



**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 14, 2012**  
**Jim McCuaig Education Centre**

Catherine Siemieniuk  
Director of Education

Karen Wilson  
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 Recognition Award - Charles Bishop and Michelle Probizanski - Mayor's Community Safety and Crime Prevention Education Award	K. Wilson	Verbal
5. Confirmation of Minutes		
5.1 Standing Committee Meeting - January 10, 2012	K. Wilson	1-3
6. Business Arising from the Minutes		
<b><u>MATTERS NOT REQUIRING A DECISION</u></b>		
7. Information Reports		
7.1 Information Technology Plan - Implementation Update (030-12)	S. Pharand/ K. Pozihun	4-7
7.2 Aboriginal Education Advisory Committee Meeting Minutes - December 15, 2011	S. Pharand	8-11

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

8. First Reports

**MATTERS FOR DECISION:**

9. Postponed Reports

10. Ad Hoc and Special Committee Reports

11. New Reports

11.1 School Year Calendar 2012-2013 (026-12)

C. Kappel

12-18

*It is recommended that Lakehead District School Board:*

1. *Approve the proposed 2012 - 2013 Elementary School Year Calendar, Thunder Bay Region, including the opening and closing dates and professional activity days, as described in Appendix A to Report No. 026-12, School Year Calendar 2012-2013.*
2. *Approve the proposed 2012 - 2013 Secondary School Year Calendar, Thunder Bay Region, including the opening and closing dates, professional activity days and examination days, as described in Appendix B to Report No. 026-12, School Year Calendar 2012-2013.*
3. *Approve the proposed 2012 - 2013 Elementary School Year Calendar, Armstrong Public School, including the opening and closing dates and professional activity days, as described in Appendix C to Report No. 026-12, School Year Calendar 2012-2013.*
4. *Approve the proposed 2012 - 2013 Elementary School Year Calendar, Bernier Stokes Public School, including the opening and closing dates and professional activity days, as described in Appendix D to Report No. 026-12, School Year Calendar 2012-2013.*

11.2 Policy Review – 7070 Employee Assistance Program (028-12)

I. MacRae

19-26

*It is recommended that Lakehead District School Board revoke Employee Assistance Program Policy 7070.*

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>
11.3	Policy Review - 4021 Assessment and Evaluation (029-12)	S. Pharand	27-49
	<i>It is recommended that Lakehead District School Board approve Assessment and Evaluation Policy 4021, Appendix A to Report No. 029-12, as amended.</i>		
11.4	Policy Review - 3090 Use of Board Logo (027-12)	C. Siemieniuk	50-85
	<i>It is recommended that Lakehead District School Board approve Policy 3090 Use of Board Logo, Appendix A to Report No. 027-12, as amended.</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.

LAKEHEAD DISTRICT SCHOOL BOARD

**MINUTES OF STANDING COMMITTEE**

Board Room  
Jim McCuaig Education Centre

2012 JAN 10

**TRUSTEES PRESENT:**

Karen Wilson (Chair)  
Marg Arnone  
Pat Johansen  
Lori Lukinuk

Deborah Massaro  
Jack Playford  
George Saarinen  
Stephanie Philp (Student Trustee)

**TRUSTEE ABSENT, WITH REGRET:**

Ron Oikonen

**SENIOR ADMINISTRATION:**

Catherine Siemieniuk, Director of Education  
Colleen Kappel, Superintendent of Education  
Ian MacRae, Superintendent of Education  
Sherri-Lynne Pharand, Superintendent of Education  
Kathy Pozihun, Superintendent of Business

**FEDERATION/UNION REPRESENTATIVES:**

Terry Hamilton, OSSTF – TBU

**PUBLIC SESSION:**

1. **Approval of Agenda**

Moved by Trustee Saarinen

Seconded by Trustee Massaro

*“THAT the Agenda for Standing Committee Meeting, January 10, 2012, be approved.”*

**CARRIED**

2. **Celebrating Student Achievement – Hammarskjold High School**

Ian MacRae, Superintendent of Education, introduced Jeff Upton, Vice Principal of Hammarskjold High School and Robert D’Angelo, Chair of the Mathematics Department, who presented information regarding various initiatives undertaken to improve student achievement in Grade 9 mathematics. All Trustees’ questions were addressed.

3. Confirmation of Minutes

Moved by Trustee Johansen

Seconded by Trustee Arnone

*“THAT the Standing Committee approve the Minutes of the Standing Committee Meeting November 8, 2011.”*

CARRIED

4. Health and Safety Program – Semi-Annual Report (009-12)

Ian MacRae, Superintendent of Education, introduced Rick Molloy, Health and Safety Officer, who presented the report. Highlights included: accident statistics, equipment testing, and inspections. All Trustees’ questions were addressed.

5. Special Education Advisory Committee Meeting Minutes – November 16, 2011

Colleen Kappel, Superintendent of Education, presented the November 16, 2011 minutes for information. All Trustees’ questions were addressed.

6. Aboriginal Education Advisory Committee Meeting Minutes – November 17, 2011

Sherri-Lynne Pharand, Superintendent of Education, presented the November 17, 2011 minutes for information. All Trustees’ questions were addressed.

MATTERS FOR DECISION:

7. Special Education Policy and Procedures 5010 Review (010-12)

Moved by Trustee Massaro

Seconded by Trustee Playford

*“THAT Lakehead District School Board approve Special Education Policy 5010, Appendix A to Report No. 010-12, as amended.”*

CARRIED

8. Kingfisher Outdoor Education Policy and Procedures 6022 Review (011-12)

Moved by Trustee Johansen

Seconded by Trustee Arnone

*“THAT Lakehead District School Board approve Kingfisher Outdoor Education Policy 6022, Appendix A to Report No. 011-12, as amended.”*

CARRIED

9. Policy Review – 6070 Video Surveillance Policy (014-12)

Moved by Trustee Massaro

Seconded by Trustee Johansen

*“THAT Lakehead District School Board approve Policy 6070 Video Surveillance, Appendix A to Report No. 014-12, as amended.”*

CARRIED

10. Information and Inquiries

10.1 Trustee Saarinen inquired if other School Boards have a facility similar to Kingfisher Outdoor Education Centre. Catherine Siemieniuk, Director of Education, responded that there are other outdoor education centres in the region.

11. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Lukinuk

*“THAT we do now adjourn at 9:45 p.m.”*

CARRIED

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2012 FEB 14  
Report No. 030-12

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

RE: INFORMATION TECHNOLOGY PLAN - IMPLEMENTATION UPDATE

1. Background

1.1 At the January 11, 2011 Standing Committee Meeting, Report No. 015-11, Information Technology Plan - Update was presented to recommend the following technology enhancements at Lakehead District School Board:

- installation of SMART Boards in Grades 1-8 elementary classrooms
- installation of LCD projectors and sound for all secondary regular classrooms
- network infrastructure upgrades in three secondary and five elementary schools to support wireless access and future expansion
- wireless access in secondary schools and piloted in five elementary schools
- dedicated computer for every SMART Board and LCD projector
- improved bandwidth for all elementary schools
- technology training for teachers

1.2 To support these recommendations and those from the 2011-2012 Operational Plan, information technology training that supports student learning and engagement has been developed.

1.3 A grant, entitled *Teaching and Learning in a Digital World*, was received from the Ministry and has provided additional training.

2. Situation

2.1 Lakehead District School Board has always placed a high emphasis on the role of information technology to support student success. Standards of student access to technology have been developed at both the elementary and secondary school levels.

2.1.1 All elementary students have access to computers in their classrooms as well as in labs. Secondary schools are maintaining computer labs for student access and specialized courses.

2.1.2 Every elementary classroom, Grades 1-8, will be equipped with a SMART Board and dedicated computer by the end of February 2012.

- 2.1.3 Department specific SMART Boards have been installed in all secondary schools, and 57 LCD projectors, screens and speakers have been installed in three secondary schools. Superior C.V.I. was built with the technology installed.
- 2.1.4 Online attendance has been successfully implemented in nine elementary schools and two secondary schools.
- 2.1.5 Many elementary and secondary schools offer parents/guardians the option of electronic delivery of newsletters and school notices.
- 2.1.6 Several schools and teachers maintain webpages, “blogs” or blended learning systems that provide important information for students, parents and guardians regarding school events, academic assignments and allow both parents and students to see their work.
- 2.1.7 Wireless access is now available at all high schools, three elementary schools and in both the Jim McCuaig Education Centre and the Victoria Park Training Centre, improving electronic access and efficiency for both staff and guests.

### 3. Next Steps

#### 3.1 Elementary

- 3.1.1 All introductory training sessions for elementary teachers who received SMART Boards in their classrooms last year will be completed by March 2012.
- 3.1.2 Training sessions for Special Education teachers that emphasize Assistive Technology to address the diverse needs of students with special needs will continue to be provided.
- 3.1.3 Professional Development will continue to be provided through staff meetings in order to increase teacher capacity and leadership at the school level.
- 3.1.4 Information Services Technologists received professional development specifically on trouble-shooting in order to support teachers at their schools. This training will be ongoing as necessary.
- 3.1.5 SMART technology is being piloted in Kindergarten classes at three schools to develop the use of technology in Full Day Early Learning Kindergarten programs.
- 3.1.6 Wireless access will be added to two additional schools by September.

## 3.2 Secondary

- 3.2.1 Training sessions for secondary staff will be provided by May 2012. Training topics include: interactive SMART Board technology, digital resources and technology to support literacy and numeracy instruction.
- 3.2.2 Training sessions to support the use of Blended Learning, blogs, discussion areas and other online tools will be provided.
- 3.2.3 The number of courses available through e-Learning will be expanded.

## 3.3 K-12

- 3.3.1 As outlined in the 2011-2012 Operational Plan, a teacher representative will be selected at each elementary and secondary school in order to assist schools in using 21st century teaching technologies that support student success. These representatives will meet regularly with central, program and information technology staff.
- 3.3.2 School administrators will receive training on how to build capacity and how to effectively integrate new technologies into teaching and learning.
- 3.3.3 Literacy and numeracy coaches will continue to embed the effective use of technology in all training strategies.
- 3.3.4 SMART Board troubleshooting and educational use sessions will be delivered to all Board staff that support information technology.
- 3.3.5 A survey of students, staff, parents and guardians will be conducted to review the impact of these technologies on engagement, achievement and productivity.
- 3.3.6 Mobile devices and tablets will be piloted to assess their impact on student learning and engagement in small and large groups.

4. Conclusion

Information technology training will continue to be a priority at Lakehead District School Board. Innovative pilots, collaboration and capacity building in the use of information technology will continue to build engaging learning environments that help reach every student.

Respectfully submitted,

GINO RUSSO  
e-Learning Resource Teacher

NAIOMI MARKS  
Literacy Resource Teacher

ROBIN TABOR-JOHN  
Elementary Program Coordinator

PAUL TSEKOURAS  
Secondary Program Coordinator

ANDREA PUGLIESE  
Special Education Officer

ANDREW KEENE  
Information Technology Chair

DUNCAN RUXTON  
Supervisor of Computer Services

DAVE COVELLO  
Manager of Information Technology and Corporate Planning

SHERRI-LYNNE PHARAND  
Superintendent of Education

KATHY POZIHUN  
Superintendent of Business

CATHERINE SIEMIENIUK  
Director of Education



**ABORIGINAL EDUCATION ADVISORY COMMITTEE MINUTES**

- DATE:** Thursday, December 15, 2011 – Board Room, Education Centre
- MEMBERS PRESENT:** Kathy Beardy, Elliott Cromarty, Serena Essex, Lori Laforme , Lori Lukinuk, Sylvia O’Meara, Sherri-Lynne Pharand, Sara Shonias, Suzanne Tardif, Dolores Wawia
- ALTERNATES PRESENT:** Jonathan Campeau, Sylvia Davis, Pat Johansen, Jack Playford
- ABSENT WITH REGRET:** Ellen Chambers, Leisa Desmoulins, Suzanne Eddy, Pauline Fontaine, Jane Lower, Robin Tabor-John, Beverley White-Kokeza
- RESOURCE:** Dawn Aho, Amy Farrell, Agnes Hardy, Senator Robert McKay, Nicole Walter-Rowan
- GUESTS:** Cathi Siemieniuk

