



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. 10

Tuesday, April 26, 2016

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 – 7:00 p.m. (SEE ATTACHED AGENDA)		
6. Report of Committee of the Whole – Closed Session		
7. Delegations/Presentations		
7.1 Westmount Public School <i>Developing 21st Century Knowledge and Skills in the Intermediate Division</i>	C. Kappel	1-4
8. Confirmation of Minutes		
8.1 Regular Board Meeting No. 9 - March 22, 2016	D. Massaro	5-7
9. Business Arising from the Minutes		

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

LAKEHEAD DISTRICT SCHOOL BOARD

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	Student Achievement Mid-Year Update (051-16)	S. Pharand	8-13
10.4	Student Success (052-16)	S. Pharand	14-17
11.	First Reports		

MATTERS FOR DECISION:

12.	Postponed Reports		
13.	Recommendations from the Standing Committee (053-16)	G. Saarinen	18-31
13.1	Policy Review – 7011 Teacher Performance Appraisal (042-16)		
	<i>It is recommended that Lakehead District School Board approve 7011 Teacher Performance Appraisal Policy, Appendix A to Report No. 042-16.</i>		
13.2	Policy Review – 7040 Violence in the Workplace (043-16)		
	<i>It is recommended that Lakehead District School Board approve 7040 Violence in the Workplace Policy, Appendix A to Report No. 043-16.</i>		
13.3	Policy Review – 9030 Playground Structures (044-16)		
	<i>It is recommended that Lakehead District School Board approve 9030 Playground Structures Policy, Appendix A to Report No. 044-16.</i>		
13.4	Policy Review – 6020 Extended Field Trip (045-16)		
	<i>It is recommended that Lakehead District School Board approve 6020 Extended Field Trip Policy, Appendix A to Report No. 045-16.</i>		

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

13.5 Policy Review – 6021 Day Field Trip (046-16)

It is recommended that Lakehead District School Board approve 6021 Day Field Trip Policy, Appendix A to Report No. 046-16

13.6 Special Education Advisory Committee Community Representatives (047-16)

It is recommended that Lakehead District School Board approve the process and application form to select community representatives and alternate representatives to the Special Education Advisory Committee as outlined in Appendix A to Report No. 047-16.

14. Ad Hoc and Special Committee Reports

15. New Reports

15.1 French Immersion Program Review (050-16)

S. Pharand

32-35

It is recommended that Lakehead District School Board accept the recommendations of the French Immersion Review Committee as listed in Section 2.4 of this report and support a phase-in of the plan over the next three school years.

16. New Business

17. Notices of Motion

18. Information and Inquiries

19. Adjournment

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



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REGULAR BOARD MEETING NO. 10

Tuesday, April 26, 2016

Jim McCuaig Education Centre

Ian MacRae
Director of Education

Deborah Massaro
Chair

AGENDA

COMMITTEE OF THE WHOLE – Closed Session

7:00 P.M. – in the Sibley Room

	<u>Resource Person</u>	<u>Pages</u>
5.1 Confirmation of Committee of the Whole - Closed Session Minutes		
5.1.1 Regular Board Meeting No. 8 February 23, 2016	D. Massaro	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Negotiations (054-16)	D. Wright	3-11
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: Westmount Public School

Title of Initiative: Developing 21st Century Knowledge and Skills in the Intermediate Division

Components of Initiative	School's Details
1. Description of the nature of the initiative to improve student achievement	<p>Our intermediate teachers are focused on developing 21st Century knowledge and skills in an effort to improve student achievement and better prepare our kids for a changing world and workplace. This entails developing skills in communication, collaboration, creativity and critical thinking, while still emphasizing the importance of character development and citizenship.</p> <p>We are achieving this by changing our learning environments, moving to cloud-based technologies, increasing our daily use of technology and devices, and teaching explicit skills and knowledge through inquiry.</p>
2. Rationale for selecting the initiative	<p>There is a strong belief from staff that we needed to engage our students more. Westmount students have always been respectful, caring citizens who achieve well beyond our walls, but there was an observable lack of enthusiasm and engagement in many learning activities.</p> <p>Couple this with a philosophical belief that our students are faced with a new paradigm, requiring new knowledge and skills, and we found the motivation to make some fairly drastic changes.</p> <p>Fortunately, the timing could not have been better, as recent investments in IT by the Board provided new technologies for teachers to implement and use in their daily instruction.</p>
3. Intended outcomes of the initiative related to improved student achievement	<p>We expected to see:</p> <ul style="list-style-type: none"> - An increase in student engagement - Improved student achievement - Greater opportunities for student voice and choice - Changing role of teacher (more facilitative, asking the right questions instead of just giving answers) - Deeper thinking, improved communication, and more a more collaborative approach to learning
4. Description of the data used	<p>We primarily used observations of student engagement levels and contributions to class discussions and important topics as both the impetus for the project, as well as a means of measuring its impact.</p> <p>We conducted surveys and collected samples of student work to supplement our observations.</p>

Components of Initiative	School's Details
5. Brief description of the significant activities or strategies involved with the initiative	<p>Our first step was to purchase furniture and transform our learning spaces. We are trying to create spaces that allow for flexibility of learning situations, and are more reflective of how students learn, especially with technology.</p> <p>We modeled and taught the use of cloud-based technologies (really did not take long for students to become experts).</p> <p>We purchased devices to supplement our BYOD policy and Board-purchased devices.</p> <p>We focused our PLC work and PD around teaching and learning through an inquiry model (book studies, webinars, staff meetings and PLCs). Teachers have begun to scaffold student learning to develop the ability to conduct meaningful learning inquiries in a variety of cross-curricular areas.</p>
6. One or two highlights of the above activities	<p>Survey results indicate that students are almost unanimous in their appreciation of the learning spaces. We will gather feedback and determine next steps at the end of the year, but our first impressions are very positive.</p> <p>Students have told us that students prefer working “in the cloud” and that they feel their opinions count, and voices are heard. Our early explorations of teaching and learning through inquiry have produced positive results, and students have indicated that they find their learning more meaningful and relevant.</p> <p>We have seen an improvement in the quality of student work, increases in students asking questions and voicing their opinions, and appreciation of teacher feedback.</p>
7. Description of any unexpected results or “moments of serendipity” related to the initiative	<p>Students on IEPs find the use of OneNote very helpful and prefer that their assignments be completed in the cloud, as opposed to tracking on paper - they find the structure helpful, and parents at home find it helpful because they can keep track of what they are doing.</p> <p>The inquiry process was challenging to start at first because students are used to being asked to give answers, not questions. They are accustomed to being asked to talk about what we want them to, not what they want to, and they are starting to feel like they have a voice.</p> <p>Students seem to value each other more - they are more open to the opinions and ideas of others, and formed groups that were unexpected, but were based on shared interest in topics.</p> <p>Questioning builds curiosity, builds learning and provides for more engagement and new voices to shine through (lowest learners can pose questions now and speak up when they may have never spoken up before).</p>

