



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. 2
Tuesday, December 15, 2015
Jim McCuaig Education Centre

Ian MacRae
Director of Education

Deborah Massaro
Chair

AGENDA

PUBLIC SESSION
7:30 P.M. – in the Board Room

	<u>Resource Person</u>	<u>Pages</u>
1. Call to Order		
2. Disclosure of Conflict of Interest		
3. Approval of the Agenda		
4. Resolve into Committee of the Whole – Closed Session		
5. COMMITTEE OF THE WHOLE – Closed Session – 6:30 p.m. (SEE ATTACHED AGENDA)		
6. Report of Committee of the Whole – Closed Session		
7. Delegations/Presentations		
7.1 Kingsway Park Public School - <i>Fostering Growth Mindset, Calm Classrooms, and Strengths through a Writing Continuum</i>	C. Kappel	1-4
8. Confirmation of Minutes		
8.1 Regular Board Meeting No. 12 - November 24, 2015	D. Massaro	5-9
8.2 Annual Meeting - December 1, 2015	D. Massaro	10-13
9. Business Arising from the Minutes		

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

Resource
Person Pages

MATTERS NOT REQUIRING A DECISION:

- | | | | |
|------|--|-------------|---------|
| 10. | Information Reports | | |
| 10.1 | Ontario Public School Boards' Association (OPSBA) Report | G. Saarinen | Verbal |
| 10.2 | Student Trustee Report | H. Smith | Handout |
| 10.3 | Aboriginal Education (008-16) | S. Pharand | 14-17 |
| 10.4 | Accessibility for Ontarians with Disabilities Act (AODA) Update (007-16) | D. Wright | 18-27 |
| 11. | First Reports | | |

MATTERS FOR DECISION:

- 12. Postponed Reports
- 13. Recommendations from the Standing Committee
- 14. Ad Hoc and Special Committee Reports
- 15. New Reports
- 16. New Business
- 17. Notices of Motion
- 18. Information and Inquiries
- 19. Adjournment

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

LAKEHEAD DISTRICT SCHOOL BOARD



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REGULAR BOARD MEETING NO. 2
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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>
5.1 Confirmation of Committee of the Whole - Closed Session Minutes		
5.1.1 Regular Board Meeting No. 12 - November 24, 2015	D. Massaro	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 (010-16)	D. Wright	3
5.3.3 Negotiations Update	D. Wright	Verbal
5.4 Information and Inquiries		
5.5 Rise and Report Progress		

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

LAKEHEAD DISTRICT SCHOOL BOARD



CELEBRATING STUDENT ACHIEVEMENT

School: Kingsway Park Public School

Title of Initiative: Fostering Growth Mindset, Calm Classrooms, and Strengths through a Writing Continuum

Presentation Team: Darren Lentz, Principal
Eilidh Childs, Grade 8 Teacher
Linda Sheplawy-Woodcock, Grade 4/5 Teacher

Components of Initiative	School's Details
1. Description of the nature of the initiative to improve student achievement	<ul style="list-style-type: none"> • In response to student need, we created a writing continuum. All students responded to the same writing prompt and teachers sorted these by the level of the student response. • Out of the writing continuum came the need to adopt a school culture of growth mindset, calm classrooms, and strengths • The writing continuum and the growth mindset gave our School Improvement Plan (SIP) a clear focus.
2. Rationale for selecting the initiative	<ul style="list-style-type: none"> • We were looking for strategies to help our students and staff improve their understanding of writing. • We were looking to develop a clear focus for a school direction based on our students' needs. • We needed to empower students to clearly set their own goals around their learning. This is helping them to be successful at Kingsway, but also setting them up for success in high school.
3. Intended outcomes of the initiative related to improved student achievement	<ul style="list-style-type: none"> • When we use student writing samples as a tool, and students are able to visualize their own growth, students take ownership of their learning. • When there is a clear school focus based on student need, success is evident throughout the school. • Teachers were clear on their own classroom needs, so the PLC process changed into an instructional rounds model to allow teachers to incorporate the writing continuum in a way that works best with their students. • When using student work samples as exemplars student centered feedback is authentic.