AGENDA ITEM	DISCUSSION	ACTION
1. Opening Exercises	<ul style="list-style-type: none"> <li>• Sherri called the meeting to order and called upon Agnes Hardy to conduct the opening.</li> </ul>	
2. Welcome and Introductions	<ul style="list-style-type: none"> <li>• Sherri welcomed everyone to the meeting and thanked Agnes Hardy for the opening. Introductions were made around the table.</li> <li>• Regrets and substitutions were noted and the attendance sheet was circulated.</li> </ul>	
3. Selection of Co-Chair	<ul style="list-style-type: none"> <li>• A prenomination to nominate Dolores Wawia as Co-Chair was received from Suzanne Tardif. Dolores accepted the nomination. Sherri-Lynne Pharand called for further nominations from the floor. Moved by Sylvia O’Meara and seconded by Kathy Beardy that nominations be closed. Carried. Sherri welcomed Dolores back as Co-Chair. Dolores thanked everyone for their support.</li> </ul>	
4.1 Approval of Agenda	<ul style="list-style-type: none"> <li>• Moved by Sara Shonias and seconded by Elliott Cromarty, that the agenda for the December 15, 2011 meeting be approved. Carried.</li> </ul>	
4.2 Approval of Minutes - November 17, 2011	<ul style="list-style-type: none"> <li>• Moved by Trustee Lukinuk and seconded by Sylvia O’Meara, that the minutes of the November 17, 2011 meeting be approved. Carried.</li> </ul>	

AGENDA ITEM	DISCUSSION	ACTION
5. Correspondence File	<ul style="list-style-type: none"> <li>• Correspondence file was circulated.</li> </ul>	
6. Presentations:  6.1 Assessment & Evaluation	<ul style="list-style-type: none"> <li>• Nicole Walter-Rowan, Program Coordinator, provided a handout of the Assessment and Evaluation Policy and Procedure for input from the committee. Nicole advised that in September 2009, the Ministry of Education produced a document entitled Growing Success – a Ministry Policy on Assessment, Evaluation and Recording. The Ministry extended the implementation of the Policy on Assessment, Evaluation and Recording to 2012. A draft document was produced and sent out for constituent input. The following feedback was provided from the group:             <ul style="list-style-type: none"> <li>- add definition of “equitable” in the Procedures</li> <li>- sometimes Aboriginal students don’t feel work “is good enough” to hand in – need to work with the teacher</li> <li>- Late and Missed Assignments: time frame needs to be set for when assignments are late – i.e. let parent know within a couple of days, as opposed to the end of the term</li> <li>- 2.2.14 – Clarify language – Educational Liaison in lieu of Aboriginal counsellors</li> <li>- important to make contact with counsellors of agencies</li> <li>- Procedures need to be manageable</li> <li>- Set of Practices will need to be developed to substantiate the Policy and Procedures</li> <li>- Aboriginal students are shy and reluctant to ask for help if they don’t understand the assignment given</li> <li>- Parents need to be partners in their student’s education</li> <li>- Lower Limit of Mark: Credit Recovery: When a mark is in the 40% range, a student has the chance to recover the credit</li> <li>- Course Codes – parents don’t understand – needs interpretation in everyday language</li> <li>- Additional comments can be sent to the Director’s Office to Darlene Mayo <a href="mailto:dmayo@lakeheadschoools.ca">dmayo@lakeheadschoools.ca</a> or to Judy <a href="mailto:jhill@lakeheadschoools.ca">jhill@lakeheadschoools.ca</a> Sherri thanked Nicole for her presentation.</li> </ul> </li> </ul>	

AGENDA ITEM	DISCUSSION	ACTION
<p>7. Business Arising from the Minutes:</p> <p>7.1 Work Plan Update</p>	<ul style="list-style-type: none"> <li>- JK/SK and Grade 1 will be the focus this year for teacher training. Physical Education is a difficult credit for Aboriginal students to obtain as well as Grade 10 History. Training will focus on these two areas. It was suggested that teachers may want to connect with OPHEA.</li> </ul>	
<p>7.2 Voluntary Staff Self ID</p>	<ul style="list-style-type: none"> <li>• Sherri advised the group that the Board passed a motion to plan to develop a Voluntary Staff Self Identification Policy.</li> </ul>	
<p>8. New Business</p> <p>8.1 OFNMI Policy Framework</p>	<ul style="list-style-type: none"> <li>• A copy of the Ontario First Nation, Metis and Inuit Education Policy Framework book was provided to each member. Sherri advised the group that the foundation of our work is based on the OFNMI and provided a brief overview of the document. It was suggested that perhaps an Aboriginal student could be sent to Northern Communities to show what issues they encountered when moving to the City or they could videoconference through K-Net . A copy of the progress report will be available at the next meeting. Questions were addressed.</li> </ul>	
<p>8.2 AEAC Rep. on Parent Involvement Committee</p>	<ul style="list-style-type: none"> <li>• Due to the leave of absence of Beverley White-Kokeza for the remainder of the 2011-2012 year on AEAC and PIC, an alternate member is required for PIC. Serena Essex agreed to take on the role of the member representative from AEAC and consensus was received from the group. An alternate will need to be chosen at the January 20, 2012 meeting.</li> </ul>	All
<p>8.3 PIC Funding</p>	<ul style="list-style-type: none"> <li>• AEAC has been invited to apply for funding from PIC. The group decided to apply for funding for website translation in Ojibwe. Amy Farrell will prepare the request for submission. A suggestion was also brought forward re Family Connections requiring additional support. Sherri will meet with Barb Kucherka and the Friendship Centre.</li> </ul>	
<p>9. Ongoing Business:</p> <p>9.1 Handbook Update</p>	<ul style="list-style-type: none"> <li>• The group decided that Ojibwe will be the primary language in the book since it is the language of the traditional lands. When possible, Ojicree will be the second language represented in the handbook. The members divided into groups to start to provide input into updating the handbook. More input will be solicited from the members at the January</li> </ul>	

