



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. 6
Tuesday, May 23, 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 – 7:15 p.m. (SEE ATTACHED AGENDA) | | |
| 6. Report of Committee of the Whole – Closed Session | | |
| 7. Delegations/Presentations | | |
| 8. Approval of Minutes | | |
| 8.1 Regular Board Meeting No. 5 - April 25, 2017 | D. Massaro | 1-4 |
| 9. Business Arising from the Minutes | | |

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

| | |
|----------------------------|--------------|
| <u>Resource Person</u> | <u>Pages</u> |
|----------------------------|--------------|

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 | Special Education Advisory Committee Meeting Minutes – February 15, 2017 | C. Kappel | 5-9 |
| 10.4 | Special Education Advisory Committee Meeting Minutes – March 22, 2017 | C. Kappel | 10-12 |
| 10.5 | English Language Learners (036-17) | S. Pharand | 13-15 |
| 10.6 | Student Achievement Mid-Year Update (037-17) | S. Pharand | 16-22 |
| 10.7 | Aboriginal Education (038-17) | S. Pharand | 23-26 |
| 11. | First Reports | | |

MATTERS FOR DECISION:

| | | | |
|------|--|-------------|-------|
| 12. | Postponed Reports | | |
| 13. | Recommendations from the Standing Committee (035-17) | G. Saarinen | 27-32 |
| 13.1 | 2017 To 2025 Policy Review Schedule (028-17) | | |
| | <i>It is recommended that Lakehead District School Board approve the 2017 to 2025 Policy Review Schedule, Appendix A to Report No. 028-17.</i> | | |
| 13.2 | Approval of Appointment to the Special Education Advisory Committee (SEAC) (031-17) | | |
| | <i>It is recommended that Lakehead District School Board approve the appointment of Jennifer Bean as a member to the Special Education Advisory Committee representing Anishnawbe Mushkiki, for the term ending November 30, 2018.</i> | | |

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

- 13.3 Policy Review – 8071 Bullying Prevention and Intervention (032-17)

It is recommended that Lakehead District School approve 8071 Bullying Prevention and Intervention Policy, Appendix A to Report No. 032-17.

- 13.4 Approval of Standing Committee and Regular Board Meeting Schedule 2017-2018 (033-17)

It is recommended that Lakehead District School Board approve the revised Standing Committee and Regular Board Meeting Schedule 2017-2018, as set out in Appendix A to Report No. 033-17.

- 13.5 Policy Review – 3020 Legal Representation Policy (034-17)

It is recommended that Lakehead District School Board approve 3020 Legal Representation Policy, Appendix A to Report No. 034-17.

14. Ad Hoc and Special Committee Reports
15. New Reports
16. New Business
17. Notices of Motion
18. Information and Inquiries
19. Adjournment

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



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. 6

Tuesday, May 23, 2017

Jim McCuaig Education Centre

Ian MacRae
Director of Education

Deborah Massaro
Chair

AGENDA

COMMITTEE OF THE WHOLE – Closed Session

7:15 P.M. – in the Sibley Room

| | <u>Resource Person</u> | <u>Pages</u> |
|--|------------------------|--------------|
| 5.1 Approval of Committee of the Whole - Closed Session Minutes | | |
| 5.1.1 Regular Board Meeting No. 3 - February 28, 2017 | G. Saarinen | 1-2 |
| 5.1.2 Regular Board Meeting No. 5 - April 25, 2017 | D. Massaro | 3 |
| 5.2 Business Arising from the Minutes | | |
| 5.3 Consideration of Reports | | |
| 5.3.1 Personnel Matters | I. MacRae | 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

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF REGULAR BOARD MEETING NO. 5

Board Room
Jim McCuaig Education Centre

2017 APR 25
7:30 p.m.

TRUSTEES PRESENT:

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

Ron Oikonen
Jack Playford
Trudy Tuchenhagen
Karen Wilson

TRUSTEE ABSENT, WITH REGRET:

Robyn Sulkko (Student Trustee)

SENIOR ADMINISTRATION:

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

FEDERATION/UNION REPRESENTATIVES:

Valerie Bodak, Lakehead OPC
Kirsti Alaksa, Managers
Mike Judge, ETFO
Nancy Nix, ETFO Occasional Teachers

PUBLIC SESSION:

1. **Approval of Agenda**

Moved by Trustee Arnone

Seconded by Trustee Chambers

"THAT the Agenda for Regular Board Meeting No. 5, April 25, 2017 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 Massaro in the Chair to consider the following:

- *Property Matters*

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. Ecole Gron Morgan Public School – A Thousand Words

David Wright, Superintendent of Business, introduced Pauline Fontaine, Principal of Ecole Gron Morgan Public School and William Gross, Lead Teacher, who presented information regarding *A Thousand Words* project. All trustees' questions were addressed.

5. Gorham and Ware Community School – Developing Student Leadership

David Wright, Superintendent of Business, introduced Lisa Nutley, Vice Principal of Gorham and Ware Community School and students Olivia and Justin, who presented information regarding *Developing Student Leadership*. All trustees' questions were addressed.

6. Confirmation of Minutes

Moved by Trustee Tuchenhagen

Seconded by Trustee Saarinen

“THAT Lakehead District School Board approve the Minutes of Regular Board Meeting No. 4, March 28, 2017.”

CARRIED

MATTERS NOT REQUIRING A DECISION:

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

Trustee Chambers, Ontario Public School Boards' Association Director and voting delegate, informed the Board that she attend the OPSBA Board of Directors and Regional meeting on April 8, 2017.

8. Student Trustee Report

Chair Massaro, on behalf of Student Trustee Sulkko, presented the report.

9. Aboriginal Education Advisory Committee Meeting Minutes – February 16, 2017

David Wright, Superintendent of Business, on behalf of Sherri-Lynne Pharand, Superintendent of Education, presented the February 16, 2017 minutes for information.

MATTERS FOR DECISION:

10. Recommendations from the Standing Committee (029-17)

Policy Review – 7010 Police Record Checks (016-17)

Moved by Trustee Saarinen

Seconded by Trustee Chambers

“THAT Lakehead District School Board approve 7010 Police Record Checks Policy, Appendix A to Report No. 016-17.”

CARRIED

11. Recommendations from the Standing Committee (029-17)

Policy Review – 7080 Health and Safety (026-17)

Moved by Trustee Arnone

Seconded by Trustee Playford

“THAT Lakehead District School Board approve 7080 Health and Safety Policy, Appendix A to Report No. 026-17.”

CARRIED

12. Recommendations from the Standing Committee (029-17)

Policy Review – 4005 English Language Learners (027-17)

Moved by Trustee Wilson

Seconded by Trustee Tuchenhagen

“THAT Lakehead District School Board approve 4005 English Language Learners Policy, Appendix A to Report No. 027-17.”

CARRIED

13. Policy Review – 8050 Naming and Opening of New or Consolidated Schools (030-17)

Moved by Trustee Saarinen

Seconded by Trustee Oikonen

“THAT Lakehead District School Board defer Naming and Opening of New or Consolidated Schools 8050 to the 2017-2018 Policy Review Schedule.”

