**Lakehead Public Schools**

## REGULAR BOARD MEETING NO. 11
### Tuesday, May 24, 2016
### Jim McCuaig Education Centre

Ian MacRae                                                                Deborah Massaro
Director of Education                                                              Chair

## AGENDA

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

|  |  | Resource Person | Pages |
|---|---|---|---|

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

| | | Resource Person | Pages |
|---|---|---|---|
| 7.1 | Trustee Character Award<br>- Alison Hart – Crestview Public School | G. Saarinen | Verbal |
| 7.2 | Algonquin Public School<br>- *FNMI Collaborative Inquiry – Fostering Initiative* | S. Pharand | 1-2 |

8.    Confirmation of Minutes

| | | Resource Person | Pages |
|---|---|---|---|
| 8.1 | Regular Board Meeting No. 10<br>- April 26, 2016 | D. Massaro | 3-7 |

9.    Business Arising from the Minutes

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

## LAKEHEAD DISTRICT SCHOOL BOARD

|  | 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 Success Advisory Committee (SAC) Report — K. Wilson — Verbal

    10.4 Adult & Continuing Education (058-16) — C. Kappel — 8-9

    10.5 Aboriginal Education (062-16) — S. Pharand — 10-13

    10.6 English Language Learners (063-16) — S. Pharand — 14-16

    10.7 Information Technology – Update (065-16) — S. Pharand/ D. Wright — 17-24

11. First Reports

**MATTERS FOR DECISION:**

12. Postponed Reports

13. Recommendations from the Standing Committee (061-16) — G. Saarinen — 25-27

    13.1 Approval of Standing Committee and Regular Board Meeting Schedule 2016-2017 (048-16)

    *It is recommended that Lakehead District School Board approve the revised Standing Committee and Regular Board Meeting Schedule 2016-2017, as set out in Appendix A to Report No. 048-16.*

    13.2 2016 To 2024 Policy Review Schedule (056-16)

    *It is recommended that Lakehead District School Board approve the 2016 to 2024 Policy Review Schedule, Appendix A to Report No. 056-16.*

    *13.3* Policy Review – 3026 Budget Variance (055-16)

    *It is recommended that Lakehead District School Board approve 3026 Budget Variance Policy, Appendix A to Report No. 055-16.*

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

**LAKEHEAD DISTRICT SCHOOL BOARD**

13.4    Approval of Appointment to the Special Education
Advisory Committee (SEAC) (057-16)

*It is recommended that Lakehead District School Board
approve the appointment of Wilma Kleynendorst as
member to the Special Education Advisory Committee
representing Dilico Anishinabek Family Care for the term
ending November 30, 2018.*

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**

**Lakehead Public Schools**

## REGULAR BOARD MEETING NO. 11
### Tuesday, May 24, 2016
### Jim McCuaig Education Centre

Ian MacRae
Director of Education

Deborah Massaro
Chair

## AGENDA

### COMMITTEE OF THE WHOLE – Closed Session
### 6:30 P.M. – in the Sibley Room

|  |  | Resource Person | Pages |
|---|---|---|---|
| 5.1 | Confirmation of Committee of the Whole - Closed Session Minutes | | |
| | 5.1.1 Regular Board Meeting No. 10 - April 26, 2016 | D. Massaro | 1-2 |
| 5.2 | Business Arising from the Minutes | | |
| 5.3 | Consideration of Reports | | |
| | 5.3.1 Property Matter (059-16) | D. Wright | 3-4 |
| | 5.3.2 Personnel Matter | D. Wright | Verbal |
| | 5.3.3 Negotiations (064-16) | D. Wright | 5-16 |
| 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: <u>Algonquin Avenue Public School</u>

Title of Initiative: <u>FNMI Collaborative Inquiry – Fostering Initiative</u>

| Components of Initiative | School's Details |
|---|---|
| 1. Description of the nature of the initiative to improve student achievement | Algonquin Avenue Public School has participated in the First Nations, Métis, and Inuit Collaborative Inquiry (FNMI CI) for the past three years. The ongoing goal is to research, implement, and reflect on a variety of approaches, both in the classroom and school-wide, which will ultimately lead to greater student engagement and student success for our Indigenous students. Following the principals of Universal Design for Learning, our successes will also have a positive impact on other, non-Indigenous students. |
| 2. Rationale for selecting the initiative | Our school has a population that is more than two-thirds Indigenous. Many of our students are transient, and both transient and non-transient students struggle with consistent attendance. At the heart of our collaborative inquiry is a goal for students to see learning as something that is important, relevant, and engaging. |
| 3. Intended outcomes of the initiative related to improved student achievement | The intended outcome of this year's CI, fostering initiative, is to help guide students towards being curious about learning and to take a more active role in their own learning. We want students to be active learners, not passively "receive" an education, and to take risks. As well, we want to design activities and opportunities so that students will approach new tasks with a positive attitude. |
| 4. Description of the data used | In our FNMI CI meetings, we have used the following data to drive our understanding and next steps: self-identification, attendance, report card marks, EQAO Gr. 3 and Gr. 6 assessments, anecdotal comments from staff and students, and ongoing student work. |
| 5. **Brief** description of the significant activities or strategies involved with the initiative | We developed an initial plan that included explicit and targeted instruction about what "initiative" is and its importance. Developmentally appropriate lessons using read-alouds, real world examples, and extension activities were used in targeted classrooms at the Primary, Junior, and Intermediate levels. Guest speakers were brought in, and a specific effort was made to foster student voice as an engagement tool. Ongoing results were shared with all staff at monthly staff meetings. |
| 6. **One or two** highlights of the above activities | As a result of the explicit teaching about initiative, one student took a risk and applied for an Aboriginal Youth Award. She was successful and received her award on May 5. We will be using this as a teachable moment with all of our students at our next monthly assembly. |

