

REGULAR BOARD MEETING AGENDA
PUBLIC SESSION

TUESDAY, OCTOBER 24, 2023
7:00 p.m.

Board Room
Sarnia Education Centre
200 Wellington Street, Sarnia, ON

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Page Reference

1. Call to Order		
2. Regrets		
3. Approval of Agenda		
4. Traditional Territorial Acknowledgement		
5. Declaration of Conflict of Interest		
6. Approval of the Minutes of:		
a) October 10, 2023 Regular Board Meeting		3
7. Business Arising from the Minutes		
8. Motions Emanating from the Regular Board Private Session		
9. Motion that the Actions of the Regular Board Private Session be the Action of the Board		
10. Presentations:		
a) Student Support Services/Well-Being Summer Learning – Interim Superintendent Smith		
11. Delegations		
12. Reports for Board Action:		
a) LKDSB Policy and Regulations on Video Surveillance	Director Howitt	8
<u>Recommendation:</u>	/Superintendent Girardi	
“That the Board approve the revised policy and regulations on <i>Video Surveillance</i> .”	Report B-23-122	
b) Tender Award– Exhaust Fan Replacement – Lambton Central Collegiate & Vocational Institute	Associate Director McKay	16
<u>Recommendation:</u>	Report B-23-123	
“That the Board award the tender to the successful bidder, Wellington Builders Inc., for the Exhaust Fan Replacement at Lambton Central Collegiate & Vocational Institute.”		
13. Reports for Board Information:		
a) Annual Audit Committee Report of the 2022-2023 Year	Trustee Shortt	17
	Report B-23-124	
b) Student Senate Report	Student Trustees	21
	Bathe-Minard/Shah/Stonefish	
	Report B-23-125	
c) Ontario Public School Boards’ Association Update (OPSBA)	Trustee Fletcher	
	Oral Report	
d) New Structure of Operational Plan 2023-2024	Director Howitt	22
	Report B-23-126	

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|---|--|----|
| e) Education Quality and Accountability Office (EQAO) Results | Superintendent Hazzard
/Superintendent Mancini
Report B-23-127 | 23 |
| f) Student Support Services/Well-Being Summer Learning Supports | Interim Superintendent Smith
Report B-23-128 | 26 |
14. Correspondence
 15. New Business
 16. Trustee Questions
 17. Notices of Motion
 18. Announcements
 - a) The next Regular Board Meeting will be held on Tuesday, November 14, 2023 at the Chatham Regional Education Centre at 7:00 p.m.
 19. Adjournment

PRESENT:

Trustees: Chair Randy Campbell, Vice-Chair Janet Barnes, Greg Agar, Jane Bryce, joining virtually, Ruth Ann Dodman, Jack Fletcher, Malinda Little, Roberta Northmore, Angela Richards, Kelley Robertson, and David Shortt

Student Trustees: Graysen Bathe-Minard, joining virtually, and Darshan Shah

Staff: Director of Education John Howitt, joining virtually, Associate Director Brian McKay, Superintendents of Education Emily Dixon, joining virtually, Gary Girardi, Ben Hazzard, Mary Mancini, and Interim Superintendent of Education, Carrielyn Smith

Regrets: Superintendent of Education Angie Barrese and Student Trustee Makaiyah Stonefish

Recording Secretary: Jaime Shannon, Executive Assistant to the Director

Call to Order: Chair Campbell called the meeting to order at 7:00 p.m.

Chair Campbell read LKDSB Procedural By-Laws Section 3.19 *Decorum at Board Meetings*.

#2023-136
Approval of the Agenda Moved by Greg Agar, seconded by Roberta Northmore,

“That the Agenda for the Regular Board Meeting of October 10, 2023 be approved.”

CARRIED.

Chair Campbell read the Traditional Territorial Acknowledgement.

Declaration of Conflict of Interest None.

#2023-137
Approval of the Minutes
Sept/26/2023 Moved by Ruth Ann Dodman, seconded by David Shortt,

“That the Board approve the Minutes of the Regular Board Meeting of September 26, 2023.”

CARRIED.

#2023-138
Approval of the Minutes
Oct/4/2023 Moved by Malinda Little, seconded by Angela Richards,

“That the Board approve the Minutes of the Regular Board Meeting of October 4, 2023.”

CARRIED.

Business Arising None.

Motions Emanating from the Regular Board Private Session None.

#2023-139 Moved by Janet Barnes, seconded by Jack Fletcher,

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

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

CARRIED.

Presentations

None.

Delegations

Chair Campbell read LKDSB Procedural By-Laws Section 3.14 *Delegations*
and Section 3.15 *Time Limitation*.

Liz Vallee and Kerry Byrne presented a delegation to Trustees relating to the
Health and Physical Education curriculum.

#2023-140
LKDSB Policy and
Regulations on Home
Schooling
Report B-23-115

Director Howitt reported that the policy and regulations on Home Schooling
have been reviewed as part of the LKDSB cyclical review. He relayed that the
policy has been updated to include a reference to PPM 131: Home Schooling
and the highlighted changes in the regulation reflect current practice.

Moved by Ruth Ann Dodman, seconded by Roberta Northmore,

“That be Board approve the revised policy and regulations on Home
Schooling.”

Following a Trustee question, Superintendent Mancini explained that #5 of the
regulation was updated as there is no current practice of assessing a child for
appropriate placement in the regular day school program and they are instead
placed in an age-appropriate grade.

CARRIED.

#2023-141
Long-term Growth Needs
and Capital Priorities
Report B-23-116

Associate Director McKay reported that the Ministry of Education has initiated
the latest round of Capital Priorities applications, which is a process that allows
school boards to submit business cases for new school and school addition
capital projects. He explained that the process has undergone a number of
changes, including an approval of enrolment trends by Trustees. He noted that
the enrolment trends will also be reported through the Pupil Accommodation
Report, as they have in the past, but noted that the projections are a snapshot
in time and differences may be seen in the next time they are reported. He
relayed that 3 Capital Priorities applications will be made, including a 4-
classroom addition, including one resource room, at Grand Bend Public School,
a 4-classroom addition at Plympton-Wyoming Public School, and 1 elementary
school with a 404 On-the-Ground (OTG) Capacity in the Sherwood Village
area. He explained that property is already owned in Sherwood Village and the
building of a school would not be moratorium related as students are currently
bused from the area to other schools.

