



Office of the Director

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

REGULAR BOARD MEETING NO. 5
Tuesday, April 25, 2017
Jim McCuaig Education Centre

Ian MacRae
Director of Education

Deborah Massaro
Chair

AGENDA

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

	<u>Resource Person</u>	<u>Pages</u>
1. Call to Order		
2. Disclosure of Conflict of Interest		
3. Approval of the Agenda		
4. Resolve into Committee of the Whole – Closed Session		
5. COMMITTEE OF THE WHOLE – Closed Session – 7:00 p.m. (SEE ATTACHED AGENDA)		
6. Report of Committee of the Whole – Closed Session		
7. Delegations/Presentations		
7.1 Ecole Gron Morgan Public School - <i>A Thousand Words</i>	S. Pharand	1-2
7.2 Gorham and Ware Community School - <i>Developing Student Leadership</i>	C. Kappel	3-5
8. Confirmation of Minutes		
8.1 Regular Board Meeting No. 4 - March 28, 2017	D. Massaro	6-8
9. Business Arising from the Minutes		

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

LAKEHEAD DISTRICT SCHOOL BOARD

Resource
Person Pages

MATTERS NOT REQUIRING A DECISION:

- | | | | |
|------|---|-------------|---------|
| 10. | Information Reports | | |
| 10.1 | Ontario Public School Boards' Association (OPSBA) Report | E. Chambers | Verbal |
| 10.2 | Student Trustee Report | R. Sulkko | Handout |
| 10.3 | Aboriginal Education Advisory Committee Meeting Minutes – February 16, 2017 | S. Pharand | 9-13 |
| 11. | First Reports | | |

MATTERS FOR DECISION:

- | | | | |
|------|--|-------------|-------|
| 12. | Postponed Reports | | |
| 13. | Recommendations from the Standing Committee (029-17) | G. Saarinen | 14-26 |
| 13.1 | Policy Review – 7010 Police Record Checks (016-17) | | |
| | <i>It is recommended that Lakehead District School Board approve 7010 Police Record Checks Policy, Appendix A to Report No. 016-17.</i> | | |
| 13.2 | Policy Review – 7080 Health and Safety (026-17) | | |
| | <i>It is recommended that Lakehead District School Board approve 7080 Health and Safety Policy, Appendix A to Report No. 026-17.</i> | | |
| 13.3 | Policy Review – 4005 English Language Learners (027-17) | | |
| | <i>It is recommended that Lakehead District School Board approve 4005 English Language Learners Policy, Appendix A to Report No. 027-17.</i> | | |
| 14. | Ad Hoc and Special Committee Reports | | |

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

LAKEHEAD DISTRICT SCHOOL BOARD

	<u>Resource Person</u>	<u>Pages</u>
15. New Reports		
15.1 Policy Review – 8050 Naming and Opening of New or Consolidated Schools (030-17)	D. Wright	27
<i>It is recommended that Lakehead District School Board defer Naming and Opening of New or Consolidated Schools 8050 to the 2017-2018 Policy Review Schedule.</i>		
16. New Business		
17. Notices of Motion		
18. Information and Inquiries		
19. Adjournment		

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



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REGULAR BOARD MEETING NO. 5

Tuesday, April 25, 2017

Jim McCuaig Education Centre

Ian MacRae
Director of Education

Deborah Massaro
Chair

AGENDA

COMMITTEE OF THE WHOLE – Closed Session

7:00 P.M. – in the Sibley Room

	<u>Resource Person</u>	<u>Pages</u>
5.3 Consideration of Reports		
5.3.1 Property Matters	I. MacRae/ D. Wright	Verbal
5.4 Information and Inquiries		
5.5 Rise and Report Progress		

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

LAKEHEAD DISTRICT SCHOOL BOARD



Celebrating Student Achievement

School: Ecole Gron Morgan Public School

Title of Initiative: A Thousand Words

Components of Initiative	School's Details
1. Description of the nature of the initiative to improve student achievement	The goal of the A Thousand Words research project is to determine the effectiveness of student created photography in exploration and expression of emotion and academic ideas.
2. Rationale for selecting the initiative	The use of photography has been used to assist students in expressing knowledge and ideas to support written and oral expression.
3. Intended outcomes of the initiative related to improved student achievement	The goal of A Thousand Words is to provide students with challenges in expressing themselves orally or in written form with alternative and supporting medium in demonstration of knowledge and emotion.
4. Description of the data used	The participants of the A Thousand Words project used formal student assessment comparison, anecdotal evidence, as well as student self-reporting.
5. Brief description of the significant activities or strategies involved with the initiative	Students were provided with instruction in the use of cameras and principles of photography to mindfully and purposefully demonstrate their emotion and academic knowledge transposed into written and oral activities.
6. One or two highlights of the above activities	Students with communication challenges or reluctances very often demonstrated marked increase in communication including written and oral communication that was supported and initiated by their personal photography giving them "student voice" in their work.
7. Description of any unexpected results or "moments of serendipity" related to the initiative	The A Thousand Words project determined that the use of student photography was highly effective with students with communication challenges. These challenges included Autism Spectrum Disorder, developmental challenges, selective mutism, as well as students who are quiet, shy and introverted.
8. Description of one or two interesting findings that would be useful or helpful to other schools	<p>Students may use any photographic technology to benefit from the use of photography to support achievement. There is not only one way to elicit "student voice" knowledge, as it can be effective in meeting the needs of each student and improving their achievements in oral and written work.</p> <p>Photography is highly effective when used by students with communication challenges.</p>

