



Office of the Director

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STANDING COMMITTEE
Tuesday, March 8, 2016
Jim McCuaig Education Centre

Ian MacRae
Director of Education

George Saarinen
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. Delegations/Presentations		
5. Confirmation of Minutes		
5.1 Standing Committee Meeting - February 9, 2016	G. Saarinen	1-3
6. Business Arising from the Minutes		

MATTERS NOT REQUIRING A DECISION

7. Information Reports		
7.1 Literacy and Numeracy Kindergarten – Grade 12 (038-16)	S. Pharand	4-6
7.2 Grade 7-8 Program Report (039-16)	S. Pharand	7-10
8. First Reports		

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

LAKEHEAD DISTRICT SCHOOL BOARD

<u>MATTERS FOR DECISION:</u>		<u>Resource Person</u>	<u>Pages</u>
9.	Postponed Reports		
10.	Ad Hoc and Special Committee Reports		
11.	New Reports		
11.1	Aboriginal Education Advisory Committee (AEAC) Request for Endorsement of the Recommendations of the Truth and Reconciliation Commission (037-16)	S. Pharand	11-12
	<i>It is recommended that Lakehead District School Board endorse the recommendations of the Truth and Reconciliation Commission of Canada: Calls to Action.</i>		
12.	New Business		
13.	Notices of Motion		
14.	Information and Inquiries		
15.	Adjournment		

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

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF STANDING COMMITTEE

Board Room
Jim McCuaig Education Centre

2016 FEB 09
7:30 p.m.

TRUSTEES PRESENT:

George Saarinen (Chair)
Marg Arnone
Ellen Chambers
Deborah Massaro

Jack Playford
Trudy Tuchenhagen – via teleconference
Karen Wilson
Hannah Smith (Student Trustee)

TRUSTEE ABSENT, WITH REGRET:

Ron Oikonen

SENIOR ADMINISTRATION:

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

FEDERATION/UNION REPRESENTATIVES:

Paul Caccamo, OSSTF – TBU
Patricia Gibbs, OSSTF – SSP
Dave Covello, Managers

PUBLIC SESSION:

1. **Approval of Agenda**

Moved by Trustee Wilson

Seconded by Trustee Chambers

“THAT the Agenda for Standing Committee Meeting, February 9, 2016 be approved.”

CARRIED

2. **Confirmation of Minutes**

Moved by Trustee Tuchenhagen

Seconded by Trustee Playford

“THAT the Standing Committee approve the Minutes of the Standing Committee Meeting, January 12, 2016.”

CARRIED

3. Success Advisory Committee Meeting Report

Trustee Saarinen, the alternate trustee representative on the Success Advisory Committee, presented this verbal report highlighting the January 14, 2016 meeting. The next Success Advisory Committee meeting will be held on Thursday, March 3, 2016.

4. Special Education Advisory Committee Meeting Minutes – December 9, 2015

Colleen Kappel, Superintendent of Education, presented the December 9, 2015 minutes for information.

Trustee Massaro joined meeting at 7:45 p.m.

5. School Renewal Plan (029-16)

David Wright, Superintendent of Business, and Heather Harris, Capital Planning Officer, presented the report. All trustees' questions were addressed.

MATTERS FOR DECISION:

6. Postponement of Prevalent Medical Conditions Policy (028-16)

Moved by Trustee Wilson

Seconded by Trustee Playford

"THAT Lakehead District School Board postpone the development of the draft Prevalent Medical Conditions Policy to the 2016-2017 school year."

CARRIED

7. School Year Calendar 2016-2017 (026-16)

Moved by Trustee Chambers

Seconded by Trustee Wilson

"THAT Lakehead District School Board:

1. *Approve the proposed 2016-2017 Elementary School Year Calendar, including the opening and closing dates and professional activity days, as described in Appendix A of Report No. 026-16.*
2. *Approve the proposed 2016-2017 Secondary School Year Calendar, including the opening and closing dates, professional activity days and examination days, as described in Appendix B of Report No. 026-16."*

CARRIED

8. Request For Policy Review – 9030 Playground Structures (030-16)

Moved by Trustee Arnone

Seconded by Trustee Tuchenhagen

"THAT Lakehead District School Board approve the review of 9030 Playground Structures Policy as indicated in Report No. 030-16."

