



Office of the Director

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

STANDING COMMITTEE
Tuesday, June 14, 2016
Jim McCuaig Education Centre

Ian MacRae
Director of Education

George Saarinen
Chair

AGENDA

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

		<u>Resource Person</u>	<u>Pages</u>
1.	Call to Order		
2.	Disclosure of Conflict of Interest		
3.	Approval of the Agenda		
4.	Resolve into Committee of the Whole – Closed Session		
5.	COMMITTEE OF THE WHOLE - Closed Session – 6:30 p.m. (SEE ATTACHED AGENDA)		
6.	Delegations/Presentations		
6.1	Trustee Character Award - Karen Blackwell	T. Tuchenhagen	Verbal
6.2	Vance Chapman Public School - <i>Vance Chapman's Commitment to Learning for Life</i>	C. Kappel	1-3
7.	Confirmation of Minutes		
7.1	Standing Committee Meeting - May 10, 2016	G. Saarinen	4-7
8.	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

9.	Information Reports		
9.1	Aboriginal Education Advisory Committee Meeting Minutes – March 30, 2016	S. Pharand	8-12
9.2	Special Education Advisory Committee Meeting Minutes – April 20, 2016	C. Kappel	13-16
9.3	Health and Safety Semi-Annual Report (071-16)	D. Wright	17-19
9.4	2016-2017 Order of Policies for Review (073-16)	I. MacRae	20-21
9.5	2016-2017 Operational Plan (074-16)	I. MacRae	22-30
9.6	French as a Second Language (FSL) (076-16)	S. Pharand	31-34
10.	First Reports		

MATTERS FOR DECISION:

11.	Postponed Reports		
12.	Ad Hoc and Special Committee Reports		
13.	New Reports		
13.1	Approval of Appointments to the Supervised Alternative Learning (SAL) Committee 2016-2017 (072-16)	C. Kappel	35-36
	<i>It is recommended that Lakehead District School Board approve the following appointments to the Supervised Alternative Learning (SAL) Committee for the 2016-2017 school year:</i>		
	<ol style="list-style-type: none"> 1. <i>Colleen Kappel, Superintendent of Education;</i> 2. <i>Kendra Perry, Service Delivery Manager of YES Employment Services, as member; and</i> 3. <i>Wendy Koehler, Executive Assistant of YES Employment Services, as alternate member.</i> 		

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

Resource
Person Pages

13.2 Policy Review – 4040 French Immersion (077-16) S. Pharand 37-39

It is recommended that Lakehead District School Board approve 4040 French Immersion Policy, Appendix A to Report No. 077-16.

- 14. New Business
- 15. Notices of Motion
- 16. Information and Inquiries
- 17. Adjournment

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

LAKEHEAD DISTRICT SCHOOL BOARD



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STANDING COMMITTEE
Tuesday, June 14, 2016
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Director of Education

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Chair

AGENDA

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

	<u>Resource Person</u>	<u>Pages</u>
5.1 Confirmation of Committee of the Whole - Closed Session Minutes		
5.1.1 Standing Committee Meeting - May 10, 2016	G. Saarinen	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Personnel Matter (075-16)	D. Wright	3
5.4 Information and Inquiries		
5.5 Rise and Ask Leave to Sit in Public Session		

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: Vance Chapman

Title of Initiative: Vance Chapman’s Commitment to Learning for Life

Components of Initiative	School’s Details
1. Description of the nature of the initiative to improve student achievement	Functional programming for the Special Needs students in the Special Needs classroom that encourages them to be active and included contributors in the school and community. In turn, other students will promote the inclusive environment.
2. Rationale for selecting the initiative	<ul style="list-style-type: none"> • When students feel they have a place in the school community they feel they belong. • Individualized programming provides a truly functional academic and life skills program where students can gain meaningful and applicable success.
3. Intended outcomes of the initiative related to improved student achievement	<ul style="list-style-type: none"> • Increased interaction with peers in other classes in an authentic way. • Increased participation in and introduction to recreational and learning activities in the school and community. • Increased independence, self-confidence and self-advocacy. • Authentic/“real world” practice of skills. • Students to be seen by others as simply other Vance students with a role and place in the school.
4. Description of the data used	<ul style="list-style-type: none"> • Students in the SN class are seen by the greater population of the school as “just other students” – no incidents of teasing or negative comments overheard. • Daily tracking of school community involvement. • Monitoring during community use.

Components of Initiative	School's Details
<p>5. Brief description of the significant activities or strategies involved with the initiative</p>	<ul style="list-style-type: none"> • Newspaper delivery within the school. • Preparation and delivery of nutrition baskets to other classes. • “play” with peers from other classes – initially facilitated by staff then independent (during recesses). • Community outings to McDonalds, Safeway, Mario’s Bowl, Baseball Stadium, Special Olympics. • Using city transit. • Community walks. • Self-care programming – ranging from basic toileting to laundry. • Regular opportunities to prepare food/try new foods and share what they have made with others in the school. • Preparation of food and drinks for the volunteer tea. • Participation with other classes – nutrition breaks, recess, gym classes. • Participation in whole school activities and grade/age specific activities. • Inclusion in grade appropriate field trips. • Student from another class coming daily to do laundry and self-care facilitates bridging and friendships between students in other classes.
<p>6. One or two highlights of the above activities</p>	<ul style="list-style-type: none"> • During a staff meeting, a teacher celebrated a group of intermediate students and students from the SN room who formed a peer group and played together. • During an IPRC meeting in April, a grandmother thanked the Vance Chapman team for giving her granddaughter a purpose and a place where she belongs.
<p>7. Description of any unexpected results or “moments of serendipity” related to the initiative</p>	<ul style="list-style-type: none"> • Non- verbal student with very limited communication making choices (during music) with intention. • Students doing their “jobs” without reminders or assistance and displaying a great deal of pride in their work. • Students taking on leadership opportunities e.g. managing the morning circle routines on the Smart Board – opening the appropriate programs and files and moving through the file without prompts from staff. • Students with mastery of a skill teaching/assisting their peers with the same skill. • Friendships with students in other classes. • Authentic greetings/friendly communication when students pass each other in the hall. • The SN class at Vance Chapman is viewed as simply another class at the school.

Components of Initiative	School's Details
8. Description of one or two interesting findings that would be useful or helpful to other schools	<ul style="list-style-type: none"> • When programming is truly individual, student engagement increases. • The importance of patience to wait for skills to develop - set small goals, put forth a diligent effort and persevere.
9. Identification of one or two noteworthy hurdles or stumbling-blocks	<ul style="list-style-type: none"> • Transportation/community use costs. • Infrastructure to have team and school planning meeting in regard to student needs (SSP's, teachers, facilitator).
10. Next steps in pursuing the initiative	<ul style="list-style-type: none"> • Further development of relationships with community partners e.g. Thunder Bay transit, grocery stores, restaurants to look for additional ways we can provide authentic functional skills practice and cost savings. • Increased opportunities to work with school staff to find areas where students can practice their functional skills.
11. Lessons learned about the school's efforts to improve student achievement	<ul style="list-style-type: none"> • When we work together as a team with a common goal we see positive outcomes for all students.

