



Office of the Director

Jim McCuaig Education Centre
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STANDING COMMITTEE
Tuesday, January 9, 2018
Jim McCuaig Education Centre

Ian MacRae
Director of Education

Marg Arnone
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. Delegations/Presentations		
4.1 Trustee Character Award - Daniel McMillan – Hammarskjold High School	K. Wilson	Verbal
4.2 Valley Central Public School - <i>Valley Central Learning Academy: Community Sustainability and Fine Arts</i>	C. Kappel	1-3
5. Approval of Minutes		
5.1 Standing Committee Meeting - November 14, 2017	G. Saarinen	4-6
6. Business Arising from the Minutes		

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

Resource
Person Pages

MATTERS NOT REQUIRING A DECISION

7.	Information Reports		
7.1	Equity and Inclusive Education Report (010-18)	C. Kappel	7-11
7.2	Information Technology – Update (009-18)	S. Pharand/ D. Wright	12-16
7.3	Learning Academies – Grades 7-8 (008-18)	S. Pharand	17-19
8.	First Reports		

MATTERS FOR DECISION:

- 9. Postponed Reports
- 10. Ad Hoc and Special Committee Reports
- 11. New Reports
- 12. New Business
- 13. Notices of Motion
- 14. Information and Inquiries
- 15. Adjournment

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



CELEBRATING STUDENT ACHIEVEMENT

School: Valley Central Public School

Title of Initiative: Valley Central Learning Academy: Community Sustainability and Fine Arts

Components of Initiative	School's Details
<p>1. Description of the nature of the initiative to improve student achievement</p>	<p>For the 2017-2018 school year, Valley Central Public School has implemented two Grades 7 and 8 Learning Academies: <i>Community Sustainability: Exploring our Built and Natural Environment and Fine Arts</i>. Predicated on the Ministry's Community Connected Experiential Learning framework, we have worked to implement a series of community learning experiences to develop the six core 21st Century Global Competencies: Critical Thinking and Problem Solving, Innovation, Creativity and Entrepreneurship, Self-Directed Learning, Collaboration, Communication and Citizenship in an inclusive Universal Design for Learning environment. We have focused on digital literacy and citizenship to document our learning, develop global competencies and connect our Learning Academies to our community.</p>
<p>2. Rationale for selecting the initiative</p>	<p>Experiential learning is essential to developing 21st Century Global competencies. It is not the experiences alone that provide the learning, but rather the reflection; both during and after the experience, extracting meaning from it and then applying what has been learned that makes the learning truly experiential (Community Connected Experiential Learning, Ministry of Education, 2017, p. 6). The digital domain provides a platform for planning, reflecting, applying and sharing learning across contexts and communities. We believe this prepares our students to become meaningfully engaged, digitally literate and productive global citizens.</p>
<p>3. Intended outcomes of the initiative related to improved student achievement</p>	<p>Intended Outcomes:</p> <ul style="list-style-type: none"> • development of 21st Century Competencies in students; • foster and develop digital citizenship; • engage and connect students with their local community; • improve metacognition skills in students in preparation for secondary and post-secondary; • assist students in connecting learning, interests and strengths with their Individual Pathway Planning (IPP); and • develop an E-Portfolio.
<p>4. Description of the data used</p>	<p>Student E-Portfolios (Planning Docs, Reflections, Artifacts); Genius Hour Independent Applied Learning Projects; Student Anecdotal Evidence (Video, Picture, Written); Report Card (Learning Skills); Metacognition Check-Ins; and Student Engagement.</p>

