

REGULAR BOARD MEETING AGENDA
 PUBLIC SESSION

TUESDAY, OCTOBER 12, 2021
 7:00 p.m.
 Chatham Regional Education Centre or Via Zoom

A

<https://bit.ly/LKDSBboardmeeting>
 Password: LKDSB

Members of the general public wishing to attend the meeting in person are subject to the [Ontario Vaccine Passport system.](#)

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) September 28, 2021 Regular Board Meeting 3
6. Business Arising from the Minutes
7. Motions Emanating from the Regular Board Private Session
8. Motion that the Actions of the Regular Board Private Session be the Action of the Board.
9. Presentations:
 - a) Director of Education’s Snapshots of Excellence
10. Delegations:
 - a) COVID-19 Related Mandates and School Board Response – Inga Kerr
11. Questions from the Public

Please submit questions by noon on October 12, 2021 via email to bonnie.gotelaer@lkdsb.net
12. Reports for Board Action

<ol style="list-style-type: none"> a) Proposed Revisions to the LKDSB Procedural By-laws <p><u>Recommendation</u> “That the Board approve the revisions to Section 1.07 and Section 12.2 of the LKDSB Procedural By-laws.”</p>	<p>Director Howitt Report B-21-100</p>	<p>9</p>
<ol style="list-style-type: none"> b) LKDSB Policy and Regulations on <i>Volunteers</i> <p><u>Recommendation</u> “That the Board approve the revised policy and regulation on Volunteers.”</p>	<p>Director Howitt/Superintendent Mancini Report B-21-101</p>	<p>10</p>
<ol style="list-style-type: none"> c) LKDSB Policy and Regulations on <i>Assessment and Evaluation</i> <p><u>Recommendation</u> “That the Board approve the revised policy and regulation on</p>	<p>Director Howitt/Superintendent Mancini Report B-21-102</p>	<p>15</p>

Assessment and Evaluation.”

13. Reports for Board Information:

a) Indigenous Liaison Committee Report	Trustee Rising Report B-21-103	21
b) Parent Involvement Committee	Director Howitt Report B-21-104	23
c) Supervised Alternative Learning Report	Trustee Little Report B-21-105	24
d) Ontario Public School Boards' Association Update (OPSBA)	Trustee Fletcher Oral Report	
e) Operational Plan 2021-2022	Director Howitt Report B-21-106	26
f) Moving Forward - Secondary and Elementary Return to Extracurriculars	Director Howitt Report B-21-107	48

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, October 26, 2021 at 7:00 p.m. at the Sarnia Education Centre and via Zoom.

19. Adjournment

PRESENT:

Trustees: Chair Randy Campbell, Vice-Chair Derek Robertson, Greg Agar, Jane Bryce, Ruth Ann Dodman, Jack Fletcher, joining electronically 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, joining electronically Mary Mancini, Mark Sherman and Public Relations Officer Heather Hughes

Regrets Janet Barnes

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.

#2021-116 Moved by Ruth Ann Dodman, seconded by Jane Bryce,

Approval of the Agenda

“That the Agenda for the Regular Board Meeting of September 14, 2021 be approved.”

CARRIED.

Chair Campbell acknowledged the observance of National Day of Truth and Reconciliation.

Chair Campbell read the Traditional Territorial Acknowledgement.

Declaration of Conflict of Interest

None

#2021-117
Approval of the Minutes
September 14, 2021

Moved by Greg Agar, seconded by Jane Bryce,

“That the Board approve the Minutes of the Regular Board Meeting of September 14, 2021.”

CARRIED.

Business Arising None

Motions Emanating from
the Regular Board Private
Session None

#2021-118
Action of the Regular
Board Private Session be
the Action of the Board

Moved by Derek Robertson, seconded by Jack Fletcher,

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

CARRIED.

Presentations
a) Presentation by the
Chair

Chair Campbell presented a gift of appreciation for service as Chair of the Board to Past Chair Jane Bryce.

b) Elementary Summer Programs

Superintendent Hazzard introduced Angela Cote, Jennifer Kranenburg-Schatz, Sally Parkinson and Carla Wilson who developed personalized learning for elementary students during July 2021. The learning opportunities offered to students included Primary Reading for students grades 2 and 3, Junior Math for students in grades 5 and 6, Intermediate Math for students in grades 7 and 8 and Elementary French for students in grades 2 to 5. Students participated using Google Meet video conferencing each weekday, July 5 to July 23, 2021. Each presenter noted similar successes and outcomes including the development of student confidence and achievement of personal goals. Students built on their strengths and knowledge by identifying learning goals, identifying where they were in relation to their goals and identifying actions to achieve goals. The dedication of teachers allowed the students to be comfortable in asking questions resulting in continued engagement. The presenters indicated the engagement of parents provided the opportunity to help parents understand the material their child was learning, enabling them to help their child. They noted the use of games, Science Technology Engineering Arts and Math (STEAM) activities and hands-on activities were helpful in maintaining engagement while learning. The Camp Franco-fun summer learning experience included students from the English and French Immersion program for ten days participating in small online groups with hands-on activities including cooking, arts and culture. Jane Bryce inquired about how students become a part of the program. Superintendent Hazzard indicated elementary school principals provide names of students who would benefit from the program. He noted that Camp Franco-fun was open to all students to put their name forward. Vice-Chair Derek Robertson expressed gratitude to all to who spent a great deal of personal time working closely with students after such a difficult year. Chair Campbell thanked the presenters and their teachers. Director Howitt noted appreciation for the program and indicated parental engagement and feedback helped students in their understanding.

Delegations

None

Questions from the Public

Director Howitt noted a question from the public and would answer with input of Superintendent Girardi. Superintendent Girardi noted staff absences are tracked and acknowledged and that staff shortages are a challenge across the province. Superintendent Girardi indicated staff shortages began to occur in the end of the last school year and has continued in this school year. He noted the process of vaccine attestation continues and staff not following procedure will be asked to not return to work. Superintendent Girardi noted professional development will take place with smaller groups to help minimize the absences that may occur due to professional development. Superintendent Girardi indicated LKDSB has concerns much like CUPE 1238 has indicated, regarding staff shortages and continue to look for support for staff. He noted jobs are posted as well as plans have been formed in hiring occasional staff to alleviate problems. He indicated in keeping the public aware, items are dealt with at the school level with principals addressing problems. He noted principals have been effective at minimizing the issues at the school level as the board continues to work in this area. Director Howitt noted beyond the board website where jobs are posted, the LKDSB has utilized social media to advertise openings and that word of mouth can be effective as well.

#2021-119
Staff and Volunteer
Appreciation Day
Report B-21-92

Moved by Jane Bryce, seconded by Jack Fletcher,

“That the Board observe Staff and Volunteer Appreciation Day on October 5, 2021.”

CARRIED.

Trustee Bryce noted while at a graduation she attended, a parent indicated that a teacher had made a positive difference with their child. Trustee Bryce noted the importance of teachers.

#2021-120
LKDSB Policy and
Regulations Safe
Interventions With
Students
Report B-21-93

Moved by Greg Agar, seconded by Lareina Rising,

“That the Board approve the revised policy regulations on Safe Interventions with Students.”

Superintendent Barrese noted the update of wording in the policy and that items crossed out will be included in a new Administrative Procedure aiding in empowering students in being productive in their learning.

Jack Fletcher indicated some school situations result in trustees being contacted and noted advice on communicating with parents would be helpful to all trustees. Director Howitt noted behaviour is a form of communication and that parent engagement is very important. He stated when parent engagement is not part of the solution, the board has the ability to intervene and do what is best for the child to assist them in their learning, while consistently trying to build a relationship to bring all adults together to support the student.

Jack Fletcher asked if there is a point where the principal gets involved since learning gets disrupted. Director Howitt noted there is a team that is able to help in situations where learning may be disrupted.

Superintendent Barrese noted a Safe Interventions workshop could be held for trustees to help in conversations with parents. Lareina Rising noted the training would be beneficial to educate the Board trustees and senior management. She noted addressing the student’s point of view would be of benefit as students could be trying to manage anxiety and other mental health barriers.