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF STANDING COMMITTEE

Board Room
Jim McCuaig Education Centre

2016 MAY 10
7:30 p.m.

TRUSTEES PRESENT:

George Saarinen (Chair)
Marg Arnone
Ellen Chambers
Deborah Massaro

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

SENIOR ADMINISTRATION:

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

FEDERATION/UNION REPRESENTATIVES

Kirsti Alaksa, Managers

PUBLIC SESSION:

1. Approval of Agenda

Moved by Trustee Oikonen

Seconded by Trustee Massaro

“THAT the Agenda for Standing Committee Meeting, May 10, 2016 be approved.”

CARRIED

2. Resolve into Committee of the Whole – Closed Session

Moved by Trustee Wilson

Seconded by Trustee Tuchenhagen

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

- *Confirmation of Committee of the Whole – Closed Session Minutes*
 - *November 10, 2015*
- *Personnel Matter*

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

CARRIED

COMMITTEE OF THE WHOLE – CLOSED SESSION:

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

PUBLIC SESSION:

4. Introduction of the 2016-2017 Student Trustee

Chair Massaro introduced Robyn Sulkko, the successful candidate for the 2016-2017 Student Trustee position who is a Sir Winston Churchill Collegiate & Vocational Institute student.

5. Five Mile Public School – Bridging Connections at Five Mile

Colleen Kappel, Superintendent of Education, introduced Angelina Tassone-Vogrig, principal of Five Mile Public School and Candice Robinson, Five Mile School Council Chair, who presented information regarding *Bridging Connections at Five Mile*. All trustees' questions were addressed.

6. Confirmation of Minutes

Moved by Trustee Tuchenhagen

Seconded by Trustee Playford

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

CARRIED

7. Special Education Advisory Committee Meeting Minutes – March 23, 2016

Colleen Kappel, Superintendent of Education, presented the March 23, 2016 minutes for information.

8. Parent Involvement Committee Meeting Minutes – March 7, 2016

Ian MacRae, Director of Education, presented the March 7, 2016 minutes for information.

MATTERS FOR DECISION:

9. 2016 To 2024 Policy Review Schedule (056-16)

Moved by Trustee Wilson

Seconded by Trustee Oikonen

“THAT Lakehead District School Board approve the 2016 to 2024 Policy Review Schedule, Appendix A to Report No. 056-16.”

CARRIED

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

Moved by Trustee Massaro

Seconded by Trustee Arnone

“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.”

CARRIED

11. Policy Review – 3026 Budget Variance (055-16)

Moved by Trustee Arnone

Seconded by Trustee Massaro

A revision to the policy was noted and will be incorporated.

“THAT Lakehead District School Board approve 3026 Budget Variance Policy, Appendix A to Report No. 055-16.”

CARRIED

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

Moved by Trustee Tuchenhagen

Seconded by Trustee Playford

“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.”

CARRIED

13. Information and Inquiries

13.1 Trustee Oikonen reported that he attended *the We Stand Up Student* conference with 1,400 students from four regional school boards. Students that attended the conference were from Grades 7-10. The event was a huge success and students went home with prepared backpacks. Director MacRae congratulated Bruce Nugent, Communications Officer, for his involvement in the success of the *We Stand Up Student* conference.

13.2 Trustee Arnone reported that she, Trustee Chambers, Vice Chair Saarinen, Trustee Playford, and Trustee Oikonen attended the Northwestern Ontario Aboriginal Youth Achievement & Recognition Awards on May 5, 2016. Twenty-one Lakehead Public School students received awards that evening.

13.3 Trustee Chambers reported that she, Trustee Arnone, and Trustee Playford attended McKellar Park School’s Family Gathering on May 5, 2016. The event was a huge success and students showed their pride of their school through displayed art and presentations.

13.4 Trustee Chambers requested a letter be sent to the Province of Alberta and Ontario trustees expressing the support of the trustees of Lakehead Public Schools in the Alberta Relief Program and the 12,000 displaced students from the Fort McMurray fire.

14. Adjournment

Moved by Trustee Tuchenhagen

Seconded by Trustee Arnone

“THAT we do now adjourn at 8:25 p.m.”

CARRIED



ABORIGINAL EDUCATION ADVISORY COMMITTEE MINUTES

DATE: Wednesday, March 30, 2016, Board Room, Education Centre

MEMBERS PRESENT: Sherri-Lynne Pharand, Dolores Wawia, Serena Essex, Pauline Fontaine, Sharon Kanutski, Helaina Kwandibens, Robin Haliuk, Nicole Walter Rowan, Jason Pilot, Cathy Ferrazzo, Lawrence Baxter, Trustee Ellen Chambers, Dr. Amy Farrell-Morneau, Anika Guthrie

ABSENT WITH REGRET: Beverley White-Kokeza, Donnalee Morettin, Neil Workman, Suzanne Tardif, Trustee George Saarinen, Rita Fenton, Kathy Beardy, Elyse Big George, Jane Lower

ABSENT: Mike Judge, Chris Ooshag, Elliott Cromarty, Fay Zoccole, Elder Isabelle Mercier, Trustee Karen Wilson

GUESTS: Gerry Martin, Bruce Sauder, Brittany Collins - Education Assistant at FWFN, Beth Andros – Aboriginal Achievement Tutor at Churchill

	AGENDA ITEM	DISCUSSION	ACTION
1.	Opening Ceremonies	Sherri-Lynne Pharand called the meeting to order and asked Elder Gerry Martin to conduct the opening at 9:45 a.m.	Gerry Martin
2.	Welcome and Introductions	<p>Sherri-Lynne welcomed everyone, including our guests. Introductions were made.</p> <p>Sherri-Lynne thanked Gerry Martin for the opening.</p> <p>Regrets and substitutions were noted and the attendance sheet was circulated.</p>	
3.	Agenda / Minutes		
	3.1 Approval of Agenda – March 30, 2016	<p>Moved by Sharon Kanutski and seconded by Trustee Ellen Chambers that the agenda for the March 30, 2016 meeting be approved.</p> <p>Carried.</p>	

	AGENDA ITEM	DISCUSSION	ACTION
	3.2 Approval of Minutes – Feb. 18, 2016	Moved by Serena Essex and seconded by Pauline Fontaine that the minutes for the February 18, 2016 AEAC meeting be approved. Carried.	
4.	Correspondence	The correspondence file was circulated.	
5.	Presentations		
	5.1 Student Aboriginal Advisory Committee	<p>Sherri- Lynne introduced Elizabeth (Beth) Andros, Aboriginal Achievement Tutor at Sir Winston Churchill CVI.</p> <p>Beth explained through a PowerPoint presentation how the Student Aboriginal Advisory Committee (AAC) at Churchill collaborate at lunch time in a program called “Let Your Voice be Heard” as a part of the FNMI Collaborative Inquiry.</p> <ul style="list-style-type: none"> • All questions were addressed. <p>Sherri-Lynne thanked Beth saying it is important to remember to stop and ask the students as they value having their opinion heard.</p>	Beth Andros – Aboriginal Achievement Tutor - Churchill
6.	Business Arising From the Minutes		
	6.1 Telephone Message	<p>Bruce Sauder presented the new “after hours” telephone recording which was done by a tri-lingual, grade 8 student at Ecole Gron Morgan.</p> <p>There were some suggestions on how to refine the recording but the committee agreed by consensus that we go with the recording as is and fine tune it after we received feedback from the public.</p> <ul style="list-style-type: none"> • All questions were addressed. 	<p>Sheri-Lynne Pharand Bruce Sauder</p> <p>Send Lawrence Baxter a copy of the recording so he could get and give input for revision.</p>
	6.2 PIC Funding	<p>Sherri-Lynne discussed the intent of the \$750 received from PIC saying it was to support, increase and enhance parental involvement.</p> <p>Many ideas were submitted and after some discussion it was decided that some of the money would be used to create vignettes done by the students as their perspective to help with transition i.e. “A Day in The</p>	Sherri-Lynne Pharand

