



Office of the Director

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

STANDING COMMITTEE
Tuesday, April 8, 2014
Jim McCuaig Education Centre

Catherine Siemieniuk
Director of Education

Karen Wilson
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 - 7:00 p.m. (SEE ATTACHED AGENDA)		
6. Delegations/Presentations		
6.1 Crestview Public School - <i>Supporting Character Education - "KIDS Leading KIDS"</i>	C. Kappel	1-3
7. Confirmation of Minutes		
7.1 Standing Committee Meeting - February 11, 2014	K. Wilson	4-6
8. 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>			
9.	Information Reports		
9.1	Mental Health Strategy - Update (048-14)	C. Kappel	7-20
9.2	Honoraria for Board Members - Update (049-14)	D. Wright	21
9.3	2014 Municipal Election - Alternative Voting Methods for Elections (047-14)	C. Siemieniuk	22-23
9.4	Special Education Advisory Committee Meeting Minutes - February 19, 2014	C. Kappel	24-28
9.5	Aboriginal Education Advisory Committee Meeting Minutes - February 7, 2014	S. Pharand	29-32

10. First Reports

MATTERS FOR DECISION:

11. Postponed Reports

12. Ad Hoc and Special Committee Reports

13. New Reports

13.1	Policy Review - 8090 Community/Education Partnerships (018-14)	I. MacRae	33-58
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*It is recommended that Lakehead District School Board
approve 8090 Community/Education Partnerships Policy as
amended, Appendix A to Report No. 018-14.*

13.2	Policy Review - 3095 Student Trustee (046-14)	C. Siemieniuk	59-66
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*It is recommended that Lakehead District School Board
approve 3095 Student Trustee Policy as amended,
Appendix A to Report No. 046-14.*

14. New Business

15. Notices of Motion

16. Information and Inquiries

17. Adjournment

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



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AGENDA

COMMITTEE OF THE WHOLE – Closed Session
7:00 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 Standing Committee Meeting - February 11, 2014	K. Wilson	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Personnel Matter	I. MacRae	Verbal
5.3.2 Negotiations	I. MacRae	Verbal
5.4 Information and Inquiries		
5.5 Rise and Ask Leave to Sit in Public Session		

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

LAKEHEAD DISTRICT SCHOOL BOARD



Lakehead Public Schools

CELEBRATING STUDENT ACHIEVEMENT

School: Crestview Public School

Title of Initiative: Supporting Character Education-
“KIDS Leading KIDS”

Components of Initiative	School's Details
1. Description of the nature of the initiative to improve student achievement	The Grade 7/8 Leadership team, along with the support of Mrs. Giertuga and Mrs. Deacon planned and implemented activities throughout the school year that focused on character education values such as respect, ownership, accountability, safety and responsibility – ROARS – the acronym for the School Code of Conduct. The 7 Grandfather Teachings, a universal theme, (wisdom, love, respect, bravery, honesty, humility and truth) supported the character education initiative with the purposeful intent of “kids leading kids”.
2. Rationale for selecting the initiative	Crestview School wanted to improve student learning and success and, in order to achieve these goals, we needed to come up with ideas that would be appropriate to help students become more confident and successful in their learning. We believe that supporting their physical, emotional and social environment will develop further confidence in students which will allow them to become problem solvers not afraid to take risks and become more confident in their learning. This initiative also supports our Bullying Intervention Plan at Crestview School.
3. Intended outcomes of the initiative related to improved student achievement	We believe that students will become more confident in their learning as well as in their social environment. Students need to feel connected and engaged to their school environment. Learning about the School Code of Conduct and how to transfer it into their learning will make for happier more engaged students who respect one another in their learning.
4. Description of the data used	<ol style="list-style-type: none">1. ‘Tell Them From Me’ survey results2. Thought Stream3. EQAO – through student surveys4. Strength Inventory

Components of Initiative	School's Details
5. Brief description of the significant activities or strategies involved with the initiative	<ul style="list-style-type: none"> • Leadership team rolling out the Code of Conduct (ROARS – Respect, Ownership, Accountability, Responsibility, and Safety). • Leadership team modeling positive behavior. • Leadership team running school events/announcements/assemblies (e.g., Cresochi Olympics, babysitting on nights of meetings, bus buddies). • Student reports at School Council Meetings. • Leadership team teaching the rest of the students in the school about Aboriginal Culture (e.g., teaching the students about the Seven Grandfather Teachings). • Community involvement – fundraising for activities such as Special Olympics. • Strengths Walls. • Motivational speakers such as Haley Irwin – goal setting and perseverance. • Bucket Filling/Bucket dipping. • Restorative Practice (staff trained in June 2013). • Active Playground Leaders – Gr. 6. • Leaders supporting students in JK/SK during lunch and recess, reading buddies.
6. One or two highlights of the above activities	<ul style="list-style-type: none"> • Student engagement- social, emotional and physical environment. • Building Confidence in learners.
7. Description of any unexpected results or “moments of serendipity” related to the initiative	Students who were once not engaged in the intermediate division are now feeling more confident as the younger students are now looking up to them. They feel like leaders, they are leaders...they are vested in the school environment and take ownership for their actions. Students believe in themselves and see themselves as learners within the school community.
8. Description of one or two interesting findings that would be useful or helpful to other schools	We must create conditions for students to demonstrate that they have the ability to make positive choices. Engaging them in activities that support character education enables children to see themselves as part of the school environment, leaders and role models. It is important that children know that we believe in them. Transferring ROARS (character ed values not only in the social environment but in learning environment) allows students to take ownership and be accountable for their learning.

Components of Initiative	School's Details
9. Identification of one or two noteworthy hurdles or stumbling-blocks	Time is precious. Students need training before they deliver activities in character education etc. to younger students. It is important to make the time to give students adequate training before they go to other classes to deliver messages and activities about character education.
10. Next steps in pursuing the initiative	<ul style="list-style-type: none"> • Continue planning activities for the leadership team to teach to the rest of the students in the school • Continue with the leadership team representing Crestview school in a positive way • Continue with the leadership team working with and teaching the rest of the students in the school about ROARS (Physical, social and emotional environment) • Continue with the leadership team modeling being positive role models around Crestview • Have students complete "Tell them from Me Survey" in Spring 2014
11. Lessons learned about the school's efforts to improve student achievement	We are very proud of the leadership team at Crestview. They are positive role models who teach and help younger students feel confident and successful in their learning. When the physical, social and emotional needs of students are met and students are engaged they feel confident in making positive choices about their learning that will improve student achievement.

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF STANDING COMMITTEE

Board Room
Jim McCuaig Education Centre

2013 FEB 11
7:30 p.m.

TRUSTEES PRESENT:

Karen Wilson (Chair)
Marg Arnone
Pat Johansen
Deborah Massaro

Jack Playford
George Saarinen
Logan Turner (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
David Wright, Superintendent of Business

FEDERATION/UNION REPRESENTATIVES:

Paul Caccamo, OSSTF – TBU
Dave Covello, Managers

PUBLIC SESSION:

1. **Approval of Agenda**

Moved by Trustee Saarinen

Seconded by Trustee Arnone

“THAT the Agenda for Standing Committee Meeting, February 11, 2014 be approved.”

CARRIED

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

Moved by Trustee Johansen

Seconded by Trustee Massaro

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

- *Confirmation of Committee of the Whole – Closed Session Minutes*
 - *January 14, 2014*

- *Property Matter*
- *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. Confirmation of Minutes

Moved by Trustee Saarinen

Seconded by Trustee Massaro

“THAT the Standing Committee approve the Minutes of the Standing Committee Meeting, January 14, 2014.”

CARRIED

5. Co-Curricular Activities (030-14)

Ian MacRae, Superintendent of Education, introduced David Pineau, Activities Director, who presented the report. Successes highlighted included: Superior Secondary School Athletic Association (SSSAA), coaching, partnerships, and next steps. All Trustees' questions were addressed.

6. The Arts (029-14)

Sherri-Lynne Pharand, Superintendent of Education, introduced Nicole Walter Rowan, Program Coordinator, Jane Saunders, Secondary Music Chair, and Jacqueline Soulias, Elementary Music Teacher, who presented the report. Initiatives highlighted included: partnerships, staff training, and next steps. All Trustees' questions were addressed.

7. Aboriginal Education Advisory Committee Meeting Minutes – November 21, 2013

Sherri-Lynne Pharand, Superintendent of Education, presented the November 21, 2013 minutes for information.

8. Special Education Advisory Committee Meeting Minutes – December 11, 2013

Colleen Kappel, Superintendent of Education, presented the December 11, 2013 minutes for information.

MATTERS FOR DECISION:

9. Policy Review - 7020 Equitable Employment (028-14)

Moved by Trustee Saarinen

Seconded by Trustee Johansen

"THAT Lakehead District School Board approve 7020 Equitable Employment Policy, Appendix A to Report No. 028-14, as amended."

CARRIED

10. Policy Review - 3060 Leasing of Space (033-14)

Moved by Trustee Playford

Seconded by Trustee Johansen

"THAT Lakehead District School Board approve 3060 Leasing of Space Policy, Appendix A to Report No. 033-14, as amended."

CARRIED

11. Information and Inquiries

11.1 Trustee Playford inquired if Lakehead District School Board reached the cost saving figure required by the Ministry of Education pertaining to the Memorandum of Understanding (MOU) for the March 7 Professional Activity Day. David Wright, Superintendent of Business, responded that with the implementation of offsetting measures the Board has achieved the required cost saving figure for March 7.

11.2 Trustee Saarinen reported that he and Trustees Arnone and Johansen attended Lakehead District School Board's Kindergarten Information Night held on February 3 at the Valhalla Inn.

11.3 Trustee Johansen reported that she, Chair Massaro, Catherine Siemieniuk, Director of Education, Sherri-Lynne Pharand, Superintendent of Education, Nicole Walter Rowan, Program Coordinator, Lynnita-Jo Guillet, Aboriginal Education Resource Teacher, and David Isherwood, Secondary Principal, attended the launch of the *Walk a Mile* film project held on February 6 at the Thunder Bay Community Auditorium.

12. Adjournment

Moved by Trustee Arnone

Seconded by Trustee Saarinen

"THAT we do now adjourn at 8:45 p.m."

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2014 APR 08
Report No. 048-14

TO THE CHAIR AND MEMBERS OF
THE STANDING COMMITTEE – Public Session

RE: MENTAL HEALTH STRATEGY - UPDATE

1. Background

1.1 *Open Minds, Healthy Minds* is the Government of Ontario's comprehensive strategy to address mental health and addictions for all Ontarians. The first three years of the strategy are focused on children and youth.

1.2 Lakehead District School Board established a Mental Health Steering Committee in November 2011. Current members of the committee are:

- Lori Carson, Chair;
- Colleen Kappel, Superintendent of Education;
- Mary-Beth Minthorn-Biggs, Mental Health Lead;
- Debra Parks, Chief Social Worker;
- Vicki Shannon, Secondary Vice Principal;
- Eric Fredrickson, Education Officer;
- Darryl Fawcett, Elementary Teacher;
- Emily Payne, Westgate CVI Student;
- Emily Albert, Hammarskjold High School Student;
- Elora Oades, Hammarskjold High School Student; and
- Rylee DeRoy, Hammarskjold High School Student.

1.3 Lakehead District School Board continued to receive funding from the Ministry of Education to maintain a Mental Health Lead for 2013-2014. Dr. Mary-Beth Minthorn-Biggs began her placement as the Mental Health Lead in September 2012.

1.4 As outlined in the Multi-Year Strategic Plan, Lakehead District School Board is committed to enhancing mental, physical and social well-being through a safe, inclusive and equitable environment.

1.5 The Ontario Government's Mental Health Strategy priorities for education are:

Fast Access to High Quality Services

- build capacity in the community-based sector;
- reduce wait times;
- meet community needs; and
- link education, child and youth mental health, youth justice, health care and community.

Identify and Intervene Early

- provide tools and support to those in contact with children and youth so they can identify mental health issues sooner;
- provide resources for effective responses to mental health issues; and
- build mental health literacy and local leadership.

Close Critical Service Gaps

Increase availability of culturally appropriate services and serve more children and youth:

- in Aboriginal, remote and underserved communities;
- with complex mental health needs; and
- at the key transition point from secondary to post-secondary education.

2. Situation

- 2.1 The Student Support Leadership Committee has continued as the Community Partners for Child and Youth Mental Health Committee.
- 2.2 The Mental Health and Addiction Nurse is very active in both elementary and secondary schools. This position stems from a tri-ministry initiative, which is administered through the North West Community Care Access Centre - CCAC.
- 2.3 The School Counselling Intervention Program (SCIP) continues to provide additional support in each secondary school through a program administered by Children's Centre Thunder Bay.
- 2.4 Social Workers collaborate with Attendance Counsellors to support students with regular attendance at school. In addition, areas of focus for Social Workers are: crises, assessment, brief treatment, and long term support for students struggling with a variety of issues and challenges.