<p>5. Brief description of the significant activities or strategies involved with the initiative</p>	<p>Our community sustainability experiences and partners are all locally based within the Oliver Paipoonge and Neebing communities. This engages and connects students with their local communities, provides a venue for students to see how small communities can remain viable, thrive and provides them with the community connections to become critically engaged citizens. Our fine arts experiences are designed to develop students' neuroplasticity through the deep exploration of music, visual arts (including multiple medias i.e. sketching, painting, photography, videography and journalism), functional art (pottery, crafts, sewing etc.) and expressive arts (drama, media creations, digital media etc.) All of our experiences are developed with metacognitive goals and the development of global competencies in mind. Some of our learning experiences include:</p> <ul style="list-style-type: none"> • learning with Ontario Parks (Kakabeka Falls Provincial Park); • local food production and preparation (with Bakeshop on Boundary, French Culinary Chef Emily Smith, Belluz Farms and DeBruin's Greenhouse); • experiencing fine arts in nature; • Kingfisher Lake Outdoor Education Centre constructed Wetland Greywater Mitigation project; • Thunder Bay Symphony Orchestra at the Elbow Symphony; and • pottery with Early Snows Pottery.
<p>6. One or two highlights of the above activities</p>	<p>Our work with Ontario Parks led to our students writing the monthly blog for Ontario Parks Northwest. Our learning experiences with Emily Smith and the Bakeshop on Boundary led to the development of the entrepreneurial enterprise Valley Vendors. Valley Vendors creates items for sale and hosts events to raise funds for Learning Academy needs.</p>
<p>7. Description of any unexpected results or "moments of serendipity" related to the initiative</p>	<p>Organic in nature, our Learning Academy experiences continue to lead to new experiences and revelations. Valley Vendors is a completely student created, student run business that has already raised in excess of \$1,500 for many needed items, including a new freezer for our Learning Academies hot lunch program. One of our most unique experiences was the opportunity to submit an entry into Microsoft's Make A Change Makerspace contest. Students identified the constructed wetland project as connected with the global community because it is a climate change adaptation project. They then decided to create a Minecraft wetland and video to submit as the contest entry.</p>
<p>8. Description of findings that would be useful or helpful to other schools</p>	<p>Important for Valley Central Public School is the connection to the local community. Our activities had to be designed with the characteristics, history and opportunities available "in our own backyard". Additionally, because we are a smaller school, we had to make considerations as to the structure of our academies due to the limited number of students and staff. This is how we decided on a "major" and "minor" focus for the year, switching at semester breaks. This allowed all of our</p>

	students to experience both academies, with choice provided through our Genius Hour Applied Learning Projects.
9. Identification of one or two noteworthy hurdles or stumbling-blocks	As a rural school, geography, travel, and costs are a consideration. Surprisingly, the number of community partners was not; in fact, the community was eager to be a part of the school. Funds provided by the Board and by our school council have significantly helped to mitigate travel costs and minimize geographic issues. Ensuring that the learning experiences were scoped and sequenced to include different and curriculum connected experiences for both Grades 7 and 8 was also a hurdle. Teachers purposefully planned separate experiences or foci with each community partner to minimize duplication.
10. Next steps in pursuing the initiative	Next steps include maintaining current community partner relationships and developing new ones. We are also refining our work in Desire2Learn (D2L) to assist students in creating lasting E-Portfolios, improve writing and reflection, and expand our digital literacy efforts through our YouTube channel and other significant media sharing sites. Teachers are continuing to refine the reflect and apply process, and continue to work on documenting authentic learning.
11. Lessons learned about the school's efforts to improve student achievement	Students often speak for themselves and learning academies have been no exception. We have seen students of all strengths and abilities engage enthusiastically in the learning experiences but, more importantly have seen their ability to reflect and apply that learning and to "think about their thinking" (metacognition) increase exponentially. The statement that immersion and engagement improves learning bears out each day in our academies and is seen across other learning contexts as well.

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF STANDING COMMITTEE

Board Room
Jim McCuaig Education Centre

2017 NOV 14
7:30 p.m.

TRUSTEES PRESENT:

George Saarinen (Chair)
Marg Arnone
Ellen Chambers
Deborah Massaro

Ron Oikonen
Jack Playford
Trudy Tuchenhagen
Karen Wilson
Lahama Naeem (Student Trustee)

SENIOR ADMINISTRATION:

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

FEDERATION/UNION REPRESENTATIVES:

David Covello, Managers

PUBLIC SESSION:

1. Approval of Agenda

Moved by Trustee Wilson

Seconded by Trustee Arnone

“THAT the Agenda for Standing Committee Meeting, November 14, 2017 be approved.”

CARRIED

2. Resolve into Committee of the Whole – Closed Session

Moved by Trustee Tuchenhagen

Seconded by Trustee Oikonen

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

- *Confirmation of Committee of the Whole – Closed Session Minutes*
 - *October 10, 2017*
- *Property Matters*
- *Legal 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. EcoSuperior Environmental Programs & Thunder Bay District Health Unit

Amy Bumbacco, Food Strategy Coordinator, EcoSuperior Environmental Programs and Catherine Schwartz-Mendez, Executive Member of Food Strategy and a Public Health Nutritionist, Thunder Bay District Health Unit, presented information regarding *Food Strategy – Connecting Food and Community* to the trustees. All trustees' questions were addressed.

