



Office of the Director

Jim McCuaig Education Centre
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STANDING COMMITTEE
Tuesday, May 8, 2018
Jim McCuaig Education Centre

Ian MacRae
Director of Education

Marg Arnone
Chair

AGENDA

PUBLIC SESSION
7:30 p.m. – in the Board Room

	<u>Resource Person</u>	<u>Pages</u>
1. Call to Order		
2. Disclosure of Conflict of Interest		
3. Approval of the Agenda		
4. Delegations/Presentations		
4.1 Trustee Character Award - Sue Peever, Lakehead Public Schools Foundation	J. Playford	Verbal
4.2 Five Mile Public School - <i>A Community of Math Learners</i>	C. Kappel	1-3
5. Approval of Minutes		
5.1 Standing Committee Meeting - April 10, 2018	M. Arnone	4-6
6. Business Arising from the Minutes		

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

MATTERS NOT REQUIRING A DECISION:

7.	Information Reports		
7.1	Student Achievement Mid-Year Update (044-18)	S. Pharand	7-12
7.2	Special Education Advisory Committee Meeting Minutes – March 21, 2018	C. Kappel	13-16
7.3	Aboriginal Education Advisory Committee Meeting Minutes – February 15, 2018	S. Pharand	17-22
8.	First Reports		

MATTERS FOR DECISION:

9.	Postponed Reports		
10.	Ad Hoc and Special Committee Reports		
11.	New Reports		
11.1	Policy Review – 6040 Reporting of Children in Need of Protection (043-18)	C. Kappel	23-24
	<i>It is recommended that Lakehead District School Board defer 6040 Reporting of Children in Need of Protection policy to the 2018-2019 Policy Review Schedule.</i>		
11.2	2018 to 2026 Policy Review Schedule (046-18)	I. MacRae	25-27
	<i>It is recommended that Lakehead District School Board approve the 2018 to 2026 Policy Review Schedule, Appendix A to Report No. 046-18.</i>		
11.3	Policy Review – 2010 Policy Development and Review (047-18)	I. MacRae	28-35
	<i>It is recommended that Lakehead District School Board approve 2010 Policy Development and Review Policy, Appendix A to Report No. 047-18.</i>		

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>
11.4	Policy Review – 4045 Environmental (041-18)	C. Kappel	36-40
	<i>It is recommended that Lakehead District School Board approve 4045 Environmental Policy, Appendix A to Report No. 041-18.</i>		
11.5	Approval of Appointment to the Special Education Advisory Committee (SEAC) (042-18)	C. Kappel	41
	<i>It is recommended that Lakehead District School Board approve the appointment of Amanda Lebel as alternate member to the Special Education Advisory Committee representing Anishnawbe Mushkiki, for the term ending November 30, 2018.</i>		
12.	New Business		
13.	Notices of Motion		
14.	Information and Inquiries		
15.	Adjournment		

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

School: Five Mile Public School

Title of Initiative: A Community of Math Learners

Components of Initiative	School's Details
1. Description of the nature of the initiative to improve student achievement	Over the last couple of years, numeracy has been our curricular focus at Five Mile Public School. Through our School Improvement Plan (SIP), we have explicitly defined our strategy to empower all educators to support the implementation of improved numeracy instruction in our Kindergarten – Grade 8 classrooms. At Five Mile Public School, we realize that an effective math program balances skills, concepts, problem solving strategies and thinking.
2. Rationale for selecting the initiative	Across the province, within Lakehead Public Schools and at Five Mile Public School, the reality is that our Grades 3 and 6 provincial test scores in mathematics have fallen steadily over the last five years. At Five Mile Public School, we believe that all students can be successful at mathematics and we are committed to helping students develop a fundamental understanding of mathematical concepts and a positive attitude towards mathematics that will give them a foundation for life-long learning in mathematics.
3. Intended outcomes of the initiative related to improved student achievement	Our intended outcome is for students to have a sound understanding of elementary mathematics concepts, a positive attitude towards learning mathematics, and the belief that an understanding of mathematics is attainable. This will then allow our students to be successful in later mathematics endeavours and to use mathematics effectively in life.
4. Description of the data used	EQAO data was analyzed to determine areas of strength and areas for improvement. We have also used baseline assessment data that teachers have collected through an analysis of student work/student thinking. Anecdotal data was also collected from other stakeholders (i.e. Parent Home/School Communication Survey)
5. Brief description of the significant activities or strategies involved with the initiative	<p>Focus on mathematics: One of our collective commitments in our SIP is directly connected to numeracy “Increase the number of students achieving Level 3 in math”.</p> <p>Coordinate and strengthen mathematics leadership: Several staff have taken leadership roles in supporting effective mathematics instruction (division leaders, principal, staff leading system PD sessions, school IT rep, and system resource teacher support).</p> <p>Build understanding of effective mathematics instruction/ Support collaborative professional learning in mathematic/ Facilitate access to mathematics learning resources: Through formal (PLC’s, staff meetings) and informal (shared planning times, team teaching, hallway/staff room conversations) opportunities/practices staff are regularly engaging in professional conversations/learning linked to numeracy.</p>

	<p>Design a responsive mathematics learning environment: As a school, we have established a culture and consistent practices that support collaborative teacher inquiry (student learning need →teacher learning need →professional learning→changes in instructional practices).</p> <p>Provide assessment and evaluation in mathematics that supports student learning: Working with baseline assessment data, we have been creating a continuum of strategies and looking at it in relation to curriculum documents to inform our professional development and student learning opportunities.</p> <p>Home & School Connection: We are trying to support and work collaboratively with parents, through an intentional focus on providing prompts for parents to facilitate math conversations at home. We are also giving parents opportunities to see math learning in action (Seesaw). These connections are occurring through parent council, newsletters, community/parent events, etc.</p>
<p>6. One or two highlights of the above activities</p>	<p>PLC's - moderated marking of student work, analysis of baseline assessment data, development of student tracking sheets, professional readings/videos, collection of evidence to support learning goals, bridging gaps between technology and building staff confidence around technology, shared problem solving, lots of professional dialogue and discourse.</p> <p>The Price is Right Real Life Math Family Fun Night - carousel of stations/games that mirrored the Price is Right game show all focused on real life math and healthy food choices. Students also had an opportunity to use money, making change, etc.</p> <p>Numeracy Focus/Consistent Practices - school focuses on student voice, making students thinking visible, consistent practices around learning goals, success criteria and descriptive feedback, purposeful instruction responsive to the student desk, more prominent/consistent use of manipulatives, focus on revisiting curriculum expectations in relationship to student progress and next steps and on-going opportunities for students to respond to a variety of open-response questions (multi-step, multi-strand, etc.).</p>
<p>7. Description of any unexpected results or “moments of serendipity” related to the initiative</p>	<ul style="list-style-type: none"> • More students seem to be enjoying math (positive attitude about math) and see themselves as mathematicians; • increase in the number of cross curriculum connections/links between math and other subjects; • opportunities to use technology in relationship to math through websites, apps, games and more; and • lots of staff getting excited about math and the new changes to their instructional practices as well as the positive reactions from students (student academic success and changes in perceptions about math).

<p>8. Description of one or two interesting findings that would be useful or helpful to other schools</p>	<ul style="list-style-type: none"> • Administrator support as a co-learner; • the entire staff needs to be invested in and feel ownership in and throughout the process (development of SIP, setting direction for PLC focuses, collaborative teacher inquiry); • staff must foster a growth mindset and a sense of trust amongst colleagues to openly discuss their learning needs and those of their students; • recognizing the importance of consistent math practices and math language as well as dedicated longer learning blocks for math; and • having “experts” in house and outside the school, builds capacity.
<p>9. Identification of one or two noteworthy hurdles or stumbling-blocks</p>	<p>Parents are still struggling with the “new” math. As a school, we are continuing to provide opportunities for parents to see the new math in action, to be in a better position to support the development of their children’s mathematical thinking and ultimately their success.</p>
<p>10. Next steps in pursuing the initiative</p>	<ul style="list-style-type: none"> • Continue to challenge ourselves to be reflective and responsive in terms of our learning around math instruction and effective practices; • continue to look for opportunities to use collaborative inquiry in the context of our professional learning community and possibly expanding that community to create some partnerships with other schools; and • continue to look at ways we can work with and support parents.
<p>11. Lessons learned about the school’s efforts to improve student achievement</p>	<p>Having an initiative and a collective commitment that involves an entire school community has created a culture of “we are all mathematicians”. We have a responsibility to help our students develop a fundamental understanding of mathematical concepts and a positive attitude towards mathematics that will give them a foundation for lifelong learning in mathematics.</p>

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF STANDING COMMITTEE

Board Room
Jim McCuaig Education Centre

2018 APR 10
7:30 p.m.

TRUSTEES PRESENT:

Marg Arnone (Chair)
Ellen Chambers
Deborah Massaro
Ron Oikonen

Jack Playford
George Saarinen
Trudy Tuchenhagen
Lahama Naeem (Student Trustee)

TRUSTEE ABSENT, WITH REGRET:

Karen Wilson

SENIOR ADMINISTRATION:

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

FEDERATION/UNION REPRESENTATIVES:

Jim Desaulniers, Manager
Nancy Nix, ETFO Occasional Teachers

PUBLIC SESSION:

1. Approval of Agenda

Moved by Trustee Massaro

Seconded by Trustee Saarinen

“THAT the Agenda for Standing Committee Meeting, April 10, 2018 be approved.”