3. Key Actions

- 3.1 The second phase of Lakehead District School Board's Mental Health Strategy has been developed and will focus on four main areas that support positive, resilient and healthy learners:
 - resilience,
 - safety,
 - health and
 - wellness.
- 3.2 Goals in each of the key focus areas have been established and are outlined in Appendix A. These goals will continue to be a priority for the 2014 - 2015 school year.
- 3.3 The second phase of our Mental Health Awareness and Literacy training plan has been developed. This plan addresses educational needs across all levels of the pyramid of intervention and all staff groups and students. Training is ongoing. An outline of the training is provided in Appendix B.

4. Next Steps

- 4.1 Ongoing Mental Health literacy planning and implementation of key actions will continue.
- 4.2 The Mental Health Lead will work with Principals and Vice Principals to administer Tell Them From Me parent surveys in spring 2014. School Administrators and Safe Schools Teams will build on the goals outlined in their Bullying Prevention and Intervention Plans.
- 4.3 The Mental Health Lead will continue to foster existing community partnerships and look for opportunities to develop new partnerships.

5. Conclusion

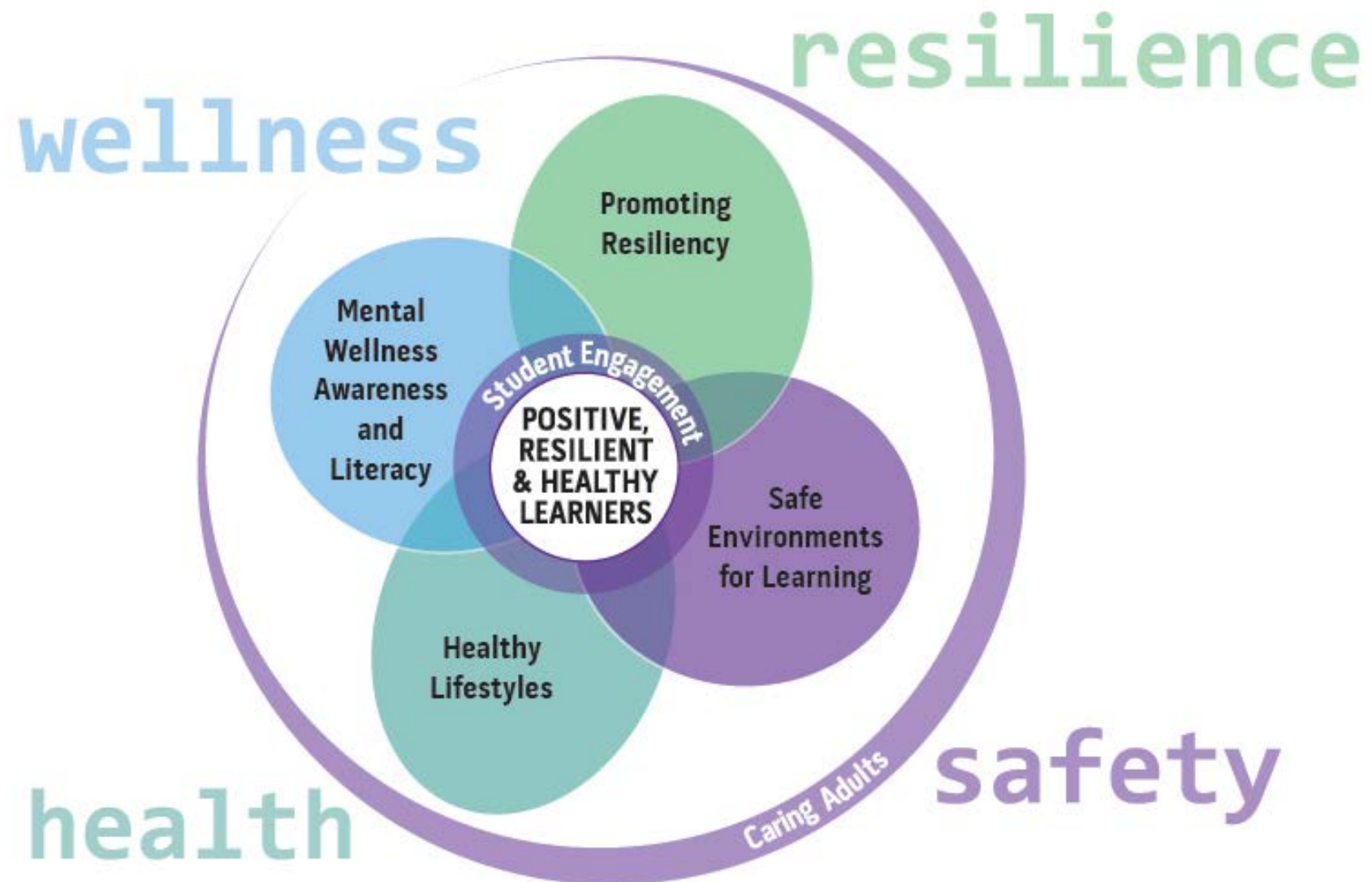
Lakehead District School Board's Mental Health Strategy goals will guide actions in promoting and supporting the well-being of all students and staff.

Respectfully submitted,

MARY-BETH MINTHORN-BIGGS
Mental Health Lead

COLLEEN KAPPEL
Superintendent of Education

CATHERINE SIEMIENIUK
Director of Education



Lakehead District Public School Board

Mental Wellness Strategy 2014-2017

Overview Statement

Lakehead Public Schools is committed to the success of every student. High levels of personal and academic excellence are sought for every student through our commitment to enhance life chances and life choices for all students. We are enhancing mental, physical and social well-being through a safe, inclusive and equitable school environment. Community, parental and student engagement are critical to student success. We recognize that student mental health is a key determinant for academic, psycho-social and overall well-being. The purpose of the Mental Wellness Strategy is to promote and develop positive, resilient and healthy learners via active student engagement through caring adults. Over the next three years we will strive to: Communicate and reinforce the value of our community partnerships; Enhance and expand our staff and student training and capacity-building blueprint; and Disseminate our mental wellness promotion, prevention, early identification and stigma reduction plan. It is our belief that Mental Wellness Strategy, combined with the resources of our community partners will improve the mental wellness needs of all students from JK through to those in our continuing education programs.

Mental Wellness Strategy Pillars

Mission

The Mental Wellness Strategy has been developed with ongoing input from our internal stakeholders: Superintendents, Social Workers, Attendance Counsellors, School Administrators, Teachers, School Support Staff, our Students and our Mental Health Lead. The Mental Wellness Strategy is intended to be a 'living' document committed to supporting Student Success through the promotion and fostering of: Resiliency, Healthy Lifestyles, Safe and Caring Environments for Learning, and Staff and Student Mental Wellness and Literacy. Through ongoing staff and student capacity-building, active partnerships with community mental health, medical and social welfare agencies, community members and parents, our Mental Wellness Strategy will strive to reduce stigma, increase early identification and intervention and expedite access to quality services.

Vision

Lakehead Public Schools acknowledges and values its role in the community 'Circle of Care' to assist in the development, promotion and fostering of each student's physical, emotional, spiritual and intellectual well-being. It is our vision that all staff will expand their mental health and wellness literacy skill sets, thereby facilitating active mental wellness promotion, early identification and intervention within the education system. Through the continued implementation of evidence-based practices such as Roots of Empathy, Second Step, Restorative Practices, Mindfulness and Strength Based Learning, our teachers and staff will promote and model learning skills to students for empathy, social skills and relationship building, ethical decision making, self-regulation and inclusiveness. Together these practices promote mental well-being, prevent bullying and reduce stigma. Similarly, Lakehead Public Schools acknowledges the importance of the promotion and maintenance of mental wellness for its entire staff and thus will continue to advocate healthy lifestyles and foster individual and group self-care initiatives.

Values

Through the promotion of Integrity, Acceptance, Responsibility, Empathy and Respect, Lakehead Public Schools values embrace the physical, spiritual, emotional and intellectual diversity of our student population and community. We acknowledge the importance of active collaboration with our students, their parents and family members and our community agencies as we each have a role and responsibility in the mental wellness continuum of care for our children and youth.

Pillars

The Mental Wellness Strategy's foundation is based on four structural pillars that individually and collectively provide the core for student engagement and the development and promotion of positive, resilient and healthy learners. The four pillars are: Promoting Resiliency, Safe Environments for Learning, Healthy Lifestyles, and Mental Wellness Awareness and Literacy. Enveloped by caring adults, these four pillars through the promotion of evidence-based practices will establish the benchmarks and outcomes for all mental wellness programming offered within Lakehead Public Schools.

Areas of Priority for the Strategy

The World Health Organization's (WHO) mental health action plan 2013-2020 has been adopted by the 66th World Health Assembly. The plan is the culmination of worldwide consultations with Member States, academic centers, stakeholders and experts.

Mental well-being is a fundamental component of WHO's definition of health. Good mental health enables people to realize their potential, cope with the normal stresses of life, work productively, and contribute to their communities. Mental health matters, but the world has a long way to go to achieve it. Many unfortunate trends must be reversed – neglect of mental health services and care, and abuses of human rights and discrimination against people with mental disorders and psychosocial disabilities. This comprehensive action plan recognizes the essential role of mental health in achieving health for all people. It is based on a life-course approach, aims to achieve equity through universal health coverage and stresses the importance of prevention. Four major objectives are set forth: more effective leadership and governance for mental health; the provision of comprehensive, integrated mental health and social care services in community-based settings; implementations of strategies for promotion and prevention; and strengthened information systems, evidence and research.

Dr. Margaret Chan, Director-General, World Health Organization (2013).

Lakehead Public Schools has identified the following building areas as priorities for 2014-2015:

- Continuation of the Youth Mental Health and Addictions Steering Committee;
- Awareness of “ Leading Mentally Healthy Schools – A Resource for School Administrators” and “Supporting Minds” – An Educator's Guide in Promoting Students' Mental Health and Well-being”;
- Establishment of a computerized social work and attendance counsellor documentation system;
- Obtain parent voice;
- Continue administering and responding to Student Voice (Tell Them From Me survey, Fall 2014);
- Embed social emotional regulation strategies in all grades (i.e. Second Step Program in JK to grade 3 curriculum);
- Exploring Second Step's new Bullying Prevention Unit JK – Grade 3;
- Continue to implement Restorative Practices;
- Introduce Protocols for the Prevention and Post Intervention of Suicide;
- Promote Mental Wellness and early Intervention in collaboration with community partners; and
- Provide ongoing training for student and staff.



GOALS:

Safe and Caring Environments for Learning

Continue to create and sustain positive, safe and caring learning environments for student and staff:

- Promote restorative practices in all schools;
- Monitor bullying prevention and intervention plans and communicate goals and actions to the school community;
- Respond to School Climate Surveys (Tell Them From Me);
- Provide ongoing training and resources for staff using “Leading Mentally Healthy Schools” and “Supporting Minds” documents;
- Identify and support the needs of vulnerable students; and
- Develop a Violence, Threat and Risk Assessment Protocol in collaboration with community partners.



Promoting Resiliency

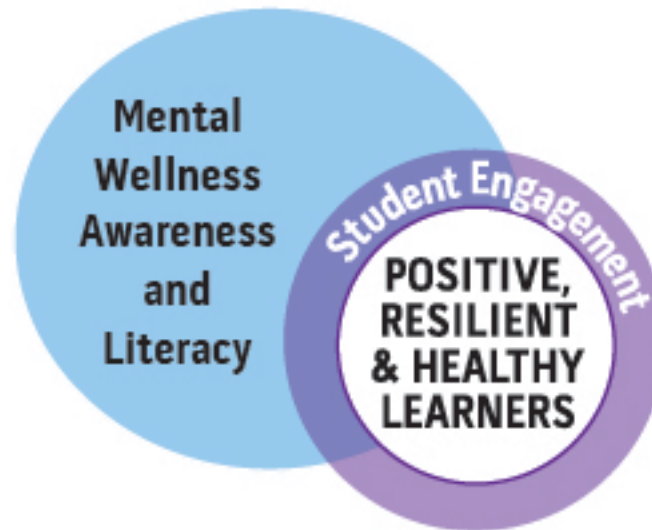
Build and promote resiliency skills in students and staff:

- Increase the use of the Second Step Program in all primary grades and other social/emotional learning strategies;
- Increase strength-based approach and growth mindset in all schools;
- Promote character education values (Respect, Responsibility, Integrity, Empathy, and Acceptance) in all schools; and
- Engage students in leadership opportunities that promote mental health and wellness.



