



**Office of the Director**

Jim McCuaig Education Centre  
2135 Sills Street Thunder Bay ON P7E 5T2  
Telephone (807) 625-5131 Fax (807) 622-0961

**REGULAR BOARD MEETING NO. 7**

**Tuesday, April 24, 2012**

**Jim McCuaig Education Centre**

Catherine Siemieniuk  
Director of Education

Deborah Massaro  
Chair

**AGENDA**

**PUBLIC SESSION**

**7:30 P.M. – in the Board Room**

		<u>Resource Person</u>	<u>Pages</u>
1.	Call to Order		
2.	Disclosure of Conflict of Interest		
3.	Approval of the Agenda		
4.	Resolve into Committee of the Whole – Closed Session		
5.	<b>COMMITTEE OF THE WHOLE – Closed Session – 6:45 p.m. (SEE ATTACHED AGENDA)</b>		
6.	Report of Committee of the Whole – Closed Session		
7.	Delegations/Presentations		
7.1	Trustee Recognition Award - Jessica Serson – Hammarskjold High School	M. Arnone	Verbal
7.2	Trustee Recognition Award - Vicki Shannon – Sir Winston Churchill Collegiate and Vocational Institute	D. Massaro	Verbal
8.	Confirmation of Minutes		
8.1	Regular Board Meeting No. 5 - March 27, 2012	D. Massaro	1-5
8.2	Board Meeting (Special) No. 6 - April 10, 2012	D. Massaro	6-7

Trustees (Chair and Vice-Chair) and presenters of reports will be available  
for comment after the Board Meeting.

**LAKEHEAD DISTRICT SCHOOL BOARD**

		<u>Resource Person</u>	<u>Pages</u>
9.	Business Arising from the Minutes		
<b><u>MATTERS NOT REQUIRING A DECISION:</u></b>			
10.	Information Reports		
10.1	Ontario Public School Boards' Association (OPSBA) Report	R. Oikonen	Verbal
10.2	Student Trustee Report	S. Philp	Handout
10.3	Success Advisory Committee Meeting Report	K. Wilson	Verbal
10.4	Learning Through the Arts (054-12)	S. Pharand	8-9
10.5	Student Achievement - Mid Year Update (052-12)	S. Pharand/ I. MacRae/ C. Kappel	10-17
11.	First Reports		

**MATTERS FOR DECISION:**

- |      |   |           |    |
|------|---|-----------|----|
| 12.  | Postponed Reports   |           |    |
| 13.  | Recommendation from the Standing Committee (049-12)   |           |    |
| 13.1 | Policy Review – 3074 Travel and Reimbursement & 3075 Trustee, School Council Member and Non-Trustee Board Committee Member Expenditure (045-12) | K. Wilson | 18 |
- It is recommended that Lakehead District School Board approve:*
- The combining of 3074 Travel and Reimbursement and 3075 Trustee, School Council Member and Non-Trustee Board Committee Member Expenditure into one policy.*
  - The draft policy be sent out for stakeholder input on April 18, 2012 with input to be received by May 30, 2012; and*
  - The draft policy be presented at the Standing Committee Meeting of June 12, 2012.*

<p>Trustees (Chair and Vice-Chair) and presenters of reports will be available for comment after the Board Meeting.</p>
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		<u>Resource Person</u>	<u>Pages</u>
14.	Ad Hoc and Special Committee Reports		
15.	New Reports		
15.1	Bill 13 – Accepting Schools Act, 2011 (053-12)	R. Oikonen	19-22
	<i>It is recommended that Lakehead District School Board send a letter to the Minister of Education supporting Ontario Public School Boards' Association's position regarding Bill 13, the legislation to implement Accepting Schools Act, 2011, as outlined in Appendix A to Report No. 053-12.</i>		
16.	New Business		
17.	Notices of Motion		
18.	Information and Inquiries		
19.	Adjournment		

Trustees (Chair and Vice-Chair) and presenters of reports will be available  
for comment after the Board Meeting.

**LAKEHEAD DISTRICT SCHOOL BOARD**



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**REGULAR BOARD MEETING NO. 7**

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**Jim McCuaig Education Centre**

Catherine Siemieniuk  
Director of Education

Deborah Massaro  
Chair

**AGENDA**

**COMMITTEE OF THE WHOLE – Closed Session**

**6:45 P.M. – in the Sibley Room**

	<u>Resource Person</u>	<u>Pages</u>
5.1 Confirmation of Committee of the Whole - Closed Session Minutes		
5.1.1 Regular Board Meeting No. 5 - March 27, 2012	D. Massaro	1-2
5.1.2 Board Meeting (Special) No. 6 - April 10, 2012	D. Massaro	3
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Personnel Matter (050-12)	C. Siemieniuk	4
5.4 Information and Inquiries		
5.5 Rise and Report Progress		

Trustees (Chair and Vice-Chair) and presenters of reports will be available  
for comment after the Board Meeting.

**LAKEHEAD DISTRICT SCHOOL BOARD**

LAKEHEAD DISTRICT SCHOOL BOARD

**MINUTES OF REGULAR BOARD MEETING NO. 5**

Board Room  
Jim McCuaig Education Centre

2012 MAR 27

**TRUSTEES PRESENT:**

Deborah Massaro (Chair)  
Karen Wilson (Vice Chair)  
Marg Arnone

Pat Johansen  
Jack Playford  
George Saarinen  
Stephanie Philp (Student Trustee)

**TRUSTEES ABSENT, WITH REGRET:**

Lori Lukinuk  
Ron Oikonen

**SENIOR ADMINISTRATION:**

Catherine Siemieniuk, Director of Education  
Colleen Kappel, Superintendent of Education  
Ian MacRae, Superintendent of Education  
Sherri-Lynne Pharand, Superintendent of Education  
Kathy Pozihun, Superintendent of Business

**FEDERATION/UNION REPRESENTATIVES:**

Sue Doughty-Smith, OSSTF - Educational Assistants  
Terry Hamilton, OSSTF – TBU  
Marla Poulin, Lakehead Principals/Vice Principals  
Vicki Shannon, Lakehead Principals/Vice Principals  
Jeff Upton, Lakehead Principals/Vice Principals