CARRIED

2. Resolve into Committee of the Whole – Closed Session

Moved by Trustee Chambers

Seconded by Trustee Tuchenhagen

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

- Confirmation of Committee of the Whole – Closed Session Minutes
 - February 13, 2018
- Property Matter

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

CARRIED

COMMITTEE OF THE WHOLE – CLOSED SESSION:

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

PUBLIC SESSION:

4. Crestview Public School – Student Driven Anti-Bullying Campaign

Colleen Kappel, Superintendent of Education, introduced Scott Zamojski, Principal, and Derek Sawyer, Grades 7 and 8 Teacher of Crestview Public School, who presented information regarding their school’s *Student Driven Anti-Bullying Campaign*. All trustees’ questions were addressed.

5. Confirmation of Minutes

Moved by Trustee Tuchenhagen

Seconded by Trustee Chambers

“*THAT the Standing Committee approve the Minutes of the Standing Committee Meeting, February 13, 2018.*”

CARRIED

MATTERS NOT REQUIRING A DECISION:

6. Literacy/Numeracy (031-18)

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

7. 2018- Municipal Election – Alternative Voting Methods for Elections (033-18)

Ian MacRae, Director of Education, introduced Bruce Sauder, Administrative Services Supervisor, who presented the report. All trustees’ questions were addressed.

8. Special Education Advisory Committee Meeting Minutes – February 21, 2018

Colleen Kappel, Superintendent of Education, presented the February 21, 2018 minutes for information.

MATTERS FOR DECISION:

9. Policy Review – 8012 Fundraising in the Schools (029-18)

Moved by Trustee Playford

Seconded by Trustee Massaro

“THAT Lakehead District School Board approve 8012 Fundraising in the Schools Policy, Appendix A to Report No. 029-18.”

CARRIED

10. Policy Review – 8050 Naming and Opening of New or Consolidated Schools (030-18)

Moved by Trustee Oikonen

Seconded by Trustee Saarinen

“THAT Lakehead District School Board approve 8050 Naming and Opening of New or Consolidated Schools Policy, Appendix A to Report No. 030-18.”

CARRIED

11. Policy Review – 8080 School Council (032-18)

Moved by Trustee Saarinen

Seconded by Trustee Chambers

“THAT Lakehead District School Board approve 8080 School Council Policy, Appendix A to Report No. 032-18.”

CARRIED

12. Information and Inquiries

12.1 Trustee Saarinen reported that he attended the Westgate Collegiate and Vocational Institute/Sir Winston Churchill Collegiate and Vocational Institute’s transition meeting on April 9. He reported that the drama groups from both secondary schools are performing *Xanadu* and encouraged everyone to attend a performance.

12.2 Trustee Chambers reported that she and Trustee Saarinen toured the newly renovated Kingsway Park Public School on April 10.

13. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Chambers

“THAT we do now adjourn at 8:35 p.m.”

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2018 MAY 08
Report No. 044-18

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

RE: STUDENT ACHIEVEMENT MID-YEAR UPDATE

1. Background

- 1.1 Lakehead District School Board is committed to improving student learning and achievement. Comprehensive Strategic and Operational Plans have been developed to reflect the Board's commitment to student success.
- 1.2 The Ministry of Education will be publishing five year Board graduation rates in 2018. The published rate will reflect performance of secondary students who entered Grade 9 during the 2012-2013 school year and completed their Ontario Secondary School Diploma (OSSD) by August 31, 2017. The Ministry has informed the Board that 525 students received an Ontario Secondary School Diploma within five years from the original 802 students who started in the 2012-2013 cohort. This represents a 70.4% five year graduation rate for last year. The Ministry defines a graduation rate as the percentage of students that graduate within four or five years of starting Grade 9.

2. Situation

- 2.1 Assessment data, aligned with Board goals, allows administration and teachers to implement and support the Board Improvement Plan. This information is used to identify student strengths and areas of need early in the year. It assists teachers, schools and the system in planning, implementing and monitoring instructional strategies that support student learning.
- 2.2 The following mid-year data is outlined in this report:
 - February interim report card marks in reading, writing and number sense and numeration for primary, junior and intermediate students;
 - final report card marks in Grade 9 applied and academic mathematics and English credits; and
 - Grades 9 and 10 credit accumulation at the end of semester one.

3. Literacy and Mathematics K-12

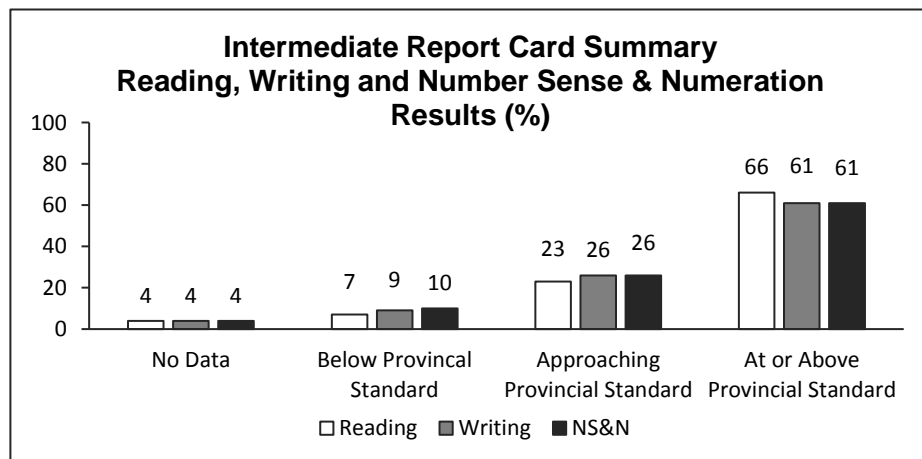
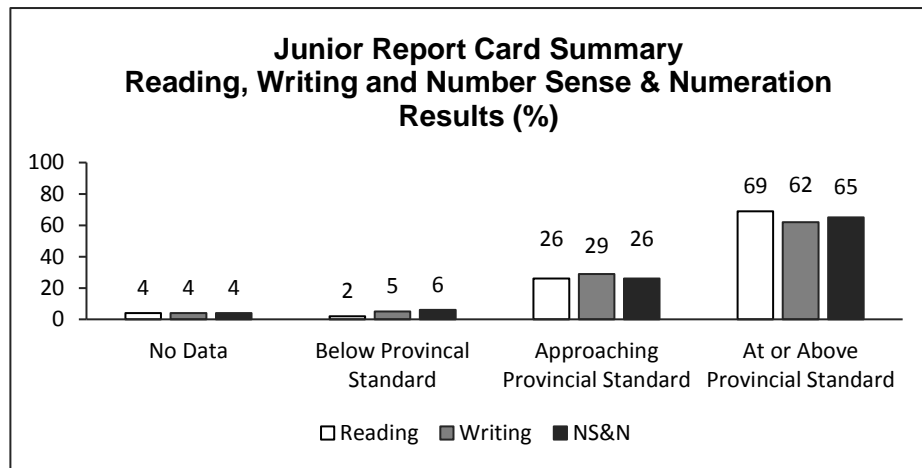
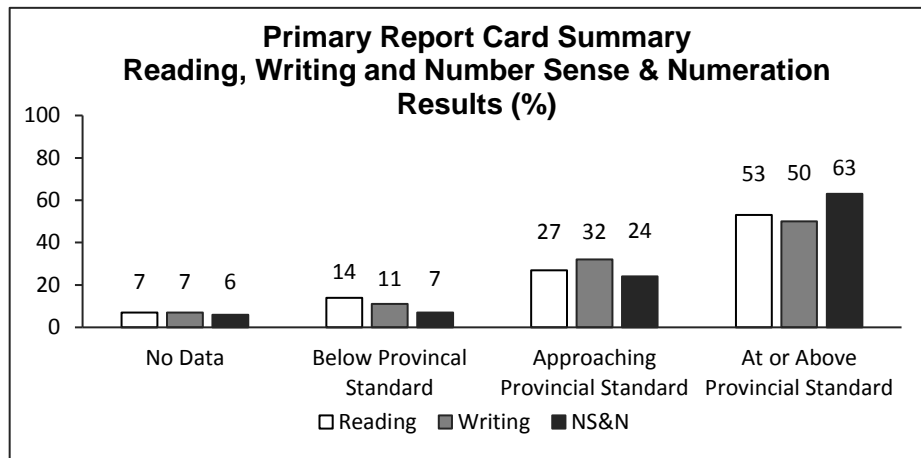
The 2017-2018 Lakehead District School Board Improvement Plan for Student Achievement (BIPSA) aligns with the following Ministry of Education key priorities:

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

4. Interim Report Card Data

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

4.2 Summary and Analysis – Interim Report Card Data – Reading, Writing and Number Sense and Numeration February 2018



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

4.3 Next Steps

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

- professional learning for Grade 3, 4 and 6 teachers;
- lead teachers and administrators; and
- focused school based supports at the classroom level in targeted schools.

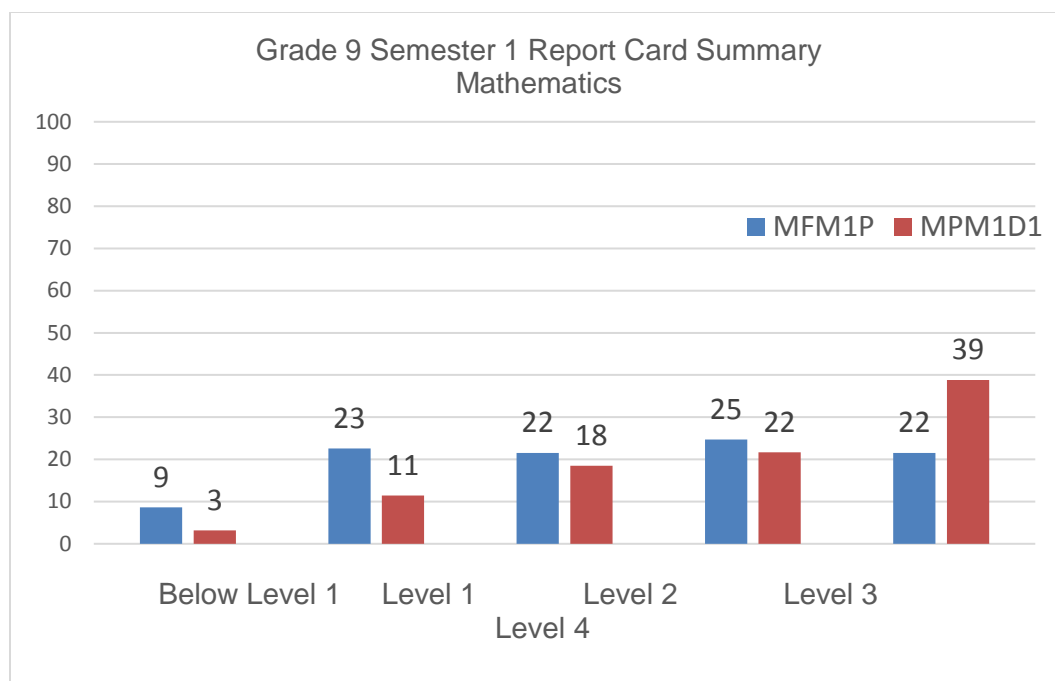
4.3.2 Schools remain focused on sustaining and continuing to improve on gains made in literacy with a focus on new teachers and their mentors along with targeted supports to identify and respond to gaps. Leveled Literacy Intervention, an early intervention strategy designed to ensure that the needs of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

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

5. Secondary Numeracy and Literacy

5.1 Summary and Analysis – 2017-2018 Grade 9 Semester One Report Card Summary

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



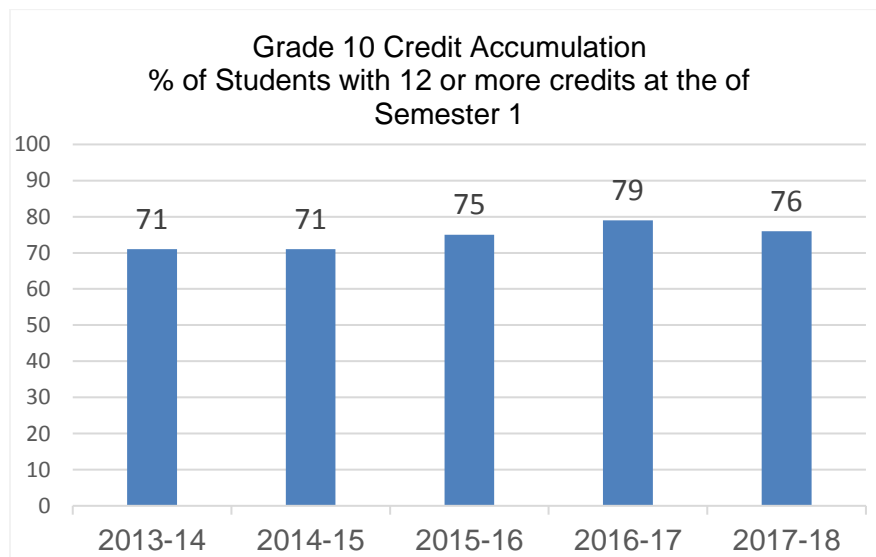
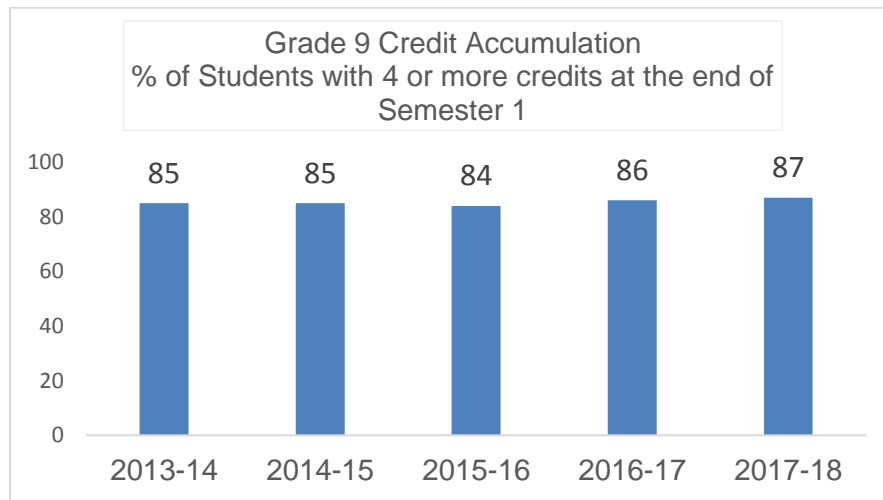
5.2 Next Steps

5.2.1 The following steps are in addition to those outlined in 031-18 Literacy/ Numeracy Report:

- Literacy Professional Learning Groups (PLG) Grades 7-10 will continue their work on research-based instructional strategies that will improve reading skills for students who have been identified with gaps in literacy, enhance a consistent approach to literacy skill development for students in Grades 7-10 and deepen the understanding of Assessment *for* and *as* Learning.
- Professional Learning Groups for mathematics teachers Grades 7-10 will continue to meet in their family of schools to develop a common, consistent language for explaining mathematical concepts to students in Grades 7-10, to better understand the connections of the essential expectations in the Ontario mathematics curriculum grades and support student well-being in mathematics by ensuring a positive transition from the elementary math classroom to the secondary math classroom.
- Department leaders will continue to participate in collaborative professional learning to acquire a deeper understanding of assessment and evaluation strategies and engage in evidence informed practice to improve student achievement in all subject areas.
- Secondary administrators will continue to meet to ensure a deeper understanding of content as well as effective instructional strategies in mathematics as they continue to support math teachers.