AGENDA ITEM	DISCUSSION	ACTION
	20, 2012 meeting.	
10. Information and Inquiries	<ul style="list-style-type: none"> <li>• Sherri thanked Nicole Walter-Rowan and the team at Program for all of their work in bringing David Bouchard to visit to speak to students/parents and staff. The event was a great success.</li> </ul>	
11. Closing Exercises	<ul style="list-style-type: none"> <li>• Closing exercises were conducted by Senator McKay.</li> </ul>	
12. Next Meeting	<ul style="list-style-type: none"> <li>• Friday, January 20, 2012, 9:30 a.m. – 12:00 p.m., Board Room, Education Centre.</li> </ul>	All
13. Adjournment	<ul style="list-style-type: none"> <li>• The meeting adjourned at 12:10 p.m.</li> </ul>	

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2012 FEB 14  
Report No. 026-12

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

RE: SCHOOL YEAR CALENDAR 2012-2013

1. Background

- 1.1 Ministry of Education and Training Regulation 304 requires that district school boards submit a school year calendar for 2012-2013 to the Ministry of Education by May 1, 2012. However, if a school year calendar consists of days outside of September 1, 2012 – June 30, 2013, or if Christmas Break or March Break differs from those proposed by the Ministry of Education, the request for approval of a modified calendar must be made by March 1, 2012.
- 1.2 Regulation 304 indicates that the school year shall consist of a minimum of 194 school days, of which at least two days must be designated as professional activity (PA) days to focus on provincial education priorities. In addition, up to four extra days may be designated by the Board as professional activity days.
- 1.3 Professional activity days for elementary schools are referred to in the collective agreement. Two are to be designated for the purpose of assessment and completion of report cards, one day each, prior to the first and second report card dates.
- 1.4 Secondary professional activity days are traditionally allocated equally at the end of each semester to facilitate administrative processes.
- 1.5 Regulation 304 allows up to ten exam days for secondary schools. Five exam days are traditionally allocated in each semester.
- 1.6 Armstrong Public School has traditionally started their school year in advance of local schools. For the 2012-2013 school year, Armstrong Public School submitted a modified calendar. Bernier-Stokes Public School in Collins submitted a calendar with a start and end date that mirrored Lakehead District School Board for the 2011-2012 school year. However, Bernier Stokes PA days will be slightly different.
- 1.7 Professional activity days for both Bernier Stokes and Armstrong Public Schools have traditionally been allocated to coordinate professional learning opportunities and support for staff.

## 2. Situation

2.1 The School Year Calendar Committee comprised of the following individuals provided input and direction into the consultation process:

Ellen Chambers	LETO
Terry Hamilton	OSSTF Teachers
Sue Doughty-Smith	OSSTF Educational Assistants
Todd Miller	OPC (Elementary)
Jeff Upton	OPC (Secondary)
John Clouthier, Sr.	Armstrong Public School
Hellmi Paavola	Bernier-Stokes Public School
Susie Splett	Parent Involvement Committee
Pat Johansen	Trustee
Stephanie Philp	Student Trustee
Charles Bishop	Education Officer – Chair

2.2 Proposed calendars were shared among our coterminous Boards resulting in alignment at the secondary level, and alignment of five of the six PA days for the 2012-2013 school year at the elementary level. Locally, the first system PA day will be held on November 16, 2012, with a second system PA day on April 19, 2013. At Armstrong and Bernier Stokes Public Schools, the first system PA day will be November 09, 2012 and the second system PA day will be April 12, 2013.

2.3 Calendars for Armstrong and Bernier Stokes Public Schools were developed as they were in prior years, with consultation and support from their communities and the Lakehead District School Board.

2.4 Three of the calendars submitted by our Board will be standard calendars based on the proposed School Year Calendar template from the Ministry of Education. Armstrong Public School will begin the 2012-2013 school year on August 27, 2012, which will require a modified calendar.

2.5 Proposed school year calendars for the 2012-2013 school year are attached.

- Elementary School Year Calendar, Thunder Bay Region - see Appendix A
- Secondary School Year Calendar, Thunder Bay Region - see Appendix B
- Elementary School Year Calendar, Armstrong Public School – see Appendix C
- Elementary School Year Calendar, Bernier Stokes Public School – see Appendix D

## RECOMMENDATION

It is recommended that Lakehead District School Board:

1. Approve the proposed 2012 - 2013 Elementary School Year Calendar, Thunder Bay Region, including the opening and closing dates and professional activity days, as described in Appendix A to Report No. 026-12, School Year Calendar 2012-2013.
2. Approve the proposed 2012 - 2013 Secondary School Year Calendar, Thunder Bay Region, including the opening and closing dates, professional activity days and examination days, as described in Appendix B to Report No. 026-12, School Year Calendar 2012-2013.

3. Approve the proposed 2012 - 2013 Elementary School Year Calendar, Armstrong Public School, including the opening and closing dates and professional activity days, as described in Appendix C to Report No. 026-12, School Year Calendar 2012-2013.
4. Approve the proposed 2012 - 2013 Elementary School Year Calendar, Bernier Stokes Public School, including the opening and closing dates and professional activity days, as described in Appendix D to Report No. 026-12, School Year Calendar 2012-2013.

