hicks Morley LLP and (b) Harrison Pensa LLP as its official legal counsels to conduct business.”

CARRIED.

#2022-10  
Appointment of Auditors  
for the Board  
Report B-22-01

Moved by Derek Robertson, seconded by Malinda Little,

“That, for the term of December 2021 to November 2022, the Board appoint the auditing firm of Bailey Kearney Ferguson LLP as its official auditor.”

CARRIED.

#2022-11

Jack Fletcher left the meeting at 7:43 p.m.

Moved by Randy Campbell, seconded by Derek Robertson,

Appointed to the Striking  
Committee

“That Jane Bryce be appointed to serve on the Striking Committee.”

CARRIED.

The Striking Committee retired to meet and confirm Trustee’s Board Committee appointments for the upcoming year.”

#2022-12  
Report of the Striking  
Committee  
B-22-02

Moved by Janet Barnes, seconded by Lareina Rising,

“That the Board approve the Trustee Committee Assignments for the period from December 7, 2021 to December 6, 2022 as outlined in Report B-21-02.”

Adjournment

There being no further business of the Board, Chair Campbell declared the Meeting adjourned at 8:15 p.m. and noted to everyone to have a safe and healthy holiday season.

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Chair of the Board

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Director of Education and  
Secretary of the Board



# COVID-19

# VACCINATIONS

# FOR SCHOOL AGED KIDS

DRAFT



# COVID-19

# VACCINATIONS

# FOR SCHOOL AGED KIDS



# **COVID-19 VACCINATIONS FOR SCHOOL AGED KIDS**

- DO THE BENEFITS OUTWEIGH THE RISKS?**
- COULD THERE BE UNFAVORABLE REPERCUSSIONS ON THE SCHOOLS OR BOARD?**



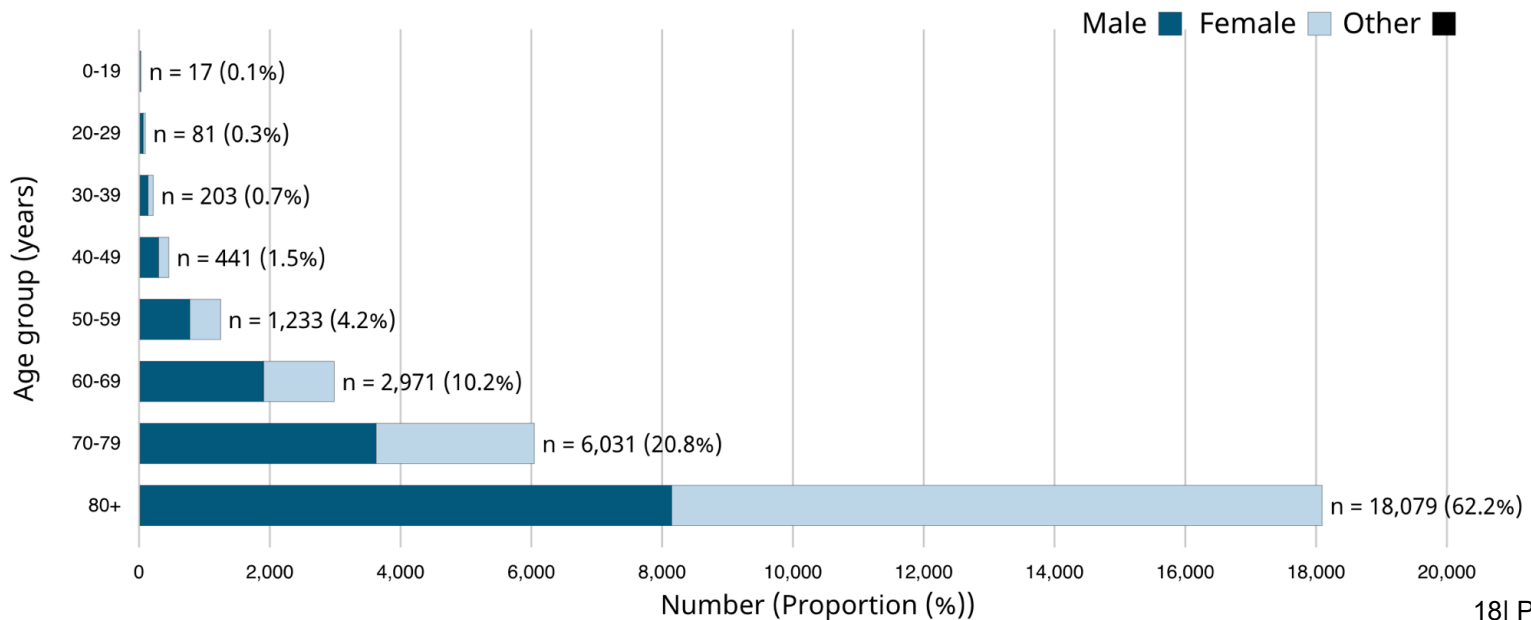
**DO THE BENEFITS  
OUTWEIGH THE  
RISKS?**

# DO THE BENEFITS OUTWEIGH THE RISKS?



Children are at extremely low risk of dying of COVID.

Figure 7. Age and gender <sup>4</sup> distribution of COVID-19 cases  in Canada as of November 12, 2021, 7 pm EST (n=29,056 <sup>1</sup>)



# DO THE BENEFITS OUTWEIGH THE RISKS?

## How low?

-In Canada, out of more than 350,000 confirmed cases of Covid-19 reported in children under 19 years old, there is less than 1% involved in severe illness.

-Over the course of the pandemic there have been only 17 confirmed possible Covid-19 deaths in children under 19.

(National Post article with  
Canada's Chief Medical Officer Dr. Teresa Tam, Nov 5<sup>th</sup>, 2021)

NATIONAL POST

# DO THE BENEFITS OUTWEIGH THE RISKS?

## What are Serious Adverse Effects?

An event is considered serious if it:

- results in death
- is life-threatening (an event/reaction in which the patient was at real, rather than hypothetical, risk of death at the time of the event/reaction)
- requires in-patient hospitalization or prolongation of existing hospitalization
- results in persistent or significant disability/incapacity, or
- results in a congenital anomaly/birth defect

# DO THE BENEFITS OUTWEIGH THE RISKS?

Deaths from Covid-19 vs. Getting a SERIOUS adverse effect from Covid-19 Vaccine

<b>Deaths in children in Canada since the pandemic</b>	<b>17</b>
<b>Total cumulative Covid-19 cases in 0-19 year olds</b>	<b>350,000</b>
<b>Percentage of children dying from contracting Covid-19</b>	<b>0.004857%</b>

<b>Total serious adverse events following Covid-19 a vaccination dose</b>	<b>5,653</b>
<b>Total vaccination doses administered in Canada</b>	<b>58,313,753</b>
<b>Percentage of having a serious adverse event from a Covid-19 vaccination dose</b>	<b>0.0097%</b>