6. Secondary Credit Accumulation Data

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



6.2 Summary and Analysis - Credit Accumulation

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

6.3 Next Steps

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

7. Conclusion

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

Respectfully submitted,

NICOLE WALTER ROWAN
Program Coordinator

JANE LOWER
Student Success Leader

LORI CARSON
Special Education Officer

DONICA LEBLANC
Supervising Principal - Early Learning Lead

SHERRI-LYNNE PHARAND
Superintendent of Education

COLLEEN KAPPEL
Superintendent of Education

IAN MACRAE
Director of Education

LAKEHEAD DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE

Jim McCuaig Education Centre
Thunder Bay, Ontario

2018 MAR 21

MEMBERS PRESENT:

Laura Sylvestre (Chair)
Kelly Matyasovszky (Vice Chair)
Angela Hill
Wilma Kleynendorst

Cory Koski
Mike Otway
Ron Gernat
Miranda Myers

OTHERS PRESENT:

Colleen Kappel
Lori Carson

Leslie Hynnes, *Presenter*

ABSENT:

Trustee George Saarinen
Trustee Marg Arnone
Trustee Ellen Chambers
Jennifer Bean

Martha Mawakeesic
Danielle Miller
Liz Tod
Jen Bertoni

GUEST:

Erin Dunn, Child and Community Resources

1. Call to Order

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

2. Approval of the Agenda

Moved by Mike Otway

Seconded by Cory Koski

“THAT the agenda for the March 21, 2018 SEAC meeting be approved.”

CARRIED

3. Declarations of Conflict of Interest

There were no declarations of conflict of interest.

4. Presentations

4.1. Ontario Autism Program

Erin Dunn, Child and Community Resources (CCR) presented information regarding the Ontario Autism program and how the program fits with CCR. Key points of the presentation included:

- Vision, purpose and guiding values of CCR;

- Introduction to Ontario Autism Program including governmental investments;
- Foundational principles;
- Program enhancements;
- Service model; and
- Service pathway

All questions were addressed and Ms. Dunn was thanked for her presentation.

4.2. CTCC Pilot Project

Lori Carson, Special Education Officer provided an update for the Care Treatment Custody Corrections (CCTC) Pilot Project, which replaced two of the previous section 23 programs. Members were provided with an overview of the handout entitled “A Continuum of Interventions” which outlines strategies, interventions and best practices that are used before making a recommendation for a child to enter the pilot project. Ms. Carson shared an overview of the requirements and steps taken to enroll a child into the program.

In March 2018, a renewal application was submitted to the Ministry requesting continuation of this funding, and that the Ministry is monitoring results of the program.

Progress to date includes creating a team for the pilot project, establishment of an advisory committee, and capacity building training for the pilot project team. The team also received training on “*The Third Path*” hierarchy model written by Dr. David Tranter, Ms. Lori Carson and Mr. Tom Boland, which is the clinical model being used for the pilot program.

Colleen Kappel, Superintendent of Education will be meeting with a researcher to discuss collection of data to evaluate the success of the program.

Discussion ensued and questions were addressed.

5. Approval of the Minutes

Moved by Wilma Kleynendorst

Seconded by Mike Otway

“THAT the minutes of the February 21, 2017 SEAC meeting be approved as amended.”

CARRIED

6. Business Arising From the Minutes

6.1. Parent Engagement Session

Laura Sylvestre, Chair of SEAC, shared feedback from the March 1, 2018 Community Engagement Session with Dr. McLeod. Feedback from attendees was very positive. In addition to offering expert information on child trauma, the event provided exposure of SEAC for attendees not aware of the committee. It was suggested that bringing Dr. McLeod back for a future session would be worthwhile. It was also noted that DSSAB is arranging for Dr. McLeod to host a session for daycares in the fall of 2018.

6.2. 2018-2019 Budget Deputation

Laura Sylvestre, Chair of SEAC, noted neither she nor Kelly Matyasovszky are available to present the SEAC budget deputation on April 3. Mike Otway will review availability and advise Colleen Kappel. Cory Koski is also available if needed.

6.3. SEAC Membership Update

Colleen Kappel, Superintendent of Education advised that the Board of Directors passed a motion to appoint Laura Sylvestre as representative for Child and Community Resources, and for Miranda Myers to replace Judy Kay as the FASIN representative. As alternate for Autism Ontario, Cory Koski will become a voting member on the committee. Ms. Kappel also noted that Martha Mawakeesic is retiring on March 28, 2018 and will not longer represent Anishnawbe Mushkiki as an alternate member of SEAC. Ms. Mawakeesic was recognized for her contributions to SEAC and a card was circulated for members to offer their best wishes.

7. Correspondence

There were no correspondence items to circulate.

8. Advocacy Tracking

The advocacy tracking template was circulated for member completion.

9. New Business

9.1. Parent Involvement Committee (PIC) Report

Laura Sylvestre, Chair of SEAC provided highlights of the March 5, 2018 PIC meeting; including:

- Kindergarten information evening follow-up;
- Council of School Council Chairs update;
- 2018-2019 budget process;
- Capital projects update;
- PIC budget deputation; and
- 2018 OPSBA Awards.

9.2. Video Update

Kelly Matyasovszky, Vice Chair of SEAC shared that a meeting was held on March 6, 2018 with Generator to discuss options to create SEAC videos. Generator suggested creating two videos: one focusing on environmental accommodations and the second outlining SEAC and its role. Generator will present ideas at the April 18 meeting.

9.3. New Build Accommodations

Cory Koski asked for clarification on accommodations that were being incorporated into renovated and new build schools. Colleen Kappel, Superintendent of Education will follow up and report back to the committee.

10. Policies Currently Under Review

Colleen Kappel, Superintendent of Education, advised members that policy 4045 Environmental was released today for constituent input with feedback due by April 25, 2018. Policy 4045 will be emailed to committee members and brought back to the April 18 meeting for further discussion.

11. Information/Inquiries & Association Reports

There were no information, inquiries or association reports.

12. Board Update

Trustee Trudy Tuchenhagen provided highlights on the following meeting:

- February 27 Regular Board Meeting
 - Ontario Public School Boards' Association Report;
 - Student Trustee Report;
 - Procedural By-Law Ad Hoc Committee;
 - Approval of Policy 4022 Prior Learning Assessment and Recognition, and 4023 Prior Learning Assessment and Recognition for Mature Students;
 - Establishment of the 2018-2019 Budget Committee;
 - Appointments to SEAC; and
 - Appointment to PIC.

13. Adjournment

Moved by Mike Otway

Seconded by Cory Koski

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

CARRIED



ABORIGINAL EDUCATION ADVISORY COMMITTEE MINUTES

DATE: Thursday, Feb. 15, 2018, Board Room, Education Centre

MEMBERS PRESENT: Trustee Ellen Chambers, Pauline Fontaine, Sharon Kanutski, Sherri-Lynne Pharand, Dolores Wawia, Brandon Moonias, Skylene Metatawabin, Kathleen Andrews, Brittany Collins, Mike Judge, Chris Larocque, Donica LeBlanc, Jane Lower, Elder Isabelle Mercier, Ashley Nurmela, Jasmine Sgambelluri, Lawrence Baxter, Angela Benedict

ABSENT WITH REGRET: Selena Baxter, Kathy Beardy, Elliott Cromarty, Rita Fenton, Donna Flaszka, Elder Gerry Martin, Serena Essex, Nicole Walter Rowan, Trustee Marg Arnone, Kristy Boucher

GUESTS: Dr. John Hodson & Nadine Hedican, Cheryl Zewiec – Gull Bay First Nation, Bruce Nugent, Kirsti Alaksa, Angela Lee-Wiwcharyk, Brooklyn DelPino, Daniel Griffin and Barry Smith (Generator); Bruce Nugent

	AGENDA ITEM	DISCUSSION	ACTION
1.	Opening Ceremonies	Sherri-Lynne Pharand called 9:30 a.m. and asked Elder Isabelle Mercier to conduct the opening. Following the opening, a moment of silence was held to honour Senator Bob McKay who recently passed away.	
2.	Welcome and Introductions	2.1 Sherri-Lynne Pharand thanked Elder Mercier for the opening. She welcomed everyone, including our guests and introductions were made. Regrets and substitutions were noted and the attendance sheet was circulated.	
3.	Agenda / Minutes		
	3.1 Approval of Agenda – Feb. 15, 2018	Moved by Pauline Fontaine and seconded by Sharon Knutski that the agenda for the February 15 th , 2018 meeting be approved. Carried.	

