



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. 3

**Tuesday, January 28, 2014
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. COMMITTEE OF THE WHOLE – Closed Session – 6:45 p.m. (SEE ATTACHED AGENDA)		
6. Report of Committee of the Whole – Closed Session		
7. Delegations/Presentations		
7.1 Audit Committee Presentation - Deborah Watt	D. Massaro	Verbal
8. Confirmation of Minutes		
8.1 Regular Board Meeting No. 2 - December 17, 2013	D. Massaro	1-5
9. Business Arising from the Minutes		

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>
<u>MATTERS NOT REQUIRING A DECISION:</u>			
10.	Information Reports		
10.1	Ontario Public School Boards' Association (OPSBA) Report	G. Saarinen	Verbal
10.2	Student Trustee Report	L. Turner	Handout
10.3	Success Advisory Committee Meeting Report - January 9, 2014	K. Wilson	Verbal
10.4	Audit Committee Meeting Report - January 20, 2014	D. Massaro	Verbal
10.5	Board Leadership Development Strategy (020-14)	C. Kappel	6-8
10.6	Information Technology Plan – Update (027-14)	S. Pharand D. Wright	9-14
10.7	Parent Involvement Committee Meeting Minutes - November 18, 2013	C. Siemieniuk	15-18
11.	First Reports		

MATTERS FOR DECISION:

12.	Postponed Reports		
13.	Recommendations from the Standing Committee (022-14)	K. Wilson	19-23
13.1	Policy Review – 3071 Advertising (016-14)		
	<i>It is recommended that Lakehead District School Board approve 3071 Advertising Policy, Appendix A to Report No. 022-14.</i>		
13.2	Policy Review – 8091 Use of Volunteers in Schools (017-14)		
	<i>It is recommended that Lakehead District School Board approve 8091 Use of Volunteers in Schools Policy, Appendix B to Report No. 022-14.</i>		
14.	Ad Hoc and Special Committee Reports		

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>
15.	New Reports		
15.1	Establishment of 2014-2015 Budget Committee (019-14)	D. Wright	24-25
	<i>It is recommended that:</i>		
	<ol style="list-style-type: none"> 1. <i>Lakehead District School Board establish the 2014-2015 Budget Committee comprised of all Trustees; and</i> 2. <i>The 2014-2015 Budget Committee report its recommendation to the Lakehead District School Board no later than the date provided by the Ministry of Education.</i> 		
15.2	Endorsement of the Charter of Commitment on First Nation, Métis and Inuit Education (021-14)	G. Saarinen	26-33
	<i>It is recommended that Lakehead District School Board endorse the Charter of Commitment on First Nation, Métis and Inuit Education.</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.

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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. 2 - December 17, 2013	D. Massaro	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Negotiations Update	I. MacRae	Verbal
5.3.2 Personnel Matter (026-14)	C. Siemieniuk	Handout
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. 2

Board Room
Jim McCuaig Education Centre

2013 DEC 17

TRUSTEES PRESENT:

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

Lori Lukinuk
Ron Oikonen
Jack Playford
George Saarinen
Logan Turner (Student Trustee)

SENIOR ADMINISTRATION:

Catherine Siemieniuk, Director of Education
Colleen Kappel, Superintendent of Education
Ian MacRae, Interim Superintendent of Education
Sherri-Lynne Pharand, Superintendent of Education
David Wright, Superintendent of Business

FEDERATION/UNION REPRESENTATIVES:

Anne Marie McMahon-Dupuis, Lakehead Principals/Vice Principals
Angelina Tassone-Vogrig, Lakehead Principals/Vice Principals
Wayne Bahlleda, Managers

PUBLIC SESSION:

1. **Approval of Agenda**

Moved by Trustee Saarinen

Seconded by Trustee Arnone

"THAT the Agenda for Regular Board Meeting No. 2, December 17, 2013 be approved."

CARRIED

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

Moved by Trustee Wilson

Seconded by Trustee Johansen

"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. 13*
 - *October 22, 2013*
- *Property Matter*
- *Personnel Matter*

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 Johansen

Seconded by Trustee Arnone

“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. 13, October 22, 2013.’”

CARRIED

5. Confirmation of Minutes

Moved by Trustee Wilson

Seconded by Trustee Saarinen

“THAT Lakehead District School Board approve the Minutes of Regular Board Meeting No. 14, November 26, 2013.”

CARRIED

6. Confirmation of Minutes

Moved by Trustee Arnone

Seconded by Trustee Oikonen

“THAT Lakehead District School Board approve the Minutes of Annual Board Meeting, December 3, 2013.”

CARRIED

MATTERS NOT REQUIRING A DECISION:

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

Trustee Saarinen, Ontario Public School Boards’ Association Director and voting delegate, presented a verbal report highlighting the information addressed at the November 29 to 30 OPSBA Board of Directors meetings. Items addressed: School Board Efficiencies and Modernization Consultation, labour relations, finance, Children and Youth Mental Health, working groups, and First Nation, Métis and Inuit Education. Information will be left in the Trustees’ Lounge for perusal.

8. Student Trustee Report

Logan Turner, Student Trustee, provided a handout as his report. Items addressed included: World AIDS Day 2013 Breakfast ,Thunder Bay's Christmas Cheer Fund, Ministry of Education's *Student as Researchers* team, and the *Talking Locker* initiative.

9. Accessibility for Ontarians with Disabilities Act (AODA) Update (015-14)

Ian MacRae, Interim Superintendent of Education, introduced Robin Cawlishaw, Human Resources Officer, who presented the report. All Trustees' questions were addressed.

10. Expanding Opportunities for Excellence 7-12 (012-14)

Sherri-Lynne Pharand, Superintendent of Education, introduced Paul Tsekouras, Student Success Leader, and Michelle Probizanski and David Isherwood, Expanding Opportunities for Excellence 7-12 Committee Co-Chairs, who presented the report. All Trustees' questions were addressed.

11. Aboriginal Education Advisory Committee Meeting Minutes – September 20, 2013

Sherri-Lynne Pharand, Superintendent of Education, presented the September 20, 2013 minutes for information.