Moved by Malinda Little, seconded by Kelley Robertson,

“That the Board approve the attached elementary and secondary long-term
growth needs projections.”

A Trustee asked what criteria was used to determine the 3 applications that will
be submitted to the Ministry. Associate Director McKay responded that the
primary measure the Ministry will review is pupil accommodation pressure, a
need for a new school, or communities with many portables. He explained that

Grand Bend Public School and Plympton-Wyoming Public School currently have portables on site and there are more anticipated in the future.

A Trustee asked why there are differences between the phases listed within the December 2022 Pupil Accommodation Report and the applications. Associate Director McKay responded that the Pupil Accommodation Report focuses on Pupil Accommodation Reviews, based on what schools need to be closed or consolidated, and looks at empty pupil spaces in schools, while the applications are focused on adding in areas under growth pressure. Director Howitt added that in the past, the Ministry directed boards to address excess space before new capital projects would be considered, while in this round of applications they will consider new capital projects if a board has growth pressures and can demonstrate schools are at full capacity. He noted that the moratorium is still in place.

Following a Trustee question, Associate Director McKay responded that the housing and demographic data, which is known 10 years in the future, comes from the Board's Municipal partners, which is generally found through building permits, but is also based on their share of the government's plan of building 1.5 million homes by 2031.

A Trustee asked if a new gymnasium at King George VI Public School in Chatham could be considered for a future application. Associate Director McKay responded that the Ministry has been approached in the past regarding gymnasium specific applications, and they are clear that they are adding classrooms, not gymnasiums. He explained that the Board is not allowed to use its own funds as it adds square footage to the building. He noted that the funding could change in the future and its important to continue to push for items such as this.

CARRIED.

Parent Involvement
Committee Report
Report B-23-117

Director Howitt relayed that it was a pleasure to be a part of the first Parent Involvement Committee meeting of the 2023-2024 school year and noted there were new members as well as a new Committee Chair. He referred Trustees to the Board Report for further information.

Indigenous Liaison
Committee Report
Report B-23-118

Trustee Northmore reported to Trustees on the September 20, 2023 Indigenous Liaison Committee (ILC) meeting. She relayed that the format of future ILC meetings will change following concerns raised from the four First Nations representatives, and the next meeting will begin at 12:00 p.m. She reported that Aamjiwnaang First Nation hired a new teacher who graduated from the LKDSB/Queen's University Indigenous Teacher Education (ITEP) program, they are considering a Tutor Escort at Great Lakes Secondary School, and they would like to discuss additional support for the Indigenous Room at Alexander Mackenzie Secondary School. She reported that Eelünaapéewi Lahkéewiit held a back-to-school event, which distributed school supplies to 135 students and that a window needs repair in the Delaware Room. She noted that a request has been made to the Education Representatives to report to their Chief and Council on the Ministry's plans to create a template for all future school builds as there is concern that one template does not work for every community. She reported that 3 Indigenous Graduation Coaches have been hired, so now each of the 4 schools that First Nations students attend will have a Graduation Coach.

Ontario Public School Boards' Association Update (OPSBA)	Trustee Fletcher encouraged Trustees to review the OPSBA Provincial Update was sent on October 6, 2023 and relayed that a number of recommendations were made by the Policy Committee on Bill 98.
Special Education Advisory Committee Report Report B-23-119	<p>Trustee Little relayed that the most recent Special Education Advisory Committee (SEAC) meeting took place on Sept 21, 2023 and asked Trustee Robertson to provide the report as she was unable to attend the meeting.</p> <p>Trustee Robertson reported that the meeting included a Priority-Setting session, where attendees participated in an exercise that helped to identify their respective areas of interest, the Special Education Plan Checklist submitted to the Ministry was reviewed, of which all goals and objectives of year were completed as required, and there was a discussion on a letter from Dufferin Peel Catholic District School Board regarding recruitment and retention of Educational Assistants.</p>
Safety and Security Protocols for Board Meetings Report B-23-120	<p>Director Howitt reported that the Safety and Security Protocols for Board Meetings were developed at the request of the Chair and Vice-Chair. He shared that other boards in Southwestern Ontario have had to close their Public Gallery while a review of protocols was completed, and this was a proactive measure to ensure this was not necessary at the LKDSB. He noted that this was the first Board Meeting the protocols would be in place and they would continue to be in place moving forward and noted that they are posted on the LKDSB website.</p> <p>A Trustee asked if changes would be made to the Security Protocols document as needed. Director Howitt responded that it is a living document that will be revised as necessary based on feedback from Trustees, Staff, and Security Personnel, to ensure the safety and well-being of all present.</p> <p>A Trustee asked how the Public Gallery capacity of 30 people was determined. Director Howitt responded that it is not part of the occupancy rate, but instead is the number of people that can be seated within the space while keeping emergency exits accessible, and to allow room for members of the media and audiovisual support. He noted that traditionally there have been very few meetings that had a Public Gallery of 30 people, but when future meetings arise with high attendance expected, for example, Accommodation Review meetings, Trustees will need to consider if an offsite location is necessary or if the option of virtual attendance for the public is sufficient.</p>
Correspondence	None.
New Business	None.
Trustee Questions	A Trustee noted that the Ministry of Education provides the provincial curriculum and local boards are responsible for the delivery of the curriculum, and asked what the process would be for parents/guardians to opt out of certain portions of the curriculum they do not wish their children to be a part of. She also asked how parents/guardians would know when the curriculum is being taught and what the child would do during that portion of the class if they were not taking part in it. Director Howitt responded that parents/guardians have the option to opt out of the Human Development and Sexual Health expectations found in the Health and Physical Education curriculum, but do not

have the option to opt out of other parts of the curriculum. He explained that if parents/guardians wish to opt their child out of curriculum, they should refer to the LKDSB Administrative Procedure *Exemption Procedure for Human Development and Sexual Health expectations of The Ontario Curriculum: Health and Physical Education, Grades 1–8, 2019*, which has been in place since 2019 and can be found on the LKDSB website under Policies & Regulations. He explained that along with providing information on the process for exemptions, the Administrative Procedure refers to the Curriculum Expectations by Grade, includes the form for parents/guardians to request an exemption, and the information sent home to parents/guardians prior to the curriculum being taught. He noted that the full curriculum can be found on the Ontario website. He explained that if a student is not taking part in the curriculum the parent/guardian would work with the principal to determine if they would remain in the classroom, leave the classroom for the duration and be supervised elsewhere, or be withdrawn from school. He encouraged communication with the principal and/or classroom teacher to assist with the process.