Healthy Lifestyles

- Promote student and family health (via open houses, shared materials, school/family projects etc.);
- Collaborate with partners (Health Unit and OPHEA) to engage students and staff in health promotion and prevention:
 - Tobacco prevention and reduction programs;
 - Injury prevention protocols;
 - Physical activity;
 - Healthy eating;
- Promote collaboration and access to Health Unit resources;
- Identify early and link students to community partners; and
- Engage students in conversations about alcohol and substance misuse.



Student and Staff Mental Wellness and Literacy

- Develop and communicate consistent protocols that clearly outline school and Board interventions to support students who are struggling emotionally;
- Promote staff mental wellness;
- Support Principals and Vice-Principals with the use of strategies outlined in "Leading Mentally Healthy Schools";
- Provide guidance in the implementation of the strategies outlined in "Supporting Minds";
- Continue training to support child and youth mental wellness (e.g. Mental Health ASIST, Straight Talk, SafeTALK, and Violence, Threat and Risk Assessment training);
- Encourage ongoing student input in the all aspects of school based health promotion and prevention, early intervention and access to school and community based support services; and
- Share Lakehead Public Schools' Suicide and Tragic Events Postvention Practice with staff and community partners.

Mental Health Strategic Plan Capacity Building 2013-2014 Academic Year

Mental Wellness Awareness and Literacy		
Other target area	Plan of Action	Target Audience
(Student engagement)	<ul style="list-style-type: none"> • Social Thinking training for two SSP staff (October 2013) • Develop a 'train the trainer' model for primary classroom educators • Goal is to <i>introduce skills for the</i> development of life-long problem solvers 	<ul style="list-style-type: none"> • primary teachers and SSPs
(Stigma Reduction) Promoting Resiliency	<ul style="list-style-type: none"> • Musician Robb Nash & Band presentations in all high schools • promote living each day to the fullest 	<ul style="list-style-type: none"> • Performances for all students from Grades 9 – 12 was offered at each high school
	<ul style="list-style-type: none"> • Safe TALK training (provided by Lakehead Public Schools staff) • SSPs will be offered training Friday March 7th, 2014 	<ul style="list-style-type: none"> • All staff in coaching/mentoring positions; all secondary English and physical education teachers; secretarial staff (who missed June training); remaining SSP staff who have not received training; cafeteria staff; Natural Helpers (over the age 16); any student over age 16 within Lakehead Public Schools wishing to receive training
Healthy Lifestyles (Student Engagement)	<ul style="list-style-type: none"> • Youth Mental Health and Addiction Champion project participation In partnership with the Registered Nurses Association of Ontario • March 3, 2014 – March 31, 2015 • One of six pilot projects in Ontario 	<ul style="list-style-type: none"> • The development of peer leaders in champion roles to increase knowledge and awareness of mental health and substance misuse issues and develop resiliency.
(also Stigma Reduction)	<ul style="list-style-type: none"> • Circle of Wellness (Children's Centre Thunder Bay partnership) • 15 schools have been selected to participate in a 5 1.5 hour sessions with local artists and a presentation by all participants at the Bora Laskin Auditorium 	<ul style="list-style-type: none"> • Agnew Johnston gr. 4/5; • Algonquin gr. 5; C. D. Howe gr. 4/5; Claude Garton gr. 5/6; Crestview gr. 5; Gron Morgan gr. 4/5; Kakabeka Falls gr. 6; Kingsway gr. 4/5; McKenzie gr. 5/6; McKellar gr. 4/5; Nor'wester View gr. 4/5; Ogden gr. 4/5; St. James gr. 4/5; Vance Chapman gr. 7; Westmount gr. 5/6
(Promotion & Stigma Reduction)	<ul style="list-style-type: none"> • Student and parent Mental Wellness Pamphlet Development • Distribution in the Spring 2014 (both elementary and secondary) • Partnership with Thunder Bay District Health Unit Resiliency and Positive Mental Health to coincide with World Health Day 2014 	<ul style="list-style-type: none"> • All LPS students and family members • Distribution to community partner agencies • World Health Day activities are open to all Healthy Schools (St. James, Kakabeka and Woodcrest) and other schools in area boards to develop a photovoice project. • Celebration to take place on Monday April 7th (World Health Day) • Key note speaker will be Hayley Irwin
	<ul style="list-style-type: none"> • Leading Mentally Healthy Schools 	<ul style="list-style-type: none"> • All school leaders

Mental Wellness Awareness and Literacy		
Other target area	Plan of Action	Target Audience
(Stigma Reduction)	<ul style="list-style-type: none"> • Clara Hughes – Olympic Athlete • Community keynote Thursday June 19th • Student event, Saturday June 21st at Superior High School 	<ul style="list-style-type: none"> • All students from Lakehead Public Schools are welcome to attend the one hour talk and interact event • A student working group will be developed to work with the Mental Health Lead and the CCTB Foundation Group
Mental Health Awareness and Literacy (Complex, high risk students)	<ul style="list-style-type: none"> • Dialectical Behavioural Therapy Certification for two social work staff which involves several training and follow up sessions throughout the year 	<ul style="list-style-type: none"> • Red Zone youth
Promoting Resiliency		
Other target area	Plan of Action	Target Audience
	<ul style="list-style-type: none"> • Dr. Michael Ungar Workshop (January 28/29, 2014) 	<ul style="list-style-type: none"> • Teaching staff (family of schools); student councils; guidance councillors, social workers, attendance councillors, Principals, SSPs, facilitators, community partners
Safe Environments for Learning	<ul style="list-style-type: none"> • SEAC Strengths Presentation for Parents (March 19, 2014) • Dr. Rawana presented 	<ul style="list-style-type: none"> • Parents and educators
Safe Environments for Learning		
Other target area	Plan of Action	Target Audience
Caring Adults and Community Engagement	<ul style="list-style-type: none"> • Dr. Doug Willms (author and creator of Tell Them From Me Survey) presentation on Monday January 27th • 2 hours on indicators related to high school completion 	<ul style="list-style-type: none"> • Administrators, Program Staff, Superintendents,, Senior Administration
	<ul style="list-style-type: none"> • Violence Threat and Risk Assessment Training Level II & I by Kevin Cameron (September 16-19, 2014) • Building Board and partner capacity in the area of threat and risk assessment • Develop a Violence, Threat and Risk Assessment Protocol for the Board in collaboration with community partners 	<ul style="list-style-type: none"> • Level II – Board staff who had completed Level I in September • Community partners who attended Level I in September (fee will be charged) • Level I – all remaining school administrators and key school staff; + community partners (fee will be applied)
(Bullying Prevention)	<ul style="list-style-type: none"> • “Second Step Bullying Prevention” program pilot • Two schools have volunteered to participate in a three month trial 	<ul style="list-style-type: none"> • Elementary students who have been exhibiting a pattern of behaviours that place them at risk to bully peers
(Parent Engagement)	<ul style="list-style-type: none"> • Administration of Tell Them From Me Parent survey 	<ul style="list-style-type: none"> • Parents from all high schools and elementary schools may participate (from JK to grade 12 inclusive)

Healthy Lifestyles

Other target area	Plan of Action	Target Audience
	<ul style="list-style-type: none"> • Participation in OPHEA's Smoke Free Ontario Program Pilot • Partnership with OPHEA and Queen's University, over the next two years • LPS four high schools will be given the opportunity to pilot 	<ul style="list-style-type: none"> • Students will be taught the effects on the intervention on the prevention of youth tobacco use and the promotion of healthy schools • Standardized questionnaires will be administered and statistically analyzed
Healthy Lifestyles (Student Engagement)	<ul style="list-style-type: none"> • Youth Mental Health and Addiction Champion project participation In partnership with the Registered Nurses Association of Ontario • March 3, 2014 – March 31, 2015 • One of six pilot projects in Ontario 	<ul style="list-style-type: none"> • The development of peer leaders in champion roles to increase knowledge and awareness of mental health and substance misuse issues and develop resiliency.

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2014 APR 08
Report No. 049-14

TO THE CHAIR AND MEMBERS OF
THE STANDING COMMITTEE-Public Session

RE: HONORARIA FOR BOARD MEMBERS - UPDATE

1. Background

- 1.1 Ontario Regulation 357/06 "Honoraria for Board Members" required boards to set a new level of honoraria for Board Members of District School Boards by October 15, 2010.
- 1.2 On June 3, 2010, the Ministry of Education provided Directors of Education with a memorandum outlining the process for determining Trustee honoraria.
- 1.3 On September 28, 2010, Trustees of Lakehead District School Board approved a motion setting the level of honoraria for the December 1, 2010 to November 30, 2014 term of office.
- 1.4 On December 8, 2010, The Public Sector Compensation Restraint to Protect Public Services Act, 2010 was made effective retroactively to March 24, 2010, freezing remuneration for employers, office holders, and employees of public sector entities until the beginning of April, 2012. This included Trustee honoraria.
- 1.5 On March 31, 2012, the Minister of Education amended Ontario Regulation 357/06 "Honoraria for Board Members" to maintain the limits on Trustee honoraria until March 31, 2014, to the levels that would have been obtained had the restraint period not ended.

2. Situation

On March 28, 2014, the Minister Education further amended Ontario Regulation 357/06 "Honoraria for Board Members", to extend the restraint period for Trustee honoraria to November 30, 2014.

3. Conclusion

Trustees of Lakehead District School Board will maintain their level of remuneration at least until the end of the current four-year term of office.

Respectfully submitted,

DAVID WRIGHT
Superintendent of Business

CATHERINE SIEMIENIUK
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2014 APR 08
Report No. 047-14

TO THE CHAIR AND MEMBERS OF THE
STANDING COMMITTEE – Public Session

RE: 2014 MUNICIPAL ELECTION – ALTERNATIVE VOTING METHODS FOR ELECTIONS

1. Background

- 1.1 Lakehead District School Board is responsible for conducting the election of Trustees for the co-terminus School Boards within the Province of Ontario Localities (area without municipal organization).
- 1.2 Ontario Municipal Elections Act Section 42 states that the council of a local municipality may pass a by-law on or before June 1 in the year of the election to authorize “electors to use an alternative voting method, such as voting by mail or by telephone, that does not require electors to attend at a voting place in order to vote”.
- 1.3 Lakehead District School Board used the “vote by mail” alternative voting method for the past four (4) Trustee elections.
- 1.4 Administration has determined that the alternative voting method is more cost-effective and results in a greater level of participation than traditional methods.

2. Situation

With the merger of Armstrong, Auden, Collins, and Ferland school areas the need to use an alternative voting method is required to effectively conduct the Trustee elections. A new by-law must be passed to authorize the use of an alternative voting method for the 2014 municipal election.

3. Conclusion

As a result of the merger with the District School Authorities, at the next Regular Board meeting, a report will come forward to:

- 3.1 Rescind By-Law 100 authorizing the use of an alternative voting method for the 2010 election of Trustees; and

- 3.2 Adopt a new By-Law authorizing the use of an alternative voting method for the election of Trustees for the Province of Ontario Localities - Auden, Armstrong, Collins, Ferland, and Lakehead (areas without municipal organization).

Respectfully submitted,

BRUCE SAUDER
Administrative Services Supervisor

CATHERINE SIEMIENIUK
Director of Education

LAKEHEAD DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE

Jim McCuaig Education Centre
Thunder Bay, Ontario

2014 FEB 19

MEMBERS PRESENT:

Laura Sylvestre (Chair)	Pat Johansen
Theresa Graham (Vice Chair)	Judy Kay
Marg Arnone (Trustee)	Sheila Marcinyshyn
Jane Cuttress	Mike Otway
David Fulton	

ABSENT WITH REGRET:

Jennifer Bean-Anderson
Maureen Cameron
Jennifer Turcotte

OTHERS PRESENT:

Colleen Kappel (Teleconference)
Lori Carson
David Wright

1. **Call to Order**

Laura Sylvestre, Chair of SEAC, called the meeting to order at 6:03 p.m.

2. **Approval of the Agenda**

Moved by David Fulton

Seconded by Theresa Graham

"THAT the agenda for the February 19, 2014 SEAC meeting be approved."

CARRIED

3. **Declarations of Conflict of Interest**

There were no declarations of conflict of interest.

4. **2014-2015 Budget Presentation**

David Wright, Superintendent of Business, presented information on the 2014-2015 budget. A Power Point presentation highlighting key dates and the 2013-2014 Special Education budget allocations was presented. Questions from members were addressed.

5. Approval of the Minutes

Moved by Trustee Pat Johansen

Seconded by Theresa Graham

“THAT the minutes of the January 15, 2014 SEAC meeting be approved.”