CARRIED

9. Appointment of an External Member to the Audit Committee (027-16)

Moved by Trustee Massaro

Seconded by Trustee Arnone

“THAT Lakehead District School Board appoint Ms. Sandra Leonetti as an external member to the Audit Committee to serve the term commencing January 1, 2016 and ending December 31, 2018.”

CARRIED

10. Policy Review – 3072 Advocacy (031-16)

Moved by Trustee Playford

Seconded by Trustee Massaro

“THAT Lakehead District School Board approve 3072 Advocacy, Appendix A to Report No. 031-16.”

CARRIED

11. Adjournment

Moved by Trustee Wilson

Seconded by Trustee Arnone

“THAT we do now adjourn at 8:45 p.m.”

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2016 MAR 8
Report No. 038-16

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

RE: LITERACY AND NUMERACY KINDERGARTEN – GRADE 12

1. Background

- 1.1 Lakehead District School Board is committed to ensuring the success of every student. A comprehensive Kindergarten –Grade 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.

2. Situation

The following Ministry and Board funded projects support the learning for the 2015-2016 school year with a focus on Literacy and Numeracy:

- Board Funded
 - Elementary Resource Teacher
 - Secondary Resource Teacher
 - Secondary Literacy Lead in each secondary school
- Joint Board and Ministry Funded
 - School-based Improvement Planning
 - Kindergarten to Grade 8
 - Grade 7-10 Literacy and Math
 - Grade 9 Applied Math
 - French Resource Teacher (K-12)
- Ministry Funded
 - Early Years Lead
 - Student Success Lead
 - Small and Northern Board: Elementary Math Resource Teacher
 - Collaborative Inquiry Learning – Mathematics (Learning Labs)
 - Student Work Study Teacher
 - Student Work Study Teacher, First Nation Metis and Inuit focus
 - Elementary Resource Teacher
 - Middle Years Collaborative Inquiry – Mathematics
 - Secondary Math Coach
 - Homework Help Initiative (HHI)
 - e-Learning Contact

3. Current Practice

3.1 Collaboration among classroom teachers, administrators and program staff continues to support student learning through a focus on:

- developing flexible computational skills through mini lessons;
- analyzing baseline assessments in order to plan instruction based on students' needs;
- implementing the components of a comprehensive, effective mathematics program;
- building a collaborative community where all learners are accountable and contribute to the development of rigorous mathematical thinking;
- analyzing student work to determine student needs and responding to those needs with effective literacy instruction;
- developing a common understanding of the components of an effective literacy program;
- exploring ways to engage and support reluctant and struggling readers and writers; and
- using a collaborative inquiry approach in cross panel teams to identify student literacy needs and determine effective instructional approaches to improve student learning.

3.2 Technology is used to support learning by:

- providing a variety of digital tools to develop, document and respond to student thinking;
- enhancing anytime/anywhere learning; and
- engaging parents and guardians by making classroom learning visible.

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

- Office of Aboriginal Education Funding;
- System Implementation and Monitoring Funding;
- Ontario Focused Intervention Program (OFIP);
- Tutors in the Classroom; and
- Student Work Study Teachers.

4. Next Steps

Elementary and secondary professional development will continue to be planned and implemented with student needs informing all decisions. An increased focus on supporting successful academic transitions will involve collaboration between elementary and secondary specialists.

5. Conclusion

Improving student achievement and well-being continues to be at the centre of all professional learning at Lakehead District School Board. Through instruction that responds to current student thinking and utilizes Ministry and program resources, Lakehead District School Board will continue to support the development of high levels of literacy and numeracy for all students.

Respectfully submitted,

DANA SAWIAK
Elementary Math Resource Teacher

CORRINE RUSSELL PRITOUOLA
Elementary Resource Teacher

INGA ANDERSON FOSTER
Elementary Resource Teacher

ANDREA LAMPO
Secondary Mathematics Coach

JASON PILOT
Secondary Resource Teacher

NICOLE WALTER ROWAN
Program Coordinator

JANE LOWER
Student Success Lead

DONICA LEBLANC
Supervising Principal - Early Learning Lead

SHERRI-LYNNE PHARAND
Superintendent of Education

IAN MACRAE
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2016 MAR 8
Report No. 039-16