# DO THE BENEFITS OUTWEIGH THE RISKS?

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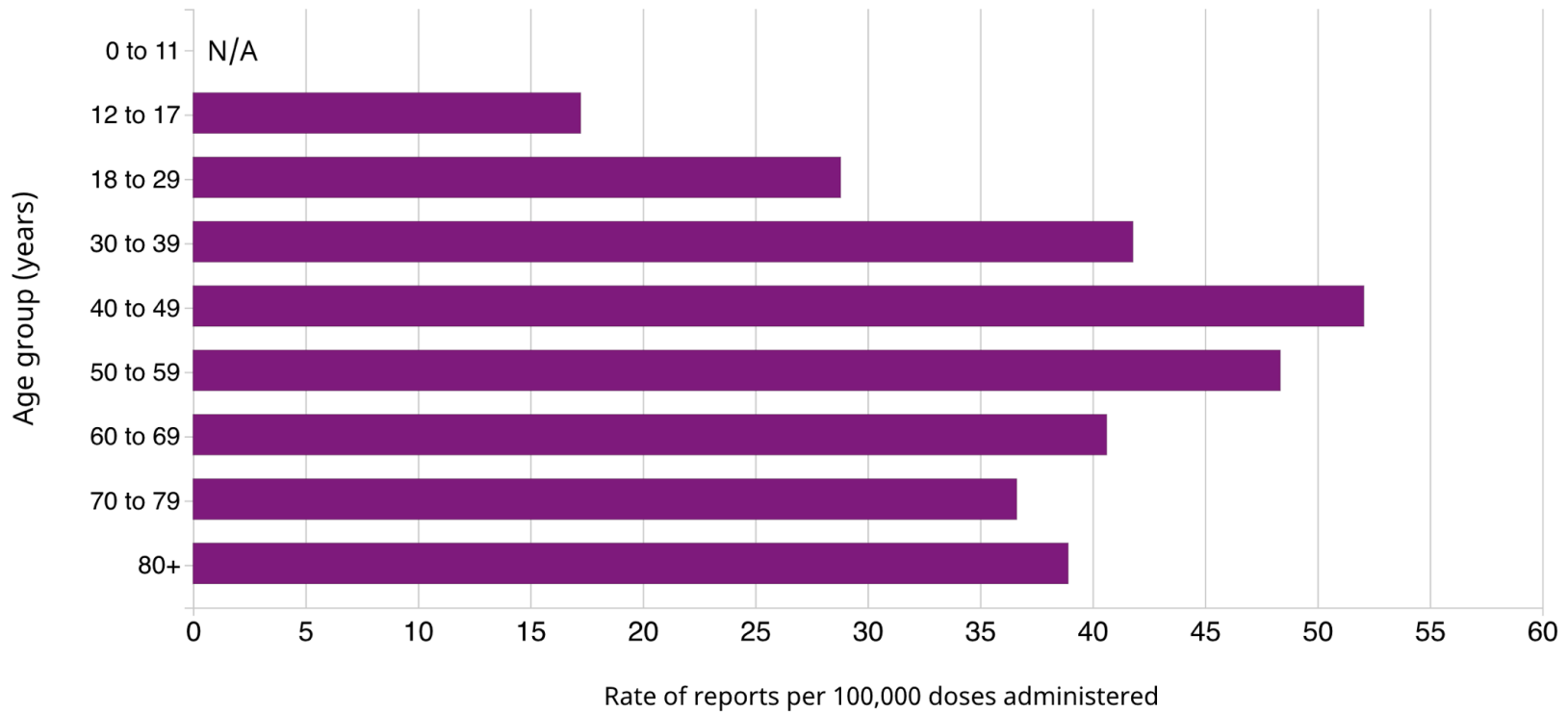
# DO THE BENEFITS OUTWEIGH THE RISKS?

Deaths from Covid-19 vs. Getting a SERIOUS adverse effect from Covid-19 Vaccine

Deaths in children in Canada since the pandemic	17	Total serious adverse events following Covid-19 a vaccination dose	5,653
Total cumulative Covid-19 cases in 0-19 year olds	350,000	Total vaccination doses administered in Canada	58,313,753
Percentage of children dying from contracting Covid-19	0.004857%	Percentage of having a serious adverse event from a Covid-19 vaccination dose	0.0097%

**2 times**  
More likely to get a serious adverse reaction To the covid-19 vaccination than dying from Covid-19

Figure 3.  of adverse event reports by  up to and including November 5, 2021 (n=23,676)





# DO THE BENEFITS OUTWEIGH THE RISKS?

Expected vs. Observed reports after **Pfizer-BioNTech** dose 2, 7-day risk period (N=549)\*

Age group, years	Females		Males	
	Cases of myopericarditis, expected	Cases of myopericarditis, observed	Cases of myopericarditis, expected	Cases of myopericarditis, observed
12–15*	0–3	12	1–5	116
16–17*	0–2	15	0–3	120
18–24*	0–5	11	1–7	134
25–29*	0–4	4	1–5	30
30–39	1–13	7	1–11	40
40–49	1–13	12	1–11	26
50–64	2–22	9	2–19	5
65+	2–22	4	2–18	4



\* As of Aug 18, 2021; assumes a 7-day observation window, with 549 of 765 reports after mRNA vaccines occurring during Days 0–6 after vaccination; counts among 12–29 years from reports meeting case definition for myopericarditis; expected estimates for females 12–29 years adjusted to reflect reduced incidence in this age group

# DO THE BENEFITS OUTWEIGH THE RISKS?

## You may be thinking:

Even though there is almost no risk of severe illness or death for children, shouldn't we get them vaccinated to protect our older populations from Covid-19?

Children are at such a low risk of having a poor outcome to Covid-19. Natural immunity is proving to create more complete and longer lasting antibodies than the antibodies created by your body in response to the vaccine.

Children without underlying autoimmune diseases and/or medical complications should be already considered "Fully Vaccinated".

If the vaccine happens to lessen symptoms it would only hide the fact that the child has the virus. Fewer symptoms could enable them to feel slightly, temporarily better so they can spread it to others at school, during extracurricular activities and to loved ones.

# DO THE BENEFITS OUTWEIGH THE RISKS?

## You may be thinking:

Even though there is almost no risk of severe illness or death for children, shouldn't we get them vaccinated to protect our older populations from Covid-19?

Excerpt from the Western Journal:

“The data on natural immunity are now overwhelming,” Makary told the Morning Wire. “It turns out the hypothesis that our public health leaders had that vaccinated immunity is better and stronger than natural immunity was wrong. They got it backwards. And now we’ve got data from Israel showing that natural immunity is 27 times more effective than vaccinated immunity. And that supports 15 other studies.”

– Dr. Marty Makary, Professor at Johns Hopkins University School of Medicine

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No. Forced and unnecessary vaccinations causes more risks than benefits.

Forcing the Covid-19 Jab on our young people is:

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**Child Abuse**

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Forcing the Covid-19 Jab on our young people is:

**Child Abuse**

**Assault**

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Forcing the Covid-19 Jab on our young people is:

**Child Abuse**

**Assault**

**Child Sacrifice**





# **REPERCUSSIONS ON SCHOOLS AND BOARD...**

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# REPERCUSSIONS ON SCHOOLS AND BOARD...



Greater risk of death by  
vaccine than by  
COVID-19

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Greater risk of death by  
vaccine than by  
COVID-19

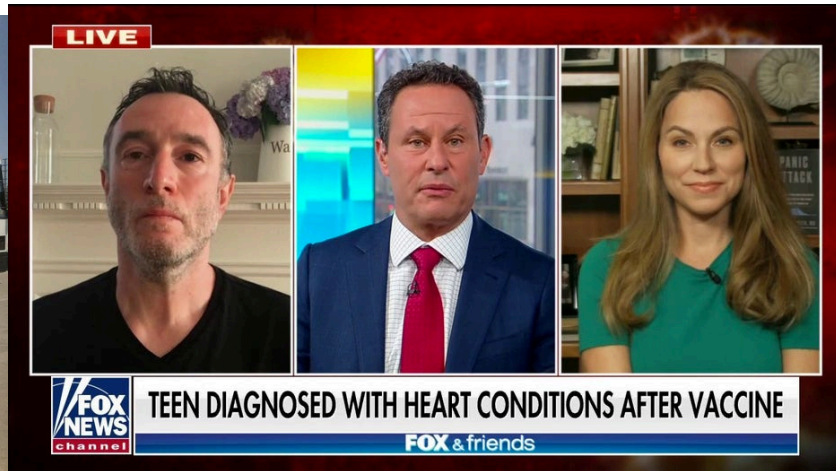
## **REPERCUSSIONS ON SCHOOLS AND BOARD...**