	AGENDA ITEM	DISCUSSION	ACTION
		<p>Life of ...”</p> <p>The following suggestions were also accepted as a use for some of the funds (requiring little funding):</p> <ol style="list-style-type: none"> a. Piggyback on another event (e.g. with SEAC) to show parents what AEAC has done and is doing; b. Have a booth at National Aboriginal Day on June 21 to showcase what is being done in our schools; c. Encourage more elders to visit classrooms thus connecting community members who live here in Thunder Bay but still have connections to their community; d. Visit school councils to promote AEAC, bringing presentation materials to hand out; and e. Consult with Fort William First Nations (through Brittany) to check on upcoming events where we could showcase the work of AEAC. 	<p>Amy to provide a list of the elders and the skills/ information they are comfortable sharing in the classroom.</p> <p>Sherri-Lynne to get a copy of ‘Maggie’s Story’ for Lawrence</p>
	6.3 AEAC Budget Deputation	<p>The committee was given a copy of the draft Budget Deputation and asked for input. Suggestions will be added.</p> <p>Moved by Robin Haliuk and seconded by Serena Essex that the AEAC Budget Input Deputation be approved as amended for presentation to the Board of Trustees on April 5.</p> <p>Carried.</p>	Amy and Anika
	6.4 Trustee Awards	<p>Pauline Fontaine nominated Emma Haliuk – a grade 8 student at Ecole Gron Morgan. Emma always encourages other students to take Native Studies and she was the student who made the “After Hours” telephone message in three languages.</p> <p>Moved by Pauline Fontaine and seconded by Helaina Kwandibens that AEAC nominate Emma Haliuk, grade 8 student at Ecole Gron Morgan for the Trustee Character Award.</p> <p>Abstentions: Ellen and Robin</p> <p>Carried</p>	

	AGENDA ITEM	DISCUSSION	ACTION
7.	New Business		
	7.1 OPSOA Awards	<p>Moved by Pauline Fontaine and seconded by Helaina Kwandibens that AEAC nominate Felicia Waboose for the OPSOA Award for 2015-2016.</p> <p>Abstention : Ellen Chambers</p> <p>Carried</p>	Sherri-Lynne Pharand
	7.2 Racism in Our Schools	<p>Dolores Wawia gave some background on racism and bullying in our schools in the past and present.</p> <p>Sherri-Lynne expressed concern regarding the existence of racism in our community ... and our schools. We have worked on education and training but we haven't gotten rid of racism. This topic will be further discussed at the next AEAC meeting.</p>	Dolores Wawia
8.	Ongoing Business		
	8.1 Updates	<ol style="list-style-type: none"> 1. Class visits to Native Beliefs & Values, Native Arts, and Native Language classes (at Churchill and Hammarskjold) 2. Supporting staff with the Tim Horton's camp-mid Oct. 3. AYARA winners - May 5 – 40 winners - 21 from our Board! 4. Travel to Armstrong – Thursday, April 14 5. Travel to Fort Hope – tentative, perhaps in June 6. NAD <u>Education Day</u> – June 1 – at LU Fieldhouse (9 groups from our school) – June 21 is NAD at Prince Arthur Waterfront 7. Connecting Anishinaabe and Western Ways of Knowing Mathematics – Cultural Trade and Design (instead of crafts) 8. Cultural Sensitivity Training – continuation of training in April 9. CCUPCY (Community Coalition Unified for the Protection of our Children and Youth) - Fall Harvest – Sept. 3rd week 10. Forums: Children and Youth; Youth Forum on Violence Against Women 	Dr. Amy Farrell-Morneau

	AGENDA ITEM	DISCUSSION	ACTION
		Amy made a request to purchase 'give aways' that reflect AEAC. A cloth bag was suggested. The committee agreed and Amy will work with Heather Houston on the graphics.	
	8.2 Updates to Aboriginal Presence in Our Schools booklet	DEFERRED to June meeting due to lack of time.	Dr. Amy Farrell - Morneau
	8.3 ARC - Report	ARC – South Orientation Meeting was March 29 April 7 th = first Public Meeting April 18 th = Working Meeting #1 June 1 st = Working Meeting #2	Pauline Fontaine Brenda to send emails to reps re all meeting dates.
9.	Information and Inquiries		
	9.1	The Truth and Reconciliation Commission Motion that was put forth by AEAC was supported by Trustees and at end of Feb. the Trustees passed the motion at Board Meeting.	Sherri-Lynne Pharand
	9.2	Lawrence Baxter will be speaking to grade 5 students at Woodcrest to discuss Aboriginal culture. He noted that Bob Rae is willing to come and speak about treaties. Sherri-Lynne thanked Lawrence and suggested he contact the principal who will go through the Communications Officer, Bruce Nugent to firm up plans for this visit.	
10.	Closing Ceremonies	Gerry Martin closed the meeting with a prayer.	
11.	Next Meeting:	Thursday, May 19, 2016	
12.	Adjournment:	The meeting adjourned at 12:20 p.m.	

LAKEHEAD DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE

Jim McCuaig Education Centre
Thunder Bay, Ontario

2016 APR 20

MEMBERS PRESENT:

Laura Sylvestre (Chair)
Judy Kay (Vice Chair)
Trustee Marg Arnone
David Fulton
Angela Hill

Cory Koski
Kelly Matyasovszky
Mike Otway
Liz Tod

ABSENT WITH REGRET:

Theresa Graham
Trustee Trudy Tuchenhagen
Sheila Marcinyshyn

OTHERS PRESENT:

Colleen Kappel
Lori Carson
Melanie Henry
Ron Gernat

1. **Call to Order**

Laura Sylvestre, Chair of SEAC, called the meeting to order at 6:00 p.m.

2. **Approval of the Agenda**

Moved by Mike Otway

Seconded by Kelly Matyasovszky

“THAT the agenda for the April 20, 2016 SEAC meeting be approved.”

CARRIED

3. **Declarations of Conflict of Interest**

There were no declarations of conflict of interest.