| | Our focus on student voice led a group of Gr. 7 and 8 students to successfully apply for two Speak Up grants that lead to ongoing workshops in student-driven interest areas of Physical Activity and Indigenous Culture. |
|---|---|
| 7. Description of any unexpected results or "moments of serendipity" related to the initiative | When our targeted primary class was given the opportunity to try a more inquiry-based learning approach, most of their ideas could be easily linked to the Grades 2 and 3 curriculums, making this a very manageable undertaking for the teacher. In our intermediate classes, we noticed an increase in attendance on the student-driven workshop days. |
| 8. Description of **one or two** interesting findings that would be useful or helpful to other schools | As part of our CI, our monthly assemblies have been revamped. We have moved towards celebrating the strengths, inspirations, and hopes of our students each month. By making an effort to phone every family of the selected students each month, we have had a lot more family engagement with the school – almost two-thirds of our families have attended so far this year. As well, as the high schools are also participating in the FNMI CI, we have begun to build a partnership with Hammarskjold that involves their Indigenous students' mentorship program making connections with our Gr. 8 students, which will hopefully lead to a smooth and successful transition to high school. |
| 9. Identification of **one or two** noteworthy hurdles or stumbling-blocks | While some of our disengaged students are beginning to see themselves as successful learners, instilling the importance of learning in the whole family continues to be a challenge in some instances. Simply put, some families do not see education as a priority or do not know how to support their child to be an engaged learner. And with a high number of our students living in homes below the low-income cut off, education can sometimes take a back seat to more basic concerns, such as housing, clothing, and food. |
| 10. Next steps in pursuing the initiative | We want to look for ways to expand our focus on initiative outside the targeted classrooms to the entire school. We also plan to look for other ways to embed student voice in learning, such as through approaches like "genius hour". Finally, we need to find ways to help provide our school community's families with the tools to support their children's education. |
| 11. Lessons learned about the school's efforts to improve student achievement | A FNMI Collaborative Inquiry cannot be a one-off project. It is an ongoing process that must be collaborative, reflective, and based on the evidence of student learning. Our CI this year has been built on the work done over the past two years and definitely will continue into next year! |

LAKEHEAD DISTRICT SCHOOL BOARD

**<u>MINUTES OF REGULAR BOARD MEETING NO. 10</u>**

Board Room                                                                               2016 APR 26
Jim McCuaig Education Centre                                                7:30 p.m.

<u>TRUSTEES PRESENT</u>:

<u>PUBLIC SESSION</u>:

1.     <u>Approval of Agenda</u>

Moved by Trustee Chambers                                    Seconded by Trustee Wilson

*"THAT the Agenda for Regular Board Meeting No. 10, April 26, 2016 be approved."*

<u>CARRIED</u>

2.     <u>Resolve into Committee of the Whole – Closed Session</u>

Moved by Trustee Saarinen                                    Seconded by Trustee Arnone

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

- *Confirmation of Committee of the Whole – Closed Session Minutes*
  - *Regular Board Meeting No. 8*
    - *February 23, 2016*

- *Negotiations (054-16)*

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

<div align="right">CARRIED</div>

## 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 Saarinen

*"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. 8, February 23, 2016.'"*

*"THAT, the Memorandum of Settlement, as negotiated between the Lakehead District School Board and the Elementary Teachers' Federation of Ontario – Lakehead Elementary Occasional Teachers, effective September 1, 2014 to August 31, 2017, be ratified by the Board, and that the Officers of the Board be authorized to sign the Agreement on behalf of the Board and affix the corporate seal thereto."*

<div align="right">CARRIED</div>

5. Westmount Public School – Developing 21$^{st}$ Century Knowledge and Skills in the Intermediate Division

Colleen Kappel, Superintendent of Education, introduced AJ Keene, principal of Westmount Public School and Jaime Murdoch, Grade 6/7 teacher, who presented information regarding *Developing 21$^{st}$ Century Knowledge and Skills in the Intermediate Division.* All trustees' questions were addressed.

6. Confirmation of Minutes

Moved by Trustee Oikonen                    Seconded by Trustee Wilson

*"THAT Lakehead District School Board approve the Minutes of Regular Board Meeting No. 9, March 22, 2016."*

<div align="right">CARRIED</div>

MATTERS NOT REQUIRING A DECISION:

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

Trustee Chambers, Ontario Public School Boards' Association Director (Alternate) and voting delegate, informed the Board that she will be attending the Board of Directors meeting on April 29 - 30, 2016.

8.     Student Trustee Report

Hannah Smith, Student Trustee, provided a handout as her report. Items addressed included: Elementary and Secondary Student Senates, Northwestern Ontario Secondary Schools Students' Association, We Stand Up, and Student Trustee interviews.