**ASSAULT**

# IF VACCINATION BUSES, CLINICS OR MANDATES APPEAR AT PUBLIC SCHOOLS IT IS:

## CRIMINAL ASSAULT IN PROGRESS





**I BUSES,  
NDATES APPEAR  
OOLS IT IS:**

CONNECTING YOU

MYOCARDITIS IS AFFECTING VACCINATED KIDS

6:26  
75°

23abc

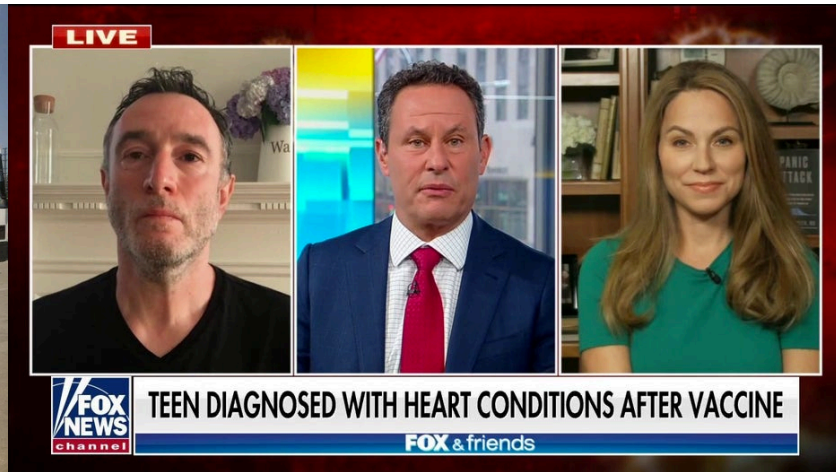
HUNTER  
STEAKHOUSE

HEADLINES

CO UNTIL JULY 21

23

# CRIMINAL ASSAULT IN PROGRESS



TEEN DIAGNOSED WITH HEART CONDITIONS AFTER VACCINE

FOX & friends



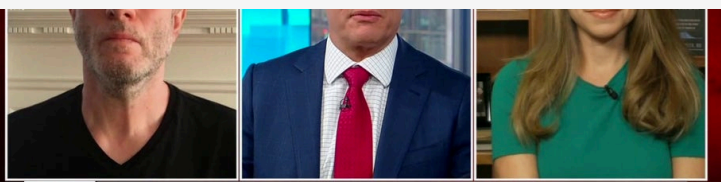
# I BUSES,

Translate »

COVID-19 FEATURE HISTORY

# Nightmare Scenario: Vaccinated Children Developing Myocarditis, a Debilitating Form of Heart Inflammation, at Alarming Rates

Teodrose Fikremariam 5 months ago 11 min read 6



FOX NEWS channel TEEN DIAGNOSED WITH HEART CONDITIONS AFTER VACCINE FOX & friends



# MEDICAL HOLOCAUST Against Children: Vaccine-Induced Myocarditis in Children Has 50% Fatality Rate in Five Years

by [Ethan Huff](#) — November 9, 2021





# Washington Co. teen's parents warning about myocarditis, rare condition possibly linked to COVID-19

<https://www.wpxi.com/news/top-stories/local-teen-rushed-hospital-with-trouble-breathing-following-2nd-dose-covid-19-vaccine/MRSTITDZXBCKBCIRQCIUKNOBAQ/>



ONLY ON 

GASPING FOR AIR, UNABLE TO BREATHE



**Tami Burages**  
@tburages

A week ago today my brother's 13-year-old son had his 2nd covid shot. Less than 3 days later he died.

The initial autopsy results (done Friday) were that his heart was enlarged and there was some fluid surrounding it. He had no known health problems. Was on no medications.

5:18 PM · Jun 20, 2021 · Twitter Web App



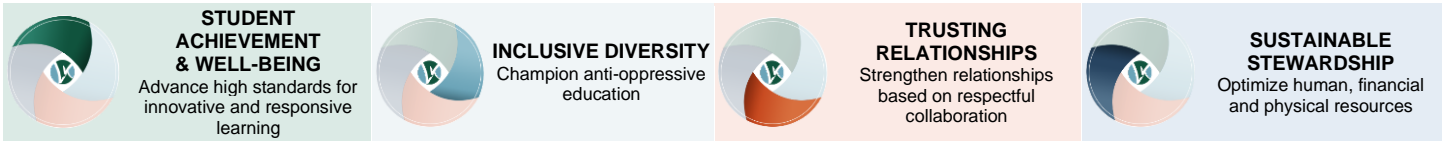
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5:18 PM · Jun 20, 2021 · Twitter Web App

**Acceptable Risk?**



**FROM: Greg Agar, Trustee**

**DATE: January 11, 2022**

**SUBJECT: Vaccination Clinics**

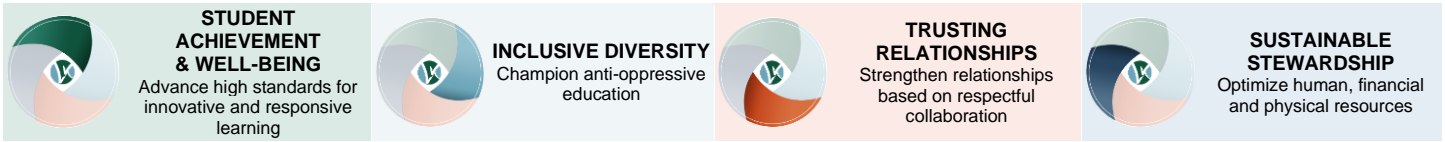


Trustee Agar served Notice of Motion:

“That there would be no pop up clinics throughout the school day because there are facilities like the Bradley Centre that could be used. Rural schools with no other possible places to use could have clinics in schools but after school hours and parents should be required to be present when the child receives vaccine.”

Rationale

This notice of motion is non partisan, whether you believe in the vaccine or not. This motion serves to protect parents and student's right to make their own medical decisions. Also, it protects the board from any liability that may arise from running vaccine clinics in our schools. You only have to turn on the tv, and here of incidents of student's being vaccinated without parent's knowledge or consent. Parents have a right to feel safe about sending their children to our schools, and children have a right to be safe.



**FROM: Jack Fletcher, Trustee**

**DATE: January 11, 2022**

**SUBJECT: Plastic Water Bottle Reduction**

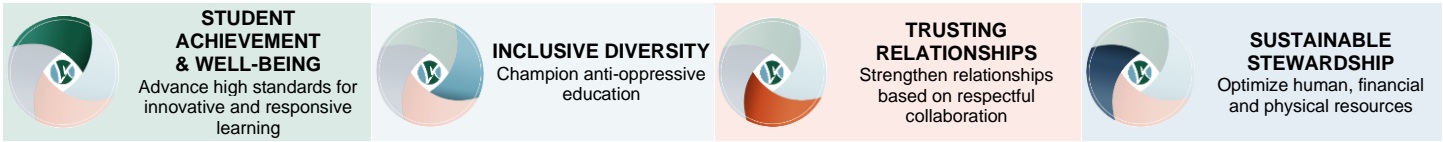


Trustee Fletcher served Notice of Motion:

“That LKDSB will not provide plastic water bottles at our board meetings.”

Rationale

The LKDSB has committed to limiting single use plastics and to assist in realizing this goal, eliminating plastic water bottles will set the appropriate example and will contribute to the cause.



**FROM: Ben Hazzard, Superintendent of Student Achievement Elementary**

**DATE: January 11, 2022**

**SUBJECT: 2022-2023 School Year Calendar**



**Background:**

*Regulation 304, School Year Calendar, Professional Activity Days* outlines the requirements for the preparation and submission of school year calendars to the Ministry of Education. For 2022-2023, the school year shall include a minimum of 194 school days of which three days must be designated as professional activity (PA) days devoted to provincial education priorities. These priorities are reflected through the criteria and topics contained in *Policy/Program Memorandum No 151*. Boards may designate up to four additional days as PA days. A board may also designate up to ten instructional days as examination days.

**Proposal:**

After discussion with our coterminous school board, unions, administrators and Parent Involvement Committee, a modified school calendar is being proposed for the 2022-2023 school year. The following charts outline the proposed organization of this calendar.