5. Confirmation of Minutes

Moved by Trustee Arnone

Seconded by Trustee Wilson

“THAT the Standing Committee approve the Minutes of the Standing Committee Meeting, October 10, 2017.”

CARRIED

MATTERS NOT REQUIRING A DECISION:

6. Legal Representation for 2016-2017 (074-17)

Ian MacRae, Director of Education, presented the report. All trustees' questions were addressed.

7. Student Supports (080-17)

Sherri-Lynne Pharand, Superintendent of Education, introduced Donica LeBlanc, Supervising Principal – Early Learning Lead and Jane Lower, Student Success Lead, who presented the report. All trustees' questions were addressed.

MATTERS FOR DECISION:

8. Naming of New Elementary School Ad Hoc Committee (079-17)

Moved by Trustee Oikonen

Seconded by Trustee Tuchenhagen

“THAT the Lakehead District School Board appoint Trustee Chambers and Trustee Playford to the Naming of the New Elementary School Ad Hoc Committee.”

CARRIED

9. Policy Review – 8012 Fundraising in the Schools (076-17)

Moved by Trustee Wilson

Seconded by Trustee Arnone

“THAT Lakehead District School Board reschedule the review of 8012 Fundraising in the Schools Policy from the 2020-2021 school year to the 2017-2018 school year.”

CARRIED

10. Approval of Appointment to the Special Education Advisory Committee (SEAC) (075-17)

Moved by Trustee Oikonen

Seconded by Trustee Massaro

“THAT Lakehead District School Board approve the appointment of Danielle Miller as a north side community representative to the Special Education Advisory Committee for the term ending November 30, 2018.”

CARRIED

11. Policy Review – 8011 Use of School Buildings, Facilities and Grounds (073-17)

Moved by Trustee Tuchenhagen

Seconded by Trustee Playford

“THAT Lakehead District School Board approve 8011 Use of School Buildings, Facilities and Grounds Policy, Appendix A to Report No. 073-17.”

CARRIED

12. Information and Inquiries

12.1 Trustee Tuchenhagen reported that she laid a wreath at the Remembrance Day Service at Fort William First Nation on November 11 and attended Valley Central School on November 14 where MP Don Rusnak spoke to the students regarding his role in governance of Canada.

12.2 Director MacRae reported that he attended the Community Luncheon for Lakehead University on November 7.

12.3 Director MacRae reported that he and Bruce Nugent attended a presentation at Kingsway Park Public School on November 14 where Harbour Youth Services presented a cheque for \$4,600 to Lakehead Public Schools Foundation.

13. Adjournment

Moved by Trustee Wilson

Seconded by Trustee Oikonen

“THAT we do now adjourn at 8:48 p.m.”

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2018 JAN 09
Report No. 010-18

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

RE: EQUITY AND INCLUSIVE EDUCATION REPORT

1. Background

1.1 Lakehead District School Board is committed to ensuring a caring and inclusive learning and working environment that promotes a deeper understanding of equitable and inclusive practices at the system, school and classroom levels. To that end, facilitation of staff initiatives and student leadership opportunities are at the core of the equity work within the Board.

1.2 Ontario's Education Equity Action Plan (2017) states that "ensuring equity is a central goal of Ontario's publicly funded education system which stems from the fundamental principle that every student should have the opportunity to succeed personally and academically, regardless of background, identity or personal circumstances". The three year action plan is framed over the following areas of focus: School and Classroom Practices, Leadership, Governance and Human Resources Practices, Data Collection, Integration and Reporting and Organizational Culture Change. The equity focus of Lakehead District School Board is one that challenges the systemic barriers and discriminatory practices that impede the full participation and success of students and staff in these four areas.