CARRIED

6. Business Arising From The Minutes

6.1 Trillium Lakelands Correspondence

Discussion regarding writing correspondence to the Minister of Education in support of the Trillium Lakelands correspondence, and inequities in Special Education funding ensued. Members, by consensus, agreed to focus on the SEAC budget presentation to the Lakehead District School Board Budget Committee first, and then revisit sending correspondence to the Minister. Superintendent Kappel will bring information on Special Education data to the next SEAC meeting.

6.2 SEAC Guest Speaker Event

Laura Sylvestre, Chair of SEAC, suggested to members that Dr. Ed Rawana, Consulting Psychologist at Lakehead Public Schools, would be available to present on *Strengths Based Learning at Home and School*, on Wednesday, March 19, 2014. The event would take place after the March 19, 2014 SEAC meeting at Superior CVI Cafetorium. An honourarium would be provided to Dr. Rawana, and coffee/tea, snacks and juice would be available for attendees. Non-perishable food donations to Shelter House and a silver donation to The Lakehead Learning Foundation would be requested as an entrance fee. Members, by consensus, agreed to proceed with the event on March 19, 2014.

6.3 School Council Networking Event

Laura Sylvestre, Chair of SEAC, provided information to members on the School Council Networking event that took place on Monday, January 20, 2014 at Westgate CVI. Presentations included:

- Program Department staff on fun ways to teach math and literacy;
- The Principal and School Council Chair from Vance Chapman Public School on corresponding with parents/guardians via email; and
- Thunder Bay Public Library staff on various programs available to children at the libraries.

6.4 Kindergarten Registration Evening

Laura Sylvestre, Chair of SEAC, and Lori Carson, Special Education Officer, provided information on the Kindergarten Registration Evening that took place on Monday, February 3, 2014. The event was well

attended and worthwhile. Members were encouraged to attend the event next year as parents/guardians appreciated the attendance of SEAC members at the event.

7. Correspondence

The correspondence folder was circulated to members for their perusal.

8. Advocacy Tracking

The advocacy tracking template was circulated for member completion.

9. 2014-2015 SEAC Budget Submission

The Budget Deputation evening is scheduled for April 1, 2014. SEAC will be invited to attend and present a budget submission to the Budget Committee on this date. An Ad Hoc Committee will be established to create a submission. All members are invited to participate. Ms. Haven will send out to all members an available date to meet.

10. Status of 2013-2014 Work Plan

The 2013-2014 SEAC Work Plan Smart Goals and Record of Progress were reviewed by members. The Safe Talk Training for members at the April 16, 2014 SEAC meeting was discussed. Parameters regarding attendees and extending the invitation to additional participants (up to 30) was discussed. Members, by consensus, agreed to schedule the training from 5:30 p.m. to 8:30 p.m. and offer a light dinner as part of the training.

Discussion also took place regarding the Smart Goal – Engaging the community. Suggestions included holding a SEAC Open House Meeting and inviting organizations, School Councils, and Parent Involvement Committee members to attend. It was also suggested to have a table set up at the guest speaker event to share information on SEAC.

11. Parent Involvement Committee (PIC) Update

Laura Sylvestre, Chair of SEAC, provided an update on the Parent Involvement Committee meeting of Monday, January 20, 2014. Items addressed included:

- Suzie Splett, elected as the PIC Chair;
- Premier's Awards;
- Kid's Help Phone Donation;
- Laura Sylvestre is now the PIC representative at the Success Advisory Committee;
- Pro Grant funding;
- Consultation on the Social Media Strategy; and
- Trustee Lori Lukinuk providing information on the Ontario Catholic School Trustees' Association advertisement.

12. Woodcrest Planning

Colleen Kappel, Superintendent of Education provided information on space pressures at Woodcrest Public School. Questions from members were addressed.

13. Information and Inquiries

13.1 Sheila Marcinyshyn, Anishnawbe Mushkiki member, provided information to members on a Youth Conference that will take place at the end of March 2014. The poster for the event will be forwarded to all members.

13.2 Laura Sylvestre, Autism Ontario – Thunder Bay Chapter member, provided information on World Autism Awareness Day, which will take place on April 2, 2014. The flag will be raised at City Hall again this year.

14. Status of 2013-2014 SEAC Budget

Laura Sylvestre, Chair of SEAC, provided the status of the budget to members.

15. Policy Review

15.1 Laura Sylvestre, Chair of SEAC, informed members that the Student Trustee Policy is currently up for review. Members were encouraged to provide input to the policy.

15.2 Laura Sylvestre, Chair of SEAC, informed members that the Information Security Policy will be up for review beginning March 26, 2014. It was suggested that SEAC review this policy to complete the Smart Goal of providing input to three policies. Input to the policy will be discussed at the March 19, 2014 SEAC meeting. The policy will be sent out in advance of the meeting so that members can prepare input prior to the meeting.

16. Board Update

Trustee Marg Arnone provided information to members on the following Board Meetings:

January 28, 2014 Regular Board Meeting

The following reports were presented at this meeting:

- Board Leadership Development Strategy Report;
- Information Technology Plan Update;
- Approval of revised policies: Advertising and Use of Volunteers in Schools;
- Establishment of the 2014-2015 Budget Committee; and
- Endorsement of the Charter of Commitment on First Nation, Métis, and Inuit Education.

February 11, 2014 Standing Committee Meeting

The following reports were presented at this meeting:

- Co-curricular Activities; and
- The Arts.

17. Adjournment

Moved by Mike Otway

Seconded by Sheila Marcinyshyn

“THAT we do now adjourn at 7:26 p.m.”

CARRIED



ABORIGINAL EDUCATION ADVISORY COMMITTEE MINUTES

DATE: Friday, February 7, 2014, Board Room, Education Centre

MEMBERS PRESENT: Kathy Beardy, Katrina Fiddler, Pauline Fontaine, Pat Johansen, Sylvia O'Meara, Sherri-Lynne Pharand, Dolores Wawia, Beverley White-Kokeza

ALTERNATES PRESENT: Sharon Kanutski, George Saarinen

ABSENT WITH REGRET: Lawrence Baxter, Elliott Cromarty, Serena Essex, Steve Lalonde, Senator Robert McKay, Ron Oikonen, Suzanne Tardif

RESOURCE: Ellen Chambers, Coral Charlton, Amy Farrell-Morneau, JoJo Guillet, Isabelle Mercier, Jennifer Rissanen, Cathi Siemieniuk, Nicole Walter-Rowan

GUESTS: Lori Lukinuk, Kirsti Alaksa

	AGENDA ITEM	DISCUSSION	ACTION
1.	Opening Ceremonies	<ul style="list-style-type: none">Sherri-Lynne Pharand called the meeting to order and called upon Elder Isabelle Mercier to conduct the opening.	
2.	Welcome and Introductions	<ul style="list-style-type: none">Sherri welcomed everyone to the meeting and thanked Elder Isabelle Mercier for the drum opening. Regrets and substitutions were noted and the attendance sheet was circulated	
3.1	Approval of Agenda – February 7, 2014	<ul style="list-style-type: none">Moved by Pauline Fontaine and seconded by Sylvia O'Meara that the agenda for the February 7, 2014 meeting be approved. Carried.	
3.2	Approval of Minutes – December 19, 2013	<ul style="list-style-type: none">Moved by Beverley White-Kokeza and seconded by Pat Johansen that the minutes of the December 19, 2013 AEAC meeting be approved. Carried.	

4.	Correspondence	<ul style="list-style-type: none"> Correspondence file was circulated. 	
5.	Presentations:		
5.1	2014-2015 Budget Presentation	<ul style="list-style-type: none"> Kirsti Alaksa, Manager of Financial Services, provided an overview of the FNMI education supplement. \$42.8 million has been given to the province for FNMI education, of which \$1.178 million is our Board's allocation. Once the Guiding Principles are approved by the Trustees, copies will be sent to the Committee. How the funds are allocated was discussed. Questions from the group were addressed. 	
6.	Business Arising from the Minutes:		
6.1	PIC Funding	<ul style="list-style-type: none"> Discussion took place on ways to help parents connect with their children attending school in Thunder Bay from northern communities. It was decided to use the PIC funding to create materials for parents of Urban Aboriginal and Northern Community students. 	
7.	New Business		
7.1	Student Achievement Board Report & Achievement Data	<ul style="list-style-type: none"> Nicole Walter-Rowan, Coordinator, provided a power point presentation on the Student Achievement report that compares EQAO results for our Board in relation to the province. Credit accumulation in Grade 9 has increased 11% in Self ID students in the 1st semester. Five additional grants have been received from the Ministry this year to support Aboriginal education. Questions from the group were addressed. 	
8.	Ongoing Business		
8.1	Updates:		
8.1.1	Marten Falls Visit	<ul style="list-style-type: none"> Amy provided a brief update on the visit to Marten Falls by Sherri, JoJo, Terry Trewin, Karen Desrosiers and herself. The group met with parents to discuss ways in which parents can better connect with the schools in Thunder Bay. i.e. Parent/Teacher interviews. Concerns from parents having to send their child to attend school in 	

		Thunder Bay were addressed. There is the potential for 5 students to be eligible to attend high school in Thunder Bay in the Fall.	
8.1.2	Elder's Council	<ul style="list-style-type: none"> Amy and JoJo met with the Elder's Council in December to receive input into the safety portion of the Welcome Book. The group will meet again in April. 	
8.1.3	Native Language Conference	<ul style="list-style-type: none"> The regional Native Language conference is being held April 10 and 11, 2014 at the Best Western Nor'Wester Hotel. There will be 60 participants from the region. Our Board is partnering with NOEL for this conference and has invited Dennis Franklin Cromarty. 	
8.1.4	Welcome Book For Students	<ul style="list-style-type: none"> The book is currently at the printers. These books will be sent out to Northern communities. The group asked that information be included in the book about safety, stress students experience, bullying, etc. Future editions of the booklet will have noted changes. 	
8.1.5	Walk a Mile film Project	<ul style="list-style-type: none"> The launch of the Walk a Mile film project was held on February 6, 2014 at the Thunder Bay Community Auditorium and was a resounding success. Sherri-Lynne acknowledged the incredible job Ellen Chambers' daughter did as one of the speakers in the film. Sherri also acknowledged Rachel Mishenene's participation in the project. 	
8.1.6	TVO	<ul style="list-style-type: none"> TV Ontario will be in the City on February 18 and 19 re the transition of students from northern communities to Thunder Bay. They will interview parents who struggle with sending their children to Thunder Bay to attend school. 	

8.1.7	Kindergarten/Early Learning F.N. Training	<ul style="list-style-type: none"> JoJo provided a brief update. This training will be supported by grant funding from the Indian Friendship Centre and the Ministry. Kindergarten teachers and ECEs from each school will receive a full day of training on February 10 on strategies and resources for English Language Learners. 	
8.1.8	Grades 2-5 Training	<ul style="list-style-type: none"> Training will take place February 27 and 28 on cultural and historical pieces and will be blended into the curriculum. 	
8.1.9	Work Plan	<ul style="list-style-type: none"> Defer to March 20, 2014 meeting. 	
9.	Information and Inquiries	<ul style="list-style-type: none"> The NAN EPP Partnership Forum will be held March 4, 5 and 6, 2014 at the Airline. Sherri-Lynne, JoJo and Amy will be attending on behalf of our Board. The Lakehead District School Board endorsed the Charter of Commitment on First Nation, Metis and Inuit Education at the January 28, 2014 Board meeting. 	Judy to send copy of document with minutes.
10.	Closing Ceremonies	<ul style="list-style-type: none"> Closing ceremonies were conducted by Dolores Wawia. 	
11.	Next Meeting	<ul style="list-style-type: none"> Thursday, March 20, 2014 9:30 a.m. – 12:00 p.m. – Board Room, Education Centre 	
12.	Adjournment	<ul style="list-style-type: none"> The meeting adjourned at 12:00 p.m. 	

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2014 APR 08
Report No. 018-14

TO THE CHAIR AND MEMBERS OF
THE STANDING COMMITTEE - Public Session

RE: POLICY REVIEW – 8090 COMMUNITY/EDUCATION PARTNERSHIPS

1. Background

- 1.1 On September 30, 1997, the Community/Education Partnerships Policy 8090 was approved.
- 1.2 At the June 25, 2013 Regular Board Meeting, the Community/Education Partnerships Policy 8090 was approved for review during the 2013-2014 school year as part of the policy development and review cycle.
- 1.3 On November 6, 2013, the draft policy and procedures were posted on the Board website and distributed to constituent groups for review and comment with input to be received by December 11, 2013.

2. Situation

- 2.1 The draft policy was presented to the Special Education Advisory Committee and their input was incorporated into the new policy and procedures.
- 2.2 The revised policy is attached as Appendix A and the procedures as Appendix B.
- 2.3 Upon final approval, the policy will be distributed according to Board procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 8090 Community/Education Partnerships Policy as amended, Appendix A to Report No. 018-14.

