

REGULAR BOARD MEETING AGENDA  
 PUBLIC SESSION

TUESDAY, SEPTEMBER 28, 2021  
 7:00 p.m.  
 Sarnia Education Centre/Zoom  
<https://bit.ly/LKDSBboardmeeting>  
 Password: LKDSB

**A**

Page Reference

1. Call to Order
2. Approval of Agenda
3. Traditional Territorial Acknowledgement
4. Declaration of Conflict of Interest
5. Approval of the Minutes of:
  - a) September 14, 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) Presentation from the Chair Chair Campbell
  - b) Elementary Summer Programs Superintendent Hazzard, Angela  
Cote, Jennifer Kranenburg-Schatz,  
Sally Parkinson, Carla Wilson
10. Delegations:
11. Questions from the Public  
 Please submit questions by noon on September 28, 2021 via email to [bonnie.gotelaer@lkdsb.net](mailto:bonnie.gotelaer@lkdsb.net)
12. Reports for Board Action
  - a) Staff and Volunteer Appreciation Day Chair Campbell/Director Howitt 10  
Report B-21-92

Recommendation  
 "That the Board observe Staff and Volunteer Appreciation Day on October 5, 2021."
  - b) LKDSB Policy and Regulations on Safe Interventions Director Howitt/Superintendent Barrese 11  
Report B-21-93

Recommendation  
 "That the Board approve the revised regulations on *Safe Interventions With Students*."

c) Easement Agreement with City of Sarnia – Hanna Memorial Public School	Superintendent McKay Report B-21-94	16
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Recommendation

“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.”

d) 2021 / 2022 Internal Audit Plan	Superintendent McKay Report B-21-95	29
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Recommendation

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

13. Reports for Board Information:

a) Special Education Advisory Committee Report	Trustee Barnes Report B-21-96	30
b) Operational Plan	Director Howitt Report B-21-97	32
c) Ontario Public School Boards’ Association Update (OPSBA)	Trustee Fletcher Oral Report	
d) LKDSB Student Transition Plan	Director Howitt Report B-21-98	48
e) Elementary Summer Programs	Superintendent Hazzard Report B-21-99	50

14. Correspondence

15. New Business

16. Trustee Questions

17. Notices of Motion:

Director Howitt – to serve 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.

18. Announcements

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

19. Adjournment

**PRESENT:**

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

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

**Regrets** Jack Fletcher, Scott McKinlay

**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.

**#2021-108**  
**Approval of the Agenda** Moved by Greg Agar, seconded by Vice-Chair Derek Robertson,  
"That the Agenda for the Regular Board Meeting of September 14, 2021 be approved."  
**CARRIED.**  
Chair Campbell read the Traditional Territorial Acknowledgement.

**Declaration of Conflict of Interest** None

**#2021-109**  
**Approval of the Minutes**  
**June 22, 2021** Moved by Ruth Ann Dodman, seconded by Greg Agar,  
"That the Board approve the Minutes of the Regular Board Meeting of June 22, 2021."  
**CARRIED.**

**Business Arising** None

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

**#2021-110**  
**Action of the Regular Board Private Session be the Action of the Board** Moved by Vice-Chair Derek Robertson, seconded by Malinda Little,  
"That the Action of the Board in Private Session be the Action of the Board."  
**CARRIED.**

**Presentation:** Superintendent Mancini introduced Wallaceburg District Secondary School Principal Melissa Mallette and Alexander Mackenzie Secondary School Principal Derek Stenton to the meeting.

**Personal Support Worker Program** Melissa Mallette using a PowerPoint presentation, noted the Personal Support Worker (PSW) program began in 2006 and with over three hundred graduates to date. She noted the requirements of specialized teachers includes Ontario

College of Teachers (OCT) certification and a Registered Nurse or Registered Practical Nurse degree or diploma. Students must maintain seventy percent in each course for certification and can register full time in this while earning grade 12 credits. Students fulfill practicum and clinical placements locally and earn several certifications while in the program. She indicated the program was at capacity this year with students receiving a provincially funded stipend offered to all Personal Support Worker students in various education institutions across the province.

Derek Stenton presented a video featuring former student Hollie Jean from Alexander Mackenzie Secondary School who has graduated from the program. The video interview included descriptions of successes, challenges and employment opportunities.

Director Howitt noted the importance of the program and noted allocating funds to programs such as this is a challenge while balancing a large amount of vacant student spaces. He indicated program necessities are a significant cost. Director Howitt acknowledged Superintendent Mancini's success in advocating for the Lambton Kent District School Board students enrolled in the PSW program to receive the provincial stipend.

Chair Campbell thanked Principals Mallette and Stenton for the presentation.

Regrets from Scott McKinlay and Jack Fletcher were acknowledged.  
Welcome to Student Trustees Taryn Jacobs, Brianne Machan and Kate Martin.

Delegations

None

Questions from the Public

Chair Campbell referenced the sections in the LKDSB Procedural By-laws regarding Questions from the Public during Board Meetings.

3.16 .....persons or groups may pose questions to the Board in accordance with the following procedure:

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

3.17 The Board may limit the number of questioners as it sees fit.

Director Howitt noted there was one set of questions received from Karrie Gevaert and each section of the question will be answered.

Director Howitt responded to the question where the mask mandate came from confirming the Covid 19 Health and Safety and Operational Guidance for schools 2021 – 2022 which are approved by the Chief Medical Officer of Health under the regulations made under the Reopening Ontario Act of 2020 include the mask mandate. Director Howitt noted Medical Officers of Health and Board of Trustees can consider stricter guidelines than noted in the guidance provided but cannot do lessor.

Director Howitt noted the next part of the set of questions asked if the school board is aware that under Health and Safety Regulations, testing must be performed to ensure safety of wearing masks/face coverings. This includes:

- a) A fitness test must be administered in order to determine baseline heart rate, respiratory function and MV02
- b) An air quality analysis is completed by a 3rd party independent organization to assess safe levels of ambient indoor air?
- c) Each mask is fitted proportionately and specifically for each person?
- d) Regular and measurement of Co2 levels within the persons mask in the workplace/school setting.
- e) Regular and measurement of O2 levels within the person's mask?
- f) In accordance with medical mask wearing guidelines in which sterile environments exist surgeons are recommended to change masks every 90minutes. A school environment cannot be a sterile environment and thus, masks should be changed as frequently as every 15-30minutes. Therefore, as you are being made aware of these guidelines and for the safety of our children and teachers, are steps going to be taken to ensure testing is completed as masks have once again been mandated for the 2021-2022 school year?

Director Howitt noted the source of the guidelines listed above are unknown and consulted with our Health and Safety Officer who confirmed there is not reference to these points to be followed by schools in the Ontario Health and Safety Act Guidelines. Director Howitt noted some references may refer to the health care segment which may have different regulations and noted some areas of the question refers to the N95 mask which requires fit tests. Director Howitt noted employees are provided PPE and student masks are provided by parents and are predominantly cloth.

Director Howitt continued to read the next portion of the question:

Of interest, I found a coronavirus update from LKDSB dated 2020-02-03. In this update it says CK Public Health and Lambton Public health are "not advising the wearing of masks. Please do not send your child to school wearing a mask. If your child is ill, please keep them at home. Public Health agencies are not recommending the wearing of medical masks, as doing so heightens anxiety, and may in fact increase the risk of infection in your child. The Chief Medical Officer of Health for Ontario agrees that masks are not helpful to wear in community settings."

Director Howitt noted this demonstrates growth in understanding the knowledge and science and in advancing in understanding the pandemic. The Lambton Kent District School Board continues to follow the guidance of the Ministry of Education and local and Chief Medical Officers of Health. Director Howitt noted the first known case in Canada had been announced just a few days before the recommendation to not wear masks. Students were advised to not wear masks as it created anxiety with other students. Director Howitt noted that six weeks after this message was sent, the pandemic was declared on March 11, 2020. Director Howitt acknowledged a potential concern for kindergarten students who may touch their mask frequently causing their hands to be wet and therefore could transfer germs.

Director Howitt noted the final part of the question regarding medical procedures being done in LKDSB schools. He noted there are medical procedures occurring in our schools on a regular basis for diabetes, where insulin is given and performed by registered health care professionals. Vaccinations that occur in schools aligns with past practices of our Board including vaccines regularly given to students. The COVID-19 vaccination clinics occur at the end of the school day.

#2021-111  
Schedule for Regular  
Board Meetings  
Report B-21-85

Moved by Greg Agar, seconded by Jane Bryce,

“That the Board approve the Regular Board Meeting Schedule for the period  
December 2021 to December 2022.”

Director Howitt referred to the report with proposed meetings listed from  
December 2021 to December 2022.

CARRIED.

#2021-112  
LKDSB Regulations on  
Display of Flags  
Report B-21-86

Moved by Ruth Ann Dodman, seconded by Lareina Rising,

“That the Board approve the revised regulations on Display of Flags.”

Superintendent Lane noted the regulations required updating as the Federal  
Government has recognized September 30 as National Day for Truth and  
Reconciliation. The update includes information regarding secondary locations  
of flags should the flagpole not be accessible.

CARRIED.

#2021-113  
LKDSB Policy and  
Regulations on  
Communication and Social  
Media  
Report B-21-87

Moved by Greg Agar, seconded by Jane Bryce,

“That the Board approve the revised policy and regulations on Communications  
and Social Media.”

Director Howitt noted the LKDSB completes a cyclical internal audit of policies  
and regulations, and further clarification was needed in the Communication and  
Social Media policy and regulation.

Trustee Rising asked if there was a requirement to have a social media account.  
Director Howitt noted some Trustees have social media accounts and have  
identified themselves in their bio in the social media account that they are an  
LKDSB Trustee. He noted there are specific guidelines when sharing information  
or opinions online from the perspective of a Trustee.

Trustee Rising asked a follow-up question if Trustees should have a different  
dedicated account as a Trustee and a personal account. Director Howitt  
confirmed this update is in reference to accounts that are dedicated or are  
predominant accounts with activity from the perspective of being a Trustee.  
There are practices for speaking on behalf of the Board. A Trustee wouldn't be  
able to speak on behalf of the Board on a Social Media account.

Trustee Bryce asked when trustees identify themselves as a trustee and in the  
event the trustee is not speaking on behalf of the Board but “likes” something, is  
that considered an action a Trustee should not make, particularly when the  
Trustee has a disclaimer in their bio.

Director Howitt confirmed whenever he speaks on social media, he treats it as if  
he is the Director of the Lambton Kent District School Board and is very cautious  
in retweeting and liking posts. Director Howitt noted this is the same expectation  
of all employees including Trustees of the Lambton Kent District School Board.  
Director Howitt noted what is said in social media could be a headline in a  
newspaper or other media.

Trustee Douglas noted the regulations appear to be staff use of Board issued  
social media but asked the intent of item number ten.

Director Howitt confirmed the inclusion of this point was to include Trustees in the social media policies where they previously weren't mentioned in the LKDSB community. He noted there could be social media posts by any LKDSB employee that may be questioned or a Trustee that may lead Trustees to address to the Code of Conduct. The audit recommended the role of Trustee to be visible in the regulation.

Trustee Douglas requested a recorded vote.

Chair Campbell confirmed it would be an oral vote:

Vice-Chair Robertson noted that this has to do with interpretation. Exercising professional discretion and propagating political views are different than propagating hate or speaking out in a manner that could be disrespectful. Speaking out could be supporting a political party and in doing so in a professional manner should not be interpreted as board decision.