**Statutory/School Board Designated Holidays:**

September 5, 2022	Labor Day
October 10, 2022	Thanksgiving Day Holiday
December 26 to January 9, 2023	Winter Break
February 20, 2023	Family Day
March 13 – 17, 2023	March Break
April 7, 2023	Good Friday
April 10, 2023	Easter Monday
May 22, 2023	Victoria Day

**P.A. Days:**

- Friday, September 16, 2022
- Friday, October 7, 2022
- Friday, November 18, 2022
- Friday, February 3, 2023
- Friday, April 28, 2023
- Friday, June 9, 2023
- Friday, June 30, 2023

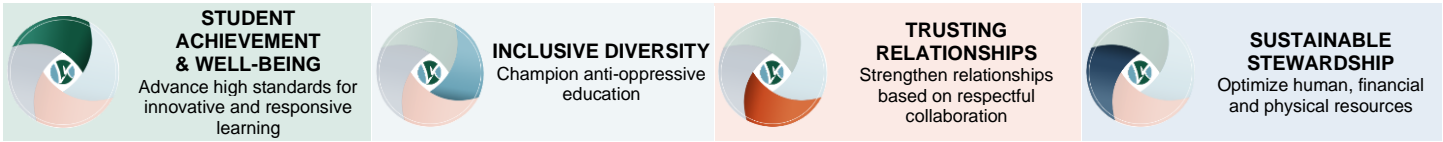
**Secondary Exam Days:**

Friday, January 27 – Thursday, February 2, 2023  
Friday, June 23 – Thursday, June 29, 2023

**Recommendation:**

"That the Board approve the 2022-2023 School Year Calendar and that this calendar be forwarded to the Ministry of Education for approval as required."





**FROM:** Lareina Rising, Trustee

**DATE:** January 11, 2022

**SUBJECT:** Indigenous Liaison Committee Report



**The November 17, 2021 meeting of the Indigenous Liaison Committee (ILC) was held via TEAMS with Trustee Lareina Rising chairing the meeting.**

Minutes from the October 20, 2021 meeting were reviewed and approved.

Trustee Lareina Rising welcomed everyone. Principal Karyn Byatt-Millington gave a Land Acknowledgement as part of the opening of the meeting.

**Report from the First Nation Communities were received:**

**Eelūnaapéewi Lahkéewiit (Delaware Nation)** Education Manager Jolene Whiteye submitted her report which was attached to the minutes.

It was announced that all community buildings were closed in recognition of Remembrance Day in which the community continued in their partnership with the Bothwell Legion in providing a service. Chief Stonefish read the names of the community’s veterans and the service also included Flanders Field translated into the language followed by drumming. She also noted the community will sponsor 37 post secondary students for the Winter 2022 semester. Two students are scheduled to graduate from their programs in December 2021 and the next intake deadline is April 1, 2022 for the spring/summer session.

**Kettle and Stony Point** Principal Bob Bressette submitted his report which was attached to the minutes.

It was announced that Hillside students observed Treaty Week and each classroom held various planned events. On November 8 the Anishinaabemowin instructor led the students to the cenotaph to observe Indigenous Veterans Day and on November 11 a service was held at the monument at Kettle Point to observe Remembrance Day. Hillside school has partnered with Melissa Levy from the St. Clair Conservation Authority to help with the Land-based program. The students learn about the interconnectedness between the systems, the significance of the geography and history of the area, and the ties to Anishinaabe teachings and language.

Trustee Lareina Rising provided updates from the Board regarding the audit report that was deemed a 'clean audit'. A presentation was held at the board meeting regarding the Demographic Census data.

Indigenous Lead Dallas Sinopole reported that he has been busy balancing his role as Indigenous Lead with his placement at Lansdowne Public School through the ITEP program. He also reported he has discussions with administrators around equity and inclusion.

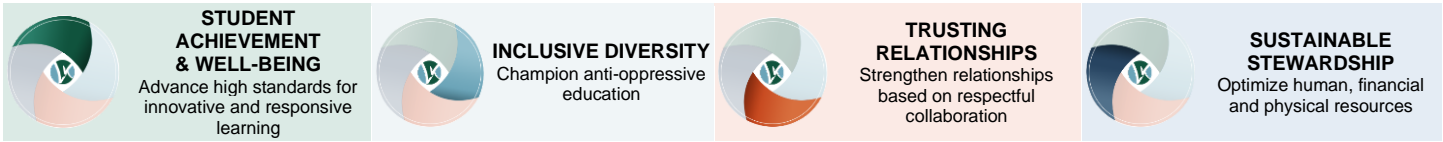
Superintendent Lane shared with the group she met with the four First Nation communities regarding the Voluntary Self-Identification brochure. She has asked for their recommendations and feedback by January so they could be incorporated into the brochure before it goes before the board. She indicated the Indigenous Team have been working hard on land acknowledgements and indicated if schools are creating their own, they will need guidance as to what guidelines/protocols need to be followed. She asked the First Nation communities to share feedback and recommendations at the January 2022 ILC meeting.

The board held a virtual Principal Council meeting at which Gretchen Sands-Gamble and Zhahwun Shognosh shared a presentation which was wonderful and well received.

To address some questions regarding the finances about the Board Action Plan, a separate meeting will be organized with Superintendent Brian McKay. The government announced the new K-12 school which will be built in Forest. Superintendent Lane is looking forward to having further discussions with Kettle and Stony Point regarding the new school.

Administrators from 55 schools submitted reports from across the District and these reports are now being archived on the staff portal for all LKDSB staff to be able to reference.

The next ILC meeting is tentatively scheduled for **Wednesday, January 19, 2022 at 6:00 p.m.** via TEAMS.



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

**DATE: January 11, 2022**

**SUBJECT: Special Education Advisory Committee (SEAC) Meeting Summary (December 9, 2021)**



The Special Education Advisory Committee (SEAC) of the Lambton Kent District School Board met on December 9, 2021 via MS Teams. Following is a report of the activities of the meeting:

Business Arising from the Minutes

There was no business arising from the November 18, 2021 meeting.

Presentation – Understanding the Gifted Learner

Valerie Volland, an Itinerant Resource Teacher working on the Special Education Department’s Enrichment and Reading Support Team, shared information about learners who are identified as ‘gifted’. While gifted students have an advanced aptitude, they have unique needs that must be supported, and programming that matches their learning style. Sometimes students who are gifted struggle with stress and anxiety because they feel increased pressure to do well in everything. In addition to providing meaningful learning and/or activities for gifted students, the team members focus on providing students with tools to help them overcome unrealistic expectations that they must excel in every subject, along with techniques to help them to manage expectations relative to their grades.

Presentation – LKDSB’s Assistive Technology Team

Sonya De Naeyer-Louzon, Stephanie Konstantinou, Joeleen DeGurse-MacDonald, Paul Gilbert, and Brian Jubenville, Itinerant Resource Teachers who are part of the Special Education Department’s Assistive Technology Team, outlined some of many ways they support students who use devices such as Chromebooks and iPads. The team cited the six different learning pathways that include: word processing; word prediction instruction; word prediction intervention with talk & type; talk & type; a record tool; and clicker writer. Students are provided with explicit practice activities that allow them to demonstrate their learning in ways that are suited to their needs. Diagnostic tools have been developed by the team to help them identify students who would benefit from assistive technologies. Then the team members work with teachers and students to ensure that the appropriate applications are being used, to the benefit of the student’s overall success in

showing what they're learned.

### Presentation – Voluntary Demographic Data Student Census

Superintendent Helen Lane, and the Board's Consultant for Kindergarten to Grade 12 Inclusive Diversity, Candice Fung, provided an overview of the voluntary Demographic Data Student Census that will be conducted during the month of March 2022. The census will gather information that provides a clearer understanding of our students, and how they identify themselves, in order to better support equity, student achievement and well-being. Data gathered will help the Board in its efforts to champion anti-oppression by identifying and removing systemic barriers and ensuring no students are disadvantaged. Completion of the census is voluntary and confidential, but it is not anonymous. Questions focus on indigenous identity, ethnicity, racial background, religion/spiritual/belief systems, gender identity, sexual orientation (for Grade 7 and up only), disabilities, language, and socio-economic status. Student responses will help the Board determine what is working, where change is required, and where

additional supports should be focused to ensure equity, inclusion and success for all LKDSB students. The members of SEAC were invited to review the census questions and put forward suggestions for any additional questions that might be important to include.