Respectfully submitted,

IAN MACRAE
Superintendent of Education

CATHERINE SIEMIENIUK
Director of Education

SCHOOL-COMMUNITY RELATIONS

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Appendix A to
Report No. 018-14

April 8, 2014 - DRAFT

COMMUNITY/EDUCATION PARTNERSHIPS POLICY

8090

1. Rationale

Lakehead District School Board believes that education is a shared responsibility within our community. Lakehead District School Board believes that community/education collaboration will help to maximize the effectiveness of education by:

- enhancing student learning;
- providing transitional school-to-work experiences for students;
- widening the scope of career choices for students;
- promoting the pursuit of excellence in the school, workplace and community;
- enabling the sharing of knowledge and resources;
- integrating issues relevant to the community and education;
- fostering a greater understanding of the goals, visions and directions of the various partners;
- encouraging responsible citizenship and teamwork; and/or
- helping to achieve common outcomes.

2. Policy

It is the policy of Lakehead District School Board to encourage community involvement in education which positively impacts upon student learning and community life.

3. Definitions

3.1 Partnerships

~~Partnerships are mutually beneficial relationships to all parties that are designed to enhance learning for students. Partnerships are co-operative relationships in which partners share values, objectives, resources (human, material or financial), roles and responsibilities in order to achieve desired learning outcomes.~~

3.2 Partner Organization

~~Partner organizations are those businesses, industry groups and associations, private and public sector organizations, and institutions expressing interest in, deemed eligible by the schools, and participating in the community partnership programs.~~

3.3 Contributions

~~Contributions are donations of money, goods, services, advice or facilities offered by partner organizations.~~

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POLICY****8090**

3.4 — Promotion

Promotion is the promotion of a program, product, or an event by giving public notice using verbal, written or public relations announcements, pictorial ~~electronic/digital~~ methods (e.g., posters, mailings, telemarketing, advertising on apparel, etc.).

3.5 — Partnership Agreement

A partnership agreement is a contractual agreement between a school(s) or the Board and community organizations designed to benefit both parties. A partnership agreement is built around desired student learning outcomes. Partnership agreements can be formal or informal in nature. Every partnership is unique and may be described by more than one of the following types. The most appropriate type should be chosen.

Types of community/education partnerships are categorized as follows:

Type 1 — ~~Informal Partnerships~~ Partnerships are informal in nature and of short duration; approximately one day. They may involve the enhancement of student programs (e.g. visit to a business under the field trip policy ~~ies #6020 and 6021~~). Usually the terms of partnerships of short duration are formed through a verbal agreement.

Type 2 — ~~Student/Group/School Partnerships~~ a multi-day experience involving a student's program. The program partnerships are of two types:

- i) — ~~Credit Generating: cooperative education, apprenticeship, **dual credit**, etc.; and~~
- ii) — ~~Program Enhancement: adopt a school, job shadowing, **certification training**, mentorships, etc.~~

Type 3 — ~~Board & Regional Partnerships~~ a multi-day experience involving students from more than one school and requiring program considerations. These partnerships may be credit generating or program enhancement (e.g. Valhalla Inn School ~~School College Work Initiative Regional Planning Team events that are~~ program open to more than one school).

Type 4 — ~~Contribution/Promotion Partnerships~~ contributions to education by organizations (e.g. donation of money to a sporting event, playground equipment, counselling services in exchange for use of computer lab). A promotion of a program, product, or an event by giving public notice using verbal, written, or public relations announcements, pictorial ~~electronic/digital~~ methods (e.g. ~~online visual~~, telemarketing, posters etc.).

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POLICY****8090**

3. ~~Guiding Principles~~ **Guidelines**

In the development of community/education partnerships, the learner's interests and partner organization's interests can be safeguarded by making informed decisions that benefit everyone involved. Guiding principles based on ethical standards, program standards, student protection standards, labour and employee standards, and suitability of partnership organization measures, will provide the framework for exploring and developing partnerships. Before entering into a community/education partnership, the partners must reflect on the suitability of the partnership arrangement. ~~The Board~~ **Senior Administration**, the Principal or other program coordinators involved in developing a partnership, must reflect on issues of suitability. The ~~Guidelines Checklist found in 8090 Community/Education Partnerships Procedures Appendix A~~ **Policy Item 3** will help determine appropriate partnerships, and help to provide clear expectations.

4. ~~Guiding Principles or Standards~~ **Guidelines**

The Lakehead ~~Board of Education~~ **District School Board** will enter into community partnerships that fulfill the following principles:

43.1 Ethical Guidelines

All Board and community partnerships will:

- enhance the quality and relevance of education for learners;
- mutually benefit all partners;
- treat fairly and equitably all those served by the partnerships;
- allocate resources to complement and not replace public funding for education;
- involve individual participants on a voluntary basis; and
- provide equity of access for programs.

43.2 Program Standards

- All partnerships must be compatible with the mission, values and policies of the Board.
- School partnerships must align with the established goals and directions of individual schools.
- All partnerships must follow the Ministry of Education ~~and Training~~ policies, procedures and guidelines.

43.3 Student Protection Standards

- All partnerships must abide by Health and Safety Regulations and, when applicable, provide students with health and safety training.

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Appendix A to
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COMMUNITY/EDUCATION PARTNERSHIPS POLICY

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- All partnerships must abide by any government regulations, such as ~~Workers'~~ **Compensation *Workplace Safety and Insurance Board (WSIB)*** coverage for students in work education programs (Policy/Program Memorandum No. 76A).
- ~~No student should be paid while on a work placement during school time; the exception to this rule will be payment for out-of-pocket expenses directly incurred by the student.~~
- No student shall be exploited.
- ***All students participating in community/education partnerships shall be given equal encouragement and support without regard to ethnic origins, gender or religion.***

~~43.4~~ Labour and Employer Standards

- ~~Before students are placed in a unionized work setting, the terms of placement will be discussed with both management and the union and/or collective bargaining unit.~~
- ~~No student work placement will replace employee jobs or potential jobs.~~
- ~~Students who are placed in a unionized work setting shall be given the opportunity to learn about the operation of a union and the service it provides.~~
- ~~Students shall not be placed or remain in a placement with an employer where the bargaining unit is involved in a work stoppage.~~

~~43.5~~ Screening Partnership Organizations

~~Prior to entering into a community/education agreement, the participating school area, or Board staff shall clearly determine the partnership organization's expectation of Lakehead District School Board. The following information shall be collected in order to determine a potential partner's eligibility:~~

- ~~the nature of product or service of the partnership organization;~~
- ~~information about the sponsor's history and ownership;~~
- ~~reason for the sponsor's interest in the Lakehead District School Board, i.e. the program/event around which the sponsor wishes to create a partnership agreement; and/or~~
- ~~representatives of the firm with which Lakehead District School Board will work, including any outside advertising or communication agency.~~

5. Establishing and Maintaining Community/Education Partnerships (moved to procedures)

~~Even though every community/education partnership will be different, a coordinated effort will help maximize the success of the partnership. Establishing and maintaining a partnership may include:~~

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POLICY****8090**

- establishing a task force;
- assessing needs;
- finding partners;
- forming an initial agreement (agreement to form a partnership in principle);
- developing an action plan;
- signing a final written agreement;
- implementation of plan;
- evaluation; and/or
- extension and consolidation.

6. Community/Education Partnership Agreements

A community/education partnership agreement helps clarify agreed-upon conditions and terms of the partnership. There are four kinds of community/education partnership agreements:

6.1 Initial Community/Education Partnership Agreement

The partners agree in principle to enter into a community/education partnership, and agree to investigate the conditions and terms of establishing a partnership (8090 Community/Education Partnerships Procedures – Appendix A).

6.2 Final Community/Education Partnership Agreement

An action plan stating the conditions and terms of the community/education partnership are embodied in a written agreement prior to implementation of the plan (8090 Community/Education Partnerships Procedures – Appendix B).

6.3 Work Education Contract

Community/education partnerships that generate credits for students must have a work education contract signed by a student, partnership organization, a parent/guardian and a teacher. The contract clearly outlines the roles and responsibilities of these partners. An example of this type of partnership is Cooperative Education and other similar work/education partnerships. A work education contract is signed prior to a work placement (8090 Community/Education Partnerships Procedures – Appendix D).

6.4 Contributions or Promotional Community/Education Partnership Agreement

A contributions/promotional agreement clearly outlines the terms, benefits, and entitlements of the partnership (8090 Community/Education Partnerships Procedures – Appendix C).

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Appendix A to
Report No. 018-14

April 8, 2014 - DRAFT

COMMUNITY/EDUCATION PARTNERSHIPS POLICY

8090

7. Approval of Community/Education Partnerships

~~Lakehead District School Board will approve community/education partnerships that involve interschool or regional partnerships.~~

~~The Principal of a school will approve partnerships at the school level. Due diligence must be integral to the screening of potential partners.~~

8. Termination of a Partnership Agreement

~~Lakehead District School Board or the partnership organization has the right to terminate an existing community/education partnership after notice has been given. The conditions of the terms of termination will be agreed upon in the partnership contract.~~

9. Acceptance and Approval of Contributions

~~The solicitation of contributions from individuals, organizations or businesses to encourage support for school programs shall be approved by the Principal in consultation with parent groups. Contributions at the school level of amounts over \$1,000 must be reported and approved by the Area Superintendent **of Education**. The acceptance of contributions shall fall under Board policies and guidelines. The Board will approve interschool or regional contributions.~~

10. Promotions

~~The promotion of programs, products, or an event by giving public notice by using verbal, written or pictorial **electronic/digital** methods in the form of posters, mailings, telemarketing, or advertising shall be approved by the Principal in consultation with parent groups. The acceptance of promotions must be beneficial to student learning, and there must be a clear understanding of partnership entitlements.~~

10.1 Entitlements to Partner

~~The context or content of a promotional partnership must be controlled by the school and school community. If a portion of a contribution is to be used as a promotional activity, the terms shall be clearly written in the partnership agreement (8090 Community/Education Partnerships Procedures Appendix C).~~

10.2 Protection for Students

~~There should be no monetary gains to individuals in a community partnership, and there will not be any exclusive direct selling or direct promotion of a partner's organization or service. Schools or students will not be used for commercial, institutional or corporate endorsements.~~

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Appendix A to
Report No. 018-14

April 8, 2014 - DRAFT

COMMUNITY/EDUCATION PARTNERSHIPS POLICY

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11. School Task Force

~~The Principal is responsible for establishing a task force which will provide direction at the school level. The mandate of this committee will be to advise the Principal on:~~

- ~~• assessing the needs of the school;~~
- ~~• investigating possible community partnerships;~~
- ~~• promoting present community partnerships;~~
- ~~• monitoring and reviewing community/education partnerships; and~~
- ~~• reporting.~~

~~This task force will seek input from the School Council and established partner organization links.~~

12. Board Responsibilities

~~*It is the Board's responsibility to:*~~

- ~~• monitor progress;~~
- ~~• approve interschool or regional community/education partnerships;~~
- ~~• review yearly school reports; and~~
- ~~• establish and maintain a Community/Education Partnership Advisory Committee to support and provide input on community/education partnerships.~~

13.4. 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/>	<u>September 30, 1997</u>	<hr/>
<hr/>	<u>Date Revised</u>	<hr/>
	Reviewed by: <hr/>	

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COMMUNITY/EDUCATION PARTNERSHIPS PROCEDURES

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1. Policy

It is the policy of Lakehead District School Board to encourage community involvement in education which positively impacts upon student learning and community life.

2. Definitions

2.1 Partnerships

Partnerships are mutually beneficial relationships to all parties that are designed to enhance learning for students. Partnerships are co-operative relationships in which partners share values, objectives, resources (human, material or financial), roles and responsibilities in order to achieve desired learning outcomes.

2.2 Partner Organization

Partner organizations are those businesses, industry groups and associations, private and public sector organizations, and institutions expressing interest in ~~deemed eligible by the schools, and participating in the~~ community partnership programs.

2.3 Contributions

Contributions are donations of money, goods, services, advice or facilities offered by partner organizations.

2.4 Promotion

Promotion is the promotion of a product or an event by giving public notice using verbal, written, or ~~pictorial~~ **electronic/digital** methods (e.g. posters, mailings, telemarketing, advertising on apparel, etc.).