4. **Presentations**

Aboriginal Education Supports – Melanie Henry

Melanie Henry, School Work Study Teacher (SWST), indicated that the SWST teacher has a First Nation and Inuit focus as part of their role. The Student Work

Study Initiative provides an opportunity for teachers to reflect collaboratively on their instructional practices and the impact their practices have on students. The intent of the work is to highlight the specific areas of increased student learning and well-being as well as the instructional areas that supported these changes. Ms. Henry provided a presentation on Aboriginal Education Supports at Lakehead Public Schools. A Power Point presentation included videos of supports that have occurred at Algonquin and McKellar Park Public Schools. Questions from members were addressed.

5. Approval of the Minutes – March 23, 2016

Moved by Mike Otway

Seconded by Judy Kay

“THAT the minutes of the March 23, 2016 SEAC meeting be approved.”

CARRIED

6. Business Arising From the Minutes

6.1 SEAC Guest Speaker Event

Colleen Kappel, Superintendent of Education, presented the poster advertisement for the event on May 11, 2016 and asked for feedback from the group. Changes to the poster were noted and members agreed, by consensus, to offer coffee/tea at the event. The SEAC meeting will be moved to May 11, 2016 at 6:00 p.m. at the Victoria Inn (prior to the presentation).

6.2 SEAC Community Representative

Colleen Kappel, Superintendent of Education, updated members on the status of the community representative application. A report was presented to the Board at the April 12, 2016 Standing Committee Meeting and the report will be forwarded to the Board for approval at the April 26, 2016 Regular Board Meeting. Once approved, an advertisement will be sent out regarding the positions and a timeframe for applicants will be determined. It is hoped to have new members in place for September 2016.

6.3 Fetal Alcohol Spectrum Disorder (FASD)

Lori Carson, Special Education Officer, provided information on the FASD roundtables that took place in May 2015. A final report on the roundtables was released in September 2015. A copy of the report will be forwarded to members via email. A follow up meeting involving attendees from Lakehead Public Schools took place in March 2016. Lori Carson addressed additional resources that have been developed and used by staff at Lakehead Public Schools. Discussion ensued. Trustee Marg Arnone highlighted that the Lakehead District School Board Trustees insisted that FASD be included in the Ontario Public School Boards' Association (OPSBA) plan. Judy Kay, Vice Chair of SEAC, and FASIN

representative indicated that FASIN will seek parent input and bring information back to a future SEAC meeting.

6.4 2016-2017 Budget Submission

Laura Sylvestre, Chair of SEAC, informed members that Laura and Judy Kay attended and presented the SEAC budget deputation at the April 5, 2016 Budget Committee Meeting.

6.5 Provincial and Demonstration Schools Consultation

Lori Carson, Special Education Officer, provided an update on the Provincial and Demonstration Schools Consultation. Originally thought to be an in person consultation, became a video conference consultation. Three of the hearing resource teachers attended and presented information at the video conference. The Minister of Education has stated in the media that the Ministry is resuming the 2016-2017 admissions process for schools with severe learning disabilities as well as those for deaf and blind students. Discussion ensued regarding the resources available at these schools and could they be used by boards of education. Lori Carson will investigate and bring information to a future SEAC meeting.

7. Correspondence

The folder was distributed for members' perusal.

8. Advocacy Tracking

The advocacy tracking template was circulated for member completion.

9. Status of 2015-2016 SEAC Work Plan

The Chair reviewed the 2015-2016 SEAC Work Plan. It was determined that the survey of organizations for feedback will be moved to the 2016-2017 Work Plan.

10. South Side Accommodation Review Plan

Kelly Matyasovszky, SEAC representative on the South Side Accommodation Review Committee (ARC) provided members with an update on the three meetings she has attended as the SEAC representative on the ARC: the Orientation Meeting, Public Meeting and Working Meeting. Concerns and comments were shared. The ARC members are in the process of obtaining feedback from their communities to bring back to the next working meeting. A template for feedback will be distributed to all members. In addition, a focus group session for parents/guardians of students with special needs will be held on May 9, 2016 in order to obtain feedback. An invitation will be sent to SEAC members and to schools to share with their parents/guardians of students with exceptionalities.

11. North Side Accommodation Review Plan

Angela Hill, SEAC representative on the North Side Accommodation Review Committee (ARC) provided members with an update on the three meetings she has attended as the SEAC representative on the ARC: the Orientation Meeting, Public Meeting and Working Meeting. Concerns and comments were shared. The ARC members are in the process of obtaining feedback from their communities to bring back to the next working meeting. A template for feedback will be distributed to all members. In addition, a focus group session for parents/guardians of students with special needs will be held on May 9, 2016 in order to obtain feedback. An invitation will be sent to SEAC members and to schools to share with their parents/guardians of students with exceptionalities.

12. Information/Inquiries & Association Reports

Lori Carson, Special Education Officer, shared information on a session being offered by the Drug Strategy Committee, April 25, 2016. Judy Kay will investigate and bring back information to a future SEAC meeting.

13. Status of SEAC Budget 2015-2016

The status of the 2015-2016 SEAC budget was provided to members.

14. Board Update

Trustee Marg Arnone provided information on the following Board Meetings:

April 12, 2016 Standing Committee Meeting

Reports addressed at this meeting included:

- Five policies for review: 7011 Teacher Performance Appraisal, 7040 Violence in the Workplace, 9030 Playground Structures, 6020 Extended Field Trip and 6021 Day Field Trip; and
- Special Education Advisory Community Member.

15. Adjournment

Moved by Mike Otway

Seconded by Liz Tod

"THAT we do now adjourn at 7:25 p.m."

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2016 JUN 14
Report No. 071-16

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

RE: HEALTH AND SAFETY SEMI-ANNUAL REPORT

1. Background

This semi-annual report is made to inform the Board of the current status of the Board's Health and Safety Program and significant related activities. The Occupational Health and Safety Act requires Directors and Officers of corporations to take all reasonable care to ensure that the corporation complies with the Act and its Regulations.

2. Situation

2.1 Employee Training

Health and Safety continues to provide a number of important training sessions throughout the year. The cost for training, including supply staff coverage, is covered by the Health and Safety Department.

2.1.1 Online Training

Online training in certain safety related topics is an easy, cost efficient way to provide training to a large number of employees. The Board has begun using Safe Schools Online training. This will allow the Board to ensure it is providing all regulatory required training as well as additional situation specific training. The training is also being used for co-op, high skills major students as well as student teachers. The new system has many features including: group assignments, reports, email notifications and compliance monitoring.

All new employees to the Board must complete a series of online training:

- WHMIS;
- Violence in the Workplace;
- Worker Health and Safety Awareness; and
- Accessibility for Ontarians with Disabilities Act (AODA).

Additional online safety training courses currently assigned:

- Concussion Awareness;
- Slips, Trips and Falls;
- Accessibility Awareness Training for Educators (AODA);
- Ladder Safety; and
- Office Ergonomics.

2.1.2 First Aid Training

Standard First Aid, CPR/AED training certificates are only valid for three years at which time re-certification is required. This past year, thirty-six staff successfully completed the full two-day certification course. Twenty-one staff have completed their one-day recertification course. There are currently 205 active first aid certified staff. Each school is well staffed with individuals certified in First Aid.