12. Safe and Caring School Communities (010-14)

Colleen Kappel, Superintendent of Education, introduced Mary-Beth Minthorn-Biggs, Mental Health Lead, Eric Fredrickson, Education Officer, and Rod Bessel, Manager of Property Services and Transportation, who presented the report. All Trustees' questions were addressed.

13. Special Education Advisory Committee Meeting Minutes – September 18, 2013

Colleen Kappel, Superintendent of Education, presented the September 18, 2013 minutes for information.

14. Special Education Advisory Committee Meeting Minutes – October 16, 2013

Colleen Kappel, Superintendent of Education, presented the October 16, 2013 minutes for information.

MATTERS FOR DECISION:

15. Policy Review – 7020 Equitable Employment (014-14)

Moved by Trustee Saarinen

Seconded by Trustee Playford

“THAT Lakehead District School Board approve:

1. *the draft revised Policy 7020 Equitable Employment, be sent out for constituent input by January 6, 2014 with input to be received by January 29, 2014; and*
2. *the draft policy be presented for consideration at the Standing Committee meeting in February 2014.”*

CARRIED

16. Appointment to the Aboriginal Education Advisory Committee (013-14)

Moved by Trustee Johansen

Seconded by Trustee Arnone

“THAT Lakehead District School Board approve the appointment of Katrina Fiddler as the student representative on the Aboriginal Education Advisory Committee.”

CARRIED

17. Appointment of External Members to the Audit Committee (011-14)

Moved by Trustee Oikonen

Seconded by Trustee Wilson

“THAT Lakehead District School Board appoint:

1. *Ms. Sandra Leonetti as an External Member to the Audit Committee to serve the term commencing January 1, 2014 and ending December 31, 2015; and*
2. *Mr. Jeff Heney as External Member to the Audit Committee to serve the term commencing January 1, 2014 and ending December 31, 2016.”*

CARRIED

18. Information and Inquiries

- 18.1 Trustee Johansen reported that she, Logan Turner, Student Trustee, Catherine Siemieniuk, Director of Education, and Kathryn Hantjis, Executive Assistant, attended the World AIDS Day 2013 Breakfast held on November 29.
- 18.2 Trustee Johansen reported that she and Trustees Playford and Wilson attended the Gorham and Ware Community Public School’s Holiday Luncheon held on December 17.
- 18.3 Trustee Wilson inquired into the time frame for Advisory Committees to submit input to the 7020 Equitable Employment Policy. Catherine Siemieniuk, Director of Education, responded that all Advisory Committees have the opportunity to provide input during the constituent input process.

- 18.4 Trustee Oikonen reported that Trustees, Senior Administration, and staff participated in Thunder Bay's Christmas Cheer Fund held on December 16. Trustee Oikonen inquired if information regarding Thunder Bay's Christmas Cheer Fund is forwarded to schools. Catherine Siemieniuk, Director of Education, indicated that schools will receive information in the future.
- 18.5 Trustee Arnone reported that she participated in Undercover Project held on December 18 and encouraged everyone to continue to donate to this worthy cause. Catherine Siemieniuk, Director of Education, indicated that the Jim McCuaig Education Centre and Victoria Park assisted in this initiative this year.
- 18.6 Trustee Saarinen encouraged everyone to continue to donate to the United Way of Thunder Bay Campaign.
- 18.7 Chair Massaro wished everyone a safe and wonderful holiday season.

19. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Wilson

"THAT we do now adjourn at 8:32 p.m."

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2014 JAN 28
Report No. 020-14

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

RE: BOARD LEADERSHIP DEVELOPMENT STRATEGY

1. Background

- 1.1 Lakehead District School Board is committed to engaging leaders in learning and providing high levels of personal and academic excellence for every student. (Strategic Plan, 2013)
- 1.2 Succession planning and talent development “is about encouraging all in the system to see themselves as part of the leadership strategy. The focus is on attracting and developing passionate and skilled leaders who can effectively support student achievement and well-being” (Ontario Ministry of Education, 2011).
- 1.3 In order to support strategic planning, the Ministry of Education continues to provide funding to support Boards in the development of a leadership strategy.

2. Leadership Committee Activities

- 2.1 The Leadership Committee meets throughout the year to plan professional learning and training opportunities for teaching and non-teaching employees. The focus of the Leadership Committee is to respond to the learning needs of employees and develop leadership capacity in all employee groups.
- 2.2 Surveys are administered to determine the professional development needs of various employees groups within the Board.
- 2.3 Currently, Leadership@LPS aims to develop leadership in all employee groups. Three programs of Leadership@LPS include:
 - 2.3.1 Instructional Leaders: Permanent teachers who have an interest in instructional leadership.
 - 2.3.2 Leaders in Non-Teaching Fields: Permanent employees who have an interest in leadership.
 - 2.3.2 Aspiring and Current Administrative Leaders: Permanent teachers and current school Administrators who have an interest in administrative leadership.

The following chart outlines membership in the Leadership@LPS program:

Category	2012-2013	2013-2014
Instructional Leaders	81	49
Leaders in Non-Teaching Fields	24	25
Aspiring and Current Administrative Leaders	65	54
Total	170	128

2.4 The professional learning opportunities that have been provided over the last few years include:

- Safe Schools;
- Information Technology (Media Literacy, Groupwise, Prezi);
- Hot Topics-OPC Legal Issues;
- Dispute Resolution;
- Conflict Management;
- Principal Performance Appraisal;
- Book Studies;
- Covey's Seven Habits of Highly Effective People;
- S.O. What's It All About?;
- What's It All About?; and
- Workers Safety Insurance Board.

2.5 The Ontario Leadership Framework Revised: September 2013 was distributed for implementation this year. An information session was held outlining the Framework and a session for aspiring administrative leaders called "VP, What's It All About" was held in August, 2013.

2.6 Additional Support

2.6.1 Tuition assistance and course subsidies are provided for members who have signed up for the Leadership@LPS program.

2.6.2 As in previous years, financial support was provided for secretaries/clerks to attend the Northern Ontario Education Leaders (NOEL) Frontline Conference that took place October 10-11, 2013.