9.     Student Achievement Mid-Year Update (051-16)

Sherri-Lynne Pharand, Superintendent of Education, introduced Nicole Walter-Rowan, Program Coordinator, Jane Lower, Student Success Leader, and Lori Carson, Special Education Officer, who presented the report. All trustees' questions were answered.

10.    Student Success (052-16)

Sherri-Lynne Pharand, Superintendent of Education, introduced Jane Lower, Student Success Leader, who presented the report. All trustees' questions were answered.

MATTERS FOR DECISION:

11.    Recommendations from the Standing Committee (053-16)

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

Moved by Trustee Saarinen                          Seconded by Trustee Playford

*"THAT Lakehead District School Board approve 7011 Teacher Performance Appraisal Policy,Appendix A to Report No. 042-16."*

CARRIED

12.    Recommendations from the Standing Committee (053-16)

Policy Review – 7040 Violence In The Workplace (043-16)

Moved by Trustee Saarinen                          Seconded by Trustee Chambers

*"THAT Lakehead District School Board approve 7040 Violence in the Workplace Policy, Appendix A to Report No. 043-16."*

CARRIED

5

13. Recommendations from the Standing Committee (053-16)

Policy Review – 9030 Playground Structures (044-16)

Moved by Trustee Saarinen                    Seconded by Trustee Arnone

"*THAT Lakehead District School Board approve 9030 Playground Structures Policy, Appendix A to Report No. 044-16.*

CARRIED

14. Recommendations from the Standing Committee (053-16)

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

Moved by Trustee Saarinen                    Seconded by Trustee Wilson

"*THAT Lakehead District School Board approve 6020 Extended Field Trip Policy, Appendix A to Report No. 045-16.*"

CARRIED

15. Recommendations From The Standing Committee (053-16)

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

Moved by Trustee Saarinen                    Seconded by Trustee Playford

"*THAT Lakehead District School Board approve 6021 Day Field Trip Policy, Appendix A to Report No. 046-16.*"

CARRIED

16. Recommendations from the Standing Committee (053-16)

Special Education Advisory Committee Community Representatives (047-16)

Moved by Trustee Saarinen                    Seconded by Trustee Arnone

"*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.*"

CARRIED

17. French Immersion Program Review (050-16)

Sherri-Lynne Pharand, Superintendent of Education, introduced Charles Bishop, principal of Hammarskjold High School and Alison Lavoie, French Resource teacher, who presented the report. All trustees 'questions were addressed.

Moved by Trustee Wilson                      Seconded by Trustee Oikonen

*"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."*

<div align="right">CARRIED</div>

18. Information and Inquiries

   18.1   Trustee Oikonen reported that he and Trustee Arnone attended the Ontario Secondary School Teachers' Federation (OSSTF) District 6 Thunder Bay – Annual Student Awards on April 23, 2016. Student Trustee Hannah Smith was present with the Student Leadership award.

   18.2   Trustee Arnone, member on the Lakehead Public Schools International (LPSI) Board of Directors, attended meeting on April 25, 2016.

19. Adjournment

Moved by Trustee Saarinen                      Seconded by Trustee Arnone

*"THAT we do now adjourn at 9:21 p.m."*

<div align="right">CARRIED</div>

LAKEHEAD PUBLIC SCHOOLS

OFFICE OF THE DIRECTOR OF EDUCATION

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

RE:   ADULT & CONTINUING EDUCATION

1.   Background

    1.1   Lakehead District School Board is committed to high levels of personal and academic excellence for every student and "implementing programs and services to support students at risk of not graduating" (Operational Plan Objectives 2015).

    1.2   Lakehead Adult Education Centre's (LAEC) mission is to serve a diverse multicultural and multi-aged community with the highest quality of education.

    1.3   Over the past 10 school years, Adult & Continuing Education has maintained an average enrolment of 2,606 students, and has graduated an average 142 students per year.

2.   Situation

Adult & Continuing Education currently has 1991 registered students in the 2015-2016 school year (September – May).  In total, 152 students have earned their Ontario Secondary School Diploma during this period. LAEC offers a wide variety of Continuing Education programming both in class and at a distance, with community and regional partners throughout northwestern Ontario:

- e-Learning and Self Study;
- Distance Education to Aboriginal communities;
- 'Adult for Credit' attendance based classrooms;
- Co-operative education;
- Literacy and numeracy for secondary students;
- Prior Learning Assessment and Recognition (PLAR); and
- International languages for elementary students.

3.   Update

    3.1   *The Aboriginal Skills Advancement Project* (ASAP) is now entering its fourth year. ASAP is a fiscal year school program which has graduated over 200 students in the first three years. LAEC has been heavily involved in travel for recruitment as well as providing all instructional services.  Our partnership has led both staff and students to several remote communities, particularly Neskantaga, which is host to the remote training centre where we deliver a week long employment readiness program.

    3.2   The third phase of two Ministry of Education funded pilot projects are underway for the 2015-2016 school year:

- technology enhanced 'Hybrid Learning Project'; and
- Ontario Native Women's Association Single Parent Initiative.

3.3 The Ministry of Education has initiated work on a three year regional strategy to expand access to adult education in the northwest and facilitate collaboration among boards. Keewatin-Patricia District School Board and Lakehead District School Board will lead this work across the Thunder Bay region.

3.4 Summer 2016 @ LAEC will see a continued expansion of program offerings including the Northern e-School, Co-operative Education partnerships, and Manufacturing Technology in collaboration with Superior CVI.