CARRIED

14. Information and Inquiries

14.1 Trustee Arnone attended the Transition Committee meeting for Hyde Park/Kingsway Park Public Schools on April 24 and reported that the tender process has been completed. The renewal plans for Kingsway Park Public School includes a wooden gym floor, renovations to the library, fencing, lighting, and an outdoor classroom that will be completed next spring by Queen Elizabeth District High School students from Sioux Lookout. The next Hyde Park/Kingsway Park Public School Transition meeting will take place on May 29.

- 14.2 Trustee Saarinen attended the Sir Winston Churchill CVI Feast and Family Gathering on April 21. Many Sir Winston Churchill CVI family members and Lakehead Public Schools Aboriginal Education Advisory Committee members enjoyed the festivities.
- 14.3 Chair Massaro attended the Youth Embracing Diversity in Education Student Conference (YEDE) on April 21 at the Victoria Inn. The Grade 7 to 12 students that attended the conference gained a better understanding of equity issues and became ambassadors of equity promoting a safe and caring environment within their schools. Many representatives from the northern boards also attended the conference.

15. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Oikonen

“THAT we do now adjourn at 8:47 p.m.”

CARRIED

LAKEHEAD DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE

Room 120, Westgate CVI
Thunder Bay, Ontario

2017 FEB 15

MEMBERS PRESENT:

Kelly Matyasovszky (Vice Chair)
Trustee Marg Arnone
Cory Koski

Martha Mawakeesic
Trustee Jack Playford
Liz Tod

OTHERS PRESENT:

Colleen Kappel
Lori Carson
Kirsti Alaksa
Tara Shewchuck
Kyle Uivang
David Workman

ABSENT WITH REGRET:

Ron Gernat
Angela Hill
Wilma Kleynendorst
Sheila Marcinyynshyn
Laura Sylvestre

ABSENT:

Judy Kay
Mike Otway

1. **Call to Order**

Kelly Matyasovszky, Vice Chair of SEAC, called the meeting to order and welcomed everyone to the meeting.

2. **Approval of the Agenda**

Moved by Liz Tod

Seconded by Martha Mawakeesic

“THAT the agenda for the February 15, 2017 SEAC meeting be approved.”

CARRIED

3. Declarations of Conflict of Interest

There were no declarations of conflict of interest.

4. Presentations

4.1 Westgate CVI Special Education Facilities – Tara Shewchuk, David Workman

Tara Shewchuk and David Workman, teachers in the Special Needs/Multi Needs Program at Westgate CVI provided a tour of the two classrooms, explanation of the program and spoke to a slide show highlighting the activities, events, and regular teaching day of the special needs/multi-needs program at Westgate CVI. Questions from members were addressed.

4.2 2017-2018 Budget Presentation – Kirsti Alaksa

Kirsti Alaksa, Manager of Financial Services, highlighted a PowerPoint presentation regarding the 2017-2018 budget process and the comparisons regarding the 2015-2016 special education budget actuals and the 2016-2017 special education budget estimates. Questions from members were addressed.

4.3 7080 Health & Safety Policy Review – Kyle Ulvang

Kyle Ulvang, Health & Safety Officer, provided an overview of the current Health & Safety policy and indicated that he anticipated minimal changes to the policy and procedures that are currently under review. Members were requested to provide input prior to March 29, 2017. Questions from members were addressed.

5. Confirmation of Minutes

Moved by Cory Koski

Seconded by Martha Mawakeesic

“THAT the minutes of the January 18, 2017 SEAC Meeting be approved.”

CARRIED

6. Business Arising From the Minutes

6.1 SEAC Guest Speaker Event – March 22, 2017

Colleen Kappel, Superintendent of Education, shared information about the event and the promotional poster for the event.

Moved by Liz Tod

Seconded by Trustee Marg Arnone

“THAT SEAC approve any costs related to the March 22, 2017 Guest Speaker Event, including, but not limited to:

1. *Coffee, tea and snacks for attendees;*
2. *Door prizes for attendees;*
3. *Thank you gifts for presenters;*
4. *Printing costs; and*
5. *Any other items required to run the event.”*

CARRIED

6.2 Kindergarten Registration Evening – February 6, 2017

Kelly Matyasovszky, Vice Chair of SEAC, provided information on the event that took place on Monday, February 6, 2017 at the Valhalla Inn. The event was well attended and the speakers were well received. Cory Koski inquired if SEAC would consider having a presence at the secondary school open houses.

6.3 Update – Kingsway Park/Hyde Park Transition Committee

Cory Koski, SEAC representative on the Kingsway Park/Hyde Park Transition Committee, provided an update on the February 13, 2017 meeting. Items addressed at this meeting included:

- School scheduling – start/end times;
- New playground;
- Communication Strategy: social media & newsletters;
- After school programming;
- Special Education area: sensory and calming rooms;
- Integrating to improve engagement; and
- Community Outreach at events.

7. Correspondence

The correspondence folder was circulated to members.

8. Advocacy Tracking

The advocacy tracking template was circulated to members for completion.

9. Purchase of SEAC Swag Bags

Kelly Matyasovszky, Vice Chair of SEAC, provided the cost of replenishing the SEAC swag bags.

Moved by Trustee Jack Playford

Seconded by Liz Tod

“THAT SEAC approve purchasing 200 Swag Bags at a cost of \$676.87.”

CARRIED

10. Minister’s Advisory Council on Special Education (MACSE) – Highlights and Input Submitted

Colleen Kappel, Superintendent of Education, shared highlights from the October 5, 2016 MACSE meeting and input that was provided by Liz Tod, Options Northwest representative. Superintendent Kappel advised that it was suggested to MACSE representatives that requests for input be provided to SEAC further in advance in order to obtain and submit input to MACSE.

11. 2017-2018 Budget Presentation

Kelly Matyasovszky, Vice Chair of SEAC, informed members that in order to prepare the 2017-2018 budget presentation to the Budget Committee, an Ad Hoc Committee be established to create the submission. Liz Tod, Kelly Matyasovszky and Laura Sylvestre will participate to draft the budget deputation which will be addressed at the March 22, 2017 SEAC meeting for approval.

12. Additional Parent Involvement Committee Funding

Kelly Matyasovszky, Vice Chair of SEAC, informed members that the Parent Involvement Committee has provided an additional \$375 to SEAC for engaging parents/guardians. Suggestions on how to use the funding were requested. Colleen Kappel, Superintendent of Education, suggested the funding could be used to assist in the production of a video about elementary special needs students transitioning to secondary school. Members, by consensus, agreed to have Superintendent Kappel explore cost estimates and bring the information to the March 22, 2017 SEAC meeting.

13. Policy Review

Kelly Matyasovszky, Vice Chair of SEAC, advised members if they would like to provide feedback to 7080 Health & Safety policy and procedures, that input is due by March 29, 2017.

14. SEAC Budget

Kelly Matyasovszky, Vice Chair of SEAC, provided the status of the budget.