### October 31, 2021 Exceptional Pupil Numbers

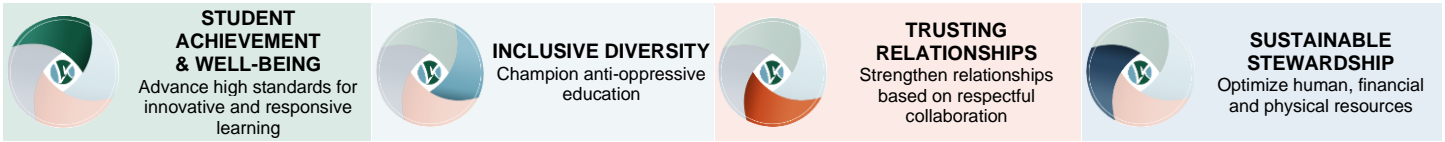
The exceptional pupil numbers detail the number of students who have been formally identified as well as those who have not been identified but who have an IEP and receive special education supports/accommodations.

As of October 31, 2021, there were 2,152 students who have been formally identified as having special needs and an additional 2,124 students who haven't been formally identified, but who have an Individualized Education Plan (IEP) that sets out resources/supports needed to ensure overall student success.

### Next Meeting

Thursday, January 20, 2022  
6:00 p.m., via MS Teams

Chris King, SEAC Chair



**FROM: John Howitt, Director of Education**

**DATE: January 11, 2022**

**SUBJECT: Director's Annual Report 2020/2021**



Attached is the Director's Annual Report for 2020/2021. It outlines the activities undertaken to achieve the LKDSB Strategic Priorities as well as ongoing efforts to enhance student achievement and wellness.

The Director's Report is to be submitted to the Ministry of Education and posted on the LKDSB website by January 31.

Lambton Kent District  
School Board



Director's Annual Report

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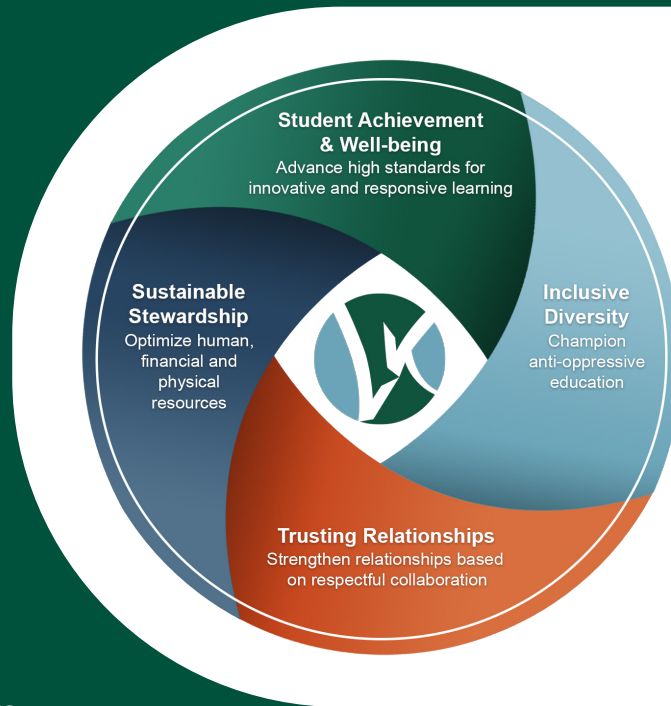
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# Message from Director Howitt

The Director's Annual Report provides an overview of the Lambton Kent District School Board's (LKDSB) initiatives and achievements during the 2020-2021 school year to support student success.

In the second year of the COVID-19 pandemic, LKDSB began with in-person learning in September 2020 and later transitioned to remote, teacher-led learning for a temporary period in January 2021 and for an extended period beginning April 19, 2021 and continuing for the remainder of the 2020-2021 school year. The global pandemic continues to have an impact across the province and the education sector is not immune. Whether students were engaged in learning in-person or in a remote setting, I am proud of the exceptional efforts of staff, parents/guardians and community members to support student achievement and well-being, and the safe operation of schools.

As we move forward, we continue to focus on improving outcomes for students and supporting success and well-being. We remain committed to *Fostering Success for Every Student Every Day.*



This year marked the launch of the [LKDSB Strategic Priorities 2020/2021-2025/2026.](#)

In the first year of implementation, LKDSB Senior Administration published the [2020-2021 Operational Plan](#) outlining the goals, action steps and outcomes in alignment with the Strategic Priorities.



● [Listen to Director Howitt's full message](#)

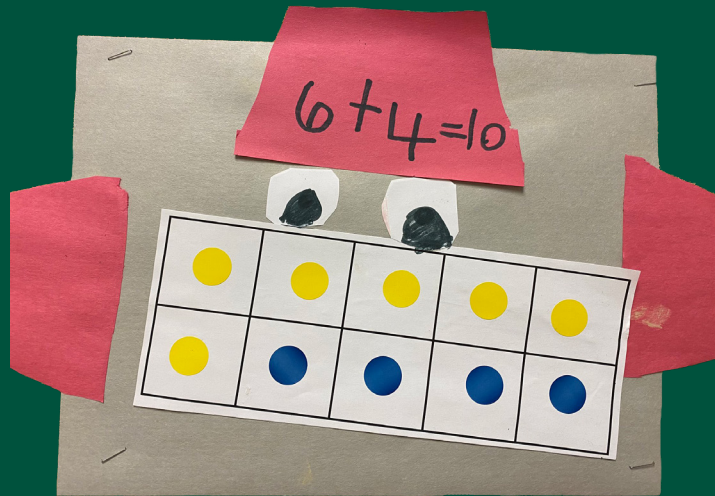


# LKDSB by the NUMBERS

number of  
employees  
**3,387**



number of  
schools  
**62**



2020-2021 Operating  
and Capital Budget  
**\$315.17  
million**



Total Enrolment  
**21,740**

Elementary  
**14,526**

Secondary  
**7,214**

# Student Achievement and Well-Being

In response to the COVID-19 pandemic, elementary and secondary schools supported student learning and provided a specific focus on supporting mental health and well-being.

In alignment with the Ministry of Education's direction to focus on the fundamentals of math, LKDSB implemented the new math curriculum for Grades 1-8. LKDSB continues to allocate resources and provide professional development opportunities to increase learning and competency in this area.

During the 2020-2021 school year, 88 per cent of Kindergarten-Grade 8 classrooms used a 'number talk' strategy for student(s) to express mathematical thinking and share the 'math strategies' that work best for their understanding. This strategy was implemented during in-person and remote learning. Secondary math teachers and curriculum leaders engaged in professional learning on the use of evidence-based instructional strategies.

During remote learning periods, LKDSB educators used a variety of online learning tools to deliver effective programming for students.



## Virtual Learning at Home

During the 2020-2021 school year, LKDSB established a Virtual Learn at Home Elementary School and a Virtual Learn at Home Secondary School for students who were engaged in remote, teacher-led learning. Real-life learning was a significant focus, as digital platforms mean video conferencing can go anywhere – from the students' kitchen or backyard to virtual field trips and guest speakers. The virtual learning format also allowed for greater engagement with parents/guardians in student learning. The administrative teams engaged with families, adapted plans, and ensured that our students learn in new ways in this virtual environment.

# Student Achievement and Well-Being

## Graduation Rates

Preliminary data for 2015-2016 cohort

Four-year rate



Five-year rate



In 2020-2021, all secondary schools identified potential graduates with incomplete Community Involvement Hours and developed plans to address the graduation requirement.