Components of Initiative	School's Details
4. Description of the data used	<ul style="list-style-type: none"> • 2012 and 2013 EQAO data showed that writing scores were lower than expected and therefore, needed work. • 2014 EQAO data shows there is a 20% increase in writing scores • During our PLC process, we have been collecting triangulation of evidence (product, conversation, observation) as to how we are working on and achieving our School Improvement Plan goals. • School wide, we have noticed a change in our students to a growth mindset, specifically in their writing and recognizing their own strengths.
5. Brief description of the significant activities or strategies involved with the initiative	<ul style="list-style-type: none"> • We identified a need based on data. • Our work was guided by the Collaborative Coaching process (Sandra Herbst and Lorraine Giroux) and we used the skills of leads in the program department, Inga Anderson-Foster and Dana Sawiak. • We started with a school wide writing prompt. The collation of writing samples was done by staff, based on the level of the writing. We added indicators for each writing sample. • We are working as a team to implement the writing continuum into our classrooms.
6. One or two highlights of the above activities	<ul style="list-style-type: none"> • There was a significant improvement in student writing success and student understanding of what they needed to do to improve. The staff has a clearer understanding of the process of writing. • The writing continuum fostered a school culture of growth mindset, calm classrooms, and a focus on strengths.
7. Description of any unexpected results or “moments of serendipity” related to the initiative	<p>MANY- So many things came out of this initiative:</p> <ul style="list-style-type: none"> • Whole staff uses growth mindset, calm classrooms, and strength talk when speaking with students to help them complete work, encourage them or discipline them. Students understand this and can identify their own strengths and know the language of growth and fixed mindsets. • One way students show their strengths is through student-led conferences. Students share their progressfolios (portfolios of work the students have selected that demonstrate progress they have made in a variety of subjects) with parents/guardians and their

Components of Initiative	School's Details
	<p>teacher. Some students use technology (Seesaw Learning Journal/Fresh Grade apps) to compile their progressfolio.</p> <ul style="list-style-type: none"> • To incorporate the writing continuum into our classrooms, teachers opened their classrooms to the PLC process. Instructional rounds have our teachers visiting each other's classrooms and observing a lesson to see how the writing continuum is adapted for the student needs in that particular classroom. • Teachers are becoming more comfortable with other teachers in their classrooms and a transparency amongst staff is growing to the point where there is an environment of sharing and all are growing in their teaching practice.
<p>8. Description of one or two interesting findings that would be useful or helpful to other schools</p>	<ul style="list-style-type: none"> • A clear focus on the School Improvement Plan (SIP) allows teachers to know the goal while still being able to focus on each individual student specific need. • When students use their own work and the writing continuum, they are able to see strengths in their writing and form their own writing goals. This provides an authentic learning experience for each individual student.
<p>9. Identification of one or two noteworthy hurdles or stumbling-blocks</p>	<p>TIME-This initiative took a great deal of time (still ongoing). Perseverance and motivation of staff was key to success. The staff is keeping their eyes on the goal: a finished and useable writing continuum and being able to use it (see it posted in the halls, in binders in our classrooms, in our students' hands)!</p>
<p>10. Next steps in pursuing the initiative</p> <p>Share growth mindset, calm classroom and strengths with our community neighbours</p>	<ul style="list-style-type: none"> • We will continue the implementation of the writing continuum. • We will be using data to see where gaps still exist. • We will continue with instructional rounds. • We will share our learning with our community partners (i.e. Harbour Youth Services) and other schools.

Components of Initiative	School's Details
<p>11. Lessons learned about the school's efforts to improve student achievement</p>	<ul style="list-style-type: none"> • It is important to have a clear focus and ensure that our goals articulated to everyone (student, staff, visitor, community, parents). Our School Improvement Plan goals and student work are visible throughout the school environment. • Our EQAO coaches and Lakehead Public Schools' program department leads were valuable resources in guiding this project and our learning. • We discovered that in order to have success using the tool of the writing continuum, a school culture of growth mindset and a focus on strengths needed to be in place. Our focus on growth mindset and strengths has benefitted multiple other areas as well (solving issues on the playground, improving our progress in other academic areas, participating in the school community and extracurricular activities).