<p>9. Identification of one or two noteworthy hurdles or stumbling-blocks</p>	<p>Minor challenges include time required to access and curate the student photos. In addition, not all educators may have advanced photographic knowledge; however, the use of photography was determined to be effective even if not highly artistic.</p>
<p>10. Next steps in pursuing the initiative</p>	<p>The A Thousand Words research members are currently providing instruction to students and educators to many Lakehead Public Schools schools. This initiative and capacity building is presently continuing this sharing process with overwhelming requests for instruction.</p> <p>Continuing exhibitions at The Thunder Bay Art Gallery.</p> <p>The continuing goal is to share the project process and results at a provincial level.</p> <p>In addition, the A Thousand Words project will continue to be a significant strategy used in the approved The Wellness Sensitive Classroom TLLP research project that has just been approved for the 2017-2018 school year.</p>
<p>11. Lessons learned about the school's efforts to improve student achievement</p>	<p>The process of developing and implementing A Thousand Words has confirmed the overwhelming support and sincere investment in student well-being and achievement.</p> <p>Educators have also been highly supportive and once shared with them, it further opened up creative ideas to utilizing differentiated instruction to meet individual needs of all students.</p>



Celebrating Student Achievement

School: Gorham & Ware Community School

Title of Initiative: Developing Student Leadership

Components of Initiative	School's Details
1. Description of the nature of the initiative to improve student achievement	At Gorham and Ware Community School, the focus has been on building capacity in our students by developing their leadership skills from early on. Students have been participating in a number of events and activities to help build our school's sense of community by focusing on character building and student leadership. Activities centred on Developing Student Leadership and house leagues have been key areas of focus this year.
2. Rationale for selecting the initiative	We know that students living in a rural environment provides some unique opportunities and challenges. Staying connected and developing a sense of belonging in our school community are essential to healthy attitudes towards school. Focusing on the school as both an academic institution as well as a social setting where they can interact with their peers leads to greater student engagement, improved attendance and increased student achievement.
3. Intended outcomes of the initiative related to improved student achievement	Through our student leadership activities, we hope that students will view each other as role models for younger students as well as their peers. Students look forward to the various leadership opportunities starting in the younger grades and ultimately being the team captains of their house league teams when they reach the intermediate grades. All students feel that they contribute to school activities and to their individual teams; thus, building on the sense of belonging to our school community. When students feel valued and engaged in their school community then student attendance, behavior, and achievement improve.
4. Description of the data used	The data that we used came from office referral forms and anecdotal comments from staff, students, and parents. We also looked for improvements in report card marks and DRA data.

<p>5. Brief description of the significant activities or strategies involved with the initiative</p>	<p>As part of our Developing Student Leadership focus at Gorham and Ware Community School, the entire school community has been involved in several events and tasks. Here is a brief description of some of our exciting activities:</p> <ul style="list-style-type: none"> • learning buddies • bus buddies • active playgrounds • house league activities: <ul style="list-style-type: none"> ○ banners ○ chants ○ scavenger hunt ○ anti-bullying posters ○ winter carnival ○ Day of Pink
<p>6. One or two highlights of the above activities</p>	<p><u>Bus Buddies/Learning Buddies</u></p> <p>This activity occurs daily and provides our Grade 3/4 students with an opportunity to develop relationships with the JK/SK children in our school community. Students are partnered with a younger child who rides the same school bus and ensures that they get on and off the bus safely each day. The older children also act as bus monitors and positive role models for their bus buddies. These relationships between classes and students also lead into learning buddy opportunities where the older and younger students are paired up to accomplish certain goals, i.e. castle building in science and social studies, playing math games to develop numeracy skills, reading aloud to develop fluency, and computers.</p> <p><u>House Leagues</u></p> <p>These provide an opportunity for students to develop a sense of belonging to our school community and they usually remain on the same team throughout their years at Gorham and Ware Community School. Older and younger students establish connections where the older students become the role models for the younger children, while the younger ones have someone who looks out for them on the playground and recognizes them by name. The children look forward to being the older kids and moving into the jobs of helpers and leaders on the teams.</p>
<p>7. Description of any unexpected results or “moments of serendipity” related to the initiative</p>	<ul style="list-style-type: none"> • Many of the junior and intermediate students have become natural role models and leaders for their peers, and have become “learning buddies” for primary classrooms, modelling positive relationships and behaviour around the school. • Staff have noted significant improvements in playground behaviour and student interactions.