15. Board Update

Trustee Marg Arnone provided information on the following meeting:

January 24, 2017 Regular Board Meeting

Items addressed at this meeting included:

- Early Learning Report;
- Academy of Learning Report;
- Establishment of the 2017-2018 Budget Committee Report; and
- SEAC Request for Approval of Correspondence.

February 14, 2017 Standing Committee Meeting

Items addressed at this meeting included:

- Co-Curricular Activities;
- 2017-2018 School Year Calendar; and
- Policy Review – 6070 Video Surveillance.

16. Adjournment

Moved by Liz Tod

Seconded by Cory Koski

“THAT we do now adjourn at 8:20 p.m.”

CARRIED

LAKEHEAD DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE

Room L32, Hammarskjold High School
Thunder Bay, Ontario

2017 MAR 22

MEMBERS PRESENT:

Kelly Matyasovszky (Vice Chair)
Trustee Marg Arnone
Ron Gernat
Angela Hill
Wilma Kleynendorst

Cory Koski
Martha Mawakeesic
Liz Tod
Trustee Trudy Tuchenhagen

OTHERS PRESENT:

Colleen Kappel
Lori Carson

ABSENT WITH REGRET:

Judy Kay
Mike Otway
Laura Sylvestre

1. **Call to Order**

Kelly Matyasovszky, Vice Chair of SEAC, called the meeting to order and welcomed everyone to the meeting.

2. **Approval of the Agenda**

Moved by Trustee Tuchenhagen

Seconded by Wilma Kleynendorst

"THAT the agenda for the March 22, 2017 SEAC meeting be approved."

CARRIED

3. **Declarations of Conflict of Interest**

There were no declarations of conflict of interest.

4. **Confirmation of Minutes**

Moved by Ron Gernat

Seconded by Liz Tod

"THAT the minutes of the February 15, 2017 SEAC Meeting be approved."

CARRIED

5. Business Arising From the Minutes

5.1 Update – Kingsway Park/Hyde Park Transition Committee

Colleen Kappel, Superintendent of Education responsible for the Kingsway Park/Hyde Park Transition Committee, provided an update on the March 20, 2017 meeting. Items addressed at this meeting included:

- Integration activities for the two school communities such as picnics, Pow Wows, and school based activities;
- Staff meetings;
- Construction Tender;
- Creation of a Culinary Room; and
- Progress to date.

Questions from members were addressed.

5.2 2017-2018 SEAC Budget Presentation

Colleen Kappel, Superintendent of Education spoke to the draft SEAC Budget Presentation and highlighted the input in section three of the submission. Questions from members were addressed.

Moved by Martha Mawakeesic

Seconded by Angela Hill

“THAT SEAC approve the Budget Deputation for presentation to the Budget Committee on April 10, 2017.”

CARRIED

5.3 Additional Parent Involvement Committee Funding

Colleen Kappel, Superintendent of Education, provided background on what was discussed at the February 15, 2017 SEAC meeting in regards to the additional \$375 of Parent Involvement Committee funding that SEAC has received. Cory Koski suggested that contact be made with the coordinator of the film production program at Confederation College to determine if they would be interested in assisting with the recording of a promotional video for parent engagement that could be shared with parents/guardians.

Moved by Trustee Arnone

Seconded by Trustee Tuchenhagen

“THAT SEAC investigate to use funds for video taping to create parent engagement resources to a maximum of \$375.”

CARRIED

6. Correspondence

The correspondence folder was circulated to members.

7. Advocacy Tracking

The advocacy tracking template was circulated to members for completion.

8. OPSBA 2017 Awards Program

OPSBA 2017 Awards Program information was provided to members. Members, by consensus, agreed to submit a nomination for Sheila Marcinyshyn, longtime SEAC member representing Anishnawbe Mushkiki. Ms. Marcinyshyn recently left the organization and is no longer a member of SEAC. A nomination will be drafted and submitted by the deadline of March 31, 2017.

9. Parent Involvement Committee Report – March 6, 2017 Meeting

Laura Sylvestre, Chair of SEAC and representative on the Parent Involvement Committee was absent from the meeting so this item was deferred to the April 19, 2017 SEAC meeting.

10. Information/Inquiries & Association Reports

10.1 Wilma Kleynendorst, Dilico representative, shared information on a Wellness Through Water event that will take place Thursday, March 30, 2017. Information will be sent to all members by email.

11. Board Update

Trustee Marg Arnone provided information on the February 28, 2017 Regular Board Meeting. Items addressed at the meeting included:

- Children's Aid Society Presentation;
- Literacy K-12 Board Report
- Approval of the 2017-2018 School Year Calendar;
- Approval of the Video Surveillance Policy; and
- Approval of Appointments to the Parent Involvement Committee.

12. Adjournment

Moved by Trustee Marg Arnone

Seconded by Liz Tod

"THAT we do now adjourn at 6:33 p.m."

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2017 MAY 23
Report No. 036-17

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

RE: ENGLISH LANGUAGE LEARNERS

1. Background

- 1.1. The Lakehead District School Board, in its Strategic and Operational Plans, identifies the commitment to high levels of personal and academic excellence for every student as well as a continued commitment to student success by providing individualized programs and support for English Language Learners through a cross-curricular approach to learning English.
- 1.2. The Lakehead District School Board ensures students are contributing members of the school community. This commitment supports the development of a positive attitude toward learning and a student's belief in him/herself for all English Language Learners by ensuring there is a safe, welcoming school and classroom culture where English Language Learners feel valued, trusted and are an integral part of the school community.
- 1.3. The Lakehead District School Board encourages effective and ongoing communication with families and acceptance of their diverse cultural backgrounds by embracing and celebrating each through the development of strong community relationships.
- 1.4. English Language Learners are students whose first language is a language other than English, or is a variety of English that is different from the variety used for instruction, and who may require supports to assist them in attaining proficiency in English. The increasing number of English Language Learners in Ontario schools, including the Lakehead District School Board, presents an array of challenges and opportunities to educators.

2. Situation

- 2.1. In order to support strategic planning, quality assessment, programming, evaluation and communication, the Lakehead District School Board continues to employ both elementary and secondary itinerant teachers of English Language Learners who support newcomer students. In response to the increase in the number of newcomers who have registered this year, an additional .318 FTE school based elementary teacher of English Language Learners was hired at Ecole Gron Morgan Public School. In addition, one section of ESL/ELD AO is being offered this semester at Hammarskjold High School.