2.1.3 Joint Health and Safety Committee Certification Training

Each site in the Board is required to have a Joint Health and Safety Committee comprised of management and worker members as per the Occupational Health and Safety Act. At least one management and one worker member must be certified. To become certified, they must complete a three-day course divided into two parts covering a variety of topics. This past year, 13 staff successfully completed the certification course. This brings our Board wide total up to 101 certified staff.

2.1.4 Hazardous Materials Awareness Training

Twenty-five Lakehead District School Board staff attended a half day in-class training session on lead, mould and asbestos awareness. The course included the following components:

- Background Information and Identification of Hazards;
- Health Effects Associated with Exposure;
- Legislative and Regulatory Framework;
- Engineering Controls;
- Personal Protective Equipment;
- Remediation Protocols and Procedures; and
- Case Histories and Project Examples.

2.2 Violence Reporting

In an effort to clarify the violence reporting process and educate the staff on the requirements, a flow chart was created. The chart describes the three main situations: student to student, student to staff, and staff/public to staff. It also includes hyperlinks that directly open the required forms for completion.

3. Conclusion

Lakehead District School Board is committed to achieving its strategic and operational plan goals of providing a safe environment for students and staff that facilitates their 21st century learning needs.

Respectfully submitted,

KYLE ULVANG
Health and Safety Officer

DAVID WRIGHT
Superintendent of Business

IAN MACRAE
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2016 JUNE 14
Report No. 073-16

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

RE: 2016-2017 ORDER OF POLICIES FOR REVIEW

1. Background

- 1.1 On May 24, 2016, the Board approved the Policy Review Schedule 2016 to 2024.
- 1.2 Section 4.4.1 of the Policy Development and Review Policy 2010 states “A specified review date will be established for all policies.”

2. Situation

The 2016-2017 order of policies for review, as developed by Director’s Council, is attached.

Respectfully submitted,

IAN MACRAE
Director of Education

ORDER OF POLICIES FOR DEVELOPMENT AND REVIEW					
September 2016 to June 2017					
Draft Policy to Constituents	Policy Input Due Date	Standing Committee Meeting	Policy #	Name of Policy	Superintendent
September 21	October 26	November 8	3010 8015 8050	Fees Display of Flags Naming and Opening of New or Consolidated Schools	D. Wright I. MacRae D. Wright
November 2	December 7	January 10			
December 7	January 25	February 14	4005 6070 7010	English Language Learners Video Surveillance Police Record Checks	S. Pharand C. Kappel/D. Wright D. Wright
February 15	March 29	April 11	New 7080	Prevalent Medical Conditions Health & Safety	C. Kappel D. Wright
March 22	April 26	May 9	3020 8071	Legal Representation Bullying Prevention and Intervention	I. MacRae C. Kappel
April 26	May 31	June 13	3005 8014	Ontario Student Record Advertising in the Schools	I. MacRae D. Wright

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2016 JUNE 14
Report No. 074-16

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

RE: 2016-2017 OPERATIONAL PLAN

1. Background

On an annual basis, Senior Administration develops an Operational Plan that reflects the strategic direction set by the Board.

2. Situation

Senior Administration met with key staff to review and renew the current Operational Plan. The Operational Plan 2016-2017 supports the areas of major emphasis in the Board's Strategic Plan and is aligned to the Board Improvement Plan for Student Achievement.

3. Conclusion

The Operational Plan is a living public document that will be widely shared and communicated with internal and external stakeholders. Staff will ensure that school and department plans are aligned to the actions outlined. Regular information reports will be brought forward to the Board throughout the school year. The 2016-2017 Operational Plan is attached as Appendix A.

Respectfully submitted,

IAN MacRAE
Director of Education



Lakehead
Public
Schools

2015-2018

STRATEGIC PLAN

Student Achievement & Well-Being

Learning | Engagement | Environment

OPERATIONAL PLAN

OBJECTIVES | 2016

DRAFT



2015-2018 STRATEGIC PLAN

OUR MISSION

Lakehead Public Schools is committed to the success of every student.

OUR VISION

Your Children Our Students The Future

OUR VALUES

**Integrity
Acceptance
Responsibility
Empathy
Respect**

Trustees
2014 - 2018

Chair
Deborah Massaro

Vice Chair
George Saarinen

Marg Arnone

Ellen Chambers

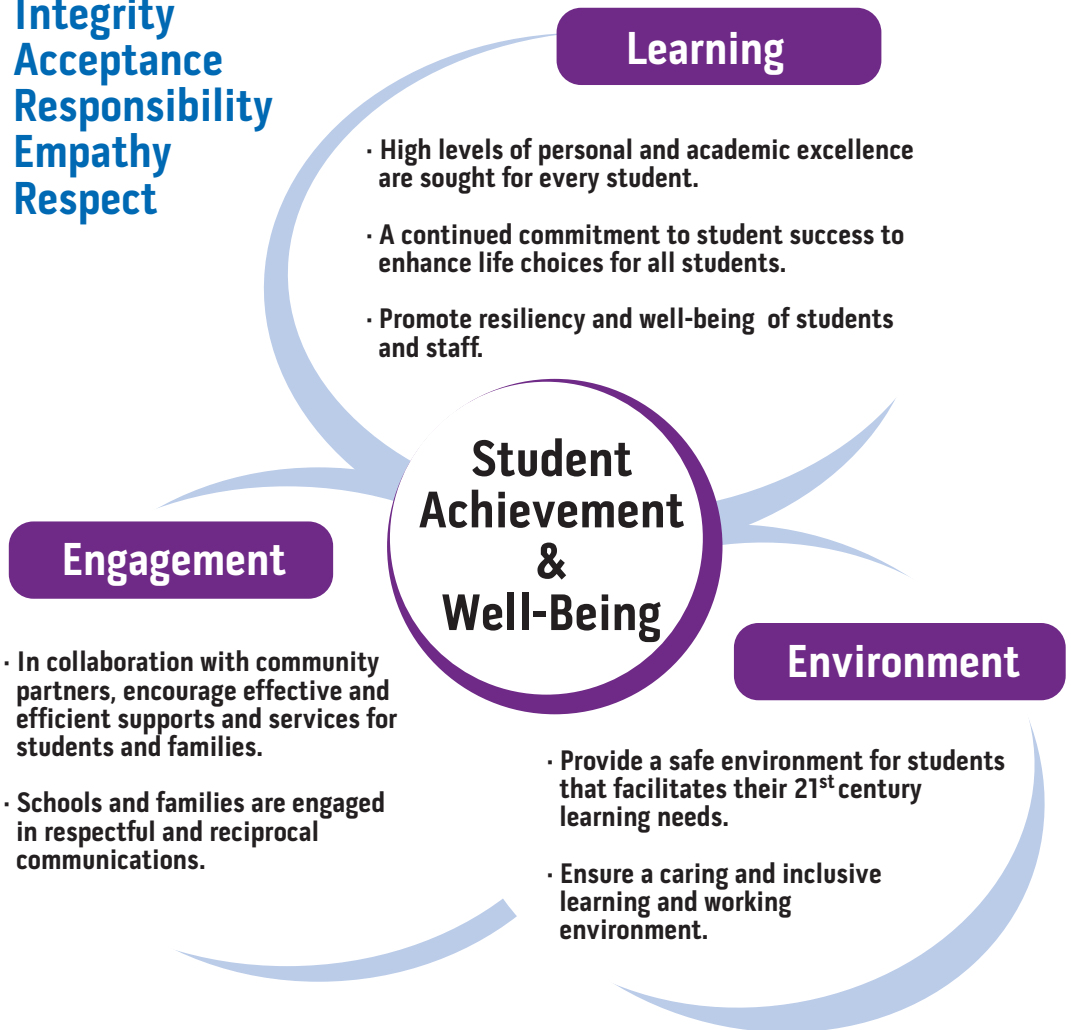
Ron Oikonen

Jack Playford

Trudy Tuchenhagen

Karen Wilson

Student Trustee
Robyn Sulkko



Building an equitable and inclusive community together.