2.6.3 Funding is also provided for one employee to attend the *Leadership Thunder Bay* Program which "takes participants from all walks of life on a voyage of discovery in which they build leadership skills while gaining a broader understanding of the critical issues facing our community" (Leadership Thunder Bay, www.leadershiptb.com, 2012).

3. Mentoring Committee Activities

3.1 The Board Mentoring Committee coordinates a mentoring program which is offered to all newly appointed school leaders for a period of two years. Newly appointed leaders are paired with mentors fostering a reciprocal relationship. This program is based on the guidelines as laid out by the Ministry of Education for newly appointed leaders. Every effort is made to meet the needs of new leaders and develop capacity in the areas outlined in the Board Improvement Plan. The following events have been scheduled for 2013-2014:

- Kick Off Session;
- Aboriginal Focus on Leadership;
- Administrator “look fors” in Math;
- Consolidation of Learning; and
- Job Shadowing.

3.2 This year, Lakehead Public Schools has partnered with Superior-Greenstone District School Board for support with Superior-Greenstone’s mentoring program. Newly appointed Administrators from Superior-Greenstone have been assigned a mentor from Lakehead Public Schools and are joining in on all events throughout the school year.

4. Conclusion

Lakehead District School Board is committed to the success of every student. The Leadership Committee recognizes the importance of supporting student achievement and well-being by fostering high quality leadership in all employees and positive relationships throughout the system.

Respectfully submitted,

DAVID ISHERWOOD
Leadership Committee Chair

JO-ANNE GIERTUGA
Mentoring for Newly Appointed School Leaders Committee Chair

DONICA LEBLANC
Supervising Principal

COLLEEN KAPPEL
Superintendent of Education

CATHERINE SIEMIENIUK
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2014 JAN 28
Report No. 027-14

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

RE: INFORMATION TECHNOLOGY PLAN – UPDATE

1. Background

- 1.1 Lakehead District School Board is committed to the success of every student. Report No. 017-13 recommended a significant investment to support a comprehensive Information Technology Plan to support student learning.
- 1.2 Lakehead District School Board's investment of \$3.775 million is grounded in the three pillars of the Strategic Plan.

Learning

Children need the skills that will prepare them for living and contributing to a digital society – Creativity and Innovation, Critical Thinking and Problem Solving, Collaboration and Communication.

Environment

Students must experience learning environments that foster equity, enable access, allow for mobility, and build a sense of community.

Engagement

The future demands schools engage students and staff through anytime, anywhere learning, connectedness to the global community, innovation and efficacy, and strong connections with parents/guardians.

- 1.3 Lakehead District School Board revised Information/Communication Technology Use Policy 3096 on September 24, 2013 to recognize the use of information and communication technologies as productivity enhancement tools by students and staff in support of teaching and learning. Policy and Procedures 3096 also outline the rationale and guiding principles for using technology resources responsibly within schools.

2. Situation

- 2.1 The technology infusion at Lakehead District School Board has enhanced the learning environment where students are invited to engage in their learning with leading-edge technologies in addition to their own personal devices.

- 2.2 In elementary schools, a standard of student access to technology has been developed at both the school and classroom level. Currently,
 - 2.2.1 every elementary school has student access to personal computers, either in a lab setting, via a laptop cart or a combination of the two;
 - 2.2.2 school computers in lab settings are being replaced with laptops to allow for more responsive and dynamic learning situations;
 - 2.2.3 all elementary schools have a SMART board in every classroom from Grades 1 to 8;
 - 2.2.4 all Grades 1 to 8 classroom teachers have received training sessions on how to best incorporate SMART technology into the learning environment; and
 - 2.2.5 all schools have been provided with a minimum of one portable SMART board for the Kindergarten program.
- 2.3 In secondary schools, a standard of student access to technology has been developed at both the school and classroom level. Currently,
 - 2.3.1 secondary schools maintain multiple computer labs for specialized courses;
 - 2.3.2 department specific SMART boards have been installed in all secondary schools. All academic classrooms have LCD projectors, screens and speakers; and
 - 2.3.3 all secondary schools have received sets of laptops for students and teachers to use to support learning across all subject areas.
- 2.4 In addition to the standards identified above, there have been a number of K-12 enhancements to the integration of technology. Currently,
 - 2.4.1 teachers and students have access to exciting, curriculum-linked video resources through an investment in video streaming software available in all schools;
 - 2.4.2 all students at Lakehead Public Schools have access to a 24 hour online virtual eBook and audio book library that is accessible through smartphones, tablets and computers;
 - 2.4.3 all schools are receiving sets of iPads to support student learning and engagement; and
 - 2.4.4 wireless technology is available at all schools with increased bandwidth to support effective use.

- 2.5 School and Board operations continue to evolve through the use of technology, enabling both greater efficiency and access to information by students, parents/guardians and staff.
- 2.5.1 All schools are using online attendance with the exception of Armstrong and Bernier-Stokes Public Schools.
 - 2.5.2 Many elementary schools continue to offer parents/guardians the option of electronic delivery of newsletters and school notices.
 - 2.5.3 School and classroom websites continue to provide important information for students and/or parents/guardians regarding school events, academic assignments, etc.

2.6 Classroom Learning Opportunities

Targeted investments in resources and training, as well as continued commitment to information and communication technology, have resulted in significant benefits for students.

- 2.6.1 Over 260 classrooms are utilizing a class website at Lakehead District School Board. These websites are learning tools, as well as a means of connecting parents, guardians and community partners to the learning in our classrooms. Use of classroom websites encourages a new model for delivering learning experiences that is dynamic, engaging and that honours differentiation.
- 2.6.2 All high schools and 10 elementary schools have begun the implementation of the Bring Your Own Device (BYOD) policy and program. BYOD encourages all students to be engaged, self-motivated, independent, creative, collaborative and critical thinkers.
- 2.6.3 eBooks and audio books provide students with reading materials that meet individual interests and levels. The new online library enables students and staff to create collections of popular and educational eBooks that are individualized and available instantly. The multimedia features available in eBooks support students with reading of the text and supports comprehension.
- 2.6.4 Assistive Technology in the classrooms, such as iPads and Laptops, ensure all students are able to access the curriculum, reach their full potential and develop independence.
- 2.6.5 The increased usage of modern web 2.0 tools and applications to engage students in new ways of sharing, collaborating, learning and creating, allow for greater engagement and differentiation that can have a positive effect on learning.