	AGENDA ITEM	DISCUSSION	ACTION
	3.2 Approval of Minutes – Dec. 14, 2017	Moved by Pauline Fontaine and seconded by Ellen Chambers that the minutes for the December 14 th , 2017 AEAC meeting be approved as written. Carried.	
4.	Correspondence	The correspondence file was circulated.	
5.	Presentations		
	5.1 2018 – 2019 Budget Presentation	<p>Angela Lee-Wiwcharyk thanked AEAC for the opportunity to present the 2018 – 2019 Budget. She noted that it is extremely important to Trustees and Board Administration to receive input from AEAC as discussions begin on how to best allocate the Indigenous Education funds (formerly the First Nations, Metis and Inuit Education Supplement or FNMI).</p> <p>The allocation is comprised of four different components. Indigenous Language – calculated based on elementary and secondary enrolment; Indigenous Studies - calculated based on secondary enrolment; Per Pupil Amount – calculated using board enrolment and 2006 census data and 2011 national household survey; and Board Action Plan Allocation – calculated using combination of total board enrolment and aboriginal student self id data.</p> <p>This funding supports implementation of programs and initiatives aligned with the strategies and actions identified in the Ontario FNMI Education Policy Framework.</p> <p>She noted that the Ministry of Education funding announcements and grant regulations have not yet been released – but are expected by the end of March. Regardless of what comes from the funding announcements - grant reductions from the province or from declining enrolment, the Mission of Lakehead Public Schools will not change, we will remain committed to the success and well-being of every student. This mission is the focal point in the budget development and resources will be aligned with the priorities in the strategic plan.</p>	Kirsti Alaksa, Angela-Lee Wiwcharyk, Brooklyn DelPino

	AGENDA ITEM	DISCUSSION	ACTION
		<p>All questions were answered.</p> <p>Sherri-Lynne thanked the Trustees and finance department for their continued support of FNMI learners.</p> <p>The AEAC Budget Deputation must be submitted to Robin Orr by March 23. Ashley will work on the deputation and AEAC will review the draft deputation at the next meeting.</p>	
	<p>5.2 Biwaase’aa Maamaawisiwin Research and Education Innovation Project – Final Report</p>	<p>Dr. Hodson gave a brief overview of the Biwaase’aa Maamaawisiwin Research and Education Innovation Project that works in partnership with the school board. This project has worked with children in McKellar, Ogden, Sherbrooke, Churchill, St. James, Vance Chapman and Westgate.</p> <p>Dr. Hodson shared a list of 5 recommendations from the 2016-2017 Final Report. He is asking for support from AEAC. Sherri-Lynne Pharand noted that the document is lengthy and before AEAC votes on the recommendations, we would like to take some time to review it carefully. She did note that LDSB has always supported Biwaase’aa and agrees that it is an excellent project.</p> <p>Sherri-Lynne Pharand expressed concern for the use of Mino Bimaadiziwin as the name of the ‘dynamic vision’ as this is the name of the summer camp we run each year. She had a number of other comments which Dr. Hodson will take under advisement.</p> <p>Sherri-Lynne Pharand agreed that this was a <i>good news story!</i></p> <p>Dr. Hodson gave a ‘semma’ – a gift of tobacco to the board and chair – if we agree to the recommendations, it’s up to us what we do with the tobacco (as per Isabelle). AEAC will contact Dr. Hodson once we have fully reviewed the document and discussed the recommendations.</p> <p>All questions were answered.</p>	<p>Dr. John Hodson</p>

	AGENDA ITEM	DISCUSSION	ACTION
	5.3 Inclusion Campaign Update	<p>Daniel Griffin and Barry Smith prefaced their presentation on the Inclusion Campaign saying that they have learned a lot but still have a lot to learn.</p> <p>The presentation they gave today is just an update. They still have to speak with ONWA, FWFN and Biwaase'aa.</p> <p>Today's presentation focused on the following:</p> <ol style="list-style-type: none"> 1. Project background; 2. Research process; 3. What did we hear; 4. Research findings; and 5. Summary and next steps. <p>Sherri-Lynne Pharand noted that we all know what is happening in our community but to see the evidence that Generator presented today, it is heavy on our hearts. There is a lot of work to do within all areas. AEAC takes one step at a time, which will lead to better hope for our youth in the future and then for our community.</p> <p>It was suggested that a sub-committee task force be set up to work on specific strategies/key actions. All were in favour of this idea. Ashley Nurmela will be the lead with help from Chris Larocque. Barry Smith and Daniel Griffin will work with the sub-committee. Others will be asked to join the committee as well once they begin strategizing.</p> <p>All questions were answered.</p>	Daniel Griffin Barry Smith (Generator);-
6.	Business Arising from the Minutes		
	6.1 Letter re 2017 – 2018 BAP on FMNI Education	deferred	Sherri-Lynne Pharand
7.	New Business		
	7.1 Naming of the New School	There is a link on the website for people to submit their suggestions for the name of the new school (Agnew H. Johnston / Edgewater Park). Brenda will email the link to all members.	Sherri-Lynne Pharand

	AGENDA ITEM	DISCUSSION	ACTION
	7.2 Diversity Breakfast	If any members are interested in attending the Diversity Breakfast on March 21, please see Brenda. She will purchase tickets for those interested.	
8.	Updates	Due to time constraints, Ashley handed out information regarding her updates as noted below. These updates are included with the minutes.	
	8.1 Kindergarten Registration Night	Due to time constraints, each member was given a handout outlining her updates.	Ashley Nurmela
	8.2 Harmony Movement		
	8.3 FNMI Presence in our Schools Books		
	8.4 AYARA		
9.	Information and Inquiries		
	9.1 Lunch & Learn	A Lunch and Learn presentation re Absenteeism in LDSB will be held at Victoria Park on February 29 th . If you are interested in attending, please see Brenda and she will contact Robin Orr with names of those who wish to attend.	
10.	Closing	Elder Isabelle Mercier closed the meeting with a prayer.	
11.	Next Meeting	March 29, 2018	
12.	Adjournment	11:25 pm	

Updates: Ashley Nurmela – February 15, 2018

Kindergarten Registration Night-

I attended and shared a table with the Indigenous Friendship Centre and while it was my pleasure to enjoy the company of the two wonderful women they sent, it was also very difficult to speak of each of our own areas. i.e. most people who approached our table had no idea that we (AEAC) were also present at the booth.

I handed out Aboriginal Presence In Our Schools booklet and spoke of the update headed to print and self-id and its importance. I shared that I transferred my own children from the other system and that I was very pleased. I also handed out puzzles, playdough and dinosaurs. I would say the evening was a success.

Harmony Movement

I participated in a two day Social Changemakers Leadership program which works towards enhancing student knowledge of intersectionality and social privilege, increasing awareness of stereotypes, prejudice and different types of discrimination; applies an equity lens to the media; utilizes different tools to analyze school communities through an equity lens and creates student led initiatives that foster inclusion and/or celebrate diversity.

I recently joined the equity committee and had my first ever experience with the Elementary School Senate. I was with a group of young individuals who gave me nothing but hope and pride in our schools and also in our community. I took part in the stereotype exercises, and was blown away with the students' dedication and drive to make our schools and community better.

The Aboriginal Presence In Our Schools booklet is scheduled to go to print soon. We had a delay in printing due to uncertainty surrounding some of the language. We also added Senator Bob McKay to the dedication page.

AYARA

On April 20th a "Paint Night" will be held at Beau Daddy's in support of the Aboriginal Youth Achievement and Recognition Awards. For more information, contact Ashley Nurmela at ashley_nurmela@lakeheadschoools.ca

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2018 MAY 08
Report No. 043-18

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

RE: POLICY REVIEW – 6040 REPORTING OF CHILDREN IN NEED OF PROTECTION

1. Background

- 1.1 The 6040 Reporting of Children in Need of Protection Policy was last revised on November 23, 2010.
- 1.2 At the June 13, 2017 Standing Committee Meeting, the 6040 Reporting of Children in Need of Protection Policy was approved for review during the 2017-2018 school year as part of the policy development and review cycle.