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF REGULAR BOARD MEETING NO. 12

Board Room
Jim McCuaig Education Centre

2015 NOV 24
7:30 p.m.

TRUSTEES PRESENT:

Jack Playford (Chair)
George Saarinen (Vice Chair)
Ellen Chambers
Deborah Massaro

Ron Oikonen
Trudy Tuchenhagen
Karen Wilson
Hannah Smith (Student Trustee)

TRUSTEE ABSENT, WITH REGRET:

Marg Arnone

SENIOR ADMINISTRATION:

Ian MacRae, Director of Education
Colleen Kappel, Superintendent of Education
Sherrilynne Pharand, Superintendent of Education
David Wright, Superintendent of Business

FEDERATION/UNION REPRESENTATIVES:

Cathy Ferrazzo, Lakehead Principals/Vice Principals
Donna Flaszka, Lakehead Principals/Vice Principals
Rod Bessel, Managers

PUBLIC SESSION:

1. Approval of Agenda

Moved by Trustee Saarinen

Seconded by Trustee Wilson

“THAT the Agenda for Regular Board Meeting No. 12, November 24, 2015 be approved.”

CARRIED

2. Resolve into Committee of the Whole – Closed Session

Moved by Trustee Wilson

Seconded by Trustee Oikonen

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

- Confirmation of Committee of the Whole – Closed Session Minutes
 - Regular Board Meeting No. 11
 - October 27, 2015

- *Personnel Matter (108-15)*
- *Negotiations Update*

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 Oikonen

Seconded by Trustee Tuchenhagen

“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. 11, October 27, 2015.’

‘THAT Lakehead District School Board ratify O.S.S.T.F District 6A, Thunder Bay Secondary Occasional Teachers Bargaining Unit local collective agreement.’”

CARRIED

5. Hyde Park Public School – Calming Classrooms

Colleen Kappel, Superintendent of Education, introduced Shannon Jessiman-MacArthur, Vice Principal of Hyde Park Public School, Lori Badanai, Grade 2/3 Teacher and Nancy Gardiman, Student Support Person, who presented information regarding *Calming Classrooms*. All Trustees’ questions were addressed.

6. Confirmation of Minutes

Moved by Trustee Wilson

Seconded by Trustee Massaro

“THAT Lakehead District School Board approve the Minutes of Regular Board Meeting No. 11, October 27, 2015.”

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, reported that the next Board of Directors meetings will take place on November 27 and 28.

8. Student Trustee Report

Hannah Smith, Student Trustee, provided a handout as her report. Items addressed included: Student Senate meeting, Elementary Student Senate, Northwestern Ontario Secondary Schools Students' Association's (NWOSSSA) meeting, and WE Stand Up.

9. Success Advisory Committee Meeting Report

Trustee Oikonen, the alternate Trustee representative on the Success Advisory Committee, presented this verbal report highlighting the November 5, 2015 meeting. The next Success Advisory Committee meeting will be held on January 14, 2016.

10. Audit Committee Report

Trustee Massaro, Chair of the Audit Committee, provided a verbal report highlighting the November 16 Audit Committee meeting.

11. Audit Committee Annual Report – August 31, 2015

Trustee Massaro, Chair of the Audit Committee, presented this report. All Trustees' questions were addressed.

12. Student Achievement (091-15)

Sherri-Lynne Pharand, Superintendent of Education, introduced Jane Lower, Student Success Lead, who presented the report. All Trustees' questions were addressed.

13. Lakehead Public Schools International (107-15)

Sherri-Lynne Pharand, Superintendent of Education, introduced Donica LeBlanc, Supervising Principal, and My-Tien Nguyen, International Student Coordinator, who presented the report. All Trustees' questions were addressed.

14. Environment: Multi-Year Capital Plan (105-15)

David Wright, Superintendent of Business, introduced Rod Bessel, Manager of Property Services and Transportation, who presented the report. All Trustees' questions were addressed.

15. Special Education Advisory Committee Meeting Minutes – September 16, 2015

Colleen Kappel, Superintendent of Education, presented the September 16, 2015 minutes for information.

16. Parent Involvement Committee Meeting Minutes – October 5, 2015

Ian MacRae, Director of Education, presented the October 5, 2015 meeting minutes for information.

MATTERS FOR DECISION:

17. Recommendations from the Standing Committee (106-15)

Policy Development: Prevalent Medical Conditions (079-15)

Moved by Trustee Saarinen

Seconded by Trustee Chambers

“THAT Lakehead District School Board approve the development of Prevalent Medical Conditions Policy as indicated in Report No. 079-15.”