Notices of Motion

None.

Announcements

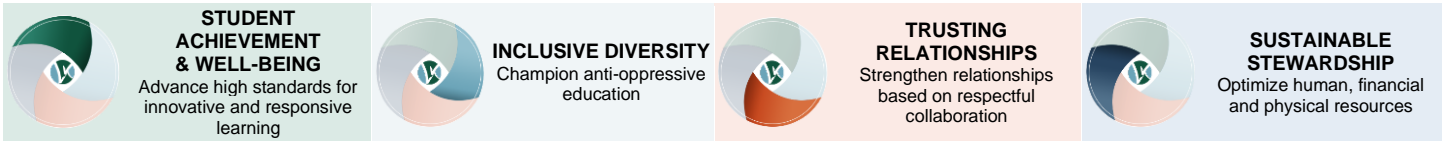
The next Regular Board Meeting will be held on Tuesday, October 24, 2023 at the Sarnia Education Centre at 7:00 p.m.

Adjournment

There being no further business of the Board, Chair Campbell declared the Meeting adjourned at 7:56 p.m.

Chair of the Board

Director of Education and
Secretary of the Board



FROM: Gary Girardi, Superintendent of Education

DATE: October 24, 2023

SUBJECT: LKDSB Policy and Regulations on Video Surveillance



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

The policy continues to reflect the philosophy of the Board and has been updated to include reference to the Municipal Freedom of Information and Protection of Privacy Act.

The regulations have been reviewed and the changes reflect the camera system updates that continue to occur across the LKDSB and to ensure compliance with the Education Act and Municipal Freedom of Information and Protection of Privacy Act.

Recommendation:

“That the Board approve the revised policy and regulations on *Video Surveillance*.”

POLICY

SUBJECT: Video Surveillance

It is the policy of the Lambton Kent District School Board to allow the authorized use of video surveillance equipment for safety and security purposes in conjunction with Board Regulations, the Education Act and [the Municipal Freedom of Information and Protection of Privacy Act](#).

Implementation Date: April 13, 2004
Reviewed: May 27, 2008, January 14, 2014
Revised: [October 24, 2023](#)

Reference: Education Act
Municipal Freedom of Information and Protection of Privacy Act

REGULATIONS

SUBJECT: VIDEO SURVEILLANCE

The Policy, Regulations and Administrative Procedures on Video Surveillance are not intended to deal with activities where specific events are recorded, such as a school fun fair, athletic event, play or graduation ceremony. Refer to the Administrative Procedure on [“Protection of Student Personal Information \(Including Photographs, Videos and Voice Recordings\)”](#) for further information.

DEFINITIONS: (from the Information & Privacy Commission – Guidelines for Using Video Surveillance October 2015)

Video Surveillance System refers to a video, physical or other mechanical, electronic or digital surveillance system or device that enables continuous or periodic video recording, observing or monitoring of individuals in open, public spaces; and, in school buildings and on school premises. The term video surveillance system includes an audio device, thermal imaging technology or any other component associated with recording the image of an individual, e.g., cell phone camera.

Personal Information is defined as recorded information about an identifiable individual, which includes, but is not limited to, information relating to an individual’s race, colour, national or ethnic origin, sex and age. An image on a video surveillance system that is clear enough to identify a person, or the activities in which he/she is engaged, is considered “personal information” under the Municipal Freedom of Information and Protection of Privacy Act.

Reception Equipment refers to the equipment or device used to receive or record the personal information collected through a video surveillance system, including a camera or video monitor or any other video, audio, physical or other mechanical, electronic, or digital device.

Storage Device refers to any digital media device, computer drive, or other device used to store the recorded data, or visual, audio, or other images captured by a video surveillance system.

1. Reception equipment such as video cameras, or audio or other devices, will only be installed in identified public areas where video security surveillance is necessary for viable detection, monitoring or deterrence of activities. The installation of reception equipment in public areas will include school buses operated by the Board. The equipment will operate up to 24 hours/seven days a

- week, within the limitations of system capabilities, power disruptions and serviceability/maintenance.
2. Appropriate video surveillance notification signs will be prominently displayed in buildings where there is video surveillance.
 3. Video surveillance equipment will not be installed in washrooms or change rooms, for privacy purposes. Individual use of video or still photo devices, including video/digital cell phone, is also prohibited in these areas. Video surveillance equipment installed in gymnasium locations will not record during instructional hours and will begin to record outside of these times. For the purposes of investigation, recording may be enabled [or viewed live](#) on these cameras, as deemed necessary [by the Superintendent of Human Resources](#).
 4. Recorded data and images captured by a video security surveillance system will be retained for 30 days. If the recorded data has been viewed for law enforcement or safety issues, the retention period shall be one year from the date of resolution of the incident.
 5. [Individuals have a general right of access to his or her personal information under the Municipal Freedom of Information and Protection of Privacy Act unless an exemption or exclusion applies under the Act.](#)
 6. The Board will maintain control of, and responsibility for, the video security surveillance system at all times. Employees and service providers are expected to review and comply with the policy, the Acts and other relevant statutes in performing any duties and functions that are related to the operation of the video security surveillance program. Employees that knowingly or deliberately breach the policy or the provisions of the Acts or other relevant statutes may be subject to discipline. Service providers that knowingly or deliberately breach the policy or the provisions of the Acts or other relevant statutes may be found to be in breach of the contract leading to penalties up to and including contract termination. Service contracts must be worded accordingly in order to permit such a process. Any agreements between the Board and service providers shall state that the records dealt with or created while delivering a video security surveillance program are under the Board's control and subject to the Acts.
 7. [The personal information of employees, and where applicable, service providers, collected through video security surveillance may be used by the Board when necessary to assist in the performance of their duties and in the proper discharge of the Board's administrative functions, subject to any requirements, exemptions and/or exclusions under the Municipal Freedom of Information and Protection of Privacy Act.](#)
 8. Employees of service providers, as required, will sign written agreements regarding their duties with the Board under these provisions, and in accordance

with the Municipal Freedom of Information and Protection of Privacy Act, including an oath of confidentiality.