2. Situation

Recent changes to the Ontario Provincial legislation have occurred that may impact the 6040 Reporting of Children in Need of Protection Policy. Current and upcoming changes include:

- Child and Family Services Act, 1990 is to be replaced by Child, Youth and Family Services Act, 2017.
- Child, Youth and Family Services Act, 2017 passed Third Reading and received Royal Assent on June 01, 2017.
- Child, Youth and Family Services Act, is scheduled to be proclaimed by the Lieutenant Governor as follows:
 - April 30, 2018 has been named by proclamation as the day on which sections 1-280, 294, 33-349 of this Act come into force.
 - January 1, 2020 has been named by proclamation as the day on which sections 281-29, 295-332 of this Act come into force.
- The new Act is the guiding resource behind the 6040 Reporting of Children in Need of Protection Policy.

In light of this information, administration is requesting that the 6040 Reporting of Children in Need of Protection Policy be deferred until such time that the new Ontario Provincial Act, Child, Youth and Family Services Act, 2017, is proclaimed by the Lieutenant Governor of Ontario and administration conducts a thorough review of the new Act.

RECOMMENDATION

It is recommended that Lakehead District School Board defer 6040 Reporting of Children in Need of Protection Policy to the 2018-2019 Policy Review Schedule.

Respectfully submitted,

COLLEEN KAPPEL
Superintendent of Education

IAN MACRAE
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2018 MAY 08
Report No. 046-18

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

RE: 2018 to 2026 POLICY REVIEW SCHEDULE

1. Background

- 1.1 Section 5.1 *Identification of Policies Requiring Development and/or Review of 2010 Policy Development and Review Policy* identifies that “Senior Administration prepares an annual plan of action that outlines the process for managing policies for development and for review.”
- 1.2 Section 5.4 states “The Standing Committee considers policies annually for development or review.”
- 1.3 Section 4.1 *Policy Review of 2010 Policy Development and Review Procedures* states “A specified review date will be established for all policies.”
- 1.4 Section 4.2 states “The Standing Committee shall annually review the status of current policies.”

2. Situation

- 2.1 Section 5.5 *Identification of Policies Requiring Development and/or Review of 2010 Policy Development and Review Policy* states “The Standing Committee will recommend all policies to be reviewed or developed to the Board for approval.”
- 2.2 The 2018 to 2026 review schedule (Appendix A) is attached for the Standing Committee’s consideration.

RECOMMENDATION:

It is recommended that Lakehead District School Board approve the 2018 to 2026 Policy Review Schedule, Appendix A to Report No. 046-18.

Respectfully submitted,

IAN MACRAE
Director of Education

ANNUAL POLICY DEVELOPMENT AND REVIEW PLAN			
September 2018 to June 2026			
Year	Policy #	Title	Superintendent
1 2018-2019	3001	Governance	I. MacRae
	6040	<i>Reporting of Children in Need of Protection</i>	C. Kappel
	5010	Special Education	
	6050	Food and Beverage	
	4030	Territorial Student Program – Transportation & Services	S. Pharand
	4035	Board and Lodging – Payment	
8061	Aboriginal Education Advisory Committee		
	3030	Purchasing	D. Wright
	8010	Fees for Learning Materials and Activities	
2 2019-2020	3090	Use of Board Logo	I. MacRae
	8073	Dress Code	
	6061	Administration of Oral Medication	C. Kappel
	6062	Anaphylaxis and Medical Emergency Management	
	4021	Assessment & Evaluation	S. Pharand
3073	Corporate Credit Card	D. Wright	
3074	Expense & Travel Reimbursement		
6022	Kingfisher Outdoor Education		
3 2020-2021	1020	Equity & Inclusive Education	C. Kappel
	3100	Accessibility Standards For Customer Service	
	4020	Alternative Schools	
	8072	Sexual Orientation & Gender Identity	
	3080	Research	S. Pharand
	7030	Harassment and Human Rights	D. Wright
4 2021-2022	3095	Student Trustee	I. MacRae
	8091	Use of Volunteers in Schools	C. Kappel
	4010	Program Implementation	S. Pharand
	3040	Transportation	D. Wright
	3060	Leasing of Space	
	3071	Advertising	
	3093	Information Security	
	3096	Information/Communication Technology Use	
7020	Equitable Employment		
8090	Community/Education Partnerships		
5 2022-2023	3094	Electronic Meetings	I. MacRae
	8070	Safe Schools – System Expectations	C. Kappel
	1011	Access to System Programs	S. Pharand
	7060	Staff Training	
	8062	Voluntary Aboriginal Student Self-Identification	
	8065	Voluntary Aboriginal Staff Self-Identification	
	9020	Library Resource Centre	
	3092	Privacy and Information Management	D. Wright
	3070	Allowance for Use of Personal Vehicle	
	6010	Emergency Evacuation and School Closure	
8074	Concussions		
7090	Accommodation in the Workplace		
9010	School Accommodation		
	9015	Facility Partnership	

Year	Policy #	Title	Superintendent
6 2023-2024	3072	Advocacy	I. MacRae
	6020	Extended Field Trip	C. Kappel
	6021	Day Field Trip	
	8020	Access to Schools/Board Premises	
	4040	French Immersion	S. Pharand
	3026	Budget Variance	D. Wright
	3061	Reclamation of Properties	
	3091	Security	
	7011	Teacher Performance Appraisal	
7040	Violence in the Workplace		
9030	Playground Structures		
7 2024-2025	3005	Ontario Student Record	I. MacRae
	3020	Legal Representation	
	8015	Display of Flags	
	8071	Bullying Prevention and Intervention Prevalent Medical Conditions	C. Kappel
	4005	English Language Learners	S. Pharand
	3010	Fees	D. Wright C.Kappel/ D. Wright
	6070	Video Surveillance	
	7010	Police Record Checks	
7080	Health & Safety		
8014	Advertising in the Schools		
8 2025-2026	2010	Policy Development and Review	I. MacRae
	8080	School Council	
	4045	Environmental	C. Kappel
	4022	Prior Learning Assessment & Recognition	S. Pharand
	4023	Prior Learning Assessment & Recognition for Mature Students	
	8011	Use of School Buildings, Facilities and Grounds	D. Wright
8012	Fundraising in the Schools		
8050	Naming and Opening of New or Consolidated School		

May 8, 2018

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2018 MAY 08
Report No. 047-18

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

RE: POLICY REVIEW – 2010 POLICY DEVELOPMENT AND REVIEW

1. Background

- 1.1 It is the policy of Lakehead District School Board that policies will be developed/reviewed in accordance with Policy Development and Review Policy 2010.
- 1.2 At the June 13, 2017 Standing Committee Meeting, 2010 Policy Development and Review Policy was approved for review on the 2017-2018 policy schedule.
- 1.3 On March 21, 2018, the draft policy and procedures were posted on the Board website and distributed to constituent groups for review and comment with input 47to be received by April 25, 2018. There was no input received.

2. Situation

- 47
- 2.1 Administration has concluded its review of the existing policy and there are no changes to the policy.
- 2.2 The 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 2010 Policy Development and Review Policy, Appendix A to Report No. 047-18.

Respectfully submitted,

IAN MACRAE
Director of Education

PROCESS FOR POLICY DEVELOPMENT**2000**

DRAFT – May 8, 2018

POLICY DEVELOPMENT AND REVIEW POLICY**2010**1. Rationale

Carefully developed and well-constituted policy statements provide a framework for decision-making for the effective operation of the system. Effective policies ensure decisions reflect the responsibility to promote student achievement and well-being, to ensure effective stewardship of the Board's resources and to deliver effective and appropriate education programs to pupils.

It is the intent of this policy to set out a process of policy development/review which will provide for thoroughness and consistency in approach, formulation, and format. It must be recognized, however, that public policy is highly complex, and the process of policy development must allow for flexibility in recognizing the variables of any situation and relevance to the changing environment.

2. The Policy

It is the policy of Lakehead District School Board that policy will be developed/reviewed in accordance with the 2010 Policy Development and Review Policy.

3. Definitions

3.1 Policy: A set of organizational statements, values and perspectives, adopted by Lakehead District School Board, to direct a course of action.

3.2 Procedure: Supporting documentation that prescribes specific courses of action necessary to support Lakehead District School Board policies.