Jane Bryce noted that in the Code of Conduct that a Trustee needs to be clear they are not speaking on behalf of the Board.

Director Howitt read the recommendation and a recorded vote followed.

Greg Agar – yes

Ruth Ann Dodman – yes

Dave Douglas – no

Malinda Little – yes

Lareina Rising – yes

Janet Barnes – yes

Jane Bryce – yes

Derek Robertson - yes

Randy Campbell -yes

Brianne Machan- yes (non-binding)

CARRIED.

Indigenous Liaison  
Committee Report  
Report B-21-88

Lareina Rising presented the Indigenous Liaison Committee Report. Trustee Rising noted the virtual meetings have provided a great way to connect with administrators across the Board. Trustee Rising indicated Eelünaapéewii Lahkéewiit elected Denise Stonefish as Chief.

Trustee Rising noted the extended program offering a grade 1 student to remain in the Aamjiwnaang community is an example of utilizing the opportunity for Reverse Tuition.

Summer 2021 Program –  
Statistics and Results  
Report  
Report B-21-89

Superintendent Sherman reviewed the report noting the Summer Program has expanded courses offered. Superintendent Sherman indicated students were supported through a team effort including teachers, resource teachers and educational assistants noting the team effort aided in student success. He noted some students were enrolled to gain credits prior to entering secondary education.

Superintendent Sherman noted a new program offering, NEC 101 Integrated Arts.

Director Howitt recognized the team approach and recalled staff stepped up to continue teaching over the summer even after a difficult online year due to the pandemic. The students were engaged, and all staff made a difference for these students.

Ontario Public School  
Boards' Association  
Update (OPSBA)

Director Howitt noted on behalf of Trustee Fletcher the Ontario Public School Boards' Association (OPSBA) executive meeting will be held September 25,

2021 and he would attend remotely.

LKDSB School Startup  
September 2021  
Report B-21-90

Director Howitt indicated the Lambton Kent District School Board elementary and secondary schools have reopened with a return to full-time, in class learning with required COVID-19 safety measures. He noted the LKDSB extracurricular program schedule will be released to move forward and the LKDSB is prepared to respond to changes as necessary.

Director Howitt noted virtual learning was developed to provide stability in the classrooms by limiting movement between programs. Secondary students are in a modified semester with four courses being divided, noting Week One will have two courses and Week Two will have two different courses until February 2022.

Director Howitt noted four hundred thirty-four elementary and three hundred twenty-five secondary students are in virtual programming.

Director Howitt acknowledged the immunization policy mandated by the Government of Ontario and the Chief Medical Officer of Health. Staff were required to provide an attestation regarding their vaccination status through Our Training Room on the staff portal. The mandatory disclosure policy announced by the Chief Medical Officer of Health requires staff who are not fully vaccinated to complete rapid antigen tests. LKDSB employees submit their results using Our Training Room. Director Howitt explained employees who are not fully vaccinated will be required to submit verification of negative test results at least two times per week. Employees who have become fully vaccinated after they have completed their initial disclosure will be able to submit a second disclosure through Our Training Room.

The percentage of vaccinated staff will be posted on the LKDSB website and updated at minimum every month. Currently 81.4% staff report they are fully vaccinated. Some employees have chosen not to disclose, and some employees are on leaves of absence.

Director Howitt noted Hepa filters are being delivered to every classroom in the Lambton Kent District School Board. He noted Ventilation Measures are reported on the LKDSB website.

Trustee Bryce congratulated Director Howitt on such a smooth startup and expressed appreciation for the effort put in by the Director, Superintendents and all staff.

Director Howitt confirmed immunization disclosure confidentiality was a concern. To protect the privacy of employees, the system used is the system that was designed for staff to complete Staff Criminal Offence Declarations. Employees who require rapid antigen testing kits have received communication enabling them to receive their kits while protecting their privacy.

Superintendent Girardi noted privacy has been a significant item to consider as an employer and is a topic of conversation with union partners and that the Board has worked very hard to keep this a confidential matter.

Director Howitt confirmed that the Lambton Kent District School Board has not had a major breach of privacy of Human Resources records.

Correspondence

None

New Business

None

Trustee Questions

Ruth Ann Dodman inquired about the possibility that King George VI Public School, Chatham could be the recipient of a larger gymnasium.



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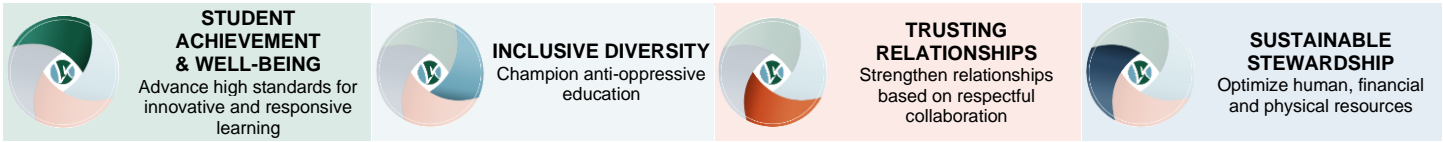
	<p>Superintendent McKay indicated the Ministry of Education received an application from the Lambton Kent District School Board with King George VI Public School listed as a priority through the Capital Priorities program. He confirmed that a gymnasium does not fit the Ministry's criteria at that time and will continue to pursue funding for this project.</p> <p>Ruth Ann Dodman noted the school community has indicated to be willing to assist the LKDSB in moving forward.</p>
Notices of Motion	None
Announcements	<p>The next Regular Board Meeting will be held on Tuesday, September 28 at 7:00 p.m. at the Sarnia Education Centre.</p> <p>Director Howitt Thank all Trustees for their patience with the new board room audio visual capabilities.</p>
Adjournment	<p>There being no further business of the Board, Chair Campbell declared the Meeting adjourned at 8:23 p.m.</p>

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Chair of the Board

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Director of Education and  
Secretary of the Board



**FROM: Randy Campbell, Chair of the Board/John Howitt, Director of Education**

**DATE: September 28, 2021**

**SUBJECT: Staff and Volunteer Appreciation Day 2021**



The Lambton Kent District School Board is very proud of its staff and is certainly aware of the important role they play in the development of children. Staff are very dedicated and caring individuals striving to improve student achievement for the betterment of society.

At the 44<sup>th</sup> Session of the International Conference on Education, the United Nations agency declared October 5<sup>th</sup> as World Teachers' Day. The LKDSB has chosen to expand the focus and celebrate Staff and Volunteer Appreciation Day on October 5 to acknowledge the contributions of all employees. These are especially appreciated during a pandemic when needs are greater and resources, particularly time, are stretched thinner.

The Lambton Kent District School Board truly appreciates everything staff and volunteers do to enhance learning opportunities for our students.

**RECOMMENDATION:**

**“That the Lambton Kent District School Board observe Staff and Volunteer Appreciation Day on October 5, 2021.”**



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

**DATE:** September 28, 2021

**SUBJECT:** LKDSB Policy and Regulations– *Safe Interventions With Students*

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The policy and regulations on *Safe Interventions With Students* have been updated to provide further clarification.

**RECOMMENDATION**

**“That the Board approve the revised policy and regulations on *Safe Interventions With Students*.”**



## POLICY

**SUBJECT: SAFE INTERVENTION WITH STUDENTS**

It is the policy of the Lambton Kent District School Board to educate and train staff in the use of safe intervention techniques required to ensure the care, welfare, safety and security of students and staff.

Implementation Date: May 11, 2004  
Revised: January 17, 2012, September 28, 2021  
Reviewed: November 10, 2015

Reference: Board Regulations  
Education Act  
Child and Family Services Act  
Canadian Criminal Code  
Charter of Rights and Freedoms

# REGULATIONS

**SUBJECT: SAFE INTERVENTION WITH STUDENTS**

## **DEFINITIONS**

- ~~**Intervention** refers to a range of positive teaching techniques employed as a standard part of the classroom management system, which involves physical contact with the student.~~
- ~~**Physical Intervention** refers to a preventative procedure employed in exceptional circumstances where there is a realistic concern that a student may physically injure himself/herself or others.~~
- ~~**Restraint** is the use of physical force to restrict the free movement of all or a portion of a student's body.~~
- ~~**Time-out** is a behaviour management technique used to provide a student with an opportunity to regain self-control while separated from other students for a limited period of time.~~
- ~~**Seclusion** is a behaviour management technique in which a student is confined in a locked closet or locked room intended to exclusively seclude a person.~~
- ~~**Corporal punishment** refers to the act of striking a student either with one's hand or with an object, such as a leather strap.~~

## **REGULATIONS**

1. All Lambton Kent District School Board staff will uphold the Human Rights Code.
2. All Lambton Kent District School Board staff will adhere to the guiding legislation and policies as outlined by the Ontario Ministry of Education and in the Ontario Education Act, Accepting Schools Act and the Ontario Health and Safety Act, as described in the corresponding LKDSB Procedure, Safe Interventions with Students.
3. ~~All~~ It is the responsibility of all staff members ~~shall respond to disruptive or out-of-control student behaviour by using the~~ to intervene in the least intrusive and most supportive manner ~~means possible before proceeding to the use of nonviolent physical crisis intervention as a last resort, as recommended in Behaviour Management System (BMS) training,~~ to maintain a safe and supportive environment.

4. ~~Staff will only use safe, effective physical intervention strategies when required to provide for the care, welfare, safety and security of students.~~ In order to support safe interventions with students and to promote a safe learning environment, the Lambton Kent District School Board has ~~approved~~ adopted ~~the~~ Behaviour Management Systems Training (BMST) ~~and its authorized use requires a comprehensive training program.~~
5. ~~All staff will follow the Administrative Procedure – Safe Intervention with Students when working to prevent anger, de-escalate anger and physically intervene with aggressive out-of-control students.~~
5. The Lambton Kent District School Board does not permit staff to use seclusion or corporal punishment with any student under any circumstances.
6. ~~Safe Physical Intervention Action Plan~~
7. ~~Principals, in consultation with appropriate staff, will create a “Safe Physical Intervention Action Plan” (refer to Administrative Procedure – Safe Intervention with Students) for students that may require the use of physical intervention(s) to protect other students, themselves or staff, from physically injurious behaviour.~~
  - ~~Principals will review with the parent/guardian the Safe Physical Intervention Action Plan before it is implemented.~~
  - ~~Staff must include the Safe Physical Intervention Action Plan in the Individual Education Plan (IEP) where required.~~
  - ~~Staff may implement the Safe Physical Intervention Action Plan within a school building, on school property, on a school bus or taxi, during field trips or other school related activities related.~~
  - ~~Staff must store a copy of the Safe Physical Intervention Action Plan in the student’s document file in the Ontario Student Record (OSR).~~
  - ~~The principal and appropriate staff will review the Safe Physical Intervention Action Plan at each reporting period.~~
  - ~~Principals, in consultation with appropriate staff, shall document all incidents involving physical intervention on the Safe Physical Intervention Incident Report.~~
  - ~~Principals will forward a copy of the Safe Physical Intervention Incident Report to the appropriate Superintendent of Education and the Supervisor of Psychological Services.~~
  - ~~Principals will review with the parent/guardian the Safe Physical Intervention Action Plan before it is implemented.~~
    - ~~The Principal and/or appropriate staff will meet as soon as possible, following an incident requiring physical intervention.~~
8. Notification of Employee(s) – Risk: of Injury From Student

~~Principals will use the Notification of Employee(s) – Risk of Injury From Student form to document that all employees, who have regular contact with students that have a current history of violent aggressive behaviour in school, are informed of the risk and related information.~~

- ~~• Principals will ensure that all employees who have regular contact with students with a recent history of violent aggressive behaviour are informed of the risk of injury when interacting with these students.~~

The Occupational Health and Safety Act requires the Board of Education to provide information to workers related to a risk of workplace violence from a person with a history of violent behaviour. Principals and Managers are required to notify all staff on site of risk.