2.5 Partnership Agreement

A partnership agreement is a contractual agreement between a school(s) or the Board and community organizations designed to benefit both parties. A partnership agreement is built around desired student learning outcomes. Partnership agreements can be formal or informal in nature. ~~Every partnership is unique and may be described by more than one of the following types. The most appropriate type should be chosen.~~

2.6 ***Every partnership is unique and may be described by more than one of the following types. The most appropriate type should be chosen.***

Types of community/education partnerships are categorized as follows:

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- Type 1 - Informal Partnerships - Partnerships are informal in nature and of short duration; approximately one day. They may involve the enhancement of student programs (e.g. visit to a business under the field trip policy **ies #6020 and 6021**). Usually the terms of partnerships of short duration are formed through a verbal agreement.
- Type 2 - Student/Group/School Partnerships - a multi-day experience involving a student's program. The program partnerships are of two types:
- i) Credit Generating: cooperative education, apprenticeship, etc.; and
 - ii) Program Enhancement: adopt-a-school, job shadowing, mentorships, etc.
- Type 3 - Board **and** Regional Partnerships - a multi-day experience involving students from more than one school and requiring program considerations. These partnerships may be credit generating or program enhancement (e.g. Valhalla Inn School - program **School College Work Initiative Regional Planning Team events**) that are open to more than one school.
- Type 4 - Contribution/Promotion Partnerships - contributions to education by organizations (e.g. donation of money to a sporting event, playground equipment, counselling services. in exchange for use of computer lab). **A**The promotion of a program, product or an event by giving **providing** public notice using verbal, written or public relations announcements, pictorial **electronic/digital** methods (eg. **Online, visual**, telemarketing, posters etc.).

3. Guiding Principles**Guidelines**

In the development of community/education partnerships, the learner's interests and partner organization's interests can be safeguarded by making informed decisions that benefit everyone involved. Guiding principles based on ethical standards, program standards, student protection standards, labour and employee standards, and suitability of partnership organization measures, will provide the framework for exploring and developing partnerships. Before entering into a community/education partnership, the partners must reflect on the suitability of the partnership arrangement. The Board **Senior Administration**, the Principal or other program coordinators involved in developing a partnership, must reflect on issues of suitability. The **Guidelines Checklist** found in 8090 Community/Education Partnerships **Procedures** Appendix **AE Policy Item 3** will help determine appropriate partnerships, and help to provide clear expectations.

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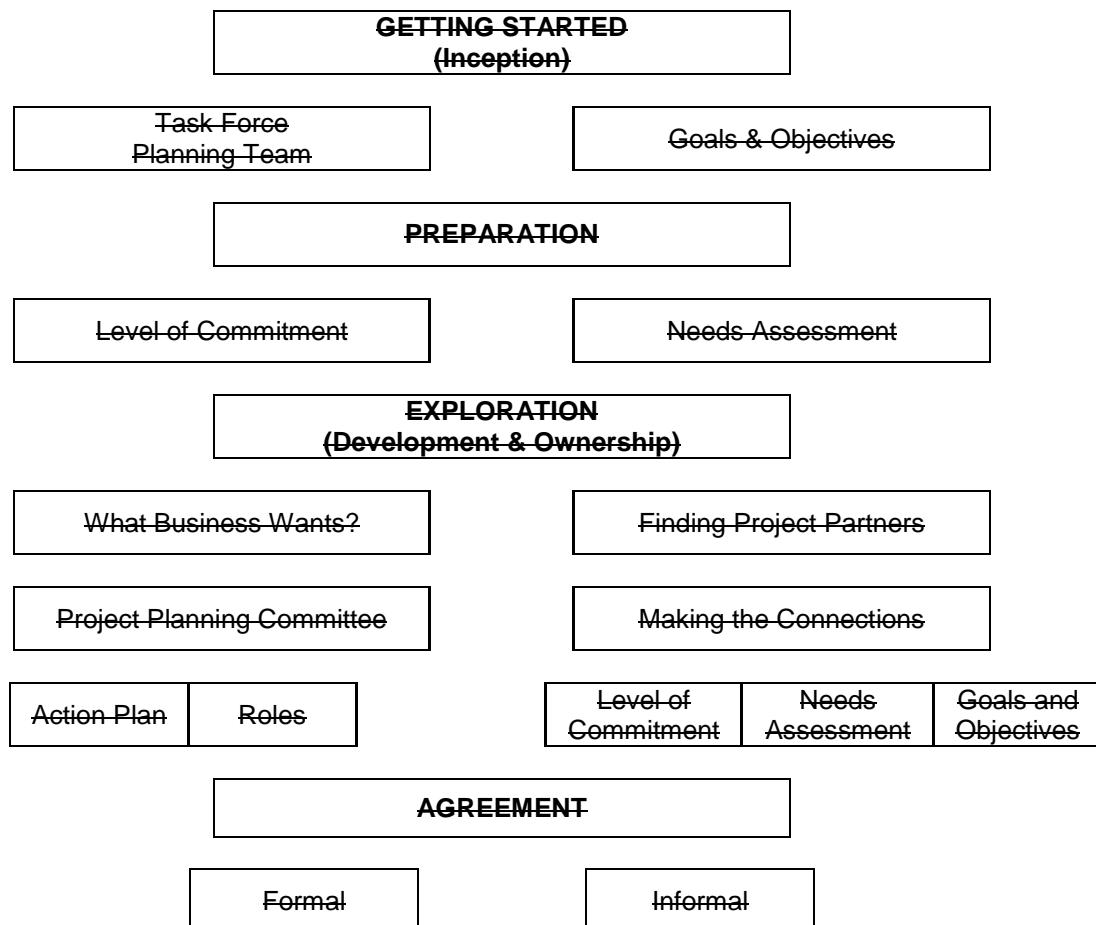
8090

43. Screening Partnership Organizations

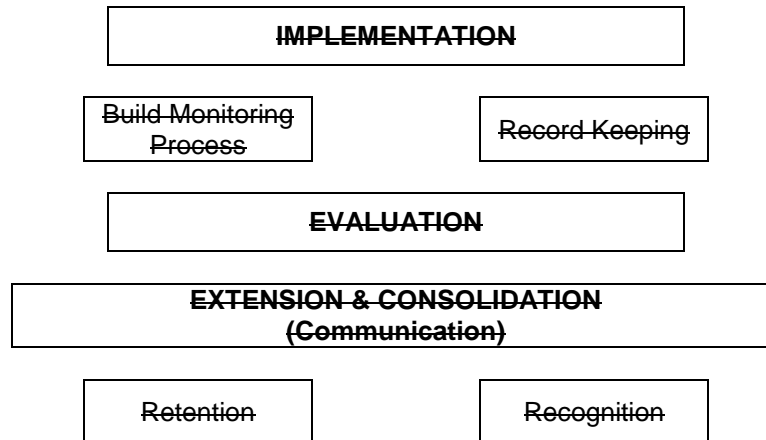
Prior to entering into a community/education agreement, the participating school area, or Board staff shall clearly determine the partnership organization's expectation of Lakehead District School Board. The following information shall be collected in order to determine a potential partner's eligibility:

- *the nature of product or service of the partnership organization;*
- *information about the sponsor's history and ownership;*
- *reason for the sponsor's interest in the Lakehead District School Board, i.e. the program/event around which the sponsor wishes to create a partnership agreement; and/or*
- *representatives of the firm with which Lakehead District School Board will work, including any outside advertising or communication agency*

44. Establishing and Maintaining Successful Partnerships-Community/Education Partnerships



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PROCEDURES****8090**



Even though every community/education partnership will be different, a coordinated effort will help maximize the success of the partnership. Establishing and maintaining a partnership may include:

- *establishing a task force;*
- *assessing needs;*
- *finding partners;*
- *forming an initial agreement (agreement to form a partnership in principle);*
- *developing an action plan;*
- *signing a final written agreement;*
- *implementation of plan;*
- *evaluation; and/or*
- *extension and consolidation.*

5. Community/Education Partnership Agreements

A community/education partnership agreement helps clarify agreed upon conditions and terms of the partnership. There are four kinds of community/education partnership agreements:

5.1 Initial Community/Education Partnership Agreement

The partners agree in principle to enter into a community/education partnership, and agree to investigate the conditions and terms of establishing a partnership (8090 Community/Education Partnerships Procedures - Appendix A).

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5.2 Final Community/Education Partnership Agreement

An action plan stating the conditions and terms of the community/education partnership are embodied in a written agreement prior to implementation of the plan (8090 Community/Education Partnerships Procedures - Appendix B).

5.3 Work Education Contract

Community/education partnerships that generate credits for students must have a work education contract signed by a student, partnership organization, a parent/guardian and a teacher. The contract clearly outlines the roles and responsibilities of these partners. An example of this type of partnership is Cooperative Education and other similar work/education partnerships. A work education contract is signed prior to a work placement (8090 Community/Education Partnerships Procedures - Appendix D).

5.4 Contributions or Promotional Community/Education Partnership Agreement

A contributions/promotional agreement clearly outlines the terms, benefits, and entitlements of the partnership (8090 Community/Education Partnerships Procedures - Appendix C).

6. Approval of Community/Education Partnerships

The Principal of a school will approve partnerships at the school level. Due diligence must be integral to the screening of potential partners.

Lakehead District School Board Senior Administration will approve community/education partnerships that involve interschool or regional partnerships.

7. Termination of a Partnership Agreement

Lakehead District School Board or the partnership organization has the right to terminate an existing community/education partnership after notice has been given. The conditions of the terms of termination will be agreed upon in the partnership agreement.

8. Acceptance and Approval of Contributions

The solicitation of contributions from individuals, organizations or businesses to encourage support for school programs shall be approved by the Principal in consultation with parent groups. Contributions at the school level of amounts over \$1,000 must be reported and approved by the Area Superintendent of Education. The

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acceptance of contributions shall fall under Board policies and guidelines. The Board will approve interschool or regional contributions.

9. Promotions

The promotion of programs, products, or an event by giving public notice by using verbal, written or ~~pictorial~~ electronic/digital methods in the form of posters, mailings, telemarketing, or advertising shall be approved by the Principal in consultation with parent groups. The acceptance of promotions must be beneficial to student learning, and there must be a clear understanding of partnership entitlements.

9.1 Entitlements to Partner

The context or content of a promotional partnership must be controlled by the school and school community. If a portion of a contribution is to be used as a promotional activity, the terms shall be clearly written in the partnership agreement (8090 Community/Education Partnerships Procedures - Appendix C).

9.2 Protection for Students

There should be no monetary gains to individuals in a community partnership, and there will not be any exclusive direct selling or direct promotion of a partner's organization or service. Schools or students will not be used for commercial, institutional or corporate endorsements.

10. School Task Force

The Principal is responsible for establishing a task force which will provide direction at the school level. The mandate of this committee will be to advise the Principal on:

- *assessing the needs of the school;*
- *investigating possible community partnerships;*
- *promoting present community partnerships;*
- *monitoring and reviewing community/education partnerships; and*
- *reporting.*

This task force will seek input from the School Council and established partner organization links.

11. Board ~~System~~ Responsibilities

It is the Board's Senior Administration's responsibility to:

- *monitor progress;*
- *approve interschool or regional community/education partnerships;*
- *review yearly school reports; and*

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- establish and maintain a Community/Education Partnership Advisory Committee to support and provide input on community/education partnerships.

4.4 12. Example: Steps in Establishing and Maintaining Community/Education Partnerships:

STEP 1 - SETTING THE STAGE—INCEPTION

- Principal will establish a ~~task force~~ **planning team**;
- membership of the ~~task force~~ **planning team** will be determined by the Principal;
- ~~Task force~~ **Planning team** will determine needs based on desired learning outcomes;
- general goals and objectives will be set; and
- input will be sought from the School Council, students and present partnership organization links.

STEP 2 - PREPARATION

- determine level of support within the school; and
- check with program coordinators on how improved learning outcomes might be achieved through community/education partnerships.

STEP 3 - EXPLORATION AND DEVELOPMENT

- seek suitable project partners;
- establish a project planning committee made up of key stakeholders (clear mandate ~~&~~ **and** continuity of membership);
- an initial agreement (agreement in principle) may be signed;
- partners explore needs, goals, objectives and levels of commitment;
- develop an action plan (tested against Guideline Checklist - Appendix E);
- sign a final written agreement ; and
- build grassroots support within the school, school community and partner organization.

STEP 4 - IMPLEMENTATION

- based on action plan; **and signed agreement**;
- clear records will be kept;
- process for monitoring; and
- Ministry and Board policy, procedures and practices will be followed.

STEP 5 - EVALUATION

- measure and assess or evaluate performance;
- basis for making informed decisions; and

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- prepare annual report and share with partners.

STEP 6 - EXTENSION AND CONSOLIDATION

- effective communications can be achieved by setting timelines, regular meetings, record keeping, clear training manuals, etc.;
- promoting partnerships by developing brochures, putting articles into newsletters, presentations, etc.;
- celebrate successes by media events, plaques, awards, special events; and
- promote positive teamwork and collaborative strategies by involving key stakeholders in the decision-making process (planning, implementing and evaluation).