- 2.2. The Ministry of Education has provided ongoing training for teachers of English Language Learners and the elementary resource teacher, regarding Steps to English Proficiency (STEP). STEP training included support for the implementation of initial and ongoing assessment, as well as programming for English Language Learners, with a specific focus on mathematics. The goal of this is to develop a consistent approach to the education of English Language Learners across the province.
- 2.3. The Ministry of Education, through a proposal application process, has provided funding to:
 - support professional learning for classroom teachers who are currently programming and supporting learning for English Language Learners;
 - allow release time for classroom teachers to work collaboratively with the teacher of English Language Learners to plan for instruction in response to the students' current level of English proficiency; and
 - provide dual language and culturally relevant resources for schools.
- 2.4. The Lakehead District School Board has committed to providing English Language Learners with technology that will allow them to access translation supports and learning applications that will help support English language acquisition, development of numeracy skills, and access to content in other areas of the curriculum.
- 2.5. The Lakehead District School Board has a continuing commitment to implementing a consistent system intake and orientation process that will allow for successful integration of all English Language Learners and their families into our school communities.
- 2.6. The Lakehead District School Board is committed to expanding and strengthening community partnerships by working with community partners, like the Thunder Bay Multicultural Association and Newcomer Sponsor Groups, to enhance transitions for students into elementary and secondary schools.
- 2.7. The Lakehead District School Board is committed to responding to and supporting the ongoing needs of staff, English Language Learners and their families. A central working committee has been established, including all stakeholders involved with English Language Learners, to identify the current system needs regarding support for English Language Learners and their families, and to plan in response to those needs.

3. Next Steps

- 3.1. Through the Ministry of Education, ongoing professional learning opportunities will be provided to teachers of English Language Learners and the elementary resource teacher to ensure that initial and ongoing assessment, as well as responsive programming, promotes student success for all English Language Learners.
- 3.2. Ongoing professional learning and support will be provided for classroom teachers of English Language Learners to plan for and meet their unique needs.
- 3.3. A system process will be developed to document modifications for students who may require them.

- 3.4. The Lakehead District School Board will put forth continued efforts to develop a consistent intake and orientation process for English Language Learners and their families, which will include training for staff members involved with the reception of English Language Learners.
- 3.5. The Lakehead District School Board will pursue the acquisition and use of the Ministry of Education's STEP initial assessment report generator, which will help support classroom teachers in making informed programming and instructional decisions.
- 3.6. The itinerant teachers of English Language Learners will support schools in developing and implementing a peer-mentoring program in elementary and secondary schools to help create a safe and welcoming environment for all English Language Learners.
- 3.7. The Lakehead District School Board will develop a renewed model for supporting English Language Learners in the classroom, in response to the increase in number of newcomers who have registered in our schools.
- 3.8. The Lakehead District School Board will continue to provide English Language Learners at the very early stages of English language acquisition with technology that will help support them with their transition to school in Ontario.
- 3.9. The central working committee will develop a survey that will be distributed to educators and will be used to gather information about the needs in schools and classrooms and how we can best support our English Language Learners.

4. Conclusion

Through input from staff, families and community stakeholders, we will build on our understanding of the unique needs of our English Language Learners. This will enable us to revise programs and services as necessary in order to respond in a timely and precise manner to meet these needs. This will support us in reaching our goal of being committed to reducing gaps in performance and supporting English Language Learners so that they are able to achieve high levels of academic performance. Lakehead District School Board is committed to ensuring a safe and welcoming environment for our English Language Learners and their families to ensure they achieve this success.

Respectfully Submitted,

INGA ANDERSON-FOSTER
Elementary Resource Teacher

SARI JOHNSTON
Secondary English Second Language Teacher

DONICA LEBLANC
Supervising Principal - Early Learning Lead

SHERRI-LYNNE PHARAND
Superintendent of Education

IAN MACRAE
Director of Education

LAKEHEAD PUBLIC SCHOOLS

OFFICE OF THE DIRECTOR OF EDUCATION

2017 MAY 23
Report No. 037-17

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

RE: STUDENT ACHIEVEMENT MID-YEAR UPDATE

1. Background

1.1 Lakehead District School Board is committed to improving student learning and achievement. As such, comprehensive Strategic and Operational Plans have been developed to reflect the Board's commitment to student success.

1.2 The Ministry of Education will be publishing five year Board graduation rates in the spring of 2017. The published rate will reflect performance of secondary students who entered Grade 9 during the 2011-2012 school year and completed their Ontario Secondary School Diploma (OSSD) by August 31, 2016. The Ministry has informed the Board that 528 students received an Ontario Secondary School Diploma within five years from the original 745 students who started in the 2011-2012 cohort. This represents a 75.3% five-year graduation rate for last year. The Ministry defines graduation rate as the percentage of students that graduate within four or five years of starting Grade 9.

2. Situation

2.1 Assessment data, aligned with Board goals, allows administration and teachers to implement and support the Board Improvement Plan. This information is used to identify student strengths and areas of need early in the year. It assists teachers, schools and the system in planning, implementing and monitoring instructional strategies that support student learning.

2.2 The following mid-year data is outlined in this report:

- February interim report card marks in reading, writing and number sense and numeration for primary, junior and intermediate students;
- final report card marks in Grade 9 applied and academic mathematics and English credits; and
- Grade 9 and 10 credit accumulation at the end of semester one.

3. Literacy and Mathematics K-12

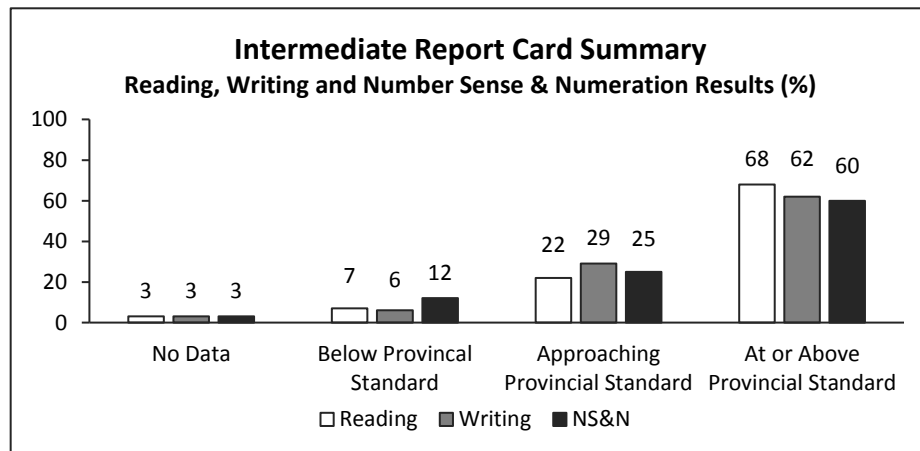
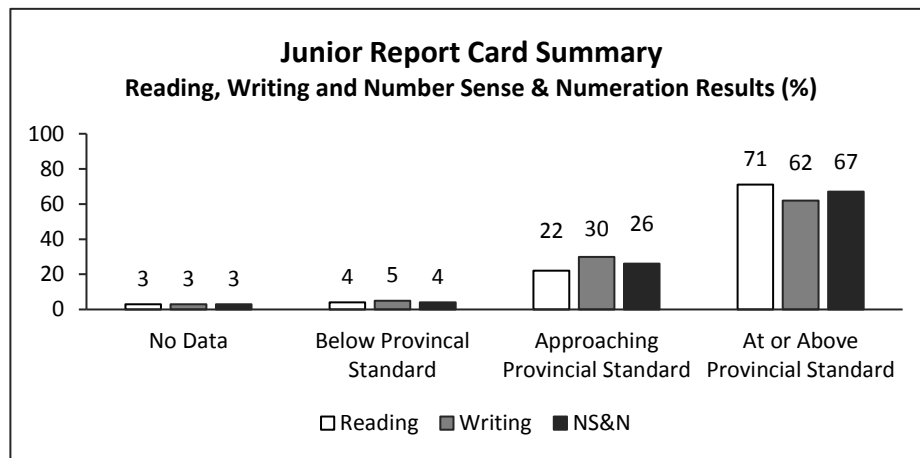
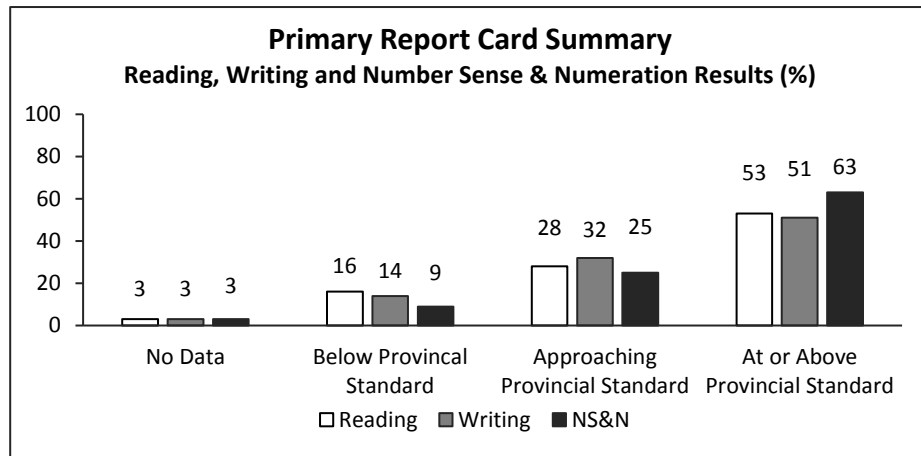
The 2016-2017 Lakehead District School Board Improvement Plan for Student Achievement (BIPSA) aligns with the following Ministry of Education key priorities:

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

4. Interim Report Card Data

4.1 The interim report card is given to students after the fall progress report. It is based on assessment information obtained by classroom teachers through a variety of means which may include formal and informal observations, discussions, portfolios and conferences.

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



Interim report card marks in number sense and numeration indicate that more than 60% of all primary, junior and intermediate students are achieving at or above the provincial standard in that foundational area of mathematics. In reading and writing, over 50% of all primary students, 62% of all junior students and 61% of all intermediate students are achieving at or above the provincial standard. With six weeks remaining in the school year, this information drives instructional decisions for the remainder of the school year.

4.3 Next Steps

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

- professional learning for Grades 2 and 3 teachers;
- lead teachers and administrators; and
- focused school based supports at the classroom level in targeted schools.

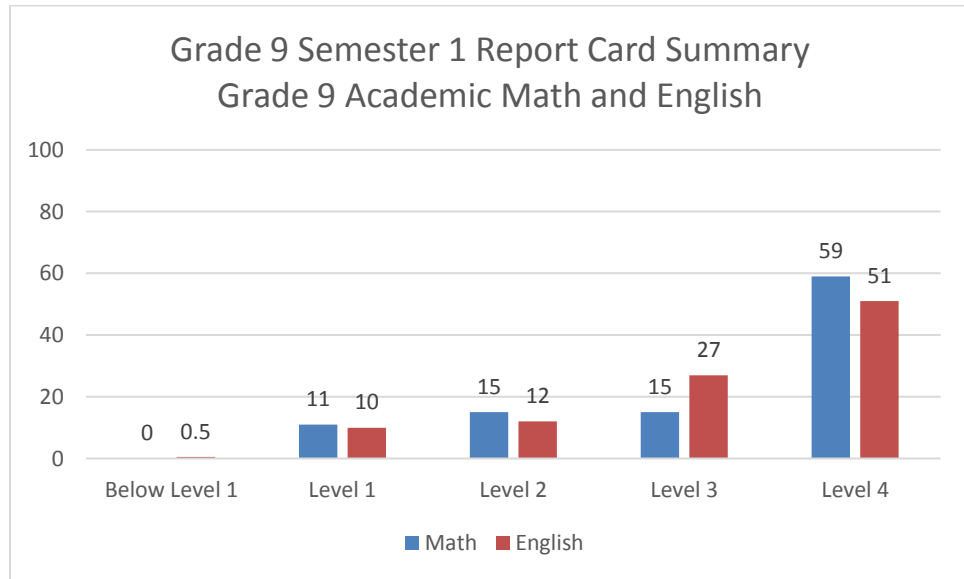
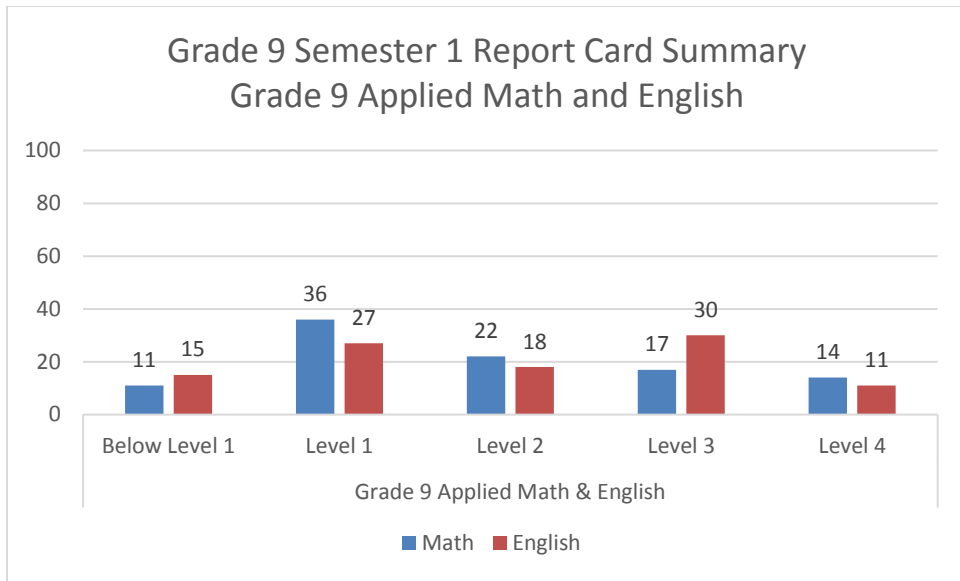
4.3.2 Schools remain focused on sustaining and continuing to improve on gains made in literacy with targeted supports to identify and respond to gaps. Levelled Literacy Intervention, an early intervention strategy designed to ensure the needs of all students are identified, addressed and monitored early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