4. <u>Conclusion</u>

Through the ongoing support of Lakehead District School Board, LAEC continues to provide quality educational opportunities for all students across the Thunder Bay Region.

Respectfully submitted,

DANIEL DENOMMÉ
Manager, Lakehead Adult Education Centre

COLLEEN KAPPEL
Superintendent of Education

IAN MACRAE
Director of Education

LAKEHEAD PUBLIC SCHOOLS

OFFICE OF THE DIRECTOR OF EDUCATION

2016 MAY 24
Report No. 062-16

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 the building of an equitable and inclusive community is evident.
The goal 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
First Nation, Métis and Inuit students is at the centre of all work.

1.2     We are in a historically significant time in Canada with respect to the relationship
between Aboriginal peoples, Aboriginal education, and reconciliation for our
nation.  Our work in Aboriginal education continues to align with the truth telling
and reconciliation process of the Truth and Reconciliation Commission of
Canada.  This commitment to establishing new relationships embedded in mutual
recognition and respect will forge a brighter future for all students and staff of
Lakehead Public Schools.

1.3     Aboriginal education in Lakehead District School Board 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 as key indicators to monitor and track progress of the
Ministry of Education goals (p. 8).  The following performance measures continue
to be a focus in Lakehead District School 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.

2.2 The Board continues to act in response to the Truth and Reconciliation Commission of Canada: Calls to Action; in particular, focusing on Calls 53, 62, 63, and 65 as they relate to public education.

- Provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism. (Call 53)
- In collaboration with survivors, Aboriginal peoples, and educators, the board is working to: (Call 62)
  - make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada; and
  - educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
- Maintain an annual commitment to Aboriginal education issues, including: (Call 63)
  - developing and implementing kindergarten to grade twelve curriculum and learning resources on Aboriginal people in Canadian history, and the history and legacy of residential schools;
  - sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history;
  - building student capacity for intercultural understanding, empathy, and mutual respect; and
  - identifying teacher-training needs relating to the above.
- In collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, establish a program to advance understanding of reconciliation. (Call 65)

3. Education for Reconciliation

Currently the board is responding to the Truth and Reconciliation Commission of Canada: Calls to Action in a number of ways, some specific examples include:

- Over 200 staff members have participated in Native Awareness Training to build cultural and historical understanding.
- Three cycles of Cultural Sensitivity Training system-wide have been completed.

- Annual grade specific professional development continues. This year the focus was on embedding Indigenous Perspectives in the Classroom with all grade four teachers in the system.
- Appropriate resources related to Aboriginal education are shared system wide as they become available.
- Work within the Wild Rice Project with grade nine Science teachers and with grade four – eight teachers in the Connecting Anishnaabe & Western Ways of Knowing in Mathematics focuses on working closely with Aboriginal community members to integrate Indigenous knowledge and teaching methods in the classroom.
- Mino Bimaadiziwin, Aboriginal Youth Leadership Program is a collaborative effort between 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 Red Tail Hawk Consulting.
- High school students participate in the Aboriginal Youth Mentorship Program in partnership with Lakehead University.
- First Nations, Métis, and Inuit Collaborative Inquiry projects continue in two elementary and all secondary schools with the goals of improving student achievement and well-being amongst First Nations, Métis, and Inuit students, increasing knowledge and understanding of cultures, histories and perspectives, and engaging staff in authentic partnerships with community.
- The staff resource *Aboriginal Presence in Our Schools: A Cultural Resource for Staff* is being revised and updated to include information that supports Truth and Reconciliation Commission Calls to Action.

4. <u>Supports for Aboriginal Education</u>

4.1 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.

4.2 The Aboriginal Education Resource Teacher continues to work with schools to ensure learning environments are culturally responsive and, at the classroom level, focus on supporting literacy and numeracy to ensure achievement gaps are being closed.

4.3 The Joint School Support & First Nations, Métis, and Inuit Student reengagement Teacher is working with teachers and students in two high schools to further support First Nations, Métis, and Inuit student success.

4.4 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.

4.5 Aboriginal Achievement Tutors are working to in all four high schools to support First Nations, Métis, and Inuit students.

4.6 Native Studies and Native Language courses continue to be offered system wide at the secondary level, and in Armstrong and select north zone elementary schools. Two high schools are piloting the use of the Native Studies Art course being offered to all grade nine students enrolled in Art.

5. <u>Next Steps</u>

    5.1    There is an increasing need to provide significant levels of support during the various transitions experienced by our Indigenous students.  Additionally, specific supports to ensure graduation are essential to student success and well-being. Successful strategies have been identified and resources are being identified to put additional supports in place.

    5.2    Successful student achievement supports remain a priority. In addition, leadership skills and building on strengths of students to create opportunities for increased peer leadership is a key strategy.

    5.3    Further research will be done to look into the feasibility of providing a Native Language program in a south zone elementary school.

    5.4    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.