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

RE: GRADE 7-8 PROGRAM REPORT

1. Background

- 1.1 Lakehead District School Board is committed to the success of every student. To support student success, the Board offers a variety of high quality programs that cater to the varying interests, abilities and learning needs of all students.
- 1.2 To ensure the highest quality of program delivery for students, the Board and schools routinely monitor, evaluate and adjust programs. Policy 4010 outlines that, “Lakehead District School Board shall implement a consistent process for regular review, revision and improvement of school programs.” The Board has implemented Quality Assurance Guidelines to ensure a high standard of quality and fiscal responsibility when examining key processes, initiatives and investments that impact students and staff.
- 1.3 A final report on Expanding Opportunities for Excellence 7-12, Report No. 078-14, was presented to the Board on June 24, 2014 and provided recommendations for improving learning opportunities for students in Grades 7 and 8. Recommendations included maximizing inquiry-based, experiential and collaborative learning environments to support and enhance student engagement and achievement and ensuring that all schools provide authentic opportunities for student voice, choice and input into developing norms and expectations for the intermediate division.
- 1.4 School Renewal Plan first report, Report No. 029-16, was presented to the Board at the Standing Committee Meeting on February 9, 2016. The report emphasized the need to move towards a consistent Kindergarten to Grade 8 grade configuration in all elementary schools in order to reduce transitions for students and to support academic excellence, personal success and well-being for all students.

2. Situation

- 2.1 Lakehead District School Board currently operates schools with five different elementary grade configurations: K to Grade 3, K to Grade 6, Grades 4 to 8, K to Grade 8, and Grades 7 to 12.
- 2.2 Under the direction of senior administration, staff reviewed current intermediate grade configurations, program delivery models, current and projected enrolment figures, and student achievement data. Staff also referenced literature and research regarding grade configuration, characteristics of adolescent learners, and the impact of transitions on student achievement and well-being.

- 2.3 Feedback from intermediate students, collected in a series of focus groups by the Expanding Opportunities for Excellence Committee for Report No. 078-14, was also reviewed.
- 2.4 The Ministry of Education's report, *Great to Excellent: Launching the Next Stage of Ontario's Education Agenda* defines the core priorities of student and societal well-being as: character education, citizenship, communication, critical thinking and problem solving, collaboration, and creativity and imagination. These priorities have been considered in the recommendations for programming in Grades 7 and 8.
- 2.5 Recommendations from the reports listed above, student voice and an analysis of relevant data and research, inform the recommendations for programming in Grades 7 and 8 that are contained in this report.

3. Strengths

A number of strengths in the Grade 7 and 8 program have been identified. They include:

- culture of high expectations;
- focus on critical thinking and social justice woven throughout the curriculum;
- dedicated professional staff committed to student success and well-being;
- differentiated instruction to meet the needs of individual learners;
- reach ahead credits that enable students to earn a secondary credit in an area of interest prior to enrolling in Grade 9;
- access to technology that maximizes student engagement and supports learning; and
- co-curricular and extra-curricular opportunities in order to enhance the overall educational experience.

4. Grade 7 and 8 Program

4.1 Grade Configuration

A consistent K to Grade 8 model in our elementary schools will support student achievement and well-being. This model will ensure that students remain in one school throughout the elementary years, and have multiple opportunities to develop healthy relationships and positive connections to their peers, school staff and the entire school community.

Recent research recognizes elementary transitions as a stumbling point for students, particularly for those who are at-risk. The movement is commonly associated with dips in academic achievement, dips in self-esteem, and increased social anxiety. (from *"Transitions and Pathways from Elementary to Secondary School: A Review of Selected Literature"* by Dr. Kate Tilleczek and Dr. Bruce Ferguson, Community Health Systems Resource Group - The Hospital for Sick Children for the Ontario Ministry of Education, February 2007).

Lakehead District School Board student achievement data indicates that students who have transitioned from one school to another during their elementary years have not been as successful as those who remained in their home school from JK to Grade 8.