**PUBLIC SESSION:**

1. **Approval of Agenda**

Moved by Trustee Johansen

Seconded by Trustee Saarinen

*“THAT the Agenda for Regular Board Meeting No. 5, March 27, 2012 be approved.”*

**CARRIED**

2. Resolve Into Committee of The Whole – Closed Session

Moved by Trustee Saarinen

Seconded by Trustee Wilson

*“THAT we resolve into Committee of the Whole – Closed Session with Trustee Massaro in the Chair to consider the following:*

- *Confirmation of Committee of the Whole – Closed Session Minutes*
  - *Regular Board Meeting No. 4*
  - *February 28, 2012*
- *Property Matters*
- *Personnel Matters*

*and that this meeting shall not be open to the public pursuant to Section 207 (2) of the Education Act as amended.”*

CARRIED

COMMITTEE OF THE WHOLE – CLOSED SESSION:

3. Committee of the Whole – Closed Session items were dealt with in their entirety.

PUBLIC SESSION:

4. Report of Committee of The Whole – Closed Session

Moved by Trustee Saarinen

Seconded by Trustee Wilson

*“THAT the Report of the Regular Board – Committee of the Whole – Closed Session be adopted with the following recommendations therein:*

*‘THAT Lakehead District School Board approve the Committee of the Whole – Closed Session Minutes of Regular Board Meeting No. 4, February 28, 2012.’*

*‘THAT Lakehead District School Board authorize the demolition of the two teacherages and the former board office (post office) on the Bernier-Stokes Public School property as outlined in Report No. 041-12, Status of Surplus Properties.’*

*‘THAT Lakehead District School Board approve the five year transportation contract with First Student Canada based on submitted RFS current route distances commencing for the 2012-2013 school year as outlined in Report No. 039-12.’”*

CARRIED

5. Canadian Red Cross

Janice Piper, Public Health Nutritionist at Thunder Bay District Health Unit, along with Marilyn Grudniski, Administrative Officer at Little Lions Daycare and Kindergarten, and Marianne Stewart, Valley Central Public School parent volunteer, provided information regarding *Healthy Eating Makes the Grade*. All Trustees’ questions were addressed.

6. Confirmation of Minutes

Moved by Trustee Johansen

Seconded by Trustee Arnone

*"THAT Lakehead District School Board approve the Minutes of Regular Board Meeting No. 4, February 28, 2012."*

CARRIED

MATTERS NOT REQUIRING A DECISION:

7. Ontario Public School Boards' Association (OPSBA) Report

Trustee Massaro, alternate Ontario Public School Boards' Association Director and voting delegate, informed the Board that the next OPSBA Board of Directors' meetings will take place on April 27 and 28.

8. Student Trustee Report

Stephanie Philp, Student Trustee, provided a handout as her report. Items addressed included: 2012-2013 Student Trustee selection process, Student Senate meeting, Ontario Student Trustees' Association (OSTA-AECO) Northwestern Ontario electronic meeting, and the Student Trustee Reference Manual. All Trustees' questions were addressed.

9. Student Transportation Services of Thunder Bay (STSTB) Report

Trustee Saarinen, the Trustee representative on the Student Transportation Services of Thunder Bay Committee, informed Trustees that the February 22, 2012 Student Transportation Services of Thunder Bay minutes are in the Trustees' lounge for perusal.

10. Board Leadership Development Strategy (043-12)

Colleen Kappel, Superintendent of Education, introduced David Isherwood, Leadership Committee Chair, Jo-Anne Giertuga, Mentoring for Newly Appointed School Leaders Committee Chair, and Anne Marie McMahon-Dupuis, Leadership Framework Lead, who presented the report. Initiatives highlighted included: leadership framework, mentoring, surveys, conferences, and next steps. All Trustees' questions were addressed.

11. Daily Physical Activity (037-12)

Sherri-Lynne Pharand, Superintendent of Education, introduced Robin Tabor-John, Elementary Program Coordinator, who provided information regarding status of daily physical activities throughout the system. All Trustees' questions were addressed.

12. Interim Update – Secondary Program Report (044-12)

Ian MacRae, Superintendent of Education, introduced Paul Tsekouras, Secondary Program Coordinator, who presented the report. Initiatives highlighted included: guiding principles, delivery models, improvement plans, student data, secondary programs, and next steps. All Trustees' questions were addressed.

13. Parent Involvement Committee Meeting Minutes – January 26, 2012

Catherine Siemieniuk, Director of Education, presented the January 26, 2012 meeting minutes for information.

MATTERS FOR DECISION:

14. Bus Transportation Final Contracts for 2011-2012 (040-12)

Moved by Trustee Saarinen

Seconded by Trustee Playford

*“THAT Lakehead District School Board approve the following transportation contracts in the amount of \$498,417 monthly for the 2011-2012 school year as outlined in Report No. 040-12.”*

<b>MONTHLY PAYMENT x 10 (\$)</b>	
<i>First Student</i>	264,697
<i>Iron Range Bus Lines</i>	227,152
<i>Mintenko/Bertrand Bus Lines</i>	6,568
<b>TOTALS</b>	<b>\$498,417</b>

CARRIED

15. 9020 Library Resource Policy (042-12)

Moved by Trustee Wilson

Seconded by Trustee Arnone

*“THAT Lakehead District School Board defer the review of the Library Resource Policy 9020 until the 2012-2013 school year, allowing input and feedback to be received on the new draft policy.”*

CARRIED

16. Appointment to the 2011-2012 Parent Involvement Committee (038-12)

Moved by Trustee Johansen

Seconded by Trustee Arnone

*“THAT Lakehead District School Board approve the appointment of Rima Mounayer as Alternate Principal representative on the 2011-2012 Parent Involvement Committee for the term March 27, 2012 to November 14, 2012.”*

CARRIED

17. Information and Inquiries

17.1 Trustee Johansen requested information regarding the School Travel Planning meeting held on March 7 at the Thunder Bay District Health Unit. Catherine Siemieniuk, Director of Education, responded that information will come to the Board at a future meeting.

17.2 Trustee Massaro provided an update regarding the Council of Ontario Directors' of Education (CODE) meeting that was held on November 18, 2011. Information will be left in the Trustees' lounge for perusal.



17.3 Trustee Massaro noted the she and Trustees Johansen, Lukinuk, and Playford will attend the Ontario Public School Boards' Association's Labour Relations Symposium from March 29 to 31.

18. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Wilson

*"THAT we do now adjourn at 9:15 p.m."*

CARRIED

LAKEHEAD DISTRICT SCHOOL BOARD

**MINUTES OF BOARD MEETING NO. 6 (SPECIAL)**

Board Room  
Jim McCuaig Education Centre

2012 APR 10

**TRUSTEES PRESENT:**

Deborah Massaro (Chair)  
Karen Wilson (Vice Chair)  
Marg Arnone  
Pat Johansen

Lori Lukinuk  
Ron Oikonen  
Jack Playford  
George Saarinen  
Stephanie Philp (Student Trustee)

**SENIOR ADMINISTRATION:**

Catherine Siemieniuk, Director of Education  
Colleen Kappel, Superintendent of Education  
Ian MacRae, Superintendent of Education  
Sherri-Lynne Pharand, Superintendent of Education  
Kathy Pozihun, Superintendent of Business

**PUBLIC SESSION:**

1. **Approval of Agenda**

Moved by Trustee Johansen

Seconded by Trustee Saarinen

*"THAT the Agenda for Board Meeting No. 6 (Special), April 10, 2012 be approved."*

**CARRIED**

2. **Resolve Into Committee of The Whole – Closed Session**

Moved by Trustee Wilson

Seconded by Trustee Lukinuk

*"THAT we resolve into Committee of the Whole – Closed Session with Trustee Massaro in the Chair to consider the following:*

- *Property Matter (046-12)*

*and that this meeting shall not be open to the public pursuant to Section 207 (2) of the Education Act as amended."*

**CARRIED**

COMMITTEE OF THE WHOLE – CLOSED SESSION:

3. Committee of the Whole – Closed Session items were dealt with in their entirety.

PUBLIC SESSION:

4. Report of Committee of The Whole – Closed Session

Moved by Trustee Arnone

Seconded by Trustee Saarinen

*“THAT the Report of the Regular Board – Committee of the Whole – Closed Session be adopted with the following recommendations therein:*

*‘THAT Lakehead District School Board authorize Administration to enter into a contract with Man-Shield (NWO) Construction Inc. to complete the additions and renovations to Hyde Park Public School and Woodcrest Public School as outlined in Report No. 046-12, Tender Approval – Additions to Hyde Park and Woodcrest Public Schools.’”*

CARRIED

5. Adjournment

Moved by Trustee Wilson

Seconded by Trustee Lukinuk

*“THAT we do now adjourn at 6:24 p.m.”*

CARRIED

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2012 APR 24  
Report No. 054-12

TO THE CHAIR AND MEMBERS OF  
LAKEHEAD DISTRICT SCHOOL BOARD – Public Session

RE: LEARNING THROUGH THE ARTS

1. Background

- 1.1 Ontario curriculum documents recognize the importance of the arts with the statement: “The arts provide a natural vehicle through which students can explore and express themselves and through which they can discover and interpret the world around them.”
- 1.2 It is the goal of Lakehead District School Board to provide high quality programs in all curriculum areas which enhance student outcomes and support teacher learning.

2. Situation

- 2.1 Lakehead District School Board has participated in the Learning through the Arts program (LTTA), created by the Royal Conservatory of Music, since 1999.
- 2.2 *The Ontario Curriculum, Grades 1-8: The Arts, 2009*, outlines the essential creative, analytical, critical thinking and communication skills, built on a solid foundation of knowledge of arts concepts in each of the four strands – Dance, Drama, Music and Visual Arts.

3. Program Overview

- 3.1 Professional artists in Dance, Drama, Music and Visual Arts provide a series of lessons over four to six visits to the classroom planned collaboratively with the classroom teacher. During each school year, students experience a combination of these arts disciplines with different artists.
- 3.2 Professional development for teachers is part of the mandate of the program. Teachers learn to provide opportunities for students to experience core curriculum in math, language, science and social studies using the active and creative arts strategies that the artists demonstrate.
- 3.3 An orientation session is offered to each school, and the LTTA manager and artists are available to attend parent meetings and events.

3.4 Through Board budget, each K – 6 classrooms' work is supported by two artists over the course of the school year. Fees paid to the Royal Conservatory of Music (RCM) cover costs for artists' delivery of the program in all Lakehead Public elementary schools as well as artists' time to plan with teachers, artist orientation and training, regional and provincial events and RCM administration.

3.5 Training for new and continuing artists includes:

- use of the Ontario curriculum;
- planning for the classroom;
- age appropriate teaching strategies;
- co-teaching and modeling for teachers.

#### 4. Extended Collaboration

4.1 This spring, the LTTA manager will travel to Armstrong to work with students and teachers at Armstrong Public School.

4.2 This school year, the LTTA manager, Program Department and the Art Gallery staff worked together with classroom teachers from Agnew H. Johnston, C. D. Howe and Hyde Park Public Schools to develop a unique student learning experience. This extended collaboration engaged Grades 2 and 3 students in a rich and creative investigation that brought complex mathematical ideas to life within a community of young mathematicians and artists.

4.3 Their work together will result in an exhibit of student work installed at the Art Gallery in early May. A Gala Opening of the exhibit will be at the Art Gallery on Monday, May 7, 2012.

#### 5. Conclusion

The Lakehead Public Schools' LTTA program provides unique opportunities for students to develop the multitude of skills they require to be successful across their educational careers and in their adult lives.

Respectfully submitted,

NICOLE WALTER ROWAN  
Program Coordinator

SHERRI-LYNNE PHARAND  
Superintendent of Education

CATHERINE SIEMIENIUK  
Director of Education

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2012 APR 24  
Report No. 052-12

TO THE CHAIR AND MEMBERS OF  
LAKEHEAD DISTRICT SCHOOL BOARD – Public Session

RE: STUDENT ACHIEVEMENT - MID YEAR UPDATE

1. Background

Lakehead District School Board is committed to the success of every student. As such, Strategic and Operational Plans are developed to reflect the Board's commitment to student achievement. During the current 2011-2012 school year, there continues to be a strategic focus on literacy and numeracy. System-wide Professional Learning Communities (PLC's) occur regularly in all elementary/secondary schools and focus on goals identified in School Improvement Plans.