CARRIED

18. Recommendations from the Standing Committee (106-15)

Policy Review – 8013 Visitation in the Schools and 8040 Trespass to Schools (097-15)

Moved by Trustee Saarinen

Seconded by Trustee Tuchenhagen

“THAT Lakehead District School Board:

1. *Approve 8020 Access to Schools/Board Premises Policy, Appendix A to Report No. 097-15.*
2. *Revoke 8013 Visitation in the Schools Policy, Appendix C to Report No. 097-15.*
3. *Revoke 8040 Trespass to Schools Policy, Appendix D to Report No. 097-15.*

CARRIED

19. Recommendations from the Audit Committee (103-15)

Audit Committee Summarized Annual Report – August 31, 2015 (102-15)

Moved by Trustee Massaro

Seconded by Trustee Oikonen

“THAT Lakehead District School Board:

1. *Approve the Audit Committee Summarized Annual Report as outlined in Appendix A to Report No. 102-15; and*
2. *Forward the report to the Ministry of Education.”*

CARRIED

20. Recommendations from the Audit Committee (103-15)

2014-2015 Audited Financial Statements (096-15)

Moved by Trustee Massaro

Seconded by Trustee Chambers

“THAT Lakehead District School Board approve the August 31, 2015 audited financial statements as outlined in Report No. 096-15, 2014-2015 Audited Financial Statements.”

CARRIED

21. By-Law No. 112 – 2016 Tax Levy (087-15)

Moved by Trustee Saarinen

Seconded by Trustee Wilson

“THAT Lakehead District School Board approve By-law No. 112 – 2016 Tax Levy (Appendix A) authorizing the 2016 tax levy at the prescribed rates set by Ontario Regulation 400/98 as amended, as outlined in Report No. 087-15.”

CARRIED

22. Information and Inquiries

22.1 Student Trustee Smith noted that Hammarskjold High School’s production of *ELF The Musical Jr.* will be held on December 10 and 11.

22.2 Trustee Saarinen informed the Board that he attended the Remembrance Day Services at Fort William Gardens on November 11 and presented the wreath on behalf of the Board.

23. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Wilson

“THAT we do now adjourn at 9:51 p.m.”

CARRIED

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF ANNUAL BOARD MEETING

Board Room
Jim McCuaig Education Centre

2015 DEC 01
6:00 p.m.

TRUSTEES PRESENT:

Marg Arnone
Ellen Chambers
Deborah Massaro
Ron Oikonen

Jack Playford
George Saarinen
Trudy Tuchenhagen
Karen Wilson
Hannah Smith (Student Trustee)

SENIOR ADMINISTRATION:

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

1. **Call to Order**

Ian MacRae, Secretary of the Board, called the meeting to order and reviewed the procedures for the meeting.

2. **Introduction of Scrutineers**

Colleen Kappel, Superintendent of Education, and Sherri-Lynne Pharand, Superintendent of Education, were introduced as the scrutineers for elections.

3. **Election of Chair of the Board**

Ian MacRae, Secretary of the Board, announced the pre-nominations of Trustee Massaro by Trustee Oikonen and Trustee Playford by Trustee Chambers for the Office of Chair of the Board. Trustee Massaro and Trustee Playford accepted the nomination. Further nominations were called for from the floor. There were no further nominations.

Moved by Trustee Wilson

Seconded by Trustee Saarinen

“THAT nominations for the Office of Chair of Lakehead District School Board be closed.”

CARRIED

The scrutineer and her assistant conducted the election for the Office of Chair of the Board between Trustee Massaro and Trustee Playford. There was a tie vote and a drawing of lots was required. In accordance to section 3.3.5.5 of the 2014 Procedural By-Law, ballots were prepared. There were three drawing of lots. Trustee Massaro was declared the winner.

6. Motion to Destroy Ballots

Moved by Trustee Oikonen

Seconded by Trustee Arnone

“THAT the ballots for the elections at the Annual Meeting, December 1, 2015 be destroyed.”

CARRIED

7. Aboriginal Education Advisory Committee Annual Report (005-16)

Sherrilynne Pharand, Co-Chair of the Aboriginal Education Advisory Committee and Suzanne Tardif, parent/guardian member on the Aboriginal Education Advisory Committee, presented the annual report. All trustees' questions were addressed.

Moved by Trustee Arnone

Seconded by Trustee Saarinen

“THAT Lakehead District School Board receive the Annual Report of the Aboriginal Education Advisory Committee.”