2.7 Training and Professional Development

The Program Department is committed to training and supporting staff as changes in pedagogy are embraced. Some examples of this training include:

- 2.7.1 Integration of IT - The IT team works in tandem with the Program and Special Education Departments to ensure cohesive training and professional development.

This technology training is being integrated into all professional development.

- 2.7.2 Inspire Training Program – These technology-focused workshop series provide teachers and administrators with individualized training opportunities. Participants who complete this voluntary program receive a laptop or iPad for professional use to enhance their practice. As of January 14, 2014, 160 staff have enrolled in the program.

- 2.7.3 IT Representatives - These leaders in each school continue to model the use of new technologies and showcase instructional benefits to staff and students. IT representatives meet regularly with Program staff to learn, collaborate and share their progress on integrating technology into the classroom.

- 2.7.4 BYOD Training - All classroom teachers from Grades 4 to 12 will receive training that focuses on BYOD, Web 2.0 tools and new learning technologies. These training sessions will be individualized, focused on school and student needs and led by the school IT representative. These sessions will assist staff in the move to 21st century teaching and learning.

3. Technology Priorities

- 3.1 The investment to support the three year plan has been substantial and includes the following technology enhancements at Lakehead Public Schools:

Project	Year 1 and 2 2012-2014 Investment	Devices	Year 3 2014-2015 Investment*	Devices	Total Investment
Full wireless coverage	\$350,000				\$350,000
Secondary desktops	\$290,000	240	\$90,000	120	\$380,000
Secondary netbooks	\$160,000	240	\$90,000	120	\$270,000
Portable SMART board for Kindergarten	\$90,000	24			\$90,000
Elementary laptops	\$630,000	505	\$275,000	215	\$905,000
iPad tablets	\$460,000	650	\$160,000	250	\$620,000

Project	Year 1 and 2 2012-2014 Investment	Devices	Year 3 2014-2015 Investment*	Devices	Total Investment
Server replacement/ infrastructure	\$145,000				\$145,000
Consultant	\$75,000				\$75,000
Bandwidth	\$350,000		\$200,000		\$550,000
Teacher training	\$60,000		\$30,000		\$90,000
Laptop training program	\$185,000	160	\$115,000	100	\$300,000
Total		1819		805	\$3,775,000

(estimated)

- 3.2 These investments in technology enable teachers to differentiate content to ensure students' learning needs and preferences are met while taking advantage of students' comfort with technology to motivate and engage them in new and exciting ways. Wireless access will allow students to seamlessly extend their learning beyond classroom walls; building their collaboration, research, synthesis, analysis and evaluation skills. Infrastructure enhancements safeguard reliability, security and privacy for students and staff. Investments in consulting and professional development will continue to ensure the highest and best use of these enhancements, and will support enhanced learning experiences and environments for student learning and achievement.

4. Next Steps

- 4.1 All schools will have a BYOD program in place by June 2014.

- 4.2 The Information Technology Committee, with assistance from the Program Department, will:

- pilot cloud collaboration software (e.g. Google Docs/ Office 365) to enable improved student and staff collaboration and communication, as well as provide a cloud-based storage and app solution for staff and students;
- support staff as they transition to 21st century teaching technologies and blended learning that emphasizes communication, collaboration, creativity, problem solving, critical thinking and digital literacy;
- model the use of new technologies and their instructional benefits to staff and students;
- mentor staff on the effective use of IT to support student success, student engagement, as well as effective assessment and evaluation practices; and
- survey students, staff and parents/guardians in order to determine the impact technology has on engagement, achievement and practice and to ensure equitable access to technology for all students.

5. Conclusion

The investments in information and communication technology have resulted in exciting changes at Lakehead Public Schools. Increased access to technology assists staff as the focus shifts to 21st century teaching and learning with an emphasis on communication, collaboration, creativity, problem solving, critical thinking and digital literacy. A supportive welcoming learning environment, where students are invited to engage in their learning with their personal devices, as well as Board-owned leading-edge technologies, will ensure students are prepared for the future.

Respectfully submitted,

A.J. KEENE
Chair
Information Technology Committee

GINO RUSSO
IT Resource Teacher

CORRINE RUSSELL-PRITOUULA
Resource Teacher

DAVE COVELLO
Manager
Information Technology and Corporate Planning

SHERRI LYNNE PHARAND
Superintendent of Education

DAVID WRIGHT
Superintendent of Business

CATHERINE SIEMIENIUK
Director of Education

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF PARENT INVOLVEMENT COMMITTEE

Board Room
Jim McCuaig Education Centre

2013 NOV 18

MEMBERS PRESENT:

Jennifer Davis
Jennifer DeFranceschi
Nathalie Ferguson
Kelly Gallagher
Pat Johansen
Gerry Leach

Lori Lukinuk
Rima Mounayer
Jesse Roberts
Laura Sylvestre
Paul Tsekouras
Catherine Siemieniuk

RESOURCE:

Kathryn Hantjis, Executive Assistant
Colleen Kappel, Superintendent of Education
Donica LeBlanc, Supervising Principal – Early Learning Lead
Bruce Nugent, Communications Officer

GUESTS:

Marg Arnone, Trustee
Karen Wilson, Trustee

MEMBERS ABSENT, WITH REGRET:

Serena Essex
Laura Prodanyk
Harbinder Singh Hayer
Varinder Singh Hayer
Susie Splett
Nicole Walter Rowan

1. **Call to Order**

Catherine Siemieniuk, Director of Education, called the meeting to order and welcomed those in attendance. Everyone introduced themselves.

2. **Election of Parent Involvement Committee Chair**

Director Siemieniuk called for nominations for the position of Chair of the Parent Involvement Committee. Kelly Gallagher nominated Jennifer Davis and Jennifer declined the nomination.

The Ministry Regulation requires that the Chair be a two-year parent member of PIC. Since no other two-year parent members were in attendance, this item was deferred to the next meeting.