Components of Initiative	School's Details
<p>8. Description of one or two interesting findings that would be useful or helpful to other schools</p>	<p>Students appreciate choice in even the slightest things – not having a seating plan was highlighted by many students as a positive aspect of the new learning environments. Don't underestimate the ability to empower kids with even the smallest of measures.</p> <p>Our opinion of best use of devices has evolved...while many people fall into the 1:1 or many:1 camps of device deployment, we have found that there are times when one device per student is detrimental to the task, and other times where it is completely necessary.</p> <p>Many students weren't comfortable with being curious and didn't seem to realize that they have questions in their heads, but now they are constantly questioning themselves and others (including the teacher).</p>
<p>9. Identification of one or two noteworthy hurdles or stumbling-blocks</p>	<p>The stumbling blocks are, in many ways, the same as with any initiative – time and money. Coming up with funds to re-outfit rooms was difficult, and budgeting school funds for devices requires commitment from staff that don't benefit directly from the investment. We don't yet have enough devices for the tasks and our intermediate students, and still need to furnish one aspect of our spaces.</p> <p>Teachers had to learn how to troubleshoot software on multiple devices – again, students soon took the lead, but it created some moments of frustration.</p> <p>Finally, and most importantly, it takes time for good teachers to become adept at learning a new model of teaching and learning. When we didn't get the results we had hoped for, we truly had to adopt a learning stance, identify our learning, and try something else. While this was a hurdle, we soon realized that this really is a key aspect of our job as teachers.</p>
<p>10. Next steps in pursuing the initiative</p>	<p>We have several areas to follow-up with:</p> <ol style="list-style-type: none"> 1. Find funding to continue to improve our learning spaces (e.g. makerspace, increase the number of devices, mobile furnishings) 2. Monitor and evolve the use of cloud-based technologies as teaching and learning spaces. 3. Continue our professional learning to teach through inquiry, including planning and implementing multiple large-scaled projects throughout the year

Components of Initiative	School's Details
<p>11. Lessons learned about the school's efforts to improve student achievement</p>	<p>Change is not immediate, and is uncomfortable; small steps are necessary and although we work as a team, one teacher's journey may not unfold the same way a colleague's does (it is a constant "try this" or "will this work" journey; trial and error is necessary and doesn't fit each class or even each kid--there is no guidebook for this process).</p> <p>Tracking our own teacher learning through the use of the same platform our students are using (OneNote Collaboration Space) allowed us to read about the journeys each of us are going down in our own classrooms. It allowed us to reflect on our own and provided us an opportunity to try out new things, get feedback from others (much like our students receive) and keep going through the process with the encouragement of our team members.</p> <p>Adding in technology and expecting it to improve learning just by simply doing tasks on it wasn't the answer; critical thinking can't be Googled and all the pre-work in making a more curious and questioning classroom is important.</p> <p>It's about questioning not answering. It's been challenging and sometimes we felt like we didn't know where to go and maybe couldn't see the immediate value, but we are starting to see them be more engaged and to care a bit more so it's worth it.</p>

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF REGULAR BOARD MEETING NO. 9

Board Room
Jim McCuaig Education Centre

2016 MAR 22
7:30 p.m.

TRUSTEES PRESENT:

Deborah Massaro (Chair)
George Saarinen (Vice Chair)
Marg Arnone
Ellen Chambers

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

SENIOR ADMINISTRATION:

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

FEDERATION/UNION REPRESENTATIVES:

Patricia Gibbs, OSSTF - SSP
Todd Miller, Lakehead OPC

PUBLIC SESSION:

1. Approval of Agenda

Moved by Trustee Tuchenhagen

Seconded by Trustee Arnone

"THAT the Agenda for Regular Board Meeting No. 9, March 22, 2016 be approved."

CARRIED

2. Resolve into Committee of the Whole – Closed Session

Moved by Trustee Chambers

Seconded by Trustee Saarinen

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 Tuchenhagen

CARRIED

5. Confirmation of Minutes

Moved by Trustee Saarinen

Seconded by Trustee Wilson

“THAT Lakehead District School Board approve the Minutes of Regular Board Meeting No. 8, February 23, 2016.”

CARRIED

MATTERS NOT REQUIRING A DECISION:

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

Trustee Chambers reported that Chair Massaro, Vice Chair Saarinen. Trustee Playford and herself attended the Ontario Public School Boards’ Association’s Public Education Symposium (PES) on January 28 – 30, 2016 in Toronto. The Symposium was a very beneficial conference and provided the opportunity for skills development.

7. Student Trustee Report

Hannah Smith, Student Trustee, provided a handout as her report. Items addressed included: hosting Elementary and Secondary Student Senate meetings, Northwestern Ontario Secondary Schools Students’ Association’s (NWOSSA) leadership development meeting, and continued visits to secondary schools to promote 2016-2017 Student Trustee position.

8. Bus Transportation Final Costs for 2015-2016 (036-16)

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

9. Mental Health, Social Work Supports in our Schools (041-16)

Colleen Kappel, Superintendent of Education, David Tranter, Mental Health Lead, Debra Parks, School Social Worker, Rebecca DeDura, Secondary Child Youth Worker, and Marcia Pedersen, Mental Health and Addiction Nurse presented the report. All trustees’ questions were addressed.

10. Parent Involvement Committee Meeting Minutes – January 18, 2016

Ian MacRae, Director of Education, presented the January 18, 2016 meeting minutes for information.

MATTERS FOR DECISION:

11. Recommendation from the Standing Committee (040-16)

Aboriginal Education Advisory Committee (AEAC) Request for Endorsement of the Recommendations of the Truth and Reconciliation Commission (037-16)

Moved by Trustee Saarinen

Seconded by Trustee Playford

“THAT Lakehead District School Board endorse the recommendations of the Truth and Reconciliation Commission of Canada: Calls to Action.”

CARRIED

12. Information and Inquiries

12.1 Trustee Saarinen reported that he and Trustee Arnone attended the International Day for Elimination of Racial Discrimination Breakfast held on March 22, 2016.

12.2 Trustee Tuchenhagen reported that she will be nominating Lori Lukinuk, retired trustee for Lakehead District School Board, for the Ontario Public School Boards' Association's (OPSBA) Bernardine Yackman Memorial Award.

12.3 Trustee Chambers reported that Diversity Thunder Bay was presenting “The White Problem” three-day workshop May 3, May 17, and May 31.

12.4 Chair Massaro reported that Lakehead District School Board – Board of Trustees were presented with an Employee Campaign Award at the United Way Employees Awards Dinner on February 18, 2016.

12.5 Trustee Tuchenhagen inquired as to who the trustee representatives would be on the Accommodation Review Committees (ARC). Trustees agreed, by consensus, that Chair Massaro would represent the North Side ARC and Vice Chair Saarinen would represent the South Side ARC.

13. Adjournment

Moved by Trustee Tuchenhagen

Seconded by Trustee Arnone

“THAT we do now adjourn at 8:34 p.m.”

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2016 APR 26
Report No. 051-16

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

RE: STUDENT ACHIEVEMENT MID-YEAR UPDATE

1. Background

- 1.1 Lakehead District School Board is committed to improving student learning and achievement. As such, comprehensive Strategic and Operational Plans have been developed to reflect the Board's commitment to student success.
- 1.2 The Ministry of Education will be publishing five year Board graduation rates in the spring of 2016. The published rate will reflect performance of secondary students who entered Grade 9 during the 2010-2011 school year and completed their Ontario Secondary School Diploma (OSSD) by August 31, 2015.

2. Situation

- 2.1 Assessment data, aligned with Board goals, allows administration and teachers to implement and support the Board Improvement Plan. This information is used to identify student strengths and areas of need early in the year. It assists teachers, schools and the system in planning, implementing and monitoring instructional strategies that support student learning.
- 2.2 The following mid-year data is outlined in this report:
 - February interim report card marks in reading, writing and number sense and numeration for primary, junior and intermediate students;
 - final report card marks in Grade 9 applied and academic mathematics and English credits; and
 - Grade 9 and 10 credit accumulation at the end of semester one.