CARRIED

8. Special Education Advisory Committee Annual Report (003-16)

Laura Sylvestre, Chair of the Special Education Advisory Committee and Theresa Graham, Vice Chair of the Special Education Advisory Committee, presented the annual report. All trustees' questions were addressed.

Moved by Trustee Playford

Seconded by Trustee Tuchenhausen

“THAT Lakehead District School Board receive the Annual Report of the Special Education Advisory Committee.”

CARRIED

9. Parent Involvement Committee Annual Report (002-16)

Susie Splett, Chair of the 2015 Parent Involvement Committee and Laura Sylvestre, Vice Chair of the 2015 Parent Involvement Committee, presented the annual report. All trustees' questions were addressed.

Moved by Trustee Wilson

Seconded by Trustee Chambers

“THAT Lakehead District School Board receive the Annual Report of the Parent Involvement Committee.”

CARRIED

10. Thunder Bay Public Library Board Annual Report (006-16)

Pat Johansen, Lakehead District School Board appointee to the Thunder Bay Public Library Board, and Angela Meady, Head of Youth and Children's Services at Thunder Bay Public Library, presented the annual report. All trustees' questions were addressed.

Moved by Trustee Saarinen

Seconded by Trustee Wilson

"THAT Lakehead District School Board receive the Annual Report by Lakehead District School Board appointee to the Thunder Bay Public Library Board."

CARRIED

11. Trustee Appointments to Board Committees – 2016 (004-16)

Moved by Trustee Tuchenhagen

Seconded by Trustee Playford

"THAT Lakehead District School Board approve the Trustee Appointments to Board Committees – 2016 as set out in Appendix A to Report No. 004-16."

CARRIED

12. Director's Annual Report 2014-2015 (001-16)

Ian MacRae, Director of Education, presented a summary of his report. The Director thanked Senior Administration, their Executive Secretaries, Judy Hill, Executive Assistant to the Director, Bruce Nugent, Communications Officer, and Heather Houston, Desktop and Graphics Technician, for their work over the past year. All trustees' questions were addressed.

Moved by Trustee Oikonen

Seconded by Trustee Arnone

"THAT Lakehead District School Board receive the Director's Annual Report 2014-2015."

CARRIED

13. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Wilson

"THAT we do now adjourn at 7:16 p.m."

CARRIED

LAKEHEAD PUBLIC SCHOOLS

OFFICE OF THE DIRECTOR OF EDUCATION

2015 DEC 15
Report No. 008-16

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

RE: ABORIGINAL EDUCATION

1. Background

1.1 Student achievement and well-being are at the center of Lakehead District School Board's Strategic Plan. The Board's commitment to the success of every student and to building an equitable and inclusive community is reflected by ensuring the unique cultural and historical perspectives of First Nations, Métis, and Inuit peoples are honoured and embedded throughout the system.

1.2 The work in Aboriginal education is guided by the Board's Strategic and Operational Plans and the following directives identified in *Ontario First Nation, Métis and Inuit Education Policy Framework (2007)* and *Implementation Plan: Ontario First Nation, Métis, and Inuit Education Policy Framework (2014)*:

- improve student achievement and well-being among First Nations, Métis, and Inuit students;
- close the achievement gap between students who have self-identified as being First Nations, Métis, or Inuit and those who have not;
- strengthen partnerships with First Nations, Métis, and Inuit parents, communities, and organizations; and
- increase knowledge, understanding and awareness of First Nations, Métis and Inuit histories and cultures for all staff and students.

2. Situation

2.1 In *A Solid Foundation Second Report on the Implementation of the Ontario First Nation, Métis, and Inuit Education Policy Framework (2013)*, ten performance measures are identified to be used as key indicators to monitor and track progress the goals of the Ministry of Education (p. 8).

2.2 We continue to strive to create and maintain an environment that promotes the development of a positive personal and cultural identity, as well as a sense of belonging, for every First Nation, Métis and Inuit student. The following performance measures continue to be a focus in our Board:

- significant increase in the graduation rate of First Nation, Métis, and Inuit students;
- significant improvement in First Nation, Métis, and Inuit students' self-esteem;

- increased participation of First Nation, Métis 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 First Nations, Métis, or Inuit people in Canada.