2. Situation

2.1 Assessment data, aligned with Board goals, allow school staff to implement and support the Board Improvement Plan. Assessment data assist with identifying student strengths and areas in need of support early in the year. Assessment data enable teachers, schools and the system to plan, implement and monitor instructional strategies to support student learning.

2.2 The following mid-year data are outlined in this report:

- The February/March Developmental Reading Assessment (DRA) for Primary, Junior and Intermediate students with a particular emphasis on reading comprehension;
- The final report card marks in Grades 9 and 10 applied and academic Mathematics courses, and the credit accumulation rate for the end of semester one.

3. Literacy and Mathematics

The Board Improvement Plan for student achievement sets the following elementary literacy goals:

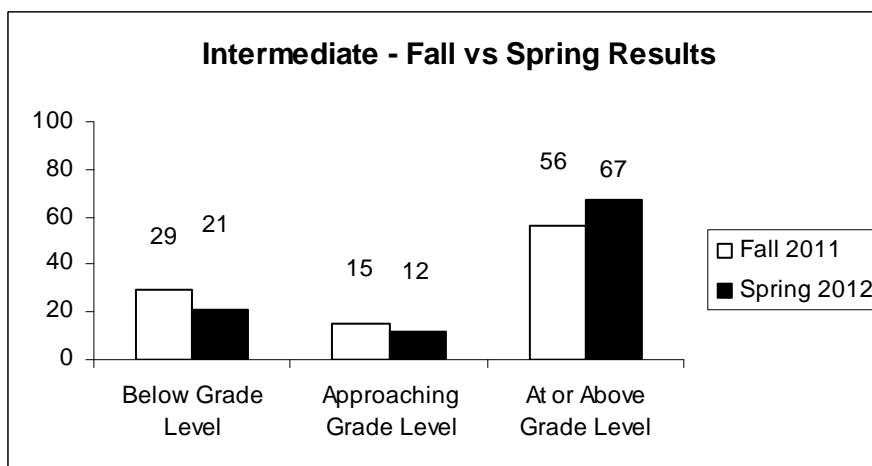
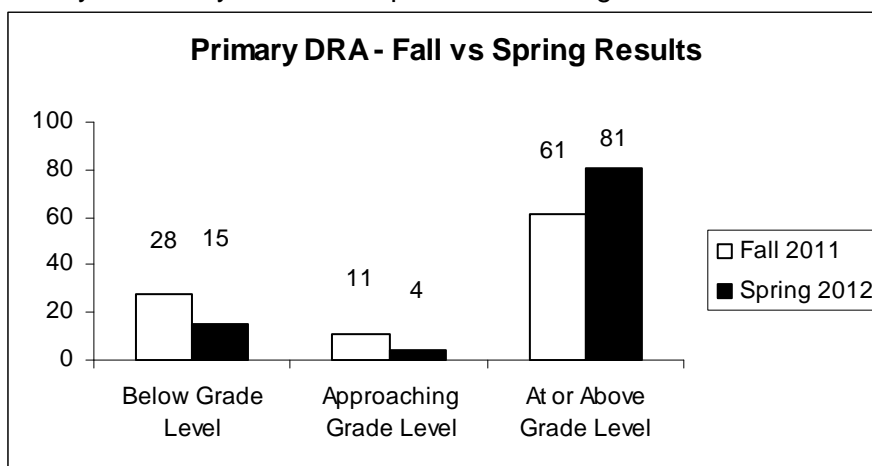
- 68% of Grade 3 students will achieve Level 3 or higher on the EQAO Assessments administered in the spring of 2012 (an increase of 5%);
- 43% of Grade 3 students with special needs will achieve Level 3 or higher on the EQAO Assessments administered in the spring of 2012 (an increase of 10%) through a specific teaching focus on reading comprehension and written response to reading;
- 77% of Grade 6 students will achieve Level 3 or higher on the EQAO Reading Assessments administered in the spring of 2012 ( an increase of 5%);

- 43% of students with special needs will achieve Level 3 or higher on the EQAO Reading Assessments administered in the spring of 2012 (an increase of 5%) through a specific teaching focus on reading comprehension and written response to reading;
- 58% of Grade 6 students will achieve Level 3 or higher on the EQAO Math Assessments administered in the spring of 2012 (an increase of 9%) with a specific teaching focus on learning through problem solving;
- An increase of 10% of the number of self-identified Aboriginal students who achieve at or above grade level on the DRA;
- 10% more Primary, Junior and Intermediate students will score appropriate grade ranges on the spring 2012 DRA assessment through the implementation of classroom and school based intervention strategies.

#### 4. Developmental Reading Assessment (DRA)

4.1 The DRA is designed for students already reading and assesses oral and written responses to text to determine their current level of competency. The assessment is administered, and results analyzed at least twice per year by the classroom teacher to inform individual, small group and whole class instruction.

#### 4.2 Summary and Analysis – Developmental Reading Assessment 2011 - 2012



DRA results indicate that 20% more Primary students are achieving at or above grade level this spring as compared to their fall results. For the same time period, Junior results indicate a 14% increase and an 11% increase at the Intermediate level. With three months remaining in the 2011 – 2012 school year, this information, combined with other regular classroom assessments, will drive instructional decisions for the remainder of the school year.

#### 4.3 Next Steps

##### 4.3.1 System based supports will continue in the form of:

- Literacy resource teachers;
- Math Resource Teacher (Small and Northern Grant);
- Student Work Study Teacher (SWST);
- Intervention in Junior Mathematics (Ministry Grant);
- Tutors in the Classroom/Ontario Focused Intervention Partnership Tutoring (Ministry Grant);
- Assessment and Evaluation Project.

These supports will focus on:

- Implementing effective teaching strategies for students working through Level 2;
- Aligning successful literacy strategies with Mathematics instruction;
- Embedding technology in effective daily instruction;
- Assisting Principals in planning and implementing Professional Learning Communities;
- Planning and facilitating system level professional development;
- Effective assessment strategies to inform teaching and learning.

##### 4.3.2 Good Readers Club, assistive technology, Pyramid of Intervention, Learning Profiles and Differentiated Instruction will continue to impact student learning. Through School Improvement Plans, the needs of all students will be addressed and monitored to ensure success at all grade levels.

