



Office of the Director

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

REGULAR BOARD MEETING NO. 8

Tuesday, April 22, 2014

Jim McCuaig Education Centre

Catherine Siemieniuk
Director of Education

Deborah Massaro
Chair

AGENDA

PUBLIC SESSION

7:30 P.M. – in the Board Room

	<u>Resource Person</u>	<u>Pages</u>
1. Call to Order		
2. Disclosure of Conflict of Interest		
3. Approval of the Agenda		
4. Reading: By-Law No. 108 – 2014 Municipal Election - Alternative Voting Methods for Elections		
5. Resolve into Committee of the Whole – Closed Session		
6. COMMITTEE OF THE WHOLE – Closed Session – 6:30 p.m. (SEE ATTACHED AGENDA)		
7. Report of Committee of the Whole – Closed Session		
8. Delegations/Presentations		
8.1 Agnew H. Johnston Public School - <i>Agnew's Student Well Being Strategy</i>	S. Pharand	1-3
9. Confirmation of Minutes		
9.1 Regular Board Meeting No. 6 - March 25, 2014	D. Massaro	4-8
10. 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>			
11.	Information Reports		
11.1	Ontario Public School Boards' Association (OPSBA) Report	G. Saarinen	Verbal
11.2	Student Trustee Report	L. Turner	Handout
11.3	Literacy and Numeracy K-12 (054-14)	S. Pharand	9-12
11.4	Aboriginal Education (053-14)	S. Pharand	13-17

12. First Reports

MATTERS FOR DECISION:

13.	Postponed Reports		
14.	Recommendations from the Standing Committee (050-14)	K. Wilson	18-20
14.1	Policy Review - 3095 Student Trustee (046-14)		
	<i>It is recommended that Lakehead District School Board defer 3095 Student Trustee Policy to the May Standing Committee Meeting.</i>		
14.2	Policy Review - 8090 Community/Education Partnerships (018-14)		
	<i>It is recommended that Lakehead District School Board approve 8090 Community/Education Partnerships Appendix A to Report No. 050-14.</i>		
15.	Ad Hoc and Special Committee Reports		
16.	New Reports		
16.1	By-Law No. 108 - 2014 Municipal Election - Alternative Voting Methods (052-14)	C. Siemieniuk	21-23
	<i>It is recommended that Lakehead District School Board adopt By-Law No. 108, Alternative Voting Methods for Municipal Elections, 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) as outlined in Appendix A of Report No. 052-14.</i>		

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

LAKEHEAD DISTRICT SCHOOL BOARD

		Resource <u>Person</u>	<u>Pages</u>
17.	New Business		
18.	Notices of Motion		
19.	Information and Inquiries		
20.	Adjournment		

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

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REGULAR BOARD MEETING NO. 8

Tuesday, April 22, 2014

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Catherine Siemieniuk
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AGENDA

COMMITTEE OF THE WHOLE – Closed Session

6:30 P.M. – in the Sibley Room

	<u>Resource Person</u>	<u>Pages</u>
6.1 Confirmation of Committee of the Whole - Closed Session Minutes		
6.1.1 Regular Board Meeting No. 6 - March 25, 2014	D. Massaro	1-2
6.2 Business Arising from the Minutes		
6.3 Consideration of Reports		
6.3.1 Negotiations	I. MacRae	Verbal
6.3.2 Personnel Matter	I. MacRae	Verbal
6.4 Information and Inquiries		
6.5 Rise and Report Progress		

