



Office of the Director

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

STANDING COMMITTEE
Tuesday, February 13, 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. Resolve into Committee of the Whole – Closed Session		
5. COMMITTEE OF THE WHOLE - Closed Session – 6:00 p.m. (SEE ATTACHED AGENDA)		
6. Delegations/Presentations		
7. Approval of Minutes		
7.1 Standing Committee Meeting - January 9, 2018	M. Arnone	1-3
8. Business Arising from the Minutes		

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

LAKEHEAD DISTRICT SCHOOL BOARD

MATTERS NOT REQUIRING A DECISION:

9.	Information Reports		
9.1	2018 Municipal Elections - Trustee Determination and Distribution (019-18)	I. MacRae	4-6
9.2	Transition Committee Updates - Westgate Collegiate and Vocational Institute/Superior Collegiate and Vocational Institute and Agnew H. Johnston Public School/Edgewater Park Public School (022-18)	S. Pharand	7-11
9.3	Parent Involvement Committee Meeting Minutes - November 20, 2017	I. MacRae	12-15
9.4	Aboriginal Education Advisory Committee Meeting Minutes – November 16, 2017	S. Pharand	16-22
9.5	Special Education Advisory Committee Meeting Minutes – December 13, 2017	C. Kappel	23-27
9.6	Special Education Advisory Committee Meeting Minutes – November 15, 2017	C. Kappel	28-31
9.7	Special Education Advisory Committee Meeting Minutes – October 18, 2017	C. Kappel	32-35
9.8	Special Education Advisory Committee Meeting Minutes – September 20, 2017	C. Kappel	36-41
10.	First Reports		

MATTERS FOR DECISION:

11.	Postponed Reports		
12.	Ad Hoc and Special Committee Reports		
13.	New Reports		
13.1	Policy Review – 4022 Prior Learning Assessment and Recognition (020-18)	S. Pharand	42-55

It is recommended that Lakehead District School Board approve 4022 Prior Learning Assessment and Recognition Policy, Appendix A to Report No. 020-18.

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>
13.2	Policy Review – 4023 Prior Learning Assessment and Recognition for Mature Students (021-18)	S. Pharand	56-68
	<i>It is recommended that Lakehead District School Board approve 4023 Prior Learning Assessment and Recognition for Mature Students Policy, Appendix A to Report No. 021-18.</i>		
13.3	Approval of Appointments to the Special Education Advisory Committee (SEAC) (015-18)	C. Kappel	69
	<i>It is recommended that Lakehead District School Board approve the appointment of Laura Sylvestre as representative for Child and Community Services, and Miranda Myers as representative for FASIN as members to the Special Education Advisory Committee for the term ending November 30, 2018.</i>		
14.	New Business		
15.	Notices of Motion		
16.	Information and Inquiries		
17.	Adjournment		

Trustees (Chair and Vice-Chair) and presenters of reports will be available for comment after the Board Meeting.
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STANDING COMMITTEE
Tuesday, February 13, 2018
Jim McCuaig Education Centre

Ian MacRae
Director of Education

Marg Arnone
Chair

AGENDA

COMMITTEE OF THE WHOLE – Closed Session
6:00 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 Standing Committee Meeting - November 14, 2017	G. Saarinen	1
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Legal Matter	I. MacRae	Verbal
5.3.2 Finance Matter	D. Wright	Verbal
5.3.3 Finance Matter	I. MacRae	Verbal
5.4 Information and Inquiries		
5.5 Rise and Ask Leave to Sit in Public Session		

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

LAKEHEAD DISTRICT SCHOOL BOARD

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF STANDING COMMITTEE

Board Room
Jim McCuaig Education Centre

2018 JAN 09
7:30 p.m.

TRUSTEES PRESENT:

Marg Arnone (Chair)
Ellen Chambers
Deborah Massaro

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

TRUSTEES ABSENT, WITH REGRET:

Ron Oikonen
George Saarinen

SENIOR ADMINISTRATION:

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

FEDERATION/UNION REPRESENTATIVES:

David Covello, Manager

PUBLIC SESSION:

1. **Approval of Agenda**

Moved by Trustee Tuchenhagen

Seconded by Trustee Playford

“THAT the Agenda for Standing Committee Meeting, January 9, 2018 be approved.”

CARRIED

PUBLIC SESSION:

2. Trustee Character Award – Daniel McMillan – Hammarskjold High School

Trustee Wilson, on behalf of the Board, presented Mr. McMillan with the Trustee Character Award. Mr. McMillan was recognized for his commitment and dedication to Lakehead Public School students.

3. Valley Central Public School – Valley Central Learning Academy: Community Sustainability and Fine Arts

Colleen Kappel, Superintendent of Education, introduced Christy Radbourne, Principal of Valley Central Public School who introduced her team of Shirley Potter, Grade 7/8 Teacher, Michelle Sommerfield, Grade 7/8 Teacher, and Grade 7 students Anna Ratz and Olivia Davis, who provided a power point presentation on the learning academies at Valley Central Public School. All trustees' questions were addressed.

4. Confirmation of Minutes

Moved by Trustee Chambers

Seconded by Trustee Wilson

“THAT the Standing Committee approve the Minutes of the Standing Committee Meeting, November 14, 2017.”

CARRIED

MATTERS NOT REQUIRING A DECISION:

5. Equity and Inclusive Education Report (010-18)

Colleen Kappel, Superintendent of Education, introduced Leslie Hynes, Education Officer, who presented the report. All trustees' questions were addressed.

Trustee Wilson excused herself from the meeting.

6. Information Technology – Update (009-18)

Sherri-Lynne Pharand, Superintendent of Education, on behalf of herself and David Wright, Superintendent of Business, introduced Dave Covello, Manager of Technology and Corporate Planning and Gino Russo, Information Technology Resource Teacher, who provided a power point presentation and update on the Information Technology Plan.

7. Learning Academies – Grades 7-8 (008-18)

Sherri-Lynne Pharand, Superintendent of Education, introduced Jane Lower, Student Success Lead, Pauline Fontaine, Principal of Nor'wester View Public School and Christy Radbourne, Principal of Valley Central Public School, who presented the report. All trustees' questions were addressed.

MATTERS FOR DECISION:

8. Information and Inquiries

8.1 Trustee Chambers reported that she attended the Anti-Racism conference in Toronto on December 4, 2017. The conference was well attended and all speakers zeroed in on education.

8.2 Director MacRae reported that he, Trustee Oikonen and Trustee Tuchenhagen, Student Trustee Naeem and Superintendent Pharand, attended the graduation ceremonies for the IB Program on December 30. Twelve diplomas and 19 diploma course certificates were issued. Director MacRae thanked Student Trustee Naeem for her work and spoke of the respect and admiration her fellow students have for her.

9. Adjournment

Moved by Trustee Tuchenhagen

Seconded by Trustee Massaro

“THAT we do now adjourn at 9:35 p.m.”

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2018 FEB 13
Report No. 019-18

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

RE: 2018 MUNICIPAL ELECTIONS - TRUSTEE DETERMINATION AND DISTRIBUTION

1. Background

- 1.1 Section 58.1(10) of the Education Act governs the number of elected members on a district school board at the number determined for purposes of the 2018 Municipal Election.
- 1.2 The Board continues to be responsible for Trustee Determination and Distribution calculations. Using population data received from the Municipal Property Assessment Corporation (MPAC), school boards follow the determination and distribution rules contained in *Ontario Regulation 412/00 of the Education Act* to calculate the geographic distribution of the trustees.
- 1.3 School boards are required to adopt a resolution stating that they have considered designating specified municipalities or unorganized areas as low population areas. This allows greater representation to an area that would be accorded by a strict representation-by-population approach. There is, however, no requirement that boards designate low population areas.

2. Situation

- 2.1 Section 58.1(10) states that subject to the rules of *Ontario Regulation 412/00 of the Education Act*, the number of members shall not be more than 22 or fewer than five members on any district school board.
- 2.2 In 2014, eight trustees were elected at large to represent all electors within the school board jurisdiction.
- 2.3 Ontario Regulation 412/00 provides for the opportunity to increase the number of Trustees by one member. The dispersal factor was modified to reflect the changed demographic and geographical size of the Board in 2009.
- 2.4 The Board has the option to declare a low population area. If the Board declares a low population area, city representation could be reduced by one trustee in order to have the low population area represented.
- 2.5 Boards also have been given the authority to voluntarily reduce the total number of trustees (no fewer than five trustees) by Board resolution.
- 2.6 Boards with more than one municipality must adopt a resolution either declaring one or more areas as a low population area or declaring that no such designation will be made.

3. Next Steps

Appendix A details the key dates as currently outlined in Ontario Regulation 412/00. Administration will ensure that these timelines are met to comply with Ministry regulations.

Respectfully submitted,

BRUCE SAUDER
Administrative Services Supervisor

IAN MACRAE
Director of Education

Key Dates for 2018 Trustee Elections

Activity	Deadline
MPAC data (PEG Reports) sent to Boards	February 15
Boards may pass resolutions determining the number of their trustees and must pass resolutions determining their trustee distribution.	March 31
Determination and distribution reports sent to the Minister, school board election clerks and secretaries of other school boards in the Board's jurisdiction	April 3
Deadline for appeals by municipality regarding trustee distribution	April 21
Notices of appeal sent by secretary of the board (i.e. the director of education) to the Ontario Municipal Board (OMB)	April 25
Beginning of nomination and campaign period	May 1
Deadline to authorize an alternative voting method such as voting by mail or by telephone etc.	May 1
Deadline for OMB decision re: appeal of trustee distribution calculations	June 10
Nomination Day: last day for: -filing nomination, and -withdrawal of candidacy	July 27, 2:00 p.m.
Compliance Audit Committee established	October 1
Voting Day	October 22
Board of Trustees' Term of Office begins	December 1
Campaign period ends	December 31
Financial filing deadline for candidates	March 29, 2019

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2018 FEB 13
Report No.022-18

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

RE: TRANSITION COMMITTEE UPDATES – WESTGATE COLLEGIATE AND VOCATIONAL INSTITUTE/SUPERIOR COLLEGIATE AND VOCATIONAL INSTITUTE AND AGNEW H. JOHNSTON PUBLIC SCHOOL/EDGEWATER PARK PUBLIC SCHOOL

1. Background

- 1.1 Lakehead District School Board is committed to the success and well-being of every student. The Board is currently engaged in a school renewal process that will result in the closure and consolidation of several elementary and secondary schools. It is incumbent upon administration and trustees to ensure a smooth transition for students and staff throughout the school renewal process.
- 1.2 According to Lakehead District School Board's 9010 Pupil Accommodation Review Policy, and following the decision to consolidate or close a school, a transition committee will be formed to address the transition of students and staff. The transition of students will be carried out in consultation with parents/guardians and staff.
- 1.3 On November 22, 2016, Lakehead District School Board approved the establishment of the transition committees for Sir Winston Churchill Collegiate and Vocational Institute and Westgate Collegiate and Vocational Institute. (Report No. 109-16).
- 1.4 On October 10, 2017, Lakehead District School Board approved the establishment of the transition committee for Edgewater Park Public School/ Agnew H. Johnston Public School. (Report No. 064-17).
- 1.5 In November 2017, administration struck a transition committee to move the International Baccalaureate (IB) Program from Sir Winston Churchill Collegiate and Vocational Institute to Superior Collegiate and Vocational Institute.
- 1.6 The transition committee is responsible to organize an action plan designed to facilitate a smooth transition for students, families and staff.
- 1.7 In 9010 Pupil Accommodation Review Procedures, it outlines that "An information report on the activities of the transition committee will be presented to the Board no later than June 30 of the school year in which the school(s) will be closed."