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

5. Secondary Numeracy and Literacy

5.1 Summary and Analysis – 2016-2017 Grade 9 Semester 1 Report Card Summary

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



5.2 Next Steps

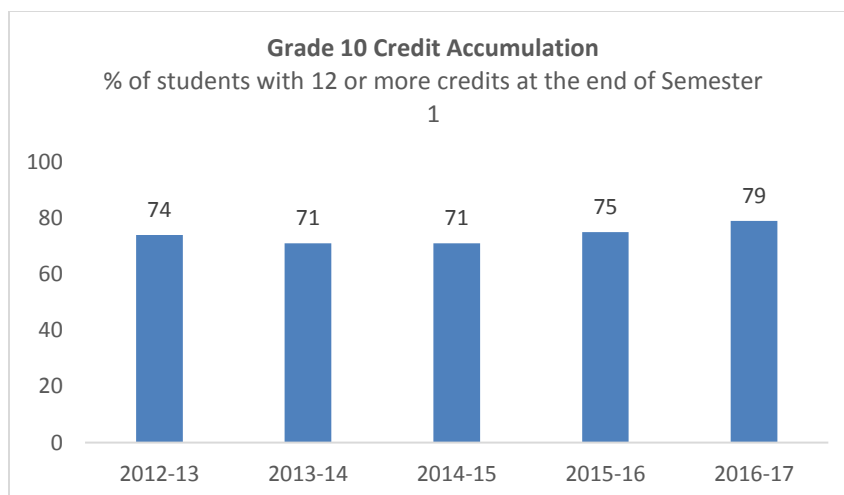
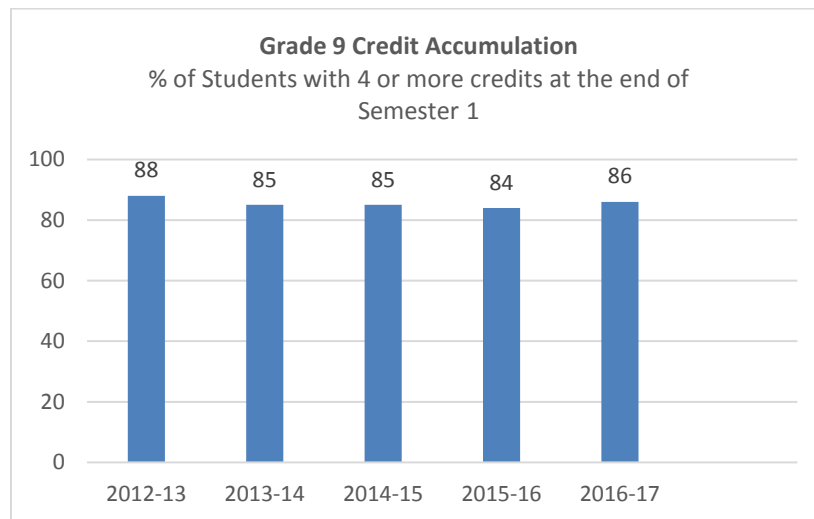
In addition to analyzing data to inform decisions in closing the gap in achievement:

- Literacy Professional Learning Groups (PLG) Grades 7-10 will continue their work on research-based instructional strategies that will improve reading skills for students who have been identified with gaps in literacy and enhance a consistent approach to literacy skill development for students in Grades 7-10; deepen understanding of Assessment *for* and *as* Learning.

- Professional Learning Groups for mathematics teachers Grades 8-10 will continue to meet in their family of schools to develop a common, consistent language for explaining mathematical concepts to students in Grades 8-10; to better understand the connections of the essential expectations in the Ontario mathematics curriculum Grade 8 and Grade 9; support student well-being in mathematics by ensuring a positive transition from the elementary math classroom to the secondary math classroom.
- Department leaders will continue to participate in collaborative professional learning to acquire a deeper understanding of Assessment and Evaluation strategies and engage in evidence informed practice to improve student achievement in all subject areas.
- Secondary administrators will continue to meet to ensure a deeper understanding of content as well as highly effective instructional strategies in mathematics as they will continue to support math teachers.

6. Secondary Credit Accumulation Data

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



6.2 Summary and Analysis - Credit Accumulation

Lakehead District School Board credit accumulation reflects an improvement in performance.

6.3 Next Steps

- Student Success teams and Student Services staff will continue to monitor all students and offer programming to students in an effort to rescue credits and recover a lost credit.
- School leaders will continue to utilize the School Effectiveness Framework and School Improvement Plans to goal set, track and monitor evidence to support student learning and achievement.
- Students will have opportunities to investigate programs and pathways in secondary school, post-secondary and the workplace through on-line planning tools.
- Reengagement 12 & 12+ program will continue with a key focus of reengaging students who self-identify as Indigenous.
- Summer learning opportunities will be enhanced to provide our students additional opportunities to develop skills and knowledge required for success in secondary, post-secondary and life.
- Lakehead District School Board will continue to monitor graduation outcomes and ensuring early interventions are in place for those who may be at risk of not graduating.

7. Conclusion

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

Respectfully submitted,

NICOLE WALTER ROWAN
Program Coordinator

JANE LOWER
Student Success Leader

LORI CARSON
Special Education Officer

DONICA LEBLANC
Supervising Principal - Early Learning Lead

SHERRI-LYNNE PHARAND
Superintendent of Education

COLLEEN KAPPEL
Superintendent of Education

IAN MACRAE
Director of Education

LAKEHEAD PUBLIC SCHOOLS

OFFICE OF THE DIRECTOR OF EDUCATION

2017 MAY 23
Report No. 038-17

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

RE: ABORIGINAL EDUCATION

1. Background

- 1.1 Lakehead District School Board is committed to the success of every student and to the building of an equitable and inclusive community. Student achievement and well-being are at the center of the Board's Strategic Plan, which promotes the development of a positive personal and cultural identity. The goal is to create and maintain an environment where First Nation, Métis and Inuit students feel a sense of belonging and are able to contribute to the culture of the community.
- 1.2 We are in a historically significant time in Canada with respect to the relationship between Aboriginal peoples, Aboriginal education, and reconciliation for our nation. Our work in Aboriginal education continues to align with the truth telling and reconciliation process of the Truth and Reconciliation Commission of Canada. This commitment to establishing new relationships embedded in mutual recognition and respect will forge a brighter future for all students and staff of Lakehead Public Schools.
- 1.3 The Board's Strategic and Operational Plans and the *Ontario First Nation, Métis and Inuit Education Policy Framework (2007)* and *Implementation Plan: Ontario First Nation, Métis, and Inuit Education Policy Framework (2014)* guide Indigenous education in Lakehead District School Board. Four areas of focus are: improving student achievement, closing the gap, strengthening community partnerships and increasing our cultural awareness as a community.

2. Situation

- 2.1 In *A Solid Foundation Second Report on the Implementation of the Ontario First Nation, Métis, and Inuit Education Policy Framework (2013)*, ten performance measures are identified as key indicators to monitor and track progress of the Ministry of Education goals (p. 8). These measures guide Lakehead District School Board in our endeavour to close the gap in achievement for our First Nation, Métis and Inuit students. Some of these performance measures include an increase in the graduation rate, increase participation of parents, increased collaboration with partners, and increased cultural awareness of staff and students.