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

LAKEHEAD DISTRICT SCHOOL BOARD



CELEBRATING STUDENT ACHIEVEMENT

School: Agnew H. Johnston Public School

Title of Initiative: Agnew's Student Well Being Strategy

Components of Initiative	School's Details
1. Description of the nature of the initiative to improve student achievement	The nature of our Well Being Strategy is to provide an environment that purposefully supports the social and emotional well being of our students in the classroom, the school and the community.
2. Rationale for selecting the initiative	<p>The need for this initiative surfaced mainly from the results from our Tell Them From Me Survey which gave us a general understanding of student needs, but also came from our knowledge of the struggles of specific students who we felt would greatly benefit from initiatives to provide a supportive environment which focused on their general well being.</p> <p>In addition, there was a need to consolidate the training that our school received on Restorative Practices at the end of June, 2013. Given that Restorative Practices is the approach used for building relationships, resolving conflict and repairing harm in all Lakehead Public Schools, it was imperative that all staff developed their understanding in order to embed the use of Restorative Practices into their daily routine.</p> <p>The two most recent ON Ministry of Ed Curriculum Documents (Social Studies 2013 and FSL 2013) included "Supporting Students' Well-Being and Ability to Learn" in the Preface. We are following through with current best practices to ensure that students feel safe and accepted at school.</p>
3. Intended outcomes of the initiative related to improved student achievement	The intended outcome is for all classrooms to regularly incorporate sharing circles whereby the teachers and students are able to build a sense of community to use as a vehicle for practicing kindness and understanding. The eventual goal is for students to extend these practices in the playground and even further, in the community. As students are able to manage conflict that arises, the more they will be engaged in instruction and in their tasks and a positive impact on achievement will be the end result. As students engage in this process, they will be able express themselves more explicitly with how they are feeling and what they will need to do in order to repair harm or make things right. Children will become more intrinsically motivated to manage their conflict based on their need to maintain their relationships as opposed to avoiding disciplinary measures.

4. Description of the data used	<ul style="list-style-type: none"> • Tell Them From Me Survey which informed our anti-bullying plan. • September Staff Survey and April Staff Survey • Office referrals from staff and parent concerns
5. Brief description of the significant activities or strategies involved with the initiative	<ul style="list-style-type: none"> • Circle Training and ongoing review of Restorative Practices Framework • Co-created with the staff the current strategies within the Pyramid of Intervention that are being utilized (ongoing) • Introduced Second Step in a few of the classrooms • Introduced “Calm Classrooms” environments (based on the Ogden TLLP Project, and suggestions from the Behaviour Resource Team)
6. One or two highlights of the above activities	<p>Although the focus initially was to concentrate on the Gr. 6 and 8 classes, the explicit teaching of community building, solving conflict and making it right became the focus in the Gr. 1 classes due to the needs of some of the students with exceptionalities as well as the needs of the bodily/kinesthetic learners. The need for calm and caring classes brought on the purchase of sensory details/equipment for each room as well as the use of audio visual applications (i.e. Me Moves and calming music or videos). The concept of Simple Acts of Kindness emerged from the Remembrance Day assembly which attributed to the sense of citizenship and personal well-being in the school.</p>
7. Description of any unexpected results or “moments of serendipity” related to the initiative	<p>The focus and tone of staff meetings has been one of collegiality, learning through researched based literature and programs, as well as collaboration. Staff members are coming forward freely to build a bank of practices that help students to self regulate and communicate their needs both in the classroom and on the playground.</p>
8. Description of one or two interesting findings that would be useful or helpful to other schools	<p>It became apparent through meetings and case conferences with parents that teachers needed to become more explicit in explaining the practices that they have in place and the language that they use to build community e.g. strength walls, sharing circles, All About Me weeks, resolving conflict e.g. affective statements, opportunity for student voice, RP questions, TIWA framework and repairing harm or making it right e.g. apologies, restoration of friendships, acknowledging each other’s strengths.</p>
9. Identification of one or two noteworthy hurdles or stumbling-blocks	<p>Given that we have a high percentage of students with an ASD or who have anxiety, the use of Restorative Practices has had to be modified to help those students to acknowledge empathy that they may feel toward the person being harmed. We have worked closely with the Board ABA and Behaviour Resource teacher, Community Child Resources, Dr. Rawana and Children’s Centre Thunder Bay to help us reach those students and form better relationships with those students and their parents.</p>

10. Next steps in pursuing the initiative	Future consideration will be the sustainability of the work that has been done thus far. Training for the staff on Autism and the range within ASD is important for understanding the exceptionality. This is key as it will help staff to strategize with these students both socially and academically. It is felt that SSPs have received most of the training and professional development on ASD but the teaching staff and ECEs have received training in pockets.
11. Lessons learned about the school's efforts to improve student achievement	Lessons learned about the school's efforts to improve student achievement are that continued modelling on restorative conversations and sharing circles is required. The next piece that will need to be worked on is communicating to our parent community about how we use restorative practices within our classrooms and school to help our students to build a safe and inclusive climate.