Learning

- High levels of personal and academic excellence are sought for every student.
- A continued commitment to student success to enhance life choices for all students.
- Promote resiliency and well-being of students and staff.

Student Achievement & Well-Being

Learning

1

Increase the graduation rate and reduce achievement gaps for students at all grade levels by:

- Providing pathways and programs that support the learning needs and interests of all students.
- Supporting literacy and mathematics attainment at provincial standard.
- Monitoring credit accumulation, supporting the attainment of volunteer hours, creating programs to re-engage school leavers and providing summer programs.
- Implementing programs and services to support students at risk of not graduating.
- Implementing programs and services to meet the needs of First Nations, Métis, and Inuit (FNMI) learners as well as learners with special education needs.

2

Develop students' competence in strategies that will ensure their success both today and in the future by:

- Teaching and supporting students to develop good work habits, creativity, collaboration, communication, and critical thinking using tools that will support their participation in a 21st century world.

3

Develop students' reading and writing skills to enable comprehension and the ability to express their thinking both orally and in writing by:

- Using strategies that are successful in teaching students to read.
- Providing early years programs that support students' foundation in reading, writing, and oral communication.
- Intervening early when students are not achieving reading and writing goals.
- Working together with parents to support literacy development at home.
- Supporting students at all grade levels to be able to comprehend and use language to think about ideas, form opinions, and support their thinking both orally and in writing.
- Giving students meaningful feedback about their progress and helping them to develop goals.



Lakehead
Public
Schools

OPERATIONAL PLAN

4**Develop student mathematics computation skills and their ability to solve problems by:**

- Engaging staff in collaborative learning and teaching in order to support students' thinking and their learning needs in mathematics.
- Working with teachers to develop an understanding of the connections between and among math concepts from Kindergarten through Grade 12.
- Ensuring early years programs that encourage students to be inquisitive about mathematical concepts and ideas and develop a strong foundation for math learning.
- Challenging and supporting students to understand mathematical ideas and explain their thinking in mathematical terms.
- Connecting mathematics to the world around students so they understand the application of math in the world around them.
- Intervening early and as frequently as necessary to ensure students develop understanding.
- Giving students meaningful feedback about their progress and helping them to develop goals.

5**Support the development of a positive attitude towards learning and a student's belief in his/herself by:**

- Ensuring a school and classroom culture where each student can confidently say, "I am valued, I am trusted, I belong."
- Teaching students a sense of responsibility for self (i.e., getting homework done, attending class), for others (i.e., supporting bullying awareness, treating staff and students with respect, respect for other cultures) and for community (i.e., volunteering, participating in civic responsibilities, developing a global understanding).

6**Strengthen the awareness of the connection between mental health, well-being, and achievement by:**

- Communicating a shared framework and commitment to student well-being
- Ensuring a mental health champion in each school who will liaise between school staff and the mental health leader
- Providing researched-based information regarding the connection between well-being and achievement during professional learning sessions throughout the year
- Promoting active living for students and staff

7

Increase the understanding, acceptance, and engagement of students whose well-being may be at risk by:

- Engaging in an anti-stigma campaign in schools
- Strengthening pathways to care by improving the communication of the services provided by school-based staff and community mental health agencies
- Continuing to initiate, support and track school-based mental health and well-being initiatives
- Promoting daily attendance at school with parents/guardians and community members

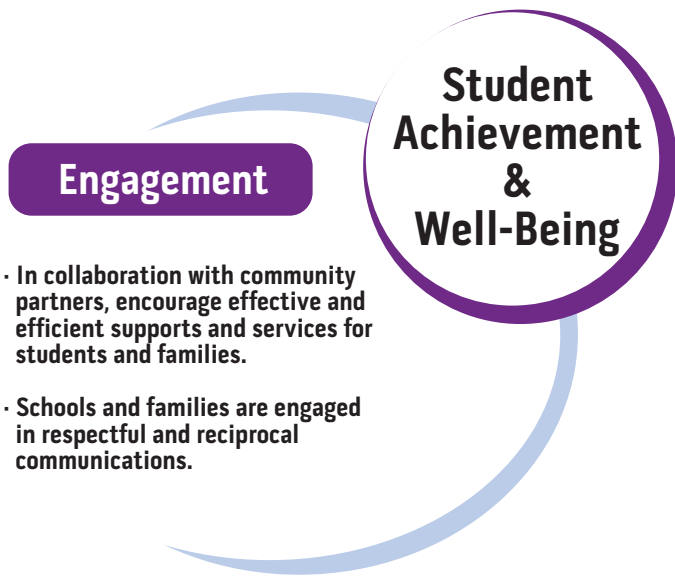
8

Provide mental health and well-being literacy training to students, staff and community members with a focus on brain development.

- Providing system-wide mental health literacy to all staff (e.g. anxiety, depression, self-harm, suicide)
- Delivering ongoing staff well-being sessions
- Enhancing parents' engagement in supporting students' well-being through on-going information sessions for parents

Measures of Success

- Student report card marks and anecdotal comments
- Improve results on provincial measures
- Increased graduation rates
- Increased attendance
- Reduced suspensions
- Professional learning opportunities embed mental health and well-being connections when possible
- SHARE survey results
- Feedback from school mental health champions
- Staff surveys
- Improved student achievement



- In collaboration with community partners, encourage effective and efficient supports and services for students and families.
- Schools and families are engaged in respectful and reciprocal communications.

Student Achievement & Well-Being

1

Strengthen and broaden communication with students, staff, and community members through enhanced communications methods and practices by:

- Continuing to refine and further develop the ongoing social media strategy to meet the needs of our stakeholders.
- Continuing to develop the website to ensure that it meets the needs of stakeholders and is consistent with technological trends.
- Encouraging reciprocal communication between home and school.
- Enhancing communication through the strengthening of community relationships.
- Formalizing communication practices with schools and system regarding the use of technology.
- Supporting schools to identify target audiences for communication.
- Enhancing the student voice in our communication with the community.
- Promoting specialized programs to target audiences using the appropriate communication methods.

2

Support a communication plan that focuses on student and staff achievement by:

- Developing an ongoing and comprehensive communication plan that promotes and celebrates the commitment to the vision, mission, and values, and enhances communication with our stakeholders.
- Continuing to work with stakeholder and staff groups to promote student, staff, and system achievements.