Respectfully submitted,

CHARLES BISHOP  
Education Officer

COLLEEN KAPPEL  
Superintendent of Education

CATHERINE SIEMIENIUK  
Director of Education



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Public  
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**THUNDER BAY REGION**

# ELEMENTARY

## 2012-2013

### SEPTEMBER 2012

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### OCTOBER 2012

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### NOVEMBER 2012

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### DECEMBER 2012

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### JANUARY 2013

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### FEBRUARY 2013

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### MARCH 2013

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### APRIL 2013

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### MAY 2013

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### JUNE 2013

SUN	MON	TUES	WED	THUR	FRI	SAT
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● **First Day of School for Students**  
Wednesday, September 5, 2012

● **Final Day of School for Students**  
Thursday, June 27, 2013

#### ■ **Holidays**

- *Students Do Not Attend School* -  
Labour Day - Monday, September 3, 2012  
Thanksgiving - Monday, October 8, 2012  
Winter Break - December 24, 2012 - January 4, 2013  
Family Day - Monday, February 18, 2013  
Spring Break - March 11, 2013 - March 15, 2013  
Good Friday - Friday, March 29, 2013  
Easter Monday - Monday, April 1, 2013  
Victoria Day - Monday, May 20, 2013

#### ● **PA Days & Report Card Days**

- *Students Do Not Attend School* -  
Tuesday, September 4, 2012  
Friday, November 16, 2012  
Monday, January 28, 2013  
Friday, April 19, 2013  
Friday, June 14, 2013  
Friday, June 28, 2013



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**THUNDER BAY REGION**

# SECONDARY

## 2012-2013

### SEPTEMBER 2012

SUN	MON	TUES	WED	THUR	FRI	SAT
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### OCTOBER 2012

SUN	MON	TUES	WED	THUR	FRI	SAT
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### NOVEMBER 2012

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### JANUARY 2013

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### FEBRUARY 2013

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### MARCH 2013

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### APRIL 2013

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### MAY 2013

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#### ● First Day of School

Wednesday, September 5, 2012

#### ● First Day of Semester 2 for Students

Monday, February 4, 2013

#### ● Final Day of School for Students

Thursday, June 27, 2013

#### ■ Holidays

- Students Do Not Attend School -

Labour Day - Monday, September 3, 2012

Thanksgiving - Monday, October 8, 2012

Winter Break - December 24, 2012 - January 4, 2013

Family Day - Monday, February 18, 2013

Spring Break - March 11, 2013 - March 15, 2013

Good Friday - Friday, March 29, 2013

Easter Monday - Monday, April 1, 2013

Victoria Day - Monday, May 20, 2013

#### ● PA Days

- Students Do Not Attend School -

Tuesday, September 4, 2012

Friday, November 16, 2012

Thursday, January 31, 2013

Friday, February 1, 2013

Friday, April 19, 2013

Friday, June 28, 2013

#### ● Examination Days

Semester 1 January 24, 2013 - January 30, 2012

Semester 2 June 21, 2013 - June 27, 2013



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# ELEMENTARY 2012-2013



Whitesand First Nation

## AUGUST 2012

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## SEPTEMBER 2012

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## OCTOBER 2012

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● **First Day of School** Tuesday, August 28, 2012

● **Final Day of School for Students** Thursday, June 20, 2013

## DECEMBER 2012

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## JANUARY 2013

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## APRIL 2013

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## JUNE 2013

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### Holidays

- *Students Do Not Attend School* -  
Labour Day - Monday, September 3, 2012  
Thanksgiving - Monday, October 8, 2012  
Winter Break - December 24, 2012 - January 4, 2013  
Family Day - Monday, February 18, 2013  
Spring Break - March 11, 2013 - March 15, 2013  
Good Friday - Friday, March 29, 2013  
Easter Monday - Monday, April 1, 2013  
Victoria Day - Monday, May 20, 2013

### PA Days & Report Card Days

- *Students Do Not Attend School* -  
Monday, August 27, 2012  
Friday, November 9, 2012  
Monday, January 21, 2013  
Friday, April 12, 2013  
Friday, June 7, 2013  
Friday, June 21, 2013



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**BERNIER-STOKES**

# ELEMENTARY

## 2012-2013

### SEPTEMBER 2012

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### OCTOBER 2012

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### JANUARY 2013

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### FEBRUARY 2013

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### MARCH 2013

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### APRIL 2013

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### MAY 2013

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### JUNE 2013

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● **First Day of School for Students**  
Wednesday, September 5, 2012

● **Final Day of School for Students**  
Thursday, June 27, 2013

#### ■ **Holidays**

- *Students Do Not Attend School -*

Labour Day - Monday, September 3, 2012

Thanksgiving - Monday, October 8, 2012

Winter Break - December 24, 2012 - January 4, 2013

Family Day - Monday, February 18, 2013

Spring Break - March 11, 2013 - March 15, 2013

Good Friday - Friday, March 29, 2013

Easter Monday - Monday, April 1, 2013

Victoria Day - Monday, May 20, 2013

● **PA Days & Report Card Days**

- *Students Do Not Attend School -*

Tuesday, September 4, 2012

Friday, November 9, 2012

Monday, January 28, 2013

Friday, April 12, 2013

Friday, June 14, 2013

Friday, June 28, 2013

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2012 FEB 14  
Report No. 028-12

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

RE: POLICY REVIEW – 7070 EMPLOYEE ASSISTANCE PROGRAM

1. Background

- 1.1 Policy Development and Review Policy 2010 states, *“It is the policy of the Lakehead District School Board that policy will be reviewed/developed in accordance with the Policy Development and Review Policy.”*
- 1.2 When the initial policy and procedures were written in 1988, the Employee Assistance Program (EAP) was a new concept. The wording of the original policy and procedures reflected the implementation of the program at a time when the idea of a formal EAP was relatively new in the business world. At the time, this policy was necessary to illustrate the Board’s commitment to the health and well-being of employees and their family members.