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF REGULAR BOARD MEETING NO. 6

Board Room
Jim McCuaig Education Centre

2014 MAR 25
7:30 p.m.

TRUSTEES PRESENT:

Deborah Massaro (Chair)
Marg Arnone
Lori Lukinuk

Jack Playford
George Saarinen
Logan Turner (Student Trustee)

TRUSTEES ABSENT, WITH REGRET:

Pat Johansen
Ron Oikonen
Karen Wilson (Vice Chair)

SENIOR ADMINISTRATION:

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

FEDERATION/UNION REPRESENTATIVES:

Patricia Gibbs, OSSTF - SSP
Maureen Abbott, Lakehead Principals/Vice Principals
Pauline Fontaine, Lakehead Principals/Vice Principals
Rod Bessel, Managers

PUBLIC SESSION:

1. **Approval of Agenda**

Moved by Trustee Lukinuk

Seconded by Trustee Arnone

"THAT the Agenda for Regular Board Meeting No. 6, March 25, 2014 be approved."

CARRIED

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

Moved by Trustee Saarinen

Seconded by Trustee Playford

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

- *Confirmation of Committee of the Whole – Closed Session Minutes*
 - *Regular Board Meeting No. 3*
 - *January 28, 2014*

- Confirmation of Committee of the Whole – Closed Session Minutes
 - Board Meeting No. 5 (Special)
 - March 5, 2014

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

CARRIED

COMMITTEE OF THE WHOLE – CLOSED SESSION:

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

PUBLIC SESSION:

4. Report of Committee of the Whole – Closed Session

Moved by Trustee Saarinen

Seconded by Trustee Arnone

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

‘THAT Lakehead District School Board approve the Committee of the Whole – Closed Session Minutes of Regular Board Meeting No. 3, January 28, 2014.’

‘THAT Lakehead District School Board approve the Committee of the Whole – Closed Session Minutes of Board Meeting No. 5, (Special) March 5, 2014.’”

“THAT the Report of Board Meeting No .5 (Special), March 5, 2014 – Committee of the Whole – Closed Session be adopted with the following recommendations.

‘THAT:

1. *The Lakehead District School Board retain the services of Promeus, as Executive Search Consultants regarding the 2014 Recruitment and Selection of Director of Education.*
2. *All Fees and Expenses relating to the Recruitment and Selection of the Director of Education shall not exceed \$ 50,000.00.”*

CARRIED

5. Confirmation of Minutes

Moved by Trustee Lukinuk

Seconded by Trustee Saarinen

“THAT Lakehead District School Board approve the Minutes of Regular Board Meeting No. 4, February 25, 2014.”

CARRIED

6. Confirmation of Minutes

Moved by Trustee Arnone

Seconded by Trustee Saarinen

"THAT Lakehead District School Board approve the Minutes of Board Meeting No. 5 (Special), March 5, 2014."

CARRIED

MATTERS NOT REQUIRING A DECISION:

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

Trustee Saarinen, Ontario Public School Boards' Association Director and voting delegate, presented a verbal report highlighting the information addressed at the February 28 to March 1 OPSBA Board of Directors meetings. Information will be left in the Trustees' Lounge for perusal.

8. Student Trustee Report

Logan Turner, Student Trustee, provided a handout as his report. Items addressed included: WE Stand Up 2014, Student Senate meeting, 2014-2015 Student Trustee selection process, and secondary school activities and travel clubs.

9. Procedural By-Law Ad Hoc Committee (040-14)

Chair Massaro, on behalf of Trustee Wilson, Chair of the Procedural By-Law Ad Hoc Committee, presented the report. All Trustees' questions were addressed.

10. Bus Transportation Final Costs for 2013-2014 (041-14)

David Wright, Superintendent of Business, introduced Rod Bessel, Manager of Property Services and Transportation, and Dave Carroll, Student Transportation Services of Thunder Bay Consortia Manager, who provided information regarding the audited transportation contracts. All Trustees' questions were addressed.

11. Student Achievement - Mid Year Update (044-14)

Sherri-Lynne Pharand, Superintendent of Education, introduced Lori Carson, Special Education Officer, Nicole Walter Rowan, Program Coordinator, Paul Tsekouras, Student Success Leader, and Donica LeBlanc, Supervising Principal - Early Learning Lead, who presented the report. Initiatives highlighted included: numeracy and literacy, resources and supports for all students, secondary mathematics applied and academic, credit accumulation, and next steps. All Trustees' questions were addressed.

12. Special Education Advisory Committee Meeting Minutes - January 15, 2014

Colleen Kappel, Superintendent of Education, presented the January 15, 2014 minutes for information.

13. Parent Involvement Committee Meeting Minutes - January 20, 2014

Catherine Siemieniuk, Director of Education, presented the January 20, 2014 minutes for information.