3. New Supports for Aboriginal Education

- 3.1 With the support of Board funding and Ministry grants, Lakehead District School Board is advancing and expanding programming that supports First Nations, Métis and Inuit students to engage in their learning for success.
- 3.2 *A Joint School Support & First Nations, Métis, and Inuit Student Reengagement Teacher* has been hired to work in two high schools to further support First Nations, Métis, and Inuit student success.
- 3.3 Partnerships are important to support First Nations, Métis and Inuit student success and retention. We continue to work closely with a number of community partners through the work of the Aboriginal Community Liaison Officer.
- 3.4 The following new initiatives are being undertaken with the support of valuable partnerships:
- the Aboriginal Youth Summer Camp, Mino Bimaadiziwin, was very successful with the collaborative relationships formed with the City of Thunder Bay Police, Thunder Bay Indian Friendship Centre, Lakehead University- Office of Aboriginal Initiatives, the Ministry of Education, Ontario Provincial Police and Redtail Hawk Training and Consulting;
 - connecting Anishinaabe and Western Ways of Knowing Mathematics in collaboration with Ministry of Education, Lakehead University, and local Elders, Artists and cultural resource people; and
 - Wild Rice Project in collaboration with Seine River First Nation and Lakehead University.
- 3.5 Summer literacy and numeracy camps expanded to include Grade 5 students this year.
- 3.6 First Nations, Métis, and Inuit Collaborative Inquiry projects continue in two elementary and all secondary schools with the primary goal of improving student achievement and well-being for First Nations, Métis, and Inuit students.

- 3.7 Native Studies and Native Language courses continue to be offered system wide at the secondary level and in Ecolé Gron Morgan, Algonquin Avenue and Armstrong elementary schools. Two high schools are piloting the use of the Native Studies Art course being offered to all Grade 9 students enrolled in Art.
- 3.8 The Aboriginal Education Resource Teacher continues to work with schools to ensure learning environments are culturally responsive and support literacy and numeracy instruction to ensure achievement gaps are being closed.
- 3.9 Professional development that supports the learning needs of Aboriginal students will resume during the 2015-2016 school year with all Grade 4 teachers.
- 3.10 The Aboriginal Education Advisory Committee has started a new telephone initiative designed as an outreach to engage parents/guardians from northern First Nations communities who have children attending school in our system.

4. Next Steps

- 4.1 Three cycles of cultural awareness training for all staff have been completed. The staff resource *Aboriginal Presence in Our Schools: A Cultural Resource for Staff* is being revised and updated for reprint this school year.
- 4.2 Social media is being used to engage families in school activities. The Board is exploring options for streaming school events online to make them accessible to parents/guardians living in northern First Nations communities.
- 4.3 Opportunities for staff members to attend Native Awareness Training sessions in partnership with Redtail Hawk Training and Consulting will continue throughout the school year.
- 4.4 Further research will be done to look into the feasibility of providing a Native Language program in a south zone elementary school.
- 4.5 Lakehead District School Board will continue to monitor and present publicly to the Board, the achievement and success of First Nations, Métis, and Inuit 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 First Nations, Métis, or Inuit and non-Indigenous students; and
- ensures high levels of public confidence.

Miigwetch

Respectfully submitted,

ANIKA GUTHRIE
Aboriginal Education Resource Teacher

DR. AMY FARRELL-MORNEAU
Aboriginal Community Liaison Officer

JASON PILOT
Secondary Resource Teacher

NICOLE WALTER ROWAN
Program Coordinator

JANE LOWER
Student Success Lead

SHERRI-LYNNE PHARAND
Superintendent of Education

IAN MACRAE
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2015 DEC 15
Report No. 007-16

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

RE: ACCESSIBILITY FOR ONTARIANS WITH DISABILITIES ACT (AODA) UPDATE

1. Background

- 1.1 The Accessibility for Ontarians with Disabilities Act, 2005 (AODA) came into effect on June 13, 2005. The purpose of the Act is to ensure accessibility for Ontarians with disabilities in relation to goods, services, facilities accommodation, employment, buildings structures and premises. The board is required to meet all standards by January 1, 2025.
- 1.2 Lakehead District School Board is committed to providing services to students, parents/guardians, the public and board staff that are free of barriers and biases. The Accessibility Planning Committee completed a Multi-Year Accessibility Plan in 2013, and has prepared an update to that plan (Appendix A).