Implementation Date: May 11, 2004

Revised Date: January 17, 2012, September 28, 2021

Reviewed: November 10, 2015

Reference: Board Policy  
Education Act  
Child and Family Services Act  
Canadian Criminal Code  
Charter of Rights and Freedoms



**FROM: Brian McKay, Superintendent of Business & Treasurer**

**DATE: September 28, 2021**

**SUBJECT: Easement Agreement with City of Sarnia – Hanna Memorial Public School**



The City of Sarnia approached the board regarding an easement on Hanna Memorial Public School property in order to build an extension to the City’s active trail system. A connector link through the Hanna Memorial Public School property was requested in order to provide a link to the continuous trail system throughout the City. The board is supportive of the trail extension and the agreement for an easement to the City of Sarnia for this extension.

As part of this project, the school board reviewed the property from a facility and Safe School perspective to ensure that a trail extension would not negatively impact the school and the school yard. As part of the project, the board identified the relocation of a playground area and access point to the school’s tarmac. Work to facilitate these changes in the school yard was to be covered by the City of Sarnia. There was to be no cost impact to the board for any changes to the school yard as a result of this project.

The board has entered into other easement agreements with municipal partners for the purposes of municipal trail extensions. The attached agreement outlines the conditions of the easement between the City of Sarnia and the Board. Appendix A is a site map of Hanna Memorial Public School. The area of the property subject to the easement is marked in red and is located on the southern boundary of the property. Under the easement agreement, the City takes responsibility for the maintenance and upkeep of the subject property. The easement term is for a period of 20 years. There is a termination provision that begins at the 10<sup>th</sup> year that allows the LKDSB to provide 5 years notice to terminate the agreement.

**RECOMMENDATION: “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.”**



## EASEMENT AND RIGHTS OF WAY AGREEMENT

THIS AGREEMENT made this      day of September, 2021.

BETWEEN:

**LAMBTON KENT DISTRICT SCHOOL BOARD**  
("LKDSB")

OF THE FIRST PART

- and -

**THE CORPORATION OF THE CITY OF SARNIA**  
("Sarnia")

OF THE SECOND PART

WHEREAS:

- (a) LKDSB is the registered owner of the LKDSB Lands (as hereinafter defined); and
- (b) LKDSB and Sarnia have entered into this Agreement to provide for the terms and conditions upon which LKDSB has agreed to grant Sarnia the easement and rights of way set forth in this Agreement;

NOW THEREFORE THIS AGREEMENT WITNESSES THAT, in consideration of the mutual covenants and agreements herein contained and the sum of \$2.00 now paid by Sarnia to LKDSB (the receipt and sufficiency of which is acknowledged), LKDSB and Sarnia hereby covenant and agree as follows:

### ARTICLE 1

#### 1.1 Interpretation

In this Agreement, the following terms shall have the following meanings, unless the context shall otherwise require:

- (a) "**Agreement**" means this Easement and Rights of Way Agreement;
- (b) "**Business Day**" has the meaning given in section 8.1(i) hereof;
- (c) "**Easement Lands**" means the 20 foot wide strip of land on the LKDSB Lands shown with red crosshatching on Schedule A hereto (recognizing that the diagram in Schedule A is not necessarily to scale, but that the 20 foot intended width description herein is accurate) running along the southern boundary of the LKDSB Lands;
- (d) "**East Access**" is shown on Schedule A hereto;

- (e) **“East Entry”** is shown on Schedule A hereto;
- (f) **“Emergencies”** has the meaning given in section 4.2 hereof;
- (g) **“Gateways”** means the “P-gates” to be erected at the West Access and East Entry as described in item 1(c) of Schedule B hereto;
- (h) **“LKDSB Lands”** means the property legally described as Lt 40-75, 109-121 PI 104 Sarnia City; Pt Essex St PI 104 Sarnia City closed by Sa65029; Pt Lt 39, 76, 108 PI 104 Sarnia City Pt 1 25r4272; Sarnia (PIN 43243-0013), and otherwise shown on Schedule A hereto;
- (i) **“Normal Business Hours”** has the meaning given in section 8.1(ii) hereof;
- (j) **“North Fence”** has the meaning given in Schedule B hereto;
- (k) **“Notice”** shall have the meaning ascribed thereto in Section 8.1 hereof;
- (l) **“Party”** means: in the case of LKDSB, its successors by operation of law and its assignees; and, in the case of Sarnia, means its successors by operation of law only;
- (m) **“Sarnia Person”** means: Sarnia’s officers, directors, employees, agents and independent contractors; those persons for whom Sarnia’s independent contractors and agents are responsible for at law; and, all other persons for whom Sarnia is responsible for at law;
- (n) **“South Fence”** means the existing chain link which follows the southern boundary of the LKDSB Lands;
- (o) **“Term”** means the period of time from the date of this Agreement first set forth above to the earlier of: (a) the date which is twenty (20) years and 360 days after the date first set forth above; and, (b) such date on which a termination of the rights hereunder is specified pursuant to the provisions of section 7.1 hereof;
- (p) **“West Access”** means the access to the Easement Lands designated as such on Schedule A hereto; and
- (q) **“Works”** has the meaning given in Schedule B hereto.

## 1.2 **Exercise and Enforcement of Rights**

Each Party shall perform its obligations under this Agreement and shall (except as otherwise expressly provided herein), act reasonably in the exercise and the enforcement of its rights under this Agreement. Each right shall, except as otherwise expressly provided, be exercisable and enforceable from time to time.

## 1.3 **Headings, Divisions and Schedules**

The headings of any Article or Section are inserted for convenience only and do not form part of this Agreement. All references in this Agreement to Articles and Sections are to those in this Agreement. The Schedules to this Agreement form a part hereof.

#### 1.4 **Relationship of Parties**

Nothing in this Agreement shall be deemed to create or be construed as creating the relationship of principal and agent or a partnership or a joint venture between or amongst the Parties.

#### 1.5 **Nature of Rights**

The rights of access, egress, pedestrian passage and vehicular passage of Sarnia under this Agreement shall be exercisable by Sarnia and Sarnia Persons, subject to the terms of this Agreement. The rights of pedestrian passage of Sarnia under this Agreement shall also be exercisable by the public at large, again, subject to the terms of this Agreement.

#### 1.6 **Governing Law**

This Agreement shall be governed by and construed in accordance with the laws of the Province of Ontario.

#### 1.7 **Gender and Number**

Words importing the singular number only shall include the plural, and vice versa, and words importing the masculine gender shall include the feminine gender and neuter gender, and words importing persons shall include firms and corporations, and vice versa.

#### 1.8 **Amendments**

No amendment or modification of this Agreement shall be binding unless in writing and signed by the Parties.

#### 1.9 **Waiver**

No delay or omission by any Party hereto to exercise any right accruing upon and default by the other Party will impair any such right or be construed as a waiver thereof, and no waiver by any Party of any of the covenants, conditions, or agreements hereof to be performed by the other Party will be construed as a waiver of any succeeding breach thereof or of any other covenant, condition, or agreement.

### **ARTICLE 2 – EFFECTIVE DATE**

#### 2.1 **Effective Date**

LKDSB and Sarnia hereby agree and acknowledge that the provisions of this Agreement shall take effect as and from the date first above written.

## **ARTICLE 3 – EASEMENT AND RIGHTS OF WAY**

### **3.1 Grant of Easement and Rights of Way**

Subject to the terms of this Agreement, LKDSB hereby grants to Sarnia and its successors, the following easement and rights of way over the Easement Lands:

- (a) A non-exclusive easement and right of way, during the Term, over the Easement Lands for the passage of pedestrians; provided access and egress to the Easement Lands is from either the West Access or the East Access and provided further that, for purposes of certainty, no rights of access or egress whatsoever are granted from any other parts or locations of the LKDSB Lands; and
- (b) A non-exclusive easement and right of way during the Term (and such additional period of time as is necessary for Sarnia to fulfill its obligations under section 7.2), for reasonable pedestrian and vehicular access over the Easement Lands for the purpose of enabling Sarnia and Sarnia Persons to complete, maintain, repair, replace and, if applicable, remove the Works.

Notwithstanding anything contained in this Agreement, LKDSB reserves the right to use the Easement Lands and the right to grant to other persons easements, rights of way or other rights in respect thereof, so long as such granted rights do not prevent Sarnia from enjoying the rights of use granted under 3.1(a) above or unreasonably interfere with Sarnia's ability to fulfill its obligation under this Agreement. The easements and rights of way granted herein shall not in any circumstances be construed as preventing the use, maintenance, repair, replacement, construction or enlargement of any building, improvement or structure whatsoever on the LKDSB Lands.

### **3.2 Confirmation of Easement and Rights of Way**

The easements and rights of way granted in Section 3.1 hereof shall exist by virtue of this Agreement without the necessity of confirmation by any other document.

## **ARTICLE 4- MAINTENANCE AND WORK**

### **4.1 Completion of Works and Maintenance**

Sarnia hereby covenants and agrees (at its cost) to:

- (a) complete the works (the "**Works**") in accordance with the requirements of and standards enumerated in this Agreement, including Schedule B hereto;
- (b) ensure that the paved area forming part of the Works is maintained, replaced or reconstructed in accordance with standards and requirements specified for sidewalks under Ontario Regulation 239/02, as the same may be amended, from time to time;
- (c) ensure that the North Fence is maintained to such standards as Sarnia has for its own fences of similar type and as LKDSB may reasonably require. Ensure that the South Fence is maintained to such standards as Sarnia has for its own fences of similar type, as LKDSB may reasonably require and as may reasonably be

required in order to satisfy the reasonable requests of owners of any property abutting the southern boundary of the Easement Lands;

- (d) ensure that the Gateways are maintained to the same standards as Sarnia maintains for its own similar gateways and as LKDSB may reasonably require;
- (e) restore any part of the LKDSB Lands (including the Easement Lands), altered, damaged or affected in: undertaking and completing the Works; or, fulfilling Sarnia's obligations under this section 4.1 or section 7.2 hereof;
- (f) ensure that at no time shall Sarnia cause or permit any blockage, obstruction, stoppage or delay in respect of others using the Easement Lands (other than for the erection and maintenance of the Gateways or on a temporary basis for purposes described herein); and
- (g) in circumstances when the accumulation of litter or other debris on the Easement Lands is identified as a concern, to place a garbage receptacle in such location as the Parties may mutually agree and, in such circumstances, to empty said garbage receptacle in accordance with its regular scheduling practices for garbage receptacles it installs in its parks.

#### 4.2 **Notice of Work, Etc.**

To the extent that Sarnia proposes to undertake any repair, replacement or reconstruction of the North Fence, the South Fence, the Gateway or the paved surface or subsurface forming part of the Works, the same shall be subject to the following:

- (a) Sarnia shall, except in circumstances where delay could be reasonably expected to risk damage to persons or property ("**Emergencies**"), give LKDSB not less than fifteen (15) days prior Notice of Sarnia's intention and the reasons for such undertaking, together with a servicing plan showing the work to be undertaken, the intended location(s) and schedule for same; and
- (b) same shall be completed, undertaken and done with reasonable speed, diligence, in a good and workmanlike manner and otherwise consistent with the standards and requirements described in section 4.1 above or Schedule B hereto.