MATTERS FOR DECISION:

14. 2014 Municipal Election - Trustee Determination and Distribution (043-14)

Moved by Trustee Playford

Seconded by Trustee Saarinen

"THAT for the 2014 Municipal Election, Lakehead District School Board:

1. *Declare that a low population area not be designated.*
2. *Select option 4.1 of Report No. 043-14, Considerations for the 2014 Municipal Election."*

CARRIED

15. Policy Review - 7060 Staff Training (045-14)

Moved by Trustee Saarinen

Seconded by Trustee Arnone

"THAT Lakehead District School Board defer the review of the Staff Training Policy until the Fall of 2014 in order to gather additional feedback."

CARRIED

16. Multi-Year Strategic Plan (042-14)

Moved by Trustee Playford

Seconded by Trustee Arnone

"THAT Lakehead District School Board direct the Director of Education to review the 2011-2014 Strategic Plan with the current Board, Senior Administration, employee groups, and advisory groups with consideration to extend the Plan to include the 2014-2015 school year."

CARRIED

17. Information and Inquiries

- 17.1 Trustee Arnone reported that she, Trustee Johansen, and Senior Administration attended the International Day for Elimination of Racial Discrimination Breakfast held on March 20 at the Victoria Inn.
- 17.2 Trustee Lukinuk reported that she, Trustee Playford, Catherine Siemieniuk, Director of Education, Ian MacRae, Superintendent of Education, David Wright, Superintendent of Business, and Wayne Bahlleda, Manager of Human Resources, attended the Ontario Public School Boards' Association's Labour Relations Symposium held March 20 to 22.
- 17.3 Trustee Saarinen noted that Trustees received information regarding the *Select Committee on Developmental Services – Interim Report* via email.

18. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Lukinuk

"THAT we do now adjourn at 8:57 p.m."

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2014 APR 22
Report No. 054-14

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

RE: LITERACY AND NUMERACY K-12

1. Background

- 1.1 Lakehead District School Board is committed to ensuring the success of every student. A comprehensive K-12 literacy and numeracy plan, focused on improved student achievement, reflects this commitment.
- 1.2 The literacy and numeracy plan is grounded in the three pillars of the Lakehead School Board's Strategic Plan: Learning, Environment and Engagement.
- 1.3 The Ministry documents, *Paying Attention to K-12 Mathematics Education: Seven Foundational Principles for Improvement in Mathematics, K-12*, and *Paying Attention to K-12 Literacy: Six Foundational Principles for Improvement in Literacy, K-12 (2013)* guide the work of all boards across the province. Targeted focus on the following key areas aligns the work at Lakehead District School Board:
 - planning, sequencing and connecting key mathematical and literacy concepts across the grades;
 - supporting students in making sense of relationships between and among literacy and numeracy concepts;
 - supporting student learning with fair, transparent and equitable assessment practices; and
 - questioning to consolidate understanding of literacy and mathematical processes and concepts.
- 1.4 Consistency and alignment within the system and with provincial initiatives is achieved through:
 - regular contact with math and literacy leaders and researchers across the province;
 - collaboration with all system program staff; and
 - participation in Distributed Leadership Forum, Secondary Program Forum and the Assessment for Learning project.

2. Situation

- 2.1 This report summarizes continuing and new Ministry funded initiatives, and how Lakehead District School Board's work to implement the *Seven Foundational Principles in Mathematics* and *Six Foundational Principles for Improvement in Literacy*, is supporting student and teacher learning in mathematics and literacy.
- 2.2 The Board is committed to providing professional development that is collaborative, classroom-embedded and sustainable. It is grounded in the Assessment for Learning Cycle which is defined by student need. It involves a focus on the following:
- analysis of student work and baseline assessments to inform learning opportunities;
 - fostering critical thinking skills to deepen understanding;
 - development and use of learning goals and success criteria; and
 - descriptive feedback.
- 2.3 The following Ministry and Board funded projects support the learning for the 2013-2014 school year with a focus on key foundational principles:
- Collaborative Inquiry Learning – Mathematics (Learning Labs);
 - School-based Professional Learning Communities;
 - Small and Northern Board: Elementary Math Resource Teacher;
 - Elementary Literacy Resource Teachers;
 - Student Work Study Teachers;
 - Student Work Study Teacher, First Nation Metis and Inuit focus;
 - Homework Help Initiative (HHI);
 - Grade 7-10 Professional Learning Groups (PLGs);
 - Grade 9 Applied Mathematics Professional Learning Community (PLC);
 - Secondary Math Coaching; and
 - Secondary Literacy Leads.