3. Literacy and Mathematics K-12

The 2015-2016 Lakehead District School Board Improvement Plan for Student Achievement (BIPSA) aligns with the following Ministry of Education key priorities:

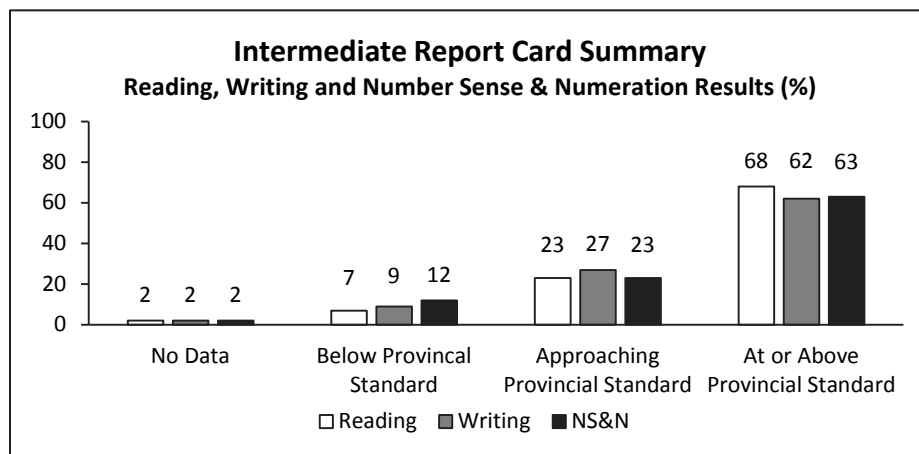
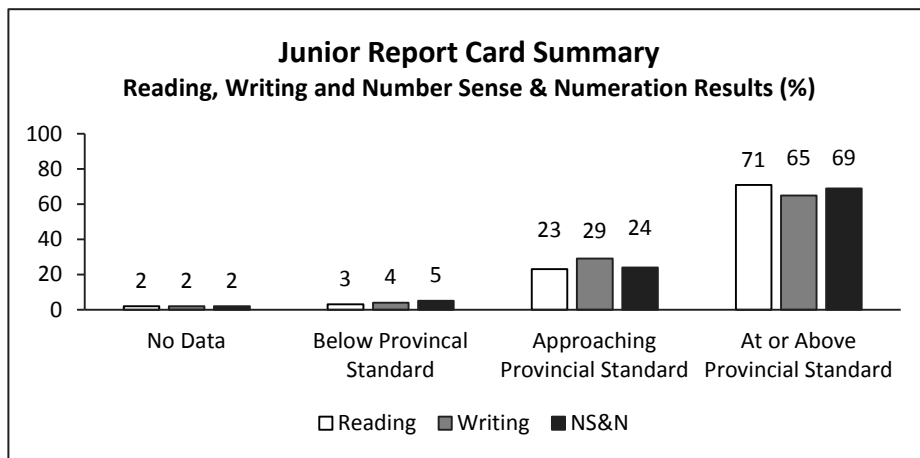
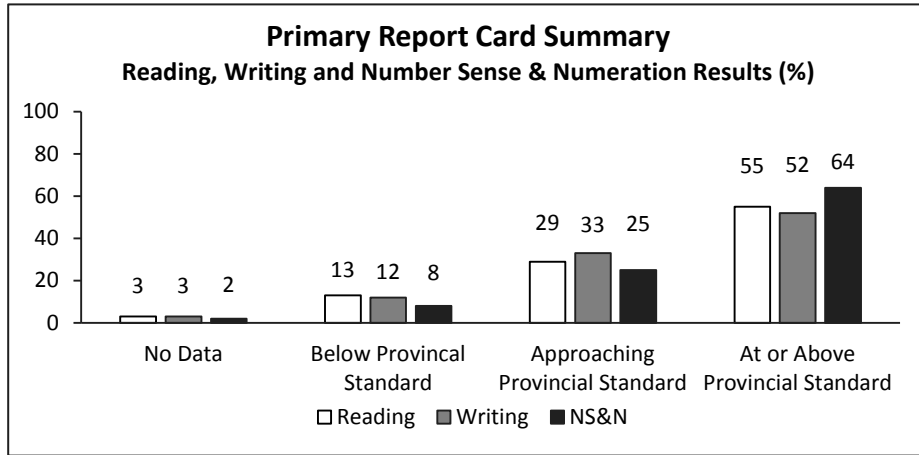
- high levels of student achievement;
- reduced gaps in student achievement;
- increased confidence in public education; and
- promoting well-being.

4. Interim Report Card Data

- 4.1 The interim report card is given to students after the fall progress report. It is based on assessment information obtained by classroom teachers through a

variety of means which may include formal and informal observations, discussions, portfolios and conferences.

4.2 Summary and Analysis – Interim Report Card Data – Reading, Writing and Number Sense and Numeration February 2016



Interim report card marks in number sense and numeration indicate that more than 60% of all primary, junior and intermediate students are achieving at or above the provincial standard in that foundational area of mathematics. In

reading and writing, over 50% of all primary students, 65% of all junior students and 60% of all intermediate students are achieving at or above the provincial standard. With four months remaining in the school year, this information will drive instructional decisions for the remainder of the school year.

4.3 Next Steps

4.3.1 Significant system based supports are in place to support numeracy development:

- professional learning for Kindergarten to Grade 1 teams, Grade 3 and Grade 6 teachers;
- learning labs for Grade 1/2 and Grade 2 teams in all schools; and
- focused school based supports at the classroom level in targeted schools.