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

- Provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. (Call 53)
- In collaboration with survivors, Aboriginal peoples, and educators, the Board is working to: (Call 62)
 - make age-appropriate lessons on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada; and
 - educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
- Maintain an annual commitment to Aboriginal education issues, including: (Call 63)
 - developing and implementing Kindergarten to Grade 12 learning resources on Aboriginal people in Canadian history, and the history and legacy of residential schools;
 - sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history;
 - building student capacity for intercultural understanding, empathy, and mutual respect; and
 - identifying teacher-training needs relating to the above.
- In collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, establish a program to advance understanding of reconciliation. (Call 65)

3. Education for Reconciliation

Currently the Board is responding to the *Truth and Reconciliation Commission of Canada: Calls to Action* in a number of ways.

- Over 250 staff members have participated in Native Awareness Training to build cultural and historical understanding.
- Four cycles of Cultural Sensitivity Training system-wide have been completed. This year the training focused on Truth and Reconciliation.
- Grades 7-12 History Teachers participated in professional development using the resource *Stolen Lives: The Indigenous Peoples of Canada and the Indian Residential Schools*.
- We continue to provide appropriate resources related to Aboriginal education that are shared system wide as they become available.
- A Grade 6/7 class at McKellar Park Public School took part in the Connecting Anishnaabe & Western Ways of Knowing in Mathematics. Through our partnership with Fort William Historical Park, an Indigenous artist and classroom teacher co-taught birch bark basket making integrating Indigenous knowledge and teaching methods in the classroom.
- Mino Bimaadiziwin, an Aboriginal Youth Leadership Program is a collaborative effort between the City of Thunder Bay Police, Thunder Bay Indian Friendship Centre, Lakehead University - Office of Aboriginal Initiatives, the Ministry of Education, Ontario Provincial Police and Red Tail Hawk Consulting.

- Secondary students participated in the Aboriginal Youth Mentorship Program in partnership with Lakehead University. One specific example included four students from Hammarskjold High School that took part in *The Tikkun Project*, which culminated in attending an International Symposium in Windsor, Ontario.
- Indigenous Education Focused Collaborative Inquiry projects continued in one elementary school and all secondary schools with the goals of improving student achievement and well-being amongst First Nations, Métis, and Inuit students, increasing knowledge and understanding of cultures, histories and perspectives, and engaging staff in authentic partnerships with community.
- The staff resource *First Nation, Métis, Inuit Presence in Our Schools: A Cultural Resource for Staff* has been revised and updated to include information that supports Truth and Reconciliation Commission Calls to Action.

4. Supports for Aboriginal Education

- 4.1 The Aboriginal Education Resource Teacher (AERT) continues to work collaboratively within system initiatives to provide professional development that supports staff and student learning. At the school level, the AERT focuses on supporting literacy and numeracy to ensure achievement gaps are being closed.
- 4.2 The Indigenous Support and Engagement Initiative resource teacher is working with staff in two secondary schools to develop strategies to support the learning of Indigenous students and to re-engage students who withdraw from school.
- 4.3 Partnerships are important to support First Nations, Métis and Inuit student success and retention. We continue to work closely with a number of community partners through the work of the Aboriginal Community Liaison officer.
- 4.4 Aboriginal Achievement tutors continue to work in all four secondary schools to support First Nations, Métis, and Inuit students.
- 4.5 Graduation coaches are working with Grade 9 students who have self-identified as Indigenous in Sir Winston Churchill Collegiate and Vocational Institute and Hammarskjold High School to ensure that students are engaged and successful in school. Graduation coaches are also building relationships with the students and their parents/guardians in the Grade 8 family of schools to promote a positive transition for students from elementary school to secondary school.
- 4.7 Native Studies and Native Language courses continue to be offered system wide at the secondary level, in Armstrong and in select north and south zone elementary schools. Two secondary schools are piloting the use of the Native Studies Art course being offered to all Grade 9 students enrolled in art.

5. Next Steps

- 5.1 There is a continued need to provide significant levels of support during the various transitions experienced by our Indigenous students.
- 5.2 A key strategy to build on leadership skills and strengths of students is to increase peer leadership opportunities.

- 5.3 Lakehead District School Board will continue to work towards closing the gap in achievement between self-identified students and non-Indigenous students by identifying needs and putting effective strategies in place to meet those needs. Additionally, specific supports to ensure graduation are essential to student success and well-being.
- 5.4 Data collection and analysis will continue to support next steps in programming for our First Nation, Métis and Inuit students.
- 5.5 Videos will be developed to support transitions for students

6. Conclusion

Lakehead District School Board continues to make informed decisions about improving achievement and closing the gap in achievement between First Nation, Métis and Inuit students and non-Indigenous students based on student achievement and engagement data. By making informed decisions and providing programming that meets the needs of these students, Lakehead District School Board is ensuring high levels of public confidence and a spirit of hope for the future of our Indigenous students.

Miigwetch

Respectfully submitted,

ANIKA GUTHRIE
Aboriginal Education Resource Teacher

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

JANE LOWER
Student Success Leader

NICOLE WALTER ROWAN
Program Coordinator

DR. AMY FARRELL-MORNEAU
Aboriginal Community Liaison Officer

DONICA LEBLANC
Supervising Principal - Early Learning Lead

SHERRI-LYNNE PHARAND
Superintendent of Education

IAN MACRAE
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2017 MAY 23
Report No. 035-17

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 May 9, 2017 and have been referred to the Board for approval. The recommendations are as follows:

2017 TO 2025 POLICY REVIEW SCHEDULE (028-17)

It is recommended that Lakehead District School Board approve the 2017 to 2025 Policy Review Schedule, Appendix A to Report No. 028-17.

APPROVAL OF APPOINTMENT TO THE SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) (031-17)

It is recommended that Lakehead District School Board approve the appointment of Jennifer Bean as a member to the Special Education Advisory Committee representing Anishnawbe Mushkiki, for the term ending November 30, 2018.

POLICY REVIEW – 8071 BULLYING PREVENTION AND INTERVENTION (032-17)

It is recommended that Lakehead District School Board approve 8071 Bullying Prevention and Intervention Policy, Appendix A to Report No. 032-17.

APPROVAL OF STANDING COMMITTEE AND REGULAR BOARD MEETING SCHEDULE 2017-2018 (033-17)

It is recommended that Lakehead District School Board approve the revised Standing Committee and Regular Board Meeting Schedule 2017-2018, as set out in Appendix A to Report No. 033-17.

POLICY REVIEW – 3020 LEGAL REPRESENTATION POLICY

It is recommended that Lakehead District School Board approve 3020 Legal Representation Policy, Appendix A to Report No. 034-17.

Respectfully submitted,

GEORGE SAARINEN
Chair
Standing Committee

| | |
|--|-------------|
| SCHOOL-COMMUNITY RELATIONS | 8000 |
| DRAFT – May 9, 2017 | |
| BULLYING PREVENTION AND INTERVENTION POLICY | 8071 |

1. Rationale

Students who are free from bullying are able to give their education the full attention and effort needed for success. Bullying behaviour negatively impacts not only the learning environment of a school but can lead to more serious violence, as well as long-term social and emotional problems, not only for those individuals who are the victims of repeated aggression, but for those who perpetrate it and also for those who see it happening.