Lakehead District School Board continues to act as the lead board for the Learning for All – K-12 Resource Document Project. Through this project, resources and instructional strategies are being implemented to support teachers in understanding and implementing the principles of differentiated instruction, universal design for learning and a tiered approach.

##### 4.3.3 The Special Education Resource Teacher continues to provide training and support for facilitators, educational assistants, classroom teachers and students on the use of assistive technology. This support is building the capacity of teachers in the use of these tools as a differentiated instructional strategy to support student learning and achievement.

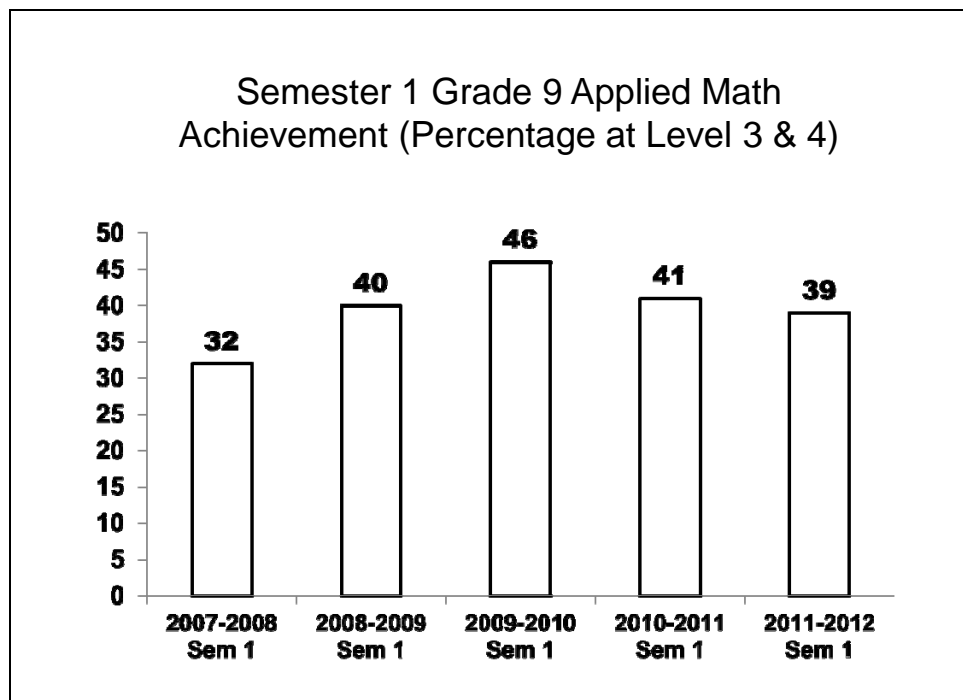


- 4.3.4 The Special Education Resource Teacher continues to provide training and support to classroom teachers and school facilitators to develop their understanding and use of differentiated teaching approaches so that students can explore and demonstrate understanding through a range of communication forms and media.

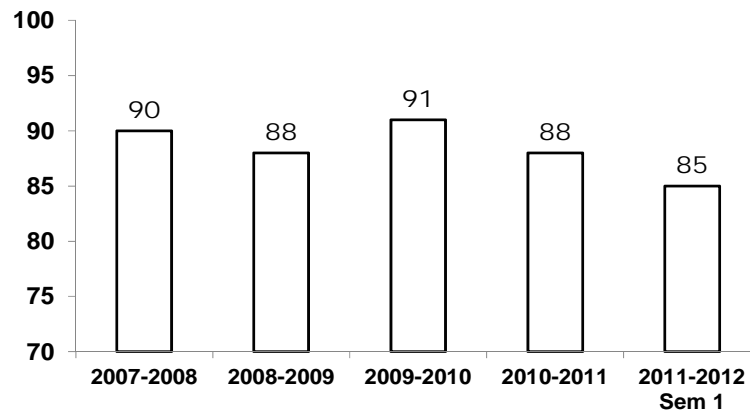
5. Secondary Mathematics

5.1 The 2011-2012 Board Improvement Plan sets the following secondary Mathematics goal:

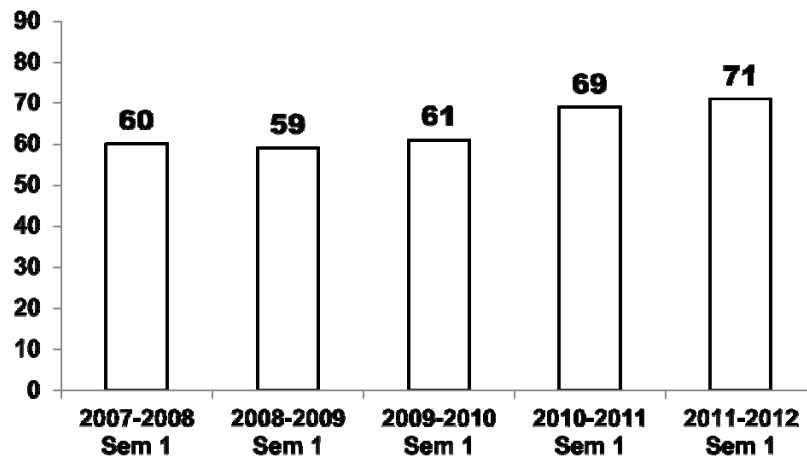
- Improve the number of students who achieve the provincial standard on the Grade 9 EQAO assessment of Mathematics from 46% to 51% for applied students and from 88% to 93% for academic students.