9. Digital Logs will be kept of all instances of access to, and use of, recorded data, to provide a proper audit trail. Logs will be retained for one year.
10. Regular audits will be conducted to ensure that the equipment is in working order and that the use of video security surveillance equipment is in compliance with the Board's policies, regulations and administrative procedures, including governing legislation.
11. Access to and knowledge of information contained on video security surveillance systems will be carried out in conjunction with the Board's Policy and Regulations on "Confidentiality".
12. Staff, students, School Council members and parents/guardians will be notified accordingly that a video security surveillance program has been implemented, in accordance with Municipal Freedom of Information and Protection of Privacy legislation.
13. Video surveillance systems will only be used [for review and investigation of incidents occurring within the school setting including, but not limited to, incidents involving: safety, security, theft, illegal activity, behavioral/ incident monitoring and review.](#)

Implementation Date: March 29, 2005
Reviewed: May 27, 2008, January 14, 2014
Revised: [October 24, 2023](#)

Reference: Board Policy
Education Act
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 <p>STUDENT ACHIEVEMENT & WELL-BEING Advance high standards for innovative and responsive learning</p>	 <p>INCLUSIVE DIVERSITY Champion anti-oppressive education</p>	 <p>TRUSTING RELATIONSHIPS Strengthen relationships based on respectful collaboration</p>	 <p>SUSTAINABLE STEWARDSHIP Optimize human, financial and physical resources</p>
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FROM: Brian McKay, Associate Director – Corporate Services

DATE: October 24, 2023

SUBJECT: Tender Award – Exhaust Fan Replacement – Lambton Central Collegiate & Vocational Institute



Tenders were received electronically by the Purchasing Department and opened on October 13, 2023, by Brandon Wysman and Don Masse of the Plant & Maintenance Department. Bid results are as follows (** indicates successful bidder):





Tendered Base Bid: exhaust fan repairs and replacement

PROJECT BIDDER	BASE BID (nic. HST)
** Wellington Builders Inc., Forest	389,650.00
Elgin Contracting and Restoration, St. Thomas	409,000.00
Elric Contractors of Wallaceburg Limited, Wallaceburg	668,411.44

PROJECT SUMMARY	
Successful Bid Total (nic. h.s.t.)	389,650.00
Design Fees	30,587.53
Net HST	9,077.13
Total Project, This Report:	\$ 429,314.66
Budget Funding:	
- School Condition Improvement	429,314.66
Total Project Budget:	\$ 429,314.66

Recommendation:

“That the Board award the tender to the successful bidder, Wellington Builders Inc., for the Exhaust Fan Replacement at Lambton Central Collegiate & Vocational Institute.”

 <p>STUDENT ACHIEVEMENT & WELL-BEING Advance high standards for innovative and responsive learning</p>	 <p>INCLUSIVE DIVERSITY Champion anti-oppressive education</p>	 <p>TRUSTING RELATIONSHIPS Strengthen relationships based on respectful collaboration</p>	 <p>SUSTAINABLE STEWARDSHIP Optimize human, financial and physical resources</p>
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FROM: Dave Shortt, Trustee and Audit Committee Chair

DATE: October 24, 2023

SUBJECT: Annual Audit Committee Report of the 2022-2023 Year



This report summarizes the Audit Committee’s actions for the year ending August 31, 2023 and includes the Summarized Annual Report to the Ministry of Education, Appendix A (attached).

Audit Committee Members

The Audit Committee consisted of the members as listed below:

- Derek Robertson – Chair & Trustee representative (term ended November 2022)
- Dave Douglas – Trustee representative (term ended November 2022)
- Scott McKinlay – Trustee representative (term ended November 2022)
- Jonathan Krohn – External community member (term ended June 2023)
- Lynne VanderVeeken – External community member (began March 2022)
- Dave Shortt – Chair & Trustee representative (began November 2022)
- Greg Agar – Trustee representative (began November 2022)
- Janet Barnes – Trustee representative (began November 2022)

In addition, attendance at the meetings included:

- Suk Bedi – Director, KPMG LLP (or a representative of the firm) – internal auditor
- Kevin Sabourin – Partner, Bailey Kearney Ferguson LLP (merged to MNP LLP) – external auditor

Meetings

Four (4) meeting dates were scheduled for the 2022-2023 year, and attendance as indicated below:

<i>Member’s Name</i>	<i>Member’s Title</i>	<i>Sept. 19 2022</i>	<i>Nov. 1 2022</i>	<i>Mar. 27 2023</i>	<i>June 12 2023</i>
Derek Robertson	<i>Chair</i>	x	x		
Scott McKinlay	<i>Trustee</i>		x		
Dave Douglas	<i>Trustee</i>	x	x		
Dave Shortt	<i>Chair</i>			x	x
Greg Agar	<i>Trustee</i>			x	x
Janet Barnes	<i>Trustee</i>			x	x
Jon Krohn	<i>Community</i>	x		x	x

Lynne VanderVeeken	<i>Community</i>	x	x	x	x
KPMG LLP	<i>Internal Auditor</i>		x	x	x
Bailey Kearney Ferguson LLP	<i>External Auditor</i>	x	x		
Sandy Scott Hillier	<i>Administration</i>	x	x	x	x
Brian McKay	<i>Administration</i>	x	x	x	x
John Howitt	<i>Administration</i>	x	x	x	x

Governance

The Audit Committee operated throughout the fiscal year ending August 31, 2023. All the members satisfied the eligibility requirements in accordance with Ontario Regulation 361/10.

External Auditors

The external auditors, Bailey Kearney Ferguson LLP presented the scope and extent of their work to the committee at the meeting of November 1, 2022. The audit committee recommended the approval of the 2021/2022 Consolidated Financial Statements at this meeting.