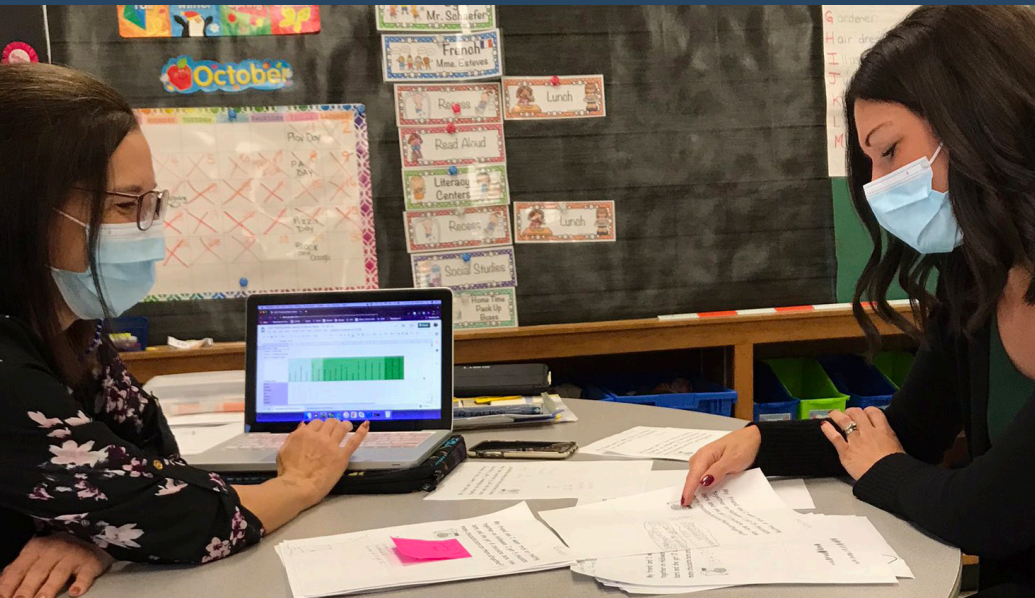
### EQAO Assessments

Education Quality and Accountability Office (EQAO) assessments for the 2020-21 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 2020-2021 school year was also waived.

# Student Achievement and Well-Being

## Professional Development to Support Student Learning

- Elementary school staff participated in 'where to next' feedback professional learning focused on remote and in-person learning with international author John Hattie.
- Elementary and Secondary Program Teams provided on-demand webinars to support educators with using remote learning tools.
- LK Launch 2021 virtual conference was held August 23-27, 2021 and provided professional learning in the areas of Indigenous Education, inquiry-based pedagogy, language learning and math leadership.
- Training to support the implementation of ASPEN Student Information System.



- Secondary math teachers and curriculum leaders engaged in professional learning on the use of evidence-based instructional strategies.
- All staff participated in Ministry of Education Equity and Inclusive Education training. Principal support sessions were held for delivering staff sessions on Human Rights and Equity in Education: Anti-Racism and Anti-Discrimination.
- Book Studies and after-school workshops on Equity and Inclusive Education topics, such as race, anti-oppression, gender identity, Indigenous Education, International Day Against Homophobia, Transphobia and Biphobia, etc. were provided throughout the year.

# Student Achievement and Well-Being

## Exploring Career Pathways

Specialist High Skills Major (SHSM) programs are offered at all 12 secondary schools. During 2020-2021, LKDSB students were enrolled in over 600 dual credits with Lambton College in Sarnia and # dual credits with St. Clair College in Chatham/Windsor. Both programs have a retention rate of approximately 87 per cent, with a 91 per cent success rate.

More than 15 LKDSB students from Alexander Mackenzie Secondary School in Sarnia and Wallaceburg District Secondary School in Wallaceburg graduated from the LKDSB Personal Support Worker program in June 2021. The Personal Support Worker Program consists of more than 700 hours of theoretical and experiential hands-on learning through clinical (co-op) work placements in the healthcare field. Students enrolled in the program earn credits toward their Ontario Secondary School Diploma and the Personal Support Worker Certificate concurrently. Students graduating from the LKDSB Personal Support Worker Program are industry-ready and able to support a growing need in the community for health care supports.



Grade 11 and 12 students are engaged in SHSM Programs, including:



CONSTRUCTION



HEALTH & WELLNESS



HOSPITALITY



MANUFACTURING



ARTS & CULTURE



TRANSPORTATION



HORTICULTURE



INFORMATION



AGRICULTURE

## Summer Learning

During July 2021 there were several learning opportunities for students to lift their learning as the Summer Learning Program grew significantly. The student learning opportunities focused on Primary Reading, Junior Math, Intermediate Math, and Elementary French. The learning took place online with Google Meet video conferencing, and the learning was hands-on, relevant, and supported schools across the district.

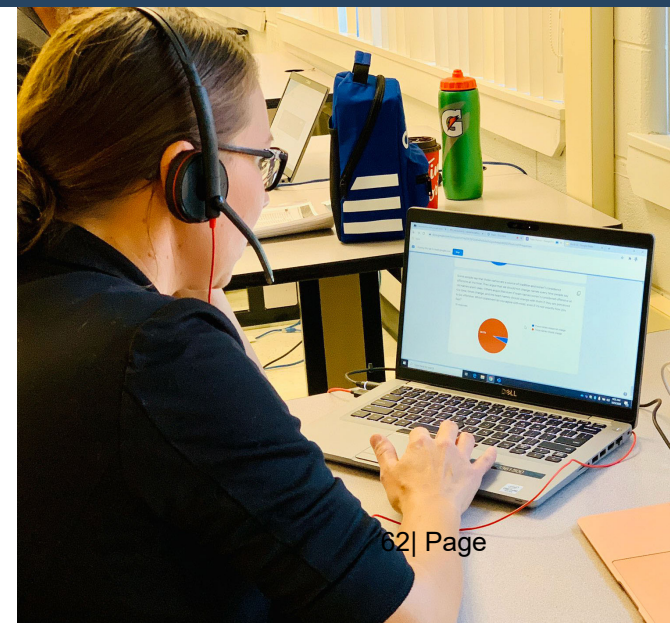
[Read a report on the 2021 Elementary Summer Programs \(page 50\).](#)



### Secondary Summer Semester

Despite the pressures involved with responding to the COVID-19 impacts on the education field, LKDSB continues to be a leader in offering an expanded Summer Learning Program for its own students in both face-to-face settings and online. Working with the Ontario E-Learning Consortium (OELC), it has also provided online learning opportunities for students from other boards. In total, 1,022 students completed the program and were supported by 99 staff members. This does not include the social workers or graduation coaches who also supported students during the summer.

[Read the report here \(page 20\).](#)



## Supporting Positive Transitions to School

LKDSB Multidisciplinary Teams provided support to schools and administrative teams to help promote welcoming school environments, a sense of belonging and connections with caring adults.

In August, schools provided Junior and Senior Kindergarten students transition supports before school began. More than 150 educators, including Teachers and ECEs, signed up for seven hours each to support JK and SK students entering school.



LKDSB elementary and secondary schools participated in transition work to support all students, including students with significant special education and mental health/well-being needs. The project involved one Educational Assistant, 68 elementary educators and 61 secondary educators.

LKDSB Social Workers supported students and families throughout the summer months and this support was extended to include school teams as part of our Transition project. Families, students and school teams have reported that students benefited from this support and experienced success.

[Read more about the transition supports here \(page 48\).](#)

Additional information about mental health and well-being supports for students, parents/guardians and caregivers is [available here.](#)

# Equity and Inclusive Education

An Inclusive Diversity Newsletter was initiated in November 2020. This monthly newsletter provides information and insights into current issues and topics, as well as highlights the work that is being done with students and staff across the system.

Secondary English Curriculum Leaders embarked on a critical review of literature resources currently used in Grade 9-12 English courses to support anti-oppressive and anti-racist perspectives.



## International Day Against Homophobia, Transphobia and Biphobia

As supported by LKDSB Trustees during the May 26, 2020 Board Meeting, LKDSB joins organizations globally in recognition of the International Day Against Homophobia, Transphobia and Biphobia (IDAHOTB) on May 17 to celebrate sexual and gender diversities and draw attention to the discrimination and violence experienced by LGBTQ+ people. This date will continue to be observed within LKDSB schools annually. Information and workshops for staff were provided prior to the recognition of the International Day Against Homophobia, Transphobia and Biphobia.