2. Situation

- 2.1 On December 7, 2011, the Employee Assistance Program Policy and Procedures 7070 were posted on the Board website and distributed to constituent groups for review and comment with input to be received by February 1, 2012.
- 2.2 There was no constituent input received.
- 2.3 The EAP has evolved to a point where it is an accepted and sought-after program supported by all employee groups. In accordance with Policy Development and Review Policy 2010, a Board policy is *“A set of organizational statements, values and perspectives...to direct a course of action.”* In the twenty-four years since its inception, the re-named Employee and Family Assistance Program (EFAP) has moved well beyond the implementation of a new program and is more in line with a practice as it is now considered more of a *“routine situation”*.
- 2.4 The existing policy is attached as Appendix A and the procedures as Appendix B.

3. Conclusion

Administration recommends that the Employee and Family Assistance Program become a Board Practice.

RECOMMENDATION

It is recommended that Lakehead District School Board revoke Employee Assistance Program Policy 7070.

Respectfully submitted,

TRISH GLENA  
Coordinator of Organizational Development

IAN MACRAE  
Superintendent of Education

CATHERINE SIEMIENIUK  
Director of Education

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# PERSONNEL AND EMPLOYEE RELATIONS

7000

Appendix A to  
Report No. 028-  
12

## EMPLOYEE ASSISTANCE PROGRAM (EAP) POLICY

7070

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### 1. Rationale

Lakehead District School Board and its Employee Groups are jointly concerned with the health, safety, welfare and job satisfaction of employees.

It is recognized that most human problems can be treated or resolved provided that each is identified in its early stages. This is true whether the problem is one of physical illness, mental or emotional stress, marital or family conflicts, chemical dependency, financial problems or other concerns. These are serious problems which may have a profound impact upon the lives of those employees affected, their families, their fellow employees and their job performance.

The intent of the program is to ensure the well-being of the employee and appropriate job performance, not the termination of employment.

### 2. Policy

It is the policy of Lakehead District School Board to establish, in cooperation with its Employee Groups, an Employee Assistance Program which will enable all employees of the Board and their families on a voluntary and confidential basis to seek resolution of personal, social, or health problems which may interfere with the employee's job performance.

### 3. Definitions

EAP - Employee Assistance Program

A program whereby employees may seek assistance with personal problems which may affect work performance.

Board - Lakehead District School Board

Employee Groups

LWTA - Lakehead Women Teachers' Association

Non-Union Administrative and Educational Support Personnel

CUPE - Canadian Union of Public Employees

Assessment/Referral - to help the individual determine the exact nature of the problem and design a recovery program which will resolve the problem and facilitate the return of the employee's performance to its normal level as quickly as possible.

Supervisor - all persons responsible for the performance of workers under their supervision and management of Plant, Purchasing, and Maintenance

# PERSONNEL AND EMPLOYEE RELATIONS

7000

Appendix A to  
Report No. 028-  
12

## EMPLOYEE ASSISTANCE PROGRAM (EAP) POLICY

7070

~~OPEIU~~ Office and Professional Employees' International Union, Local 454

~~OPSTF~~ Ontario Public School Teachers' Federation

~~OSSTF~~ Ontario Secondary School Teachers' Federation

~~Voluntary~~ a type of referral done or made of one's own free choice, without force or compulsion

### 4. Guidelines

- 4.1 ~~The employee's participation in the EAP will not be a factor and/or create discrimination in job security or promotional opportunities and will not become part of personnel records.~~
- 4.2 ~~Employees participating in the EAP will be entitled to all the benefits given under current collective agreements and/or Board Policy. Costs incurred over and above those covered by the employee's benefit package will be the responsibility of the employee. Where a family member accesses EAP services, he/she will do so at no additional cost to the Board. The Board may, in extenuating circumstances, fund additional applicable costs with the approval of the Superintendent of Staff Services.~~
- 4.3 ~~Traditional rights of employees to grievance procedures and traditional rights of the employer to maintain discipline will not be waived by the EAP.~~
- 4.4 ~~Confidentiality An employee's voluntary use of the Employee Assistance Program is strictly confidential and anonymous. Statistical records will be kept by the EAP Officer for the purpose of monitoring the number of employees and the nature of the use of the EAP. Any other records of assistance to an employee for solving any problem will be kept by the EAP Officer only with the written direction of the employee involved.~~

### 5. Review

~~The Superintendent of Staff Services, in conjunction with the EAP Committee, will monitor the operation of the program on an ongoing basis.~~

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**PERSONNEL AND EMPLOYEE RELATIONS****7000**Appendix A to  
Report No. 028-  
12**EMPLOYEE ASSISTANCE PROGRAM (EAP)  
POLICY****7070**

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~~The Superintendent of Staff Services will review this Policy within five years of the approval date, or earlier if necessary.~~

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
_____	1988 04 22	_____
_____	<u>Date Revised</u>	_____
	Reviewed by: _____	

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# PERSONNEL AND EMPLOYEE RELATIONS

7000

Appendix B to  
Report No. 028-  
12

## EMPLOYEE ASSISTANCE PROGRAM (EAP) PROCEDURES

7070

### 1. Policy

It is the policy of Lakehead District School Board to establish, in cooperation with its Employee Groups, an Employee Assistance Program which will enable all employees of the Board and their families on a voluntary and confidential basis to seek resolution of personal, social, or health problems which may interfere with the employee's job performance.

### 2. Training

Both the Board and the employee groups are responsible for training through the Employee Assistance Program Committee.

EAP awareness workshops and seminars will be held for all supervisory officials, Principals, Vice-Principals, Department Heads, Branch Presidents, Union Representatives, Federation Representatives, Chief Custodians, Head Secretaries, Key Teachers, Non-Union Administrative and Educational Support Personnel.

### 3. Initiation of a Referral

#### 3.1 The Employee

3.1.1 The employee is provided a copy of the EAP Policy and Procedures and should be aware of how it operates.

3.1.2 Use of the EAP is voluntary and confidential.

When the employee seeks outside assistance voluntarily, then it is assumed the employee really wants the help being sought. The agency or service approached is not required to provide any information back to the employer, thus confidentiality is in the hands of the employee.