Director Howitt noted this is an area targeted for growth. He noted the pandemic has provided opportunities to be aware and to understand the value of restoring mental health and well-being.

Superintendent Barrese noted it is very difficult to separate behaviours from mental well-being and noted learning can be done regarding phases and practices that can be put in place to be caring, supportive adults.

Director Howitt noted Superintendents Lane and Girardi will be part of a Ministry of Education project with a goal to reduce suspension rates with an approach from an equity lens.

Malinda Little commented the removal of the items doesn’t take away from the interventions but instead are adding to it. She noted to be pleased that the tools are being added.

CARRIED.

#2021-121

Moved by Jack Fletcher, seconded by Malinda Little,

Easement Agreement with
City of Sarnia – Hanna
Memorial Public School
Report B-21-94

“That the Board, as per section 194(3)(a) of the Education Act, declare land, as described in Appendix A of the attached agreement, as surplus to the board’s needs. Be it resolved that the LKDSB grant an easement to the City of Sarnia under the terms and conditions set out for a 20-year period as permitted by Section 1.1(1) of Regulation 444/98.”

Superintendent McKay noted the LKDSB received a request to provide access to LKDSB property to complete a community trail system project being planned by the City of Sarnia. The City of Sarnia has indicated this non- motorized trail would be used for walking, cycling and other active lifestyle activities. He confirmed this would be of no cost to the Board and all costs, including insurance, would be the responsibility of the City of Sarnia.

He confirmed this will not impact Hanna Memorial Public School during the 20-year agreement period and LKDSB retains ownership of this property.

Jane Bryce noted appreciation for the Board working with the City of Sarnia in a project that will help the community.

CARRIED.

#2021-122
2021 / 2022 Internal Audit
Plan
Report B-21-95

Moved by Vice Chair Robertson, seconded by Greg Agar,

“That the Board approve the 2021/22 Internal Audit Plan.”

Superintendent McKay noted committee members finalized their recommendation of the 2021 – 2022 Internal Audit Plan and the audit will be conducted by Pricewaterhouse Coopers.

Derek Robertson noted that internal audits are important as part of the Strategic Planning Process.

CARRIED.

Special Education
Advisory Committee
Report
Report B-21-96

Derek Robertson noted that the SEAC report on behalf of Janet Barnes. He noted the meeting was held on September 16, 2021 and the next meeting would be October 14, 2021.

Operational Plan
Report B-21-97

Director Howitt noted the LKDSB Operational Plan was developed containing goals aligned with the Strategic Priorities. He noted the plan is outlined to relate goals to one or more Strategic Priorities and identifying the responsible Superintendent(s). Action steps are identified to reach the goal with expected outcomes listed. He noted that the pandemic restricted some abilities to achieve all goals and that many goals are multiple year goals. He indicated there has been progress with the multi-year goal in moving toward higher graduation rates with a continued commitment and focus in this area.

Director Howitt noted a goal regarding the ability for secretarial staff to have mobile access has been completed and will not be included in next year’s Operational Plan.

Director Howitt noted demographic data will enable the board to have an understanding of gaps that may exist for some students and will aid in providing student support. He indicated in the upcoming Operational Plan there will be items noting this data and actions that will be taken. He indicated there will be continued forward movement in Inclusive Diversity and that a Climate Survey will be implemented across the board in the month of October.

Trustee Bryce noted one of the duties of a Trustee is to open and close schools and questioned how this looks in the future.

	<p>Director Howitt noted that revised Pupil Accommodation Review policy and regulations will continue to be developed as the current version was created under a different government structure. Director Howitt acknowledged empty class spaces limits programming and the extended period of time the moratorium has been in place has contributed to the difficulties.</p>
Ontario Public School Boards' Association Update (OPSBA)	<p>Jack Fletcher noted the recent Ontario Public School Boards' Association (OPSBA) board meeting was well attended with a summary sent to members. He noted discussion took place regarding vaccination of staff and refusal of vaccinations. He noted OPSBA has been working on copyright legislation and the responsibility for payment. He noted viewing presentations including Equity, Inclusion and Diversity and impacts on organizations and COVID-19 in Ontario.</p> <p>Jack Fletcher indicated OPSBA is developing a Specialist High School Major (SHSM) Education Worker program.</p>
LKDSB Student Transition Plan Report B-21-98	<p>Director Howitt noted the report involved every superintendent at some level, encompassing and recognizing re-engagement of students. Director Howitt explained the report indicated various strategies utilized to help students from junior kindergarten to grade 12. Student supports including educators, educational assistants, social workers, student support officers, Indigenous re-engagement workers, attendance officers and early childhood educators helped in the transition for all students. He noted connection with families was a key component in a smooth transition.</p>
Elementary Summer Programs Report B-21-99	<p>Superintendent Hazzard noted the graphs in the report illustrated the increase and the ability to deliver and promote student learning. He noted small groups worked well online and the increase in the amount of schools participating due to the program being delivered virtually. He indicated the parental engagement was very strong and helped parents understand their child's curriculum. Superintendent Hazzard noted the program relies on funding and that Administration is awaiting notice regarding future funding of the Summer Learning Program.</p>
Correspondence	None
New Business	None
Trustee Questions	<p>Jane Bryce asked how things are progressing in the Wheatley area community and how is the community doing?</p> <p>Director Howitt noted the school is outside the evacuation zone and bus routes were arranged for students who would have needed to walk through the zone affected. He indicated the LKDSB reached out to the community to provide a site at the school for residents to pick up items and he noted parents are reaching out if they have particular needs.</p> <p>Jack Fletcher asked if there is an update on in programming while having police presence in the schools.</p> <p>Director Howitt noted this has been a topic in the press and that the LKDSB does not have that kind of system in place with police being present in our schools. He noted police presence in LKDSB schools is being reviewed and that there has not been a recommendation to bring this forward.</p> <p>Jack Fletcher noted that as a volunteer in a community agency, police were invited as guest speakers for specific topics.</p>

Director Howitt noted that police presence in a school does not affect each student equally and there is a need to ensure understanding of this.

Jane Bryce asked Superintendent McKay about summer projects being completed across the board.

Superintendent McKay indicated there have been challenges completing all of the projects that had been approved including window replacement at the Sarnia Education Centre and that there will be a great deal of work needing completion in the coming months with tenders coming forward for the summer of 2022.

Jack Fletcher asked for clarification on the process when a school has more than one COVID-19 case in a school.

Director Howitt stated guidance to COVID-19 is posted on the board website and provides details in each step of the process and the involvement of public health.

Notices of Motion

Director Howitt noted changes to be made to the by-laws and will be addressed by Chair Campbell.

Director Howitt served Notice of Motion regarding Section 1.07 and Section 12.2 of the LKDSB Procedural By-laws.

1.07 "Majority" means more than fifty percent. "Two thirds (2/3) majority" means equal or greater than 66.7% of the Trustees of the Board present and voting.

12.2 The Code of Conduct applies equally to the Chair of the Board. In the case of an allegation of a breach of the Code by the Chair, wherever a process requires action by the Chair, it shall be modified to read the Vice-Chair of the Board. ~~Each year~~ When necessary, two alternate Trustee(s), the past Chair and one (or two if required) Trustee(s) chosen by lot, shall be chosen by the Board to be used when the circumstance warrant that one or both Trustees are needed in place of the Chair and/or Vice-Chair of the Board to carry out any of the duties required under this Code of Conduct and Enforcement. In no circumstance shall the Trustee who brought the complaint of a breach of the Code of Conduct be involved in conducting any Formal Inquiry into the complaint

Announcements

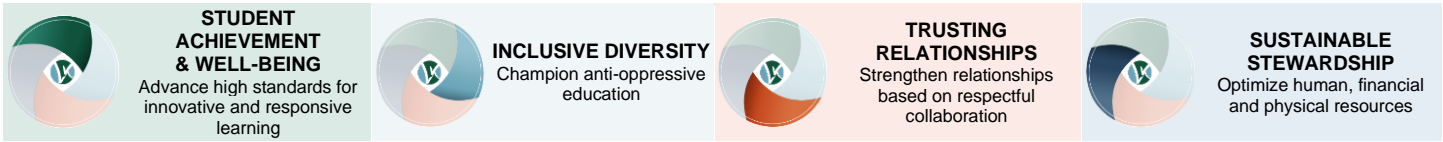
The next Regular Board Meeting will be held on Tuesday, October 12, 2021 at 7:00 p.m. at the Chatham Regional Education Centre. Stay healthy and safe.