2. Situation

Lakehead District School Board acts as the lead board for the regional Equity and Inclusive Education Implementation Network, which oversees the facilitation of equity training and communication of Ministry initiatives to the eight public boards in Northwestern Ontario. Additionally, in support of the implementation of all equity focused initiatives and practices across the system, Lakehead District School Board also has an Equity and Inclusive Education Working Group. The overarching mandate of these two committees is to support the guiding tenets of the Education Equity Action Plan by identifying and eliminating discriminatory practices, systemic barriers and bias from schools and classrooms to support the potential for all students to succeed. The following outlines the two committees and key actions for the 2017-2018 school year:

2.1 Equity and Inclusive Education Working Group (EIEWG)

Current members are:

Leslie Hynes, Co-Chair, Education Officer;
Ashley Nurmela, Co-Chair, Indigenous Community Liaison;
Jeff Upton, Education Officer;
Jennifer Smith, Secondary Teacher;
Shanlee Linton, Elementary Teacher;
Pauline Fontaine, Principal;
Carlos Santander Maturana, Student Support Professional;
George Saarinen, Trustee;
Ellen Chambers, Trustee (Alternate);
Lahama Naeem, Student Trustee;
Lori Carson, Special Education Officer;
David Tranter, Mental Health Lead; and
Inga Anderson Foster, Resource Teacher.

Key Actions

2.1.1 Gay Straight Alliance

All four secondary schools and two elementary schools within Lakehead District School Board support and facilitate the work of their Gay Straight Alliances (GSA). GSAs are student-run groups that provide a safe place for any and all students to meet and learn about all different orientations, to provide support for each other and work together to combat homophobia, raise awareness on human rights and promote equality for all. Additionally, GSAs endeavor to educate and raise awareness on gender identity and expression as well as gender equity.

2.1.2 Natural Helpers

The Natural Helpers program provides training to secondary students who have been identified as caring and supportive by their peers and school staff. These trained helpers learn to respond effectively when their fellow students experience a wide range of difficulties and they receive valuable coaching in connecting vulnerable peers to appropriate resources. Annually, staff supervisors organize a retreat with the objective of building community among the network of natural helpers and provide training on practical and appropriate ways to support peers.

2.1.3 School Diversity Contacts

Elementary and secondary schools each have a diversity contact that communicates information to their staff and students pertaining to Board initiatives, social justice opportunities, advocacy work or community events that support students and their families.

2.1.4 Elementary School Senate/Harmony Movement

At the end of January, Grades 7 and 8 students from the Elementary School Senate will attend the Harmony Movement Social Changemakers Conference. Through this program, the students will gain a better understanding of the diversity of their school and community, as well as concepts of prejudice, stereotyping, discrimination, oppression, power and privilege. The students will explore the ways in which their world view is impacted by media and long standing systemic barriers and will culminate the conference by identifying a social justice project at each of their schools for which they will address through planned actions.

2.1.5 Youth Embracing Diversity in Education (YEDE) Student Conference

In the spring, 120 students (Grades 7 to 10) from all secondary and elementary schools will attend a full day leadership conference which will highlight varying social identities and address concepts of inclusion, wellness, Islamophobia, gender identity/expression, LGBT2S awareness, cultural awareness and racism. Youth empowerment to build a more inclusive and accepting community will be central to each presentation.

2.2 Regional Equity and Inclusive Education Implementation Network

Current members are:

Keewatin Patricia District School Board;
Kenora Catholic District School Board;
Lakehead District School Board;
Rainy River District School Board;
Superior Greenstone District School Board;
Superior North Catholic District School Board;
The Northwest Catholic District School Board; and
Thunder Bay Catholic District School Board.

Key Actions

2.2.1 Culturally Relevant and Responsive Pedagogy Project

The Culturally Relevant and Responsive Pedagogy (CRRP) project aligns with Ontario's Education Equity Action Plan providing school boards in the province further understandings and practices connected to CRRP to address systemic barriers and biases that prevent students from achieving their full potential. A critical aspect of removing systemic barriers and bridging gaps in achievement is to ensure that school and classroom practices reflect and respond to the diversity of students and staff. Through this CRRP project, we will be sharpening our focus on improving the equity of outcomes and educational experiences of our students who identify as First Nation, Metis or Inuit that will be transitioning to Westgate Collegiate and Vocational Institute from the new feeder schools.