513. Board/School Promotion of Partnerships

The Board and schools will attempt to expand partnerships in areas such as:

- volunteers;
- adopt-a school;
- sponsorship of extra-curricular activities;
- career exploration;
- work/education;
- support to special needs students;
- growth and professional development;
- cooperative education;
- mentoring;
- enrichment;
- resource sharing;
- stay-in-school;
- job fairs; and/or
- projects.

614. Primary Decision Makers

The Principal will be responsible for final approval, implementation and monitoring of site-based partnerships (Type 1, Type 2, and non-receipted Type 4).

The Board will be the primary decision maker regarding Type 3 and Type 4 (involving more than one school, regional and receipted contributions) partnerships. The Board will assist in the development of a system partnership.

The Board will also be responsible for addressing identified issues. Examples of this might include equitable distribution of resources and promotion of system programs.

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715. Conditions of Contributions

715.1 Approval of Contributions

The solicitation of contributions from individuals, organizations or businesses to encourage support for school programs shall be approved by the Principal, and when appropriate, in consultation with the School Council. Requests for contributions shall be monitored by the Principal to ensure good will within the school community.

Principals shall keep a record of contributions received by the school from individuals or

Contributions on a system level **of amounts over \$1,000** require the approval of ~~the~~ **a** Superintendent of Education.

Contributions on a regional level require the approval of ~~Executive~~ **Director's** Council.

Consultation with the Purchasing Department and the Health and Safety Officer is required prior to accepting contributions that involve such things as: electronic equipment, chemicals **and** play equipment.

715.2 Ownership/Responsibility

Items received by schools shall be retained at the receiving school under the ownership of Lakehead District School Board. The Board shall retain the discretion to remove, repair or modify any item as required.

715.3 ~~Tax Receipts~~ Charitable Donation

Schools will not accept contributions requiring a ~~tax~~ **charitable donation** receipt ~~until the Board has developed policy and procedures~~ **but will refer requests to the Board.**

715.4 Board Employees

No member of the Board or employee of the Board is permitted to receive a personal gift, donation or discount from any supplier of goods or services to the Board resulting from a community/education partnership.

715.5 Contributions Not Permitted

Soliciting funds by political or commercial agencies is not permitted on the property of Lakehead District School Board.

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COMMUNITY/EDUCATION PARTNERSHIPS PROCEDURES

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816. Conditions for Promotion

- A promotion of a purely commercial nature is not permitted in the schools.
- Announcements of political meetings or controversial social issues are permitted at the discretion of the Principal. Political promotions during a campaign are not permitted.
- Promotion of charities is permitted in the school with the approval of the Principal.

917. Board Responsibility

- seek advice from the Community/Education Advisory Committee;
- monitor progress of partnerships;
- review existing school partnerships on a yearly basis; and
- support school partnership initiatives.

1019. Annual Reporting

~~The School Community/Education Partnership Task Force will submit an annual report to the Board summarizing existing partnerships (8090 Community/Education Partnership Appendix F).~~

1118. Review

These procedures shall be reviewed in accordance with Policy Development and Review Policy 2010.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
<hr/>	<u>September 30, 1997</u>	<hr/>
<hr/>	<u>Date Revised</u>	<hr/>
	Reviewed by: _____	

LAKEHEAD DISTRICT SCHOOL BOARD

Initial Community/Education Partnership Agreement

AGREEMENT BETWEEN _____ AND _____

Place a check mark next to
the type of partnership

☐ Student/Group/
School Partnership

☐ Board & Regional Partnership

☐ Informal Partnership
(optional)

The signatories of the Initial Community/Education Partnership Agreement, on behalf of their respective organizations, hereby agree in principle to entering into a community/education partnership in order to:

- enhance student learning;
- mutually benefit all partners; and
- help achieve common outcomes.

The signatories also agree to investigate conditions and terms of establishing a community/education partnership. The conditions and terms will include, but not be limited to:

- establishing a joint committee to initiate project and oversee its implementation;
- ensure that Ministry and Board policies, procedures and practices are followed;
- establish clear expectations, roles, and responsibilities;
- identify target group;
- establish a consultative process to gather input from all partners;
- ensure that the learning outcomes will be met;
- establish an implementation plan and timelines;
- establish a budget; and
- establish a procedure for monitoring and evaluating the partnership.

Through the process of establishing clear conditions and terms of agreement, the community/education partnership will develop a clear understanding of their commitment and expectations. In this way, the rights of all partners will be protected.

Description of Community/Education Partnership: _____

Partnership Goals: _____

Partnership Organization and Signatures (The Principal of a school will approve School Partnerships and the Director of Education will approve Board/Regional Partnerships).

Education Partner Approval

Education Program Coordinator

Community Partner Approval

Community Program Coordinator

Date

LAKEHEAD DISTRICT SCHOOL BOARD
Final Community/Education Partnership Agreement
(School, Board or Regional Community/Education Partnership)

AGREEMENT BETWEEN _____ AND _____

A. PROJECT NAME: _____

B. TYPE OF PARTNERSHIP: ☐ Student/Group School Partnership ☐ Board & Regional Partnership ☐ Informal Partnership (optional)

C. BRIEF DESCRIPTION OF PARTNERSHIP:

D. TARGET GROUP:
Number of Students _____ | Grade(s) _____ | School(s) _____
Special Consideration (eg. at-risk students, etc.): _____

E. PROJECT BENEFITS (place a check mark next to the partnership benefits listed and add benefits):

STUDENT PARTNER	PARENT PARTNER	EDUCATION PARTNER	COMMUNITY PARTNER
enhances student learning	enhances the learning opportunities of their children	helps provide connections for students	development of future employees
provides transitional school-to-work experiences	children's learning becomes more meaningful	broadens resource base	advances a common interest area, e.g. technology
widens scope of career choices	helps prepare their children for the workforce	increases motivation	provides an opportunity for the sharing of ideas and resources
encourages responsible citizenship and teamwork	their children become more motivated	provides strategic support	increases opportunities to have an impact upon and/or enhance school programs
provides enrichment	their children will become more committed to their education, therefore fewer children will drop out of school	aids curriculum development	helps create a better informed community and new ideas
makes learning activities more relevant and authentic	successful learning will be based on collaborative partnerships	allows an opportunity to jointly pursue professional development	promotes school/community relationships
increases motivation		increases satisfaction in becoming an active participant in improving student learning	reinforcement of shared goals
Other:	Other:	Other:	Other:

F. PLACE A CHECKMARK NEXT TO THE GUIDELINES OUTLINED IN THE BOARD POLICY AND PROCEDURES THAT HAVE BEEN CONSIDERED AND LIST HOW SPECIAL CONSIDERATIONS WILL BE DEALT WITH.

SPECIAL CONSIDERATIONSSTEPS TO ADDRESS ISSUE

- ☐ Ethical Guidelines_____
- ☐ Program Standards_____
- ☐ Student protection Standards_____
- ☐ Labour & Employer Standards_____

Special Considerations (eg. facilities, insurance, ~~Workers' Compensation~~ *Workplace Safety and Insurance Board (WSIB)*, liability issues): _____

- G. DESCRIBE HOW THE PROJECT WILL COMPLEMENT THE CAREER AND EDUCATIONAL PROGRAMS AND ANTICIPATED OUTCOMES THAT THE PARTICIPATING SCHOOL(S) HAVE DEVELOPED FOR STUDENTS:
- _____
- _____
- _____
- _____

- H. PLACE A NAME NEXT TO THE PARTNER THAT WILL BE RESPONSIBLE FOR KEY PROJECT COMPONENTS:

COMPONENTS	RESPONSIBILITIES			
	School, School Coordinator or Committee	Principal	Board Partnership Coordinator	Community Partner
Needs Assessment Objective Setting				
Program Admin. & Management				
Program Planning				
Communication				
Program Promotion				
Orientation				
Public Relations				
Recognition				
Monitoring Program Supervision				
Record Keeping				
Networking				
Review & Evaluation of Students				
Other				

- I. TIMELINES (starting date and duration): _____
- J. DESCRIBE THE PLAN FOR EVALUATING WHETHER OR NOT THE PROJECT HAS ACHIEVED THE DESIRED OUTCOME:

K. LIST SIGNIFICANT BUDGET CONSIDERATIONS:

Student/Parent	Community Partner	School/Teacher	Board

L. CONDITIONS OF TERMINATION OF A PARTNERSHIP AGREEMENT:

 Education Partnership Approval

 Education Coordinator

 Community Partnership Approval

 Community Coordinator

 Date

LAKEHEAD DISTRICT SCHOOL BOARD
Community/Education Partnership Agreement
For *Contributions and Promotions

The signatories of the Contributions or Promotional Community/Education Partnership Agreement, on behalf of their respective organizations, hereby agree to enter into a community/education partnership in order to:

- enhance student learning;
- mutually benefit all partners; and
- help achieve common outcomes.

The type of agreement described is (check): ☐ Contribution ☐ Promotion

Describe the terms of the partnership (type of contribution or the kind of promotion): _____

Outline the specific benefits *& and* special entitlements to the:

Community Partner: _____

Student: _____

School/Board: _____

The signatories agree to the following conditions:

- contributions and promotions must abide by Ministry and Board policies and procedures (Community/Education Partnerships, Advertising, and Fundraising);
- there shall be no monetary gains to individuals in a community partnership;
- there shall be no exclusive direct selling or direct promotions of a product;
- schools and students will not be used for commercial endorsements;
- the context or content of a promotional partnership will be controlled by the school *& and* school community;
- contributions and promotions must benefit student learning; and
- Lakehead District School Board or the partnership organization has the right to terminate an existing partnership after notice has been given. The terms of termination will be:
 - a) 30 days notice suggested;
 - b) partners must honour ongoing commitments; and
 - c) any assets will be the property of the Board.

Principal/Board Signature

Community Partnership Signature

Date

* WHERE CONTRIBUTIONS REQUIRE RECOGNITION AND/OR PROMOTION, DEFINE CONTRIBUTIONS AND PROMOTIONS.



Appendix B to Report No. 018-14
Appendix D to 8090 Community/Education Partnerships Procedures
WORK EDUCATION CONTRACT

Name of Student:	School:	Date Completed:
------------------	---------	-----------------

I hereby agree to participate in the Cooperative Education Program of Lakehead District School Board; to accept my responsibilities, and to abide by the general conditions as outlined below.

RESPONSIBILITIES OF PROGRAM PARTICIPANTS

Student's Responsibilities

The student shall:

- abide by the rules and regulations of the employer and the policies and procedures of the school;
- notify both the employer and the school, as far in advance as possible, of any absence from the workplace due to illness or emergency circumstances;
- report to the employer as scheduled in the work education agreement and attend all in-school sessions in accordance with the timeline for Cooperative Education activities;
- be honest, punctual, courteous and cooperative;
- complete all the learning activities identified in the individualized training plan and all assignments given by the teacher;
- report any injury or accident, regardless of how minor, to both the training supervisor and the teacher; and
- notify the teacher and/or training supervisor of any problems related to his/her participation in Cooperative Education.

Training Organization's Responsibilities

The training supervisor, under the direction of the employer, shall:

- supervise, instruct and evaluate the student as outlined in the supervisor's manual;
- provide the student with a worksite orientation that includes safety rules and procedures, and guidelines for acceptable behaviour and appropriate work attire;
- ensure that the student is given clear instructions and clarification of assigned tasks;
- cooperate with the teacher in developing an individualized training plan for the student;
- ensure that the student is given opportunities to meet the objectives and to complete the learning activities identified in the training plan;
- assist the student in developing employability skills and in making informed career and educational decisions;
- meet with the teacher to discuss the student's performance and complete all evaluation forms;
- notify the teacher regarding any accidents, absences or problems that relate to the student's involvement in the workplace.

School's Responsibilities

The teacher, under the direction of the Principal, shall:

- interview the student applicant;
- provide precourse counselling for students;
- assist with the recruitment and selection of appropriate training stations;
- organize and conduct the preplacement orientation and integration sessions for students;
- develop individualized training plans in consultation with the training supervisor;
- monitor students, complete anecdotal reports and evaluate student performance;
- report student progress to the coordinator and the Principal on a regular basis, and
- perform the day-to-day clerical tasks associated with the delivery of Cooperative Education.

Parents'/Guardians' Responsibilities

The parents/guardians shall:

- agree to the participation of their son or daughter in this program;
- support regular attendance at both the training organization and the school;
- encourage discussion of learning experiences;
- ensure adequate insurance coverage of their son and/or daughter including student accident insurance; and
- provide personal protective safety equipment as required.

GENERAL CONDITIONS

1. Since the primary emphasis of Cooperative Education is on learning, students shall not replace existing employees or prevent employees who are on layoff from being recalled.
2. In the event of a work stoppage or legal strike, the student will be withdrawn from the training organization.