2. Policy

It is the policy of Lakehead District School Board that every student has the right to be treated with dignity and respect and to feel safe within the school environment. Bullying behaviour is not acceptable on Lakehead District School Board property, at school related activities, on school buses, or in any other circumstances where engaging in bullying behaviour will have a negative impact on the school climate. At Lakehead District School Board, we believe that it is everyone's responsibility to stop bullying behaviour within the school community.

3. Guiding Principles

3.1 Board, School, Staff, Student, Parental/Guardian Responsibilities

All members of the school community have responsibility for bullying prevention and for addressing bullying when it occurs. Although this responsibility rests with all members of the school community, some members have responsibility to provide leadership in specific areas/ situations.

3.1.1 Board

The Lakehead District School Board will:

- Establish a bullying prevention and intervention plan for the schools of the Board;
- Require its schools to implement the plan;
- Make its bullying prevention and intervention plan available to the public; and
- Review periodically the bullying prevention and intervention plan, and solicit input from community stakeholders.

| | |
|--|-------------|
| SCHOOL-COMMUNITY RELATIONS | 8000 |
| DRAFT – May 9, 2017 | |
| BULLYING PREVENTION AND INTERVENTION POLICY | 8071 |

3.1.2 School

The principal of the school will:

- Make the Board’s bullying prevention and intervention plan available to the public.

3.1.3 Staff

All staff members within Lakehead District School Board will:

- Model caring, respectful interactions.
- Treat everyone with dignity and respect.
- Raise awareness of bullying behaviour and its long-term effect on all students.
- Recognize that creating a positive environment is key in the prevention of bullying behaviours in schools.
- Develop and share a clear and developmentally appropriate definition of bullying behaviour, based on the definition.
- Include bullying prevention as a regular item on staff meeting agendas.
- Provide support to new students to ensure that they understand expectations and routines.
- Provide opportunities for positive student leadership for all students.
- Encourage students to report bullying behaviours.
- Teach students the difference between tattling/ratting (getting someone into trouble) and telling (helping someone who is in trouble).
- Consider mitigating and other factors before applying progressive discipline.
- Develop a safe and anonymous way for students to report bullying (drop box, phone line, and website).
- Take every report of bullying seriously.
- Engage bystanders – teach skills needed to deal with bullying situations positively and safely.
- Label and intervene quickly in any bullying behaviour of which they are aware.
- Work with students and parents to resolve bullying issues in a timely and developmentally appropriate manner.
- Teach students pro-social behaviours, prompt, and reinforce them throughout the school day.
- Communicate to students and parents that a student who is engaged in bullying conduct will be subject to a range of interventions, including suspension.

| | |
|--|-------------|
| SCHOOL-COMMUNITY RELATIONS | 8000 |
| DRAFT – May 9, 2017 | |
| BULLYING PREVENTION AND INTERVENTION POLICY | 8071 |

3.1.4 Students

All students within Lakehead District School Board are expected to:

- Treat everyone with dignity and respect.
- Raise their awareness and understanding of bullying behaviour and its long-term effects. Realize that bullying behaviour is never acceptable.
- Report incidents of bullying behaviour whenever they see it.
- Engage in positive leadership opportunities.
- Provide support to new students or students who are alone/friendless.
- Endeavour to disengage from being a bystander to bullying behaviours.
- Actively support their school's bullying prevention and intervention programs.
- Support a positive school climate.

3.1.5 Parents/Guardians

All parents/guardians of students within Lakehead District School Board are expected to:

- Treat everyone with dignity and respect.
- Report incidents of bullying behaviour whenever they see it.
- Raise their awareness and understanding of bullying behaviour and its long-term effects.
- In partnership with the school staff, work to address and rectify incidents of bullying behaviour (whether the parent of the student who is victimized, engaging in bullying behaviour, or bystander to bullying incidents).
- Create awareness among their children/youth that bullying is never acceptable.
- Endeavour to get appropriate social/emotional help for their child if necessary.
- Support their school's anti bullying initiatives.
- Encourage their children/youth to report incidents of bullying behaviour.
- Model caring and respectful interactions.
- Teach their children/youth to be respectful and caring individuals.

| | |
|--|-------------|
| SCHOOL-COMMUNITY RELATIONS | 8000 |
| DRAFT – May 9, 2017 | |
| BULLYING PREVENTION AND INTERVENTION POLICY | 8071 |

3.2 Prevention/Intervention Strategies

3.2.1 Positive School Climate

A positive school climate is defined by the Ministry of Education as “the sum total of all the personal relationships within a school”. When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm. A positive school climate exists when all members of a school community feel safe, comfortable, and accepted. All schools will develop programs that actively promote and support positive behaviours and reflect Lakehead District School Board’s Character Education development initiatives.

3.2.2 Teaching Strategies

Teaching strategies will be used that focus on developing healthy relationships including bullying prevention in daily classroom teaching.

3.2.3 Character Development/Education

Prevention and intervention strategies should be aimed at developing and promoting the Board’s identified character traits of acceptance, empathy, integrity, respect and responsibility.

3.2.4 Progressive Discipline

Incidents of bullying should be addressed with an appropriate and timely response. Intervention should be done in ways that are consistent with a progressive discipline approach.

3.2.5 Code of Conduct

All members of the school will become familiar with and demonstrate understanding of the Board’s and School’s Code of Conduct, which sets out, expected standards for behaviour.

| | |
|--|-------------|
| SCHOOL-COMMUNITY RELATIONS | 8000 |
| DRAFT – May 9, 2017 | |
| BULLYING PREVENTION AND INTERVENTION POLICY | 8071 |

3.2.6 Safe School Committee (an existing school committee can assume this role)

Each school shall have a Safe Schools Team. The school’s Safe Schools Committee shall be composed of at least one student where appropriate, parent, teacher, support staff, community partner, and administrator. The Safe Schools Committee monitors and reviews the school climate and recommends appropriate interventions/preventions as needed. The chair of the committee must be a staff member. The Safe School Committee should use data related to bullying behaviours to monitor and review the effect of school bullying prevention programs. Data may include safe school survey information, suspension and expulsion data, student comments, parental input, etc.

3.2.7 Training

Lakehead District School Board will continue to provide bullying prevention and intervention training to staff and students. Locally, schools are encouraged to provide programs for parents on bullying prevention and intervention. Students will also be provided with training on bullying prevention and on leadership initiatives within their own schools. Training will include a focus on cultural sensitivity, respect for diversity and special needs.

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> |
|--|---------------------------|--|
| Equity and Inclusive Education 1020 | September 28, 2010 | Policy/Program Memoranda PPM 144 Bullying Prevention and Intervention |
| Safe Schools – System Expectations 8070 | | Policy/Program Memoranda PPM 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools |
| Sexual Orientation and Gender Identity 8072 | Date Revised | Education Act Part XIII subsection 302 (3.4) |
| | January 22, 2013 | |