	<ul style="list-style-type: none"> • Staff and students have noted that they have been able to build stronger relationships that stretch beyond their classrooms and divisions. • Parents have noted and commented on significant changes in the school environment and improvements in their children’s perceptions and feelings about school.
8. Description of one or two interesting findings that would be useful or helpful to other schools	<ul style="list-style-type: none"> • All students, especially the intermediates and juniors, need to feel ownership in the activities planned so they can motivate the younger students. All staff also need to recognize the value in these activities so they can help motivate students and generate new ideas. • This has been a very rewarding experience for everyone since every activity and/or contribution was recognized and valued by our school community.
9. Identification of one or two noteworthy hurdles or stumbling-blocks	<ul style="list-style-type: none"> • Time – both in terms of continuing to provide opportunities for students and their house league teams and how to keep them relevant with curriculum and student/school needs.
10. Next steps in pursuing the initiative	<ul style="list-style-type: none"> • Continue to make time to plan for events and activities that engage members of our school community. • Next year try to spread activities out throughout the school year and establish a committee of individuals to take a lead in the planning process.
11. Lessons learned about the school’s efforts to improve student achievement	<p>Having an initiative that focuses on Developing Student Leadership within our school has created a culture of acceptance, respect and responsibility within all community members. Students feel an increased sense of ownership for the events and activities that are taking place at our school. The school is very much the “hub” of the Gorham and Ware community and students reap the benefits of this. Some of the outcomes include:</p> <ul style="list-style-type: none"> • increased student engagement which is directly related to improved student behaviour; • improvements in student achievement; • more positive relationships throughout the school; and • a stronger sense of community.

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF REGULAR BOARD MEETING NO. 4

Board Room
Jim McCuaig Education Centre

2017 MAR 28
7:30 p.m.

TRUSTEES PRESENT:

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

Jack Playford
Trudy Tuchenhagen
Robyn Sulkkö (Student Trustee)

TRUSTEES ABSENT, WITH REGRET:

Ron Oikonen
Karen Wilson

SENIOR ADMINISTRATION:

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

FEDERATION/UNION REPRESENTATIVES:

Rod Bessel, Managers
Donica LeBlanc, Lakehead Principals/Vice Principals
Nikki Marks, Lakehead Principals/Vice Principals

PUBLIC SESSION:

1. **Approval of Agenda**

Moved by Trustee Tuchenhagen

Seconded by Trustee Chambers

“THAT the Agenda for Regular Board Meeting No. 4, March 28, 2017 be approved.”

CARRIED

2. **Claude E. Garton Public School – Cougar Connections**

Colleen Kappel, Superintendent of Education, introduced Shannon Jessiman-MacArthur, Principal and Mark Moorhouse, Vice Principal of Claude E. Garton Public School, who presented information regarding *Cougar Connections*. All trustees' questions were addressed.

3. McKellar Park Central Public School – Growth Mindset: A Journey Toward Student Achievement & Well-Being

Sherri-Lynne Pharand, Superintendent of Education, introduced Eric Fredrickson, Principal, and Melanie Henry, Grade 3 teacher at McKellar Park Central Public School, who presented information regarding *Growth Mindset: A Journey Toward Student Achievement & Well-Being*. All trustees' questions were addressed.

4. Confirmation of Minutes

Moved by Trustee Saarinen

Seconded by Trustee Chambers

“THAT Lakehead District School Board approve the Minutes of Regular Board Meeting No. 3, February 28, 2017.”

CARRIED

MATTERS NOT REQUIRING A DECISION:

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

Trustee Chambers, Ontario Public School Boards' Association Director and voting delegate, presented a verbal report highlighting the Ontario Public School Boards' Association's Board of Directors meeting on March 3 – 4, 2017. Trustee Chambers attended the Northern Regional Meeting.

6. Student Trustee Report

Robyn Sulkko, Student Trustee, provided a handout as her report. Items addressed included: her attendance at the Success Advisory Committee (SAC) meeting, a visit to McKellar Park Central Public School with MP Don Rusnak, and her attendance at the Equity and Inclusive Education Committee meeting.

7. Bus Transportation Final Costs for 2016-2017 (023-17)

David Wright, Superintendent of Business, introduced Rod Bessel, Manager of Property Services and Transportation and Dave Carroll, Consortia Manager, Student Transportation Services of Thunder Bay, who presented the report. All trustees' questions were addressed.

8. Safe Schools Update (024-17)

Colleen Kappel, Superintendent of Education, and Leslie Hynnes, Education Officer, presented the report. Erin Beagle, Executive Director and Kim McGibbon, Program Coordinator of Roots to Harvest, presented information on Westgate Collegiate and Vocational Institutes' Get Fresh Café pilot project. All trustees' questions were addressed.

9. Numeracy K-12 (025-17)

Sherril-Lynne Pharand, Superintendent of Education, introduced Jane Lower, Student Success Leader, Nicole Walter-Rowan, Program Coordinator, and Dana Sawiak, Elementary Math Resource Teacher, who presented the report. All trustees' questions were addressed.

10. Information and Inquiries

10.1 Trustee Saarinen reported that he, Superintendent Pharand, and Communications Officer Nugent, attended the Sir Winston Churchill Collegiate and Vocational Institute/Westgate Collegiate and Vocational Institute's first Transition meeting on March 27, 2017. Meetings will be held on a monthly basis for the next 18 months.