2.2.2 Regional Boards Capacity Building Project

The Regional Equity and Inclusive Education Implementation Network will engage an external facilitator to provide professional learning to build system/educator capacity to address systemic anti-indigenous racism and other forms of systemic racism and to facilitate building cultures of respect for human rights, anti-oppression and anti-bias in boards and schools. This professional learning is slated to begin February 7 and 8 with a follow up session in the late spring of 2018.

2.3 Additional Initiatives

2.3.1 Diversity Thunder Bay

Diversity Thunder Bay (DTB) consists of individuals and representatives of organizations working to celebrate difference and end racism and discrimination in Thunder Bay, Ontario. In keeping with its mission to foster a culturally aware and equitable community, DTB welcomes diverse groups from the city. As a member organization of DTB, Lakehead District School Board learns from the knowledge of community agencies and community members who understand the community in specific and unique ways.

2.3.2 Sexuality and Gender Equity Committee

The Sexuality and Gender Equity (SAGE) Working Group was formed to help raise awareness and make it easier for those who are in the process of understanding their own sexuality. The committee is made up of members from various organizations in Thunder Bay. Its role is to support and act as advocates and information brokers to individuals, school boards and other agencies. Membership within this network aligns the work and knowledge within the community with the needs of our staff and students who identify within the LGBT2S community.

2.3.3 Crown Ward Education Championship Team (CWECT)

The local Children's Aid Society (CAS) and Dilico Family Care have collaborated with local school boards and area counselling centers to develop the Joint Protocol for Student Achievement (JPSA). The intent of the JPSA is to outline the scope of important collaborative practices and processes to guide CAS and school boards as they develop and implement local protocols to support the educational success for students from Kindergarten to Grade 12 in the care of or receiving child protection services from a CAS in the community. The implementation plan of the JPSA is currently being established through the local CWECT.

3. Next Steps

3.1 Culturally Relevant and Responsive Pedagogy Project - Years 2 and 3

Equity training for staff and students of the Westgate family of schools will be ongoing into year two of the CRRP project. Developing best practices for the transition of our students who identify as First Nations, Metis or Inuit into secondary school will include student and parent/guardian and community voice and will be more intentional and broader in scope to reach out to those who may be apprehensive in participating in this process. Long term planning will include sharing these best practices with the other families of schools within the system as well as with the other boards within our region.

3.2 Education Equity Action Plan - Years 2 and 3

Equity training for principals, vice principals and teachers of the Lakehead District School Board and the seven other public school boards in the network will be ongoing in the two years following this initial year. Implementation of the Education Equity Action Plan will include training on the use of the Centre for Urban Schooling's Equity Continuum: Action for Critical Transformation in Schools and Classrooms. The tenets of the continuum reflect the areas of focus within the Education Equity Action Plan and offer many practical strategies to enhance the inclusive curriculum, environments and experiences in our schools.

4. Conclusion

Lakehead District School Board continues to promote and foster equitable and inclusive learning environments for students, staff and community members through a variety of initiatives, on-going supports and resources, and community partner collaboration.

Respectfully submitted,

LESLIE HYNNES
Education Officer

COLLEEN KAPPEL
Superintendent of Education

IAN MACRAE
Director of Education

LAKEHEAD DISTRICT SCHOOL BOARD
OFFICE OF THE DIRECTOR OF EDUCATION

2018 Jan 09
Report No. 009-18

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

RE: INFORMATION TECHNOLOGY- UPDATE

1. Background

Information and communications technologies are changing the world in which students live, and changing teaching and learning in schools. Over the last five years, a technology plan has been implemented which included nearly \$6 million investment in infrastructure, training and devices. Some of the goals of this plan were to:

- enhance internet and wireless connectivity in all schools;
- upgrade server and switch technology;
- develop, support, and promote a Bring Your Own Device policy for students;
- replace desktop school computer labs with laptops and carts; and
- infuse significant numbers of devices into classrooms (including laptops, Winbooks, and tablets).

2. Situation

2.1 In order to continue to develop the use of technology to enhance student learning, the System Information Technology Committee which consists of senior administration, school administration, teaching staff, Board managers and support staff has updated and renewed the Information Technology plan.

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

- critical thinking and problem solving;
- innovation, creativity and entrepreneurship;
- learning to learn/self-directed learning;
- collaboration;
- communication; and
- digital (global) citizenship.