Engagement



Lakehead
Public
Schools

OPERATIONAL PLAN

Engagement

3

Expand and strengthen community partnerships and pathways to care by:

- Providing input to the Coordinated Service Planning Committee which is responsible for creating a more coordinated system of service delivery in Thunder Bay.
- Working with community partners, parents and students to improve supports for students and enhance transitions for students with special needs

4

Engage parents as key partners in mental health and well-being initiatives by:

- Strengthening parent outreach and support through Parent Involvement Committee, School Councils, monthly newsletter, Twitter, and website.

Measures of Success

- **Increased student involvement in board-wide initiatives**
- **Increased awareness of Lakehead Public Schools programs**
- **Student feedback**
- **Parent feedback**
- **Completion of the Special Needs Strategy Coordinated System Plan**
- **Increased number of stakeholders engaged with social media channels**
- **Increased number of visitors to website**
- **Increased number of media opportunities**

Student Achievement & Well-Being

Environment

- Provide a safe environment for students that facilitates their 21st century learning needs.
- Ensure a caring and inclusive learning and working environment.

Environment

1

Develop a deeper understanding of equity and inclusive education practices at the school and classroom level.

- Increasing awareness and knowledge of equity and inclusive education practices
- Supporting staff initiatives and student leadership
- Developing school-based key actions that promote a safe and caring learning environment

2

Provide safe, clean learning and working environments for students and staff by:

- Communicating the results of Quality Maintenance Inspections (QMI) to all schools.
- Working with custodians and administrators to focus on areas for improvement.

3

Develop a capital plan for schools, focusing on supporting academic achievement by:

- Gathering input on needs from school stakeholders, and prioritizing work based on student success.

4

Lakehead Public Schools will further reduce its carbon footprint by:

- Reducing greenhouse gas emissions.
- Continuing to promote and support Green Teams and environmental activities in schools.
- Continuing with a long-term energy management strategy that guides capital investments in schools.

Measures of Success

- **SHARE survey results**
- **Staff surveys**
- **Partnership with various Board committees and resources ensuring structural improvements align with student success, information technology, safety, accessibility, and energy**
- **Reduction in greenhouse gas emissions measured through year over year energy consumption**
- **Further incorporation of energy management projects into the capital plan**
- **Active Green Teams at every site**
- **80% of buildings scoring three or better on the spring Quality Maintenance Inspections (QMI)**
- **No facilities scoring less than 2 on the spring Quality Maintenance Inspections (QMI)**

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2016 JUN 14
Report No. 076-16

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

RE: FRENCH AS A SECOND LANGUAGE (FSL)

1. Background

- 1.1 Lakehead District School Board seeks high levels of personal and academic excellence for every student. Learning French “generally enhances cognitive development as well as reasoning and creative thinking skills”.
- 1.2 Lakehead District School Board shows a commitment to enhance life chances and life choices for all students. Through the French as a Second Language (FSL) curriculum, students’ ability to speak and understand French allows them “to communicate with French-speaking people in Canada and around the world and to develop and benefit from a competitive advantage in the workplace”.

2. Situation

- 2.1 The Canada-Ontario Agreement on Minority Language Education and Second Official Language Instruction 2013-2017 enabled Lakehead District School Board to implement numerous initiatives to improve student outcomes in FSL. These include:
 - recertifying teachers whose certification had expired and training more teachers to examine the Diplôme des études en langue française (DELFF) up to the A2 level (seven teachers), the B1 or B2 (eight teachers, three administrators) and the C2 level (one administrator) to increase the number of certified examiners within the board;
 - providing the opportunity for twenty Grades 10-12 Core French students from four schools to travel to Québec City for a four-day visit led by a French-speaking guide; and
 - enhancing Grade 7 and 8 students’ oral language skills through their participation in a *Francophonie Fair*, an exposition of francophone countries around the world, as well as an *Improvisation* celebration.
- 2.2 The Lakehead District School Board was one of twenty-nine boards who participated in the Ontario Ministry of Education FSL Student Proficiency DELF Project - Phase 3.
 - 2.2.1 Twenty-one Core French and twenty-nine French Immersion students took the DELF exams (A2, B1, B2) in April 2016, up 16 students from 2015.
 - 2.2.2 The participation rate this year in the DELF exams for Grade 12 French Immersion was 58%, up 20% since 2014.

- 2.2.3 For the Grade 12 Core French students from all four high schools who challenged the A2 and B1 levels, we had 75% participation rate.
- 2.2.4 Data shows that there was a 90% success rate for Lakehead District School Board students who challenged the DELF this year. As well, students had higher total scores for levels A2 and B2, and slightly lower scores for B1 compared to the 2015 DELF results.
- 2.2.5 Written comprehension scores continue to be the highest at all three levels. Written production and oral comprehension continue to be areas for improvement at all three levels.
- 2.3 The Ontario Ministry of Education released the Revised FSL Curriculum for Core French Grades 9-12 and French Immersion Grades 9-12 in 2014.
- Core French and French Immersion teachers have had a full-day introductory session led by a Ministry-trained team in the spring of 2015.
- 2.4 Lakehead District School Board has a concise Three Year Plan (2014- 2017) to work toward the three provincial goals outlined in the document, *A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12*. Priorities include:
- increasing student achievement by 12% in Grade 8 (speaking strand) and in Grade 9 Applied Core French;
 - increasing the percentage of Grade 12 Core French students from less than 1% to 13%. Enrolment in Grade 12 Core French rose to 3.4% in 2015-2016 and is at 5.4% for the 2016-2017 school year; and
 - increasing by 5% each year the percentage of parents that recognize the advantages of learning French for their children.
- 2.5 The French Immersion Review Committee made recommendations to the board in April 2016 in the areas of Program, Special Education, Facility, Transportation and Technology.
- 2.6 Lakehead District School Board, in collaboration with regional boards in the CEFR Implementation network, developed three FSL Student Portfolios (FI 1-3, FI 4-8, Core French 4-8) based on the CEFR, the revised FSL curriculum, and recommendations from the FSL Student Proficiency Pilot Project. Goals of the portfolio project are to:
- develop paper and electronic versions of FSL portfolios;
 - use the portfolios as tools to help teachers to continue to transform their planning, teaching and assessment based on the principles of the CEFR in order to improve student performance in FSL programs; and
 - provide FSL teachers in the region with learning and networking opportunities based on the CEFR.

3. Next Steps

- 3.1 Lakehead District School Board will offer the DELF A2 exam to Grade 8 French Immersion students at the three French Immersion schools in November 2016. Grade 8 teachers will plan together to prepare students for the exam with a focus on speaking.
- 3.2 Lakehead District School Board secondary French teachers (Core and Immersion) from all four high schools will plan a trip to Québec City in May for Grades 10-12 students enrolled in their courses. The goal is to provide students with authentic learning opportunities in French, as well as allow them to explore French culture in Canada.
- 3.3 Lakehead District School Board will offer after school homework clubs at each of the four dual-track schools. French-speaking tutors will provide homework assistance to students once per week from September to June. Teachers, students and parents will provide on-going feedback on homework completion to help the clubs adjust in order to best meet the needs of students.
- 3.4 In September 2016, Lakehead District School Board's three elementary dual-track schools will each host a banner exposition developed by Northwestern Ontario Francophone Association (AFNOO) to allow French Immersion students the opportunity to explore and celebrate the history of the francophone community in Northwestern Ontario.
- 3.5 Lakehead District School Board teachers involved in the CEFR Regional Portfolio Project will pilot the three FSL Student Portfolios in several classrooms in different schools. Teachers from regional boards will continue their collaboration online. Feedback from all regional boards in the project will be used to improve the portfolios before their broader use. Regional boards will also look at developing electronic portfolios suited to their different electronic platforms and individual board FSL needs.