3. Current Practice

- 3.1 A framework of the essential components of effective literacy and numeracy instruction ensure consistency and coherence in practice K-12.
- 3.2 Student learning is supported through collaboration among classroom teachers, administrators and program staff through:
- learning communities that support student-to-student, student-to-teacher and teacher-to-student dialogue;
 - developing effective questioning techniques to encourage and extend student thinking;
 - assessment and instruction practices that are responsive to students' current thinking;

- using timely feedback to plan next steps and extend student learning;
- supporting student engagement, confidence and risk-taking to apply appropriate strategies; and
- integration of information technology.

3.3 Schools engage parents and guardians as partners in learning through:

- curriculum newsletters;
- literacy and numeracy events;
- technology; and
- classroom websites.

3.4 Additional K-12 student supports for literacy and numeracy are accessed through:

- Ontario Focused Intervention Program (OFIP);
- Tutors in the Classroom;
- Lakehead University pre-service teacher tutors; and
- Student Work Study Teachers.

4. Next Steps

Elementary and secondary professional development will continue to be planned, implemented and adjusted based on student, school and system need and will be extended to support a focus on the early years.

5. Conclusion

Improving student achievement continues to be the focus at Lakehead District School Board. Through the analysis of student work, the use of Ministry resources and school and system initiatives and supports, Lakehead District School Board will continue to support literacy and numeracy development in all students.

Respectfully submitted,

DANA SAWIAK
Elementary Math Resource Teacher

CORRINE RUSSELL PRITOUA
Elementary Resource Teacher

INGA ANDERSON FOSTER
Elementary Literacy Resource Teacher

ANDREA LAMPO
Secondary Mathematics Coach

JENNIFER RISSANEN
Secondary Resource Teacher

NICOLE WALTER ROWAN
Program Coordinator

PAUL TSEKOURAS
Secondary Program Coordinator

SHERRI-LYNNE PHARAND
Superintendent of Education

CATHERINE SIEMIENIUK
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2014 APR 22
Report No. 053-14

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

RE: ABORIGINAL EDUCATION

1. Background

- 1.1 In the Strategic Plan, Lakehead District School Board outlines its commitment to the success of every student. Ensuring that the unique cultural and historical significance of First Nation, Métis and Inuit peoples is embedded in the curriculum, reflects this commitment to success for all.
- 1.2 High levels of personal and academic excellence are sought for every student. This work is informed by the following directives identified in *Ontario First Nation, Métis and Inuit Education Policy Framework (2007)* and the *Implementation Plan for Aboriginal Education Key Strategies and Actions 2013-2014*:
 - improving achievement among Aboriginal (First Nation, Métis, and Inuit) students;
 - closing the gap between students who have self-identified Aboriginal and those who have not;
 - increasing public confidence in education; and
 - furthering awareness and understanding of all staff and students.

2. Situation

- 2.1 While continued work is required, the Ministry document, *Progress Report on Implementation of the Ontario First Nations, Metis, and Inuit Education Policy Framework 2013*, has identified improvement on key performance measures.
- 2.2 Lakehead District School Board continues to work within all of the identified performance measures with a focus on Performance Measures 7, 8, 9 and 10:
 - increased satisfaction among educators in provincially funded schools with respect to targeted professional development and resources designed to help them serve First Nation, Metis, and Inuit students more effectively;
 - increased participation of First Nation, Metis and Inuit parents in the education of their children;
 - increased opportunities for knowledge sharing, collaboration and issue resolution among Aboriginal communities, First Nation governments and education authorities, schools, school boards and the Ministry of Education; and
 - integration of educational opportunities to significantly improve the knowledge of all students and educators in Ontario about the rich cultures and histories of Aboriginal people.