### **ARTICLE 5- INDEMNITY AND INSURANCE**

#### 5.1 **Indemnity and Insurance**

Sarnia covenants and agrees that:

- (a) Sarnia shall indemnify and save LKDSB harmless from and against all losses, claims, actions, damages, liabilities and expenses of every nature, arising from or out of:
  - (i) Sarnia breaching any provision of this Agreement;
  - (ii) Sarnia or any Sarnia Person causing any harm or damage to any person or any person's real or personal property, including, without limitation, the LKDSB Lands;

- (iii) Sarnia or any Sarnia Person polluting or contaminating the LKDSB Lands;
  - (iv) the negligence or wilful acts of Sarnia or Sarnia Persons;
  - (v) any and all claims made in connection with or relating to a person using the Easement Lands. For purposes of certainty, however, the foregoing shall not relieve LKDSB in respect of any liabilities it might have due to its negligence or wilful misconduct, or that of persons for whom it is responsible for at law, to the extent that a court of competent jurisdiction (and after rights of appeal), determines that LKDSB has any such liabilities (and then only to the extent of any such judicial determination);
  - (vi) the acts and/or negligence of Sarnia Persons; or
  - (vii) any other exercise by Sarnia of its rights under this Agreement.
- (b) Sarnia shall maintain, with a nationally recognized insurance company, a comprehensive general liability insurance in an amount of not less than \$10,000,000.00 with respect to any one occurrence arising from or in connection with: the enjoyment or exercise of any rights conferred to Sarnia and/or Sarnia Persons under this Agreement; or the use by the public as contemplated hereby, with LKDSB being named as an insured on such insurance policy, and Sarnia shall deliver a certified copy or certificate of such policy to LKDSB at any time or times upon request. Sarnia hereby releases LKDSB from all damages, losses, or other liabilities whatsoever arising as a result of occurrences required to be or otherwise insured against by Sarnia (except to the extent caused by the negligence or wilful misconduct of LKDSB or those for whom it is in law responsible), without taking into account any deductible or coinsurance provisions or clauses in Sarnia's insurance policy or policies.
- (c) LKDSB, acting reasonably, shall have the right for a period of sixty (60) days following the end of each five (5) year period following the date of this Agreement, to give Notice to Sarnia requiring the amount of the coverage of the said liability to be increased. The amount of such increase shall be an amount commensurate with the then current standard of liability insurance coverage with respect to the use and enjoyment of easements and rights of way reasonably similar to those granted to Sarnia hereunder and otherwise taking into account Sarnia's usage and enjoyment of same;
- (d) If Sarnia fails to take out, renew or keep in force the insurance provided for above, then LKDSB may give Notice to Sarnia requiring compliance with this Section 5.1 and if Sarnia does not, within ten (10) days provide appropriate evidence of compliance with this Section 5.1, LKDSB may obtain some or all of the insurance which Sarnia has failed to obtain and Sarnia shall forthwith pay all premiums and other costs incurred by LKDSB in connection therewith, forthwith upon demand.

## **ARTICLE 6 - USE RESTRICTIONS**

### **6.1 Restrictions on Use**

Sarnia shall ensure that none of it, any Sarnia Person nor any member of the public:

- (a) parks on or leaves a vehicle on the Easement Lands (other than vehicles operated by Sarnia Persons for the purposes contemplated hereby);
- (b) uses or allows a tracked vehicle or any other vehicle which is likely to cause damage to paved surfaces to cross or otherwise make use of the Easement Lands;
- (c) uses any type of motorized (including, electric) vehicle on the Easement Lands (except for Sarnia maintenance vehicles) and Sarnia shall post said limitations to the reasonable satisfaction of LKDSB;
- (d) leaves any debris in or on the Easement Lands or any other part of the LKDSB Lands;
- (e) discharges or stores any chemical or substance whatsoever in or on the Easement Lands;
- (f) smokes or consumes drugs or alcohol in or on the Easement Lands;
- (g) creates any undue noise or other nuisance in or on the Easement Lands;
- (h) erects any facility whatsoever under, over or upon the Easement Lands;
- (i) leaves any personal property in or on the Easement Lands; and
- (j) uses any portion of the Easement Lands for any illegal or unlawful purpose or any dangerous, noxious or offensive trade or business.

## **ARTICLE 7 – TERMINATION, OBLIGATIONS ON TERMINATION AND AGREEMENTS FROM THIRD PARTIES**

### **7.1 Termination**

LKDSB shall be entitled to terminate Sarnia's rights under this Agreement on written notice to Sarnia in the following circumstances:

- (a) LKDSB determines that Sarnia has failed to fulfill its material obligations hereunder, so long as it has been given notice of such failure(s) and Sarnia fails to rectify or remedy same within ninety (90) days of receiving such notice;
- (b) if after the tenth (10<sup>th</sup>) anniversary of the date of this Agreement, LKDSB requires the Easement Lands for its own use in connection with an expansion of its facilities located on the LKDSB Lands (so long as written notice of termination is delivered not less than five (5) years prior to the effective date thereof);
- (c) if after the tenth (10<sup>th</sup>) anniversary of the date of this Agreement, LKDSB initiates proceedings for the closure of its school on the LKDSB Lands (so long as written

notice of termination is delivered not less than five (5) years prior to the effective date thereof); or

- (d) LKDSB determines (acting reasonably) that the easement and rights of way granted hereunder are negatively impacting the safe operation of the school located on the LKDSB Lands and the Parties are not able to agree upon a mutually satisfactory manner of addressing same within six (6) months of any safety concern being identified.

7.2 Subject to section 7.3 hereunder, in the event that LKDSB terminates the easement and rights of way granted by this Agreement pursuant to section 7.1 above, or the end of the Term (in circumstances where this Agreement is not replaced by an agreement acceptable to LKDSB (addressing rights similar to those granted hereunder)), Sarnia shall, on LKDSB's request, forthwith remove the Gateways, the North Fence, the paved surface and any subsurface on the Easement Lands and otherwise restore the LKDSB Lands to the condition they were in prior to the undertaking of the Works; provided that, the South Fence shall be left in the condition it is in at the time of termination.

7.3 If a termination has not otherwise occurred pursuant to section 7.1 above, by no later than the twentieth (20<sup>th</sup>) anniversary of the date first above written, the Parties shall meet to discuss terms and conditions upon which rights similar to those granted to Sarnia hereunder might again be granted to Sarnia after the Term. In the event that the Parties are unable to enter into a written agreement reflecting the aforementioned terms and conditions in respect of any period after the Term, the rights granted to Sarnia hereunder will come to an end on the last day of the Term and thereafter Sarnia shall fulfill its obligations under section 7.2.

## **ARTICLE 8- MISCELLANEOUS**

### **8.1 Notice**

Any notices or other communications provided for or permitted in this Agreement shall be in writing and sent by delivery service or e-mail transmission to the following:

- (a) in the case of LKDSB to:

Lambton Kent District School Board  
Sarnia Education Centre  
PO Box 2019  
200 Wellington Street  
Sarnia, ON N7T 7L2

Attention: Brian McKay, Superintendent of Business  
E-mail: Brian.McKay@lkdsb.net



(b) and in the case of Sarnia to:

The Corporation of the City of Sarnia  
265 Christina Street North  
Sarnia, ON N7T 7N2

Attention: David Jackson, General Manager of Engineering and Operations  
E-mail: david.jackson@sarnia.ca

A party may change its notice particulars for purposes of this section 8.1, from time to time, by notice in writing. For purposes of this section 8.1:

- (i) **“Business Day”** meaning Monday through Friday, inclusive, so long as any such day is not a statutory holiday in the Province of Ontario; and
- (ii) **“Normal Business Hours”** means 8:00 AM (Eastern Standard Time) to 5:00 PM (Eastern Standard Time) on a Business Day.

Notices sent by e-mail shall be deemed to have been received on the date sent (unless the sender receives an “undeliverable” reply), so long as such e-mail is sent during Normal Business Hours, failing which it shall be deemed to have been received on the next Business Day. Notices which are sent utilizing a delivery service shall be deemed to have been received on the date such delivery service delivers same, so long as such delivery is made during Normal Business Hours, failing which such notice shall be deemed to be received on the next Business Day.

## 8.2 **Certificate of Status**

Each Party shall within ten (10) days of request made by notice by the other Party deliver to such other Party a certificate in writing stating (if such be the case) that this Agreement is unmodified and in full force and effect or if there have been any modifications, stating the modifications and stating whether to the knowledge of the Party making the certificate either of the Parties is in default under this Agreement and, if so, the nature of the default.

## 8.3 **Time**

Time shall be of the essence of this Agreement.

## 8.4 **Successors and Assigns**

This Agreement shall be binding upon LKDSB, its successors at law and any assignee in circumstances when LKDSB sells the LKDSB Lands and elects not to exercise its termination rights under section 7.1(c) above. For purposes of certainty, Sarnia’s consent is not required to any assignment in the aforementioned circumstances. This Agreement shall be binding upon Sarnia, its successors at law and its permitted assigns; provided that, Sarnia is not permitted to assign its rights and obligations under this Agreement without the express written consent of LKDSB, which consent may be withheld for any reason.

8.5 **Counterparts**

This Agreement may be executed in several counterparts, each of which so executed shall be deemed to be an original, and such counterparts together shall constitute but one and the same instrument. A facsimile or electronic portable document format (.pdf) signature of any party shall be sufficient to constitute the original execution of this Agreement by such party for all purposes.

IN WITNESS WHEREOF the parties hereto have executed this Agreement on the date first above written.