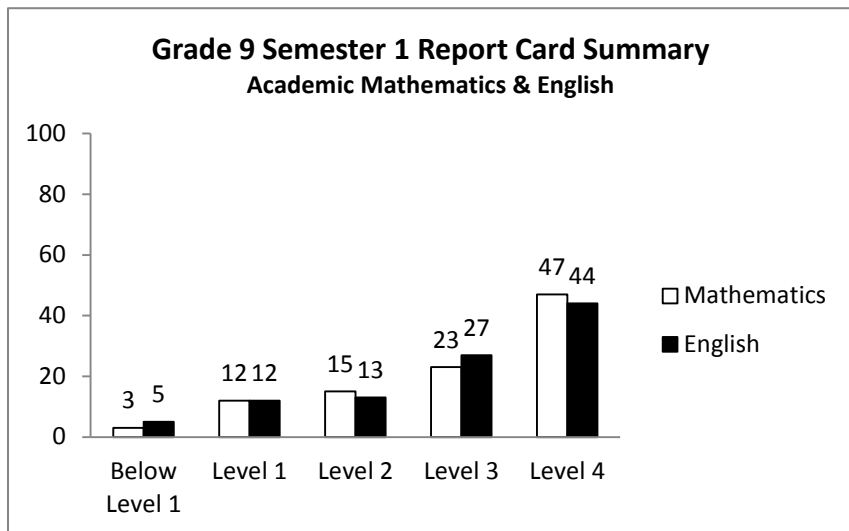
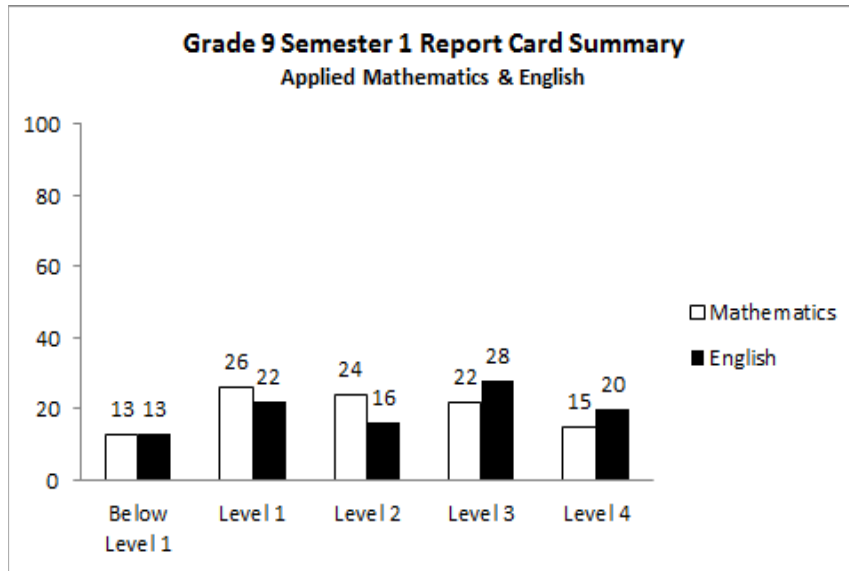
4.3.2 Schools remain focused on sustaining and continuing to improve on gains made in literacy with targeted supports to identify and respond to gaps. Leveled Literacy Intervention, an early intervention strategy designed to ensure the needs of all students are identified, addressed and monitored early on, has seen expanded use in later grades to respond to gaps in learning. Through such strategies, we continue to impact and support student learning at all grade levels.

4.3.3 The Special Education Department continues to focus on efficient alignment and use of resources to support success for all students. Ongoing training and resources have been dedicated to enhancing staff capacity to better understand individual student strengths and needs, and how to meet those individual needs using tools such as the Individual Education Plan and Student Support Plan. Special Education Facilitators and central support staff will continue to play a role at the school level, through Professional Learning Community meetings (PLCs) in order to assist in the planning and monitoring of strategies and interventions to support learning for all students.

5. Secondary Numeracy and Literacy

5.1 Summary and Analysis – 2015-2016 Grade 9 Semester 1 Report Card Summary

First semester report card marks in mathematics and English indicate that one-third of students in applied courses are achieving at or above the provincial standard in both mathematics and English and over two-thirds of students in academic mathematics and English are achieving at or above the provincial standard.



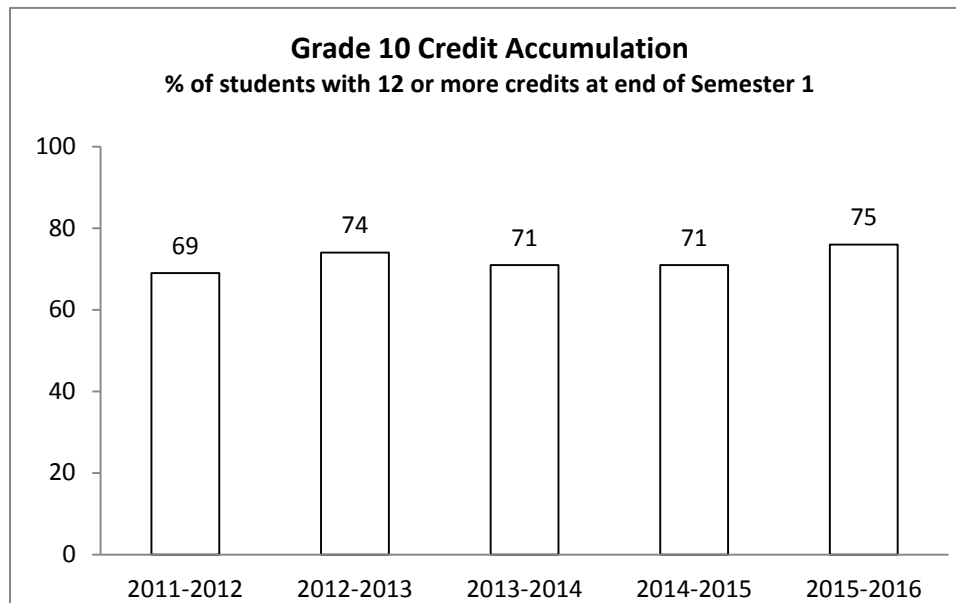
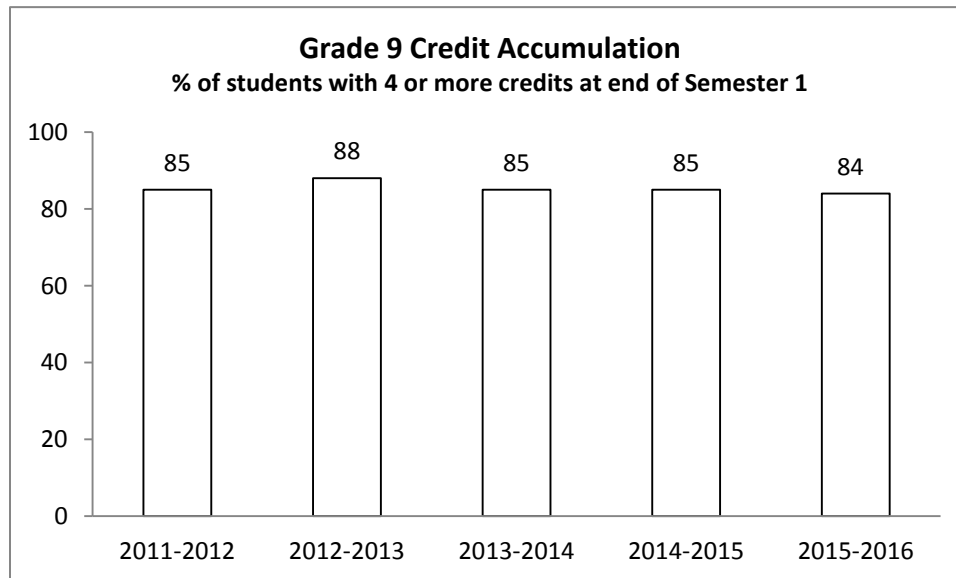
5.2 Next Steps

5.2.1 The following steps are in addition to those outlined in Student Achievement Report No. 103-14:

- Professional Learning Groups (PLGs) will continue to meet in families of schools (Grade 7 to 10), in an effort to improve student achievement through the lens of student work as well as support student transition into secondary school.
- The Professional Learning Community (PLC) for teachers of Grade 9 applied mathematics will continue to collaborate as a group with the Secondary Math Coach and inquire about best practices in numeracy and algebraic reasoning.
- Secondary Math Chairs and the Secondary Math Coach will continue to meet and collaborate regularly to support the implementation and monitoring of numeracy and mental math strategies in each of their respective departments.

6. Secondary Credit Accumulation Data

6.1 Credit accumulation continues to be a leading indicator of student achievement towards graduation.



The Ministry has also provided Lakehead District School Board with five year graduation data for secondary students who started with Lakehead District School Board during the 2010-2011 school year. The Ministry has informed the Board that 660 students received an Ontario Secondary School Diploma within five years from the original 902 students who started in the 2010-2011 cohort. This represents a 73% five year graduation rate for last year.