2. Situation

- 2.1 A transition committee for the Sir Winston Churchill Collegiate and Vocational Institute/Westgate Collegiate and Vocational Institute consolidation was struck and began meeting at Westgate Collegiate and Vocational Institute on March 27, 2017.

Committee membership includes:

- Sherri-Lynne Pharand, Superintendent of Education, Chair;
- George Saarinen, Trustee; and
- Sharon Kanutski, Aboriginal Education Advisory Committee.

From each of the affected school(s):

- Principals – Dave Isherwood, Coral Szyszka;
- Teaching staff representatives– Jason Pilot, Keri Sayer;
- Non-teaching staff representatives – Luisa Alfonso-Bravo, Carlos Santander-Maturana;
- School council representatives – Giselle Little, Delfina Trevisan;
- An equal number of parent/guardian representatives reflecting the profile of the school(s) involved: Diane Bannon, Sharon Kanutski, Tammi DeGiacomo, Brenda Shedden;
- Student representatives – Aliya Demidovich, Cameron Johnsen; and
- Resource support to the committee - Bruce Nugent, Heather Harris, Jeff Upton, Jane Lower.

- 2.2 Following the decision to relocate the International Baccalaureate (IB) program to Superior Collegiate and Vocational Institute, administration struck a transition committee to support the move of this program. The committee began meeting on January 31, 2018 at Superior Collegiate and Vocational Institute.

Committee membership includes:

- Sherri-Lynn Pharand, Superintendent of Education, Chair; and
- Serena Essex, Aboriginal Education Advisory Committee.

From each of the affected schools:

- Principals – Dave Isherwood, Michelle Probizanski;
- Teaching staff representatives – Clarke Loney, Jennifer Kuzmich;
- Parent representatives – Lindsay Crooks, Tammy Fedoruk, Sue Reppard, Virginia Steele;
- Student representatives – Ben Fedoruk, Carly Martin; and
- Resource support to the committee – Heather Harris, Bruce Nugent.

- 2.3 A transition committee for the Agnew H. Johnston Public School/Edgewater Park Public School consolidation was struck and began meeting on October 23, 2017. Meeting locations alternate between Agnew H. Johnston Public School and Edgewater Park Public School.

Committee membership includes:

- Sherri-Lynne Pharand, Superintendent of Education, Chair; and
- Ellen Chambers, Trustee.

From each of the affected schools:

- Principals - Maureen Abbott, Vicki Shannon;
- Staff representatives - Marnie Wolowich, Carrie Henny;
- Parent representatives - Karl Skogstad, Amy Johnson, Robyn Armour, Rodi-Lynn Kinisky, Tracey Kovacs, Jason Freeburn;
- Aboriginal Education Advisory Committee– Pauline Fontaine;
- Special Education Advisory Committee – Cory Koski; and
- Resources to support the committee - Bruce Nugent, Heather Harris.

3. Progress to Date

- 3.1 Sir Winston Churchill Collegiate and Vocational Institute/Westgate Collegiate and Vocational Institute:

3.1.1 Priorities were identified:

- student safety;
- integration of students, staff and families into one community; and
- supports for Indigenous students.

3.1.2 School councils have held joint meetings.

3.1.3 Course calendars have been set and communicated with both incoming Grade 8 students and families and Grades 9 to 11 students. As a result of the consolidation, 20 new course offerings will be available at Westgate Collegiate and Vocational Institute due to the increased enrolment.

3.1.4 Open houses for both incoming Grade 8 students and current Grades 9 to 11 Sir Winston Churchill Collegiate and Vocational Institute students have been held.

3.1.5 Events have been held to welcome students and families onsite at Westgate Collegiate and Vocational Institute and will continue to occur throughout the coming months.

3.1.6 Events have been held and will continue to bring the staff of the two schools together.

3.1.7 Key traditions important to each school have been discussed and together, the schools will decide which to maintain and which to integrate for a new, unified school community.

- 3.1.8 A focused transition for at-risk students, supported by an equity grant from the Ministry, is underway.
 - 3.1.9 Program partners have been consulted in the school move and are planning for transitions of their programs to the new location.
 - 3.1.10 Assets are being inventoried by staff in the school. Relocation of assets will be facilitated by central staff once locations have been determined by school staff.
 - 3.1.11 Preferred methods of communication have been discussed. A Facebook page has been established.
- 3.2 Sir Winston Churchill Collegiate and Vocational Institute International Baccalaureate (IB) transition to Superior Collegiate and Vocational Institute:
- 3.2.1 A request for reaccreditation of the IB program in its new location was submitted and has been approved by IB World School. An important requirement of the reaccreditation is the transfer of current staff with the program. Additionally, supervision by the same governing body, the Lakehead District School Board, was integral to that process.
 - 3.2.2 Grade level meetings were held for all IB students and families.
 - 3.2.3 An open house for all current IB students and their families was held at Superior Collegiate and Vocational Institute.
 - 3.2.4 A Grade 8 open house for all potential students and their families has also been held.
 - 3.2.5 School visits by the IB coordinator were made to every elementary school to share information about the program. Grade 8 registration and course selection is complete.
 - 3.2.6 Course calendars have been set and communicated with all Grades 9 to 11 students in both the regular program and the IB program.
 - 3.2.7 Events are being planned to get the student populations together over the next four months.
 - 3.2.8 Important traditions are being identified by students and staff at both schools and discussions to integrate these traditions will occur at the next transition meeting.
 - 3.2.9 Assets are being inventoried by school staff.
 - 3.2.10 Preferred communication methods were discussed. Established communication channels in each school will be the priority for communication.

3.3 Agnew H. Johnston Public School/Edgewater Park Public School Transition:

- 3.3.1 The first priority of this committee was to name the new school and begin to build an identity around the new site. In response, trustees, as per 8050 Naming and Opening of New or Consolidated Schools Policy, struck an Ad Hoc School Naming Committee. This process is well underway and input from the community for a suggested name is being sought. The committee will receive this feedback by February 28, 2018.
- 3.3.2 A preferred method of communication has been determined and a Facebook page has been set up. Frequently Asked Questions (FAQ) have been posted to the site.
- 3.3.3 Joint events are in the process of being identified. A priority will be to bring the Grades 5 and 6 students together this spring as they will be the student leaders in the intermediate division at the new school when it opens in September 2019.
- 3.3.4 Priorities from parents and staff were identified in order to inform the long range transition plan that is being developed.
- 3.3.5 New build design plans were shared.
- 3.3.6 Meetings have begun with child care in order to ensure a smooth transition for before and after school care for families. Dialogue has also begun with after school programs currently in our schools.

4. Conclusion

Lakehead District School Board is implementing comprehensive transition plans in order to ensure every student and their families feel welcome and a part of their new school community.

Respectfully submitted,

HEATHER HARRIS
Capital Planning Officer

SHERRI-LYNNE PHARAND
Superintendent of Education

IAN MACRAE
Director of Education

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF PARENT INVOLVEMENT COMMITTEE

Board Room
Jim McCuaig Education Centre

2017 NOV 20
6:30 p.m.

MEMBERS PRESENT:

Nicole Carlson
Robert Eady
Serena Essex
Dave Isherwood
Ian MacRae
Krista Power

Laura Prodanyk
Laura Sylvestre
Trudy Tuchenhagen
Ruth Vannieuwenhuizen
Laura Walker
Nicole Walter-Rowan

RESOURCE:

Judy Hill, Executive Assistant
Bruce Nugent, Communications Officer

MEMBERS ABSENT, WITH REGRET:

Robin Cawlishaw
Jennifer Davis
Lisa Hipwell-Mineau
Melissa Hrabok

1. **Call to Order, Welcome and Introductions**

Ian MacRae, Director of Education, called the meeting to order and welcomed the new members to the Parent Involvement Committee. Introductions were made around the table. Director MacRae congratulated Dave Isherwood, Principal of Sir Winston Churchill C.V.I., on the schools senior football team winning the city championship.

2. **Disclosure of Conflict of Interest**

There were no disclosures of conflict of interest.

3. Election of Parent Involvement Committee Chair

Director of Education, Ian MacRae, called for nominations for chair of the Parent Involvement Committee. Laura Prodanyk nominated Laura Sylvestre and Nicole Carlson seconded the nomination. Director MacRae called for further nominations. As no further nominations were forthcoming, Laura Sylvestre was acclaimed as chair of the Parent Involvement Committee for 2017-2019.

Laura Sylvestre chaired the remainder of the meeting.

4. Election of Parent Involvement Committee Vice Chair

Chair Sylvestre called for nominations for vice chair of the Parent Involvement Committee. Laura Prodanyk nominated Jennifer Davis and Nicole Carlson seconded the nomination. Chair Sylvestre called for further nominations. As no further nominations were forthcoming, Jennifer Davis was acclaimed as vice chair of the Parent Involvement Committee.

5. Director's Report

Ian MacRae, Director of Education, highlighted the following reports to the Board since the last meeting: Student Achievement, Communications Update, Legal Representation for 2016-2017, Naming of New Elementary School Ad Hoc Committee, Student Supports, Policy Reviews for Use of School Buildings, Facilities and Grounds, and Fundraising in Schools.

Bruce Nugent, Communications Officer, provided a brief update on his communications report. Bruce also informed the group that Harbour Youth Services donated \$4,600 to the Lakehead Public School Foundation. Harbour Youth Services served close to 2,000 children, youth and families free after school enrichment programs that included literacy, nutrition and physical activity since it was founded in 1971. After 46 years of service to the community, Harbour Youth Services closed at the end of the 2016-2017 school year.

Director MacRae noted that there is a current balance of \$13,996.42 in the PIC budget.

6. Confirmation of Minutes – October 2, 2017

The minutes were confirmed by consensus.

7. People for Education's 21st Annual Making Connections Conference

Laura Prodanyk provided a brief report and power point presentation on her attendance at the conference. Judy will send a copy of the presentation to members with the minutes. Laura thanked the committee for the opportunity to attend the conference.

8. 2017-2018 Work Plan

Chair Sylvestre presented the work plan and invited input from members. A draft of the plan will be reviewed at the January 22, 2018 meeting.

9. Parent Involvement Committee Representatives on Board Committees

Ian MacRae, Director of Education, spoke about the need to have a Parent Involvement Committee representative on the Success Advisory Committee and the School Year Calendar Committee. Ruth Vannieuwenhuizen volunteered to be the representative on the Success Advisory Committee and Krista Power volunteered to be the alternate. Nicole Carlson volunteered to be the representative on the School Year Calendar Committee.

10. Aboriginal Education Advisory Committee (AEAC) and Special Education Advisory Committee (SEAC) Funding for 2017-2018

The Parent Involvement Committee agreed to fund AEAC and SEAC \$1,1250.00 each for the purpose of parent engagement. Letters will be sent to AEAC and SEAC chairs advising of this decision and requesting a final report by the end of August 2018.

11. Special Education Advisory Committee (SEAC) Report

This item was deferred to the January 22, 2018 meeting.

12. Aboriginal Education Advisory Committee (AEAC) Report

Serena Essex, AEAC member, reported on the following from their last meeting:

- AEAC welcomed two new student representatives to the committee;
- a presentation from Matawa on Education Partnership Program Overview;
- update on the Anti-Racism campaign by Bruce Nugent, Communications Officer; and
- update from Nicole Walter-Rowan on the trip to Ottawa for the Aboriginal youth who participated in the Summer Leadership Camp this past summer.

13. Other Business

Krista Power shared information on the City of Thunder Bay 's Citizens of Exceptional Achievement Awards. Applications are due January 31, 2018 and can be submitted on-line or dropped off at City Hall. Applications for these awards are encouraged.