4. Conclusion

Improving student achievement continues to be the focus at Lakehead District School Board. Through analysis of achievement and performance data along with FSL stakeholders' survey responses, the use of Ministry resources, and ongoing professional learning, Lakehead District School Board will continue to help our students communicate and interact with growing confidence in French so that they can "participate fully as citizens in Canada and in the world".

Respectfully submitted,

ALISON LAVOIE
French Resource Teacher

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

2016 JUN 14
Report No. 072-16

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

RE: APPROVAL OF APPOINTMENTS TO THE SUPERVISED ALTERNATIVE LEARNING (SAL) COMMITTEE 2016-2017

1. Background

- 1.1 In accordance with the Education Act of Ontario Regulation 374/10, the Board shall establish a Supervised Alternative Learning (SAL) Committee.
- 1.1.1 The SAL Committee shall be composed of no fewer than three persons to be appointed by the Board.
- 1.1.2 The members of the SAL Committee shall include: a Trustee of the Board; a Supervisory Officer; and at least one person who is not an employee of the Board.
- 1.1.3 Trustee appointments to the SAL Committee are approved at the Annual meeting in December.
- 1.2 During the 2015-2016 school year, members of the committee included:
- Trustee Jack Playford;
 - Trustee Alternate Marg Arnone;
 - Colleen Kappel, Superintendent of Education;
 - Jeff Upton, Education Officer, (Alternate);
 - Kendra Perry, Service Delivery Manager of YES Employment Services; and
 - Wendy Koehler, Executive Assistant of YES Employment Services (Alternate).

2. Situation

The role of the SAL Committee is to accept and consider applications from parents/guardians of compulsory secondary school age children, who are at least fourteen (14) years of age, and who wish to be excused from either full-time or part-time attendance at school. Where such applications are approved, the SAL Committee, in consultation with a representative(s) from the student's home school, and the student's parent/guardian, determines an alternative learning program directed towards the student's needs and interests.

RECOMMENDATION

It is recommended that Lakehead District School Board approve the following appointments to the Supervised Alternative Learning (SAL) Committee for the 2016-2017 school year:

1. Colleen Kappel, Superintendent of Education;
2. Kendra Perry, Service Delivery Manager of YES Employment Services, as member; and
3. Wendy Koehler, Executive Assistant of YES Employment Services, as alternate member.

Respectfully submitted,

COLLEEN KAPPEL
Superintendent of Education

IAN MACRAE
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2016 JUN 14
Report No. 077-16

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

RE: POLICY REVIEW – 4040 FRENCH IMMERSION

1. Background

- 1.1 It is the policy of Lakehead District School Board that policies will be developed or reviewed in accordance with Policy Development and Review Policy 2010.
- 1.2 At the September 8, 2015 Standing Committee Meeting, the French Immersion policy was approved for review on the 2015-2016 policy development and review schedule.
- 1.3 On April 27, 2016, the French Immersion policy was posted on the Board website and distributed to constituent groups for review and comment with input to be received by June 1, 2016.

2. Situation

- 2.1 The revised policy is attached as Appendix A.
- 2.2 Upon final approval, the policy will be distributed according to Board procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 4040 French Immersion Policy, Appendix A to Report No. 077-16.

Respectfully submitted,

CHARLES BISHOP
Secondary Principal

SHERRI-LYNNE PHARAND
Superintendent of Education

IAN MACRAE
Director of Education

CURRICULUM AND INSTRUCTION**4000****FRENCH IMMERSION POLICY****4040**1. Rationale

Lakehead District School Board operates a Core Program from Grades 4 to 12 which allows students to develop communication skills in French and an understanding of the culture of French speaking societies.

A French Immersion Program goes further and allows children to become functionally bilingual. Children will be able to take further education with French as the language of instruction at the post-secondary level or accept employment using French as the working language.

An Immersion program is offered ~~to parents who~~ **for students whose parents/guardians** desire this alternative for their children's education.

2. The Policy

It is the policy of Lakehead District School Board to operate an Early French Immersion Program intended for ~~children~~ **students** whose first language is not French. **The Board will also** ~~and to offer~~ **a Continuing French Immersion** programs suitable for students graduating from the Early French Immersion program ~~and~~ **or** to any other students deemed capable of profiting from the ~~continuing French Immersion~~ programs.

3. Definitions

~~The~~ Early French Immersion ~~is a program in which a child enrolls~~ **begins** in Senior Kindergarten and requires that all instruction in the first two years be carried on in French. English is introduced for approximately one quarter of the day through the remainder of the primary and lower junior divisions, until it reaches approximately one-half the day in Grades 6, 7 and 8 where the instruction is in English for approximately one half of the day.

Continuing French Immersion is a term applied to the continuation of French Immersion at the secondary school level.

The Ontario Curriculum expectations apply, but the language of instruction **in each French Immersion course** is fully ~~or partially~~ in French.

4. GuidelinesEarly Immersion

4.1 The Early French Immersion Program (Elementary) will be considered a Senior Kindergarten – Grade 8 program.

4.2 The Early French Immersion Program shall be offered subject to adequate enrolment and the availability of qualified staff, at locations designated by the Board.

CURRICULUM AND INSTRUCTION**4000****FRENCH IMMERSION POLICY****4040**

- 4.3 To provide the most appropriate program for students experiencing significant difficulties, compounded by learning a second language, the principal may recommend to parents/*guardians* a transfer of the student to the English program.
- 4.4 Where applicable the Early French Immersion Program will operate under the same principles of school organization as other JK - 8 schools within Lakehead District School Board.
- 4.5 In the dual track elementary school, French Immersion and English programs will be staffed separately.
- 4.6 Students in the urban area will be transported from designated neighbourhood pick-up points to the French Immersion schools. Transportation for rural students will be provided where suitable arrangements can be made at a reasonable cost **to the Board**.

Continuing French Immersion

- 4.7 The Continuing French Immersion Program will be considered a Grade 9 - 12 program.
- 4.8 The Continuing French Immersion Program will be available to graduates of an elementary French Immersion Program or to any student deemed capable.
- 4.9 The Continuing French Immersion Program shall be offered subject to adequate enrolment and the availability of qualified staff, at a location(s) designed by the Board.
- 4.10 Courses will normally be offered at the academic and university level until such time as numbers warrant.
- 4.11 The course selection will be on a limited program basis until such time as numbers warrant.
- 4.12 The secondary facility at which the program is housed will be staffed as one school.

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>
3040	October 1985	_____
Bd. Resolution March 6, 1984	<u>Date Revised</u> June 24, 2008	_____