10.2 Trustee Arnone reported that she, Director MacRae, Communications Officer Nugent, Trustee Chambers, Trustee Tuchenhagen, and Trustee Playford attended Diversity Thunder Bay's 11th Annual Celebration Breakfast on March 22, 2017.

10.3 Director MacRae reported that he and Superintendent Kappel attended the Kiikenomaga Kikenjigewen Employment & Training Services (KKETS) Aboriginal Skills Advancement Program's Graduation Ceremony on March 22, 2017.

11. Adjournment

Moved by Trustee Arnone

Seconded by Trustee Saarinen

"THAT we do now adjourn at 9:41 p.m."

CARRIED



ABORIGINAL EDUCATION ADVISORY COMMITTEE MINUTES

- DATE:** Thursday, February 16, 2017, Board Room, Education Centre
- MEMBERS PRESENT:** Sherri-Lynne Pharand, Dolores Wawia, Pauline Fontaine, Cathy Ferrazzo, Elliott Cromarty, Dr. Amy Farrell-Morneau, Anika Guthrie, Elder Isabelle Mercier, Jane Lower, Serena Essex, Sharon Kanutski, Lawrence Baxter, Trustee Arnone
- ABSENT WITH REGRET:** Trustee Chambers, Elyse Big George, Chris Ooshag, Beverley White-Kokeza, Kathy Beardy, Elder Gerry Martin, Neil Workman, Brittany Collins, Robin Haliuk, Trustee Saarinen, Ocean Meekis, Suzanne Tardif
- ABSENT:** Mike Judge, Donnalee Morettin, Nicole Walter Rowan
- GUESTS:** **Ashleigh Spooner – UAS Youth Conference Coordinator; Kirsti Alaksa - Manager, Finance LDSB; Angela Lee-Wiwcharyk – Supervisor, Finance LDSB; Pytor Hodgson – CEO, Three Things Consulting; Arabi Rajeswaran, Three Things Consulting, Anna Fern Kakegamic, NAN**

	AGENDA ITEM	DISCUSSION	ACTION
1.	Opening Ceremonies	Sherri-Lynne Pharand called the meeting to order at 9:35 a.m. and asked Elder Mercier to conduct the opening.	Elder Mercier
2.	Welcome and Introductions	<p>Sherri-Lynne thanked Elder Mercier for the opening.</p> <p>Sherri-Lynne welcomed everyone, including our guests: Ashleigh Spooner – UAS Youth Conference Coordinator; Kirsti Alaksa - Manager, Finance LDSB; Angela Lee-Wiwcharyk – Supervisor, Finance LDSB; Pytor Hodgson – CEO, Three Things Consulting; Arabi Rajeswaran, Three Things Consulting, Anna Fern Kakegamic, NAN (Alternate Member for Kathy Beardy)</p> <p>Regrets and substitutions were noted and the attendance sheet was circulated.</p>	

	AGENDA ITEM	DISCUSSION	ACTION
3.	Agenda / Minutes		
	3.1 Approval of Agenda – Feb. 16, 2017	Moved by Pauline Fontaine and seconded by Serena Essex that the agenda for the February 16, 2017 meeting be approved as written. Carried.	
	3.2 Approval of Minutes – Dec. 15, 2016	Moved by Pauline Fontaine and seconded by Sharon Kanutski that the minutes for the December 15, 2016 AEAC meeting be approved as written. Carried.	
4.	Correspondence	The correspondence file was circulated.	
5.	Presentations		
	5.1 Urban Aboriginal Strategy – Youth Job and Business Conference	Ashleigh Spooner explained her role with ONWA and gave an overview of the Urban Aboriginal Youth Employment Conference being held on March 23 – 24 from 2:30 – 6:00 pm at the Victoria Inn. The goal of the sessions is to empower youth. Transportation will be provided for this free conference. Certification training in CPR, Smart Serve, WHMIS and Safe Talk will also be offered at evening sessions, but students must have permission forms signed in order to participate. The conference will have many well-known key note speakers as well as a Job Fair where the you can meet the youth. All questions were answered.	Ashleigh Spooner – UAS Youth Conference Coordinator Dr. Amy Farrell-Morneau will assist Ashleigh to connect with the secondary schools. Sherri-Lynne Pharand will inform principals of the conference.
	5.2 2017 – 2018 Budget Presentation	Kirsti Alaksa gave a detailed overview of the 2017-2018 budget, including expenses from last year and projected expenses for this year. She asked for input from AEAC on how to use the dollars we get. The FNMI allocation is made up of 4 components: Native Language, Native Studies, Per Pupil Amount and Board Action Plan. Success of students is our mission, so this is what we strive for.	Kirsti Alaksa Angela Lee-Wiwcharyk