The following are links to the description of the awards and the application forms.

http://www.thunderbay.ca/Living/awards/Official_Recognition.htm

<http://www.thunderbay.ca/Assets/Living/Official+Recognition/docs/2018+Award+Nomination+From.pdf>

14. Next Meeting

The next meeting will be held on Monday, January 22, 2018 at 6:30 p.m.

15. Adjournment

The meeting adjourned at 7:55 p.m.



ABORIGINAL EDUCATION ADVISORY COMMITTEE MINUTES

DATE: Thursday, Nov. 16, 2017, Board Room, Education Centre

MEMBERS PRESENT: Sherri-Lynne Pharand, Dolores Wawia, Trustee Chambers, Trustee Arnone, Brittany Collins, Elder Isabelle Mercier, Donica LeBlanc, Nicole Walter Rowan, Anna Fern Kakegamic-NAN (Alternate for Kathy Beardy), Serena Essex, Pauline Fontaine, Sharon Kanutski

ABSENT WITH REGRET: Lawrence Baxter, Trustee Saarinen, Kathy Beardy, Elder Gerry Martin, Ashley Nurmela, Jasmine Sgambelluri, Chris Larocque, Elliott Cromarty, Jane Lower, Kathleen Andrews

ABSENT: Mike Judge

GUESTS: Lisa Primavesi, Education Navigator, Nookiwin Tribal Council; Skylene Metatawabin, Education Partnership Program Liaison – Matawa; Bruce Nugent, Communications Officer

	AGENDA ITEM	DISCUSSION	ACTION
1.	Opening Ceremonies	Sherri-Lynne Pharand called the meeting to order at 9:35 a.m. and asked Elder Isabelle Mercier to conduct the opening.	
2.	Welcome and Introductions	<p>Sherri-Lynne thanked Elder Mercier for the opening.</p> <p>Sherri-Lynne welcomed everyone, including our guests and introductions were made.</p> <p>Regrets and substitutions were noted and the attendance sheet was circulated.</p>	
3.	Agenda / Minutes		
	3.1 Approval of Agenda – Nov. 16, 2017	Moved by Pauline Fontaine and seconded by Serena Essex that the agenda for the November 16 th , 2017 meeting be approve as amended with the addition of: 6.3 Flags.	

	AGENDA ITEM	DISCUSSION	ACTION
		Carried.	
	3.2 Approval of Minutes – Sept. 7, 2017	Moved by Sharon Kanutski and seconded by Serena Essex that the minutes for the September 7 th , 2017 AEAC meeting be approved as written. Carried.	
4.	Correspondence	The correspondence file was circulated.	
5.	Presentations		
	5.1 Matawa EPP Presentation	Education Partnership Program - Matawa Skylene Metatawabin, EPP Liaison with Matawa gave a presentation to the committee on Matawa’s Education Partnership Program. The PowerPoint presentation will be forwarded to members. All questions were answered.	Skylene Metatawabin
	5.3 Ottawa Trip	Mino Bimaadiziwin - Update from Summer Program (Cultural/Education Camp) Nicole Walter Rowan gave an overview of Mino Bimaadiziwin i.e. how it developed and progressed over the three years LDSB has been running the program. She shared how our Indigenous students were honoured and celebrated in the Nation’s capital and she shared a video and tweets of the trip. AEAC will send a thank you note.	Nicole Walter Rowan Sherri-Lynne to send note.
6.	Business Arising from the Minutes		
	6.1 Membership	Sherri discussed our need to recruit new parent members and alternates. AEAC can have 6 parents on the committee, so members were asked to think about who might be interested in becoming members of AEAC. There is information and application forms on our website. Information has also been posted on Facebook.	Sherri-Lynne Pharand

	AGENDA ITEM	DISCUSSION	ACTION
	6.2 Anti-Racism Campaign	<p>Bruce Nugent gave an overview of the progress of the planning of the Anti-Racism campaign to date.</p> <p>We are presently in the data collection gathering phase. Input has been gathered from staff and resource staff. Next groups of 6 students at all 4 secondary and with 3 elementary (Ogden, Sherbrooke and Algonquin) will take part in focus groups. An elder and a social worker will be present for these focus groups.</p> <p>Bruce asked for guidance from AEAC regarding others in the community who should be interviewed. Suggestions were noted. He would like to update AEAC at a future meeting.</p> <p>All questions were answered.</p>	Bruce Nugent
	6.3 Flags (addition)	<p>Elder Mercier asked that we consider flying the FWFN flag at our elementary and secondary schools, the Board Office and other buildings out of which we conduct business.</p> <p>It was agreed to bring the request to the Trustees.</p> <p>Moved by Marg Arnone and seconded by Sharon Kanutski that AEAC request of the Trustees that we fly the FWFN flag at all our Thunder Bay sites and approach Whitesands First Nation for discussion regarding the Armstrong Site.</p> <p>Carried</p>	Elder Mercier
7.	New Business		
	7.1 Indigenous Languages Legislation	<p>Sherri-Lynne has been asked to attend a meeting about the Indigenous Languages Legislation. She explained that one of the calls to action was about Indigenous languages. This meeting is a pre-consultation phase, which will be followed by the consultation phase.</p> <p>The goal is to get input from those who offer Native Language programs (also LU was invited) – They will be looking at how the programs can</p>	Sherri-Lynne Pharand

	AGENDA ITEM	DISCUSSION	ACTION
		<p>support the languages. This is a Federal Government initiative and hopefully we will have influence on the importance of language to culture.</p> <p>Sherri-Lynne will give a full report at the December meeting.</p>	
8.	Updates		
	8.1 Working Together For Student Success	NAN held an Orientation day at DFC (similar to a career day). AEAC had a table with Jasmine Sgambelluri, Chris Larocque and Ashley Nurmela in attendance. They were able to reach out to all schools and provided supports that were available in the community.	Written report by Ashley Nurmela (attached)
	8.2 Treaty Week and Fall Harvest	<p>Treaty Week was Nov. 5 – 11, 2017. All schools took part in a variety of activities. Sherri-Lynne expressed her thanks to the elders for their participation.</p> <p>Fall Harvest which took place on September 26, 27 and 28th was a great success. It was noted that Community Coalition Unified for the Protection of our Children and Youth (CCUPCY) organizes this event and LDSB is ‘a seat’ on the organizing committee. The committee received a number of suggestions to make the event even better for next year.</p>	
	8.3 Human Rights	Sherri-Lynne reminded the Committee of Human Rights application that was filed against Lakehead Public Schools on July 20, 2016 with regard to the assignment of secondary school Ojibwe language classes. On September 27, 2017 the application was dismissed by the Human Rights Tribunal of Ontario. Lakehead Public Schools complied with the Human Rights process. Sherri-Lynne read a statement from the Board’s lawyer regarding this dismissal of this application.	Sherri-Lynne Pharand
	8.4 Collaborative Inquiries	Donica gave a brief overview of Collaborative Inquiries. She also discussed Peer Mentoring. Donna Flaszka talked about the Peer Mentoring at Hammarskjold. It was noted that Churchill has had one for some time	Donica LeBlanc

	AGENDA ITEM	DISCUSSION	ACTION
9.	Information and Inquiries		
	9.1	<p>1. Transitions Committee from Westgate / Churchill Sherri-Lynne gave an update on how Westgate and Churchill are working collaboratively to bring the students together. Their newsletter will be entitled "Southside Excellence". There will be 20 new courses available for the students to choose from due to the increase in enrollment next year. Different events are also being planned by staff, students and parent councils. The new design will be brought to AEAC once it has been finalized.</p> <p>2. IB Transition Committee An IB Transition Committee is being struck. A number of meetings and activities are being planned for students and families of IB students. We have to re-accredit the program to run at Superior as it is presently accredited for Churchill.</p> <p>Serena Essex volunteered to be the AEAC representative for the IB Transition Committee.</p> <p>3. New Elementary School Build – Agnew and Edgewater schools will be coming together on the Churchill site. We will need to transition these students as well. Pauline Fontaine volunteered to be the AEAC representative on this committee.</p>	
	9.2	There was a short discussion on the use of Aboriginal or Indigenous in role titles. This item will be re-visited at a later meeting.	
10.	Closing	Elder Mercier closed the meeting with a prayer.	
11.	Next Meeting	December 14, 2017	
12.	Adjournment	12:00 pm	

Updates: Ashley Nurmela, FNMI Community Liaison Officer (November 16, 2017)

**Fall Harvest
September 26, 27 and 28th**

Partnership with CCUPCY

Over the three days we had 1600 students which included high school, and elementary Lakehead Public School Board, DFC, Thunder Bay Catholic School Board, Superior Greenstone School Board some students from Creighton Youth Services and children from Dilico.

We had 20 booths on each day which saw the children alternating in 20 minute intervals and 40 minutes for lunch. The event was a huge success. Many on the CCUPCY Committee were new this year and had not previously taken part.

Students took advantage of animal harvesting, wild rice harvesting, crafts, smoking fish, wild mushroom and rice soup, and bannock tasting.

Critiques for next year are to do with scheduling and trying to ensure those that were outside are moved inside and vice versa to avoid repetitive participation.

Anti-Racism Focus Group

‘Generator’ facilitated a focus group with Principals, Vice Principals, guidance councillors, and graduation coaches. They had lots to say and it was, in my opinion, the first of many successes. Next steps include some training for content on the selected group who already have a relationship with the students to facilitate students. We are looking to do the training in the week of November 20th and have the groups with the students take place over three days. Three elementary schools Ogden, Sherbrook and Algonquin on December 4, and all four secondary schools on December 5 & 6, two secondary schools each day. We will have mental health support on hand in the event that we need it to support the students.

TREATY WEEK

The week of November 5 to 11 is Treaties Recognition Week in Ontario. Through local elders and the Canadian Roots Exchange (CRE), Lakehead Public School students will learn about treaty rights and responsibilities throughout the week. In 2016, Ontario passed new legislation to bring awareness to the treaty relationships between Indigenous and non-Indigenous people in the province.

CBC Interview: “It is extremely important for our students to learn about the importance of treaties and the responsibilities that we all have in relation to treaties,” says Ashley Nurmela, First Nations, Metis & Inuit Community Liaison Officer at Lakehead Public Schools. “We are extremely fortunate to have the support and guidance of our local elders and the Canadian Roots Exchange so that our students will be able to learn about treaty rights and treaty relationships.”

Canadian Roots Exchange Presentations
Churchill High School
November 2, 2017

Westgate High School
November 2, 2017

Hammarskjold High School Library
Tuesday, November 7, 1:00 p.m.

Elder "Living Library" Visits Nor'wester View Public School
Monday, November 6, 9:00 a.m. to 12 noon

Agnew H. Johnston Public School – being held in the Library at Churchill Monday, November 6, 1:00 p.m. to 1:45 p.m.
Algonquin Avenue Public School Wednesday, November 8, 9:00 a.m. to 12 noon

Woodcrest Public School Wednesday, November 8, 1:00 p.m. to 3:00 p.m.

Ogden Public School Friday, November 10, 9:00 a.m. to 12 noon

It was a very busy week however that being said it was a huge success - all students were engaged and we had grades 2/3, 5, 7, 7/8, and a mix from secondary schools.

Can't wait to do it all over again next year.

Miigwetch

LAKEHEAD DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE

Jim McCuaig Education Centre
Thunder Bay, Ontario

2017 DEC 13

MEMBERS PRESENT:

Laura Sylvestre (Chair)
Danielle Miller
Jennifer Bean
Liz Tod
Mike Otway

Ron Gernat
Cory Koski
Trustee Marg Arnone
Trustee George Saarinen

OTHERS PRESENT:

Colleen Kappel
Lori Carson

Presenter
Scott McBean, CCTB

ABSENT:

Judy Kay
Angela Hill
Theresa Graham
Jen Bertoni

Wilma Kleynendorst
Martha Mawakeesic
Kelly Matyasovszky

1. **Call to Order**

Colleen Kappel, Superintendent of Education, called the meeting to order at 5:58 p.m.