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

2.3 The technology plan includes the following mission statement:

Lakehead District School Board will enhance student achievement through the use of technology to expand how, when, and where learning takes place, authentically engage our students, and provide students with the skills to excel in a digital age.

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

- authentic student engagement;
- inspiring and inspired teachers; and
- skills for a digital age.

2.5 The plan includes following LookFors that will provide administrators with tools on how to facilitate effective use of technology:

- online content and communication;
- assessment, evaluation and feedback; and
- authentic connections/skills for a digital age.

2.6 Actions taken to support implementation of the plan include:

2016-2017:

- implementing Office365 for system-wide communication and collaboration;
- completing the final transition from GroupWise to Microsoft outlook email client;
- increasing wireless access and capacity to provide full coverage for every elementary and secondary school;
- deploying hardware including Winbooks for all Grade 7 and Grade 10 academic communications classes, and iPads to Grade 3 classes;
- training and implementation of strategies and software for collaborating with students, parents, and the community (i.e. through Classroom Websites and Office 365);
- continued training on technology enabled learning for teachers, administrators and early childhood educators through the Inspire, and for student support professionals through The Special Education Leadership Series (SELS) program;
- digital literacy training focused on technology enabled learning, assessment and 21st century competencies for all Grades 7-10 communications teachers who have received Winbooks;
- expanding student and staff engagement at the Student Innovation Summit co-facilitated and sponsored by Microsoft;
- enhancing the use of communication with social media in all elementary and secondary schools with all schools having Twitter and Facebook accounts;
- starting Wave 1 of the Broadband Modernization Program. The Ministry of Education has outlined a multi-year program that will provide school boards with an adequate level of broadband connectivity within their schools. The objective is to ensure schools meet the industry established target of one megabit per second per student; and

- continuing technology-enhanced teaching and learning embedded in School Improvement Plans, classroom practice, and all professional development.

3. Next Steps

The next steps of the implementation of the plan includes the following:

2017-2018:

- continuing support for full implementation of Office365 for system-wide communication and collaboration;
- completing Wave 2 of the Ministry of Education's Broadband Modernization Program with all schools provided with one megabit per second per student;
- providing co-facilitated Microsoft Student Technology Innovation Summit opportunities for students and staff including Makerspace, Minecraft, micro bit, virtual reality, coding, robotics and 3D printing (Appendix A);
- deploying hardware including Winbooks for all Grade 6 and all secondary communications classes and iPads to Grade 2 classes;
- continuing training and implementation of strategies, software, and websites for communication and collaboration with students, parents and the community;
- supporting the integration of coding skills with Minecraft at elementary and secondary levels; and
- continuing technology enhanced teaching and learning embedded in School Improvement Plans, classroom practice, and all professional development.

2018-2019:

- continuing support for full implementation of Office365 for system-wide communication and collaboration;
- providing additional co-facilitated Microsoft Student Technology Innovation Summit opportunities for students and staff;
- complete the hardware deployment including iPads to all JK to Grade 3 classes and Winbooks for all Grade 4 to Grade 12 classes;
- continuing training and implementation of strategies, software, and websites for communication and collaboration with students, parents and the community;
- supporting the integration of coding skills with Minecraft at elementary and secondary levels; and
- continuing technology enhanced teaching and learning embedded in School Improvement Plans, classroom practice and all professional development.

4. Conclusion

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

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

Respectfully submitted,

MICHELLE PROBIZANSKI
Chair
Information Technology Committee

GINO RUSSO
Information Technology Resource Teacher

DAVE COVELLO
Manager
Information Technology and Corporate Planning

SHERRI-LYNNE PHARAND
Superintendent of Education

DAVID WRIGHT
Superintendent of Business

IAN MACRAE
Director of Education



PA DAY

Friday, November 17, 2017
Superior CVI

Presented by



Microsoft



Lakehead
Public
Schools

Ready for an interactive and fun day of learning about the technology in your school and classrooms?

Whether you're a tech novice or expert, this event is designed for Grade 6-8 students who are passionate about learning through technology.

Transportation from your home school is available and there is no cost for this awesome event. Even lunch is included!

Explore, reflect, and create with exciting technology tools, including:

Mixed Reality

with Paint3D and the Microsoft HoloLens

Microbit

coding on the pocket-sized microcomputer

Robotics

with the SWC FIRST Robotics Team

Makerspace

in the SCVI Maker Lab

Scratch

game design and programming

eLearning

discover innovative, flexible learning in SCVI eLearning Room



Registration & Information @ www.lakeheadschoools.ca/innovationsummit

Registration limited to the first 150 applicants!