## Black History/African Heritage Month

Black History is annually celebrated during the month of February, but the role of African Canadians in our history and society is embedded in LKDSB curriculum throughout the year. In recognition of Black History/African Heritage Month, LKDSB is committed to recognizing the historically erased role of Black Canadians in our history and society and its focus for February 2021 was Black Lives Matter.



# Building Trusting Relationships

## Indigenous Education

In partnership with the four First Nations within its catchment area, Aamjiwnaang First Nation, Eelūnaapéewi Lahkéwiit (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. LKDSB is committed to promoting the success and well-being of self-identified Indigenous students.

Information was shared throughout the system regarding the tragic discovery of unmarked graves at the sites of former residential schools and the ongoing intergenerational trauma and harm caused by the residential school system and settler colonialism. As an education system, we know that we play an important role in promoting and supporting Indigenous rights, histories, knowledge, cultures, and perspectives.

LKDSB recognized **Orange Shirt Day** on September 30, 2020 to acknowledge and honour the survivors of residential schools, as well as the children and young people who never returned home.

LKDSB commemorated **Treaties Recognition Week** on November 2-6, 2020 to promote education and awareness about treaty rights and treaty relationships between Indigenous and non-Indigenous people in Ontario.

On June 21, 2021, LKDSB recognized **National Indigenous Peoples Day** and celebrated its 25th anniversary through events and activities encouraging students and staff to learn more about the diversity of Indigenous culture and history.



# Building Trusting Relationships

## 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 2020-2021 school year, Student Senators created videos to share social-emotional information and supports from School Mental Health Ontario.

● [Watch the videos here](#)



A graphic with a white background and a light blue border. At the top, there are five overlapping speech bubbles in shades of blue, orange, and green. Below them, the text reads 'BECOME A' in a small black font, followed by 'STUDENT TRUSTEE' in large, bold, green letters, and 'AND SERVE ON STUDENT SENATE' in a smaller black font. At the bottom, there are three small portrait photos of students: a young woman with long dark hair, a young woman with dark hair and a white top, and a young man with short brown hair wearing a patterned shirt.

# Building Trusting Relationships

## Parent Involvement Committee

The LKDSB 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 connection between school staff, parents/ guardians, Home and School Associations and other parent/ guardian groups that may be active within the school community.

On November 17, 2020, the LKDSB Parent Involvement Committee hosted an online conference with Dr. Karyn Gordon. The topic was Building Confidence and was attended virtually by 166 participants. LKDSB received a lot of positive feedback about the content and the virtual platform, which allowed many families to participate.



Throughout the school year, LKDSB shared academic and COVID-19 related updates with parents/guardians through its [website](#) and by direct messaging by phone and email.

# Building Trusting Relationships

## Safe Schools

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.



SEPTEMBER  
2020

## LKDSB Staff Newsletter



## Staff Newsletter

To stay connected with LKDSB staff throughout the school year, the Director's Office distributed a Staff Newsletter to communicate information, resources and professional development opportunities to staff.

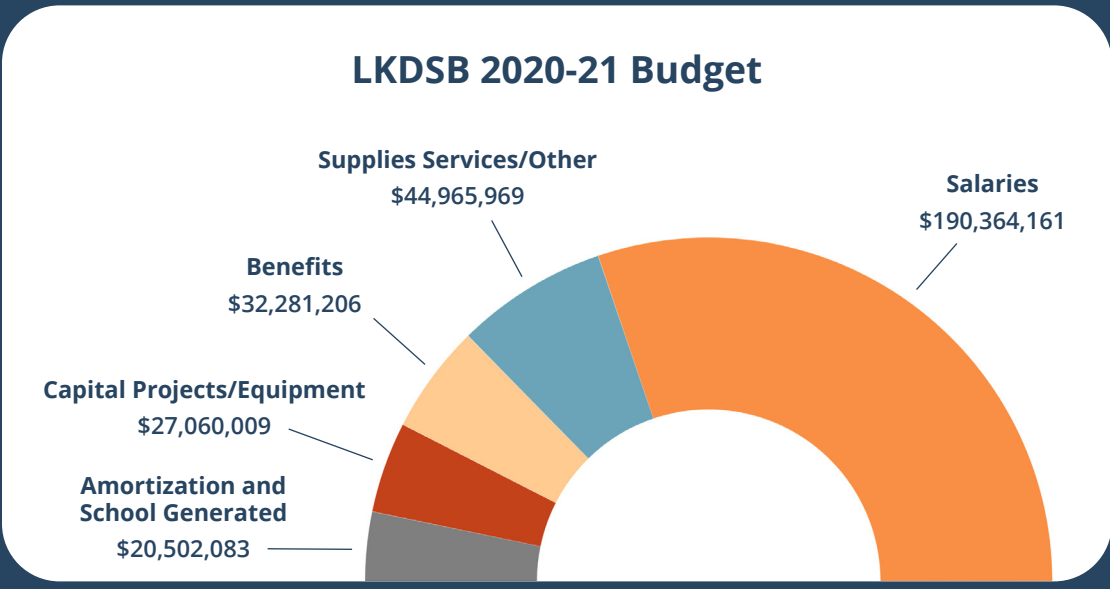
# Business and Operations

## 2020-2021 Budget

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

LKDSB had a total operating and capital budget of \$315.17 million in 2020-2021.

Read more about the [2020-2021 School Year Budget](#)



## Capital Improvement Projects

The Business Department implemented Questica capital planning module for use by the Plant and Maintenance department to track capital projects.

### Chatham Kent Secondary School

The renovation and expansion project is ongoing and will improve school facilities and upgrade equipment, as well as expand the cafeteria, refresh the façade and expand the busing zone.

### Great Lakes Secondary School

Construction on the new addition, which includes an auditorium, Indigenous Learning Centre and music rooms was completed in the 2021-2022 school year.

### Wallaceburg District Secondary School

The new student hub supporting before- and after-school programs includes a lounge and kitchen space, three private offices for use by community organizations and consultants, and a food, clothing and supplies pantry. Outside, there is a new hard surface play area with a basketball court, four square courts, shade structure and an equipment shed.

Read the [2021 Capital Plan](#)



[See a list of LKDSB Capital Projects](#)  
*Investing in Canada Infrastructure Program*

## Technology to Support Student Learning

To support the transition to remote learning during the school closures due to the COVID-19 pandemic, 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.

To support the mobility of school secretarial staff, laptops were provided to school secretarial staff to enable remote working capabilities. There were no impacts to the student device ratio as a result of meeting this distribution.

## Student Information System Implementation

The LKDSB Information Technology Department led the implementation of the new ASPEN Student Information System in the 2020-2021 school year. This is a central piece of software for school boards that is required to generate report cards, register attendance, provide demographics, etc. Staff have been provided with ongoing training on the new ASPEN system.

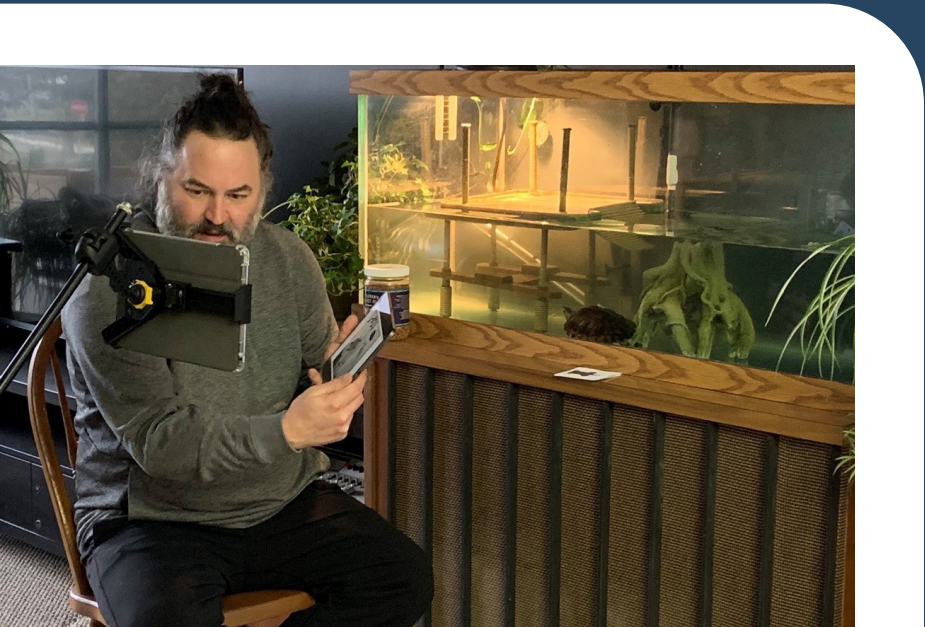


# Business and Operations

## Contract Negotiation

Throughout the 2020-2021 school year, contract negotiations continued to be an ongoing focus for LKDSB, including Elementary Teachers' Federation of Ontario (ETFO); Occasional Teachers of the Elementary Teachers' Federation of Ontario; and Ontario Secondary School Teachers' Federation (OSSTF).