2. **Welcome and Introductions**

Colleen Kappel, Superintendent of Education welcomed everyone to the meeting.

3. **Elections**

3.1. **Election of Chair**

Colleen Kappel, Superintendent of Education, explained the process for electing a Chair of SEAC and introduced the Scrutineers, Lori Carson, Special Education Officer, and Robin Orr, Executive Secretary, who would oversee an election, if necessary.

Superintendent Kappel announced that there were no pre-nominations for the position of Chair. Mike Otway nominated Laura Sylvestre for the position of Chair. Laura Sylvestre accepted the nomination.

Superintendent Kappel called for nominations from the floor three times. There were no further nominations.

Moved by Trustee George Saarinen Seconded by Trustee Marg Arnone

“THAT nominations for the position of Chair be closed.”

CARRIED

Laura Sylvestre was acclaimed as Chair of SEAC and assumed the chair.

3.2. Election of Vice Chair

Laura Sylvestre Chair of SEAC, pre-nominated Kelly Matyasovszky for the position of Vice Chair of SEAC. Kelly Matyasovszky agreed to have her name stand in the event she was nominated. Laura Sylvestre called for nominations from the floor three times. There were no further nominations.

Moved by Mike Otway

Seconded by Ron Gernat

“THAT nominations for the position of Vice Chair be closed.”

CARRIED

Kelly Matyasovszky was acclaimed as Vice Chair of SEAC. As Ms. Matyasovszky was not present at the meeting she will be contacted and informed that she has been appointed as Vice Chair of SEAC.

4. Role of SEAC

Laura Sylvestre, Chair of SEAC reminded members of their role as a SEAC member, what it means to be an advocate, and how members are responsible to support all children collectively. Members were also reminded of the rules of order to be followed during meetings.

5. Approval of the Agenda

Moved by Mike Otway

Seconded by Ron Gernat

“THAT the agenda for the December 13, 2017 SEAC meeting be approved.”

CARRIED

6. Declarations of Conflict of Interest

There were no declarations of conflict of interest.

7. Presentations

7.1. Coordinated Service Planning

Scott McBean, Supervisor Service Planning from Children’s Centre Thunder Bay presented an overview of the Coordinated Service Planning

initiative that brings together the Ministry of Child and Youth Services, Ministry of Health and the Ministry of Education to help coordinate services for children with multiple needs, as outlined in the handout.

Discussion ensued and questions were addressed. Mr. McBean was thanked for his presentation.

8. Approval of the Minutes

Moved by Ron Gernat

Seconded by Liz Tod

“THAT the minutes of the November 15, 2017 SEAC meeting be approved.”

CARRIED

9. Business Arising From the Minutes

9.1. Video Update

Colleen Kappel, Superintendent of Education noted “Generator” would be hired to assist with creating videos. Cost to prepare the video is approximately \$4000. Additional board funding will be allocated to assist with the cost to create this video. An initial meeting will be scheduled in the new year. Members interested in participating can advise Laura Sylvestre.

9.2. Agnew / Edgewater Transition Committee

Colleen Kappel, Superintendent of Education reminded members a SEAC representative is being asked to participate on the Agnew / Edgewater Park Transition Committee. Cory Koski agreed to represent SEAC on this committee. Robin Orr will advise Heather Harris who will contact Cory with the necessary information.

9.3. SEAC Lanyards and Name Tags

SEAC members were provided with a nametag and lanyard to place in their advocacy binder. Members were reminded these nametags are to be used when advocating in schools or representing SEAC at events.

9.4. 2016-2017 SEAC Annual Report to the Board - Update

Colleen Kappel, Superintendent noted the 2016-2017 SEAC Annual Report was presented at the Annual Meeting of the Lakehead District School Board on December 5, 2017 and was well received by Trustees.

10. Correspondence

The correspondence folder was distributed for members’ perusal.

11. Advocacy Tracking

The advocacy tracking template was circulated for member completion.

12. New Business

12.1. Fetal Alcohol Spectrum Disorder (FASD) Brochure

Lori Carson, Special Education Officer noted a draft FASD waterfall brochure has been prepared that will be used as a resource by Special Education Facilitators in schools. A copy of the draft brochure will be sent to members who can submit their input to Robin Orr or Lori Carson via email.

12.2. Director's Annual Report 2016-2017

Colleen Kappel, Superintendent of Education shared the Director's Annual Report 2016-2017 highlighting areas including: Promoting Well-being and Achievement, Media Relations, the HERE Campaign, and Equity. Members were asked to review the document and email questions / comments to Colleen Kappel for discussion at the January 17, 2017 SEAC meeting.

12.3. Kid's Page

Lori Carson, Special Education Officer noted that the Kid's Page posted in the Chronical Journal focuses specifically on schools and SEAC does not meet this requirement. Bruce Nugent, Communications Officer will work with schools to incorporate students who are represented through SEAC.

12.4. Kindergarten Registration Evening – February 5, 2018

Colleen Kappel, Superintendent of Education noted Kindergarten Registration evening will take place at the Valhalla Inn on February 5, 2018. A SEAC table will be set up and members are asked to volunteer their attendance at the event. Laura Sylvestre, Mike Otway and Danielle Miller indicated their interest in attending. Lori Carson will also invite Kari Simpson to attend.

12.5. PIC Report

Laura Sylvestre, provided an update on items that were addressed at the November 20, 2017 PIC meeting including:

- PIC Chair and Vice Chair elections;
- 21st Annual Making Connections Conference;
- PIC work plan;
- Representative on School Year Calendar Committee;
- Approved 2017-2018 PIC funding for AEAC and SEAC;
- AEAC Report; and
- City of Thunder Bay Citizen of Exceptional Achievement Award

13. Information/Inquiries & Association Reports

There were no information, inquires, or association reports.

14. Status of SEAC Budget

Laura Sylvestre Chair of SEAC noted the current SEAC Budget is \$4,473.75.

15. Policy Review

Lori Carson, Special Education Officer advised members that input into policies: 8012 Fundraising in Schools, 4022 Prior Learning Assessment and Recognition, and 4023 Prior Learning Assessment and Recognition for Mature Students is due on January 24, 2018. Members agreed they would be interested in providing input into 4022 and 4023. Policy 4022 and 4023 will be sent to members via email for review and follow up discussion at the January 17, 2018 SEAC meeting.

16. Board Update

Trustee Marg Arnone provided highlights on the following meetings:

- November 28 Regular Board Meeting
Items addressed included:
 - Audit Committee Annual Report;
 - Lakehead Public Schools International Report;
 - Trustee Appointment to the Naming of the New Elementary School Ad Hoc Committee;
 - Policy Review;
 - Appointment to SEAC;
 - Audited Financial Statements;
 - 2018 Tax Levy; and
 - Cancellation of the December 19, 2017 Regular Board meeting.
- December 5 Annual Meeting
Items addressed included:
 - Election of Chair and Vice Chair of the Board
 - Election of Member and Alternate Member to the Coordinating Committee;
 - Annual reports from AEAC, SEAC, PIC and Public Library Activities;
 - Trustee appointments to Board committees;
 - Directions Annual Report 2016-2017; and
 - 2017-2018 Director's Action Plan.

17. Adjournment

Moved by Ron Gernat

Seconded by Liz Tod

"THAT we do now adjourn at 6:50 p.m."

CARRIED

LAKEHEAD DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE

Vance Chapman School
Thunder Bay, Ontario

2017 NOV 15

MEMBERS PRESENT:

Kelly Matyasovszky
Angela Hill
Trustee Marg Arnone
Trustee Trudy Tuchenhagen

Liz Tod
Mike Otway
Ron Gernat

OTHERS PRESENT:

Colleen Kappel
Lori Carson

Presenters
Anne Marie McMahon-Dupuis,
Lydia Wiita, Special Needs Teacher,
Marie Fontaine, Facilitator, Presenter

ABSENT:

Laura Sylvestre (Chair)
Jennifer Bean
Martha Mawakeesic
Judy Kay

Theresa Graham
Cory Koski
Jen Bertoni
Wilma Kleynendorst

1. **Call to Order**

Kelly Matyasovszky, Vice Chair of SEAC, called the meeting to order at 6:00 p.m.

2. **Approval of the Agenda**

“*SSP Shortage*” will be added to the agenda as Item 9.4 under New Business as.

Moved by Mike Otway

Seconded by Angela Hill

“*THAT the agenda for the November 15, 2017 SEAC meeting be approved as amended.*”

CARRIED

3. **Declarations of Conflict of Interest**

There were no declarations of conflict of interest.

4. Presentations

4.1. Supports at Vance Chapman Presentation and Tour

Colleen Kappel, Superintendent of Education introduced Anne Marie McMahon-Dupuis, Principal, Lydia Wiita, Special Needs Teacher and Marie Fontaine, Facilitator. Anne Marie, Lydia and Marie presented information on Vance Chapman's Special Needs and R & R programs. Following the presentation members were given a tour of the special needs classroom, the R & R room, the light room and the ball room. Members' questions were addressed.

Presenters were thanked for their commitment to students, as well as their presenting to SEAC.

4.2. Operational Plan

Colleen Kappel, Superintendent of Education shared the 2017-2018 Operational Plan for Lakehead District School Board highlighting key items under learning, engagement and environment. Information related to the section 23 model and ministry changes to equity funding will be shared at a future meeting as it becomes available.

5. Approval of the Minutes

Moved by Trustee Trudy Tuchenhagen

Seconded by Ron Gernat

"THAT the minutes of the October 18, 2017 SEAC meeting be approved."

CARRIED

6. Business Arising From the Minutes

6.1. Video Update

Kelly Matyasovszky, Vice Chair of SEAC reminded members that options proposed for videos include student experiences, environmental accommodations and interviews with SEAC members. Bruce Nugent, Communication Officer will provide information on the cost and who can complete the interviews with SEAC members. Options for student videos is to have grade 7/8 academy students take videos, and for special education students to wear go-pro camera.

Lori Carson, noted there were a number of videos available for IPRC.

Video suggestions will be addressed at the December 13, 2017 meeting.

6.2. Agnew / Edgewater Transition Committee

Colleen Kappel, Superintendent of Education provided an update on transition planning for the new elementary school. A number of events are being planned to bring the two communities together. Additional information will be provided as it becomes available.

6.3. SEAC Lanyards and Name Tags

Colleen Kappel, Superintendent of Education noted generic name tags are being prepared for SEAC members for use when advocating in schools or at events. Name tags and lanyards will be distributed at the December 13, 2017 meeting for members to keep in their binders.

7. Correspondence

The correspondence folder was distributed for members' perusal.

8. Advocacy Tracking

The advocacy tracking template was circulated for member completion.

9. New Business

9.1. 2016-2017 SEAC Annual Report

Members were asked to provide feedback on the SEAC Annual Report that will be presented at the Board Annual Meeting on December 5, 2017. Suggestions can be sent to Laura Sylvestre and Kelly Matyasovszky.

9.2. SEAC Membership Update

Colleen Kappel, Superintendent of Education noted an application was submitted for a community representative to become a member of SEAC. A report has been submitted to the Board of Directors requesting approval of this appointment.

9.3. Upcoming SEAC Chair and Vice-Chair Elections

Kelly Matyasovszky, Vice Chair of SEAC encouraged members interested in the role of, or nominating other SEAC members for the role of Chair and/or Vice Chair to bring forward nominations at the December 13, 2017 meeting.

9.4. SSP Shortage

Kelly Matyasovszky, Vice Chair of SEAC noted there is a shortage of SSP's in the region and suggested a letter could be written and sent to outlining the impact this shortage is having on students.