RESERVED FOR SCHOOL AND BOARD

SIGNATURES OF PARTIES TO THE AGREEMENT

Student:	Parent/Guardian:
Training Organization:	Teacher:

Copies: WHITE – School; GREEN – Training Organization; YELLOW – Board; PINK – Student/Parent/Guardian; GOLDENROD – Teacher – Adapted from: Sault Ste. Marie Board of Education

Appendix E to 8090 Community/Education Partnerships Procedures

GUIDELINES: CHECKLIST**ETHICAL GUIDELINES**

Lakehead District School Board will enter into community partnerships that fulfill the following principles:

- ☐ a. enhance the quality and relevance of education for learners;
- ☐ b. mutually benefit all partners;
- ☐ c. treat fairly and equitably all those served by the partnerships;
- ☐ d. allocate resources to complement and not replace public funding for education; and
- ☐ e. involve individual participants on a voluntary basis.

PROGRAM STANDARDS

- ☐ a. All partnerships must be compatible with the mission, values and policies of the Board.
- ☐ b. School partnerships must align with the established goals and directions of individual schools.
- ☐ c. All partnerships must follow the Ministry of Education and Training policies, procedures, and guidelines.

STUDENT PROTECTION STANDARDS

- ☐ a. All partnerships must abide by Health and Safety Regulations, and when applicable provide students with health and safety training.
- ☐ b. All partnerships must abide by any government regulations, such as, Workers' Compensation coverage for students in work education programs (Policy/ Program Memorandum No.76A).

- ☐ c. No student should be paid while on a work placement during school time; ~~the~~ exception to this rule will be payment for out-of-pocket expenses directly incurred by the student.
- ☐ d. No student shall be exploited.
- ☐ e. All ~~s~~**Students** participating in community/education partnerships shall be given equal encouragement and support without regard to ethnic origins, gender, or religion.

LABOUR AND EMPLOYER STANDARDS

- ☐ a. Before students are placed in a unionized work setting, the terms of placement will be discussed with both management and the union and/or collective bargaining unit.
- ☐ b. No student work placement will replace employee jobs or potential jobs.
- ☐ c. Students who are placed in a unionized work setting shall be given the opportunity to learn about the operation of a union and the service it provides.
- ☐ d. Students shall not be placed or remain in a placement with an employer where the bargaining unit is involved in a work stoppage.

Appendix ~~F~~ **E** to 8090 Community/Education Partnerships Procedures
SUMMARY OF COMMUNITY/EDUCATION PARTNERSHIP

Name of School _____

(Submit to the Area Superintendent by May 30 of each year)

Type of Partnership	Activity/Event/Name	Target Group	Description	Success Criteria

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2014 APR 08
Report No. 046-14

TO THE CHAIR AND MEMBERS OF
THE STANDING COMMITTEE - Public Session

RE: POLICY REVIEW – 3095 STUDENT TRUSTEE

1. Background

- 1.1 On March 27, 2007, the 3095 Student Trustee Policy was revised.
- 1.2 At the June 25, 2013 Regular Board Meeting, the 3095 Student Trustee Policy was approved for review during the 2013-2014 school year as part of the policy development and review cycle.
- 1.3 On February 12, 2014, the draft policy was posted on the Board website and distributed to constituent groups for review and comment with input to be received by March 26, 2014.

2. Situation

- 2.1 Feedback and housekeeping items were received from the Office of the Director and the current Student Trustee (Appendix B).
- 2.2 Upon final approval, the policy will be distributed according to Board procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 3095 Student Trustee Policy as amended, Appendix A to Report No. 046-14.

Respectfully submitted,

CATHERINE SIEMIENIUK
Director of Education

April 8, 2014 - DRAFT**STUDENT TRUSTEE POLICY****3095**1. Rationale

Ontario Regulation 7/07 S. 2 (1) states:

"The Board shall develop and implement a policy providing for matters relating to Student Trustees and to the payment of honoraria for Student Trustees."

2. Policy

It is the policy of Lakehead District School Board that, in accordance with Ontario Regulation 7/07 **S.3**, the Board shall have one Student Trustee.

3. Guidelines

3.1 ***The Chair of the Board will assign a Trustee Mentor who will provide Board-based orientation and meet regularly with the Student Trustee.*** ~~The Student Trustee shall be assigned a Trustee Mentor.~~

3.2 The Student Trustee shall attend public sessions of Regular meetings of the Board and its committees. A Student Trustee is not entitled to be present at a meeting that is closed to the public ***in accordance with*** ~~under clause 207(2) (b) of the Education Act~~ under section 207 S.(2) (b) as amended.

b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian.

3.3 The Student Trustee shall ~~be a voting member and~~ act in concert with other elected Trustees to examine and discuss issues leading to a vote at Regular public meetings of the Board, unless the Student Trustee has a conflict of interest. A Student Trustee is entitled to require that a matter before the Board or one of its committees on which the Student Trustee sits be put to a recorded vote, and in that case there shall be:

a) a recorded non-binding vote that includes the Student Trustee's vote; and

b) a recorded binding vote that does not include the Student Trustee's vote.

3.4 The Student Trustee is not entitled to move a motion, but is entitled to suggest a motion on any matter at a meeting of the Board or of one of its committees on which the Student Trustee sits, and if no member of the Board or committee, as the case may be, moves the suggested motion, the record shall show the suggested motion.

3.5 The Student Trustee shall follow Trustee protocols when dealing with complaints, questions or suggestions regarding a school or service.

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- 3.6 The Student Trustee shall be provided with support services afforded Trustees.
- 3.7 The Student Trustee shall be afforded expenses by Board practice.
- 3.8 The Board shall pay an honorarium as per Student Trustee Ontario Regulation 7/07 **S.2 (1)**.

4. Qualifications

A Student Trustee is qualified if ~~he/she is~~ **they are**,

- (a) a Canadian citizen;
- (b) a resident within the area of jurisdiction of the Board; ~~and~~
- ~~(c) a full-time student currently in or entering the senior division in a Lakehead District School Board school.~~
- (c) **currently in or entering the senior division in a Lakehead District School Board school; and**
- (d) **a full-time student**
or
an exceptional pupil in a special education program from whom the board has reduced the length of the instructional program on each school day under subsection 3(3) of Regulation 298 of the Revised Regulation of Ontario, 1990 (Operation of Schools – General) made under the Act, so long as the pupil would be a full-time pupil if the program had not been reduced.

5. Selection Process

- 5.1 The Office of the Director shall coordinate the interview process to select a Student Trustee.
- 5.2 Students' Councils from each secondary school shall invite applications for a Student Trustee.
- 5.3 In consultation with the staff advisor, a Students' Council shall conduct the process for election of its nominee, and submit its nomination to the Office of the Director.
- 5.4 The interview committee shall consist of:
- i) the Presidents of secondary school Students' Councils, or a Students' Council designate; and

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ii) the outgoing Student Trustee, if he or she is not seeking another term.

5.5 ~~An election~~ ***The selection process*** for ***the*** Student Trustee shall ~~be held no later than~~
be completed by April 30 in each year.

6. Responsibilities

6.1 The Student Trustee shall act in accordance with the ***Procedural*** By-Laws ~~and Rules of~~
~~Order of the Board.~~

6.2 The Student Trustee shall act on behalf of the Board only where authority has been
specifically delegated by the Board.

6.3 The Student Trustee shall endeavour to obtain a broad view for students' input to be
presented to the Board.

**6.4 *The incumbent Student Trustee will work with the incoming Student Trustee who
will attend at least two Board meetings as an observer prior to their term.***

7. Term

The term of office will be August 1 of the year in which he or she ~~he or she~~ ***the Student Trustee*** is
elected and ends on July 31 of the following year.

8. Disqualification

8.1 The Student Trustee shall be disqualified if he/she:

i) is absent from three (3) consecutive Regular Board meetings, in accordance with
the *Education Act* ***under section 228.(1) (b); and/or***

b) ***absents himself or herself without being authorized by resolution
entered in the minutes, from three consecutive regular meetings of
the board;***

ii) ceases to hold the qualifications required to act as Student Trustee as described
in Section 4 of this Policy.

8.2 A person who ceases to be qualified to act as a Student Trustee shall resign from the
position.

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Appendix A to
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9. Filling of Vacancies

If the Board determines that a vacancy shall be filled, it shall be filled ~~by a by-election~~ **using the selection process outlined in this policy.**

10. 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>
3001 Governance Policy	November 4, 1998	Ont. Reg. 7/07 S.2 (1)
	<u>Date Revised</u>	Ont. Reg. 7/07 S.5 (1)
	April 22, 2003 March 27, 2007	
	Reviewed by _____	

STUDENT TRUSTEE POLICY INPUT

- Under Guidelines point 3.1 it states that the Student Trustee shall be assigned a Trustee Mentor; I propose that, in accordance with the 2005 OPSBA Position Paper on The Roles and Responsibilities of the Student Trustee, a procedure is added to that point regarding the role of the Trustee Mentor and include:
 - ensuring the student trustee gets board-based orientation on issues such as parliamentary procedure, board policy development and strategic planning, the board's operating structure, bylaws and governance model, and issue-specific briefings (note that the mentor is not the person giving the training, only ensuring that such training is available);
 - regular contact with the student trustee to discuss any issues, questions or ideas that the student trustee may have;
 - briefing the student trustee on the agenda prior to any meeting if deemed necessary
 - participate as an observer only in the student advisory committee

- Under point 3.3 it is not clear if the Student Trustee will have a binding vote at the Committee level or even which committees are included in this point. For example I interpret the fact that I am a binding, voting member of the Student Success Advisory Committee, but it is unclear from this policy.

- I would like to recommend that under Point 7, Term, an additional statement be added that an official shadowing/mentorship term will commence and occur from May 1 to July 31. This will ensure that an official mentorship program will occur every year so that the incoming Student Trustee will feel prepared when their respective term begins on August 1st.

- I strongly believe that the Selection Process for each school should be revised, and perhaps a procedure should be established for the selection of each secondary schools Student Trustee nominee to bring uniformity to the process across the Board, and to ensure that in fact the nominee is being selected through a indirect democratic procedure. I propose that the procedure follow the guidelines of:
 - Interested and qualified applicants will complete applications provided by the Office of the Director and will submit them to the Student Council/Student Government Advisor
 - If there is more than one applicant at a school, then a selection committee supervised by the SAC/SG Advisor will be appointed and will be composed of 2 Student Council

- members, 1 student representative of sports teams, 1 student representative of the arts programs, 1 student representative from the GSA
- Each applicant will be interviewed by the selection committee, and 1 school nominee will be selected and forwarded to the Office of the Director
 - The Student Trustee interview committee shall consist of the Presidents of each secondary school Students Council or a designate, and the Student Trustee if they are not seeking another term
- With point 5.4, I find it unclear as to whether the interview committee will include the 4 presidents, one from each school, and the Student Trustee; or the Student Trustee and the Presidents from the 3 other secondary schools which are not represented by the Student Trustee
 - My opinion is that it should include all 4 Presidents or designates in addition to the Student Trustee, who chairs the selection committee; as truly the Student Trustee represents all schools, not just the school that they attend. Additionally there is the simple reason that 5 is an odd number which in the case of a vote, will not end in a tie
 - Also unclear in the selection process is how the interview committee selects the student trustee from the nominees, whether it is by consensus, a vote followed by if necessary a runoff vote between the top 2 vote-collectors. I propose that the student trustee be selected by consensus of the selection committee, because all schools and therefore all students need to have confidence in the incoming Student Trustee.
 - I believe that in the responsibilities section of the Student Trustee policy(Point 6), it should be included that they will chair a Student Trustee Advisory Committee (aka Student Senate) which will meet at the discretion of the Student Trustee.
 - Also it should be noted that there is a document titled “Responsibilities of the Student Trustee”, which could perhaps be included as an appendix to the policy or be referenced or included in the Policy.
 - Within that document “Responsibilities of the Student Trustee”, I strongly advocate for the revision of point 2 – Conferences. I believe that the words “The Student Trustee is allowed to attend” be revised to say “The Student Trustee is entitled to attend”, which will provide clarity to the matter that funding for one Conference is guaranteed, and requests for additional funding for additional conferences is allowed.

- Under that point I would like to make the note that the financial situation for the Student Trustee in terms of Conference budget and etc. is not clearly communicated. I believe that the Student Trustee is entitled to \$2500 in budget to attend Conferences, yet according to this document, the Student Trustee is only entitled to attend 1 Conference. As can be seen there a lack of clarity when it comes to the financial situation for the Student Trustee, as expenses to attend 2 out-of-town conferences could easily be kept under \$2500.
- Also under the “Responsibilities of the Student Trustee” document, point 4, allows for a computer and printer to be installed at the Student Trustee residence. I believe that there should be some consideration put into giving the Student Trustee an iPad for the duration of their term, which would be the same that is given to the other Board Trustees.