	AGENDA ITEM	DISCUSSION	ACTION
		<p>The Budget Committee will meet on April 10 at which time AEAC is asked to present a budget deputation. Approval of the budget will be at the end of June.</p> <p>All questions were answered.</p>	
	5.3 Pathways to Education	<p>Pathways to Education is an National Organization that receives funding from the Federal Government, the Provincial Government to create 'a community' for students.</p> <p>It has started developing relationships with national Indigenous organizations focused on supporting Indigenous students. It is a commitment to develop new programs in a respectful and honourable way, engaging with an Indigenous approach to partnership development. The goal is to support the student journey giving young people what they need and require! It is similar to the Graduation Coach Program.</p> <p>The Pathways to Education Program provides a comprehensive set of academic, financial, social, and one-on-one supports to youth. The results of this unique Program have been groundbreaking, increasing high school graduation rates by an average of 85 per cent in all Pathways communities.</p> <p>All questions were answered.</p> <p>All members of AEAC were in favour of sending a letter of support to the Pathways to Education Board of Directors.</p>	<p>Pytor Hodgson</p> <p>Arabi Rajeswaran will follow-up</p>
6.	Business Arising from the Minutes		
	6.1 Transition Teams	<p>There will be two transition teams stuck:</p> <ol style="list-style-type: none"> 1. <i>Hyde Park and Kingsway</i> (Chaired by Colleen Kappel with Marg Arnone as the trustee) A representative from AEAC is needed to sit on this team. Sherri-Lynne Pharand explained what is involved in this position. Jane Lower attended on behalf of AEAC. 	Sherri-Lynne Pharand

	AGENDA ITEM	DISCUSSION	ACTION
		<p>2. <i>Churchill and Westgate</i> (Chaired by Sherri-Lynne Pharand with George Saarinen as the trustee) The first meeting will be on February 27 at 6:30 pm at Westgate. Sharon Kanuski will attend on behalf of AEAC.</p>	
	6.2 Aboriginal Programs	Letter of Support re D. Lentz's programs – deferred to March meeting	Sherri-Lynne Pharand
	6.3 PIC Funding	Ideas for spending this funding. – deferred to March meeting	Sherri-Lynne Pharand
	6.4 Cultural Awareness Video	<p>A different approach to the Cultural Awareness training will take place starting this year. Dr. Amy Farrell-Morneau has produced a video for the 4th round of training for all staff. It reflects the Truth and Reconciliation Commission.</p> <p>The committee previewed the video and offered feedback. Everyone was in agreement regarding the content and the 'roll out' will go as scheduled. Dr. Amy Farrell-Morneau will provide an update at the March meeting.</p> <p>Sherri-Lynne Pharand thanked Dr. Amy Farrell-Morneau for her work producing this excellent video.</p>	Dr. Amy Farrell-Morneau
7.	New Business		
	7.1 Budget Deputation Sub Committee	<p>AEAC will present a Budget Deputation to the Board of Trustees on April 10 at 6:30 pm.</p> <p>Amy, Anika and Serena will draft a submission and forward it to Brenda for formatting prior to presenting it for approval at the March 30th meeting.</p>	Sherri-Lynne Pharand
	7.2 Work Plan 2017-2018	- Deferred to March meeting	Dr. Amy Farrell-Morneau

	AGENDA ITEM	DISCUSSION	ACTION
8.	Updates	- Deferred to March meeting	
	8.1	Visit to Armstrong – Dec. 6, 2016	Dr. Amy Farrell-Morneau
	8.2	FNMI Presence in our Schools Booklet – revision	Dr. Amy Farrell-Morneau
	8.3	NAN EPP	Dr. Amy Farrell-Morneau
	8.4	Winterfest – Feb. 16 pm	Dr. Amy Farrell-Morneau
	8.5	Aboriginal Youth Achievement and Recognition Awards (AYARA)	Dr. Amy Farrell-Morneau
9.	Information and Inquiries		
	9.1	Sherri-Lynne reminded the committee of the upcoming Diversity Breakfast being held on March 22, 2017 7:30 – 9:00 a.m. at the Valhalla Inn. If you want a ticket, please contact Brenda Barradell.	
10.	Closing Ceremonies	Elder Mercier closed the meeting with a prayer.	
11.	Next Meeting	Thursday, March 30, 2016	
12.	Adjournment	The meeting adjourned at 12:35 p.m.	

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2017 APR 25
Report No. 029-17

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

RE: RECOMMENDATION FROM THE STANDING COMMITTEE

Background

The following reports were received at the Standing Committee Meeting of April 11, 2017 and have been referred to the Board for approval. The recommendations are as follows:

POLICY REVIEW – 7010 POLICE RECORD CHECKS (016-17)

It is recommended that Lakehead District School Board approve 7010 Police Record Checks Policy, Appendix A to Report No. 016-17.

POLICY REVIEW – 7080 HEALTH AND SAFETY (026-17)

It is recommended that Lakehead District School Board approve 7080 Health and Safety Policy, Appendix A to Report No. 026-17.

POLICY REVIEW – 4005 ENGLISH LANGUAGE LEARNERS (027-17)

It is recommended that Lakehead District School Board approve 4005 English Language Learners Policy, Appendix A to Report No. 027-17.