**LAMBTON KENT DISTRICT SCHOOL BOARD**

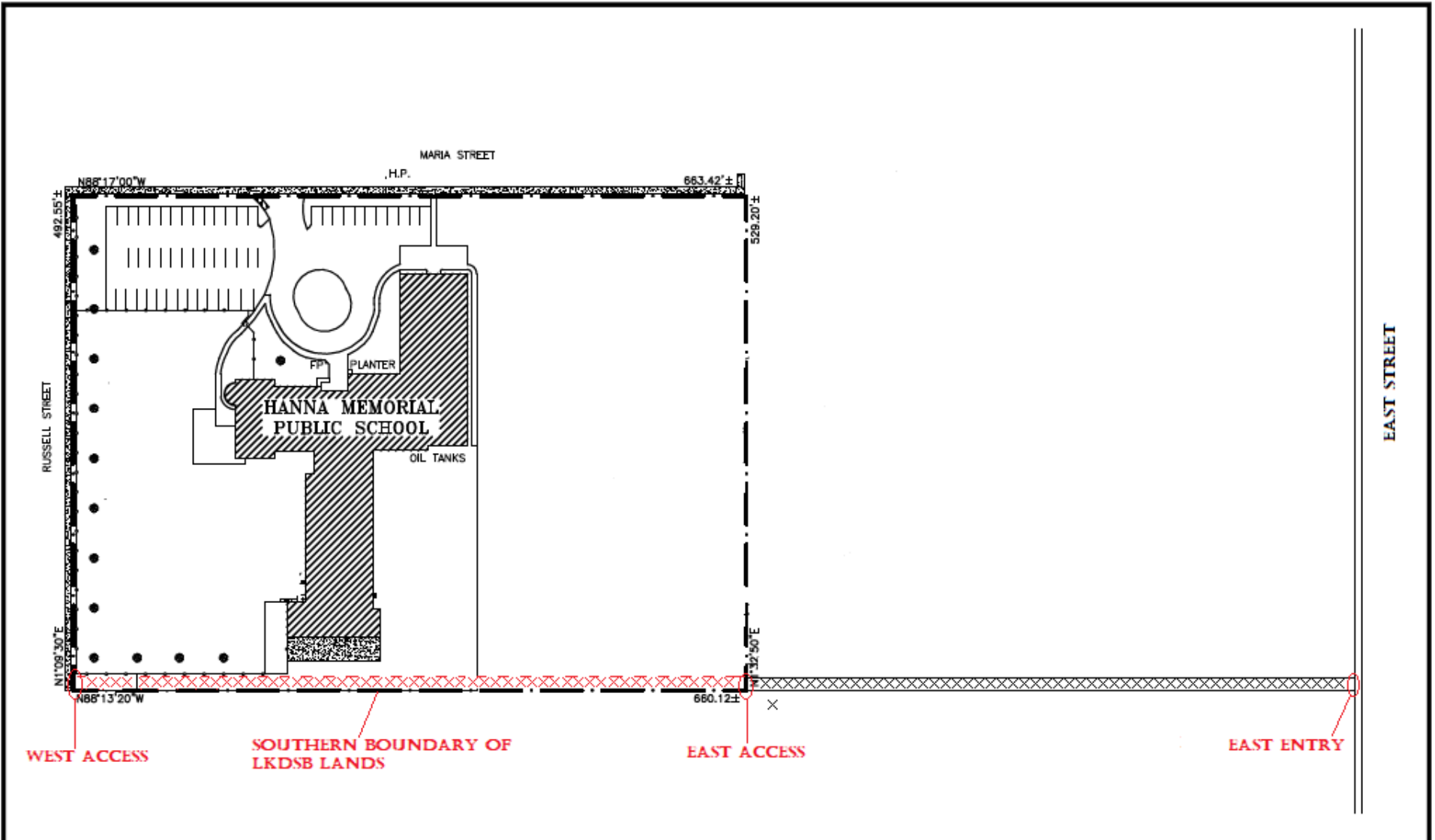
Per: \_\_\_\_\_  
Brian McKay  
Superintendent of Business

**THE CORPORATION OF THE CITY OF SARNIA**

Per: \_\_\_\_\_  
Name:  
Title:

Per: \_\_\_\_\_  
Name:  
Title:

SCHEDULE A  
SITE PLAN



LEGEND		SITE PLAN	
	PROPERTY LINE	HANNA MEMORIAL PUBLIC SCHOOL	
	NORTH FENCE	SITE PLAN	
	CATCH BASIN	LAMBTON KENT DISTRICT SCHOOL BOARD	
	MANHOLE	D. MASSE	234
		MAY 2021	

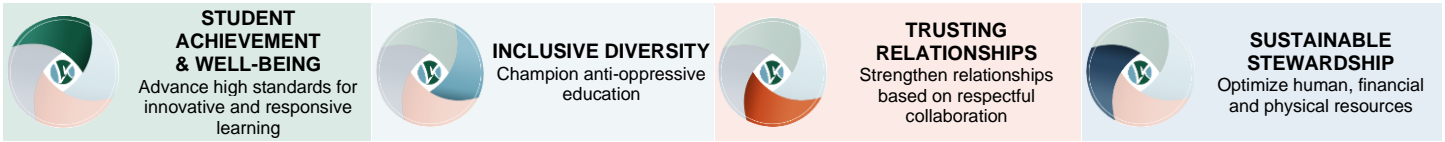
## SCHEDULE B

### WORKS

1. Following the execution of the Agreement to which this Schedule B is attached, Sarnia shall cause the following works (the “**Works**”) to be undertaken and completed (at its sole cost):

- (a) an 8-foot-high, chain-link fence shall be erected along the northern boundary of the Easement Lands (as shown by the broken-red line on Schedule A hereto), such fence (the “**North Fence**”) shall be 9 gauge mesh, with 3” schedule 40 posts. All finishes of the North Fence shall be galvanized;
- (b) the area between the North Fence and the South Fence (and otherwise constituting the Easement Lands) shall be excavated to a depth of not less than 300mm and all excavated material shall be removed to such location for disposal as Sarnia may determine. Following such excavation, the excavated area shall be filled with not less than 200mm of granular A base and upon which not less than 100mm of thick asphalt will be applied to create an asphalt path (the “**Path**”). The Path shall be graded to match the existing grade of the Easement Lands and otherwise in a manner to keep surface water off any neighbouring property;
- (c) the municipal sidewalks which are adjacent to and span the West Access and the East Entry shall be full height. In addition, Sarnia shall install P-gates (of a type and in a manner mutually acceptable to the Parties) at the West Access and the East Entry; and
- (d) patch, repair and replace the portions of the South Fence requiring same on a basis which is acceptable to both Sarnia and LKDSB, acting reasonably.

2. The Works shall be performed and carried out in a good and workmanlike manner, using proven design and construction methods. Sarnia shall ensure that any and all Work complies at all time with all applicable building codes, construction standards, statutes, rules, regulations, legislation and standards relating thereto and with the preservation of public health and safety.



**FROM: Brian McKay, Superintendent of Business & Treasurer**

**DATE: September 28, 2021**

**SUBJECT: 2021/2022 Internal Audit Plan**



Committee members finalized their recommendation of the 2021-22 Internal Audit Plan, at the Audit Committee Meeting of June 14, 2021. The audit recommended for the 2021-22 school year is Strategic Planning Process. The audit will be conducted by Pricewaterhouse Coopers.

**RECOMMENDATION:**

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



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

**DATE: September 28, 2021**

**SUBJECT: Special Education Advisory Committee (SEAC) Meeting Summary (September 16, 2021)**



The Special Education Advisory Committee (SEAC) of the Lambton Kent District School Board met on September 16, 2021 via MS Teams. Following is a report of the activities of the meeting:

Business Arising from the Minutes

There was no business arising from the June 10, 2021 meeting.

Priority-Setting Session

The members of SEAC were asked to complete a Google Form to identify areas of interest; the input gathered will identify information/potential presentations to be shared with the Committee over the 2021-2022 school year. The list of suggestions will be compiled and presented at the October meeting of SEAC.

Correspondence

A letter dated March 30, 2021 from the Algoma District School Board regarding Online Learning and Universal Design for Learning was received. The Chair noted that the LKDSB has done an excellent job of ensuring that all students, regardless of location or special needs, has access to technology. No action was taken.

A letter dated June 16, 2021, from the Halton Catholic District School Board regarding Bill 172, the Education Statute Law Amendment Act for Fetal Alcohol Spectrum Disorder (ASD) was received. It was noted that the LKDSB is ensuring adequate supports are in place for students with FASD. No action was taken.

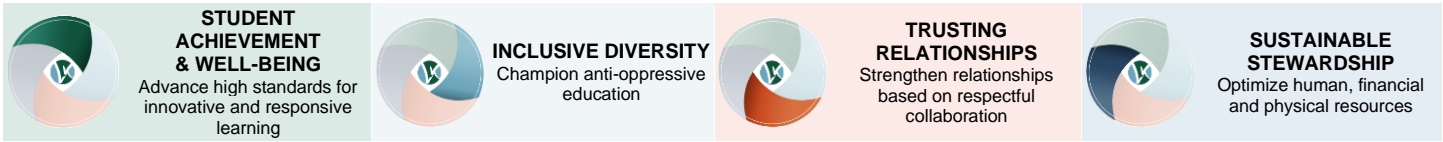
A letter, dated June 22, 2021, from the Peterborough Victoria Northumberland and Clarington Catholic District School Board regarding multiple funding-related requests was received. There was discussion about provincial funding supports provided to the LKDSB over the summer months, etc. No action was taken.

Correspondence from Mr. Michael Jacques was received. Superintendent Barrese said there may be an opportunity to have Mr. Jacques present to the members of SEAC. This option will be explored and, if possible, details will be included in the summary of 2021-2022 Priority-Setting ideas scheduled for the October 2021 meeting.

Next Meeting

Thursday, October 14, 2021  
6:00 p.m., TBD

Rose Gallaway, SEAC Chair



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

**DATE: September 28, 2021**

**SUBJECT: LKDSB Operational Plan**



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 are listed within the plan.

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


**Strategic Priorities 2020/2021 to 2025/2026:**

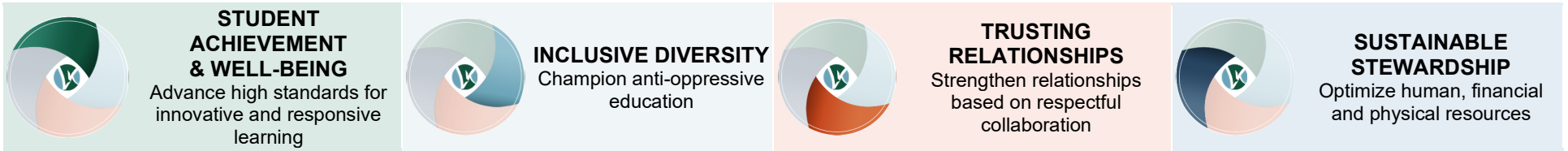
- Student Achievement & Well-Being: Advance high standards for innovative and responsive learning
- Inclusive Diversity: Champion anti-oppressive education
- Sustainable Stewardship: Optimize human, financial and physical resources
- Trusting Relationships: Strengthen relationships based on respectful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



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







STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>• M. Mancini</li> <li>• M. Sherman</li> <li>• Family of Schools Superintendents</li> </ul>	<ul style="list-style-type: none"> <li>• By June 2023 increase secondary graduation rates to:               <ul style="list-style-type: none"> <li>➤ Four-year rate from 67.7% to 82%</li> <li>➤ Five-year rate from 77% to 89%</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Review data to identify at risk students.</li> <li>• Monitor and develop a plan for students at risk of not graduating because of Literacy and Community Involvement (CI) Hour requirements.</li> <li>• Monitor grade level credit accumulation levels at the end of each semester and develop intervention plans to mitigate credit accumulation barriers to graduation.</li> <li>• Monitor School Learning Plans during regular school visits, MDT and Area Meetings.</li> <li>• Engage students, parents/guardians, communities and Board Committees (ILC, SEAC, PIC) in process to support student success.</li> <li>• Review and grow summer school programming.</li> </ul>	<ul style="list-style-type: none"> <li>• Incremental gains in graduation rates over a three-year period culminating in a rate of 82% (four-year rate) and 89% (five-year rate) by June 2023.</li> <li>• Students on track to graduate will not be hindered by Literacy and Community Involvement Hour requirements.</li> <li>• Increased credit accumulation rates.</li> <li>• Updated LKDSB list of summer semester offerings.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Gains were made in graduation rates. <u>Preliminary data for 2015-2016 Cohort - finalized data will be posted in coming month(s)</u></b> (students graduating June 2020):               <ul style="list-style-type: none"> <li>➤ Four-year rate: 71.7% (up from 67.7%)</li> <li>➤ Five-year rate: 80.5% (up from 77%)</li> </ul> </li> <li>• In 2020-2021, the literacy requirement was waived for graduating students.</li> <li>• In 2020-2021, all secondary schools identified potential graduates with incomplete CI Hours and developed plans to address the graduation requirement.</li> <li>• Summer program extensions into Credit Recovery, Credit Upgrade and new FNMI Integrated Arts program offered at WDSS.</li> </ul>









STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>B. McKay</li> </ul>	<ul style="list-style-type: none"> <li>By June 2021 school secretarial staff will have full mobility of their LKDSB assigned IT devices to enable working remotely.</li> </ul>	<ul style="list-style-type: none"> <li>Implement necessary security and identity protocols.</li> <li>Acquire appropriate hardware while maintaining current student device ratio.</li> <li>Develop evergreen timeline for hardware for a five-year implementation and replacement (sustainable from a financial standpoint).</li> </ul>	<ul style="list-style-type: none"> <li>Staff will be able to use LKDSB devices securely to complete their work remotely as required.</li> <li>Login credentials will ensure privacy and confidentiality are maintained.</li> <li>Student ratio to number of devices will not decrease from the current ratio.</li> </ul>	<ul style="list-style-type: none"> <li>Laptops were provided to school secretarial staff to enable remote working capabilities. No impacts to student device ratio as a result of meeting this goal.</li> </ul>
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>B. Hazzard</li> <li>Family of Schools Superintendents</li> </ul>	<ul style="list-style-type: none"> <li>By June 2023 increase the percentage of elementary students achieving level 3 or 4 by:               <ul style="list-style-type: none"> <li>➤ 10% as measured by Primary EQAO Math</li> <li>➤ 15% as measured by Junior EQAO Math</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Implement Alex Lawson's math continua in elementary school math instruction.</li> <li>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.</li> <li>Implement the revised Ontario Ministry of Education 2020 Math Curriculum.</li> <li>Provide a broad range of math professional learning throughout the school year to principals, teachers, and ECEs.</li> <li>Monitor the school learning with Superintendent of School visits and through discussion of the School Learning Plan and evidence/data at each school.</li> </ul>	<ul style="list-style-type: none"> <li>By the end of 2020-2021 school year, all schools will begin to use the Lawson math continua to identify student understanding and identify next steps for student learning.</li> <li>By the end of 2020-2021 school year, most classrooms will use a 'number talk' strategy for student(s) to express mathematical thinking and share the 'math strategies' that work best for their understanding.</li> <li>Evidence of the new math curriculum being implemented.</li> </ul>	<ul style="list-style-type: none"> <li>During the 2020-2021 school year 88% of Kindergarten – Grade 8 classrooms used a 'number talk' strategy for student(s) to express mathematical thinking and share the 'math strategies' that work best for their understanding. This strategy was implemented during in-person and remote learning.</li> </ul>


 <p><b>STUDENT ACHIEVEMENT &amp; WELL-BEING</b> Advance high standards for innovative and responsive learning</p>	 <p><b>INCLUSIVE DIVERSITY</b> Champion anti-oppressive education</p>	 <p><b>TRUSTING RELATIONSHIPS</b> Strengthen relationships based on respectful collaboration</p>	 <p><b>SUSTAINABLE STEWARDSHIP</b> Optimize human, financial and physical resources</p>
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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>M. Mancini</li> <li>Family of Schools Superintendents</li> </ul>	<ul style="list-style-type: none"> <li>By June 2023, increase successful completion of the OSSLT by 10% for first time eligible, fully participating students from 72% to 82%.</li> </ul>	<ul style="list-style-type: none"> <li>Establish a Literacy Team at each school. This team will include at a minimum the English curriculum leader, student success teacher, resource teacher and an Administrator.</li> <li>Develop a Literacy Plan at each school (to include focus on both Grade 9 and Grade 10 students) and submit to Family of Schools Superintendent.</li> <li>Provide professional learning for the Literacy Team to support data collection and analysis, development of student profiles (database), and implementation of targeted literacy support for Grade 9 and 10 Teachers.</li> <li>Develop a diagnostic assessment for Grade 9 students for early identification and monitoring of student learning needs; administer diagnostic; moderating marking and reporting of diagnostic Literacy Team to analyze Grade 6 EQAO and Grade 8 report card data and teacher anecdotal data.</li> </ul>	<ul style="list-style-type: none"> <li>By the end of 2020-2021 Literacy Teams will have created a database of student profiles which will include identified literacy learning needs.</li> <li>Ongoing monitoring of Literacy Plan.</li> <li>Creation of and maintenance of resources and best practices repository.</li> <li>Grade 9 and 10 teachers will provide targeted literacy support for students in Grade 9 and 10 courses based on needs identified in student profiles.</li> <li>By the end of 2020-2021 selected schools will trial a diagnostic for full roll-out in Fall 2021-2022.</li> <li>By the end of 2020-2021 each school will have a student profile database to support monitoring of student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Due to COVID-19 and the extended remote learning period, LKDSB, like many other Ontario school boards, did not participate in the OSSLT Field Test in 2020-2021.</li> <li>The Literacy graduation requirement was waived for 2020-2021 graduates.</li> </ul>


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 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>M. Mancini</li> <li>Family of Schools Superintendents</li> </ul>	<ul style="list-style-type: none"> <li>By June 2023, 86% of students in Academic Math (up from 74% in 2018-2019), and 47% of students in Applied Math (up from 39% in 2018-2019), will meet or exceed the provincial standard in the EQAO Grade 9 Assessment of Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a Grade 9 diagnostic assessment to determine fundamentals of math learning gaps for individual students.</li> <li>Provide one-to-one coaching for Grade 9 teachers, to use evidence-based instructional strategies to address student learning gaps as well as address teacher math content knowledge gaps.</li> </ul>	<ul style="list-style-type: none"> <li>Close achievement gaps.</li> <li>Increased teacher math content knowledge and use of evidence-based instructional strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Due to COVID-19 and the extended remote learning period, LKDSB, like many other Ontario school boards, did not participate in the Grade 9 Assessment of Mathematics Field Test in 2020-2021.</li> <li>Secondary math teachers and curriculum leaders engaged in professional learning on the use of evidence-based instructional strategies.</li> </ul>
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>B. Hazzard</li> <li>Family of Schools Superintendents</li> </ul>	<ul style="list-style-type: none"> <li>By June 2023, 80% of teachers at every LKDSB Elementary School will track feedback that 'suggest', 'steer', or 'strengthen' student understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Implement John Hattie's research on providing students with clear and actionable 'where to next' feedback.</li> <li>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.</li> <li>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.</li> <li>Monitor the school learning with Superintendent of School visits and through discussion of the School Learning Plan and evidence/data at each school.</li> </ul>	<ul style="list-style-type: none"> <li>By the end of 2020-2021 school year, all schools will participate in professional learning about 'where to next' feedback.</li> <li>By the end of 2020-2021 school year, most classrooms will begin to use the feedback categories of 'suggest', 'steer', or 'strengthen' student understanding.</li> </ul>	<ul style="list-style-type: none"> <li>All elementary schools and staff participated in 'where to next' feedback professional learning focused on remote and in-person learning with international author John Hattie.</li> </ul>


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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>B. McKay</li> </ul>	<ul style="list-style-type: none"> <li>By June 2021, ensure that capital projects focus 70% of annual capital funding on capital projects directly impacting student spaces in schools.</li> </ul>	<ul style="list-style-type: none"> <li>Implement Questica capital planning module for use by the Plant and Maintenance department to track capital projects.</li> <li>Define capital impacts on student areas during Fall 2020 capital planning meetings.</li> <li>Finalize 2020-21 capital project listing.</li> <li>Track capital project results after all summer 2021 capital work has been completed.</li> <li>Consult with project stakeholders as part of the project design stage.</li> </ul>	<ul style="list-style-type: none"> <li>2020-2021 finalized capital plan to reflect 70% focus on capital projects that impact school student spaces.</li> <li>2020-2021 capital project listing to be finalized by December 2020.</li> </ul>	<ul style="list-style-type: none"> <li>Questica capital planning module has been implemented.</li> <li>Capital Plan was completed for the 2020-21 school year – completed November 2020. All projects on the plan were tendered and awarded by trustees.</li> <li>On track to meet goal – final percentage to be reported in Fall 2021 after all projects complete and will be completed as part of the year-end audit process.</li> </ul>

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 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>B. McKay</li> </ul>	<ul style="list-style-type: none"> <li>An ongoing focus on reducing LKDSB's environmental impact through awareness, action and review of practices.</li> <li>By June 2021, develop a strategy to reduce LKDSB's use of single use plastics.</li> </ul>	<ul style="list-style-type: none"> <li>Create terms of reference for an environmental awareness steering Committee.</li> <li>Form the committee – need to recruit committee members.</li> <li>First meeting with the committee to introduce and review committee terms of reference.</li> <li>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.</li> <li>Continue recycling programs, environmental clubs and other school focused activities.</li> </ul>	<ul style="list-style-type: none"> <li>First single use plastics committee meeting to be held in spring 2021.</li> <li>Develop a baseline of environmental impact of the LKDSB and understanding of scope of school-based activities.</li> </ul>	<ul style="list-style-type: none"> <li>Discussions with CLASS and SCCDSB on integrated approach for environmental awareness Committee.</li> <li>Group composition and potential members were discussed with the plan approved by Executive Council.</li> <li>Invites to committee members and first committee meeting delayed due to COVID-19 impacts. First meeting to be held in fall 2021 with an in-person meeting being preferred.</li> </ul>

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 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>B. McKay</li> </ul>	<ul style="list-style-type: none"> <li>By June 2021, update the Information Technology (IT) Strategic Plan to align with the LKDSB's Strategic Priorities.</li> </ul>	<ul style="list-style-type: none"> <li>Work with the LKDSB's IT planning consultant, on the IT Strategic Plan.</li> <li>Adjust timelines of the IT Strategic Plan to align with the Operational Plan.</li> <li>Monitor development of the IT Strategic Plan through IT Steering Committee.</li> </ul>	<ul style="list-style-type: none"> <li>IT Strategic Plan will be updated and aligned to Strategic Priorities and timelines by June 2021.</li> </ul>	<ul style="list-style-type: none"> <li>Gathered all IT requirements through a consultation process with board staff.</li> <li>Assessed timelines and resource requirements in order to meet organizational requirements as gathered through consultation. Feedback from stakeholders collected and integrated into the plan.</li> <li>Review by IBM has been completed. IBM assessed timelines and resource requirements to ensure plan can be carried out by the LKDSB IT department. Have the vision with respect to the organizational requirements.</li> <li>More review needs to be completed to ensure that resources, particularly staffing resources, are in place and in alignment with organizational requirements.</li> </ul>