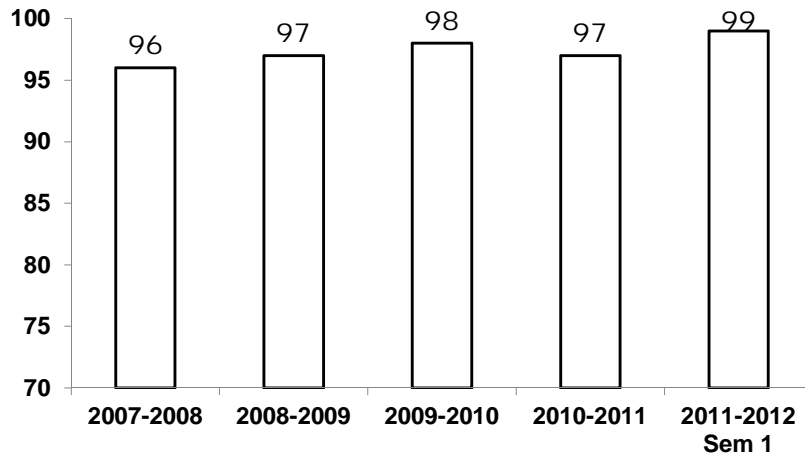
## 2007-2011 Grade 9 Applied Math Pass Rates



## Semester 1 Grade 9 Academic Math Achievement (Percentage at Level 3 & 4)



## 2007-2011 Grade 9 Academic Math Pass Rates



### 5.2 Summary and Analysis of Grade 9 Applied and Academic Mathematics

5.2.1 Early data in 2011-2012 show overall applied and academic Mathematics pass rates and performance reflecting previous performance.

### 5.3 Next Steps

The following steps are in addition to those outlined in Student Achievement Report No. 118-11:

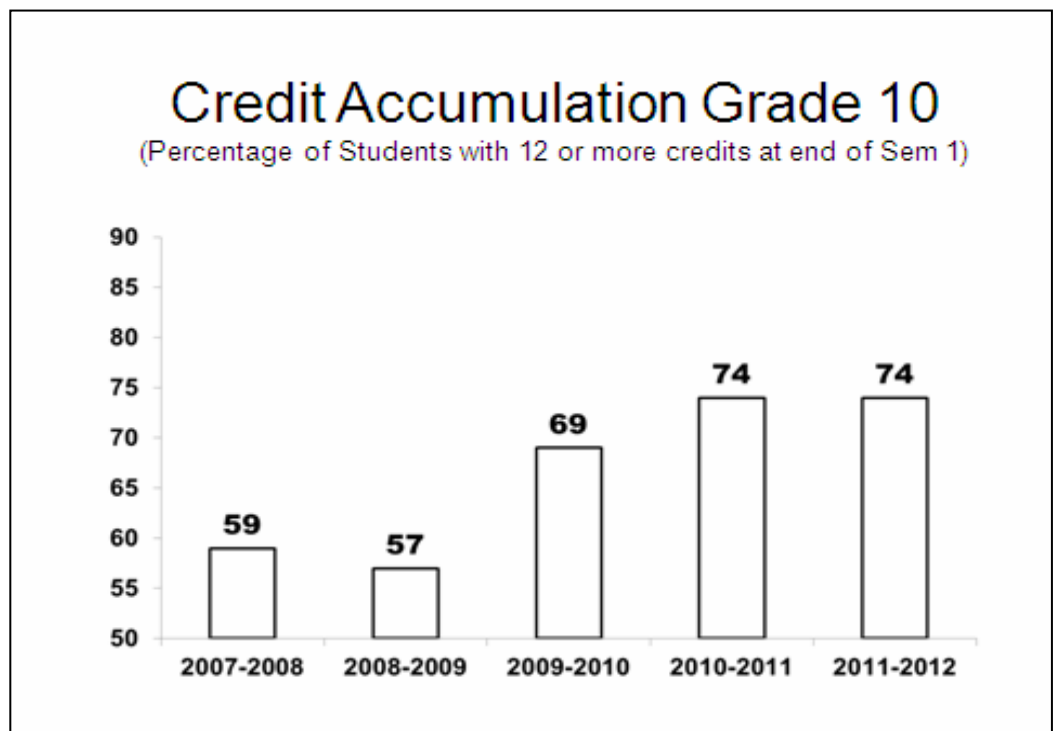
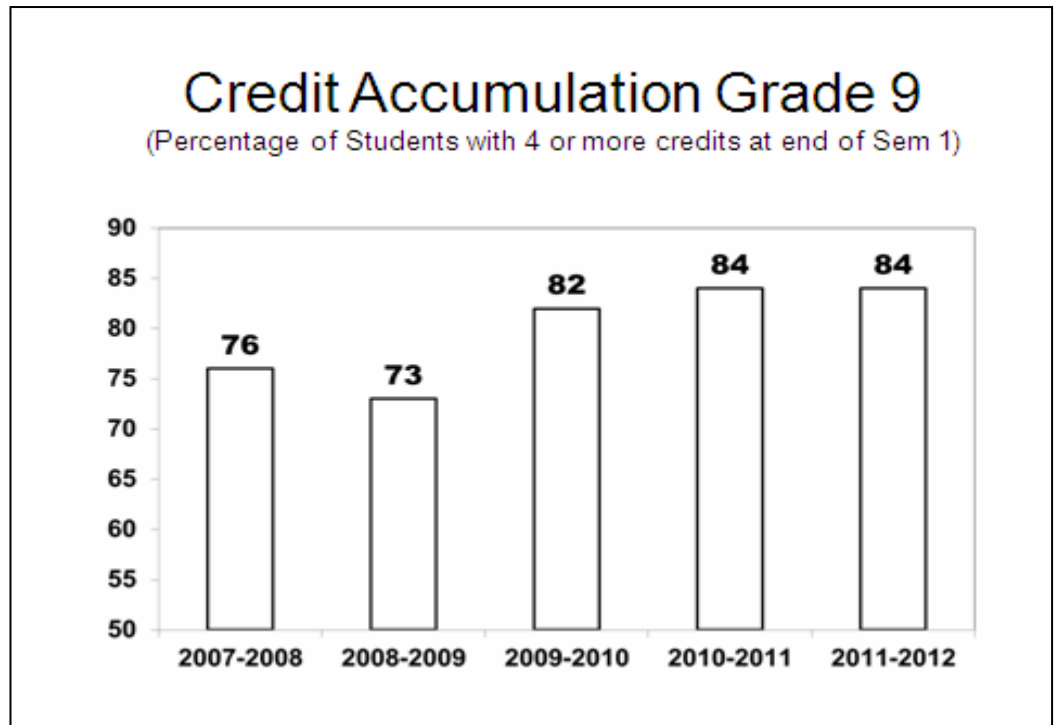
- Secondary Department Chairs will continue to support training and guidance for Grade 9 Mathematics teachers, with a specific focus on all Grade 9 applied Mathematics students. There is also central support in planning and implementing the professional learning focus. This support includes building capacity on the use of the Ontario Education Resource Bank (OERB) and Homework Help Initiative;
- Professional Learning Groups (PLGs) continue to meet in families of schools (Grades 7-10), in an effort to focus on research-based practice strategies in Mathematics that will improve student achievement as all students transition into secondary school.