Adjournment

There being no further business of the Board, Chair Campbell declared the Meeting adjourned at 9:13 p.m.

Chair of the Board

Director of Education and
Secretary of the Board



FROM: John Howitt, Director of Education

DATE: October 12, 2021

SUBJECT: Proposed LKDSB Procedural By-Law Changes



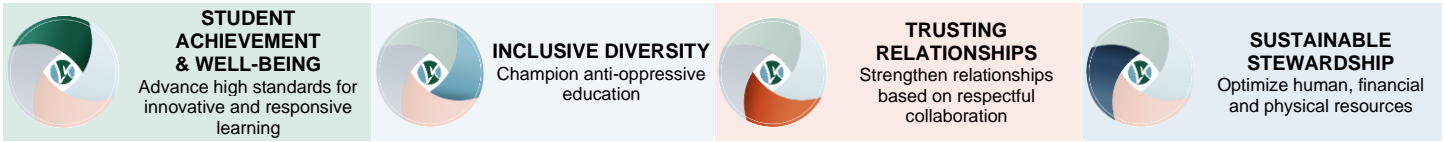
Section 19 of the LKDSB Procedure By-laws state may be amended by a two-thirds majority of the Board at any meeting of the Board provide that notice, in writing has been given at the regular meeting of the Board and provided that the proposed amendment(s) are not in conflict with any statutory provision or regulation then in force.

Changes are proposed to the Sections below are By-Law change recommendations.

The proposed changes are in red.

1.07 “Majority” means more than fifty percent. **“Two thirds (2/3) majority” means equal or greater than 66.7% of the Trustees of the Board present and voting.**

12.2 Chair/ Presiding Officer The Code of Conduct applies equally to the Chair of the Board. In the case of an allegation of a breach of the Code by the Chair, wherever a process requires action by the Chair, it shall be modified to read the Vice-Chair of the Board. ~~Each year~~ **When necessary, two alternate Trustee(s), the past Chair and one (or two if required) Trustee(s) chosen by lot,** shall be chosen ~~by the Board~~ to be used when the circumstance warrant that one or both Trustees are needed in place of the Chair and/or Vice- Chair of the Board to carry out any of the duties required under this Code of Conduct and Enforcement. In no circumstance shall the Trustee who brought the complaint of a breach of the Code of Conduct be involved in conducting any Formal Inquiry into the complaint.



FROM: John Howitt, Director of Education

DATE: October 12, 2021

SUBJECT: LKDSB Policy and Regulation - Volunteers



The policy and regulation on Volunteers have been updated as part of the cyclical review process and to align with the updated administrative procedure.

RECOMMENDATION

“That the Board approve the revised policy and regulation on Volunteers.”

POLICY

SUBJECT: Volunteers

It is the policy of the Lambton Kent District School Board to encourage the involvement of volunteers to assist and support schools in the provision of programs and services.

Implementation Date: May 22, 2001
Revised: May 13, 2008
Reviewed: November 12, 2013
Revised: January 26, 2016
Revised: [October 12, 2021](#)

Reference: LKDSB Regulations, Administrative Procedures

REGULATIONS

SUBJECT: Volunteers

Definitions

A “parent/guardian volunteer” in a school is a parent or guardian who currently has a child enrolled in and attending that school.

A “community volunteer” is a member of the community who does not have a child enrolled in the school and who agrees to undertake, without pay, a designated task that supports a classroom, school or Board-sponsored activity.

An “employee volunteer” is an employee of the LKDSB.

When not specifically stated, the word “volunteer” refers to both parent/guardian and community volunteers. LKDSB Co-op students, Student Teachers and Co-op students from other institutions are not defined as volunteers at the site of their placement.

“Management of volunteers” includes procedures for ongoing screening, orienting/training and supervising.

Responsibility

1. The school board and principal share the responsibility for volunteers.

Assignment and General Role of Volunteers

2. The involvement of parent/guardian, community volunteers and employee volunteers is encouraged but remains optional.
3. Within a school, volunteers are assigned at the discretion of the school principal and in accordance with the restrictions and requirements outlined in this and other Board policies and procedures.
4. Volunteers must treat as confidential all personal information which they may acquire in the course of their involvement in the school.
5. All provisions of board policies and procedures and of negotiated collective agreements supersede any statements regarding the use of volunteers unless specifically noted herein.

Volunteers

Regulation No. R-PR-219-16

6. Volunteers serving in any capacity are to be assigned appropriately in order to augment and supplement staff supervising school activities or programs.
7. Volunteers enhance and support student and school activities at the request of and under the supervision of Board staff, and the principal in particular.
8. Volunteers do not assign disciplinary consequences.
9. Volunteers will not have any responsibility for the diagnosis of learning strengths or difficulties, the assignment of learning experiences, or the evaluation of pupil progress.
10. The following volunteers require a [Police](#) Vulnerable Sector Check ([PVSC](#)) every five years and must undergo the formal screening process, at their own expense, and provide an [Annual Offence Declaration](#):
 - a) Parent/guardians and community volunteers who assist in the school on a daily or weekly basis
 - b) [Elementary](#) parents/guardians and community volunteers on overnight excursions of any kind
 - c) Parent/guardians and community volunteers accompanying secondary students on overnight excursions with exceptions only to be approved by the principal.
 - d) [Non-parent](#), non-guardian volunteers not known to the school community
 - e) All volunteer drivers of all students
 - f) Others, as deemed necessary by the principal.

A copy of the document must be given to the principal

11. Volunteers may, at the discretion of the principal and with a regular staff member acting as liaison, participate in co-curricular physical education activities. These volunteers will be required to obtain [Police](#) Vulnerable Sector Checks every five years at their own expense and must complete the [Annual Offence Declaration](#). A copy of the document must be given to the principal.
12. Teams in secondary schools may only be coached by non-employee volunteers without teacher supervision with the approval of the principal of the school. These volunteer coaches will be required to obtain [Police](#) Vulnerable Sector Checks every five years at their own expense and must complete the [Annual Offence Declaration](#). A copy of the document must be given to the principal.
13. All volunteer coaches must be qualified as a coach for the sport in question and be present at practice and game. Parents must be informed if the coach is a volunteer.
14. All volunteers will be subject to the screening process and be required to obtain a [Police](#) Vulnerable Sector Check every five years, at their own expense and must complete the [Annual Offence Declaration](#). A copy of the document must be given to the principal.

Volunteers

Regulation No. R-PR-219-16

15. When an overnight trip occurs at least one adult supervisor, either a coach or an approved volunteer, must be the same sex as the athletes.

Liability

16. In any school-sponsored activity that is undertaken by a volunteer, the Board's liability insurance regarding negligence will apply.

17. The principal must make the volunteers aware that the Board's insurance does not include a loss-of-income provision should the volunteer sustain an injury that prevents him/her from resuming his/her normal employment.

Screening and Risk Management

18. Recognizing that the welfare of students is at all times of paramount importance, all board employees are required to exercise their full responsibility for the care, welfare and supervision of pupils. In this regard, all volunteers must be assessed by principal as to their suitability for placement within a school or program setting.

19. The screening process will be conducted by the principal in accordance with the LKDSB Volunteers Administrative Procedure, A-PR-219.