Moved by Mike Otway

Seconded by Liz Tod

"THAT SEAC approve writing a letter to the Ministry of Education regarding the challenged experienced in the North due to SSP shortages."

CARRIED

10. Information/Inquiries & Association Reports

Liz Todd shared that OPTIONS Norwest is created a poster outlining its need for donations of smart phones and tablets that can be repurposed for individuals supported through their programs.

Mike Otway will look at the possibility of obtaining devices that can be donated.

Liz Todd will send the poster to Robin Orr for distribution to schools.

Angela Hill will provide information on parent information sessions being offered through CCTB from January to June 2018 which will be sent to schools to include in newsletters.

11. Status of SEAC Budget

Kelly Matyasovszky, Vice Chair of SEAC shared the SEAC Budget noting there were no changes from the October budget.

12. Board Update

Trustee Marg Arnone provided highlights on the following meetings:

- October 24 Regular Board Meeting
Items addressed included:
 - Canada 150 Celebration presentation from CD Howe;
 - Adult and Continuing Education Report;
 - Appointment of Trustees to the Procurement By-Laws Ad Hoc Committee;
 - Establishment of the Transition Committee for Edgewater Park / Agnew H. Johnston, and appointment of Trustees to the committee;
 - PIC appointments; and
 - AEAC appointments.
- November 14, 2017 Standing Committee Meeting
Items addressed included:
 - EcoSuperior Environmental Programs & Thunder Bay District Health Unit food strategy presentation;
 - Legal representation report;
 - Report on student supports;
 - Appointment of Trustees to Naming of New Elementary School Ad Hoc Committee;
 - 8012 Fundraising in the Schools policy review; and
 - SEAC appointment.

13. Adjournment

Moved by Ron Gernat

Seconded by Mike Otway

“THAT we do now adjourn at 7:33 p.m.”

CARRIED

LAKEHEAD DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE

Jim McCuaig Education Centre
Thunder Bay, Ontario

2017 OCT 18

MEMBERS PRESENT:

Laura Sylvestre (Chair)
Kelly Matyasovszky
Wilma Kleynendorst

Angela Hill
Trustee Marg Arnone
Trustee Trudy Tuchenhagen

OTHERS PRESENT:

Colleen Kappel

Lori Carson

ABSENT:

Liz Tod
Mike Otway
Ron Gernat
Cory Koski
Martha Mawakeesic

Jennifer Bean
Judy Kay
Theresa Graham
Jen Bertoni

1. **Call to Order**

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

2. **Approval of the Agenda**

Moved by Trustee Trudy Tuchenhagen

Seconded by Angela Hill

“THAT the agenda for the October 18, 2017 SEAC meeting be approved.”

CARRIED

3. **Declarations of Conflict of Interest**

There were no declarations of conflict of interest.

4. **Presentations**

4.1. **Ontario’s Education Equity Action Plan**

Colleen Kappel, Superintendent of Education, shared the 2017 Ontario’s Education Equity Action Plan highlighting key points including:

- objectives and actions;
- the plan overview; applied and academic courses, leadership governance and human resources, data collection, integration and reporting, organizational culture change; and

- the three year action plan in detail.

Members were encouraged to read the Action Plan as it pertains to special education.

5. Approval of the Minutes

Moved by Kelly Matyasovszky

Seconded by Trustee Marg Arnone

“THAT the minutes of the September 20, 2017 SEAC meeting be approved.”

CARRIED

6. Business Arising From the Minutes

6.1. Policy 6040 Reporting of Children in Need of Protection

Colleen Kappel, Superintendent of Education noted that the recent and upcoming changes to the Ontario Provincial legislation will have an impact on policy 6040 Reporting of Children in Need of Protect, and that review of this policy has been deferred until such time the new Act is approved.

6.2. 2017-2018 Work Plan – Goal 1 “Identify School Location”

Colleen Kappel, Superintendent of Education advised she has confirmed Vance Chapman School as the location to hold the November 15, 2017 SEAC Meeting. Robin Orr will email SEAC members to advise of the location.

6.3. Video Update

Laura Sylvestre, Chair of SEAC noted the strike at Confederation College will impact student’s ability to create IPRC / IEP videos as originally planned. Alternate video options were proposed including:

- create a video highlighting students sharing their individual experiences of how their needs are being met through environmental accommodations; and
- SEAC members speaking about their individual organizations and why they choose to be a member of SEAC.

It was further suggested that the HERE Campaign could be tied into these videos.

Discussion ensued and suggestions for sharing the videos included posting to the Board website, sending to schools for sharing at events, share at kindergarten registration, and hosting a film launch movie night where students can invite family and friends.

7. Correspondence

The correspondence folder was distributed for members' perusal. Colleen Kappel highlighted a request from the Ontario College of Teachers to participate in a survey regarding "Teaching Students Who Are Deaf or Hard of Hearing". Robin Orr will follow up with Mike Otway to determine his interest in completing the survey.

8. Advocacy Tracking

The advocacy tracking template was circulated for member completion.

9. New Business

9.1. Initial Planning – Presentation for SEAC Guest Speaker Event

As addressed in Item 6.3; hosting a film launch movie night can be tied into the SEAC Guest Speaker Event.

9.2. SEAC Representative on Agnew/Edgewater Transition Committee

A request for a SEAC representative to participate on the Agnew/Edgewater Transition Committee was brought forward. The first transition committee meeting is scheduled for Monday, October 23. Robin Orr will email SEAC members and request a representative.

9.3. SEAC Lanyards and Name Tags

Colleen Kappel, Superintendent of Education provided information related to obtaining lanyards and name tags for SEAC members, and noted the cost associated with purchasing lanyards specific to SEAC is expensive and not recommended. In addition, managing name tags connecting individuals to Lakehead Public Schools needs to be managed due to accessibility to facilities. It was proposed Robin Orr could manage name tags and have these available at events for members. Discussion ensued. Colleen Kappel will explore further options.

9.4. PIC Report

Laura Sylvestre provided an update on the October 2, 2017 PIC meeting held at Hammarskjold; items addressed included:

- Reporting of Children in Need of Protection policy review;
- summer program update;
- Directors report outlining strategy for "Linking Limbrick";
- People for Education Conference;
- PIC work plan;
- Lakehead Public Schools marketing plan;
- new appointments to PIC; and
- annual report to the Board.

10. Information/Inquiries & Association Reports

There were no information, inquires or association reports.

11. Status of SEAC Budget

Laura Sylvestre, Chair of SEAC shared the SEAC Budget noting the 2017-2018 budget is \$2000.00 and \$1,358.75 carry forward from 2016-2017 has been allocated to create videos.

12. Board Update

Trustee Marg Arnone provided highlights on the following meetings:

- September 26, 2017 Regular Board Meeting
Items addressed included:
 - Trustee Character Award;
 - Ogden Community School presentation; and
 - Linking Families and Schools Presentation
- October 10, 2017 Standing Committee Meeting
Items addressed included:
 - Communications update including the long-term marketing strategy;
 - Student Achievement presentation
 - Procedural By Laws Ad Hoc Committee nominations;
 - Edgewater Park Agnew Transition Committee; and
 - PIC appointments

13. Adjournment

Moved by Wilma Kleynendorst

Seconded by Angela Hill

“THAT we do now adjourn at 6:45 p.m.”

CARRIED

LAKEHEAD DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE

Jim McCuaig Education Centre
Thunder Bay, Ontario

2017 SEP 20

MEMBERS PRESENT:

Laura Sylvestre (Chair)
Liz Tod
Mike Otway
Ron Gernat
Cory Koski

Martha Mawakeesic
Wilma Kleynendorst
Trustee Marg Arnone
Trustee Trudy Tuchenhagen

OTHERS PRESENT:

Colleen Kappel

Lori Carson

ABSENT:

Kelly Matyasovszky (Vice Chair)
Jennifer Bean
Judy Kay

Angela Hill
Theresa Graham
Jen Bertoni

1. **Call to Order**

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

2. **Welcome and Introductions**

Everyone was welcomed followed by a round table introduction.

3. **Approval of the Agenda**

“Video Update” will added to the agenda as item 7.4.

Moved by Trustee Trudy Tuchenhagen

Seconded by Wilma Kleynendorst

“THAT the agenda for the September 20, 2017 SEAC meeting be approved as amended.”

CARRIED

4. **Declarations of Conflict of Interest**

There were no declarations of conflict of interest.

5. Presentations

5.1. Introduction of Special Education Team

Lori Carson, Special Education Officer acknowledged the Special Education Team members in attendance. Each member introduced themselves and briefly outlined their portfolio. Discussion ensued and questions were addressed.

Special Education Team members were thanked for attending.

6. Approval of the Minutes

Moved by Ron Gernat

Seconded by Mike Otway

“THAT the minutes of the June 14, 2017 SEAC meeting be approved.”

CARRIED

7. Business Arising From the Minutes

7.1. 2017-2018 Presentation Schedule

The 2017-2018 presentation schedule was circulated for review. Members were asked for suggestions for October. “Empower Reading” was suggested as a presentation topic.

7.2. 2017-2018 Newsletter Schedule

The 2017-2018 newsletter schedule was circulated. Members were asked to identify if their agency would like to include information in school newsletters. Autism Ontario was identified for April 2018 and VOICE was identified May 2018. Additional suggestions can be sent to Robin Orr for inclusion on the schedule.

7.3. 2017-2018 Work Plan

Colleen Kappel, Superintendent of Education shared the updated work plan and noted goals were defined, and strategies and indicators of success were added to align with the overall goal. Members discussed potential off-site locations to hold two SEAC meetings during 2017-2018. Kingsway, Vance Chapman, Churchill and Woodcrest were identified as potential sites. Colleen will follow up with individual administrators at these schools to discuss possibility of hosting a SEAC meeting at their locations.

7.4. Video Update

Cory Koski advised he has been in contact with Confederation College to gauge their interest in creating the IPRC / IEP videos. The college has

indicated students may take this on as a project. Cory noted feedback from the college suggested the video would be approximately one minute in length, and asked committee members for suggestions to provide clarification on a work plan and expected outcomes, which would help to inform students of the overall scope of the projected. Discussion ensued and the following ideas were suggested as video inclusion:

- What is a IPRC / IEP – tips for parents;
- How to prepare for meetings;
- Staff and parent input in video; and
- Highlight SEAC pamphlet.

A working group will be established to provide input into the videos. Lori Carson was identified as the Board contact. Laura Sylvestre and Cory Koski indicated interest in participating in the working group. Robin Orr will email add members to solicit interested in participating on the working group.

Cory Koski will share Confederation College information to Colleen Kappel and Lori Carson.

8. Correspondence

The correspondence folder was distributed for members' perusal. Colleen Kappel highlighted the communication from MASCE to provide feedback for the October MASCE meeting. Robin Orr will send the feedback template via email for members input.

9. Advocacy Tracking

9.1. 2016-2017 SEAC Advocacy Tracking Results

The SEAC advocacy tracking results from 2016-2017 were circulated for members review. All members were reminded to include all types of contact on the tracking sheet. Discussion occurred regarding best method to share advocate information. Lori Carson will share advocate information with administrators, and ask if additional SEAC posters are required for their schools.

9.2. 2017-2018 SEAC Advocacy Memo

The draft 2017-2018 SEAC Advocacy memo was circulated for review. Members were asked to confirm their contact information and agreement to be listed on the memo. Remove "south side" from Ron Gernat's name. Martha Mawakeesic will be included as an advocate. A statement saying "All Advocates are Available for All Parents" will be added on the memo. Robin Orr will share the memo via email for further feedback.