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2018 JAN 09
Report No. 008-18

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

RE: LEARNING ACADEMIES - GRADES 7-8

1. Background

- 1.1 Lakehead District School Board is committed to the success of every student. To support student success, the Board offers a variety of high quality programs that cater to the varying interests, abilities and learning needs of all students.
- 1.2 *Achieving Excellence*, the Ministry's renewed vision for education, recognizes that achievement for students also means raising expectations for valuable, higher order skills-like critical thinking, communication innovation, creativity, collaboration and entrepreneurship, and providing students with a "wide array of opportunities both inside and outside of school that are compelling and contribute to their success".
- 1.3 Student focus groups indicated that students want to be involved in their own learning and learning choices, and consulted about programs and opportunities that impact them directly. That authentic, hands-on, inquiry learning keeps students engaged and it is important for students to have opportunities to connect with adults and peers within the school community.
- 1.4 The Learning Academy initiative connects to Ministry resources such as: Community-Connected Experiential Learning, Creating Pathways to Success, Achieving Excellence, 21st Century Competencies, Learning for All, Equity and Inclusive Education, and the Ontario First Nation, Metis and Inuit Policy Framework.
- 1.5 Community connected experiential learning opportunities enhance the already rich learning environments in our schools. Students are more engaged, more motivated to learn, and more successful when they can connect what they are learning to situations they care about in their community.

2. Situation

- 2.1 The Learning Academies were piloted in three schools in 2016-2017 and have now increased to five schools with each of the schools implementing a distinct model. Each academy is unique to the school community and based on the interest and expertise of staff, students and community.
- 2.2 Each academy recognizes and supports student learning through an increased emphasis on an inquiry approach and through experiences in the local community.

2.3 The following schools are currently offering academies:

- Five Mile Public School
 - Social Justice: Think Globally Act Locally.
- Kingsway Park Public School
 - Outdoor, Environmental and Physical Education; and
 - Fine Arts.
- Nor'wester View Public School
 - Sports and Outdoor Recreation;
 - Science, Technology, Engineering, Mathematics (STEM); and
 - Global Citizenship.
- Valley Central Public School
 - Community Sustainability – exploring our build and natural environment; and
 - Fine Arts.
- Westmount Public School
 - Global Citizenship;
 - Sports and Recreation; and
 - Fine Arts.

2.4 Guiding principles have been established for the academies. Through the Learning Academies, our students will:

- have choice in their education;
- be provided with opportunities to interact and learn from community partners;
- learn in a supportive and rigorous environment of high expectations;
- experience authentic and relevant learning through inquiry and/or project based activities;
- apply their learning to their individual pathways plan; and
- engage in the use of technology while demonstrating problem solving, creativity and innovation.

2.5 Opportunities for students to earn certifications such as Royal Conservatory Level 1, Ontario Recreational Canoeing and Kayaking (ORCKA) Canoe Certification, First Aid, Bicycle Safety, and Food Handling are provided during the year and during a dedicated certification day in the spring.

2.6 Learning Academies are connected to the Ontario curriculum and students reflect on their experiences, assess skill development, goal set for secondary school, post-secondary, and careers using the Individual Pathway Planner (*Ministry Document, Creating Pathways to Success*).

3. Next Steps

Lakehead Public Schools will continue to:

- provide information sessions and supports for schools interested in implementing a learning academy;
- have ongoing collaboration with students, staff, parents and community partners to gather feedback for responsive future planning;
- provide professional learning for educators focused on assessment and evaluation, inquiry based learning, metacognition, transferable skills;
- provide opportunities for educators to share best practices and resources;
- promote community connected experiential learning opportunities in secondary classrooms;
- network and build relationships with community to establish partnerships; and
- apply for funding to support and sustain Learning Academies.

4. Conclusion

Lakehead District School Board continues to provide high quality programs and opportunities to support student-focused programs to prepare all students for a successful future. Our staff works collaboratively with students, families and community partners to ensure our students have a variety of learning experiences that will help them with their pathway choices in education, career and life.

Respectfully submitted,

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