3.3 Practice: Recommended actions that guide the handling of routine situations.

3.4 Constituent(s): Groups or individuals including but not limited to committees of the Board, employee groups and public.

3.5 Consultation: The act of consulting or conferring; deliberation of two or more persons on some matter, with a view to a decision.

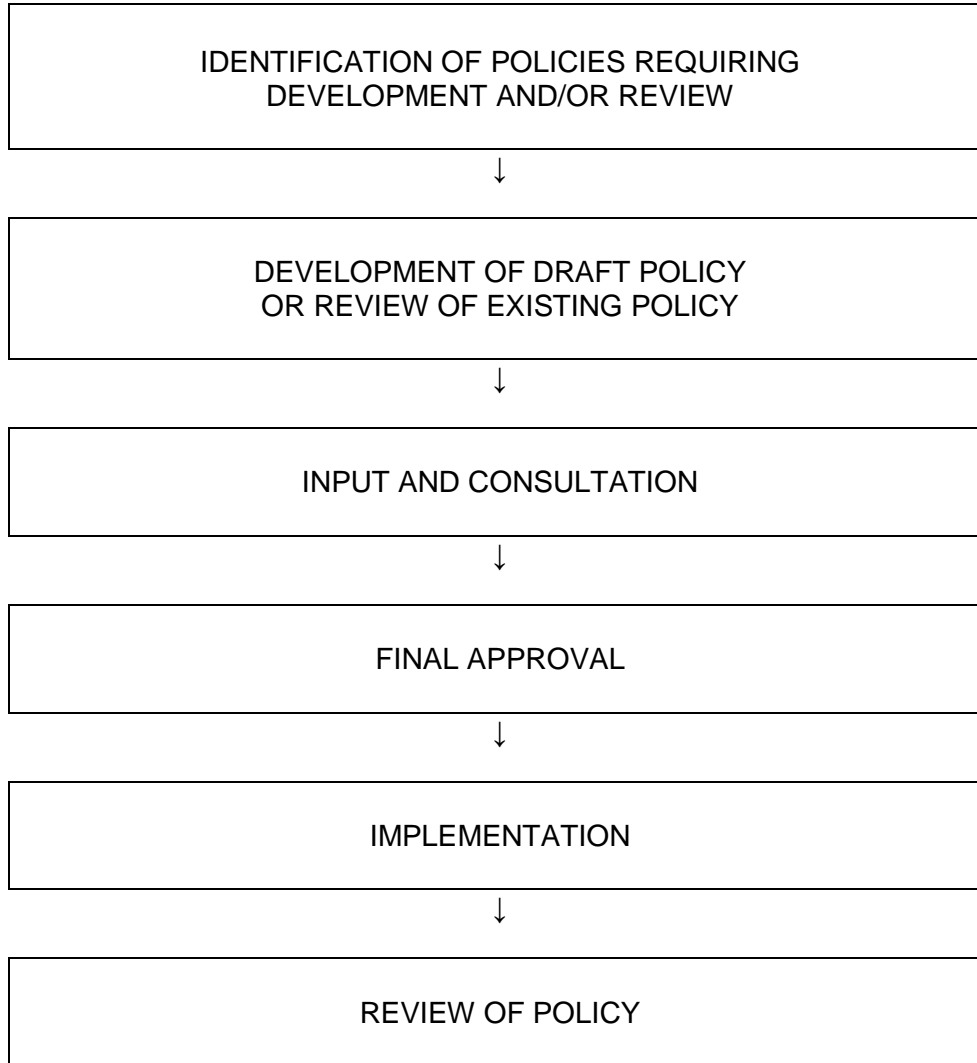
DRAFT – May 8, 2018

POLICY DEVELOPMENT AND REVIEW POLICY

2010

4. The Model for Policy Development

The diagram illustrates the major phases of the model.



DRAFT – May 8, 2018

POLICY DEVELOPMENT AND REVIEW POLICY

2010

5. Identification of Policies Requiring Development and/or Review

TRUSTEES	CONSTITUENT(S)	SENIOR ADMINISTRATION	MINISTRY	OTHER GOVERNMENT
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SENIOR ADMINISTRATION PREPARES AN ANNUAL PLAN OF ACTION



STANDING COMMITTEE CONFIRMS THE POLICY DEVELOPMENT/ REVIEW PLAN



STANDING COMMITTEE RECOMMENDS PLAN TO BOARD FOR APPROVAL

5.1 The identification of the need for development of a Board policy, or the review or revision of an existing Board policy, may be initiated by the following groups by contacting the director of education/secretary to the Board:

- trustee(s);
- constituent(s);
- senior administration;
- Ministry of Education; and
- other Governments (Federal, Provincial, Municipal).

5.2 All policy initiation requests are received through the director of education/secretary to the Board.

5.3 Senior administration prepares an annual plan of action that outlines the process for managing policies for development and for review.

5.4 The Standing Committee considers policies annually for development or review.

5.5 The Standing Committee will recommend all policies to be reviewed or developed to the Board for approval.

PROCESS FOR POLICY DEVELOPMENT

Appendix A to Report No. 047-18
2000

DRAFT – May 8, 2018

POLICY DEVELOPMENT AND REVIEW POLICY

2010

6. Extenuating Circumstance Clause

Notwithstanding the provisions of this policy, where circumstances arise which, in the opinion of the Board, require immediate action in the best interest of the overall management of the school system, the Board may, with the support of the majority of trustees, alter the details of the policy.

7. 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>
	June 11, 1997	
	<u>Date Revised</u>	
	November 27, 2007	
	May 24, 2011	

PROCESS FOR POLICY DEVELOPMENT**2000****DRAFT – May 8, 2018****POLICY DEVELOPMENT AND REVIEW
PROCEDURES****2010**1. The Policy

It is the policy of Lakehead District School Board that policy will be developed/reviewed in accordance with the 2010 Policy Development and Review Policy.

2. Development and/or Review of Draft Policy, Input and Consultation, and Final Approval

POLICY DEVELOPMENT	POLICY REVIEW
Senior administration strikes a committee of constituents to develop a draft policy.	Senior administration will determine if a policy should be sent out for input in its current format or whether it is necessary to develop a new policy.