6.2 Summary and Analysis - Credit Accumulation
Credit accumulation reflects similar performance to overall five year trends.

6.3 Next Steps

- Student Success teams and Student Services staff will continue to identify and offer programming to students in an effort to recover a lost credit.
- School leaders will continue to utilize the School Effectiveness Framework to support student learning and achievement.
- Online pathway planning tools will continue to be enhanced to allow students and parents more information about post-secondary planning and destinations to support graduation.
- Credit recovery and our summer learning from last year will be enhanced to provide our students additional credit earning opportunities this summer.

7. Conclusion

Improving student success continues to be the focus at Lakehead District School Board. Through Board and Ministry support, professional learning, at-the-elbow-coaching, evidence informed decisions, enhanced learning opportunities and research based best practices, Lakehead District School Board will continue to take a proactive approach to support the learning of all students.

Respectfully submitted,

NICOLE WALTER ROWAN
Program Coordinator

JANE LOWER
Student Success Leader

LORI CARSON
Special Education Officer

DONICA LEBLANC
Supervising Principal of Early Learning

SHERRI-LYNNE PHARAND
Superintendent of Education

COLLEEN KAPPEL
Superintendent of Education

IAN MACRAE
Director of Education

LAKEHEAD PUBLIC SCHOOLS

OFFICE OF THE DIRECTOR OF EDUCATION

2016 APR 26
Report No. 052-16

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

RE: STUDENT SUCCESS

1. Background

- 1.1 Lakehead District School Board offers a variety of high quality programs that support student success for all students in the intermediate and senior divisions.
- 1.2 The key elements for student success are guided by the four pillars of the Provincial Student Success strategy. These include supporting:
 - Literacy;
 - Numeracy;
 - Community, Culture and Caring; and
 - Pathways.
- 1.3 Pathway programs provide students with experiential learning opportunities that support student engagement and achievement. These opportunities provide students with the ability to change and revise their goals, and explore future career destinations.
- 1.4 Building and sustaining pathway programs successfully is a shared school and Board responsibility.

2. Situation

- 2.1 To promote success in school and life, it is essential to provide opportunities and support for all students to plan their individual pathways through school and for each student to make a successful transition to a post-secondary destination, whether in apprenticeship training, college, community living, university or the workplace. To support student pathway planning in Grades 7 through 12, schools will ensure students develop the knowledge and skills they need to make informed education and career/life choices.
- 2.2 Partnerships and outreach opportunities continue to be developed at the system level. Cooperative Education programs continue to engage students by connecting curriculum to real-world workplace and post-secondary destinations. Specialized system programs include Ontario Youth Apprenticeship Programs (OYAP) for placements in any of Ontario's 160+ skilled trades, Army and Navy Reserve Coop, as well as the Board's Aviation program.

- 2.3 Specialist High Skills Major (SHSM) programs allow students the opportunity to earn a Seal of Distinction on their Ontario Secondary School Diploma (OSSD) indicating the completion of a concentrated, sector-specific course of study. The 2016-2017 SHSM program choices include: Arts and Culture, Health and Wellness, Manufacturing, Environment, Transportation, Justice, Community and Emergency Services, Construction, Sports and Recreation and Aviation. Currently in our 12 SHSM programs there are 174 students enrolled and working toward a SHSM Seal of Distinction on their diploma.
- 2.4 Dual credit opportunities under the School College Work Initiative (SCWI) continue to provide students the opportunity to earn a secondary school and a college credit, concurrently, while attending Confederation College and their respective secondary school. Dual credit courses include Manufacturing Link, Transportation Link, Aviation Link and a Justice and Community Services Link. This school year, there are 84 students participating in SCWI team taught dual credits.
- 2.4.1 *College Now* is a unique college-delivered dual credit program offered at Confederation College to high school students from both the Lakehead District School Board and the Thunder Bay Catholic District School Board. This dual credit program supports secondary school students in completing their high school credits while considering their post-secondary education and transition to college. In the 2015-2016 school year, 142 students have enrolled in *College Now and College Link* and 13 students in SAM MISOL.
- 2.4.2 The Summer Centre for Learning and Student Success (C.L.A.S.S.) will continue to be offered as a program for students who need to complete curriculum expectations of a course they were unsuccessful with during the school year (credit recovery). In addition, senior students also benefit from a choice of four college-delivered dual credit courses to support graduation and provide them with the skills to make more informed decisions about college pathways. Lakehead District School Board will have access to 30 dual credit seats as part of our Summer C.L.A.S.S. this July.
- 2.5 *Success Certified*, a free certification and training day, will provide 307 students across the region this year the opportunity to receive a number of certifications and awareness training at no cost to them. These certifications and training include: Emergency First Aid/CPR, Working from Heights, Chainsaw Safety, Safe Food Handling, Smart Serve, Salon Assistant, Infectious Disease Prevention, Hoisting and Rigging and Service Excellence. *Success Certified* is scheduled for April 27 and 28 with 140 Lakehead District School Board students participating.
- 2.6 This year, 264 secondary students across Lakehead District School Board participated in 16 e-Learning classes. In an effort to expand student choice in course selection, Lakehead District School Board is participating in the Northern e-Learning Consortium (NELC) sharing seats in our e-Learning courses in exchange for access to seats in other boards across the region.
- 2.7 In addition to online courses, many Lakehead District School Board teachers use classroom websites to engage their students and enable communication beyond the school through blended learning environments.

- 2.8 In addition to a variety of e-Learning options for our students, 27 summer e-learning courses in Grades 10-12 are available through our "Northern e-School" program through the Lakehead Adult Education Centre. These courses allow for students in our Board as well as other northern boards to recover credits and reach ahead through the summer.
- 2.9 The Homework Help Initiative (HHI) continues to support student achievement in Grades 7-10 mathematics. This program assists students through a free, secure, online chat room hosted by the Independent Learning Centre (ILC) where students in Grades 7-10 mathematics obtain after school mathematics help. The online chat room provides students with mathematics support at home. This initiative provides families a tool where students can ask mathematics questions in a secure, non-intimidating environment. Two Board Homework Help Tutor Ambassadors are available to staff and their students to promote the program and help with learning to use the resource.

3. Next Steps

- 3.1 When the application process becomes available in the 2016-2017 school year, the Board will consider expanding the SHSM Program to include Hospitality and Tourism.
- 3.2 Community partnerships that support student pathways will continue to be developed and sustained. Opportunities for students to earn dual credits and to participate in 'reach ahead' experiences through the School College Work Initiative with Confederation College will continue to be available to Lakehead District School Board students next year. Central staff and schools will closely monitor the success and expansion of SCWI, *College Now* and Summer C.L.A.S.S. dual credit programs.
- 3.3 Relevant data and other evidence will continue to be used to monitor the success of all SHSM and dual credit programs to inform next steps.
- 3.4 Projects that seek out student voice to inform school and system improvement will continue to be encouraged and supported.
- 3.5 The Homework Help Initiative support is anticipated to be available to all Lakehead District School Board students taking mathematics courses during their summer holidays.
- 3.6 The Program Department will continue to provide training to enhance student achievement through the use of technology to expand how, when, and where learning takes place, authentically engage our students, and provide students with the skills to excel in a digital age. School IT teams will continue to support staff and students as they leverage technology to support their school improvement plans.