6. <u>Conclusion</u>

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

NEIL WORKMAN
First Nation, Métis and Inuit Reengagement Student Success Teacher

JANE LOWER
Student Success Leader

NICOLE WALTER ROWAN
Program Coordinator

SHERRI-LYNNE PHARAND
Superintendent of Education

IAN MACRAE
Director of Education

LAKEHEAD PUBLIC SCHOOLS

OFFICE OF THE DIRECTOR OF EDUCATION

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

RE:     ENGLISH LANGUAGE LEARNERS

1.     Background

    1.1     The Lakehead District School Board, in its Strategic and Operational Plans, identifies the commitment to high levels of personal and academic excellence for every student as well as a continued commitment to student success by providing individualized programs and support for English Language Learners in the areas of both literacy and mathematics.

    1.2     The Lakehead District School Board is committed to supporting the development of a positive attitude towards learning and a student's belief in him/herself for all English Language Learners by ensuring there is a safe, welcoming school and classroom culture where English Language Learners feel valued, trusted and have a true sense of belonging.

    1.3     The Lakehead District School Board encourages effective and efficient supports and services for English Language Learners and their families by enhancing communication through the strengthening of community relationships.

    1.4     English Language Learners are students whose first language is a language other than English, or is a variety of English that is different from the variety used for instruction, and who may require supports to assist them in attaining proficiency in English.  The increasing number of English Language Learners in Ontario schools, including the Lakehead District School Board, presents an array of challenges and opportunities for educators.

2.     Situation

    2.1     In order to support strategic planning, program quality and evaluation, and communication, the Lakehead District School Board continues to employ both elementary and secondary itinerant teachers of English Language Learners who support newcomer students.

    2.2     The Ministry of Education has provided ongoing training for teachers of English Language Learners and the elementary resource teacher, regarding Step to English Proficiency (STEP).  STEP training included support for the implementation of initial and ongoing assessment, as well as programming for English Language Learners.  The goal of this is to develop a consistent approach to the education of English Language Learners across the province.

2.3 The Ministry of Education, through a proposal application process, has provided funding to support professional learning for classroom teachers who are currently supporting learning for English Language Learners.  Through Ministry funding, the Lakehead District School Board will have completed three training sessions before the end of June and will have had the opportunity to send a team of educators to visit another Ontario school board to learn about programming for English Language Learners.

2.4 The Lakehead District School Board has a continuing commitment to implementing an intake and orientation process that will allow for successful integration of English Language Learners and their families into our school communities.

2.5 The Lakehead District School Board is committed to expanding and strengthening community partnerships by working with community partners like the Thunder Bay Multicultural Association and Newcomer Sponsor Groups, to enhance transitions for students into elementary and secondary schools.

3. <u>Next Steps</u>

3.1 Through the Ministry of Education, ongoing professional learning opportunities will be provided to teachers of English Language Learners and the elementary resource teacher to ensure that initial and ongoing assessment, as well as programming promotes student success for all English Language Learners.

3.2 Ongoing professional learning and support will be provided for classroom teachers of English Language Learners to help them better meet the unique needs of our English Language Learners.

3.3 The Lakehead District School Board will put forth continued efforts to develop a consistent intake and orientation process for English Language Learners and their families which will include training for staff members involved with the reception of English Language Learners.

3.4 The Lakehead District School Board will pursue the acquisition and use of the Ministry of Education's STEP initial assessment report generator which will help support classroom teachers in making informed programming and instructional decisions.

3.5 The itinerant teachers of English Language Learners will develop and implement a peer mentoring program in elementary and secondary schools to help create a safe and welcoming environment for all English Language Learners.

4.      <u>Conclusion</u>

The goal of reaching every student, inclusive of personal circumstances, through a commitment to high levels of achievement and reduced gaps in performance, recognizes that everyone in a school community has an important role to play in supporting English Language Learners.  The Lakehead District School Board, with support from the Ministry of Education, is committed to achieving this goal by ensuring there is a safe, welcoming school and classroom culture and by designing individualized programs and services that are responsive to the unique needs of our English Language Learners and their families.

Respectfully submitted,

SARI JOHNSTON
Secondary English Language Learners Teacher

INGA ANDERSON-FOSTER
Elementary Resource Teacher

DONICA LEBLANC
Supervising Principal

SHERRI-LYNNE PHARAND
Superintendent of Education

IAN MACRAE
Director of Education

LAKEHEAD PUBLIC SCHOOLS

OFFICE OF THE DIRECTOR OF EDUCATION

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

RE:     INFORMATION TECHNOLOGY- UPDATE

1.     Background

    1.1     At the February 12, 2013 Standing Committee Meeting, Lakehead District School Board passed a three year Information Technology Plan which included a $3.71 million investment in infrastructure, training and devices.  This plan will be complete in June 2016.

2.     Situation

    2.1     In order to continue to develop the use of technology to enhance student learning, the System Information Technology Committee consisting of senior administration, school administration, teaching staff, board managers and support staff has updated and renewed the Information Technology plan. (Appendix A)

    2.2     Lakehead District School Board's *Technology Enabled Teaching and Learning* aligns with the following six competencies as identified by the Ontario Ministry of Education in the new "*21$^{st}$ Century Competencies*" document:

        1.     Critical Thinking and Problem Solving;
        2.     Innovation, Creativity, and Entrepreneurship;
        3.     Learning to Learn / Self-Directed Learning;
        4.     Collaboration;
        5.     Communication; and
        6.     Digital (global) Citizenship.

    These competencies support the development of learning in all subject areas, including foundational skills in literacy and numeracy, and apply to both the face-to-face and the online worlds.