DRAFT POLICIES OR POLICIES TO BE REVIEWED WILL BE SENT TO CONSTITUENT(S) FOR INPUT



INPUT RECEIVED IS CONSIDERED AND REVISED DRAFT DOCUMENT IS CREATED



ADMINISTRATION PRESENTS THE STANDING COMMITTEE WITH THE DRAFT DOCUMENT SHOWING ANY INPUT RECEIVED



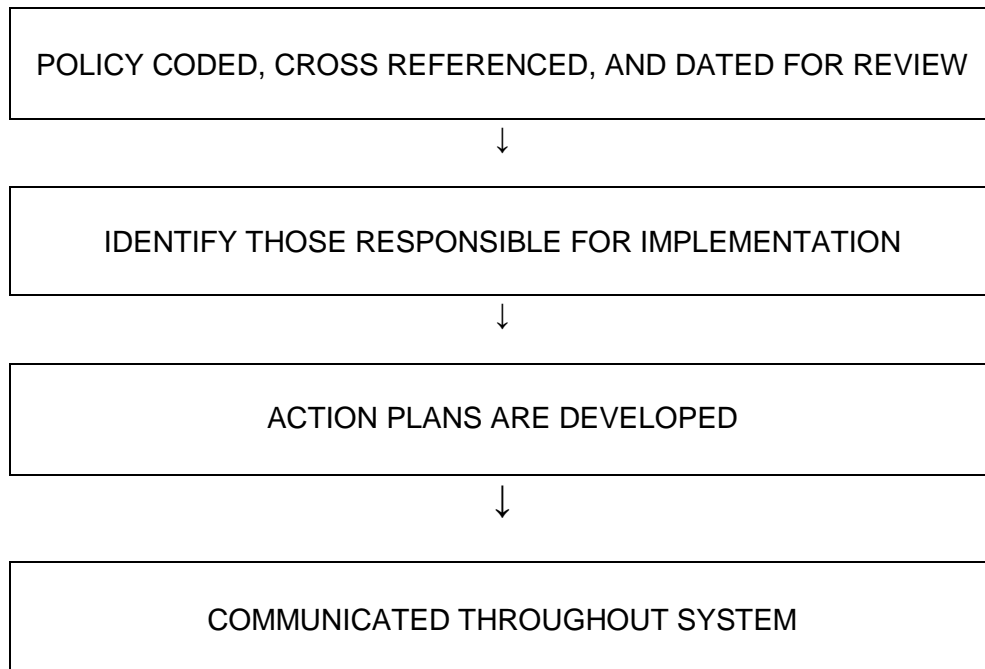
STANDING COMMITTEE PROVIDES INPUT TO THE DRAFT POLICY



FINAL DRAFT POLICY IS PRESENTED TO BOARD FOR APPROVAL

PROCESS FOR POLICY DEVELOPMENT**2000****DRAFT – May 8, 2018****POLICY DEVELOPMENT AND REVIEW
PROCEDURES****2010**

- 2.1 Senior administration develops and/or reviews policies outlined in the Annual Policy Development and Review Plan, and recommends a plan of action.
- 2.2 Policies approved by the Board for development or review will be sent to constituent(s) for consultation and input. Administration collects, collates and analyzes all input and prepares a draft of the policy under review or development.
- 2.3 Standing Committee receives revised draft policy and a summary of constituent(s) input.
- 2.4 Standing Committee provides input to the draft policy.
- 2.5 Senior administration submits a revised draft policy along with a summary of the input to the Board for discussion and final approval.
- 2.6 If adopted, the policy becomes official.

3. Implementation

<p style="text-align: center;">PROCESS FOR POLICY DEVELOPMENT</p> <p style="text-align: center;">DRAFT – May 8, 2018</p> <p style="text-align: center;">POLICY DEVELOPMENT AND REVIEW PROCEDURES</p>	<p style="text-align: center;">2000</p> <p style="text-align: center;">2010</p>
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- 3.1 All policies must be coded and included in the policy manual.
- 3.2 It must be clearly stipulated who is responsible for implementation.
- 3.3 Those responsible must develop action plans and procedures, where appropriate, to implement the intended outcomes of the policy statement.
- 3.4 The specifics of implementation must be dealt with at the suitable organizational level(s).
- 3.5 All constituent groups must be notified of the new policy.

4. Policy Review

- 4.1 A specified review date will be established for all policies.
- 4.2 The Standing Committee shall annually review the status of current policies.

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>
	June 11, 1997	
	<u>Date Revised</u>	
	March 29, 2000	
	June 12, 2001	
	November 27, 2007	
	May 24, 2011	

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2018 MAY 08
Report No. 041-18

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

RE: POLICY REVIEW – 4045 ENVIRONMENTAL

1. Background

- 1.1 On April 26, 2011, 4045 Environmental Policy was approved.
- 1.2 At the June 13, 2017 Standing Committee Meeting, the 4045 Environmental Policy was approved for review during the 2017-2018 school year as part of the policy development and review cycle.
- 1.3 On March 21, 2018, the draft policy and procedures were posted on the Board website and distributed to constituent groups for review and comment with input to be received by April 25, 2018.

2. Situation

- 2.1 There was no constituent input received.
- 2.2 The 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 4045 Environmental Policy, Appendix A to Report No. 041-18.

Respectfully submitted,

COLLEEN KAPPEL
Superintendent of Education

IAN MACRAE
Director of Education

CURRICULUM AND INSTRUCTION	4000
DRAFT – May 8, 2018	
ENVIRONMENTAL POLICY	4045

1. Rationale

Lakehead District School Board is committed to, and accepts a leadership role in, environmental education and care of the environment.

2. Policy

Lakehead District School Board is committed to deliver effective environmental education, to model environmentally responsible practices, and to raise environmental awareness for students, staff and the school community. Environmental issues, concerns and impacts will be considered in all decision making, and concern for the quality of the natural environment will be reflected in the daily operations of the Board.

3. Guidelines

3.1 Teaching and Learning

The Board will provide environmental education through a collaborative integrated approach that enables students to develop knowledge, skills and perspectives that foster environmental stewardship.

3.2 Student Engagement and Community Connections

The Board will provide leadership to support and foster student engagement and capacity to take action on environmental issues and projects in order to build links between schools and communities.

3.3 Environmental Leadership

The Board will integrate environmental education into Board practices including the management of resources, operations and facilities.

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>
_____	April 26, 2011	_____
_____	<u>Date Revised</u>	_____

CURRICULUM AND INSTRUCTION**4000**

DRAFT – May 8, 2018

ENVIRONMENTAL PROCEDURES**4045**1. Policy

Lakehead District School Board is committed to deliver effective environmental education, to model environmentally responsible practices, and to raise environmental awareness for students, staff and the school community. Environmental issues, concerns and impacts will be considered in all decision making, and concern for the quality of the natural environment will be reflected in the daily operations of the Board.

2. Procedures

2.1 Teaching and Learning

In order to improve the opportunities for students to acquire knowledge, skills and perspectives that foster understanding of their fundamental connections to each other, to the world around them and to all living things, the Board will:

- 2.1.1 Support staff to build capacity in effective practices and pedagogical strategies in environmental education.
- 2.1.2 Encourage implementation of revised curricula with relevant curriculum resources and existing professional development and learning structures.
- 2.1.3 Support staff and students in linking environmental knowledge, skills and activities to the teachings of diverse communities, including First Nation, Métis and Inuit peoples, and to the principles of responsible citizenship.
- 2.1.4 Support schools' ability to provide experiential learning opportunities, explore multiple environments and engage in learning activities that are situated in the outdoor environment, and involve actions to improve the environment.
- 2.1.5 Foster collaborative opportunities for educators to develop and share activities and integrated approaches related to environmental education.
- 2.1.6 Encourage innovative interdisciplinary programs that focus on the environment across curriculum areas.

2.2 Student Engagement and Community Connections

In order to increase student engagement and participation in environmental projects and build links between schools and communities, the Board will:

- 2.2.1 Consult student leaders, school communities and school councils in the design and delivery of environmental education projects at the Board level.

CURRICULUM AND INSTRUCTION**4000****DRAFT – May 8, 2018****ENVIRONMENTAL PROCEDURES****4045**

- 2.2.2 Support the sharing of school and student projects across the Board that demonstrate engagement in environmental stewardship.
 - 2.2.3 Encourage environmental learning for students inside and outside the classroom.
 - 2.2.4 Support students, on a system-wide basis, as they develop skills and act as decision makers to effect positive environmental change.
 - 2.2.5 Offer community-linked experiences and programs that are relevant to environmental education.
 - 2.2.6 Support the sharing of information about local resources that support environmental education efforts and foster links and partnerships with community organizations to help extend engagement in environmental education.
- 2.3 Environmental Leadership
- In order to ensure environmental education is integrated into Board practices including the management of resources, operations and facilities, the Board will:
- 2.3.1 Develop and implement a plan for integrating sustainable environmental practices into the Board’s daily operations and similarly support schools in adopting environmentally responsible practices to reduce, reuse, recycle and re-think.
 - 2.3.2 Implement practices and strategies to protect and conserve the environment while ensuring that schools and workplace environments are safe and healthy.
 - 2.3.3 Annually develop plans to include energy management in the Board’s operational and capital budgets. Examples include, but are not limited to, capital planning, new construction, alterations, renovations, plant operations, maintenance, etc.
 - 2.3.4 Develop plans to monitor, evaluate and communicate the efficiency of energy management initiatives.
 - 2.3.5 Develop environmentally responsible purchasing practices, while considering quality, price and service.
 - 2.3.6 Encourage all Board personnel, students, parents and school communities to adopt and promote environmentally appropriate practices.
 - 2.3.7 Integrate in-service opportunities related to environmental education into staff development.

CURRICULUM AND INSTRUCTION

4000

DRAFT – May 8, 2018

ENVIRONMENTAL PROCEDURES

4045

3. 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>
_____	April 26, 2011	_____
_____	<u>Date Revised</u>	_____
_____	_____	_____

G:\POL\4045_environmental_proc

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2018 MAY 08
Report No. 042-18

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

RE: APPROVAL OF APPOINTMENT 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 Anishnawbe Mushkiki has nominated a new alternate member, Amanda Lebel. Ms. Lebel will replace Martha Mawakeesic, previous alternate member of Anishnawbe Mushkiki.

RECOMMENDATION

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

Respectfully submitted,

COLLEEN KAPPEL
Superintendent of Education

IAN MACRAE
Director of Education