3. Current Practice

- 3.1 With the support of Board funding and Ministry grants, Lakehead District School Board continues to improve and expand programming that supports Aboriginal students in achieving their educational goals.
- 3.2 The Aboriginal Education Resource Teacher collaborates with program staff and classroom teachers, leads and participates in school and system based professional development and works with staff and community members to increase engagement and achievement among Aboriginal (First Nation, Metis, and Inuit) students.
- 3.2.1 Informed by student work, co-teaching partnerships with classroom teachers continue to focus on:
- identifying the high-yield literacy and numeracy teaching strategies that are especially responsive to Aboriginal learner needs;
 - supporting and developing class and school environments that encourage Aboriginal and parent engagement; and
 - embedding Indigenous knowledge and perspectives into the curriculum.
- 3.2.2 Goals for all professional development and support are informed by needs identified through:
- analysis of student achievement data;
 - collaboration with Aboriginal Education Advisory Committee;
 - conversation with the Elder's Council;
 - consultation with Transitions Committee;
 - liaison with the Equity & Inclusion Working Committee; and
 - feedback from staff.
- 3.3 The Aboriginal Community Liaison Officer collaborates with staff and the community to broaden Board/school/community partnerships that enhance Aboriginal student learning and engage Aboriginal parents/guardians. This work is guided by the Aboriginal Education Advisory Committee (AEAC) work plan and is focused on:
- supporting the use of the staff resource *Aboriginal Presence in Our Schools: A Cultural Resource for Staff*;
 - implementing the Voluntary Aboriginal Staff Self-Identification Policy;
 - coordinating the Aboriginal Transitions Committee to support transitions for students;
 - providing the perspective of Aboriginal staff, students and their families as a member of the Equity & Inclusion Working Committee;
 - collaborating with Board staff and community groups to enhance community connections and student involvement; and
 - collaborating with the Aboriginal Education Resource teacher to provide system wide professional development for all staff.

- 3.4 Partnerships are important to support Aboriginal student success and retention. Lakehead District School Board has been an active partner in the following initiatives during the 2013-2014 school year:
- Achievement Program partnership with Lakehead University;
 - Native Language Revitalization Project with community partners;
 - Community Coalition United For the Protection of Children and Youth (CCUPC);
 - National Aboriginal Day Committee and working group;
 - Nishnawbe Aski Nation discussion tables to support students in transition to provincial school boards;
 - Native Language professional development opportunities in collaboration with NOEL partner boards;
 - Early Learning Strategy to align and support school and system initiatives and include First Nation, Metis and Inuit perspectives;
 - City of Thunder Bay *Walk a Mile* film project and correlated professional development opportunities;
 - Kindergarten – Grade 12 Collaborative Inquiry projects focused on the goals outlined in the *First Nation, Metis, Inuit Policy* (2007) as well as in the *Implementation Plan* (2014);
 - Biwaase'aa Shkoday curriculum based mentorship program;
 - Family Connections Program for parents who would like support helping their child/children to be successful at school; and
 - Ontario Physical and Health Education Advisory (OPHEA) Provincial Council as a resource for Aboriginal content inclusion.
- 3.5 System wide initiatives to support staff training during the 2013-2014 school year include:
- completion of the mandatory staff training for all staff to support Cultural sensitivity and awareness; and
 - grade and subject specific professional development for teachers.
- 3.6 Aboriginal Achievement Facilitators in each secondary school continue to identify, communicate and coordinate opportunities for staff and students in order to engage, support and celebrate Aboriginal student participation within the school and community.

- 3.7 Native Studies and Native Language courses continue to be offered system wide at the secondary level and in select north zone elementary schools.
- 3.8 The Tutor in a Cultural Learning Environment program is located in all four secondary schools. This program continues to promote student engagement and increase student achievement of First Nation students who have transitioned into the community as well as First Nation students who reside in the Thunder Bay area. The program:
- provides tutoring in a welcoming environment to support the learning needs of First Nation students;
 - assists First Nation students who need information about the school, the community, career or volunteer opportunities;
 - fosters Aboriginal students leadership skills; and
 - facilitates opportunities for students to communicate with family and friends in their home communities.

4. Next Steps

- 4.1 Grade and subject specific professional development that supports the learning needs of Aboriginal students will continue during the 2014-2015 school year.
- 4.2 The results of a parent survey conducted at several south zone elementary schools will be analyzed to determine if expansion of the Native Language program at the elementary level is a viable option for consideration.
- 4.3 Results of the Staff Self-identification survey will be analyzed in order to enable staff to volunteer as mentors, share their culture and help foster an environment where Aboriginal students can reach a high level of achievement.
- 4.4 Lakehead District School Board will continue to monitor and present publicly, to the Board, the achievement and success of Aboriginal learners.