    2.3     The renewal includes the following mission statement:

    Lakehead Public Schools will 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.

2.4    The updated Information Technology plan is built on the following three pillars:

- Authentic Student Engagement;
- Inspiring and Inspired Teachers; and
- Skills for Digital Age.

2.5    The actions to support implementation of the plan include:

2015-16

- Initial rollout of Microsoft Office365 software including the availability of licensed software for all staff, students, and families of Lakehead Public Schools;
- Additional hardware including Kindergarten SmartBoards and a Cloudbook pilot for all Grade 8 and Grade 9 academic communications classes;
- TechCamp training for administrators and teachers on the use of Office365 and other software that supports teaching and learning; and
- School IT teams receiving support to connect the use of technology to school improvement plans and to support learning in specific content areas.

2016-17

- Implementation of Office365 for system-wide communication and collaboration;
- Further deployment of hardware including Cloudbooks for all Grade 7 and Grade 10 academic communications classes, and iPads to Grade 3 classes;
- Continued TechCamp training for school teams; and
- Technology enhanced teaching and learning embedded in School Improvement Plans, classroom practice, and all professional development.

3.    <u>Conclusion</u>

Student learning in Lakehead District School Board schools is facilitated by skilled staff incorporating sound instructional practice in safe and caring learning environments. In preparing students for the global world, it is vital to develop pedagogy that leverages learning technologies to enhance student learning.

The deployment of additional devices into classrooms will facilitate a planned ratio of approximately one device for every three students. Research shows that the ratio of devices to students is not the most significant factor in maximizing the impact of technology in classrooms; rather, teachers and students are enabled through the effective training, implementation, and use of technology, both software and hardware. Lakehead District School Board will ensure our students are prepared for a global world by continuing to build the capacity of our staff and students.

Respectfully submitted,

ERIC FREDRICKSON
Chair
Information Technology Committee

DAVE COVELLO
Manager
Information Technology and Corporate Planning

SHERRI-LYNNE PHARAND
Superintendent of Education

DAVID WRIGHT
Superintendent of Business

IAN MACRAE
Director of Education

**Shift** ▶
Technology Enabled Teaching & Learning

## Rethinking Teaching and Learning

Rapid advances in technology have led to **profound shifts** in how we live, communicate, learn, and work. To prepare our students for the world they will soon enter and for a **future** we cannot yet imagine, **education** must not only **adapt** to these changes but **innovate**.

**Deep learning** and innovating education goes far **beyond** just **learning** how to use **new tools**. It requires us to **rethink** how we teach and learn. Students become life-long learners by learning about life as they live it and then seek to improve it. Everyone becomes an entrepreneur in the sense that they do something worthwhile with whatever resources they have and can generate. All of this happens through **new pedagogies** that make new things possible in the realm of learning.

**Education as it's always been done is not enough in the digital age**. With access to anytime, anywhere access to a universe of facts, an emphasis on top-down knowledge delivery and rote memorization no longer makes sense. Instead, we must embrace new pedagogies that make the most of our students' innate drive to learn, **create**, and **collaborate**. Likewise, in a competitive global economy that demands innovation and strategic thinking, we must help students build their **critical-thinking** and **problem-solving** skills. And in an environment where **change** is the only constant, we must foster a lifelong love of learning.

Lakehead Public Schools will 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.

**ALL LEARNERS NEED AND DESERVE LEARNING OPPORTUNITIES TO THRIVE AS TOMORROW'S LEADERS, WORKERS, AND CITIZENS.**

| Authentic Student Engagement | Inspiring and Inspired Teachers | Skills for a Digital Age |
|---|---|---|
| • Learning designed to stimulate independence, collaboration, engagement<br>• Empowerment – self-directed, self-paced<br>• Anytime/Anywhere – shift from learning "in the classroom" to lifelong, borderless learning | • Support and Capacity-building (tools, strategies)<br>• Assessment – inform learning/instruction, enhance assessment/moderation<br>• Anytime, Anywhere Learning (balance, interpersonal connection) | • Creativity and Innovation (create, collaborate, innovate)<br>• Critical Thinking (reason, analyze, understand)<br>• Communicate (range of purposes, listen, multiple media/technology)<br>• Collaboration (work effectively, flexibility, adaptability, contribute, common goal)<br>• Responsible Digital Citizenship<br>• Ethical use of technology (digital footprint)<br>• Promote ethics and values in 'connected' relationships<br>• Acknowledge accountability |

## Integrating Technology Enabled Teaching and Learning

Student learning in our schools is **facilitated** by skilled staff incorporating sound instructional practice in safe and caring learning environments. In preparing students for the 21st century, it is vital to develop **pedagogy** that **leverages learning technologies** to **enhance student learning**.

For maximum impact on student learning, technology integration needs its own set of 'enablers'. Systems cannot simply buy a device for every student and expect new pedagogies and deep learning to ignite. **Technology in schools changes the conditions**, but **does not by itself shift practices**. In "A Rich Seam", Michael Fullan and Maria Langworthy identify the following elements as crucial to effective technology integration:

- digital resources that align with learning and curriculum goals;
- technology training for staff as well as professional learning focused on building pedagogical capacity;
- high speed Internet access;
- integrated assessment and progress monitoring systems;
- reporting mechanisms to allow frequent learning from the work;
- communications with parents and stakeholders;
- infrastructure that includes security and privacy protections; support and maintenance for the equipment; and
- a digital citizenship policy.[1]

The following guiding principles have been used in refreshing our plan for technology:

- Student achievement and the ability to learn can be enhanced and improved through effective use of technology.
- Technology can improve student ability to access, create and communicate information and ideas.
- All students should have equal opportunities to develop knowledge and skills through the use of technologies.
- Successful implementation of technology in educational and administrative settings will require long term planning and budgeting.
- Effective use of technology can improve the efficiency and effectiveness of the Board.
- Technology should be routinely integrated into instruction and teachers must be given the tools and training to help them do so.