Per Ontario Regulation 361/10, the Audit Committee has the duty to review, at least once in each fiscal year, the performance of the external auditor. Through a request for quote process, MNP LLP was the successful bid, with an agreement term effective April 1, 2023 through to March 31, 2028. At the Committee Meeting of March 27, 2023, members were presented with the request for quote bid submissions information and recommended that the Board approve MNP LLP as the external auditor for a five-year term. The Board of Trustees approved MNP LLP as the external auditor at the March 28, 2023 Regular Board Meeting.

Internal Auditors

At the previous fiscal year's meeting on March 21, 2022, members provided direction to the internal auditors for the purposes of developing the 2022-2023 Internal Audit Plan. With the current internal auditor, PricewaterhouseCoopers LLP term ending, members chose to defer approving the Plan at its June 2022 meeting. Members approved the 2022-2023 Internal Audit Plan with Student Attendance Monitoring and Enrolment Reporting as the planned audit, at the November 1, 2022 meeting. The Plan was approved at the November 8, 2022 Regular Board Meeting.

During the 2022-23 year, the internal auditors performed the following work:

Planned Audits

- Student Attendance Monitoring and Enrolment Reporting audit began in the 2022-23 year. This audit is complete and was reported at the June 12, 2023 meeting.

Unplanned Audits

- No unplanned audits were performed in the 2022-23 year.

The March 27, 2023 meeting was the first meeting for the new trustees' terms. KPMG LLP provided members with information regarding internal audit function and the involvement of audit committees, along with the difference of mandates between internal versus external audits. KPMG advised members to determine what is key or most important when considering an audit plan.

Committee members approved the 2023-2024 Internal Audit Plan with Program Funding and Expenditure Analysis (EFIS) as the first audit. The 2023-2024 Internal Audit Plan was approved at the June 20, 2023 Regular Board Meeting.

Summary of the Work Performed

In addition to the items noted above, the following outlines further work performed by the audit committee in the 2022-2023 year.

- Performed recruitment process of a community member for the term beginning September 2023;
- Reviewed committee members terms;
- Reviewed reports and work performed by the external auditors;
- Reviewed materials on internal audit practices;
- Reviewed reports and work performed by the internal auditors;
- Members participated in the annual audit committee self-assessment;
- Selected the dates of the 2023-2024 school year audit committee meetings.

By the signature noted below, we attest that we have discharged our duties and responsibilities under Ontario Regulation 361/10.

On behalf of the Audit Committee

Dave Shortt, Trustee - Audit Committee Chair

**Appendix A
Summarized Annual Report**

**Annual Report to the Board of Trustees and Forwarded
to the Ministry of Education
for the year ended August 31, 2023**

District School Board Name: **Lambton Kent District School Board**

Fiscal Year: **2022/23**

Re: **Annual Audit Committee Report to the Ministry of Education,
as per Ontario Regulation 361/10**

During the 2022/23 fiscal year, there were no incomplete internal audits, as of August 31st.

During the 2022/23 fiscal year, the following internal audits were completed by August 31st:

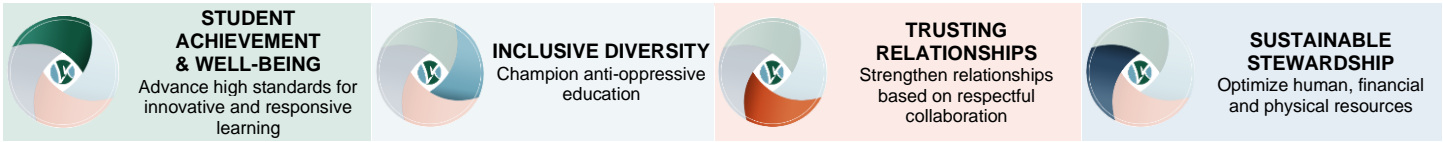
- Student Attendance Monitoring and Enrolment Reporting (planned audit)

Based on the multi-year internal audit plan, we are not expecting any enrolment audits to be performed.

Oct. 24, 2023
Date

Signature

Audit Committee Chair
Title



**FROM: Graysen Bathe-Minard, Darshan Shah, and Makaiyah Stonefish,
Student Trustees**

DATE: October 24, 2023

SUBJECT: Student Senate Report

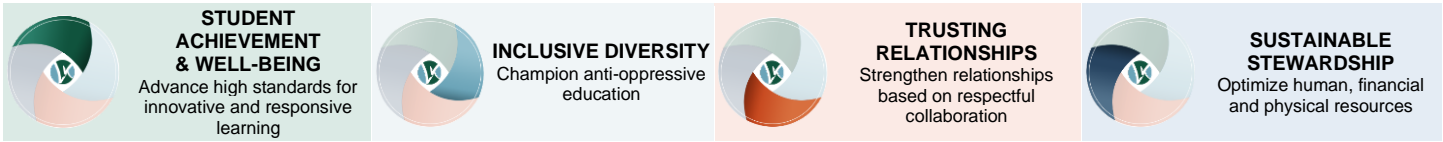


The first Student Senate meeting of the 2023-2024 school year took place on October 16, 2023. The meeting was held via Google Meets.

During the meeting, introductions were made, the purpose of Student Senate was reviewed, and the Student Senators elected Co-Chair Wania Noor. The Student Trustees will share a Co-Chair position, which is a new practice this year, and the Recorder for Student Senate will be elected at the next meeting. Student Senators discussed the Student Senate Project with Interim Superintendent Smith and Mental Health Lead Colameco.

Director Howitt informed Student Senators that there will be a standing Equity, Inclusion, and Diversity agenda item.

The Student Senate meeting format was discussed, and Student Senators decided that for future meetings they would like both in-person between the Sarnia and Chatham Education Centres and virtual. It was noted that the February 2024 Student Trustee election for the 2024-2025 school year would be held in-person at one location.



FROM: John Howitt, Director of Education

DATE: October 24, 2023

SUBJECT: New Structure of Operational Plan 2023-2024



Through *The Better Schools and Student Outcomes Act, 2023*, the Ministry has developed three provincial priorities that boards are required to adopt into their Trustee-approved multi-year plans. For each priority and indicator, school boards will use board-level data on their student populations to further refine actions.