Respectfully submitted,

GEORGE SAARINEN
Chair
Standing Committee

**PERSONNEL AND EMPLOYEE
RELATIONS**

7000

DRAFT – April 11, 2017

POLICE RECORD CHECKS POLICY

7010

1. Rationale

Lakehead District School Board has the responsibility, under the Education Act, to provide a safe and secure working and learning environment for students and employees. The Board is in a position of trust with regard to students and must strive to protect their intellectual, physical, mental and emotional well-being. The Board is also a steward of public trusts.

The requirement for Police Record Checks (PRC) is a precautionary measure designed to ascertain whether individuals have a criminal history, which could potentially make them unsuitable for certain positions of trust. Such checks assist the Board in attempting to ensure the safety and well-being of students and to protect Board assets.

2. Policy

In accordance with Regulation 521/01 of the Education Act, as amended by Regulation 322/03, it is the policy of Lakehead District School Board that all employees, service providers, and volunteers, shall require a Police Record Check. In addition, employees, service providers, volunteers, and others who normally have direct contact with students on a regular basis, shall require a Vulnerable Sector Check.

3. Guidelines

3.1 Employees

- 3.1.1 All employees of Lakehead District School Board shall have a Police Record Check (PRC). All new employees will provide a PRC at their own expense. The PRC will consist of information on criminal offences of which the individual has been convicted under the Criminal Code (Canada), and for which a pardon has not been granted. The PRC will be prepared by a police force or service from national data on the Canadian Police Information Centre database within six months of the day the Board requests the document.
- 3.1.2 Employees, service providers, volunteers and others who have direct and regular contact with students will be required to provide, at their own expense, an original Vulnerable Sector Check (VSC) prior to commencing employment or volunteer activities.
- 3.1.3 All employees, including those on leave, shall be required to sign an online Offence Declaration no later than September 1 of each school year.

**PERSONNEL AND EMPLOYEE
RELATIONS**

7000

DRAFT – April 11, 2017

POLICE RECORD CHECKS POLICY

7010

- 3.1.4 Completed PRCs shall be submitted directly to the manager of human resources or designate.
- 3.1.5 The director of education and/or designate(s) shall adjudicate the PRC.
- 3.1.6 Where there are areas of concern, the final decision concerning suitability for employment shall be made by the director of education and/or designate(s).
- 3.1.7 Completed PRCs shall be secured in a separate confidential and secure location in human resources.
- 3.2 Service Providers
 - 3.2.1 All service providers who come into direct contact, on a regular basis, with or who have employees that come into direct contact on a regular basis with students shall comply with Board policy.
- 3.3 Volunteers
 - 3.3.1 All volunteers who come into direct contact on a regular basis with students shall comply with Board policy.
- 3.4 Others
 - 3.4.1 All other groups that are not covered under the above-stated categories shall comply with this policy. These groups include, but are not limited to, placement students from university or college programs, adult in-school tutors, adult co-op students, nurses and/or other health care professionals, and employees of agencies located in schools; i.e., day cares.

PERSONNEL AND EMPLOYEE RELATIONS	7000
DRAFT – April 11, 2017	
POLICE RECORD CHECKS POLICY	7010

4. 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>
Procedures 7010	May 27, 2003	O. Reg. 521/01 O. Reg. 322/03
Policy 8091 "Use of Volunteers in Schools"	<u>Date Revised</u>	
Volunteer Practices - Supervisor's Manual	March 22, 2011	

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PERSONNEL AND EMPLOYEE RELATIONS

7000

DRAFT – April 11, 2017

POLICE RECORD CHECKS PROCEDURES

7010

1. Policy

In accordance with Regulation 521/01 of the Education Act, as amended by Regulation 322/03, it is the policy of Lakehead District School Board that all employees, service providers, and volunteers, shall require a Police Record Check. In addition, employees, service providers, volunteers, and others who normally have direct contact with students on a regular basis, shall require a Vulnerable Sector Check.

2. Definitions

2.1 Police Record Check (PRC) - in respect of a board, a document concerning an individual:

- i) that was prepared by a police force or service from national data on the Canadian Police Information Centre (CPIC) database within six (6) months of the day the Board requests the document; and
- ii) that contains information concerning the individual's personal criminal history.

2.2 Vulnerable Sector Check (VSC) – a check for offence information including a query for criminal convictions and includes outstanding charges, warrants and judicial orders stored in the RCMP database. A VSC also includes a query of the Pardoned Sex Offender Registry and is restricted to individuals who will be in a position of trust or authority over children or vulnerable persons.

2.3 Police checks – where used herein shall refer to PRCs and, if required, VSCs.

2.4 Direct and Regular Contact

- i) Direct contact typically, but not always, involves interaction with students as a part of the responsibilities of the individual.
- ii) Interaction with different groups of students on a regular basis, i.e., photographer or yearbook representative.
- iii) The contact with students will be considered to be within the hours that pupils are normally on school property, or engaged in school-organized extracurricular activities on or off school property.