3. Election of Parent Involvement Committee Vice Chair

Director Siemieniuk called three times for nominations for the position of Vice Chair of the Parent Involvement Committee. Hearing no nominations from the floor, Nathalie Ferguson volunteered to serve as Vice Chair of the Parent Involvement Committee for 2013-2014

Moved by Jennifer Davis

Seconded by Laura Sylvestre

"THAT nominations for the position of Vice Chair of the Parent Involvement Committee be closed."

CARRIED

4. Director's Report

Catherine Siemieniuk, Director of Education, spoke about Project Lost & Found coordinated by former PIC member Sue Peever, the Provincial Consultations: Building the Next Phase in Ontario Education - "Great to Excellent" held in Thunder Bay on October 16, the School Board Efficiency & Modernization Consultation currently being conducted by the Ministry of Education, the well attended Beating the Odds event hosted by PIC on October 21, Policies 3071 Advertising and 8090 Community/Education Partnerships currently being reviewed with input due on December 11, this week's Bullying Prevention & Awareness Week and the app to report bullying developed by a Sir Winston Churchill CVI IB student, and WE Stand Up and YEDE conferences being held in 2014.

Director Siemieniuk reported that the current PIC budget available is \$10,106.07.

5. Confirmation of Minutes – September 30, 2013

Regarding Item 9, Gerry Leach inquired who served as Chair of the Ad Hoc Selection Committee. Director Siemieniuk will respond to the question at the next meeting.

The minutes were confirmed by consensus.

6. Parent Engagement Project

Donica LeBlanc, Supervising Principal – Early Learning Lead, reported on the status of the Regional Parent Engagement Project, that is a result of Ken Leithwood's work. She reported that she has met with Principals to determine the format of the project. The project focuses on the early years and enhancing methods of communicating with parents. Students will identify and retell their learning with parents at the end of each month through a newsletter. She also spoke about a possible event to share tips with parents. All work is currently in the exploratory stage.

Laura Sylvestre inquired if a student's day is modified, will the monthly newsletter also be modified. Donica responded that this could be considered although it may be a class newsletter.

7. Policy 8091 Use of Volunteers in Schools

Colleen Kappel, Superintendent of Education, presented the current Policy and Procedures and spoke about planned changes to move certain sections of the Policy to Procedures.

Kelly Gallagher inquired if the process for Police Record Checks will be included in the Policy. Jennifer Davis noted that many parents aren't aware that the declaration needs to be signed every year. Superintendent Kappel responded that information about both the Police Record Checks and declarations will be included in an ad that will be provided to Principals for inclusion in school newsletters. Kelly Gallagher suggested this information also be included under the "Parents" link on the Board website.

8. Parent Involvement Committee Annual Report to the Board

Director Siemieniuk highlighted areas of the annual report that will be presented to the Board at its Annual Meeting on Tuesday, December 3.

9. PIC Representatives on Board Committees

Director Siemieniuk spoke about the requirements of each committee and the following members volunteered to serve:

Garden Committee – Jennifer Davis

School Year Calendar Committee – Jennifer DeFranceschi

Success Advisory Committee – Laura Sylvestre

It was noted that Laura Sylvestre serves on the Success Advisory Committee as SEAC representative and she is also willing to serve as the PIC member on the Success Advisory Committee if another member isn't interested in volunteering. Kathryn Hantjis will survey members for expressions of interest to serve on the Success Advisory Committee.

10. 2013-2014 Work Plan

Director Siemieniuk presented the draft work plan and invited input from members. The list of proposed meeting dates was also shared. The finalized documents will be distributed by the next meeting.

Regarding the School Council email list, Kathryn Hantjis will continue working to broaden the list of those willing to be part of an email network. Jennifer Davis also suggested the attendance of Superintendents at occasional School Council meetings may help to build School Councils.

The status of the Regional PRO Grant to develop a social media strategy was also reported.

A School Council event will be held on Monday, January 20 with a format similar to an event held at Sir Winston Churchill CVI in 2011. Rima Mounayer and Nathalie Ferguson volunteered to serve on an ad hoc committee to plan the evening. Kathryn Hantjis will determine the venue and survey members seeking expressions of interest to help out with planning this event.

11. AEAC and SEAC Funding for 2013-2014

By consensus, PIC agreed to fund AEAC and SEAC \$750 each for the purpose of parent engagement that will be reported on regularly and in a final report. The amount will be reviewed annually. Letters will be sent to AEAC and SEAC Chairs advising of this decision.

12. Aboriginal Education Advisory Committee (AEAC) Report

Due to the absence of Serena Essex, AEAC representative, this report was deferred to the next meeting.

13. Special Education Advisory Committee (SEAC) Report

Laura Sylvestre, SEAC representative, reported SEAC has developed advocacy training for SEAC representatives, and that she attended a November 8 Ministry consultation about students who are unable to access curriculum. The next SEAC meeting will be held on Wednesday, November 20.

14. Next Meeting

The next meeting will be held on Monday, January 20. The time and location are to be determined.

Director Siemieniuk encouraged members to suggest ideas for the roundtable sessions at the January 20 School Council event. Jesse Roberts offered a future event that might address: how the Thunder Bay Public Library could better serve students, how Thunder Bay Public Library can better connect with students, teachers, and parents, and determine what users need from their public library. Jesse used the example that there are over 30,000 e-books available at the Thunder Bay Public Library and this is something many people wouldn't know.

15. Adjournment

The meeting adjourned at 8:10 p.m.

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2014 JAN 28
Report No. 022-14

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

RE: RECOMMENDATIONS FROM THE STANDING COMMITTEE

Background

The following reports were received at the Standing Committee Meeting of January 14, 2014 and have been referred to the Board for approval. The recommendations are as follows:

POLICY REVIEW – 3071 ADVERTISING (016-14)

It is recommended that Lakehead District School Board approve 3071 Advertising Policy, Appendix A to Report No. 022-14.

POLICY REVIEW – 8091 USE OF VOLUNTEERS IN SCHOOLS (017-14)

It is recommended that Lakehead District School Board approve 8091 Use of Volunteers in Schools Policy, Appendix B to Report No. 022-14.