Initial screening tools include but are not limited to:

- a) Volunteer intake interview
- b) Reference checks
- c) Police Vulnerable Sector Check (PVSC)

Implementation Date: May 22, 2001

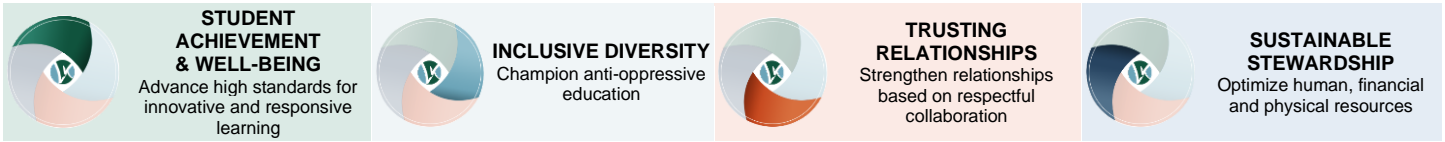
Revised: May 13, 2008

Reviewed: November 12, 2013

Revised: January 26, 2016

Revised: October 12, 2021

Reference: LKDSB Policy and Administrative Procedures



FROM: John Howitt, Director of Education

DATE: October 12, 2021

SUBJECT: LKDSB Policy and Regulation – Assessment and Evaluation



The policy and regulation on Assessment and Evaluation have been updated as part of the cyclical review and to align with current practices.

RECOMMENDATION

“That the Board approve the revised policy and regulation on Assessment and Evaluation.”



POLICY

SUBJECT: Assessment and Evaluation

It is the Policy of the Lambton Kent District School Board to collect meaningful information to inform instructional, assessment and evaluation decisions and promote student [learning and improved levels of achievement for all students.](#)

Revised: September XX, 2021

Implementation Date: February 14, 2012

Reference:

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (First Edition, Covering Grades 1 to 12), 2010.

Growing Success: The Kindergarten Addendum: Assessment, Evaluation, and Reporting in Ontario Schools, 2016.

Growing Success: The Mathematics Addendum, Grade 1-8, 2020.

REGULATIONS

SUBJECT: Assessment and Evaluation

The Lambton Kent District School Board believes that the primary purpose of assessment is to improve student learning. Assessment and evaluation, as well as curriculum instruction, must be fair, equitable and barrier free. assessment is the process of gathering information that accurately reflects how well a student is achieving the Ontario Curriculum expectations in a subject or course.

4.—1. To ensure that assessment, evaluation and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers must use assessment and evaluation strategies and related practices that:~~The Board expects that all academic programs will follow the LKDSB Assessment and Evaluation Guidelines, 2011 to ensure the implementation of assessment, evaluation, and reporting of student learning practices that:~~

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to meet the Ontario Curriculum expectations while addressing the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

2.—~~Principals will ensure that assessment, evaluation and reporting requirements outlined in Growing Success are followed, including the LKDSB Assessment and Evaluation Guidelines, 2011 are being followed in each class and/or course.~~

2.—
• Appropriate use of “I” designation in Grade 1 – 10, to denote that there is

insufficient evidence to determine a letter grade or percentage mark

- Appropriate use of “R” designation in Grades 1 – 6, to denote achievement that falls below Level 1
- Appropriate actions for academic dishonesty
- Appropriate actions for late and missed assignments

~~3. Principals will ensure that when reporting student achievement on Elementary Progress Report Cards and Provincial Report Cards teachers will follow the LKDSB Assessment and Evaluation Guidelines including direction on:~~

- ~~• Appropriate use of the “I” designation;~~
 - ~~• Appropriate use of the “R” designation;~~
 - ~~• The use of 0 (zero) and acceptable marks below 50%;~~
-

~~4. Principals and teachers will follow the LKDSB Assessment and Evaluation Guidelines, 2011 for:~~

- ~~• Appropriate actions for academic dishonesty; and~~
- ~~• Appropriate actions for late and missed assignments.~~

~~5.3. Secondary t~~Teachers will use the LKDSB Assessment and Evaluation ~~Guidelines~~Expected Practices (2021, edition)~~2014~~ to plan instruction, support student learning, and report on student progress.

~~6.4.~~ Principals and teachers will inform parents and students about pertinent assessment and evaluation practices using a variety of methods including but not limited to: school council meetings, newsletters, websites, handbooks, and course outlines.

Revision Date: September XX, 2021

Implementation Date: February 14, 2012

Reference:

Board Policy

Lambton Kent District School Board Assessment, ~~and~~ Evaluation and Reporting Expected Practices.

[Grades 9 – 12 Guidelines, 2011](#)

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (First Edition, Covering Grades 1 to 12), 2010.

[Growing Success: The Kindergarten Addendum: Assessment, Evaluation and Reporting in Ontario Schools, 2016.](#)

[Growing Success: The Mathematics Addendum, Grades 1 – 8, 2020.](#)



FROM: Lareina Rising, Trustee

DATE: October 12, 2021

SUBJECT: Indigenous Liaison Committee Report



The September 15, 2021 meeting of the Indigenous Liaison Committee (ILC) was held via TEAMS with Trustee Lareina Rising chairing the meeting.

Minutes from the June 16, 2021 meeting were reviewed and approved.

Trustee Lareina Rising welcomed everyone and read a Territorial Acknowledgement which is primarily used for virtual sessions and includes the acknowledgement of truth and reconciliation.

Report from the First Nation Communities were received:

Eelūnaapéewi Lahkéewiit (Delaware Nation) Education Manager Jolene Whiteye reported on the physically distance graduation ceremonies for Grade 8 and Grade 12 students, Back to School events for all students and post-secondary program orientation which occurred in the community during the summer. She announced that the kindergarten program has reopened with 13 students attending and all busses are running with the reopening of schools. A new Administrative Support Employee and Student Success worker have been hired to support staff and students.

Aamjiwnaang: Education Coordinator Vicki Ware announced great success with the walk-through education awards event held for students during which 250 backpacks full of school supplies and over 300 education awards were handed out. She announced that the school has both a JK and a SK/1 grade classroom. Aamjiwnaang is partnering with Sir John Moore school in a STEM project with Western University. They are also purchasing the services of seven 1:1 EA's and a teacher/tutor for GLSS three days a week to enhance the support of students attending LKDSB schools. In addition to accessing the Ontario Ministry of Education virtual learning environment (VLE) to support staff, the Lexia program is being used to support numeracy and literacy skills in school as well as in the after-school program. It was also shared that Aamjiwnaang was awarded a new pilot project from the Kinoomaadziwin Education Body (KEB) and the Anishinabek Education System (AES) to develop a data-based school improvement plan which will focus on student success and well-being.

Trustee Lareina Rising provided updates from the Board regarding summer and credit recovery programs. She shared the new staff vaccination protocols and the return to face-to-face Board meetings and the reopening of schools. Trustee Rising provided insight into the benefits for some students who thrive in virtual learning environments. A concern was raised about whether Indigenous languages were being supported in the virtual schools.

Indigenous Lead Dallas Sinopole reported on the summer Indigenous Graduation Coaches who supported students transitioning into high school and on the voluntary self ID brochure. He also provided updates on being able to work in his office at GLSS and connecting with students in the Den. Updates was provided on plans to make orange shirts available in schools and preparing for Treaty Recognition Week.

Superintendent Helen Lane did confirm that language speakers who are hired are paired with an OCT teacher to ensure that support is provided. She indicated that the draft of the final Board Action Plan Report was in process and would be available shortly for Educational Representatives to provide input. It was also explained that attestations would be required for First Nation employees who work in LKDSB schools and that the information sent in an email requires a response. Information was also provided around protocols for the dismissal of students and staff who are vaccinated and those who are not.

Superintendent Lane provided an update on the Indigenous Teacher Education Program (ITEP) which is in progress and mentioned that the ITEP Management Committee would be initiated this Fall. She announced that LKDSB is in the early stages of planning to conduct a voluntary demographic data student census early in 2022. She will be reaching out to the four First Nation communities to request input in the process.

Administrators from 29 schools submitted reports from across the District These reports are now being archived in the staff portal for all LKDSB staff to be able to reference.