> An emphasis on "deeper learning" requires a shift in the role of teaching from "focusing on covering all required content to focusing on the learning process, developing students' ability to lead their own learning and to do things with their learning. Teachers are partners with students in deep learning tasks characterised by exploration, connectedness and broader, real-world purposes"
>
> (Fullan & Langworthy, 2014, p. 7).

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[1] Fullan, Michael and Maria Langworthy. "A Rich Seam – How New Pedagogies Find Deep Learning": January 2014

**Shift** ▶
Technology Enabled Teaching & Learning

## 21st Century Competencies

Lakehead Public Schools *Technology Enabled Teaching and Learning* aligns with the following six competencies as identified by the **Ontario Ministry of Education** in the new "*21st Century Competencies*"[2] (draft) document:

1. **Critical Thinking and Problem Solving**
   *Critical thinking is described by Michael Fullan as the "ability to design and manage projects, solve problems, and make effective decisions using a variety of tools and resources". Thinking critically requires students to "acquire, process, interpret, rationalize, and critically analyze large volumes of often conflicting information to the point of making an informed decision and taking action in a timely fashion"[3].*
2. **Innovation, Creativity, and Entrepreneurship**
   *Creativity is often described as the pursuit of new ideas, concepts, or products that meet a need in the world. Innovation contains elements of creativity and is often described as the realization of a new idea in order to make a useful contribution to a particular field.*
3. **Learning to Learn / Self-Directed Learning**
   *Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training.*
4. **Collaboration**
   *Fullan (2013) states that collaboration in a 21st century context requires the ability to work in teams, learn from and contribute to the learning of others, use social networking skills, and demonstrate empathy in working with diverse others. Collaboration also requires students to develop collective intelligence and to co-construct meaning, becoming creators of content as well as consumers. New skills and knowledge are necessary to enable team members to collaborate digitally and contribute to the collective knowledge base, whether working remotely or in a shared physical space.*
5. **Communication**
   *Many frameworks include information and digital literacy in the concept of communication. Digital tools and resources represent a new realm of communications interaction in which the ability to navigate successfully is essential for success in the 21st century.*
6. **Digital (global) Citizenship**
   *Digital Citizenship requires greater awareness of the importance of respecting and protecting privacy and information, given the volumes of information to which we have access through digital networks.*

These competencies support the development of learning in all subject areas, including foundational skills in literacy and numeracy, and apply to both the face-to-face and the online world. Each competency is further defined by a number of descriptors which support and enhance Lakehead Public Schools' priority areas for technology: authentic student engagement, inspiring and inspired teachers, and skills for a digital age.

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[2] http://www.edugains.ca/resources21CL/About21stCentury/21CL_21stCenturyCompetencies.pdf
[3] Shifting minds: A 21st century vision of public education for Canada. Retrieved from: www.c21canada.org/wp-content/uploads/2012/11/Shifting-MindsRevised.pdf.

**Shift** ▶
Technology Enabled Teaching & Learning

The role of students, support and teaching staff, and school and system leaders includes actions to facilitate deeper learning through technology enabled teaching and learning.[4]

## Students

- Identify learning partners and mentors among peers, teachers and communities, and make sure they understand aspirations and interests.
- Reflect on own learning progress, ask trusted learning partners for feedback and give feedback in return; engage in teaching with and learning from peers.
- Begin to define own learning goals, connecting learning to personal aspirations and interests, and then work toward achieving those goals.
- Challenge teachers and fellow students to be learning partners in the pursuit of deep learning.

## Teachers

- Begin to practice a partnering approach to learn from and with students.
- Understand students' aspirations and interests.
- Identify the deep learning tasks that are taking place in school or broader community.
- Begin to redefine learning tasks for and with your students, building in more opportunities for knowledge construction, problem-solving and implementation in the real world, and connecting the tasks to students' aspirations.
- Collaborate with other teachers and stakeholders on what is working to engage and advance student learning.
- Challenge colleagues and school administration in the direction of the new pedagogies linked to deep learning.

## School Leaders

- Begin to practice a partnering approach to learn from and with teachers.
- Identify deep learning task examples within school; share and analyse these tasks with other teachers focusing on how students are engaging and what are the results.
- Develop ongoing rhythms of collaboration with students, teachers, parents, other school leaders and system leaders, all focused on defining, developing and implementing ideas to achieve deep learning goals.
- Identify and develop new ways of measuring student, teacher and school success that all align with deep learning goals and the implementation of new pedagogies.

## System Leaders

- Place building the pedagogical capacities of teachers at the center of all policies and priorities.
- Identify and develop new ways of measuring student, teacher and school success that all align with deep learning goals and the implementation of new pedagogies; Ensure these new systems of measures are used primarily to support learning progress at all levels.
- With deep learning and new pedagogies as the drivers, develop and support holistic digital access programs.
- Reduce negative accountability in favour of building capacity around the new pedagogies linked to deep learning.