Respectfully submitted,

KAREN WILSON
Chair
Standing Committee

JANUARY 28, 2014 - DRAFT**ADVERTISING POLICY****3071****1. Rationale**

Advertising expenditures are incurred to communicate specific matters of interest to students and their families, to create an awareness of educational programs and activities of interest to the community and to post for public tenders, requests for proposal and job competitions.

2. Policy

It is the policy of Lakehead District School Board to permit advertising as outlined in the guidelines and procedures.

3. Guidelines

- 3.1 Due diligence shall be exercised in determining the advertising medium that maximizes cost efficiency.
- 3.2 Appropriate approvals support the nature and extent of an advertising campaign.
- 3.3 Advertising campaigns are targeted to specific groups that have a demonstrable need for information.
- 3.4 Advertising must present objective, factual and explanatory information based on verifiable facts in an unbiased, fair and equitable manner.
- 3.5 Advertising campaigns must be in compliance with any applicable laws and regulations.
- 3.6 Advertising expenditures must be made in accordance with Board purchasing policies.
- 3.7 Examples of suitable uses for advertising include:
 - school registration;
 - program offerings;
 - extracurricular activities;
 - public consultations;
 - employment opportunities;
 - requests for tenders/proposals; and/or
 - school board accountability to the public.

BUSINESS AND BOARD ADMINISTRATION

JANUARY 28, 2014 - DRAFT

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Appendix A to
Report No. 022-
14

ADVERTISING POLICY

3071

3.8 Examples of inappropriate uses of advertising include:

- recruiting students from other school boards or schools;
- providing unverifiable or inaccurate information or comparisons;
- using paid advertising with parents, teachers or students, for the sole purpose of lobbying the government or other education partners; and/or
- using advertising that is not targeted to appropriate groups, for example, through widespread phone calls.

4. Review

This policy will be reviewed according to Policy Development and Review Policy 2010.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
<hr/>	October 23, 2007	<hr/>
<hr/>	<u>Date Revised</u>	<hr/>

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January 28, 2014 - DRAFT

USE OF VOLUNTEERS IN SCHOOLS POLICY**8091****1. Rationale**

- 1.1 In order to sustain a variety of activities, both curricular and extra-curricular, within our schools, it is important to encourage the participation of volunteers in Board schools in performing tasks under the direction and supervision of staff, while helping to ensure the safety and security of students, staff and volunteers.
- 1.2 In order to ensure the safety and security of students, staff, and volunteers, volunteer participation under the direction and supervision of Board staff will be effectively arranged.
- 1.3 Cooperation with recognized community organizations involved in recruiting, screening, and placing volunteers will be arranged.

2. Policy

Lakehead District School Board supports and values the involvement of parent/guardian and community volunteers in its schools. A cooperative team approach for the management of volunteers in schools is supported.

3. Guidelines

- 3.1 The purpose of inviting volunteers to assist students in our schools is to:
 - a) encourage participation in order to enhance school-based activities and academic learning; and
 - b) increase communication and positive relationships amongst the school, parents/guardians and the community.
- 3.2 In exceptional circumstances, in accordance with the established procedures of the Board, a volunteer may assist in the operation of an extra-curricular activity when a teacher advisor is not available to oversee or supervise the activity.
- 3.3 Cooperation with other volunteer bureau and agencies is encouraged in recruiting, placing, training, and recognizing volunteers.
- 3.4 Lakehead District School Board shall, for the safety of students and the integrity of programs, ensure that there are procedures for screening, orientation, training, supervision, recognition, and program evaluation for the volunteer program in effect.

All volunteers who come into direct contact on a regular basis with students shall obtain a Police Record Check in accordance with Policy and Procedures 7010, Police Record Checks.

BUSINESS AND BOARD ADMINISTRATION

January 28, 2014 - DRAFT

8000

Appendix B to
Report No. 022-14

USE OF VOLUNTEERS IN SCHOOLS POLICY

8091

3.5 Lakehead District School Board shall ensure that school volunteers will be covered by the Board's liability insurance while they are performing their assigned tasks.

4. Review

This policy shall be reviewed in accordance with Policy Development and Review Policy 2010.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
_____	November 21, 2000	_____
_____	<u>Date Revised</u>	_____
	January 26, 2010	

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LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2014 JAN 28
Report No. 019-14

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

RE: ESTABLISHMENT OF 2014-2015 BUDGET COMMITTEE

1. Background

In order to finance operations of the Board and to ensure effective stewardship of Board resources for the fiscal year 2014-2015, the Ministry of Education requires that the Board's annual budget be submitted to the Ministry on or before a date specified by the Ministry, expected to be June 30, 2014.

2. Situation

- 2.1 The Budget Committee is an Ad Hoc Committee comprised of all Trustees of the Board.
- 2.2 According to the Lakehead District School Board 2010 Procedural By-Law, section 5.5, "*The initial meeting of an Ad Hoc or Special Committee shall be called by the Secretary of the Board, within two weeks of the resolution appointing such committees.*" Therefore, it will be necessary to schedule the first meeting of the 2014-2015 Budget Committee no later than Tuesday, February 11, 2014.
- 2.3 At the first meeting of the 2014-2015 Budget Committee, a Chair and Vice Chair will be elected.
- 2.4 The 2014-2015 Budget Committee shall report its recommendation to the Board no later than the date provided by the Ministry of Education.

RECOMMENDATION

It is recommended that:

1. Lakehead District School Board establish the 2014-2015 Budget Committee comprised of all Trustees; and
2. The 2014-2015 Budget Committee report its recommendation to the Lakehead District School Board no later than the date provided by the Ministry of Education.

Respectfully submitted,

DAVID WRIGHT
Superintendent of Business

CATHERINE SIEMIENIUK
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2014 JAN 28
Report No. 021-14

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

RE: ENDORSEMENT OF THE CHARTER OF COMMITMENT ON FIRST NATION, MÉTIS
AND INUIT EDUCATION

1. Background

- 1.1 Ontario Public School Boards' Association's Education Program Work Team endorsed a Charter of Commitment on First Nation, Métis and Inuit Education which was drafted by the First Nation Trustees Council. The Charter of Commitment on First Nation, Métis and Inuit Education is a document for the K-12 sector that was inspired by the Accord on Indigenous Education and developed by the Association of Canadian Deans of Education (ACDE) in 2009.
- 1.2 On November 30, 2013, the Board of Directors of the Ontario Public School Boards' Association unanimously adopted a resolution to forward the Charter of Commitment on First Nation, Métis and Inuit Education to member boards for endorsement.
- 1.3 On December 10, 2013, a request was received from the Board of Directors of the Ontario Public School Boards' Association to endorse the Charter of Commitment on First Nation, Métis and Inuit Education. A copy of the request and supporting documents are attached as Appendix A.