The Provincial Priorities are as follows:

- Achievement of Learning Outcomes in Core Academic Skills
- Preparation of Students for Future Success
- Student Engagement & Well-Being

A Student Achievement Plan with 11 indicators categorized under these goals will be provided by the Ministry of Education and posted to the Board website. School boards will be expected to develop strategies to support improvement across the indicators and these strategies will be shared in greater detail through the LKDSB Operational Plan.

The LKDSB Operational Plan 2023-2024 is currently being restructured to meet these requirements. The existing Operational Plan format will be used, but goals will be organized within each of the Provincial Priorities. Additional headings of *Human Rights* and *Human, Financial, Physical Resources* will be included to capture goals that are important to the LKDSB, but do not fit within the Ministry's Provincial Priorities.

The LKDSB Operational Plan 2023-2024 will be presented to Trustees at the November 14, 2023 Board Meeting.

 <p>STUDENT ACHIEVEMENT & WELL-BEING Advance high standards for innovative and responsive learning</p>	 <p>INCLUSIVE DIVERSITY Champion anti-oppressive education</p>	 <p>TRUSTING RELATIONSHIPS Strengthen relationships based on respectful collaboration</p>	 <p>SUSTAINABLE STEWARDSHIP Optimize human, financial and physical resources</p>
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**FROM: Ben Hazzard, Superintendent of Education
Mary Mancini, Superintendent of Education**

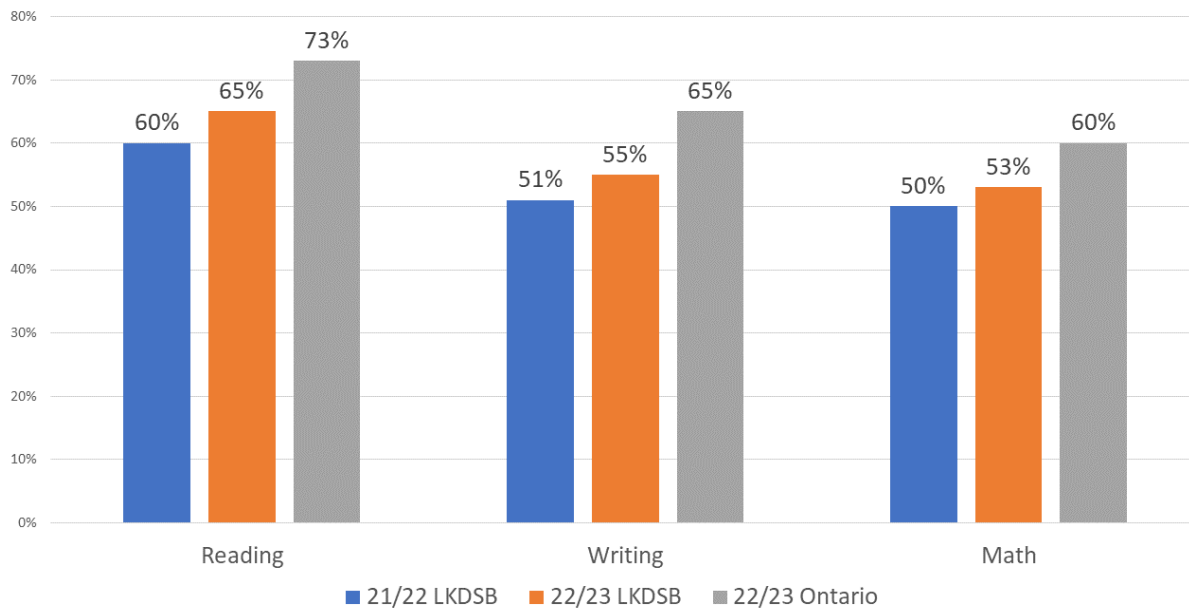


DATE: October 24, 2023

SUBJECT: 2023 EQAO Results

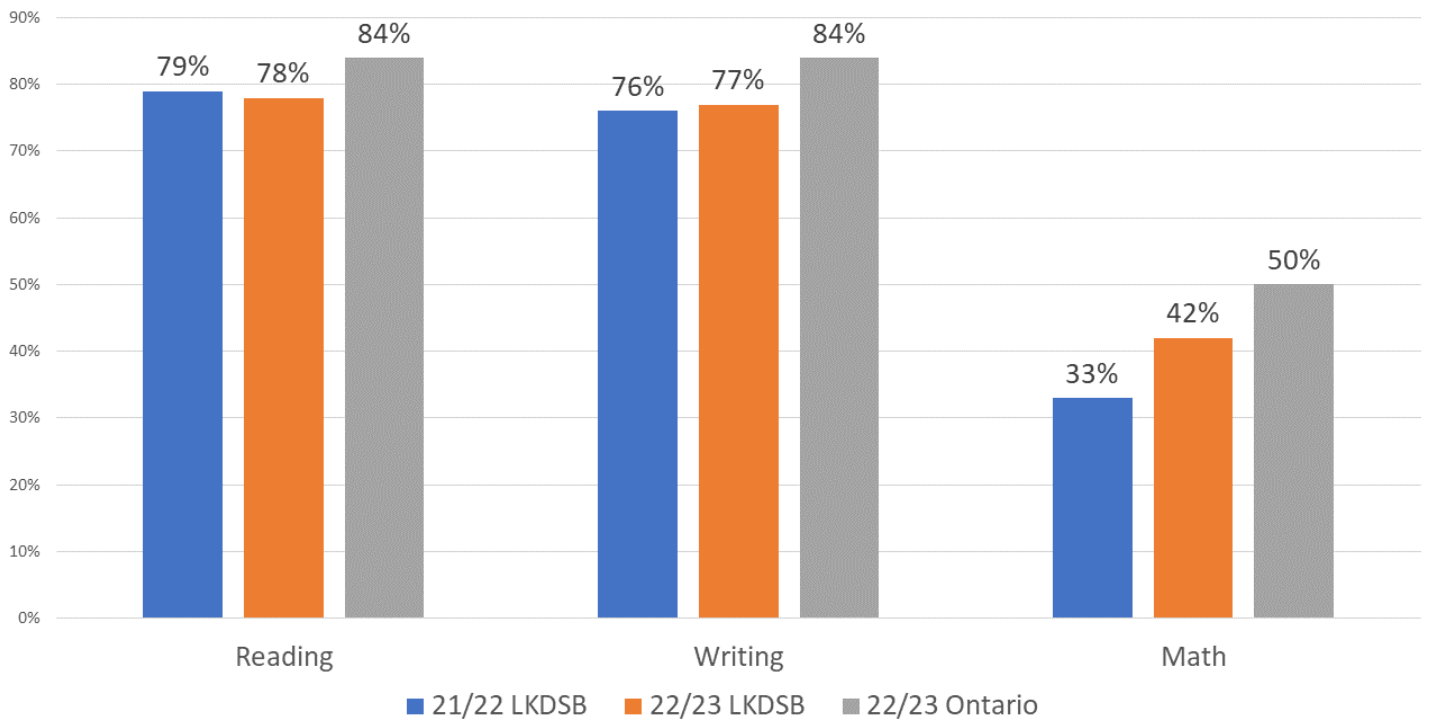
The Education Quality and Accountability Office (EQAO) assessments were administered during the 2022-2023 school year with assessments focused on Primary (Grade 3), Junior (Grade 6), Grade 9, and the Ontario Secondary School Literacy Test (OSSLT). The 2022 – 2023 assessments were administered at different times during the school year depending on the assessment.