The next ILC meeting is tentatively scheduled for **Wednesday, October 20, 2021 at 6:00 p.m.** via TEAMS.



FROM: John Howitt, Director of Education

DATE: October 12, 2021

SUBJECT: Parent Involvement Committee Report



The Parent Involvement Committee of the Lambton Kent District School Board met on October 4, 2021 via Microsoft Teams.

Director Howitt and Co-Chair Melissa Hewitt welcomed six new members and one new community member to our committee.

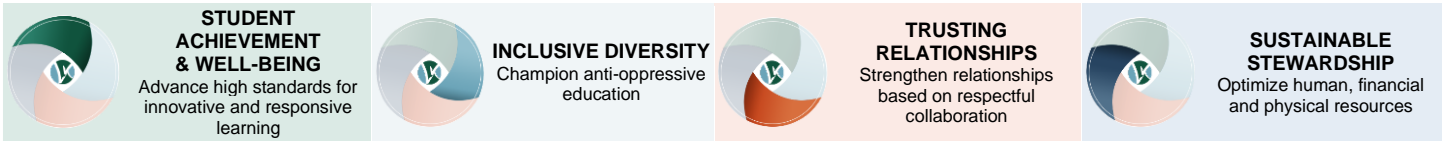
Director Howitt updated the committee on the following items:

- National Day of Truth and Reconciliation – September 30
- School Opening - enrollment information
- COVID-19 - safety protocols, mask exemptions
- De-streaming
- School Climate Survey
- Vaccinations

2020-2021 budget summary was shared as well as the 2021-2022 budget.

Melinda Hazen was acclaimed as the new Co-Chair for this school year replacing Tracey Machan. She will be joining current Co-Chair Melissa Hewitt.

Next meeting is Monday, November 8, 2021.



FROM: Malinda Little

DATE: October 12, 2021

SUBJECT: Supervised Alternative Learning (SAL) Committee, 2020-21



For 2020-21, the SAL Committee was composed of trustees Jane Bryce, Ruth Ann Dodman, Jack Fletcher, and Malinda Little (chair). The Committee also included System Coordinator Paul Wiersma and Community Representatives Leslie Helferty and Corinne Webb. The following LKDSB resource staff attended the Committee meetings including SAL Coordinator Dennis Meston, Student Engagement Clerk Karen Bieber, Attendance Officers Andy Collins and Lis Hoskins, Indigenous Student Re-Engagement Workers Kaili Clubb and Mary Whiteye, as well as secondary school principals and vice-principals.

SAL is a program for compulsory school aged students 14-17 years of age who are not attending school full time due to personal challenges. When re-engagement efforts and/or alternative programming options have not been effective, the school and parent are able to make a referral to SAL. The goal of SAL is to provide students with a connection to learning and to support their continued progress towards graduation or achievement of other educational and personal goals. While a student is approved for SAL for the entire school year, ongoing efforts are made to support a student to be ready to transition to day school or alternative programming.

The SAL Committee met on the following dates:

Meeting Date	Student Referrals Approved
September 29, 2020	19
October 2, 2020	87
October 13, 2020	19
October 27, 2020	20
November 17, 2020	23
December 4, 2020	57
December 15, 2020	16
January 12, 2021	6
February 16, 2021	19
March 2, 2021	31
March 23, 2021	16
April 6, 2021	5
April 27, 2021	23
May 11, 2021	7
May 25, 2021	9
June 15, 2021	40 renewed for 2021-22

2020-21 SAL Data

Semester 1 Start	Semester 1 Referrals	Semester 1 End	Semester 2 Start	Semester 2 Referrals	Semester 2 End	Renewals for 2021-22
88	247	282	230	110	318	40

2018-19 Referrals: 220

2019-20 Referrals: 278

2020-21 Referrals: 565

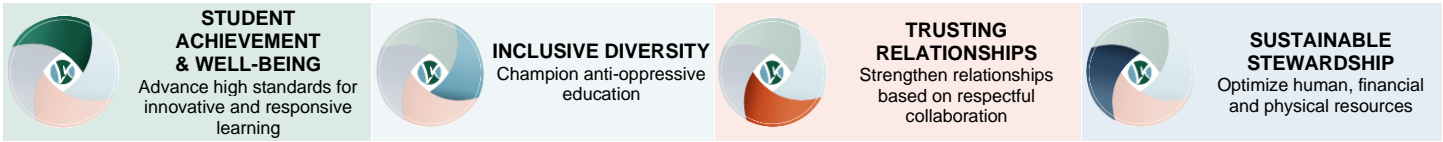
Students in SAL may have as part of their academic program plan

- A part-time timetable at their home school
- Alternative eLearning
- Cooperative education
- Credit recovery
- Correspondence courses
- Specialized programs such as ACCESS (Accessing Current Curriculum Experiences through Supervised Studies, Tilbury District High School), Intensive Support, or Transitions.

Looking Ahead to 2021-22

A review of SAL was completed in the spring of 2021 to look for opportunities to strengthen the program. With a focus on students in grade nine and ten, program enhancements will include:

- Understanding SAL as a temporary excusal from school that seeks to increase a student's readiness to learn.
- A more individually tailored SAL plan that will identify barriers to learning and seek to address them through school and community-based supports/programs.
- A stronger connection with the school by having the student either be at the school occasionally and/or connect with a caring adult at the school.
- Transition planning to return to school or an alternative program so that the student can be on a path to graduation.
- Acknowledging responsibility and seeking accountability of the student, parent/guardian, and school.



FROM: John Howitt, Director of Education

DATE: October 12, 2021

SUBJECT: LKDSB Operational Plan 2021- 2022



Lambton Kent District School Board (LKDSB) Senior Administration has developed an Operational Plan containing goals aligned with the Strategic Priorities. Each goal within the plan relates to one or more Strategic Priorities and identifies the Superintendent(s) responsible for the goal. The action steps that will be taken to reach the goal and the expected outcomes will be reported to Trustees at a future date.

The Strategic Priorities were approved by Trustees during the May 12, 2020 Board Meeting.

Strategic Priorities 2020/2021 to 2025/2026:

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

The Operational Plan will be updated and reported annually to the Trustees.



**Superintendent(s)
Responsible:**

- M. Mancini
- M. Sherman
- Family of Schools Superintendents

- By June 2023, increase secondary graduation rates to:
 - Four-year rate from 67.7% in 2018-2019 to 82% in 2022-2023
 - Five-year rate from 77% in 2018-2019 to 89% in 2022-2023

- Monitor students at risk of not graduating because of Literacy and Community Involvement Hour requirements and develop plans to support achievement of these graduation requirements.
- Monitor grade level credit accumulation levels and develop intervention plans to mitigate credit accumulation barriers to graduation.
- Monitor and support Graduation Goals from School Learning Plans.
- Enhance credit accumulation through enhanced summer semester programming including reach-ahead and catch-up opportunities.

- Incremental gains in graduation rates over a four-year period culminating in a rate of 82% (four-year rate) and 89% (five-year rate) by June 2023.
- Students on track to graduate will not be hindered by Literacy and Community Involvement Hour requirements.
- Increased credit accumulation rates to support graduation.
- Students will have multiple and varied opportunities to attain credit requirements for graduation.



**Superintendent(s)
Responsible:**

- B. Hazzard
- Family of Schools Superintendents

- By June 2023 increase the percentage of elementary students achieving level 3 or 4 by:
 - 10% increase as measured by Primary EQAO Math from 58% (2018-2019) to 73%
 - 15% increase as measured by Junior EQAO Math from 48% (2018-2019) to 63%

- Implement Alex Lawson’s math continua in elementary school math instruction.
- Provide instructional coaching to all elementary schools, through allocation of coaches in a differentiated manner according to school needs, that support implementing best practices in math classrooms.
- Provide a broad range of math professional learning throughout the school year to principals, teachers, and ECEs.
- Monitor the school learning with Superintendent of School visits and through discussion of the School Learning Plan and evidence/data at each school.