3.1.3 To obtain time off, the employee must go through normal channels.

3.1.4 For further information the employee may contact the EAP Officer, or a contact person.

#### 3.2 The Supervisor

3.2.1 When the supervisor becomes aware that an employee's job performance is deteriorating the following will take place:

\_\_\_\_\_ recommend the employee improve job performance;

\_\_\_\_\_ offer the resources of EAP;

**EMPLOYEE ASSISTANCE PROGRAM (EAP)  
PROCEDURES**

~~\_\_\_\_\_ make an appointment for the employee with the EAP Officer and explain that attendance at this meeting is voluntary.~~

~~3.3 Contact Persons~~

~~The contact person will:~~

~~\_\_\_\_\_ offer information on the resources available;~~

~~\_\_\_\_\_ explain that outside resources are confidential;~~

~~\_\_\_\_\_ offer to make an appointment for the employee with the EAP Officer and explain that attendance at this meeting is voluntary.~~

~~3.4 The Employer~~

~~The employer assists the employee in EAP by:~~

~~\_\_\_\_\_ clearly outlining job performance expectations;~~

~~\_\_\_\_\_ offering voluntary access to the EAP resources;~~

~~\_\_\_\_\_ maintaining confidentiality.~~

~~3.5 The EAP Officer~~

~~The EAP Officer may be contacted directly by an employee for information and assistance.~~

~~\_\_\_\_\_ The EAP Officer will provide the employee with a detailed assessment if required and referral to appropriate community resources.~~

~~\_\_\_\_\_ The EAP Officer will follow up the referral by asking the agency or community resource.~~

~~1) \_\_\_\_\_ did the employee keep the appointment?~~

~~2) \_\_\_\_\_ will further sessions be required?~~

~~3) \_\_\_\_\_ is the employee cooperating?~~

~~4) \_\_\_\_\_ what is the possibility for improvement in job performance?~~

# PERSONNEL AND EMPLOYEE RELATIONS

**7000**

Appendix B to  
Report No. 028-  
12

## EMPLOYEE ASSISTANCE PROGRAM (EAP) PROCEDURES

**7070**

~~\_\_\_\_\_ The EAP Officer may be contacted directly by a supervisor seeking assistance in dealing with an employee who is demonstrating work performance deterioration.~~

### 3.6 ~~\_\_\_\_\_~~ Confidentiality

~~Will not be maintained when any of the above persons becomes aware of a crime being planned or when it is confirmed by the proper authorities that one has been committed.~~

4. ~~\_\_\_\_\_~~ Role descriptions for the following can be found in the document entitled: "Employee Assistance Program - Working Document".

Role of EAP Committee

Role of EAP Officer

Role of Supervisor

Role of Employee

Role of the Employee Groups

Role of the Employee Assistance Contact Person

5. ~~\_\_\_\_\_~~ Review

~~The Superintendent of Staff Services, in conjunction with the EAP Committee, will monitor the operation of the program on an ongoing basis.~~

~~The Superintendent of Staff Services will review this Policy within five years of the approval date, or earlier if necessary.~~

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
_____	1988 04 22	_____
_____	<u>Date Revised</u>	_____
	Reviewed by: _____	

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2012 FEB 14  
Report No. 029-12

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

RE: POLICY REVIEW - 4021 ASSESSMENT AND EVALUATION

1. Background

- 1.1 In the spring of 2010, the Ministry of Education released *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition Covering Grades 1 to 12*. A forthcoming final edition will outline a comprehensive policy for assessment, evaluation and reporting of student achievement in Ontario schools, from Kindergarten to Grade 12.
- 1.2 Report No. 149-11 outlined Lakehead District School Board's process, since the spring of 2010, for:
- Reviewing, consulting and updating Assessment and Evaluation Policy and Procedures 4021, including the Ministry requirement for policies and procedures related to
    - Cheating and Plagiarism
    - Late and Missing Assignments
    - Lower Limit of Marks;
  - Implementing *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition Covering Grades 1 to 12* in all schools.

2. Policy Review and Update

- 2.1 On December 7, 2011, the revised draft of Lakehead District School Board's Assessment and Evaluation Policy and Procedures 4021 was distributed to all stakeholder groups for final input which was received by February 1, 2012.
- 2.2 Members of the Assessment and Evaluation Coordinating Committee presented drafts of Lakehead District School Board's Assessment and Evaluation Policy and Procedures 4021 to answer questions, provide clarification and collect input from the:
- Success Advisory Committee;
  - Aboriginal Education Advisory Committee;
  - Parent Involvement Committee;
  - Special Education Advisory Committee.
- 2.3 Input was collated and reviewed for alignment with current Board policy and *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition Covering Grades 1 to 12*, and is attached as Appendix C to Report No. 029-12.

2.4 The Assessment and Evaluation Coordinating Committee developed drafts of updates to Lakehead District School Board's Assessment and Evaluation Policy and Procedures 4021 based on:

- existing Board Policy and Procedures;
- input provided from all stakeholder groups;
- *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools for Grades 1 to 12.*

3. Implementation of *Growing Success*

3.1 According to Policy Development and Review Policy 2010, Senior Administration develops an action plan for implementation.

3.2 All Lakehead District School Board teaching staff will continue to participate in professional development designed to support the implementation of *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools for Grades 1 to 12* in all schools through:

- Distributed Leadership Forum (elementary);
- Program Forum (secondary);
- Professional Learning Community meetings (PLCs);
- Building Capacity in Assessment for Learning Project.

3.3 The revised policy is attached as Appendix A and the procedures as Appendix B.

4. Conclusion

The primary purpose of assessment and evaluation is to improve student learning. Immediate work of Lakehead District School Board remains focused on:

- supporting staff in the implementation of *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition Covering Grades 1 to 12*;
- reviewing and updating Lakehead District School Board's Assessment and Evaluation Policy 4021 to align with *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition Covering Grades 1 to 12*;

This will ensure that assessment, evaluation and reporting in Lakehead District School Board continue to be transparent, valid, reliable and supports learning for all students.