2. Situation

- 2.1 Board staff and the Accessibility Planning Committee have worked together in preparing the update to the Multi-Year Accessibility Plan which details:
 - measures that the board has already taken with respect to the various requirements of the AODA; and
 - next steps and the opportunity to provide input into accessibility features at Lakehead District School Board.
- 2.2 The board will post the update on the board's website and the AODA Compliance Report, will be submitted to the Ministry prior to December 31, 2015.

3. Conclusion

Lakehead District School Board will continue to monitor and adhere to the Multi-Year Accessibility Plan ensuring that the board is in conformity with the Accessibility for Ontarians with Disabilities Act.

Respectfully submitted,

ROBIN CAWLISHAW
Human Resources Officer

WAYNE BAHLIEDA
Manager of Human Resources

DAVID WRIGHT
Superintendent of Business

IAN MACRAE
Director of Education

Lakehead District School Board

MULTI-YEAR ACCESSIBILITY PLAN

Update

For the period
2014-2015

Completion Date
Fall 2015



Lakehead
Public
Schools

Your Children Our Students The Future

www.lakeheadschoools.ca

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1.0 A Message from the Director of Education – Our Commitment to Accessibility

At Lakehead Public Schools, we are committed to ensuring that equal opportunities are available to all, and that our services and facilities are made accessible in a way that respects the dignity and independence of individuals with disabilities.

During the 2013-2014 school year, we finalized our first Multi-Year Accessibility Plan in accordance with the Accessibility for Ontarians with Disabilities Act. We are pleased to provide this update on our plan.

Our Accessibility Planning Committee monitors the implementation of the Multi-Year Accessibility Plan, which provides a framework for the steps our organization is taking to ensure that Lakehead Public Schools is barrier free by the year 2025. This annual update outlines some of the accomplishments we have made to date.

We are very proud of the work that we have done to date towards improving accessibility within our organization. We are aware that much work remains to be done, but we are confident in our ability to continue to progress towards a barrier free Lakehead Public Schools.

Ian MacRae
Director of Education

2.0 Members of Accessibility Planning Committee

The Accessibility Planning Committee is an internal working group comprised of staff who meets regularly to create, monitor, update, and improve the accessibility of Lakehead Public Schools facilities and services in accordance with the Accessibility for Ontarians with Disabilities Act (AODA) and applicable standards.

The membership on the committee has changed since the creation of the Multi-Year Accessibility Plan. The 2015-2016 committee members are:

Committee Member	Role	Contact Information
Wayne Bahlieda, Chair	Manager of Human Resources	Phone: (807) 625-5171 Email: wbahlieda@lakeheadschoos.ca
David Wright, CA	Superintendent of Business	Phone: (807) 625-5160 E-mail: David_Wright@lakeheadschoos.ca
Dave Covello	Manager of IT and Corporate Planning	Phone: (807) 625-5230 Email: dcovello@lakeheadschoos.ca
Rod Bessel	Manager of Property Services and Transportation	Phone: (807) 625-5288 Email: Rod_Bessel@lakeheadschoos.ca
Robin Cawlishaw	Human Resources Officer	Phone: (807) 625-5174 Email: rcawlishaw@lakeheadschoos.ca
Julie Smith	Head of Circulation/ Acquisitions IMC	Phone: (807) 625-5112 Email: Julie_Smith@lakeheadschoos.ca
Fred Van Elburg	Student Work Study Teacher	Phone: (807) 625-5113 Email: Fred_VanElburg@lakeheadschoos.ca
Leslie Hynnes	Education Officer	Phone: (807) 625-5169 Email: Leslie_Hynnes@lakeheadschoos.ca
Bruce Nugent	Communications Officer	Phone: (807) 625-5214 Email: bnugent@lakeheadschoos.ca
Gerrie Tennant	Purchasing Supervisor	Phone: (807) 625-5275 Email: gtennant@lakeheadschoos.ca
Lori Carson (Resource Support)	Special Education Officer	Phone: (807) 625-5170 Email: Lori_Carson@lakeheadschoos.ca

3.0 Accessible Customer Service

- 3.1 Lakehead Public Schools continues to comply with the requirements of the Customer Service Standard, including providing ongoing training to new staff.
- 3.2 In an effort to continually improve our services, Lakehead Public Schools welcomes feedback from individuals who have disabilities who have accessed our services, and take this feedback into account when implementing change. Feedback can be provided in person, via email, standard mail or over the phone.
- 3.3 When accessibility features are temporarily unavailable, this information is posted physically on site, on the Board website and through social media channels.