- By the end of 2021-2022 school year, all math classrooms will provide diagnostic feedback to student(s) based on Lawson’s math continua to lift learning and re-engage learners. The Lawson math continua will be used to identify student understanding and identify next steps for student learning.
- By the end of 2021-2022 school year, most classrooms will use a ‘number talk’ strategy multiple times per week for student(s) to express mathematical thinking and share the ‘math strategies’ that work best for their understanding.
- All schools will have a School Learning Plan math goal.



**Superintendent(s)
Responsible:**

- B. Hazzard
- Family of Schools Superintendents

- By June 2024 increase the percentage of elementary students achieving level 3 or 4 by:
 - 5% increase as measured by Primary EQAO Reading from 69% (2018-2019) to 74%
 - 5% increase as measured by Junior EQAO Reading from 76% (2018-2019) to 81%

- Implement the diagnostic reading tool Benchmark Assessment System (BAS) and Fountas & Pinnell's Literacy Continuum in elementary literacy instruction.
- Provide individualized release time to all elementary schools, through instructional coaches in a differentiated manner according to school needs, that support building teacher, ECE, and principal understanding of BAS and the Literacy Continuum in all schools.
- Monitor the school learning with Superintendent of School visits and through discussion of the School Learning Plan and evidence/data at each school.

- By the end of 2021-2022 school year, all literacy classrooms will provide diagnostic feedback to student(s) based on BAS or an approved reading diagnostic assessment to lift learning and re-engage learners. The Literacy Continuum will be used to identify student understanding and identify next steps for student learning.
- By the end of 2021-2022 school year, all classrooms will use literature and media in the literacy classroom that is culturally appropriate, anti-oppressive, and reflects diverse society.
- All schools will have a School Learning Plan literacy goal.



**Superintendent(s)
Responsible:**

- M. Mancini
- Family of Schools Superintendents

- All eligible students will participate in the Grade 9 EQAO Assessment of Mathematics in 2021-2022, and the percentage of students achieving level 3 or 4 will be at or above the provincial average.
- Based on availability, schools will utilize sample tasks for the new de-streamed Grade 9 math course to prepare students to participate in the Grade 9 EQAO Assessment of Mathematics.
- Secondary Program will provide professional learning and release to build teacher capacity to support the implementation of the de-streamed curriculum for students to participate successfully in the Grade 9 EQAO Assessment of Mathematics in 2021-2022.
- Document best practices to inform next steps.
- Participation in the new Grade 9 EQAO Assessment of Mathematics in 2021-2022 will establish a baseline level of achievement for the new de-streamed Grade 9 math course which is one indicator that will assist in determining the successful implementation of de-streaming.
- The collection of best practices will provide a resource for literacy planning and implementation in 2022-2023.



**Superintendent(s)
Responsible:**

- M. Mancini
- Family of Schools Superintendents

- By June 2023, increase successful completion of the OSSLT by 10% for first time eligible, fully participating students from 72% (2018-2019) to 82%.

- Schools will establish a Literacy Team. This team will include, at a minimum, the English curriculum leader, student success teacher, resource teacher and an administrator, and identify a Literacy Lead.
- Schools will develop a literacy plan to focus on attainment of the literacy requirement for Grade 10, 11 and non-graduating Grade 12 students) in 2021-2022, including a literacy goal in their School Learning Plan.
- The literacy plan and literacy goal will be monitored through FOS Superintendent visits.
- Secondary Program Department will support literacy plan initiatives/literacy goals and collect best practices to support future planning and implementation.

- By the end of 2021-2022, Literacy Teams will have met literacy plan and goal objectives and plan for 2022-2023.
- The collection of best practices will provide a resource for literacy planning and implementation in 2022-2023.



**Superintendent(s)
Responsible:**

- M. Mancini
- B. Hazzard
- A. Barrese
- H. Lane
- Family of Schools Superintendents

- Remove systemic bias from instructional, assessment and evaluation practices and dismantle discrimination and inequity in classrooms.

- Provide professional learning opportunities and resources to engage in culturally responsive and relevant pedagogy for all educators, including administrators.
- Increase educator capacity for equitable assessment and evaluation practices through professional learning and updated assessment and evaluation practices.

- Increased educator capacity for effective culturally responsive instruction, assessment and evaluation.
- Students will learn diverse perspectives and see themselves in their learning.
- Implementation of assessment and evaluations practices that are fair, equitable, barrier-free and lead to the improvement of learning for all students.



**Superintendent(s)
Responsible:**

- B. Hazzard
- Family of Schools Superintendents

- By June 2023, 80% of teachers at every LKDSB elementary school will track feedback that documents what teachers notice about student learning and communicate to students 'where to next' as well as 'how to get there'.

- Implement John Hattie's research on providing students with clear and actionable 'where to next' feedback.
- Provide instructional coaching to all elementary schools, through allocation of coaches in a differentiated manner according to school needs, that support implementing best practices in math and literacy classrooms.
- Provide a broad range of professional learning throughout the school year to principals, teachers, and ECEs including a virtual session with John Hattie on a PA Day.
- Monitor the school learning with Superintendent of School visits and through discussion of the School Learning Plan and evidence/data at each school.

- By the end of 2021-2022 school year, all schools will participate in professional learning about 'where to next' feedback.
- By the end of 2021-2022 school year, most classrooms will begin to track feedback that documents what teachers notice about student learning and communicate to students 'where to next' as well as 'how to get there'.



**Superintendent(s)
Responsible:**

➤ M. Mancini

- By June 2023, secondary schools will phase out Academic and Applied Grade 9 courses, replace them with Academic or de-streamed courses, and support students to be successful.

- Implement the Grade 9 de-streamed math course in 2021-2022.
- Provide professional learning opportunities for staff to create conditions for success for all students in academic courses including teaching in multi-level classrooms.
- Support and enhance implementation of Academic only Grade 9 courses (French, English, Geography and Science).
- Strengthen the secondary transition planning process (Grade 7, 8, 9 teachers, principals, transitions staff, students, parents/guardians) to support informed decision-making and course selection that keeps options open for students to pursue the post-secondary pathway of their choice.
- Establish a course selection review process to monitor Grade 9 locally developed compulsory credit course selection for 2022-2023 to support de-streaming.
- During the process, schools may look for opportunities for de-track Grade 10 courses (for example, Grade 10 History).

- Monitor and learn from best practices implemented in the inaugural year of the new course.
- Build capacity to support informed Grade 9 Course Selection to enhance.
- The percentage of students selecting Grade 9 locally developed compulsory credit courses will not increase from the 2019-2020 baseline of 10%.



**Superintendent(s)
Responsible:**

- M. Mancini
- A. Barrese
- Family of Schools Superintendents

- By June 2023, revise programming for secondary students with exceptionalities (excluding gifted) in all LKDSB secondary schools that promotes increased opportunity to meet their full potential, access the post-secondary pathway of their choice and improve graduation rates (OSSC and OSSD).
 - Increase four-year graduation rate from 57.1% in 2018-2019 to 70%
 - Increase five-year graduation rate from 62.5% in 2018-2019 to 80%

- Increase participation in Grade 9 academic courses, monitor participation in locally developed courses and limit non-credit bearing, alternative courses.
- Support student course choices which align with their individual needs, strengths and interests.
- Review Secondary Special Education programming.
- Provide supports to secondary schools to work within the existing courses to scaffold instruction and provide targeted interventions to support students.
- Provide opportunities for students in self-contained classrooms to experience partial integration in course selections that match their interests and strengths.
- Provide programming in every secondary school to support the completion of OSSC and OSSD for all students.

- Increased OSSC and OSSD graduation rates for students with special education needs.
- Greater student awareness of the OSSC and OSSD pathways.
- Students will have greater opportunity for peer interactions and skill development.
- Graduation pathways will be available in all secondary schools.