5. Conclusion

Lakehead District School Board continues to use student achievement and engagement data to inform decisions and provide programming that:

- improves achievement among First Nation, Métis, and Inuit students;
- closes the gap between Aboriginal and non-Aboriginal students; and
- ensures high levels of public confidence.

Miigwetch

Respectfully submitted,

LYNNITA-JO GUILLET
Aboriginal Education Resource Teacher

AMY FARRELL-MORNEAU
Aboriginal Community Liaison Officer

NICOLE WALTER ROWAN
Program Coordinator

SHERRI-LYNNE PHARAND
Superintendent of Education

CATHERINE SIEMIENIUK
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2014 APR 22
Report No. 050-14

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

RE: RECOMMENDATIONS FROM THE STANDING COMMITTEE

Background

The following reports were received at the Standing Committee Meeting of April 8, 2014 and have been referred to the Board for approval. The recommendations are as follows:

POLICY REVIEW - 3095 STUDENT TRUSTEE (046-14)

It is recommended that Lakehead District School Board defer 3095 Student Trustee Policy to the May Standing Committee Meeting.

POLICY REVIEW - 8090 COMMUNITY/EDUCATION PARTNERSHIPS (018-14)

It is recommended that Lakehead District School Board approve 8090 Community/Education Partnerships, Appendix A to Report No. 050-14.

Respectfully submitted,

KAREN WILSON
Chair
Standing Committee

SCHOOL-COMMUNITY RELATIONS

8000

Appendix A to
Report No. 050-14

April 22, 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. 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. Senior Administration, the Principal or other program coordinators involved in developing a partnership, must reflect on issues of suitability. The Guidelines will help determine appropriate partnerships, and help to provide clear expectations.

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

3.1 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;

SCHOOL-COMMUNITY RELATIONS

8000

Appendix A to
Report No. 050-14

April 22, 2014 - DRAFT

COMMUNITY/EDUCATION PARTNERSHIPS POLICY

8090

- 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.

3.2 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 policies, procedures and guidelines.

3.3 Student Protection Standards

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

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: _____	

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2014 APR 22
Report No. 052-14

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

RE: BY-LAW NO. 108 – 2014 MUNICIPAL ELECTION – ALTERNATIVE VOTING
METHODS

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 As a result of By-Law number 100, *A by-law to provide for the use of alternative voting methods*, adopted by Lakehead District School Board at its Regular Board Meeting on April 27, 2010, the “vote by mail” alternative voting method was used for the 2010 Trustee election.
- 1.4 Lakehead District School Board used the “vote by mail” alternative voting method for the past four (4) Trustee elections.
- 1.5 Administration has determined that the alternative voting method is more cost-effective and results in a greater level of participation than traditional methods.
- 1.6 Report No. 047-14, Alternative Voting Methods for Municipal Election, was presented at the April 8, 2014 Standing Committee Meeting.

2. Situation

Recent municipal election legislative changes and the merger of Armstrong, Auden, Collins, and Ferland school areas requires a new by-law be passed to authorize the use of an alternative voting method.

RECOMMENDATION

It is recommended that Lakehead District School Board adopt By-Law No. 108, Alternative Voting Methods for Municipal Elections, 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) as outlined in Appendix A of Report No. 052-14.

Respectfully submitted,

BRUCE SAUDER
Administrative Services Supervisor

CATHERINE SIEMIENIUK
Director of Education

LAKEHEAD DISTRICT SCHOOL BOARD

BY-LAW NO. 108
ALTERNATIVE VOTING METHODS FOR MUNICIPAL ELECTIONS

A by-law to provide for the use of alternative voting methods for the election of trustees in the Province of Ontario Localities-Auden, Armstrong, Collins, Ferland and Lakehead (Areas Without Municipal Organization).

WHEREAS Section 42 of the ***Municipal Elections Act, S.O. 1996 Chapter 32*** provides that a municipal council may pass a by-law authorizing the use of alternative voting methods such as voting by mail or by telephone that does not require electors to attend a voting place in order to vote.

NOW THEREFORE, THE TRUSTEES OF LAKEHEAD DISTRICT SCHOOL BOARD ENACTS AS FOLLOWS:

1. The use of ***vote by mail*** as an alternative method is hereby authorized in respect of the Municipal election to be held in 2014 and in subsequent elections.

Read a First time this	_____	day of	_____	A.D.,	20____
Read a Second time this	_____	day of	_____	A.D.,	20____
Read a Third time and finally passed this	_____	day of	_____	A.D.,	20____

Chair of the Board

Secretary