Primary (Grade 3) EQAO Results



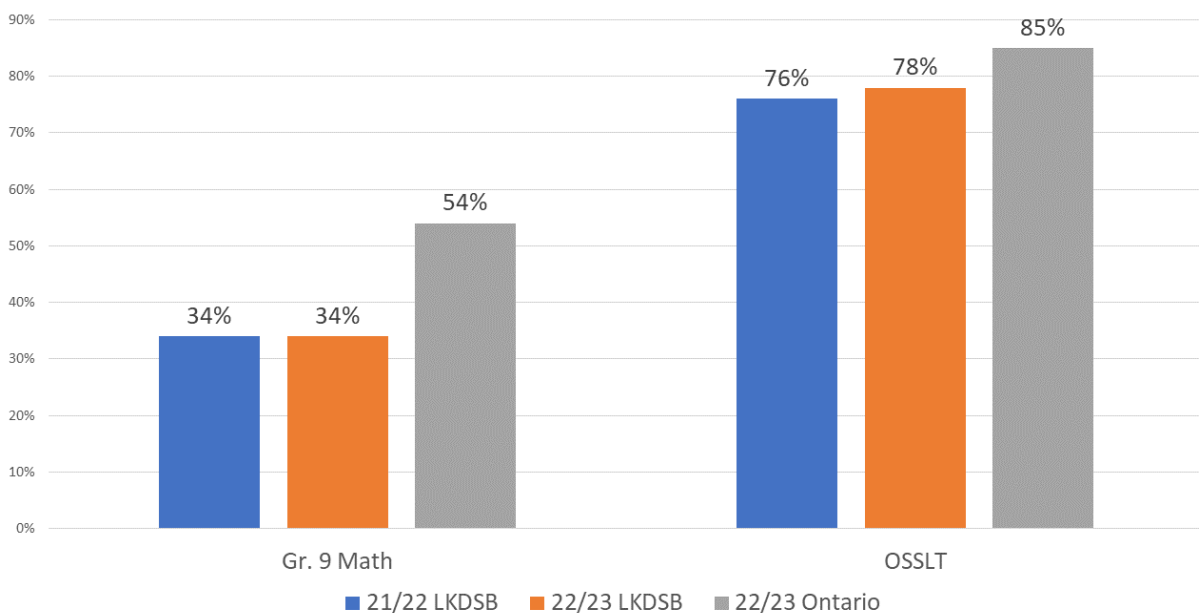
Assessment	2023 LKDSB	2023 LKDSB Change	2023 Ontario	2023 Ontario Change
Primary (Grade 3) Reading	65%	+5%	73%	0%
Primary (Grade 3) Writing	55%	+4%	65%	0%
Primary (Grade 3) Math	53%	+3%	60%	+1%

Junior (Grade 6) EQAO Results



Assessment	2023 LKDSB	2023 LKDSB Change	2023 Ontario	2023 Ontario Change
Junior (Grade 6) Reading	78%	-1%	84%	-1%
Junior (Grade 6) Writing	77%	+1%	84%	0%
Junior (Grade 6) Math	42%	+9%	50%	+3%

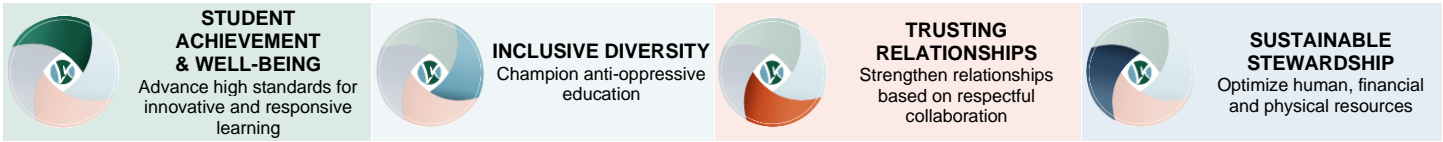
Grade 9 Math and OSSLT EQAO Results



Assessment	2023 LKDSB	2023 LKDSB Change	2023 Ontario	2023 Ontario Change
Grade 9 Math	34%	0%	54%	+2%
OSSLT	78%	+2%	85%	+3%

2023-2024 EQAO Administration Timelines:

Assessment	Administration Timeline
Primary (Grade 3) Assessment of Reading, Writing, and Mathematics	May 10 – June 14, 2023
Junior (Grade 6) Assessment of Reading, Writing, and Mathematics	May 10 – June 14, 2023
Grade 9 Assessment of Mathematics	Semester 1: January 11 – February 3, 2023 Semester 2: June 7 – June 28, 2023
Ontario Secondary School Literacy Test (OSSLT)	Semester 1: November 2 – December 7, 2022 Semester 2: March 1 – April 26, 2023



FROM: Carrielyn Smith, Interim Superintendent of Education

DATE: October 24, 2023

SUBJECT: Student Support Services/Well-being Summer Learning Supports



Thanks to funding received from the Ministry of Education to support summer learning and funds dedicated from the Student Support Services and Well-being budgets, specialized services and supports were once again provided this summer for Lambton Kent District School Board (LKDSB) students.