4.0 Integrated Accessibility Standard - General Requirements

- 4.1 The Accessibility Standard Policy was approved, as revised, by the Board in March 2013, and included the Integrated Accessibility Standards.
- 4.2 The Accessibility Planning Committee drafted the first Multi-Year Accessibility Plan. This plan was completed and presented to the Board in December 2013.
- 4.3 The purchasing department has updated their internal procurement processes incorporating accessibility criteria where practicable. The department continues to work towards improving the procurement practices and communicating requirements to schools.
- 4.4 Training on Integrated Accessibility Standards and Ontario Human Rights Code has been provided for existing staff members, and new employees are trained prior to actively participating in the workplace.

5.0 Information and Communication Update

- 5.1 The Board continues to review accessible formats and communication supports to improve the provision of services; for example, the provision of sign language interpreters during parent teacher interviews.
- 5.2 During the 2014-2015 school year, the Board website was updated. All new content on the Board website complies with applicable accessibility requirements; for example, providing the ability to increase font size and alternate descriptions for photos.

- 5.3 Where required, educational materials are made available to students in a way that takes the students accessibility needs into account.
- 5.4 The Board continues to review educational training resources and materials for students to ensure that appropriate supports are in place for accessible student learning. Individual needs of students are taken into account. In addition, general e-books, narrative e-books and audiobooks have been made available for students and staff members using Overdrive.
- 5.5 The Board provides appropriate training to its employees, and is in the process of updating their online training provider to improve the ability to easily track training and ensure it is accessible for all staff.
- 5.6 The Board has increased the number of sound field systems in schools to meet student communication needs. Approximately 20 systems have been added in 10 schools over the past year.

6.0 Employment Standard Update

- 6.1 The Board has developed standardized language to advise applicants of the availability of accommodation throughout the recruitment process on our website for internal and external job postings.
- 6.2 When individuals are selected for interviews, they are advised of the availability of accommodation during the process.
- 6.3 During new employee orientation sessions, successful candidates are informed of the Board policies regarding accommodation during employment.
- 6.4 The Board reviewed its policy on Accommodation in the Workplace in accordance with the Policy Development and Review Policy 2010, as part of the regular policy review schedule. Employees requiring accommodation receive individualized accommodation plans through the return to work and modified work processes.
- 6.5 Lakehead Public Schools continues to take accommodation needs into account for all aspects of employment including performance management, attendance support, redeployment and promotional opportunities.

7.0 Transportation Update

7.1 Lakehead Public Schools continues to ensure that integrated accessible transportation is provided to meet the needs of identified students with disabilities. In the event that integrated transportation is not possible or in the best interest of the student, alternate accessible transportation is provided. This is done in consultation with the parents/guardians and individual plans are made for each student.

8.0 Physical Barrier Removal Update

8.1 The Board continues to review capital projects and maintenance plans to ensure that the removal of barriers is a critical component of the plans.

8.2 Accessible washrooms were installed at Ecole Gron Morgan Public School, Vance Chapman Public School daycare and Westgate CVI.

8.3 Kindergarten room doors were widened at Claude E. Garton Public School, and a new kindergarten room was constructed with accessible washroom facilities.

8.4 Bus loop improvements at Crestview Public School included a curb cut to improve accessibility.

9.0 Next Steps

9.1 The Accessibility Planning Committee will continue to meet regularly in order to monitor and implement the Multi-Year Accessibility Plan.

9.2 The Multi-Year Accessibility Plan will be reviewed and updated again for the 2015-2016 school year.

10.0 Feedback

Individuals with disabilities who have used our services are encouraged to provide us with feedback into our plan, to help us create the best possible system for all users of Lakehead Public Schools services.

Questions, comments or feedback regarding the Multi-year Accessibility Plan and Annual Update may be directed to:

Wayne Bahlida
Accessibility Planning Committee Chair
Lakehead Public Schools
wbahlida@lakeheadschoools.ca
(807) 625-5171

Feedback can be submitted via email, in person or over the phone.

Multi-Year Accessibility Plan

Lakehead Public Schools Multi-Year Accessibility Plan can be found:

1. Electronically on the Board's website at www.lakeheadschoools.ca.
2. In hard copy at the Jim McCuaig Education Centre, 2135 Sills St. Thunder Bay, ON P7E 5T2.
3. In accessible formats upon request.