**Superintendent(s)
Responsible:**

➤ M. Sherman

- By January, 2022, develop a strategy to engage and support adult learners, across a range of student abilities and innovative programming. Developed in conjunction with a review and rationalization of program offerings based on the Spring 2021 review of the Alternative and Continuing Education Program.
- Gather feedback from community members and LKDSB staff to align programming with current community needs.
- A comprehensive strategy to engage and support adult learners.
- Course offerings and resource allocation that reflect the needs of our adult learners and community.
- Work with community partners to ensure a breadth of program offerings and interconnects to LKDSB resources.



**Superintendent(s)
Responsible:**

- H. Lane
- Executive Council

- An ongoing focus to increase the knowledge and application of understanding needed to remove systemic inequalities in learning and working practices.

- Continue to raise knowledge and awareness within the LKDSB and community through training, communications, outreach and professional learning opportunities.
- Increase opportunities for student, staff and community consultation on topics of equity, inclusion and diversity.
- Update existing forms, policies, regulations and procedures to remove bias and promote inclusivity.
- Audit learning resources (for example, novels, electronic resources, library materials, curriculum guides, media etc.) with a critical lens to support anti-oppressive and anti-racist pedagogy.

- Ministry required training completed by the end of 2021-22.
- Monthly Inclusive Diversity Newsletter and article in the LKDSB Staff Newsletter.
- Training administrators, secretarial and clerical staff prior to JK Registration (January 2022) on Self-Identification and Gender Identification.
- LKDSB book studies, webinars and PD sessions.
- Continue to develop webinars, workshops and digital resources to support critical review of learning resources and programming.
- Increased number of families participating in Special Education meetings (measurable outcome based on 2019-2020 school year baseline).
- Increased sense of parent/guardian engagement as noted in the School Climate Survey.



**Superintendent(s)
Responsible:**

- H. Lane
- Executive Council

- By January 2023, implement and report on voluntary student demographic data census.
- Provide education and understanding of LKDSB dates of significance.
- Develop and implement a voluntary disaggregated demographic data census for all students in March 2022.
- Report aggregated demographic data collected at Board level.
- Engage Demographic Data Steering Committee and Sub-Committees to gather voice and provide leadership on the implementation of the strategy.
- Process will be put in place to enable parents/guardians and adult students to participate in all Special Education meetings either virtually or in-person to support the needs of the family.
- Based on demographic data, understanding how reducing the percentage of suspensions and expulsions across Grade 4-12 contribute to the systemic barriers in education.
- Include and consider Days of Significance in decision making and scheduling process with regard to impact on students, staff and community members.
- Implement a multi-year plan and timeline for the implementation of a voluntary identity-based student census.
- Determine Terms of Reference, Membership, Purpose of the Committee and sub-committees in championing anti-oppressive education.



**Superintendent(s)
Responsible:**

- H. Lane
- Executive Council

- By May 2022 develop and submit Board Improvement and Equity Plan (BIEP).

- Increased school staff development specifically to undertake equity and human rights support.
- Tracking the number and nature of all hate-based incidents in schools.

- Understand the number and nature of human rights complaints and the percentage resolved.
- Development of a Human Rights and Complaints procedure and process.
- Participation and partnership with local organization Sarnia-Lambton Alliance Against Hate.
- Participation in the “Keeping Students in School” Ontario Ministry of Education two-year project.



**Superintendent(s)
Responsible:**

- A. Barrese
- G. Girardi
- Family of Schools Superintendents

- By November 2021, the LKDSB Climate Survey results will reflect an increase from 2019 levels in the key areas of foci of the Multi-Disciplinary Team (MDT) as per the numerical values below:

Sense of Belonging

- Grade 4-6: from 67% to 75%
- Grade 7-8: from 57% to 75%
- Grade 9-12: from 59% to 75%

Welcoming School Environment

- Grade 4-6: from 77% to 85%
- Grade 7-8: from 64% to 75%
- Grade 9-12: from 62% to 75%

Connection with a Caring Adult

- Grade 4-6: from 88% to 93%
- Grade 7-8: from 68% to 75%
- Grade 9-12: from 64% to 75%

- Develop a strategy to meet the goals in the three areas of foci and review the composition of the MDT Teams.
- Develop a strategy to support school staff to deepen their knowledge and understanding of the student responses in the three areas of foci (based on the results of the 2019 School Climate Survey).
- Develop a communications strategy for the October 2021 School Climate Survey
- Work with school teams to define measurable goals.

- Demonstrated increase in the results for the three areas of foci.
- School MDT Teams will be aligned with LKDSB strategy.
- Students will identify actions to fulfill the goal as identified in the School Learning Plan.
- Schools will cultivate relationships and community by consistently reflecting on and honoring students' full humanity.
- MDT Teams will provide opportunities for teachers, students, and families to evaluate supports offered by schools. This will support everyone to create an environment that is reflective of our students, families and staff.



**Superintendent(s)
Responsible:**

- G. Girardi
- A. Barrese

- By June 2022, 85% of all students in Grades 4 to 12, and 85% of parents/guardians and LKDSB staff will indicate on the LKDSB Climate Survey that they are aware of how to access mental health supports and services at the LKDSB as per the areas of focus outlined below:

Would ask for help with mental/emotional health issues at school:

- Grade 4-6: from 60% to 85%
- Grade 7-8: from 38% to 85%
- Grade 9-12: from 60% to 85%

Aware of school mental/emotional health supports at school:

- Parent/Guardian: from 52% to 85%
- Staff: from 58% to 85%

- Conduct a survey for the following groups:
 - Parents/Guardians
 - All LKDSB Staff
 - Students Grade 9 to 12
- Create an action plan to address the results of the survey.
- Enhance and increase awareness of resources and services available for staff, students and families.

- Increased awareness, understanding and use of mental health supports available at the LKDSB.



**Superintendent(s)
Responsible:**

➤ M. Sherman

- To continue to review/revise the scenarios, based on current Fall 2021 updated enrollment data, in the Pupil Accommodation Review Plan by Phase to right size the LKDSB pupil places and make the most efficient use of LKDSB facilities.
- Establish planning meetings to review the remaining proposed pupil accommodation review by phases to see if the proposals are still appropriate to reduce the empty pupil spaces within the LKDSB. Include potential impact of continuation of virtual schools in short/medium/long term.
- Generate a new planning model based on full-time equivalent and Space Utilization as a foundation for future community input.
- Review and revise, by December 2021, the LKDSB policy, regulations and administrative procedures to reflect the provincial direction after the moratorium on school closures is lifted.
- Updated plan to address the empty pupil spaces in the LKDSB.
- Forward consolidation funding model impact summaries to the Ministry of Education to continue to support the case for right sizing the number of schools within the LKDSB.
- To continue with the Forest Area Transition Committee meetings and invite new members to the discussion to seek both input and feedback from the LKDSB new construction plans on the K-12 new build. Both for physical plant and program purposes.





**Superintendent(s)
Responsible:**



➤ B. McKay



- Update of LKDSB five-year capital plan.

- Review of all board facilities with principals to gain understanding of building needs from a programming perspective.
- Review of all board facility condition improvement reports.
- Summarize capital needs and requests for each facility using information gathered from facility meetings and reports.
- Forecasting of board capital funding streams for the 2022-23 to 2026-27 school years.
- Use of board capital budgeting software (Questica) to assist in summarizing capital needs and requests.

- New five-year capital plan for 2022-23 to 2026-27 schools to be completed and reported to trustees as part of the 2022-23 school year budget.
- Implement new construction strategy that includes work during the school year to minimize impact on student learning.