Collective agreements were ratified with ETFO Lambton Kent Teacher Local in December 2020 and OSSTF District 10 in November 2020. Contract negotiations remained ongoing for the Occasional Teachers of the Elementary Teachers' Federation of Ontario during the 2020-2021 school year.



## Health and Safety

The health and safety of students, staff and visitors to LKDSB buildings is a top priority. 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.

Health and safety procedures from the Ministry of Education and LKDSB, including COVID-19 procedures, were provided to staff to support the safe operation of schools.



# Our Schools

## 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  
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  
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  
North Lambton Secondary School  
Northern Collegiate Institute & Vocational School  
Ridgetown District High School  
Tilbury District High School  
Wallaceburg District Secondary School

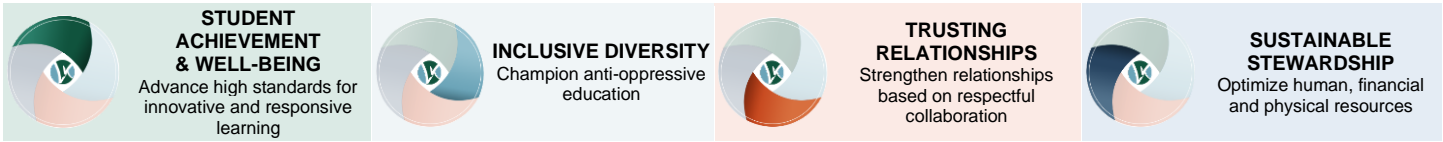
### Board Offices

Sarnia Education Centre  
Chatham Regional Education Centre

### Learning Centres

Adult & Continuing Education Centre  
John N. Given Learning Centre





**FROM: John Howitt, Director of Education**

**DATE: January 11, 2022**

**SUBJECT: LKDSB COVID-19 Update – Impact of Omicron Variant**



On January 3, 2022, the Ontario Minister of Education announced that Public and Private schools in the Province of Ontario, including the Lambton Kent District School Board (LKDSB) would enter a period of remote teacher-led learning for both elementary and secondary students from January 5, 2022 up to at least January 17, 2022. This Government of Ontario decision is in response to the COVID-19 pandemic to support the health and well-being of Ontarians. The intent of the period of remote learning is to reduce gatherings and mitigate the transmission of COVID-19 while maintaining academic programming.

All teachers have developed an online presence to facilitate student learning. Students will participate in synchronous and asynchronous learning during the remote learning period with their classroom teacher meeting the expectations of PPM164 Teachers and education workers have connected with their class(es) regarding student instruction and gathered information about student technology needs. Students registered in virtual learning programming continue to operate on their regular schedule. Attendance is taken daily for all students during this period of remote learning.

### **Elementary Program**

Students began remote learning on Wednesday, January 5, 2022 indicating if they would be engaging in Option 1 – Learning On-Demand and Live Teacher support or Option 2 – Learning on Demand.

#### Option 1 – Learning On-Demand and Live Teacher Support

Students complete teacher provided work at their own pace. Teachers provide 'live teacher support' (via Google Meet or phone calls). Whole class Google Meets begin the day, during which activities and learning is assigned. Small group Google Meets occur throughout the day. For older grades, the lesson is taught before allowing the students to complete the work. The teacher remains in the Google Meet to answer questions. Students can interact with their teacher and classroom peers throughout the school day via Google Meets completing most of the assigned work at the student's own pace. Cameras are not required to be on. The learning will not exceed 180 minutes for Kindergarten or 225 minutes for Grades 1 - 8. Assigned tasks could include questions, reading, writing tasks, activities, projects, prerecorded video demonstrations, pre-recorded video tutorials, and other items. These will be online activities with classroom teacher leading the

learning. Curriculum partner teacher(s) provide instruction via a new Google Meet link that will be posted in SeeSaw or Google Classroom at the scheduled time with the class.

### Option 2: Learning On-Demand

Students complete teacher provided work at their own pace due to bandwidth or other concerns. The learning is 180 minutes for Kindergarten or 225 minutes for Gr. 1 - 8. Written feedback provided via email, messages via See Saw or Google Classroom. Assigned tasks could include questions, reading, writing tasks, activities, projects, prerecorded video demonstrations, pre-recorded video tutorials, and other items. These will be online activities which allows the classroom teacher to lead the learning. Curriculum partner teacher(s) will provide instruction via on demand activities at their scheduled time with the class.

## **Secondary Program**

Teachers utilize the virtual learning environment established for their classes at the start of the semester to provide remote teacher-led learning following the regular bell time of their home school with teacher-led learning occurring for 150 minutes per course. Teacher-led learning is learning that happens in real time and parallels the face-to-face classroom experience. Teachers will provide students with their planned schedule, a checklist of daily activities and a reminder of assignment due dates at the beginning of each day to establish expectations and support attendance and encourage engagement.

All School Within A College (SWAC) will utilize the virtual learning environment. Co-operative education classes will move to remote learning; however, students with full-time jobs or placements in businesses may continue to attend their placements provided they follow all established health and safety protocols.

Guidance, Student Success and Resource teachers will establish a virtual presence through the use of office hours and are accessible to support students during the regular school day.

## **ALLP, OPTIONS, ECPP and IS Program**

For students enrolled in either Elementary or Secondary self-contained classes (ALLP, OPTIONS, ECPP and IS programs), learning will begin remotely. ALLP, OPTIONS, ECPP and IS students who are not able to benefit meaningfully in remote programming due to their exceptionalities, may opt-in to attending face to face, in school learning beginning Monday, January 10, 2022.

. Teachers will provide both on-demand learning (activities provided to students to access when the timing works for them) as well as synchronous learning (this could be a class discussion, or shared learning time). The amount of synchronous learning is appropriate for students and their needs. School ALLP, ECPP and IS teams work together to support student learning.

## **Personal Protective Equipment (PPE) and other protocols:**

While the PPE masking standard has not changed from Level 2 medical masks, the Ministry of Education is providing an option for staff to wear unfitted N95 masks. The LKDSB is in process of distributing these and like all other PPE, the Ontario government is procuring, funding, and providing these to boards with no impact to Board budgets. 3-Ply masks for student use have also been sent to school boards as an enhancement to the masks previously provided.

The Ministry of Education is also sending an additional 31 HEPA filter units to the LKDSB. This will supplement our existing inventory which already occupies all spaces where instruction takes place and offices.

Rapid Antigen Tests (RAT) will be provided by the Ministry of Education for staff and students and the board is expecting to receive these in the coming days and will distribute them as they arrive. The LKDSB has also been provided with a limited number of take home PCR test kits that may be used by staff or students who develop symptoms during the day and are dismissed from school/work mid-day.

Staff and students are required, until further notice, to confirm daily completion of the “COVID-19 school and child care” screener. The Ministry of Health has updated this screener to reflect the new expectations and isolation periods based on the Omicron variant.

The LKDSB continues to gather information and will follow directions from the Ministry of Education, local and provincial public health officials and will continue to share information as required from the Ontario Chief Medical Officer of Health and Chatham-Kent and Lambton Public Health regarding the coronavirus (COVID-19) on the Board and school websites to inform school communities as it becomes available. \_