Engagement Supports – Elementary Schools

During the months of May and June, eight summer students attended all 50 elementary schools to lead students in activities and games to promote inclusion, cooperation, collaboration, and engagement. The student leads organized activities during instructional times as well as recess. School teams report that these supports are helpful, and many schools invited the Student Leaders to their schools for several sessions.

Engagement Supports – Secondary Schools

During the months of May and June, two summer students supported the LKDSB Multi-Disciplinary Team (MDT) project to reengage students who had achieved less than eight credits. This project was organized at John McGregor Secondary School (JMSS) and Great Lakes Secondary School (GLSS). Over 95 students were supported by the MDT Project Teachers and Summer Students and their classroom teachers to achieve over 300 credits. The majority of students increased their attendance at school and several non-attenders began to engage in learning in the school setting. Student Success Teams, MDT members, educators, and administration were critical partners in the success of this project.

Credit Rescue Support – Secondary

New this last school year, we were able to provide a Credit Rescue Support opportunity at seven secondary schools. Credit rescue is a strategy where schools will identify students at risk of missing credit and provide focused support and extra time at the end of the semester to meet course expectations and earn credit. The program ran for nine days, for a half day each day from July 4 – 14. Eight secondary teaching staff worked at the individual school sites to support 129 students to obtain a total of 134.5 credits. This support of students helps them to move one step closer to their goal of graduation.

Summer Semester Support - Secondary

This year, once again, we were able to hire four Resource Teachers, four Educational Assistants, and one Education and Community Partnership Program (ECPP) Resource Teacher to work with secondary students to realize credit accumulation during the summer semester. A total of 86 students were supported, and 65 credits

were granted to these students. As in years past, this support has been a welcome addition for students with special education needs to be successful.

Social-Emotional Learning Summer Camps

Students and their families from all 50 elementary schools were invited to participate in our Social-Emotional Learning Camps, offered at 40 locations. 1134 students attended the camps (headcount) during the eight-week period in July and August. Fifteen summer students were hired to facilitate the summer learning camps. Student leaders were divided into five teams of three people and supported the school communities in rural and urban locations. Leaders worked with youth to develop their social skills, including conflict resolution, honesty, sharing, and how to be welcoming to others. Leaders used a variety of games and teamwork opportunities to reinforce these teachings. Each week had a theme, such as Water Week, Olympic Week, and Movie Character Week. The leaders designed all games and crafts to support these themes. Parents and family members often gathered at the location and were able to build connections with their peers and community, as well. Camps were supported by the LKDSB Social Workers, who offered parent/guardian information sessions, opportunities to discuss concerns, and resource kits. New this year, the Speech and Language team attended the camps to provide hearing screenings for all interested students. 80 screens were completed.

Applied Behaviour Analyst (ABA) Camps

Students in grades 7-10 participated in summer workshops at secondary schools throughout the district to learn essential skills and strategies for success at the secondary level. ABA Specialists led these day-long, fun-fill learning opportunities focusing on making positive peer connections, organization and planning skills, leisure, and self-regulation/safety skills. In total, 44 students, including 35 elementary and 9 secondary students, attended these camps. Students report that having the opportunity to practice the skills they need to move into secondary school is extremely important and valuable. Families report a sense of relief knowing their child has connected with their peers and better understands the transition process. ABA Specialists connected with students to support their transitions during the first month of school, and all students who participated began school in September.

Social Skill Kits:

With the support of our Applied Behavior Specialist, Social Skills Kits were created and distributed to all elementary and secondary schools. The intention of these kits is to help build mixed groups of students that can enhance student's skills in regard to social skills and be good influences on modeling skills. A few items included in the kits are:

Inside the kits:

1. Tips and tricks sheet "getting started" -this will help you identify how to start/run your social skills group. This sheet also has more resources to look through.
2. Visuals for "my turn, your turn" cards
3. Conversation starters – this will help learners know how to start and continue conversations with peers.
4. Social stories around winning and losing.
5. Lesson plans around – accepting no; greeting other; disagreeing appropriately; asking for help.

The Resource Teacher will use these kits, who will, in turn, share with classroom teachers and support staff. School teams are encouraged to add to their kit to support their students as necessary.

Student Re-engagement and Transition Supports – Return to the 2023-2024 School Year

Like last school year, LKDSB offered transition support at all schools. All Elementary schools welcomed our youngest learners and those requiring additional transition support on August 29, 2023. All Secondary schools

organized transition support for 827 students entering grade 9 and those requiring additional transition support during the two weeks before school start-up. We had 190 elementary educators, and 59 secondary educators participate in the Student Re-engagement and Transition Supports Project. Staff who participated include Resource Teachers, Educational Assistants, Early Childhood Educators, Kindergarten Teachers, Student Success Teachers, Secondary Guidance Teachers, Student Support Services Co-ordinators, and Administration.

A total of 1530 students were welcomed to our schools. Support for students, families, and connections to our community agencies continue to be a forefront goal for this project.

Professional Assessments

To decrease our waitlist and to support students, we again offered psychological assessment testing to students during the summer months. This year, 34 assessments were completed for 32 elementary and two secondary students. The additional funding we receive for this service is essential for families and their children to receive the assessments that are required. As stated above, the LKDSB Speech and Language team provides 80 hearing screens for students having been trained earlier this year to complete this professional assessment.

Social Worker Mental Well-being Supports

Check-ins and support for students continued through the summer months. 42 individual students received treatment and therapy during July and August. Students currently on caseload reported that even if they did not need to access the support, they felt comforted in knowing that if they needed help, there was a way to connect with their social workers. Students appreciated the check-ins and the conversations around transitions back to school as well as visits to the school to lessen anxiety. Students transitioning from Grades 8-9 appreciated knowing who the support person was prior to the first day of school.

In addition, our Social Workers participated in the Social-Emotional Learning Camps, where they met with parents to answer questions about their child's well-being as well as connect them to community resources, as needed. Staff also created resource packages to be given to families. Staff provide counseling virtually and in the community for students requesting that level of support. Without a doubt, our students and families benefit from the care and support our Social Workers are able to provide during the school year and summer months.