4. Conclusion

Lakehead District School Board continues to provide high quality programs and opportunities for all students in the intermediate and senior divisions to ensure student success and support graduation. Pathways will continue to be supported and developed at both the school and system level to contribute to student success and to help reach every student.

Respectfully submitted,

JEREMY NOEL
Ontario Youth Apprenticeship Programs
Coordinator/Student Success Resource Teacher

GINO RUSSO
e-Learning Contact/Mathematics Resource Teacher

JANE LOWER
Student Success Leader

SHERRI-LYNNE PHARAND
Superintendent of Education

IAN MACRAE
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2016 APR 26
Report No. 053-16

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 12, 2016 and have been referred to the Board for approval. The recommendations are as follows:

Policy Review – 7011 Teacher Performance Appraisal (042-16)

It is recommended that Lakehead District School Board approve 7011 Teacher Performance Appraisal Policy, Appendix A to Report No. 042-16.

Policy Review – 7040 Violence in the Workplace (043-16)

It is recommended that Lakehead District School Board approve 7040 Violence in the Workplace Policy, Appendix A to Report No. 043-16.

Policy Review – 9030 Playground Structures (044-16)

It is recommended that Lakehead District School Board approve 9030 Playground Structures Policy, Appendix A to Report No. 044-16.

Policy Review – 6020 Extended Field Trip (045-16)

It is recommended that Lakehead District School Board approve 6020 Extended Field Trip Policy, Appendix A to Report No. 045-16.

Policy Review – 6021 Day Field Trip (046-16)

It is recommended that Lakehead District School Board approve 6021 Day Field Trip Policy, Appendix A to Report No. 046-16

Special Education Advisory Committee Community Representatives (047-16)

It is recommended that Lakehead District School Board approve the process and application form to select community representatives and alternate representatives to the Special Education Advisory Committee as outlined in Appendix A to Report No.047-16.

Respectfully submitted,

GEORGE SAARINEN
Chair
Standing Committee

PERSONNEL & EMPLOYEE RELATIONS**7000**

April 12, 2016 - DRAFT

**TEACHER PERFORMANCE
APPRAISAL POLICY****7011**1. Rationale

The Ministry of Education has directed that school boards conduct teacher performance appraisals that are consistent with the Education Act as amended, Ontario Regulations 98/02, 99/02 and 266/06 as amended, the New Teacher Induction Program Induction Elements Manual 2010, the Performance Appraisal Technical Requirements Manual 2010, and the Ontario College of Teachers' Standards of Practice for the Teaching Profession.

2. Policy

2.1 It is the policy of Lakehead District School Board to:

- ensure all students receive the benefit of an educational system staffed by competent and effective teachers;
- provide fair, effective and consistent teacher evaluation in every school; and
- promote the professional growth of its teaching staff.

3. Guiding Principles

3.1 Lakehead District School Board supports the following guiding principles for the teacher performance appraisal process:

- 3.1.1 Teacher performance appraisals apply to members of the Elementary Teachers' Federation of Ontario (ETFO) and the Ontario Secondary Teachers' Federation (OSSTF), and teachers on a Letter of Permission;
- 3.1.2 Occasional or continuing education teachers, supervisory officers, principals, and vice principals are not evaluated by this process;
- 3.1.3 Teacher performance appraisal reflects the duties and expectations in accordance with the Education Act and with the regulations and guidelines of the Ministry of Education and of the Board;
- 3.1.4 Teachers determine their own professional growth recognizing expectations of the Ontario College of Teachers' Standards of Practice;
- 3.1.5 Teachers accept responsibility to develop their professional effectiveness;
- 3.1.6 The process provides opportunities for growth, continuous improvement, and concrete steps and support for improvement in areas of concern;
- 3.1.7 Additional appraisals shall be conducted based upon issues of performance.

PERSONNEL & EMPLOYEE RELATIONS

7000

April 12, 2016 - DRAFT

**TEACHER PERFORMANCE
APPRAISAL POLICY**

7011

4. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Procedures 7011	May 27, 2003	Quality in the Classroom Act 2001 (Part x.2)
	<u>Date Revised</u>	
	January 22, 2008	O. Reg. 98/02 O. Reg. 99/02 O. Reg. 266/06
	Reviewed by _____	

PERSONNEL AND EMPLOYEE RELATIONS**7000**

April 12, 2016 - DRAFT

VIOLENCE IN THE WORKPLACE POLICY**7040**1. Rationale

Lakehead District School Board believes in the prevention of workplace violence and promotes a violence-free workplace in which all people respect one another and work together to achieve common goals. Any act of workplace violence is unacceptable conduct. Workplace violence in any form erodes the mutual trust and confidence that are essential to the well-being of our staff.

2. Definitions

As defined by the Occupational Health and Safety Act, workplace violence is:

- (a) the exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker
- (b) an attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to a worker
- (c) a statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against a worker, in a workplace, that could cause physical injury to a worker.

3. The Policy

- 3.1 It is the policy of Lakehead District School Board to adhere to the Occupational Health and Safety Act. Lakehead District School Board believes in the prevention of workplace violence and promotes a violence-free workplace in which all people respect one another and work together to achieve common goals. Any act of workplace violence is unacceptable conduct in any form erodes the mutual trust and confidence that are essential to the well-being of our staff.
- 3.2 This policy applies to all work activities that occur while on Board premises, or while engaging in workplace activities or workplace social events.
- 3.3 This policy applies to all members of the Board community, including but not limited to, Trustees, students, employees, visitors such as parents and community members, volunteers, permit holders, contractors, and employees of other organizations who work on or are invited to participate in Board related functions.
- 3.4 The Board is committed to implementing a process to deal with workplace violence and the requirements of the Occupational Health and Safety Act in accordance with Safe Schools legislation.

PERSONNEL AND EMPLOYEE RELATIONS**7000**

April 12, 2016 - DRAFT

VIOLENCE IN THE WORKPLACE POLICY**7040**4. Guiding Principles

- 4.1 Employees, students and other users will strive to foster a respectful workplace through the prevention and prompt resolution of workplace violence incidents. Complaints will be taken seriously and handled professionally.
- 4.2 The Board shall provide a mechanism to lodge an informal complaint.
- 4.3 The Board shall provide a mechanism to lodge a formal complaint.
- 4.4 The Board shall provide a fair and objective formal process for dealing with alleged incidents of workplace violence.
- 4.5 Confidentiality will be maintained to every extent possible; however the nature of the investigation may require additional information beyond the complainant(s) and the respondent(s) to verify factual information.
- 4.6 Violence prevention training shall be offered to managers, supervisors and employees.
- 4.7 Violence is a serious offence. Any individuals found to have perpetrated an act of violence may be subject to disciplinary action up to and including dismissal. In addition individuals may be subject to action under the Criminal Code of Canada.

5. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
<ul style="list-style-type: none"> • 7030 Harassment and Human Rights Policy • 8070 Safe Schools Policy – System Expectations • 8020 Access to School - Board Premises 	<p style="text-align: center;">May 25, 2010</p> <p style="text-align: center;"><u>Date Revised</u></p> <p style="text-align: center;">_____</p>	

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FACILITIES AND EQUIPMENT**9000**

DRAFT – April 12, 2016

PLAYGROUND STRUCTURES POLICY**9030**1. Rationale

Lakehead District School Board recognizes the need to promote positive play experiences within a safe environment for all students.