**STUDENT ACHIEVEMENT & WELL-BEING**

Advance high standards for innovative and responsive learning

**INCLUSIVE DIVERSITY**


Champion anti-oppressive education

**TRUSTING RELATIONSHIPS**

Strengthen relationships based on respectful collaboration


**SUSTAINABLE STEWARDSHIP**


Optimize human, financial and physical resources



STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>Helen Lane</li> <li>Executive Council</li> </ul>	<ul style="list-style-type: none"> <li>An ongoing focus to increase the knowledge and application of knowledge needed to remove systemic inequalities in learning and working practices.               <ul style="list-style-type: none"> <li>By June 2021 develop a strategy to increase knowledge and awareness of systematic inequalities in the education sector, including the LKDSB and the community.</li> <li>By June 2021 develop a resource to assist staff with a critical review of learning resources.</li> <li>By January 2023, implement Ontario's Race-Based Data Collection Framework and Anti-Racism Data Standards.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Raise knowledge and awareness within the LKDSB and community through training, communications, outreach and professional learning opportunities.</li> <li>Increase opportunities for student, staff and community voice on topics of equity, inclusion and diversity.</li> <li>Update existing forms, policies, regulations and procedures to remove bias and promote inclusivity.</li> <li>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.</li> <li>Begin the development of identity-based surveys for students, staff and parents/guardians.</li> <li>Develop a Steering Committee and Sub-Committees to gather voice and provide leadership on the implementation of the strategy.</li> <li>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.</li> <li>Provide education and understanding of LKDSB dates of significance.</li> </ul>	<ul style="list-style-type: none"> <li>Ministry required training completed by the end of 2020-2021.</li> <li>Monthly newsletter distribution.</li> <li>Training to secretarial and clerical staff prior to JK Registration (January 2021) on Self-Identification and Gender Identification.</li> <li>LKDSB Book studies, webinars and PD sessions.</li> <li>A resource to support critical review of learning resources and programming.</li> <li>Gather information and create a multi-year plan and timeline for the implementation of the identity-based surveys.</li> <li>Increased number of families participating in Special Education meetings (measurable outcome based on 2019-2020 school year baseline).</li> <li>Increased sense of parent/guardian engagement as noted in the School Climate Survey.</li> <li>Determine Terms of Reference, Membership, Purpose of the Committee and sub-committees in championing anti-oppressive education.</li> <li>Implementation of plans for initial recognition of International Day Against Homophobia, Transphobia and Biphobia (IDAHOTB) on Monday, May 17, 2020.</li> </ul>	<ul style="list-style-type: none"> <li>All received Ministry training has been completed.</li> <li>Monthly Inclusive Diversity Newsletter initiated in November 2020 and every month since. Information about Days of Significance are incorporated into the monthly newsletter.</li> <li>Book Studies, after-school workshops have been provided throughout the year.</li> <li>Secondary English Curriculum Leaders embarked on a critical review of literature resources currently used in Grade 9 –12 English courses to support anti-oppressive and anti-racist perspectives.</li> <li>Implementation plan moving forward for the voluntary student Demographic Data Census scheduled for February 2022.</li> <li>Equity, Diversity and Inclusion Steering Committee implementation Fall 2021.</li> <li>Information and workshops provided prior to the recognition of International Day Against Homophobia, Transphobia and Biphobia on May 17, 2021.</li> </ul>

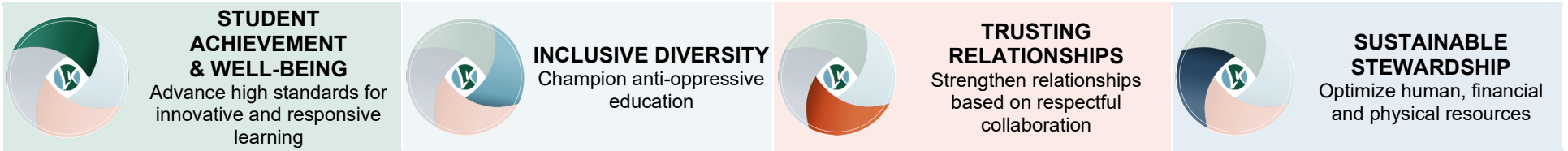



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 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>M. Sherman</li> </ul>	<ul style="list-style-type: none"> <li>By June 30, 2021 revise the scenarios based on current data in the Pupil Accommodation Review Plan by Phase to right size the LKDSB pupil places and make the most efficient use of LKDSB facilities.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Generate a new planning model based on full-time equivalent and Space Utilization as a foundation for future community input.</li> <li>Review and revise, if necessary, the LKDSB policy, regulations and administrative procedures to reflect the provincial direction after the moratorium on school closures is lifted.</li> </ul>	<ul style="list-style-type: none"> <li>Updated plan to address the empty pupil spaces in the LKDSB.</li> <li>Ministry contact made to discuss LKDSB empty pupil spaces and to help the LKDSB plan for when the Moratorium is lifted.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing – new Capital Plan released in Spring 2021.</li> <li>New PAR will be created this Fall now that the return to face-to-face learning has taken place and enrollment numbers should stabilize for the end of September.</li> </ul>


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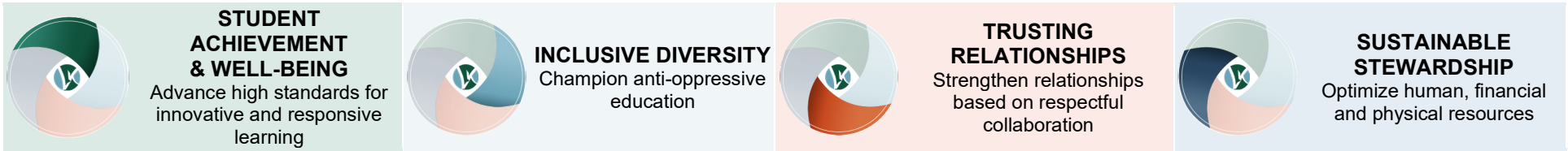
STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>M. Sherman</li> </ul>	<ul style="list-style-type: none"> <li>An ongoing focus to increase the knowledge and application of knowledge of a Health and Safety culture.                             <ul style="list-style-type: none"> <li>By June 2021 develop a strategy to increase knowledge and awareness of employee's understanding of the IRS (Internal Responsibility System).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Review and revise the operationalization Health and Safety documents.</li> <li>Develop a communication model to raise awareness of Health and Safety awareness for example, the IRS (Internal Responsibility System.)</li> </ul>	<ul style="list-style-type: none"> <li>Health and Safety operational documents were reviewed and revised.</li> <li>Regular communication supporting a Health and Safety culture.</li> </ul>	<ul style="list-style-type: none"> <li>A number of Health and Safety documents were revised and updated as part of the review cycle. There was also ongoing revision to PPE protocols following Provincial guidance documents.</li> <li>New training modules implemented.</li> <li>Monthly Health and Safety themes continuing to promote the Internal Responsibility System.</li> </ul>
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>M. Sherman</li> </ul>	<ul style="list-style-type: none"> <li>By June 2021, develop a strategy to engage and support adult learners, across a range of student abilities and innovative programming.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct a program/services review for adult learners including a review of provincial structures, program offerings and LKDSB adult summer programming.</li> <li>Gather feedback from community members and LKDSB staff to align programming with community needs.</li> </ul>	<ul style="list-style-type: none"> <li>A comprehensive strategy to engage and support adult learners.</li> <li>Course offerings and resource allocation that reflect the needs of our adult learners and community.</li> </ul>	<ul style="list-style-type: none"> <li>Several meetings taken place with Program Department and Student Success leaders to start to re-envision our program offerings for Adult and Continuing Education.</li> <li>A 13-point focus sheet was created for planning purposes.</li> </ul>




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 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>• Gary Girardi</li> <li>• Angie Barrese</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Would ask for help with mental/emotional health issues at school:               <ul style="list-style-type: none"> <li>➢ Grade 4-6: from 60% to 85%</li> <li>➢ Grade 7-8: from 38% to 85%</li> <li>➢ Grade 9-12: from 60% to 85%</li> </ul> </li> <li>• Aware of school mental/emotional health supports at school:               <ul style="list-style-type: none"> <li>➢ Parent/Guardian: from 52% to 85%</li> <li>➢ Staff: from 58% to 85%</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a survey for the following groups:               <ul style="list-style-type: none"> <li>➢ Parents/Guardians</li> <li>➢ All LKDSB Staff</li> <li>➢ Students Grade 9 to 12</li> </ul> </li> <li>• Create an action plan to address the results of the survey.</li> <li>• Enhance and increase awareness of resources and services available for staff, students and families.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased awareness, understanding and use of mental health supports available at the LKDSB.</li> </ul>	<ul style="list-style-type: none"> <li>• The survey is in progress of development and will be implemented in the 2021-22 school year.</li> </ul>




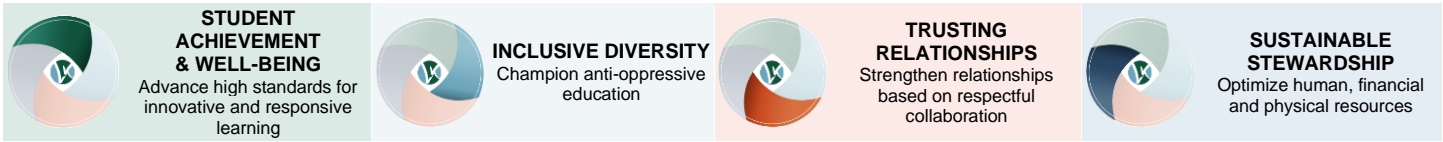
STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>Mary Mancini</li> <li>Angie Barrese</li> <li>Family of Schools Superintendents</li> </ul>	<ul style="list-style-type: none"> <li>By June 2023, revise programming for secondary students with exceptionalities (excluding gifted) in all LKDSB secondary schools that promotes increased opportunity to meet their full potential and improve graduation rates (OSSC and OSSD) and prospects for post-secondary pathways.               <ul style="list-style-type: none"> <li>Increase four-year graduation rate from 57.1% to 70%</li> <li>Increase five-year graduation rate from 62.5% to 80%</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Increase participation in applied and academic courses and limit non-credit bearing, alternative courses.</li> <li>Support student course choices which align with their individual needs, strengths and interests.</li> <li>Review Secondary Special Education programming.</li> <li>Provide supports to secondary schools to work within the existing courses to scaffold instruction and provide targeted interventions to support students.</li> <li>Provide opportunities for students in self-contained classrooms to experience partial integration in course selections that match their interests and strengths.</li> <li>Provide programming in every secondary school to support the completion of OSSC and OSSD for all students.</li> </ul>	<ul style="list-style-type: none"> <li>Increased OSSC and OSSD graduation rates for students with special needs.</li> <li>Greater student awareness of the OSSC and OSSD pathways.</li> <li>Students will have greater opportunity for peer interactions and skill development.</li> <li>Graduation pathways will be available in all secondary schools.</li> </ul>	<ul style="list-style-type: none"> <li>Graduation rate by receipt of special program and services for the 2015-2016 is not available at this time.</li> <li>Secondary schools have limited participation in non-credit-bearing, alternative courses.</li> </ul>

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 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>Gary Girardi</li> </ul>	<ul style="list-style-type: none"> <li>By June 2021, complete negotiations with:               <ul style="list-style-type: none"> <li>Union partners and implement the terms of the collective agreements.</li> <li>Non-union employee groups and implement terms and conditions of employment.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Conduct negotiations.</li> <li>Implement new collective agreements and terms and conditions of employment with all applicable staff and in all applicable areas of the LKDSB.</li> <li>Coordinate changes with Provincial Counterparts where necessary to comply with Central Agreements.</li> </ul>	<ul style="list-style-type: none"> <li>Increased understanding of contractual obligations.</li> </ul>	<ul style="list-style-type: none"> <li>Negotiations are completed with three of four bargaining units.</li> <li>Negotiations are ongoing with ETFO Occasional and non-union employee groups.</li> </ul>

 <p><b>STUDENT ACHIEVEMENT &amp; WELL-BEING</b> Advance high standards for innovative and responsive learning</p>	 <p><b>INCLUSIVE DIVERSITY</b> Champion anti-oppressive education</p>	 <p><b>TRUSTING RELATIONSHIPS</b> Strengthen relationships based on respectful collaboration</p>	 <p><b>SUSTAINABLE STEWARDSHIP</b> Optimize human, financial and physical resources</p>
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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
 <p><b>Superintendent(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>Gary Girardi</li> </ul>	<ul style="list-style-type: none"> <li>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.               <ul style="list-style-type: none"> <li>By December 2020, develop LKDSB hiring practices to align with PPM.</li> <li>By June 2021 develop a long-term strategy to address systematic barriers in hiring, promotion and advancement.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Develop hiring practices to reflect the government's removal of Ontario Regulation 274, Hiring Practices and support equitable inclusive hiring, promotion and advancement.</li> <li>Identify the systemic barriers to equitable and inclusive hiring, promotion and advancement.</li> <li>Gather data to determine current level of staff diversity.</li> <li>Increase mobility within the LKDSB and between school boards.</li> </ul>	<ul style="list-style-type: none"> <li>Revised hiring practices to reflect diversity and equity.</li> <li>Greater staff diversity.</li> </ul>	<ul style="list-style-type: none"> <li>Administrative Procedure is completed and implemented at the secondary panel.</li> <li>Full implementation will occur after negotiation cycle is completed.</li> </ul>



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

**DATE: September 28, 2021**

**SUBJECT: LKDSB Supporting Student Transition Plan**



In August, schools provided Junior and Senior Kindergarten students transition supports before school began. Over one hundred fifty educators, including Teachers and ECEs, signed up for seven hours each to support JK and SK students entering school. Schools provided students and their families with welcome packages and school t-shirts. Students and families participated in classroom and school tours, snacks, outdoor activities, crafts, sensory and fine motor activities, and had opportunities to ask questions of Principals, Teachers and ECEs.