## 6. Secondary Credit Accumulation Data

6.1 Credit accumulation is a leading indicator of student achievement towards graduation. The 2011-2012 Board Improvement Plan sets the following goals for credit accumulation:

- 87% of Grade 9 students will earn four or more credits by the end of their first semester in secondary school;

- 79% of Grade 10 students will earn 12 or more credits by the end of the first semester of their Grade 10 year.



## 6.2 Summary and Analysis of Credit Accumulation

Early data in 2011-2012 show overall Grades 9 and 10 credit accumulation reflecting previous performance.

## 6.3 Next Steps

The following steps are in addition to those outlined in Student Achievement Report No. 118-11:

- Student Success Teams and Student Services staff will continue to identify and offer programming to students in an effort to recover a lost credit;
- Student Services staff will continue to work with families of schools, students and parents/guardians in an effort to ensure proper course selection at the appropriate level;
- School and department Professional Learning Communities will continue to focus on student work and improving student achievement through research-based best instructional practices such as differentiated instruction;
- Areas of instructional need will continue to be identified to support the achievement of students in courses where there has been a decline;
- School leaders will continue to apply the School Effectiveness Framework to support student learning and achievement.

## 7. Conclusion

Improving student achievement continues to be the focus at Lakehead District School Board. Through professional learning, at-the-elbow-coaching, data analysis, Ministry support, and research based best practices; Lakehead District School Board will continue to take a proactive approach to support the learning of all students.

Respectfully submitted,

ROBIN TABOR-JOHN  
Elementary Program Coordinator

PAUL TSEKOURAS  
Secondary Program Coordinator

NICOLE WALTER ROWAN  
Program Coordinator

ANDREA PUGLIESE  
Special Education Officer

SHERRI-LYNNE PHARAND  
Superintendent of Education

IAN MACRAE  
Superintendent of Education

COLLEEN KAPPEL  
Superintendent of Education

CATHERINE SIEMIENIUK  
Director of Education

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2012 APR 24  
Report No. 049-12

TO THE CHAIR AND MEMBERS OF  
LAKEHEAD DISTRICT SCHOOL BOARD – Public Session

RE: RECOMMENDATION FROM THE STANDING COMMITTEE

Background

The following report was received at the Standing Committee Meeting of April 10, 2012 and has been referred to the Board for approval. The recommendation is as follows:

**POLICY REVIEW – 3074 TRAVEL AND REIMBURSEMENT & 3075 TRUSTEE, SCHOOL COUNCIL MEMBER AND NON-TRUSTEE BOARD COMMITTEE MEMBER EXPENDITURE (045-12)**

It is recommended that Lakehead District School Board approve:

1. The combining of 3074 Travel and Reimbursement and 3075 Trustee, School Council Member and Non-Trustee Board Committee Member Expenditure into one policy.
2. The draft policy be sent out for stakeholder input on April 18, 2012 with input to be received by May 30, 2012; and
3. The draft policy be presented at the Standing Committee Meeting of June 12, 2012.

Respectfully submitted,

KAREN WILSON  
Chair  
Standing Committee

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2012 APR 24  
Report No. 053-12

TO THE CHAIR AND MEMBERS OF  
LAKEHEAD DISTRICT SCHOOL BOARD – Public Session

RE: BILL 13 – ACCEPTING SCHOOLS ACT, 2011

1. Background

On February 7, 2012, Trustees received correspondence from Ontario Public School Boards' Association, regarding *Bill 13 - Accepting Schools Act, 2011*.

2. Situation

The letter was considered at the April 17, 2011 OPSBA Director Liaison Committee and has been referred to the Board for decision.

RECOMMENDATION

It is recommended that Lakehead District School Board send a letter to the Minister of Education supporting Ontario Public School Boards' Association's position on Bill 13, the legislation to implement Accepting Schools Act, 2011, as outlined in Appendix A to Report No. 053-12.

Respectfully submitted,

RON OIKONEN  
Ontario Public School Boards' Association's Director



ONTARIO PUBLIC  
SCHOOL BOARDS'  
ASSOCIATION

Leading Education's Advocates

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The Honourable Laurel Broten  
Minister of Education  
22<sup>nd</sup> Floor, Mowat Block  
900 Bay Street  
Toronto, Ontario M7A 1L2

Dear Minister Broten,

**Re: Ontario Public School Boards' Association  
Response to *Accepting Schools Act, 2011* (Bill 13)**

The Ontario Public School Boards' Association (OPSBA) represents public district school boards and public school authorities across Ontario, which together serve more than 1.2 million elementary and secondary students. The Association advocates on behalf of the best interests and needs of the public school system in Ontario and believes that the role of public education is to provide universally accessible education opportunities for all students.

OPSBA has a strong record of advocacy for measures that ensure that the schools of Ontario are safe places for our students to learn and for our staff to work. In this regard, we welcome the focus that is currently being brought to bear on addressing the destructive effects of bullying behaviour and we are supportive of the intent of the proposed provisions in Bill 13. It is in this context that the input we provide below calls attention to the need for a holistic approach to fostering pro-social behaviour in children and youth and the importance of an integrated approach to the implementation of policy and staff development in our schools. As a founding member of the Coalition for Children and Youth Mental Health, OPSBA champions the value of focussing on the whole child and working for integration of supports and services that contribute to the social, physical, emotional and mental well-being of our students.

Noting that there is also a private member's bill addressing the same issue, we urge all parties to work collectively to produce a single, cohesive piece of legislation.

The inclusion of a **definition of bullying** in the *Education Act* is a change that OPSBA has previously supported in earlier submissions on legislative amendments dealing with Safe Schools; the proposed definition will reinforce the requirements of *Policy Memorandum 144 - Bullying Prevention and Intervention*. We note that part (b) of the definition of bullying gives examples of "power imbalance" and suggest that it be clear that this is not an exhaustive list of examples. One questions whether behaviour that is commonly understood to be of a bullying nature might occur where there is no perception of a power imbalance as contemplated in this definition. While rapid changes in our society particularly with regard to the prevalence of technology and the use of social media bring many benefits, they also present new challenges in terms of ensuring a safe environment for our students. In this respect we think it is appropriate to recognize the use of technology as a vehicle for bullying.