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[4] Fullan, Michael and Maria Langworthy. "A Rich Seam – How New Pedagogies Find Deep Learning": January 2014

**Shift** ▶
Technology Enabled Teaching & Learning

## Timeline

| 2009 - 2014 | 2015 - 2016 | 2016 - 2017 |
|---|---|---|
| • Hardware/infrastructure development (increased bandwidth in schools), server upgrades<br>• Portability of additional school based devices (carts, laptops, & iPads), BYOD policy developed<br>• Role of school IT rep | • Initial rollout of Office365 software, training<br>• Additional hardware enhancements (Kindergarten SmartBoards, Cloudbook pilot for Gr. 8 and Gr. 9 Communications)<br>• TechCamp training for administrators and teachers.<br>• Shift to school IT teams | • Implementation of Office365 for system-wide communication<br>• Further deployment of hardware (Cloudbooks Gr. 7 and Gr. 10 Communication, iPads to Gr. 3 classes)<br>• Continued TechCamp training for school teams.<br>• Technology enhanced teaching and learning embedded in SIPs, classroom practice, and all professional development (DLF, PLCs, etc) |

LAKEHEAD PUBLIC SCHOOLS

OFFICE OF THE DIRECTOR OF EDUCATION

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 May 10, 2016 and have been referred to the Board for approval.  The recommendations are as follows:

**APPROVAL OF STANDING COMMITTEE AND REGULAR BOARD MEETING SCHEDULE 2016-2017 (048-16)**

*It is recommended that Lakehead District School Board approve the revised Standing Committee and Regular Board Meeting Schedule 2016-2017, as set out in Appendix A to Report No. 048-16.*

**2016 TO 2024 POLICY REVIEW SCHEDULE (056-16)**

*It is recommended that Lakehead District School Board approve the 2016 to 2024 Policy Review Schedule, Appendix A to Report No. 056-16.*

**POLICY REVIEW – 3026 BUDGET VARIANCE (055-16)**

*It is recommended that Lakehead District School Board approve 3026 Budget Variance Policy, Appendix A to Report No. 055-16.*

**APPROVAL OF APPOINTMENT TO THE SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) (057-16)**

*It is recommended that Lakehead District School Board approve the appointment of Wilma Kleynendorst as member to the Special Education Advisory Committee representing Dilico Anishinabek Family Care for the term ending November 30, 2018.*

Respectfully submitted,

GEORGE SAARINEN
Chair
Standing Committee

# BUSINESS AND BOARD ADMINISTRATION | 3000

## MAY 10, 2016 - DRAFT

| BUDGET VARIANCE POLICY | 3026 |

1.   Rationale

On an annual basis Lakehead District School Board establishes its guiding principles ensuring they align with the strategic plan.  These guiding principles are the building block of budget development.  The budget is a record of decisions made, a mechanism for allocating financial resources and a means of managing activities in a planned and efficient manner.  The ongoing management of the annual budget and the financial affairs of the Board require a process to report on a regular basis to Trustees and Senior Administration the actual results of operations in comparison to budget estimates and to establish the process whereby authority is granted to vary from expenditure limits and/or program priorities as established by the budget.

2.   Policy

It is the policy of Lakehead District School Board that programs and activities related to the annual delivery of public education shall be governed by allocations approved during the budget process and adopted by the Board as the approved budget for that year.  However, it is recognized that there are circumstances that arise during a fiscal period that result in actual revenues and expenditures varying from budgeted amounts.

3.   Guidelines

3.1   The purpose of this policy is to ensure that actual activity is governed by the detailed decisions and resource allocations incorporated in the annually approved budget but that flexibility remains to react to actual circumstances which may occur as follows:

- actual enrolment different from projection;

- contracts settled at levels different from those anticipated by budget;

- system staffing is accomplished with experience and qualifications different from estimated;

- new or enhanced grant programs become available during the year;

- assumptions concerning general economic performance, such as inflationary trends and interest rates, differ from actual rates experienced; and/or

- other specific reasons for variation from budget.

3.2   Administration shall report projected budget variances during the school year as follows:

- each fall, when enrolment numbers are determined; and

- mid-way through the school year.

3.3   An annual report of variances between the approved budget and actual performance, as defined by the August 31 audited financial statements, shall be presented.

# BUSINESS AND BOARD ADMINISTRATION | 3000

## MAY 10, 2016 - DRAFT

### BUDGET VARIANCE POLICY | 3026

3.4     Periodic and annual reporting will include specific analysis of contingency funds.  This analysis shall detail the year-to-date distribution or allocation of the contingency funds.

3.5     Procedures established for reporting to the Board shall be in a format recommended from time to time by the Audit Committee and the Board, and shall focus on various levels of detail that are appropriate for the size of the function, department or activity being examined.  Variance analysis shall also provide information regarding the Board's compliance with Ministry reporting requirements.

4.     <u>Review</u>

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

| **Cross Reference** | **Date Approved** | **Legal Reference** |
|---|---|---|
| | November 1990 | |
| ***Ontario Regulation 361/10 Audit Committees*** | **Date Revised** | |
| | June 24, 2003 | |
| | Reviewed by _____ | |