To support the transition from Grade 8 to 9, secondary schools established Google Classrooms for incoming Grade 9 students to provide a connection and share information about high school. Secondary schools provided a variety of opportunities for Grade 8 students transitioning to Grade 9. In some schools, in-coming Grade 9 students were grouped by Week A homeroom and were invited to participate in orientation activities during the last week of August. Other schools provided Grade 9 orientation activities for Week A homeroom cohorts during the first days of the school year.

This past spring the Ontario Ministry of Education provided additional funding to support Indigenous students transitioning from Grade 8 to 9, especially students who were leaving a community school and entering into a LKDSB secondary school. Three Summer Indigenous Graduation Coaches were hired, along with the Indigenous Grad Coach at WDSS, worked with local First Nation Education Managers and school personnel to help students become more familiar with the school at which they were registered to attend. Students had the opportunities to participate in a reach ahead credit, acquire some volunteer hours required for graduation and participate in some cultural and social events.

In August, our elementary and secondary schools participated in transition work to support all students, including students with significant special education and mental health/well-being needs. The project involved one Educational Assistant, 68 elementary educators and 61 secondary educators. During our Transition Project, school teams had the opportunity to welcome students and their families to school to learn more about the school environment and what to expect as we returned to in-person learning. In addition, school teams connected with families by phone and through virtual meetings to provide check-ins and connections with caring adults and supports. Our Social Workers supported students and families throughout the summer months and this support was extended to include school teams during our Transition project. Families, students and school teams have reported that students benefited from this support and experienced success.







Adult and Continuing Education programs began in an online model to support student learning. As the restrictions and lockdown rules changed, ESL / LBS (English as a Second Language and Literacy Basic Skills) instructors and site based programs began to back to face to face for continued student support with good rates of credit accumulation.

Students were supported by K-12 Attendance Officers, Student Support Officer and Indigenous Student Re-engagement workers in the two week period prior to the Fall 2021 school startup. Student attendance was reviewed to focus on disengaged students who may have a low credit accumulation rate. Students and families were contacted to plan a return to school program that would meet their academic and social needs connecting families with the appropriate host school.

The Summer program has expanded over the last two years with increased rates of co-op opportunities for students. Credit Recovery and Credit Rescue course options have been added with instructors and support staff to help students manage their course portfolios to get them to graduation and the post -secondary school/ program options of their choosing.

A new face-to-face FNMI Integrated Arts program has been developed for grade 8 and grade 9 students at Wallaceburg District Secondary School (WDSS). Student outcomes were very strong and helped the engaged students get this additional credit and support their pathway to graduation. Additionally numerous grade 8 students across the Lambton Kent District School Board reached ahead and completed OeLC courses online to support their summer learning and secondary school credit profile.

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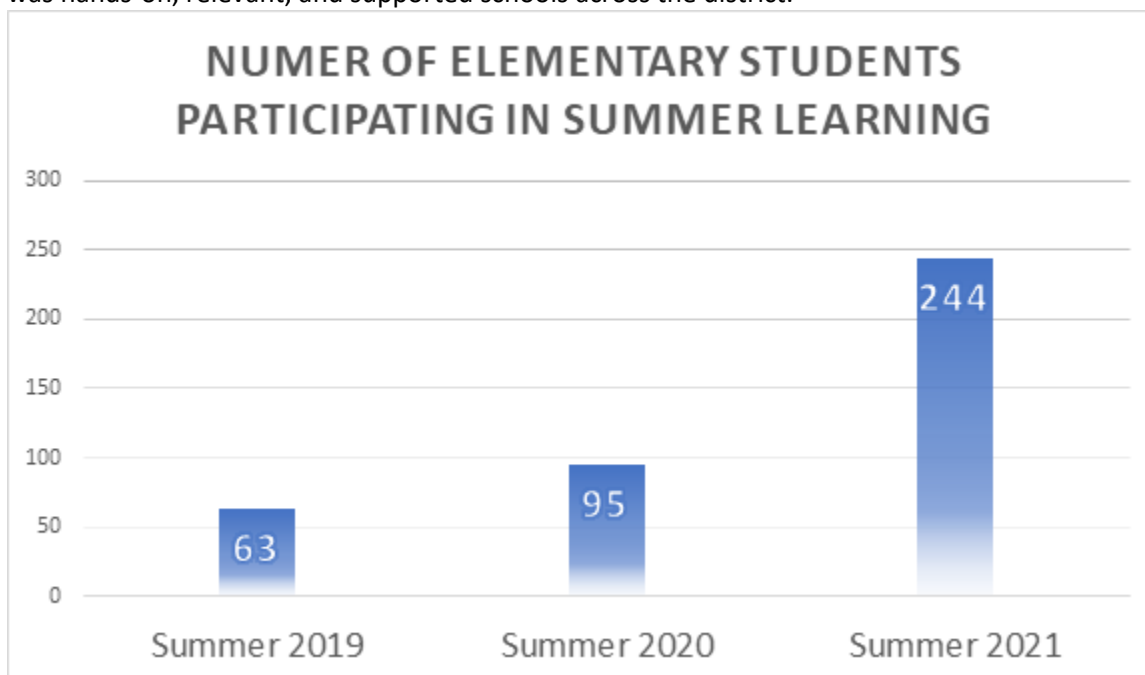
**FROM: Ben Hazzard**

**DATE: September 17, 2021**

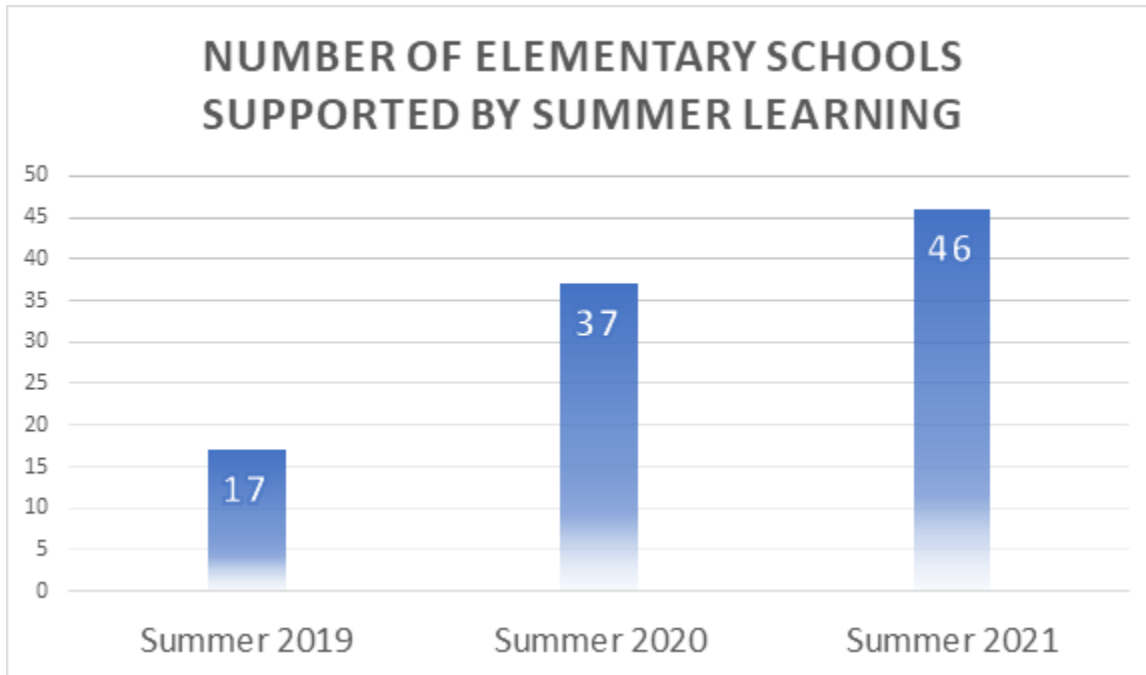
**SUBJECT: 2021 Elementary Summer Programs**



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



The Lambton Kent District School Board received \$60 000 from the Council of Directors of Education to facilitate the Summer Learning Program (SLP) via virtual learning. Additional funding was provided for Summer Evidence-Based Reading Intervention Programs and math programs for Intermediate students. SLP classrooms were held online using the videoconferencing tool, Google Meet. In total, 244 students (an increase of 149 students from 2020 and 181 more students were served than 2019) from 46 school locations (an increase of 9 schools from 2020 and 29 additional schools since 2019) participated in the summer program. Due to the virtual nature of the program students from all geographic regions were able access this learning. Primary Reading supported students in grades 2 and 3, Junior Math supported students in Grades 5 and 6, Intermediate Math supported students in grades 7 and 8, and Elementary French supported students across Grades 2 to 5. The SLP ran for a total of 15 days from July 5 to July 23, 2020.



The learning was structured in small groups. There were 69 teachers supporting small groups of 4 to 6 students each day. Instruction was from 9:00am – 11:00am each weekday. For the numeracy camps, students worked to strengthen their basic math skills by focusing on number sense and flexibility of numbers. Students participated in number talks to improve their ability to communicate their math thinking. They learned to use a variety of strategies to solve problems, and to think flexibly with numbers. Student growth was the focus of parent engagement. In-class improvements were noted in math using Lawson’s Continuum for Addition and Subtraction as well as Multiplication and Division. Each teacher contacted parents in a variety of ways (phone, text, and email).

The literacy camp focused reading intervention activities which were personalized for each student. Student intervention was based on Fountas and Pinnell’s Literacy Continuum. Each teacher contacted parents in a variety of ways (phone, text, and email). Following the math and literacy instruction, students were provided recreation opportunities from one of 7 teachers who were hired. Each recreation teacher was assigned to a group of classrooms. Students were led, remotely, through Science Technology Engineering Arts and Math (STEAM) activities.

Parents and guardians also were able to attend the virtual classes each day with their student. Parents were most engaged when teachers shared a unique learning story about each student. The learning story, with images and explanations, about student learning were sent to each parent. This document is a true keepsake that outlined the growth for each student. Parent sessions were held and were well attended.

Elementary French support was provided during the ‘Camp Franco Fun’ summer learning experience for 10 days. Students from the English and French Immersion program participated together in small groups online. The hands-on activities included arts, cooking, and culture.

Administration is awaiting notice regarding future funding of the Summer Learning Program.