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- 2.5 Offence Declaration - in respect of a board, a written declaration signed by an individual listing all of the individual's convictions for offences under the Criminal Code (Canada) up to the date of the declaration:
- i) that are not included in a PRC collected by the Ontario College of Teachers (OCT) after December 31, 1998 or in the last PRC collected by the Board under this regulation; and
 - ii) for which a pardon under Section 4.1 of the Criminal Code (Canada) has not been issued or granted to the individual.
- 2.6 Personal Criminal History - in respect of an individual, information on criminal offences for which the individual has been convicted under the Criminal Code (Canada) and for which a pardon under Section 4.1 of the Criminal Code (Canada) has not been issued or granted to the individual.
- 2.7 Service Provider - as defined by Regulation 521/01, "an individual who comes into direct contact with pupils on a regular basis, at a school site of a board in the normal course of:
- i) providing goods or services under contract with the Board;
 - ii) carrying out his or her employment functions as an employee of a person who provides goods or services under contract with the Board; or
 - iii) providing services to a person who provides goods or services under contract with the Board.

3. Board Responsibilities

Under O. Reg. 521/01, 'Collection of Personal Information Regulation', the following guidelines apply:

3.1 Employees

- 3.1.1 The Board requires that all new employees submit a current (less than six months) PRC as a condition of employment. New employees who normally have direct contact with students on a regular basis shall require a VSC. Any offers of employment will be conditional upon the applicant providing acceptable police checks.
- 3.1.2 A former employee who returns to the employment of the Board after one year of broken service is considered a new employee for the purposes of this procedure.

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- 3.1.3 Police checks must be received by the manager of human resources or designate before a person commences employment.
- 3.1.4 All costs related to police checks are the responsibility of the new employee.
- 3.1.5 The Board will collect an offence declaration from each Board employee no later than September 1 of each year in which the Board employs the individual following the year that the original police checks were collected.

3.2 Emergency Provision

- 3.2.1 Notwithstanding 3.1.3, in exceptional circumstances it may be necessary for an individual to begin employment with the Board before acceptable police checks are collected.
- 3.2.2 In such circumstances, the Board will require the individual to submit an offence declaration, pending submission of the acceptable police checks.
- 3.2.3 Before any exception is made, a binding agreement shall be entered into between the employee and the Board to ensure that the verification will be provided without delay.
- 3.2.4 This agreement will reserve the Board's right to dismiss the employee should the information provided by the employee prove to be false or misleading or if the police checks are determined to be unacceptable or are not received.

3.3 Retention

- 3.3.1 The Board shall retain an original or a true copy taken from the original police checks by the designated Board contact, or designate.
- 3.3.2 Completed police checks and offence declarations will be filed in a separate and secure location in human resources in accordance with Regulation 521/01.

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3.4 Adjudication

- 3.4.1 The Board, subject to 3.4.2, will not knowingly offer employment to any person with a record of criminal conviction for which a pardon has not been granted.
- 3.4.2 The Board does recognize the principle of rehabilitation and may, therefore, consider hiring a person after a full assessment based upon consideration of the following factors:
- i) the specific duties and responsibilities of the position in question and the relevance of the police records, criminal charge(s), and/or conviction(s) to that position;
 - ii) the length of time since the police record was established; and
 - iii) the risk posed to the safety and security of students, staff, volunteers and/or Board property.
- 3.4.3 The manager of human resources or designate will examine the police checks. If there is a concern, the information will be assessed by the superintendent responsible for human resources. A meeting will be held with the prospective employee and the superintendent before a final recommendation for employment is made.
- 3.4.4 If the Board learns of pending charges or convictions under the criminal code or a related federal statute for which a pardon has been granted, and if the Board believes that the nature and circumstances of the pending charges or pardoned convictions pose a threat to students, staff, volunteers or Board assets, the Board may revoke the offer of employment to the candidate without liability.
- 3.4.5 Unless approved by the superintendent responsible for human resources, or designate, the employee may not commence employment with the Board until the police checks have been received by the Board and deemed acceptable.
- 3.4.6 If the applicant is on conditional employment with the Board, she/he will be immediately suspended from employment, without pay, until the Board is satisfied that the employment offer will not be withdrawn.
- 3.4.7 If the applicant is not deemed suitable on the basis of a positive response, she/he will be notified, in writing, and the record of a positive response will be destroyed six months following the dismissal of the application.

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3.4.8 If an applicant who presents a positive response is hired, a copy of the response will be placed in the confidential personnel file of the individual.

3.5 Consequence of Non-compliance

3.5.1 Employees who fail to provide an offence declaration by the date prescribed will be suspended, without pay, until the offence declaration is completed.

3.6 Service Providers

3.6.1 The manager of human resources or designate will decide, or will provide direction for principals in determining whether or not specific service providers contracted directly by the school need a PRC, VSC and annual offence declaration.

3.6.2 It is the responsibility of a service provider contracted with the Board, whose employees come into direct contact on a regular basis with students, to:

- i) collect required police checks for such employees;
- ii) collect an offence declaration from each employee no later than September 1 of each year in which the service provider employs the individual following the year that the original police checks were collected; and
- iii) keep these records on file.