We note and acknowledge the appropriateness of amending **Section 8(1) 29.1** to reflect more recent Equity and Inclusive Education policies.

**Section 169.1** was a relatively recent amendment to the *Act* that codified and confirmed the governance responsibilities of school boards. School boards have long recognized the integral link between student achievement and student well-being and the central role that student safety has in a student's sense of well-being. We see the additions of sub-sections (a.1) and (a.2) as a reinforcement of school boards' responsibilities under both equity and inclusive education and safe schools. We note that "religion" is omitted from the list in (a.1) and suggest that there be consistency with other similar sections of the Bill, e.g., Subsection 310(1)7.2. Multi-year plan provisions were also recently included in the *Act*. With regard to the requirement to conduct bi-annual surveys most, if not all, boards currently undertake school climate surveys or safe school surveys and the scope of these surveys may comply with the intent of this proposed provision. We would suggest that boards be supported in developing and conducting surveys to ensure compliance with this aspect of Bill 13.

We note that **Part XIII of the Act dealing with Behaviour, Discipline and Safety** is now prefaced with a "Purpose" section that addresses the issue of positive school climate and, specifically deals both with measures for students who engage in inappropriate behaviour and supports for students impacted by inappropriate behaviour. This raises the desirability of a holistic approach to addressing issues of pro-social behaviour which would also include students who are not directly involved in inappropriate behaviour but as witnesses to it are also involved. OPSBA suggests that, wherever possible, curriculum be carefully integrated with other similar initiatives such as mental health to provide continuity within a common foundational framework to promote a positive climate for learning and working. In previous submissions to the government OPSBA has called for support for boards in incorporating violence-prevention education in all aspects of the curriculum noting that it is vital that the development and implementation of programs which teach responsible social behaviour and address important issues including racism, sexism, homophobia and youth alienation are strengthened.

The introduction of a specific ***Bullying Awareness and Prevention Week*** is welcomed and, since this will be a province-wide initiative with a common theme, OPSBA suggests that the Ministry provide supports to boards to promote the initiative.

With regard to proposed **Subsection 300.2(1)** dealing with the requirement to report, we infer that this provision anticipates timelines that will be established under policy, possibly "immediate" reporting. It is suggested this should be part of the same reporting currently required under Safe Schools, so as not to duplicate the reporting process.

OPSBA supports the appropriateness of including "to prevent bullying in schools" in **Section 301(2)** dealing with the purposes of the Provincial Code of Conduct.

The proposed **Subsection 301(3.1)** that imposes obligations on boards with regard to users of school property raises the question of what the enforcement provision would be. It is assumed that the board, in carrying out its obligation to uphold this provision of the Act would outline consequences of an infraction in any facilities use agreement with another party.

**Subsection 301(6) of the Provincial Code of Conduct** governing discipline is highly prescriptive and the language anticipates the detail that would be found in Ministry policy/guidelines for local board implementation of measures that address inappropriate behaviour including bullying. The detailed provisions extend to awareness opportunities for all students, parents and staff, training for staff, resources for students and a process for parents to pursue with regard to support provided to their child. This is further expanded in Subsection 301(7.1) to focus specifically on bullying prevention and intervention. It is noted that these provisions raise possible collective agreement implications and costs related to teacher/staff

training. OPSBA suggests that any training needs to be integrated into other staff training (e.g. Bill 157 – *Keeping Our Kids Safe at School Act*, 2009) and notes that the requirement for mandatory training is already an issue for school boards in a variety of Health and Safety areas. This raises the question of the effective use and timing of professional development days in ways that both support requirements for training and the efforts of school boards to sustain and improve student achievement.

With regard to proposed **Subsection 301(11)** it is noted that this enshrines in the *Act* the right of the Minister to require boards to submit their policies and for the Minister to direct changes to the policies.

**Subsection 302(2)** spells out the requirements of boards to establish policies and guidelines that address the new specific details in the Provincial Code of Conduct. It is recommended that the Ministry fund the training and resources needed to implement the policies and guidelines. It is further suggested that the Ministry review the current obligations on school boards to develop policies and procedures and provide mandatory training arising from a range of directives and Regulations (e.g. AODA) from the perspective of clarifying priorities for implementation at the board level.

OPSBA regards the proposed provisions in **Section 303.1** with regard to support for certain pupil activities and organizations as enacting in legislation practices that currently exist in schools in the public school board system. Many of our schools have Gay-Straight Alliances and a range of initiatives to support students in activities that promote inclusive, caring and safe schools. OPSBA notes and welcomes the inclusion of people with disabilities in this provision and sees this as supportive of the provisions of the *Accessibility for Ontarians with Disabilities Act (AODA)*.

With regard to the proposed provision **Subsection 310(1)7.1** which adds bullying as a cause for suspension, OPSBA suggests that, as with all other causes for suspension, the decision to suspend be exercised with great care and that suspended students be offered appropriate therapeutic programs. The addition of Subsection 310(1)7.2 that clarifies motivation on grounds prohibited under the Ontario Human Rights Code is in keeping with other aspects of the proposed Bill that reflects reinforcement of the Equity and Inclusive Education strategy.

We thank you for this opportunity to comment on the proposed provisions of Bill 13. OPSBA is fully supportive of strengthening a positive climate in schools that will foster safety and a sense of well-being. As noted in our introduction, we urge an integrated and holistic approach to building pro-social behaviours. We believe our students and our schools are best served when implementation of policy development and staff training that are related to safety, character education, mental health and well-being, and anti-bullying are integrated and understood as integral components of a comprehensive strategy to build a positive climate and healthy learning environment. We suggest that the implementation of proposed provisions of Bill 13 be considered in the context of implementation of related strategies, training and policies currently underway in our schools so that desired change is managed effectively and students are well-served.

We would be pleased to participate in any stakeholder consultations that may be held with regard to this proposed legislation.

Yours sincerely

Catherine Fife,  
President

C: The Honorable Dalton McGuinty, Premier of Ontario  
Lisa MacLeod, MPP, Nepean – Carleton  
Peter Tabuns, MPP, Toronto--Danforth