2. Situation

At the Coordinating Committee Meeting of January 8, 2014, the request was discussed and has been referred to the Board for consideration.

RECOMMENDATION

It is recommended that Lakehead District School Board endorse the Charter of Commitment on First Nation, Métis and Inuit Education.

Respectfully submitted,

GEORGE SAARINEN
Ontario Public School Boards' Association Board of Director and Voting Delegate

DEBORAH MASSARO
Chair

CATHERINE SIEMIENIUK
Director of Education

Charter of Commitment First Nation, Métis and Inuit Education

This document has been drafted for consideration for adoption by the Ontario Public School Boards' Association and for recommendation to the Canadian School Boards' Association as a National Charter of Commitment.

The development of this Charter is guided by:

- The *Canadian Constitution Act*, 1982
- The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), September, 2007
- Ontario's First Nation, Métis and Inuit Education Policy Framework (2007)
- *It's Our Vision, It's Our Time – First Nations Control of First Nations Education*, Assembly of First Nations, July 2010
- *The Accord on Indigenous Education*, Association of Canadian Deans of Education, 2010

(Key provisions of these documents are set out in the Appendix)

Intent

The intent of the Charter is to articulate the support by school boards for

- First Nation, Métis and Inuit knowledge systems and learning models;
- The central value of culture, language and knowledge of history in contributing to the well-being of First Nation, Métis and Inuit students, families and communities;
- A holistic approach that addresses spiritual, emotional, physical and intellectual development in relation to oneself, family, community and environment
- Ensure that there is a mechanism for school boards to periodically report on their progress towards achieving the goals of the Charter.

Vision

First Nation, Métis and Inuit identities, cultures, languages, values, ways of knowing, and knowledge systems will flourish in all Ontario schools.

Principles

This Charter of Commitment:

- Supports a socially just society for First Nation, Métis and Inuit peoples
- Reflects a respectful, collaborative, and consultative process among First Nation, Métis and Inuit knowledge holders and knowledge holders in the general education community
- Promotes partnerships among schools, school boards and First Nation, Métis and Inuit communities

- Values the diversity of First Nation, Métis and Inuit knowledges and ways of knowing and learning.

Goals

The Ontario Public School Boards' Association on behalf of member school boards will collaborate with education partners in Ontario to support, endorse and foster the following goals:

Respectful and Welcoming Learning Environments

- Support all school and board staff in creating learning environments that instill a sense of belonging for all learners in Ontario and that are more accepting, respectful, welcoming and supportive of First Nation, Métis and Inuit learners.
- Promote strategies that encourage First Nation, Métis and Inuit students to participate in the full range of school activities including recreation and leadership roles.
- Foster initiatives that provide students with positive transition experiences in moving from First Nation communities to provincially funded schools.
- Promote respectful and welcoming environments so that all schools are positioned to encourage involvement of families of First Nation, Métis and Inuit students and of community members.

Respectful and Inclusive Curriculum and Classroom Programs

- Actively identify opportunities to integrate First Nation, Métis and Inuit histories, cultures and perspectives in delivery of curriculum in the classroom across the full spectrum of subjects and from K-12.
- Consult with Elders and other First Nation, Métis and Inuit experts in traditional knowledge, cultures, and histories to bring relevant local perspectives to instruction planning.
- Promote shared planning with First Nation, Métis and Inuit families in student transitions, student supports and curriculum resources and include these measures in Education Services Agreements between First Nation communities and school boards.
- Share successful initiatives of integration of First Nation, Métis and Inuit histories, cultures and perspectives among school boards and with the Ministry to support continuous improvement in curriculum and program planning that incorporates First Nation, Métis and Inuit content.

Culturally Responsive Pedagogy

- Advocate for teacher education programs that include courses on First Nation, Métis and Inuit cultures, histories and perspectives and that prepare teachers to incorporate these areas of knowledge across their teaching practice.
- Provide professional development within school boards that offers teachers opportunities to improve their knowledge, understanding and skills in relation to

First Nation, Métis and Inuit cultures, histories, perspectives, learning models and learning styles.

- Involve Elders and others with expertise in local First Nation, Métis and Inuit communities in supporting teachers to incorporate First Nation, Métis and Inuit content in their program delivery in accurate, culturally sensitive and appropriate ways

Valuing First Nation, Métis and Inuit expertise

- Partner with First Nation, Métis and Inuit organizations and learning institutions to engage their expertise in appropriate ways to incorporate First Nation, Métis and Inuit cultures, histories and perspectives in school programs.
- Consult with First Nation, Métis and Inuit organizations and learning institutions

Culturally responsive assessment

- Promote assessment practices that actively support achievement of First Nation, Métis and Inuit students through acknowledgement of a range of learning models and learning styles.
- Promote the elimination of cultural and other forms of bias in student assessment.

Affirming, revitalizing the languages of Canada's First Peoples

- Recognize the central role of language in supporting identity and culture and in validating First Nation, Métis and Inuit world views.
- Be proactive in promoting indigenous languages in schools, including consideration of language immersion programs.
- Promote the development of resources in First Nation, Métis and Inuit languages.

First Nation, Métis and Inuit representation in staff and leadership

- Promote voluntary confidential self-identification of First Nation, Métis and Inuit staff in school boards.
- Encourage increased representation of First Nation, Métis and Inuit staff in boards through hiring and promotion practices.
- Collaborate with universities and colleges, and with First Nation, Métis and Inuit communities, to improve access, transitional support and retention strategies to increase the numbers of First Nation, Métis and Inuit people enrolling in and completing secondary, post-secondary, teacher education and early childhood education programs.