3.6.3 Any contract with Lakehead District School Board will be conditional upon the fulfillment of this requirement.

3.6.4 Failure to comply with this condition may result in dissolution of the contract without liability to the Board.

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3.6.5 It is the responsibility of the principal, in the case of individuals who are self-employed and who are not contracted for services through a service provider, to:

- i) ensure that police checks have been collected and that there is no evidence of a criminal record;
- ii) ensure that procedures outlined in 3.4 are followed where there is evidence of a criminal conviction; and
- iii) collect an annual offence declaration no later than September 1 of each year following the year that the original police checks were collected.

3.7 Volunteers

3.7.1 The process for collection of police checks for volunteers is outlined in Volunteer Practices-Supervisor's Manual.

3.8 Others

3.8.1 It is the responsibility of the principal to ensure that the individual has been approved to be in direct contact with students on a regular basis. The original or verified copy must be kept on file at the school in a secure location.

3.8.2 Individuals who fail to submit verification before their designated start date will not be permitted to work in the school.

4. Review

These procedures shall be reviewed in accordance with Policy Development and Review Policy 2010.

<u>Cross Reference</u>	<u>Date Received</u>	<u>Legal Reference</u>
Policy 7010	May 27, 2003	O. Reg. 521/01 O. Reg. 322/03
Procedures 8091 "Use of Volunteers in Schools"	<u>Date Revised</u>	
Volunteer Practices - Supervisors Manual	March 22, 2011	

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HEALTH AND SAFETY POLICY

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1. Rationale

Lakehead District School Board is committed to providing and maintaining a safe, healthy working environment for its employees and all others under Board direction.

It is the responsibility of all employees and non-Board personnel to ensure that they comply with the provisions of the Occupational Health and Safety Act (OHSA) R.S.O. 1990 and Regulations, and all Board policies, procedures and practices associated with Health and Safety.

2. Policy

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

2.1.1 provide a safe and healthy environment;

2.1.2 provide training necessary to meet or exceed standards of the OHSA and Regulations; and

2.1.3 eliminate or reduce injuries, accidents, illnesses, and near misses.

2.2 The Board will develop and maintain written health and safety practices which will conform to the best of current practices and meet or exceed standards as outlined under the OHSA and Regulations.

2.3 Health and safety concerns will take precedence over expedience.

2.4 Accident prevention is an operational responsibility and it demands executive direction and control.

2.5 All employees and non-Board personnel must assume responsibility for accident prevention.

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HEALTH AND SAFETY POLICY

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3. Guidelines

- 3.1 In order to prevent injury or illness associated with the work environment, all employees of the Board shall:
- 3.1.1 comply with the current OSHA, Environmental Protection legislation, Safe Drinking Water Act and any other related codes and regulations;
 - 3.1.2 follow currently accepted safety standards and practices; and
 - 3.1.3 demonstrate by attitude and example that safety is an integral part of every function of the Board.
- 3.2 All employees, supervisors, managers, principals, superintendents, director of education, and trustees shall be responsible for adhering to the Health and Safety Policy and Procedures.
- 3.2.1 All employees are responsible to:
- follow safe work procedures;
 - know and comply with all Board safety practices;
 - report any injury or illness immediately to their supervisor;
 - identify and report immediately any potentially hazardous practices and conditions to their supervisor;
 - cooperate with joint health and safety committee initiatives; and
 - use and maintain personal protective equipment.
- 3.2.2 All supervisors, managers, superintendents, director of education, and trustees are responsible to:
- identify and report immediately any potentially hazardous practices and conditions;
 - promote safety awareness in workers;
 - ensure that all employees are trained in proper safety procedures, and are competent to perform their respective tasks;
 - ensure that employees work safely;
 - ensure that safe and healthy work conditions are maintained;
 - correct any potentially hazardous practices and conditions;
 - report and investigate all accidents or incidents;
 - evaluate health and safety performance of all staff;
 - motivate and support staff in their health and safety activities; and
 - ensure that employees are provided with personal protective equipment, as required.

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HEALTH AND SAFETY POLICY

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4. 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>
Procedures 7080 "Health and Safety"	January 21, 1992	Occupational Health and Safety Act, RSO 1990
Procedures 7040 "Violence in the Workplace"	<u>Date Revised</u> June 24, 2003	Safe Drinking Water Act 2002
Procedures 7030 "Harassment and Human Rights"	April 26, 2011	Environmental Protection Act

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LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2017 04 25
Report No. 030-17

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

RE: POLICY REVIEW – 8050 NAMING AND OPENING OF NEW OR CONSOLIDATED SCHOOLS

1. Background

- 1.1 The Naming and Opening of New or Consolidated Schools 8050 was last revised on November 3, 1992.
- 1.2 At the May 24, 2016 Regular Board Meeting, the Naming and Opening of New or Consolidated Schools 8050 was approved for review during the 2016-2017 school year as part of the policy development and review cycle.

2. Situation

In light of the recent school renewal discussions, administration is requesting that Naming and Opening of New or Consolidated Schools 8050 be moved to the Policy Review Schedule for 2017-2018.

RECOMMENDATION

It is recommended that Lakehead District School Board defer Naming and Opening of New or Consolidated Schools 8050 to the 2017-2018 Policy Review Schedule.

Respectfully submitted,

DAVID WRIGHT
Superintendent of Business

IAN MACRAE
Director of Education