- 4.1.1 Lakehead District School Board will transition to a consistent K to Grade 8 model in all elementary schools by September 2017. Current K to Grade 6 schools will maintain their Grade 7 students in September 2016, and will realize the K to Grade 8 model in September 2017. This step will be implemented considering enrolment in the intermediate division and providing the best educational opportunities for students.
- 4.1.2 Lakehead District School Board will transition away from the Grade 7 to 12 model by September 2017. Grade 7 students will not be enrolled at Sir Winston Churchill Elementary in September 2016. All secondary schools will realize the Grade 9 to 12 model in September 2017.

4.2 Program

Adolescent learners are experiencing changes and challenges in several domains simultaneously including intellectual, physical, emotional and social. The shift in education away from a transmission model to one of discourse ensures that students are listened to, valued and respected for who they are. This leads to greater student engagement, which, in turn, leads to greater student achievement.

Feedback gathered from intermediate student focus groups can be divided into three categories. Student input indicates that:

- authentic, hands-on, inquiry learning keeps students engaged;
- students want to be involved in their own learning and learning choices, and consulted about programs and opportunities that impact them directly; and
- it is important that students have opportunities to connect with adults and their peers within the school community.

4.2.1 Establish Grade 7-8 Academies of Learning in all elementary schools.

Grade 7-8 Academies of Learning will offer intermediate students unique, specialized and engaging opportunities that are tailored to their strengths and interests. The Ontario curriculum will be taught through the lens of the Academy, encouraging students to:

- solve real problems;
- engage with knowledge that matters;
- make a difference in the world;
- be respected;
- see how subjects are interconnected; and
- learn from and with each other and people in their community.

4.2.1.1 Student input will be gathered and academies will be established based on the interests of students at each school.

4.2.1.2 Academies will be phased in to schools, with the goal of having them established at all schools by September 2018.

5. Conclusion

Programming for Grade 7 and 8 students has evolved over time to meet the changing needs, interests and abilities of our students. The above plan aligns with the Lakehead District School Board's strategic plan to ensure the delivery of high quality programs and strengthens the Board's commitment to enhance learning and engagement for all students.

Respectfully submitted,

HEATHER HARRIS
Capital Planning Officer

NICOLE WALTER ROWAN
Program Coordinator

JANE LOWER
Student Success Lead

DONICA LEBLANC
Supervising Principal-Early Learning Lead

COLLEEN KAPPEL
Superintendent of Education

DAVID WRIGHT
Superintendent of Business

SHERRI-LYNNE PHARAND
Superintendent of Education

IAN MACRAE
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2016 MAR 8
Report No. 037-16

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

RE: ABORIGINAL EDUCATION ADVISORY COMMITTEE (AEAC) REQUEST FOR
ENDORSEMENT OF THE RECOMMENDATIONS OF THE TRUTH AND
RECONCILIATION COMMISSION

1. Background

- 1.1 The Truth and Reconciliation Commission (TRC) is part of the Indian Residential Schools Settlement Agreement (IRSSA), which was the outcome of a negotiated settlement dealing with abuse claims of survivors against the government and churches. Negotiated between former students, churches, the government, the Assembly of First Nations, and other Aboriginal organizations, the IRSSA was implemented in 2007, with the Commission being carried out from 2010-2015.
- 1.2 The TRC aimed to “Guide and inspire Aboriginal peoples and Canadians in a process of truth and healing on a path leading toward reconciliation and renewed relationships based on mutual understanding and respect”.
- 1.3 In June 2015, the TRC completed its mandate and issued its final report, including 94 Calls to Action. These recommendations are crucial to meaningful reconciliation in Canada.
- 1.4 The Truth and Reconciliation Commission of Canada: Calls to Action document was included in the correspondence folder at the September 17, 2015 Aboriginal Education Advisory Committee (AEAC) meeting and is included as Appendix A.

2. Situation

At the September 17, 2015 AEAC meeting, the item was addressed under new business.

The following motion was adopted:

“That the Aboriginal Education Advisory Committee request trustees of the Lakehead District School Board endorse the recommendations of the Truth and Reconciliation Commission.”

3. Conclusion

The Aboriginal Education Advisory Committee respectfully requests that the Board approve the request for support regarding the Truth and Reconciliation Commission.

RECOMMENDATION

It is recommended that Lakehead District School Board endorse the recommendations of the Truth and Reconciliation Commission of Canada: Calls to Action.

Respectfully submitted,

SHERRI-LYNNE PHARAND
Superintendent of Education

IAN MACRAE
Director of Education