2. Policy

It is the policy of Lakehead District School Board to support the practice of school communities forming Parent Committees to raise funds for the purpose of providing and installing approved playground structures.

3. Guidelines3.1 Standards

All playground structures must conform to the standards from the Canadian Standards Association's Children's Playspaces (CSA) in effect at time of approval. This includes purchase, installation and ongoing inspections and maintenance.

3.2 Ownership

All donated and/or purchased structures shall become the property of the Board who will assume responsibility for the maintenance of the structure.

3.3 Responsibility

3.3.1 Parent Committees are responsible for all costs associated with selection, purchase, site preparation materials, and manufacturer's final inspection.

3.3.2 School Principals are responsible for the day-to-day safety of playground structures and the assignment of adequate supervision during school hours.

3.3.3 Plant Maintenance Department is responsible for final approval of the design, construction, location, and the annual inspections. Installation of play structures will normally be by Board Maintenance employees.

FACILITIES AND EQUIPMENT

9000

DRAFT – April 12, 2016

PLAYGROUND STRUCTURES POLICY

9030

4. Extenuating Circumstances

Where circumstances arise which may require action in the best interest of a school community, the board may share part or all of the cost of new or replacement play equipment.

5. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
<i>"Children's Playspaces and Equipment", CAN/CSA-Z614 - National Standard of Canada</i>	September 15, 1994	_____
<i>8012 Fundraising in the Schools Policy</i>	<u>Date Revised</u>	_____
	April 24, 2001 February 21, 2006 June 28, 2011	

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STUDENT SERVICES**6000**

April 12, 2016 - DRAFT

EXTENDED FIELD TRIP POLICY**6020**1. Rationale

Lakehead District School Board recognizes the importance of out of classroom experiences for students. Extended field trips can expand and reinforce concepts learned in the classroom, provide for new and unique learning experiences not available in the classroom, and make learning experiences more interesting and relevant for students.

2. Policy

It is the policy of Lakehead District School Board to support the participation of students and teachers in approved extended field trips.

Overnight programs at Kingfisher Lake Outdoor Education Centre, under the auspices of Kingfisher staff, are considered to be extended field trips under the terms of this policy.

3. Guiding Principles

3.1 All extended field trips must have curricular relevance.

3.2 Student participation in all extended field trips is voluntary and subject to parental approval.

3.3 Every effort will be made to include students with special needs on extended field trips. Consideration will be given to all accommodations appropriate for the student.

This decision will be made by the principal in consultation with the classroom teacher and parent/guardian. The school in partnership with the parent/guardian will be responsible for any additional supervision or care required for individual children.

3.4 The principal, in consultation with the teacher and the parent/guardian, may exclude a pupil from participation in a particular trip. An alternate program will be provided at the school for such occasions.

3.5 Written parental/guardian informed consent and agreement to all conditions specified is required for all students under age eighteen participating in extended field trips.

3.6 It is the principal's responsibility to ensure that suitable supervision and safety measures are provided.

3.7 When arranging transportation, please refer to the 3040 Transportation Policy for guidelines.

3.8 Schools will not agree to waiver any forms of liability and/or excursion agreements as a condition of participation to attend a venue, tour, or event.

STUDENT SERVICES

6000

April 12, 2016 - DRAFT

EXTENDED FIELD TRIP POLICY

6020

- 3.9 It is the responsibility of the principal to ensure that field trip supervisors have the necessary knowledge, experience and training and qualifications, including Police Records Checks, where applicable, and that suitable supervision and safety measures are provided. At least one supervisor must be a teacher employed by the Lakehead District School Board.
- 3.10 All high risk activities must be discussed with and approved by the superintendent or designate.
- 3.11 It is the responsibility of the principal to keep appropriate records for all extended field trips.

4. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
<p>3040 Transportation</p> <p>8012 Fundraising in the Schools</p>	<p><u>1985 06 04</u></p> <p><u>Date Revised</u></p> <p><u>April 28, 2009</u></p>	<p>Education Act, R.S.O. 1990, c. E.2</p> <hr/>

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STUDENT SERVICES**6000**

April 12, 2016 - DRAFT

DAY FIELD TRIP POLICY**6021**1. Rationale

Lakehead District School Board recognizes the importance of out of classroom experiences for its students. Day field trips can expand and reinforce concepts learned in the classroom, provide for new and unique learning experiences not available in the classroom, and make learning experiences more interesting and relevant for students.

2. Policy

It is the policy of Lakehead District School Board to support the participation of students and teachers in approved day field trips.

3. Guiding Principles

- 3.1 All day field trips must have curricular relevance.
- 3.2 Normally, the Day Field Trip Approval Form will be approved by the principal a minimum of seven days prior to the departure date. Refer to Appendix D of the procedures.
- 3.3 It is the responsibility of principals to ensure that day field trip supervisors have the necessary knowledge, experience, training and qualifications, including Police Records Checks, where applicable, and that suitable supervision and safety measures are provided. At-least one supervisor must be a teacher employed by the Lakehead District School Board.
- 3.4 When arranging transportation, please refer to the Transportation Policy 3040 for guidelines.
- 3.5 It is the responsibility of the principal to keep records for all day field trips.
- 3.6 Student participation in all day field trips are voluntary and subject to parental/guardian approval.
- 3.7 All activities requiring high care must be discussed with and sanctioned by the superintendent/designate.
- 3.8 Every effort will be made to include students with special needs on day field trips. Consideration will be given to all accommodations appropriate for the student.

This decision will be made by the principal in consultation with the classroom teacher and parent/guardian. The school in partnership with the parent/guardian will be responsible for any additional supervision or care required for individual children.



SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

The Role of SEAC Community Representative

The SEAC community representative position provides an opportunity for parents/guardians of students with special education needs and members of the community interested in special education to provide input to Lakehead District School Board (LDSB) about its special education programs and services. Community representatives are expected to provide the perspective of families whose children have special education needs and attend LDSB schools in the area of Thunder Bay. Most successful applicants have been active on School Councils or may connect with local community groups of diverse cultural backgrounds.

Community representatives attend all SEAC meetings as voting members. Community alternates are encouraged to attend meetings, but may only participate as voting members when covering for an absent representative. SEAC meetings are held at 6:00 p.m. on the third Wednesday of the month, in the Board Room at the Jim McCuaig Education Centre, 2135 Sills Street, Thunder Bay, ON.

Membership Selection

At Lakehead Public Schools, up to **two** community representatives and matching alternates may be appointed by the Board. In accordance with Regulation 464/97 under the Education Act, which covers the work and function of SEAC, the Board may appoint as community representatives, applicants who are not representatives of a local association, and not members of the Trustees of the Board.

Applicants must:

- be Canadian citizens aged 18 or older;
- be public school electors residing within the jurisdiction of Lakehead District School Board; and
- not be employed by the Lakehead District School Board in any capacity.

In addition to these requirements, the Board takes the following factors into consideration when appointing SEAC community representatives and alternates:

- reflecting diversity;
- a global perspective;
- a genuine interest in special needs students and special education programming;
- the ability to participate as a team player;
- good communication skills; and
- a varied background which is likely to compliment the knowledge and skill set of the SEAC Associations represented.

Application Process

Lakehead Public Schools invites interested members of the school community to apply to become the SEAC community representative or the alternate representative for the North Side or South Side.

Applications will be considered by the Board as vacancies arise. Appointed candidates serve in a volunteer capacity as either the representative or alternate representative for the community. The term of office coincides with the term of office of elected Trustees of the Board.