Non-Aboriginal learners – foster commitment to First Nation, Métis and Inuit education

- Promote curriculum that ensures grade-appropriate instruction across the curriculum related to First Nation, Métis and Inuit cultures, histories, perspectives and contributions to both historical and contemporary Canada.
- Encourage opportunities for all students to experience First Nation, Métis and Inuit cultures and the components of an inclusive and welcoming school environment.

Research

- Create awareness of education research by First Nation, Métis and Inuit educators and researchers.
- Partner with First Nation, Métis and Inuit communities at all levels in ethically based and respectful research processes.

August, 2013

APPENDIX A

Charter of Commitment First Nation, Métis and Inuit Education

REFERENCES

The Canadian Constitution Act, 1982

RIGHTS OF THE ABORIGINAL PEOPLES OF CANADA

35. (1) The existing aboriginal and treaty rights of the aboriginal peoples of Canada are hereby recognized and affirmed.

(2) In this Act, "aboriginal peoples of Canada" includes the Indian, Inuit, and Metis peoples of Canada.

(3) For greater certainty, in subsection (1) "treaty rights" includes rights that now exist by way of land claims agreements or may be so acquired.

(4) Notwithstanding any other provision of this Act, the aboriginal and treaty rights referred to in subsection (1) are guaranteed equally to male and female persons.

The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), September, 2007

Article 14: (1) Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning. (2) Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination. (3) States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible to an education in their own culture and provided in their own language.

Ontario's First Nation, Métis and Inuit Education Policy Framework (2007)

Vision

First Nation, Métis, and Inuit students in Ontario will have the knowledge, skills, and confidence they need to successfully complete their elementary and secondary education in order to pursue postsecondary education or training and/or to enter the workforce. They will have the traditional and contemporary knowledge, skills, and attitudes required to be socially contributive, politically active, and economically prosperous citizens of the world. All students in Ontario will have knowledge and appreciation of contemporary and traditional First Nation, Métis, and Inuit traditions, cultures, and perspectives.

***It's Our Vision, It's Our Time – First Nations Control of First Nations Education,
Assembly of First Nations, July 2010***

"The purpose of the policy framework presented in this paper is to reaffirm the First Nations' vision of lifelong learning presented in the ICIE 1972 policy* and reassert First Nations inherent Aboriginal and Treaty rights to education. This policy framework provides strategic recommendations that will enable the development and implementation of education legislation, governance frameworks, policies, programs and services for all levels of education for First Nations learners at all stages of lifelong learning. Key elements of First Nations' lifelong learning addressed in this paper include language immersion, holistic and culturally relevant curricula, well-trained educators, focused leadership, parental involvement and accountability, and safe and healthy facilities founded on principles that respect First Nations jurisdiction over education."

"All peoples have the right to maintain their cultural and linguistic identities, and education is essential to actualizing this right. First Nations control over education will provide the means to acquire the necessary skills to be self-empowered and self-sufficient and to maintain First Nations cultural values and languages. This is essential to actualizing an individual's success in society. It will also provide a strong foundation for empowering proud First Nations peoples who are fully able to contribute to the development of their families, clans, communities and nations."

**** STATEMENT OF VALUES (ICIE 1972 Policy)***

"We want education to provide the setting in which our children can develop the fundamental attitudes and values which have an honored place in Indian tradition and culture. The values that we want to pass on to our children, values which make our people a great race, are not written in any book. They are found in our history, in our legends and in the culture. We believe that if an Indian child is fully aware of the important Indian values he will have reason to be proud of our race and of himself as an Indian.

We want the behavior of our children to be shaped by those values which are most esteemed in our culture. When our children come to school, they have already developed certain attitudes and habits that are based on experiences in the family. School programs that are influenced by these values respect cultural priority and are an extension of the education which parents give children from their first years.

These early lessons emphasize attitudes of:

- self-reliance,*
- respect for personal freedom,*
- generosity,*
- respect for nature, and*
- wisdom.*

All of these have a special place in the Indian way of life. While these values can be understood and interpreted in different ways by different cultures, it is very important that

Indian children have a chance to develop a value system which is compatible with Indian culture.

The gap between our people and those who have chosen, often gladly, to join us as residents of this beautiful and bountiful country, is vast when it comes to mutual understanding and appreciation of differences. To overcome this, it is essential that Canadian children of every racial origin have the opportunity during their school days to learn about the history, customs and culture of this country's original inhabitants and first citizens. We propose that education authorities, especially those in Ministries of Education, should provide for this in the curricula and texts which are chosen for use in Canadian schools."

(From: National Indian Brotherhood/Assembly of First Nations, Indian Control of Indian Education: Policy Paper, 1972)

The Accord on Indigenous Education, Association of Canadian Deans of Education, 2010

Establishing mechanisms and priorities for increased Indigenous educational engagement, establishing partnerships with Indigenous organizations and communities, and using educational frameworks based on Indigenous knowledge are trends that have important implications for the Association of Canadian Deans of Education (ACDE). New ways of engagement are required in order to address these trends. The time is right for a concerted and cooperative effort that creates transformational education by rejecting the "status quo," moving beyond "closing the gap" discourse, and contributing to the well-being of Indigenous peoples and their communities. At the same time, ACDE recognizes that it has a role and responsibility to expand educators' knowledge about and understanding of Indigenous education.

The processes of colonization have either outlawed or suppressed Indigenous knowledge systems, especially language and culture, and have contributed significantly to the low levels of educational attainment and high rates of social issues such as suicide, incarceration, unemployment, and family or community separation. In secondary schooling, for instance, 2006 graduation rates are still below 50 percent nationally for Aboriginal students and only 8 percent for university degree attainment, in contrast to the 14 percent Canadian average for persons over 15 years of age. In response, Indigenous people and their organizations and communities have become more involved in decision-making and policy development in order to improve all levels of education. Major national studies and government commissions have called for this type of political and educational involvement, and have recommended that Indigenous knowledge systems have a central position in educational policy, curriculum, and pedagogy, in order to make significant improvements to Indigenous education.² Individual and collective efforts to make such improvements are being enacted in local, regional, provincial, and national contexts. ACDE joins these efforts through its member faculties, schools, colleges, and departments of education across Canada. As a national organization, ACDE supports and encourages increased national dialogue and cooperative action for improving Indigenous education.