9.3. Review of Advocacy Binder

Laura Sylvestre, Chair of SEAC provided a general review of the advocacy binder. The following sections will be updated:

- Section 1: Advocacy Memo
- Section 7: School List with Address and Contact Information

Additional business cards and SEAC bookmarks will be shared at the next SEAC meeting. Members were asked to bring pamphlets for their organizations to the October meeting for inclusion in the section 6 of the Advocacy Binder. Additional suggestions for materials to be included in the binder can be forwarded to Robin Orr.

10. New Business

10.1. SEAC Kid's Page

Lori Carson, Special Education Officer provided an update on the Kid's Page. It was noted, information listed on the Kid's Page cannot appear as advertising and therefore individual organizations cannot be listed. It was suggested highlighting ways children are accommodated in different environments would be appropriate content for the Kid's Page. A page can be added in the new-year; Lori will coordinate with Bruce Nugent. Previous Kid's Pages will be brought to a future SEAC meeting for further discussion. It was suggested the IPRC / IEP videos could also be highlighted on the Kids' Page.

10.2. 2017-2018 Off-Site Meeting Locations

Off-site meeting locations were discussed under Item 7.3 "2017-2018 Work Plan". Possible locations identified were: Kingsway, Vance Chapman, Churchill and Woodcrest.

10.3. PIC Report

Laura Sylvestre provided an update on the September 11, 2017 PIC meeting; items addressed included:

- Passing of 2017-2018 budget,
- Re-forming of school council Chairs targeted for January 2018,
- PIC work plan,
- SEAC and AEAC committee updates,
- Development of an ad-hoc committee to review PIC by-laws,
- PIC membership, and
- Next PIC meeting will be held at Hammarskjold.

11. Policies Currently Under Review

11.1. 2017-2018 Policy Review Schedule

The 2017-2018 policy review schedule was provided to members for information. Colleen Kappel, Superintendent of Education highlighted policies 8011 and 6040 noting both will be released for constituents input on September 20 with feedback due on October 25. Feedback can be provided at the October SEAC meeting if members are interested in reviewing one or both of these policies as part of the work plan. Discussion ensued regarding policy 6040. Wilma will share policy 6040 with her child welfare contact to obtain feedback on identification of children.

11.2. 8011 – Use of School Buildings, Facilities and Grounds

Members agreed not to review this policy at a SEAC meeting.

11.3. 6040 – Reporting of Children in Need of Protection

Members agreed to review policy 6040 at the October SEAC meeting, and Jeff Upton, Education Officer will be invited to the meeting to present the policy.

12. Information/Inquiries & Association Reports

Cory Koski shared The “Walk with Me for Autism Awareness” is scheduled to take place on September 30 at Boulevard Lake.

Mike Otway raised having a student member on SEAC. Discussion occurred; Colleen Kappel will review further and share a process at the next SEAC meeting. An open invitation to attend all SEAC meetings will be extended to Student Trustee, Lahama Naeem.

Martha Mawakeesic noted the FASD event was held in September. It was suggested information regarding FASD event be shared earlier to bring aware to the event.

13. Status of SEAC Budget

The status of the 2016-2017 SEAC budget was provided to members. \$1358.75 was carried forward to 2017-2018 to be used to develop the IPRC and IEP videos.

14. Board Update

Trustee Marg Arnone provided highlights on the following meetings:

- June 20, 2017 Regular Board Meeting
Items addressed included:

- OPSOA awards were presented for “Awards of Excellence and Achievement and Achievement Awards,
- Trustee Character Award was presented,
- Student Trustee report
- STSTB report,
- Audit Committee report,
- Annual review of the plan to deliver special education programs and services,
- Establishment of a Capital Planning Committee,
- Approval of Appointments to the SAL Committee, and
- Review of policies.

15. Adjournment

Moved by Mike Otway

Seconded by Liz Tod

“THAT we do now adjourn at 7:25 p.m.”

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2018 FEB 13
Report No.020-18

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

RE: POLICY REVIEW – 4022 PRIOR LEARNING ASSESSMENT AND RECOGNITION

1. Background

- 1.1 On June 28, 2011, the 4022 Prior Learning Assessment and Recognition Policy was approved.
- 1.2 At the June 13, 2017 Regular Board Meeting, the 4022 Prior Learning and Recognition Policy was approved for review during the 2017-2018 school year as part of the policy development and review cycle.
- 1.3 On December 6, 2017, the draft policy was posted on the Board website and distributed to constituent groups for review with input to be received by January 24, 2018.

2. Situation

- 2.1 There was no constituent input received.
- 2.3 The revised policy is attached as Appendix A and the procedures are attached as Appendix B.
- 2.3 Upon final approval, the policy will be distributed according to Board procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 4022 Prior Learning Assessment and Recognition Policy, Appendix A to Report No. 020-18.

Respectfully submitted,

SHERRI-LYNNE PHARAND
Superintendent of Education

IAN MACRAE
Director of Education

CURRICULUM AND INSTRUCTION**4000**

DRAFT – February 13, 2018

**PRIOR LEARNING ASSESSMENT AND
RECOGNITION PROCEDURES****4022**1. Policy

It is the policy of Lakehead District School Board to evaluate a student's skills and knowledge against the expectations outlined in current *Ontario Provincial* curriculum policy documents in order to earn credits towards the Ontario Secondary School Diploma (OSSD) through a Challenge and Equivalency Process.

2. Definitions

2.1 Prior Learning Assessment and Recognition (PLAR) - the formal evaluation and credit granting process whereby students may obtain credits for prior learning.

2.2 Challenge Process - the process whereby a student's prior learning is assessed for the purpose of granting credit for a Grades 10, 11, or 12 course developed from a *Ontario Provincial* curriculum policy document published in 1999 or later.

2.3 Reasonable Evidence - documentation that the curriculum expectations of the course have already been achieved and that the student would likely be successful in the Challenge Process.

2.4 Equivalency Process - the process of assessing credentials from other jurisdictions.

3. The Challenge Process

3.1 The student's prior learning is assessed through a Challenge Process comprised of:

- i) formal tests worth 70% of the final mark; and
- ii) other assessments worth 30% of the final mark.

3.2 The Challenge Process includes the following stages:

- i) orientation;
- ii) application;
- iii) assessment & evaluation; and
- iv) reporting and record keeping.

3.2.1 Orientation

3.2.1.1 The Board's system course calendar outlines when students can challenge for credit and what opportunities for challenge are available.

CURRICULUM AND INSTRUCTION**4000****DRAFT – February 13, 2018****PRIOR LEARNING ASSESSMENT AND
RECOGNITION PROCEDURES****4022**

- 3.2.1.2 The student shall initiate the Challenge Process through the school contact.
- 3.2.1.3 The school contact shall inform the student:
- that they may challenge for credit only if they are able to provide reasonable evidence to their principal that they would likely be successful in the Challenge Process;
 - that, if under the age of 18 years, they require parental approval before applying to challenge a course for credit;
 - about policies and procedures related to challenging for credit, including policies and procedures for recording results in the Ontario Student Record (OSR) and on the Ontario Student Transcript (OST);
 - that they challenge for credit for an entire course, whether it is a full credit or a partial credit course;
 - that they may not use the Challenge Process as a way to improve their mark in a course for which they have already earned a credit, nor as a way to obtain a credit for a course they have previously failed; and
 - that, if unsuccessful the first time in challenging a course for credit, a second challenge is permitted after a reasonable interval of time if the student is able to provide reasonable evidence that he or she is likely to be successful after additional study and experience during the interval.
- 3.2.1.4 Students who do not have suitable documentation, owing to extraordinary circumstances, will receive counselling concerning gathering evidence.
- 3.2.2 Application
- 3.2.2.1 The student shall submit a completed Board application form to the principal (Appendix A) by the date indicated on the application.
- 3.2.2.2 The principal shall evaluate each application in consultation with the student's parents (or with the student if the student is an adult) and appropriate staff (i.e., guidance counsellor, teacher advisor and subject teacher) to determine whether reasonable evidence for success exists and whether the challenge should occur.

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RECOGNITION PROCEDURES****4022**

3.2.2.3 In cases where an adult student, or the parent of a student who is not an adult, disagrees with the decision of the principal about whether or not the student is eligible to challenge for credit, the adult student (or parent) may ask the appropriate superintendent to review the matter.

3.2.3 Assessment & Evaluation

3.2.3.1 The PLAR Team, comprised of an appropriate combination of secondary administrator, student services representative, program department staff member and subject specialist shall:

- identify qualified and/or experienced teachers in the required discipline(s) as assessors;
- provide orientation to assessors; and
- determine the assessment & evaluation schedule in consultation with all parties.

3.2.3.2 The assessors shall assess and evaluate the student's performance by:

- developing appropriate assessment tools; and
- administering formal tests and other assessment strategies that are most appropriate for the course.

3.2.3.3 The student shall complete the formal tests and other assessments as determined by the PLAR Team.

3.2.4 Reporting and Record Keeping

3.2.4.1 The assessor shall:

- complete the Record of Assessment (Appendix B) and forward it to the student's home school; and
- record the credit earned through the Challenge Process at a school other than the student's home school on the Interim Tracking Record (Appendix C) and forward the form to the student's home school.

CURRICULUM AND INSTRUCTION**4000****DRAFT – February 13, 2018****PRIOR LEARNING ASSESSMENT AND
RECOGNITION PROCEDURES****4022**

3.2.4.2

The student's principal shall:

- ensure that the Cumulative Tracking Record form (Appendix D) is maintained and included in the student's OSR;
- ensure the student's requests for challenge for credit are entered in their Annual Education Plans as part of their educational goals;
- record the student's level of achievement as a percentage grade on the OST in the same way as achievement in other courses:
 - i) passing percentage grades for Grade 10 courses;
 - ii) both passing and failing percentage grades for Grades 11 and 12; and
- in a semestered school, report the number of completed challenges for credit to the Ministry in the School September Report and the School March Report.

4. The Equivalency Process

4.1 The principal shall, in the process of deciding the student's placement, determine as equitably as possible the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned.

4.2 Principals shall ensure that equivalency credits are recorded in accordance with the OST Manual.

5. Review

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

<u>Cross Reference</u>	<u>Date Received</u>	<u>Legal Reference</u>
Policy/Program Memorandum No. 129	March 25, 2003	
Ontario Secondary Schools, s. 6.6 and 8.2	<u>Date Revised</u> June 28, 2011	

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APPLICATION PLAR

PRIOR LEARNING ASSESSMENT & RECOGNITION

Lakehead Public High Schools

Complete this application and submit it to your school principal by the second Friday of APRIL

Surname _____

Given Names _____

MIN/OEN _____ Grade _____

Gender Male Female Date of Birth _____
yy/mm/dd

Name of Parent/Guardian _____

School _____

I wish to challenge for credit for the following course:

Course Title	Type	Grade/Level	Code

I am aware that a passing or failing mark resulting from a challenge for credit for a Grade 11 or 12 course will be entered on my Ontario Student Transcript and that a passing or failing mark or a withdrawal resulting from a challenge for credit for any Grade 10, 11 or 12 course will be entered on my PLAR tracking record and maintained in my Ontario Student Record.

I am aware that the PLAR Challenge Process will include formal tests (balanced between written work and demonstration, as appropriate for the subject) worth 70% of the final mark, and other types of assessment worth 30% of the final mark. I am aware that my skills and knowledge will be evaluated against the expectations outlined in the appropriate *Ontario Provincial* curriculum policy document. I am aware that a maximum of four credits may be granted through the Challenge Process for courses in Grades 10-12, with no more than two in any one discipline.