If you are interested in applying, please complete the following form and return it as directed.

Applications will be considered for vacancies as they arise.

Community Representative Application

Applications will be considered for vacancies as they arise.

Parents/guardians and community members interested in becoming a community representative self-nominate. Self-nomination includes completion of this application form and the option of providing any additional information that would support an appointment, such as School Council experience, special needs experience/expertise and/or broader community-based connections. Please indicate which position you are applying for. Please print.

Application for (Please	<input type="radio"/> Community Representative AND / OR		<input type="radio"/> Alternate Representative
Name of Applicant			
Area of Residence (√ where you live)	<input type="radio"/> North Side	<input type="radio"/> South Side	
Home Address (Including Postal Code)			
Contact Phone Number(s) of Choice	Home	Cell	Work
Email Address			
Lakehead DSB School(s) Associated with the Applicant			
Special Education Exceptionalities or Area(s) of Interest			
Additional Background Information in Support of this Nomination (Experience/Expertise) (Append additional information)			

Candidates must meet the following Ministry of Education criteria, as set out in the legislation.

By my signature* I confirm the following:

- I am a Canadian Citizen aged 18 or older
- I am a public school elector residing in the jurisdiction of Lakehead District School Board
- I am NOT employed by the Lakehead District School Board in any capacity

*

Signature (*required)

Date

by FAX to: Executive Secretary
807-623-7848

by email to: ehaven@lakeheadschoools.ca

OR by post to: Special Education Advisory Committee
Lakehead District School Board, 2135 Sills Street, Thunder Bay, ON P7E 5T2

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2016 APR 26
Report No. 050-16

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

RE: FRENCH IMMERSION PROGRAM REVIEW

1. Background

- 1.1 Lakehead District School Board's Strategic Plan outlines its commitment to the success of every student. To support student success, the Board offers a variety of high quality programs that support 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".
- 1.3 Students enroll in the French Immersion program in Senior Kindergarten (SK). The curriculum content in all grades is the same as the English curriculum, except that students receive instruction in French Language beginning in Senior Kindergarten. French is the language of communication for 100 percent of programming in SK and Grade 1, 75 percent from Grades 2 to 5, and 50 percent from Grades 6 to 8.
- 1.4 Students receive a "French Immersion Certificate" along with the Ontario Secondary School Diploma (OSSD) if they successfully complete ten French Immersion credits in a variety of subjects at the secondary level.
- 1.5 The aim of the French Immersion program is for students to be functionally bilingual and to have an understanding and appreciation of various French cultures.
- 1.6 A review committee was formed in November 2014 to ensure strong programs into the future and investigate and propose both short and long term program recommendations to enhance future French Immersion programming. The committee is comprised of:
 - Supervisory Officer;
 - Secondary Principal;
 - Student Success Leader;
 - French Resource Teacher; and
 - Elementary and Secondary Classroom Teachers.
- 1.7 Surveys were conducted with elementary French Immersion students in Grades 5 to 8, and secondary French Immersion students in Grades 9 to 12. Parents of French Immersion students in both panels also took part in surveys designed for

them. Survey questions were similarly designed to solicit information about satisfaction level with the program overall, with specific aspects of the program, with the courses presently taught, and support for additional courses to be taught in French. Another survey was also conducted in four English speaking elementary schools to determine the level of interest in a late start (Grade 4) French Immersion program. Approximately 72% of respondents expressed an interest in a French Immersion program with a later registration.

General consensus from the first survey indicates high levels of satisfaction with the program among parents and students overall, but particularly in speaking and aural understanding of French. Surveys also indicated courses that developed French-language proficiency were favourable to both parents and students, and courses that were more active such as dance, music and physical education were not as favourable. At the secondary level, courses in the humanities and social sciences were viewed favourably for instruction in French.

2. Situation

- 2.1 French Immersion programs in other Boards were researched to understand the implementation of their programs, and to see courses that were offered in French at both the elementary and the secondary level.
- 2.2 Committee members met with local federation presidents from Ontario Secondary School Teachers' Federation (OSSTF) and Lakehead Elementary Teachers of Ontario (LETO) to discuss and seek input about the French Immersion situation and possible recommendations to the program.
- 2.3 Committee members also visited Agnew H. Johnston Public School and toured the French Immersion classrooms with the principal and spoke to students and staff.
- 2.4 As a result of its work, the committee makes the following recommendations:
 - 2.4.1 Program-based Recommendations:
 - Increase the course offerings at secondary in social sciences, and add courses in family studies and drama;
 - Offer an enhanced French Immersion certificate for students who take 12 French Immersion courses, and obtain ten extra volunteer hours in which French is the language spoken;
 - Ensure, to the greatest degree possible, that all secondary students have a true immersion timetable (at least one French Immersion course each semester);
 - At the discretion of the principal, waive pre-requisites to allow core French students to take a French Immersion course for enrichment opportunities;
 - Provide option for students to get an applied level credit in an academic class (at 45-day mark, start to differentiate performance tasks);
 - At the elementary level, make percentages of French language instruction based on the 300 minute day, and work within the natural cycle of that day to facilitate workable timetabling;

- Explore the feasibility of a late registration (Grade 4) French Immersion program beginning in 2017-2018; and
- Support staff members who are interested in obtaining the necessary qualifications needed to work in the French Immersion program.

2.4.2 Special Education Recommendations:

- Determine supports necessary to support French Immersion students: tutors in the classroom, secondary peer-assisting credit, facilitators with French-language qualifications, and student support personnel (SSPs), through the establishment of a sub-committee.

2.4.3 Facility-based Recommendations:

- Establish bilingual signage within school and external signage indicating a dual track school;
- Provide alternate versions of the national anthem between English, French and Ojibway;
- Ensure morning announcements are in both languages, using senior French Immersion students to do the translations when necessary;
- Ensure school websites and literature provide evidence of dual-track status;
- Establish a sub-committee to address library/class/technology needs such as magazine subscriptions (print, e-versions) and applications;
- During secondary exam times, open the facility to Grade 7 and Grade 8 students to use language learning labs; and
- Support classrooms with furnishings that are conducive to oral language reception. Separate tables (round) and chairs would provide the ability to create learning centres, and practice rooms would be helpful.

2.4.4 Transportation Recommendations:

- Explore expanding transportation opportunities for all French Immersion students regardless of home location, where feasible, to ensure equity of access for all students.

2.4.5 Technology Recommendations

- Support the user costs for programs like BonPatron, Antidote, and other software or applications;
- Provide for dedicated laptops, iPads or tablets in French Immersion classrooms;
- Support the language lab with quality headphone and microphone hardware; and
- Provide interactive whiteboards in secondary French Immersion classrooms.

3. Conclusion:

There is a resurgence of French Immersion programming, nationally, provincially, and locally. The recommendations of the French Immersion Review Committee will support a vibrant and dynamic program that will serve the needs of an increasing number of students presently and for the future.

RECOMMENDATION

It is recommended that Lakehead District School Board accept the recommendations of the French Immersion Review Committee as listed in Section 2.4 of this report and support a phase-in of the plan over the next three school years.

Respectfully submitted,

ALISON LAVOIE
French Resource Teacher

CHARLES BISHOP
Secondary Principal

SHERRI-LYNNE PHARAND
Superintendent of Education

IAN MACRAE
Director of Education