 <p>Superintendent(s) Responsible: ➤ B. McKay</p>	<ul style="list-style-type: none"> • An ongoing focus on reducing LKDSB’s environmental impact through awareness, action and review of practices. 	<ul style="list-style-type: none"> • Form the committee – need to recruit committee members. • First meeting with the committee to introduce and review committee terms of reference. • Need to review current year mandate with committee in a COVID-19 environment where the use of PPE and other equipment may not align with plastics reduction strategies. • Continue recycling programs, environmental clubs and other school-focused activities. 	<ul style="list-style-type: none"> • First single-use plastics committee meeting to be held in Fall 2021. • Develop a baseline of environmental impact of the LKDSB and understanding of scope of school-based activities. 	
 <p>Superintendent(s) Responsible: ➤ B. McKay</p>	<ul style="list-style-type: none"> • Review of IT Department staffing resources against requirements in IT Strategic Plan. 	<ul style="list-style-type: none"> • Perform alignment review of IT department staffing resources against staffing requirements in the IT Strategic Plan. • Report to the IT Steering Committee on gaps between department staffing and IT strategic goals. • Assess current and future budget impacts/deficiencies of resource gaps. 	<ul style="list-style-type: none"> • Recommendations to be made to IT Steering Committee on how to address identified resourcing gaps. 	

 <p>Superintendent(s) Responsible: ➤ B. McKay</p>	<ul style="list-style-type: none"> • Negotiation and finalization of new wide area network and telephone line contracts. 	<ul style="list-style-type: none"> • Review of current wide area network and telephone line contracts. • Scope creation for new contracts. Working with Procurement on scoping exercise. • Procurement to advise on procurement methods. • Procurement to advise and assist on writing of wide area network and telephone line contracts. This process involves the review of potential contracts as provided by successful bidders. 	<ul style="list-style-type: none"> • To have new approved LKDSB contracts for wide area network and telephone line services in place by end of 2021-22 school year. 	
 <p>Superintendent(s) Responsible: ➤ G. Girardi</p>	<ul style="list-style-type: none"> • By June 2022, complete negotiations with: <ul style="list-style-type: none"> ➤ Union partners and implement the terms of the collective agreements. ➤ Non-union employee groups and implement terms and conditions of employment. 	<ul style="list-style-type: none"> • Conduct negotiations. • Implement new collective agreements and terms and conditions of employment with all applicable staff and in all applicable areas of the LKDSB. • Coordinate changes with Provincial counterparts where necessary to comply with Central Agreements. 	<ul style="list-style-type: none"> • Increased understanding of contractual obligations. 	

 <p>Superintendent(s) Responsible:</p> <p>➤ G. Girardi</p>	<ul style="list-style-type: none"> • Ongoing support for equitable and inclusive hiring, promotion, advancement and accountability for equity and human rights at all levels, and to build diverse and inclusive workplaces with equitable outcomes for all. ➤ By June 2022, develop LKDSB hiring practices to align with PPM for all teacher groups. ➤ By June 2022, develop a long-term strategy to address systematic barriers in hiring, promotion and advancement. 	<ul style="list-style-type: none"> • Develop hiring practices to reflect the government's removal of Ontario Regulation 274, Hiring Practices and support equitable inclusive hiring, promotion and advancement. • Identify the systemic barriers to equitable and inclusive hiring, promotion and advancement. • Gather data to determine current level of staff diversity. • Increase mobility within the LKDSB and between school boards. 	<ul style="list-style-type: none"> • Revised hiring practices to reflect diversity and equity. • Greater staff diversity. 	
 <p>Superintendent(s) Responsible:</p> <p>➤ M. Sherman</p>	<ul style="list-style-type: none"> • An ongoing focus to increase the knowledge and application of knowledge of a Health and Safety culture. ➤ To implement the plan to promote positively overall awareness of all employees understanding of the IRS (Internal Responsibility System). 	<ul style="list-style-type: none"> • Review and revise the operationalization Health and Safety documents. Cyclical review plus time sensitive documents. • Develop a communication model to raise awareness of Health and Safety, for example the IRS (Internal Responsibility System). 	<ul style="list-style-type: none"> • Health and Safety operational documents were reviewed and revised. • Regular monthly communications and online promotions supporting a positive and clearly structured Health and Safety culture. 	



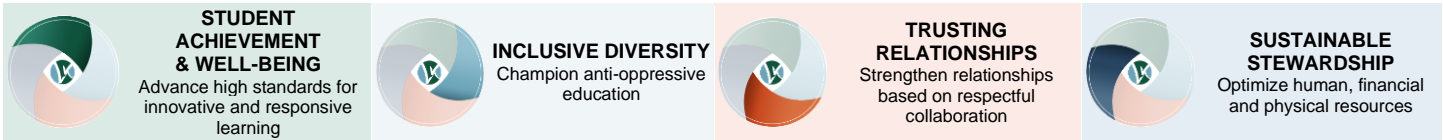
**Superintendent(s)
Responsible:**

➤ B. McKay

- Development of an ongoing staff training program for the Facility Operations department.

- Custodial manual used as the reference source for all department training needs.
- Development of training for three custodial classifications.
- Liaise with Board Leadership Development Team as training program is created.
- Initial focus of training program will be to support staff on department processes and procedures.
- Developed training will be interactive and hands-on.

- Development of the initial stages of the training program will be completed and provided to staff by the end of the 2021-22 school year.



FROM: John Howitt, Director of Education

DATE: October 12, 2021

SUBJECT: Moving Forward – Secondary and Elementary Return to Extracurriculars



The Lambton Kent District School Board is moving forward with the return of Elementary and Secondary Extracurriculars.

During September, elementary schools began re-introducing extra-curricular activities. A beginning step was to introduce athletics in Lambton Kent District School Board elementary schools. The Lambton Kent Elementary Student Athletic Association outlined a full return to three sports seasons.

Cross country season is being held during September and October 2021. School teams can be formed at schools and take part in conference meets. The top 5 runners in each category from each school are invited to the conference meet to align with Public Health guidelines. An LKDSB district cross country meet will also occur, with the top 5 runners from each category in each conference invited to the district meet.

During November and December, elementary volleyball season will be held. Due to space limitations in Elementary facilities, indoor spectators are not allowed for the fall season of sports. LKESAA will support plans for the 2022 winter and spring seasons based on Public Health guidelines and LKDSB administration direction.

Beyond sports, there are a wide variety of extra-curricular activities being held at many elementary schools this fall. Opportunities in the arts are reflected in visual art clubs, anime clubs, music clubs, dance clubs, ukulele clubs, and creativity clubs. Student leadership and voice is being fostered through student council, announcement clubs, spirit squads, social justice clubs, and student ambassadors. Student interests are being cultivated with knitting clubs, chess and board game clubs, makerspace and STEM clubs, and Minecraft clubs.

The International Education Team was thrilled to be able to welcome 100 students from 24 different countries to our District in September. In partnership with the municipality of Chatham – Kent, Director John Howitt and Mayor Darrin Canniff brought greetings to the students at the Welcome Event held at Kingston Park on Saturday, September 18th. Similarly, Director Howitt and Mayor Mike Bradley spoke with students at the Welcome Event held at Kenwick Park in Bright’s Grove on Sunday, September 19, 2021. Students were excited to meet other students from around the world

who have all come to LKDSB to learn and be immersed in the Canadian experience.

Secondary extracurriculars have a wide variety of choices for students. The chart below depicts this vast array of choices across the LKDSB.

Student Council	Video Game Club	Future Elders
Library Lunch Groups	Student Wellness Council	Stock Market Club
Art Club	Art Club	Yoga
Student Athletic Association	Board Game Club	Lego Club
Gamer's Lair	International Friendship Club	Card Club
Book Club	Enrichment Club	Interact Club
Guitar Club	Vocal Group	Environmental Club
Eagle Activity Club (Leadership)	Peer Mentors	Minecraft Club
Key Club (Junior Kiwanis)	Dance	Fitness Club
Band	Maker Club	Creative Writing
Drama Club	Gay Straight Alliance/Equity and Inclusion	Visionaries
LEAD (Diversity and Inclusion)	Anime Club	Anxiety Group
Christian Fellowship	Film Club	The Den Lunch Club
Reading Club	Great Grade Challenge	Reach for the Top
EDI Club	Math Club/Help	Sustainability Squad

Outdoor secondary athletics include golf, junior soccer, baseball, cross country and tennis. Indoor secondary athletics include basketball and volleyball. Students are enjoying the return to sport.