I am submitting the following as evidence that I am qualified to challenge for credit in this course:

- letter(s) of recommendation from teacher(s) familiar with the course expectations
- letter(s) of recommendation from member(s) of the community
- a portfolio of relevant work
- proof of successful relevant experience in a supervised setting
- a videotape, audiotape, or CD-ROM with samples of relevant work
- proof of relevant prior learning from another educational jurisdiction
- proof of successful completion of courses identified as prerequisites for this course

APPLICATION

PLAR
PRIOR LEARNING ASSESSMENT & RECOGNITION

Complete this application and submit it to your school principal by the second Friday in APRIL

STUDENT PARAGRAPH

Write a paragraph of 100-200 words stating why you want to challenge for credit for this course. Be sure to include the following:

- ways in which the course credit will help you to fulfill your educational goals
- your special interests and skills related to this course

APPLICATION
PLAR
PRIOR LEARNING ASSESSMENT & RECOGNITION

Complete this application and submit it to your school principal by the second Friday in APRIL

STUDENT AUTHORIZATION

I have reviewed the curriculum expectations and the descriptions of the levels of achievement for this course with a designated subject teacher.

I understand that a Board/school committee will review my application.

Student Signature

Date

Parent/Guardian Signature

Date

Teacher-Adviser Signature
(or Guidance Counsellor)

Date

For OFFICE USE Only

Date Application Received _____

Date Student Informed _____

Date Challenge Process Completed _____



RECORD OF ASSESSMENT

PLAR

PRIOR LEARNING ASSESSMENT & RECOGNITION

Lakehead
Public
High
Schools

Surname _____

Given Names _____

MIN/OEN _____ Grade _____

Gender Male Female Date of Birth _____
yy/mm/dd

Name of Parent/Guardian _____

Course Title _____ Course Type _____

Course Grade/Level _____ Course Code _____

Teacher _____

School _____

Assessment Strategies

A Formal Testing 70% of final percentage grade

Overall Expectations Covered	Type of Test	Date Completed	Level of Achievement

Percentage Grade (out of 70%) _____

RECORD OF ASSESSMENT

PLAR

PRIOR LEARNING ASSESSMENT & RECOGNITION

B Other Assessment Strategies – 30% of final percentage grade

Overall Expectations Covered	Type of Assessment Strategy	Date Completed	Level of Achievement

Percentage Grade (out of 30%) _____

FINAL PERCENTAGE GRADE _____

_____ Subject Teacher Signature	_____ Date
_____ Student Signature	_____ Date
_____ Principal Signature	_____ Date
_____ Teacher/Adviser/Guidance Counsellor	_____ Date
_____ Parent/Guardian Signature	_____ Date



PLAR

PRIOR LEARNING ASSESSMENT & RECOGNITION

INTERIM TRACKING RECORD

(To be sent to student's home school)

M F 19__/__/__

**Lakehead
 Public
 High
 Schools**

Student Surname First Name(s) MIN/OEN Student # Gender Date of Birth

Lakehead District School Board

School Board/School Authority/Inspected Private School* Number Name of School Date of Entry

Date yy/mm	School Board/Inspected Private School**	Course Grade/Level	Course Title	Code	Discipline	% Grade	Credit	Compulsory	Withdrawal	Authorization***

* Name of school board/school authority/inspected private school that maintains the student's OSR
 ** Name of school board/school authority/inspected private school through which the student earned the credits
 *** Signature of person authorized to maintain the student's OSR
 Note For policy on the use of this form, see Policy/Program Memorandum No. 129, "Prior Learning Assessment and Recognition (PLAR): Implementation in Ontario Secondary Schools."



**Lakehead
 Public
 High
 Schools**

PLAR

PRIOR LEARNING ASSESSMENT & RECOGNITION

CUMULATIVE TRACKING RECORD

(For inclusion in OSR)

M F 19__/__/__

Student Surname First Name(s) MIN/OEN Student # Gender Date of Birth

Lakehead District School Board

School Board/School Authority/Inspected Private School* Number Name of School Date of Entry

Date yy/mm	School Board/Inspected Private School**	Course Grade/Level	Course Title	Code	Discipline	% Grade	Credit	Compulsory	Withdrawal	Authorization***

* Name of school board/school authority/inspected private school that maintains the student's OSR
 ** Name of school board/school authority/inspected private school through which the student earned the credits
 *** Signature of person authorized to maintain the student's OSR
 Note For policy on the use of this form, see Policy/Program Memorandum No. 129, "Prior Learning Assessment and Recognition (PLAR): Implementation in Ontario Secondary Schools."

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2018 FEB 13
Report No. 021-18

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

RE: POLICY REVIEW – 4023 PRIOR LEARNING ASSESSMENT AND RECOGNITION
FOR MATURE STUDENTS

1. Background

- 1.1 On June 28, 2011, the 4023 Prior Learning Assessment and Recognition for Mature Students Policy was approved.
- 1.2 At the June 13, 2017 Regular Board Meeting, the 4023 Prior Learning and Recognition for Mature Students Policy was approved for review during the 2017-2018 school year as part of the policy development and review cycle.
- 1.3 On December 6, 2017, the draft policy and procedures were posted on the Board's website and distributed to constituent groups for review with input to be received by January 24, 2018.

2. Situation

- 2.1 There was no constituent input received.
- 2.3 The revised policy is attached as Appendix A and the procedures as Appendix B.
- 2.3 Upon final approval, the policy will be distributed according to Board procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 4023 Prior Learning Assessment and Recognition for Mature Students Policy, Appendix A to Report No. 021-18.

Respectfully submitted,

SHERRI-LYNNE PHARAND
Superintendent of Education

IAN MACRAE
Director of Education

CURRICULUM AND INSTRUCTION**4000****DRAFT – February 13, 2018****PRIOR LEARNING ASSESSMENT AND
RECOGNITION FOR MATURE STUDENTS
POLICY****4023**1. Rationale

Lakehead District School Board recognizes that mature students acquire important knowledge, skills and competencies in a variety of settings outside, as well as inside, the formal education setting. Prior Learning Assessment and Recognition (PLAR) allows mature students to have their skills and knowledge evaluated against the expectations outlined in Ontario curriculum policy documents in order to earn credits towards the Ontario Secondary School Diploma (OSSD). This policy differs from that of regular day school students because of the broader life experience of mature students.

This policy is written in accordance with *Policy/Program Memorandum No. 132*, *Policy/Program Memorandum No. 127* and *Ontario Secondary Schools, s. 6.6 and 8.2*.

2. Policy

It is the policy of Lakehead District School Board to evaluate a mature student's skills and knowledge against the expectations outlined in current Ontario curriculum policy documents in order to earn credits towards the Ontario Secondary School Diploma (OSSD) through an Assessment, Challenge and Equivalency Process.

3. Guiding Principles

- 3.1 All credits granted through the Prior Learning Assessment and Recognition process will represent the same standards of achievement as credits granted to mature students who have taken the courses.
- 3.2 No fees will be charged to students for undergoing the challenge or equivalency process.
- 3.3 Through the Grades 9 and 10 Equivalency Process, credits may be granted following individual assessment.
- 3.4 Through the Grades 11 and 12 Equivalency Process, mature students may be granted equivalent credits if their transcripts or other documents show evidence of learning that relates directly to the Ontario curriculum expectations for specific courses.
- 3.5 The Equivalency Process is used for placement only.
- 3.6 Students may challenge for credit only for Grades 11 and 12 courses in Ontario Curriculum Policy documents.

CURRICULUM AND INSTRUCTION**4000****DRAFT – February 13, 2018****PRIOR LEARNING ASSESSMENT AND
RECOGNITION FOR MATURE STUDENTS
POLICY****4023**

- 3.7 Opportunities for students to challenge for credit will be provided only for courses that are taught in schools operated by the Board.
- 3.8 Students may challenge for credit for a course only if they can provide reasonable evidence to the principal or designate that they would likely be successful in the Challenge Process.
- 3.9 The Challenge Process is an evaluation process and may not be used as a way for students to improve their mark in a course for which they have already earned a credit, nor as a way to obtain a credit for a course they have previously failed.

4. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Policy/Program Memorandums No. 132 and 127, and Ontario Secondary Schools, s. 6.6 and 8.2	December 14, 2004 <u>Date Revised</u> June 28, 2011	_____ _____

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CURRICULUM AND INSTRUCTION**4000****DRAFT – February 13, 2018****PRIOR LEARNING ASSESSMENT AND
RECOGNITION FOR MATURE STUDENTS
PROCEDURES****4023**1. Policy

It is the policy of Lakehead District School Board to evaluate a mature student's skills and knowledge against the expectations outlined in current Ontario curriculum policy documents in order to earn credits towards the Ontario Secondary School Diploma (OSSD) through a Challenge and Equivalency Process.

2. Definitions

2.1 Mature student:

- is at least 18 years of age and has been out of school for at least one year immediately preceding his or her registration in a secondary program; and
- new to the Ontario secondary school system as of February 1, 2004 or was enrolled as a regular day school student in the Ontario secondary school system after 1999.

2.2 Prior Learning Assessment and Recognition (PLAR) - the formal evaluation and credit granting process whereby mature students may obtain credits for prior learning.

2.3 Equivalency Process - individual assessment for the purpose of granting Grades 9 or 10 credits and/or assessing credentials from other jurisdictions; and
- individual assessment for the purpose of granting Grades 11 or 12 credits if their transcripts or other documents show evidence of learning that relates directly to the Ontario curriculum expectations for specific courses.

2.4 Challenge Process - the process whereby a mature student's prior learning is assessed for the purpose of granting credit for a Grades 11 or 12 course developed from an Ontario curriculum policy document published in 1999 or later.

2.5 Reasonable Evidence - documentation that the curriculum expectations in the course have already been achieved and that the mature student would likely be successful in the Challenge Process.

CURRICULUM AND INSTRUCTION**4000****DRAFT – February 13, 2018****PRIOR LEARNING ASSESSMENT AND
RECOGNITION FOR MATURE STUDENTS
PROCEDURES****4023****3. The Equivalency Process**

3.1 The principal or designate shall, in the process of deciding the mature student's placement, determine as equitably as possible the total credit equivalency of the student's previous learning and the number of compulsory and optional credits still to be earned using one of the three routes as in Policy/Program Memorandum No. 132 for Grades 9 and 10 equivalency. The principal or designate shall review the evidence that relates directly to Ontario curriculum expectations for specific Grades 11 or 12 courses. All credits granted through the equivalency process must represent the same standards achievement as credits granted to students who have taken the courses. The principal or designate shall ensure that equivalency credits are recorded in accordance with the OST manual.

3.2 Grades 9 and 10 Assessment/Equivalency Process includes the following steps:

- i) orientation;
- ii) application;
- iii) determination of equivalent credit;
- iv) assessment;
- v) recording; and
- vi) reporting.

3.2.1 Orientation: The PLAR team designs and delivers an "Orientation Session and Application Process" that ensures mature students are:

- informed of the application process, and that they are responsible for initiating the process of individual assessment, for providing the required documentation, and for satisfying all of the requirements;
- informed of the diploma requirements of mature students;
- informed about the policies and procedures related to the individual assessment of mature students, including policies and procedures for recording results in the student file and on the Ontario Student Transcript (OST); and
- referred to the appropriate form.

CURRICULUM AND INSTRUCTION**4000****DRAFT – February 13, 2018****PRIOR LEARNING ASSESSMENT AND
RECOGNITION FOR MATURE STUDENTS
PROCEDURES****4023****3.2.2 Application: The PLAR team:**

- ensures that every prospective applicant is provided with an “Application for Grades 9 and 10 Individual Assessment/Equivalency Process”;
- ensures that every prospective applicant is provided with materials that indicate the Ontario curriculum expectations for the Grades 9 and 10 courses for which the mature student wishes to be granted credits; and
- confirms receipt of application and transcript (if provided), in writing, and files the form in the mature student’s file.

3.2.3 Determination of Equivalent Credit: The PLAR team:

- determines how many equivalent credits can be granted (up to 16 Grades 9 and 10 credits) on the basis of transcripts indicating successful completion of two years of secondary school that are comparable to Ontario Grades 9 and 10; and
- informs the mature student, in writing, of all determinations and decisions related to this process.

3.2.4 Assessment: The PLAR team:

- provides information on the individual assessment(s) to the mature student who has been advised that he/she must successfully complete the assessment(s);
- provides key learning and assessment focus chart;
- provides information sheet for mature students (preparing for Grades 9 and 10 individual assessments);
- administers the individual assessments to individual mature students or groups of mature students; and
- stores individual assessment materials.

CURRICULUM AND INSTRUCTION**4000****DRAFT – February 13, 2018****PRIOR LEARNING ASSESSMENT AND
RECOGNITION FOR MATURE STUDENTS
PROCEDURES****4023**

3.2.5 Recording: The PLAR team:

- records the results (pass/fail) of each individual assessment completed by a mature student (on appropriate form);
- files the record and updates it as necessary; and
- enters, in accordance with the *Ontario Student Transcript (OST) Manual, 1999*, the following information on the mature student's OST:
 - the equivalent credits granted for Grades 9 and 10, as *one total*;
 - the notation "Equivalent Credits" in the "Course Title" column, and the code "PLE" in the "Course Code" column; and
 - the total number of compulsory credits granted as equivalent credits (up to 14 compulsory credits for mature students working under OSS diploma requirements).

3.2.6 Reporting: The PLAR team:

- informs the mature student of the results (pass/fail) of each individual assessment, and of the mature student's right to retake the assessment if he/she did not pass;
- if fewer than four equivalent credits for any of the subject areas are granted as a result of individual assessments, advises the mature student on how he/she will obtain the remaining credits; and
- grants, at principal's discretion, the Ontario Secondary School Certificate (OSSC) to a mature student following an individual assessment, if the mature student, in the principal's judgement, has met the requirements for the OSSC as specified in OSS, section 3. (Note that the OSSC may be granted to a mature student who has met OSSC requirements and is also planning to earn the OSSD in the future).

3.3 The Grades 11 and 12 Equivalency Process includes the following steps:

- i) orientation;
- ii) application;
- iii) determination of equivalency;
- iv) recording; and
- v) reporting.

CURRICULUM AND INSTRUCTION**4000****DRAFT – February 13, 2018****PRIOR LEARNING ASSESSMENT AND
RECOGNITION FOR MATURE STUDENTS
PROCEDURES****4023**

3.3.1 Orientation: The PLAR team:

- delivers an “Orientation Session” that ensures mature students are:
 - informed of the application process, and that they are responsible for initiating the equivalency process for the purpose of obtaining Grades 11 and 12 credits, for providing the required documentations, and for satisfying all of the requirements;
 - informed of the diploma requirements for mature students;
 - informed about the policies and procedures related to the equivalency process, including policies and procedures for recording results in the *student file and the Ontario Student Transcript (OST)*;
- distributes PLAR materials to mature students; and
- provides counselling/informal orientation to answer the mature student’s questions and provides ongoing guidance, as required.

3.3.2 Application: The PLAR team:

- determines whether the mature student was previously enrolled in the Ontario secondary school system (under Ontario Secondary Schools, Grades 9-12 (OSS), Ontario Schools: Intermediate and Senior Divisions (Grades 7-12/OAC’s) (OSIS), or Circular H.S.I. 1979-81) on the basis of written evidence of previous enrollment;
- determines appropriate staff (including subject teachers) to assist in the review of the mature student’s documentation and to attend the review meeting with the mature student;
- ensures that every prospective applicant is provided with an application form, as well as materials that indicate what is expected in the Grades 11 and 12 courses for which the mature student wishes to challenge for credit;
- meets, if necessary, with the mature student, the counselor/intake teacher, and other school staff to determine whether the mature student should begin the equivalency process; and
- informs the mature student, in writing, of the decision whether or not to proceed with the equivalency process.

CURRICULUM AND INSTRUCTION**4000****DRAFT – February 13, 2018****PRIOR LEARNING ASSESSMENT AND
RECOGNITION FOR MATURE STUDENTS
PROCEDURES****4023****3.3.3 Determination of Equivalent Credits Phase: The PLAR team:**

- reviews all documentation (formal transcripts, documentation regarding apprenticeships and documentation of learning gained from other programs, courses, or work experiences) provided by the mature student to determine whether equivalency should be granted for a specific full or half credit course; and
- grants equivalent credits for specific courses only if the documentation shows evidence of learning that relates directly to the Ontario curriculum expectations for specific courses.

3.3.4 Recording Phase: The PLAR team:

- records the appropriate information for all Grades 11 and 12 equivalent credits on the mature student's OST; and
- records equivalent credits on the appropriate form.

3.3.5 Reporting Phase: The PLAR team

- informs the mature student, in writing, of all determinations and decisions made with respect to the Grades 11 and 12 equivalency process; and
- continues to assist the mature student with determining which secondary school courses to take and/or other educational options to meet his/her educational goals.

4. The Challenge Process – Grades 11 and 12**4.1 The mature student's prior learning is assessed through a Challenge Process comprised of:**

- i) formal tests worth 70%; and
- ii) other assessment strategies worth 30%.

4.2 The Challenge Process includes the following stages:

- i) orientation;
- ii) application;
- iii) assessment & evaluation; and
- iv) reporting and record keeping.

CURRICULUM AND INSTRUCTION**4000****DRAFT – February 13, 2018****PRIOR LEARNING ASSESSMENT AND
RECOGNITION FOR MATURE STUDENTS
PROCEDURES****4023**

4.2.1 Orientation

4.2.1.1 The Board's system course calendar and website outlines when mature students can challenge for credit and what opportunities for challenge are available.

4.2.1.2 The mature student shall initiate the Challenge Process through the school contact.

4.2.1.3 The school contact will:

- ensure that mature students are informed that they are responsible for initiating the challenge process for the purpose of obtaining Grades 11 and 12 credits, and for satisfying all of the requirements;
- ensure that every prospective applicant is informed about policies and procedures related to challenging for credit, including policies on and procedures for recording results in the student file and on the OST;
- ensure that every prospective applicant is provided with an application form, as well as materials that indicate what is expected in the Grades 11 and 12 courses (i.e., the curriculum expectations) for which the student wishes to challenge for credit;
- evaluate each application in consultation with the student and appropriate school staff (i.e., subject teachers) to determine whether reasonable evidence for success exists and whether the challenge should occur;
- determine whether the student should challenge for credit for a specific full – or half-credit course; and
- Consult with the PLAR team and board personnel to:
 - develop formal tests and other assessment strategies;
 - conduct the testing (i.e., the use of formal tests and of other appropriate assessment strategies); and
 - evaluate and report on the student's performance.

4.2.1.4 Students who do not have suitable documentation, owing to extraordinary circumstances, will receive counselling concerning gathering evidence.

CURRICULUM AND INSTRUCTION**4000****DRAFT – February 13, 2018****PRIOR LEARNING ASSESSMENT AND
RECOGNITION FOR MATURE STUDENTS
PROCEDURES****4023****4.2.2 Application: The PLAR team:**

4.2.2.1 The principal or designate ensures that every prospective applicant is provided with an application form, as well as materials that indicate what is expected in the Grades 11 and 12 courses for which the mature student wishes to challenge for credit.

4.2.2.2 The principal or designate shall evaluate each application in consultation with the mature student and appropriate staff (i.e., guidance counsellor, teacher advisor and subject teacher) to determine whether reasonable evidence for success exists and whether the challenge should occur.

4.2.2.3 The principal or designate determines whether the mature student should challenge for credit for a specific full or half credit course.

4.2.2.4 When a mature student applies to challenge for credit for a course that is not offered on site other arrangements will be made to accommodate the student.

4.2.2.5 If the mature student receives a letter of denial or request to challenge for credit he/or she has the right to ask the appropriate supervisory officer to review the matter where he/or she disagrees with the position of the principal.

4.2.3 Assessment & Evaluation**4.2.3.1 The PLAR Team shall:**

- identify qualified and/or experienced teachers in the required discipline(s) as assessors;
- provide orientation to assessors;
- determine the assessment & evaluation schedule in consultation with all parties;
- ensure that only teachers certified by the Ontario College of Teachers conduct the PLAR challenge process;
- involve teaching staff in decisions related to the logistics of the administration of the Grades 11 and 12 challenge assessments;
- assign teaching staff to develop formal tests and other assessment strategies;
- assign teaching staff to conduct the testing (i.e., the use of formal tests and of other appropriate assessment strategies);

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- assign teaching staff to provide information to mature students about the administration of the Grades 11 and 12 challenge assessments;
- assign teaching staff to provide mature students with the results of each challenge assessment activity;
- ensure that mature students are aware of their right to challenge for credit for the same course a second time after a reasonable interval, if they are not successful on the first attempt;
- file the Record of Assessment Course;
- store marked challenge assessment materials;
- develop challenge assessment(s) (refer to appropriate form)
- make decisions related to the logistics of administration of the Grades 11 and 12 challenge assessments;
- provide information on the nature and logistics of the challenge assessments to the mature student whose application to challenge for credit for a course has been approved;
- administer the challenge assessments to an individual mature student or groups of mature students;
- mark each challenge assessment activity and enters the results on the “Record of Assessment of Challenge for Credit for a Course (refer to appropriate form);
- inform the mature student of the results of each challenge assessment activity;
- once all challenge assessment activities are completed, calculate a final percentage grade, based on 70% formal tests and 30% other assessments and enters on the “Record of Assessment of Challenge for Credit for a Course; and
- store marked challenge assessment materials.

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4.2.4 Reporting and Record Keeping

4.2.4.1 The PLAR team:

- enters the mature student’s passing and failing percentage grades on the OST (no notation will be entered on the OST if the mature student withdraws from the challenge process);
- records each challenge credit earned (refer to appropriate form);
- informs the mature student of the final percentage grade on the challenge assessment;
- has the mature student sign the “Record of Assessment of Challenge for Credit for a Course”;
- provides a copy to the mature student; and
- files the record.

5. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Policy/Program Memorandums No. 132 and 127, and Ontario Secondary Schools, s. 6.6 and 8.2	December 14, 2004 <u>Date Revised</u> June 28, 2011	_____ _____

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LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2018 FEB 13
Report No. 015-18

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

RE: APPROVAL OF APPOINTMENTS TO THE SPECIAL EDUCATION ADVISORY
COMMITTEE (SEAC)

1. Background

- 1.1 According to Reg. 464/97 of the Education Act, the Board must establish a Special Education Advisory Committee.
- 1.2 At the Inaugural Board Meeting on December 2, 2014, Lakehead District School Board approved nine local associations/organizations for membership and six alternates to the Special Education Advisory Committee for the next four year term.

2. Situation

- 2.1 Child and Community Resources has nominated Laura Sylvestre as a member of the Special Education Advisory Committee. Ms. Sylvestre will step down as a representative for Autism Ontario if appointed to represent Child and Community Resources.
- 2.2 Fetal Alcohol Support and Information Network (FASIN) has nominated a new member, Miranda Myers. Ms. Myers will replace Judy Kay, previous member of FASIN.

RECOMMENDATION

It is recommended that Lakehead District School Board approve the appointment of Laura Sylvestre as representative for Child and Community Services, and Miranda Myers as representative for Fetal Alcohol Support and Information Network (FASIN) as members to the Special Education Advisory Committee for the term ending November 30, 2018.

Respectfully submitted,

COLLEEN KAPPEL
Superintendent of Education

IAN MACRAE
Director of Education