RECOMMENDATION

It is recommended that Lakehead District School Board approve Assessment and Evaluation Policy 4021, Appendix A to Report No. 029-12, as amended.

Respectfully submitted,

NICOLE WALTER ROWAN  
Coordinator

SHERRI-LYNNE PHARAND  
Superintendent of Education

CATHERINE SIEMIENIUK  
Director of Education

1. Rationale

Assessment, evaluation, and reporting in Lakehead District School Board are based on the policies and practices described in ***Growing Success: Assessment, Evaluation and Reporting in Ontario Schools***. As required by the Ministry of Education, Lakehead District School Board has developed procedures related to this policy in three specific areas:

- Cheating and Plagiarism – Grades 1 to 12;
- Late and Missed Assignments – Grades 7 to 12;
- Lower Limit of Marks Below 50% on Report Cards – Grades 9 to 12.

2. Policy

It is the policy of Lakehead District School Board that the primary purpose of assessment and evaluation is to improve student learning; and to do so, these practices must be fair, transparent and equitable for all students.

3. Guiding Principles

- 3.1 Fair, transparent and equitable assessment practices support all students, including those with special education needs, those who are learning the language of instruction, and those who are First Nation, Métis, or Inuit.
- 3.2 Accountability for assessment, evaluation and improvement of student learning is the shared responsibility of students, parents/guardians, and the school.
- 3.3 Assessment and evaluation practices and procedures must be communicated clearly to students and parents/guardians.
- 3.4 Lakehead District School Board will publicly report school and Board achievement results and school and Board improvement plans but will not rank individual schools or students.
- 3.5 Consistent reporting practices will ensure that all students and their parents/guardians receive clear, personalized information about student progress and achievement based on the expectations and standards outlined in the Ontario curriculum for Kindergarten to Grade 12.
- 3.6 Assessment, evaluation and reporting practices must be regularly reviewed in the context of classroom, school and system results using information from internal and external sources.

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**CURRICULUM AND INSTRUCTION****4000**Appendix A to  
Report No. 029-  
12

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**ASSESSMENT AND EVALUATION POLICY****4021**

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4. **Definitions**

*A comprehensive glossary can be found in Growing Success on pages 143 – 156.*

5. **Review**

This policy shall be reviewed according to Policy Development and Review Policy 2010.

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<b><u>Cross Reference</u></b>	<b><u>Date Approved</u></b>	<b><u>Legal Reference</u></b>
	<p>June 18, 1991 (previously Student Evaluation Policy)</p> <p><b><u>Date Revised</u></b> January 2000</p> <p><b><u>Revision Approved:</u></b> June 12, 2001</p>	

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1. Policy Statement: The primary purpose of assessment and evaluation is to improve student learning.
  - 1.1 Assessment:
    - 4.1.1 The process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.
      - 1.1.1 Assessment for learning
        - The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go next, and how best to get there.
      - 1.1.2 Assessment as learning
        - The process of developing and supporting students in reflecting on their own thinking and work and that of others.
      - 1.1.3 Assessment of learning
        - The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time.
    - 1.2 Evaluation:
      - 4.2.1 The final judgment made about student achievement based on assessment of learning.
2. Guiding Principle #1: Fair, transparent and equitable assessment practices support all students, including those with special education needs, those who are learning the language of instruction, and those who are First Nation, Métis, or Inuit.
  - 2.1 Fair assessment and evaluation practices are valid and reliable.
    - 2.1.1 Valid assessment and evaluation activities measure student performance on those expectations which have been taught and allow students to demonstrate achievement of those expectations at all four levels, as described on the achievement charts in the curriculum documents.
    - 2.1.2 Reliable assessment and evaluation practices will produce similar grades or percentage marks for students with similar knowledge and skills and consistent results for any individual student.
  - 2.2 Transparency is achieved when student learning is assessed and evaluated according to clear standards outlined in the curriculum expectations provided in all

curriculum documents from Kindergarten to Grade 12 and according to the four categories of knowledge and skills and the four levels of achievement outlined in the achievement chart that appears in every curriculum document.

- 2.3 ***Equity is “a condition or state of fair, inclusive and respectful treatment of all people. Equity does not mean that people are treated the same without regard for individual differences.” (Growing Success, p. 147)***
- 2.4 Assessment and evaluation practices support all students. ***Accommodations must be provided for English language learners who are beginning to acquire English as a new language, as well as for those with special and unique learning needs.***
- 2.4.1 Changes to assessment and evaluation practices may be made to accommodate individual needs, consistent with the Individual Education Plan.
- 2.4.2 Overall and specific expectations may be modified, and such modifications will be noted in the Individual Education Plan.
- 2.4.3 The secondary ***Principal*** will determine whether achievement of the modified expectations is sufficient for granting of a credit.
- 2.4.4 ***“Schools are responsible for ensuring effective and appropriate instructional and assessment practices that meet the unique needs of First Nation, Métis, and Inuit students.” (Growing Success, p. 7)***
3. Guiding Principle #2: Accountability for assessment, evaluation and improvement of student learning is the shared responsibility of students, parents/guardians, and the school.
- 3.1 Assessment and evaluation practices must provide students with opportunities to develop self-assessment skills to enable them to assess their own learning, set specific goals and plan next steps for their learning.
- 3.2 Students are responsible for being academically honest in all aspects of their schoolwork. (see Appendix A: Cheating and Plagiarism)
- 3.3 It must be made clear to students early in the school year that they are responsible for providing evidence of their achievement of the overall expectations and learning skills and work habits within established time frames. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting them late. (see Appendix B: Late and Missed Assignments)

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**ASSESSMENT AND EVALUATION PROCEDURES****4021**

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- 3.4 Teachers, in consultation with *Principals*, are responsible for assessing, evaluating and reporting on student achievement in the two separate areas of curriculum expectations and of learning skills and work habits.
4. Guiding Principle #3: Assessment and evaluation practices and procedures must be communicated clearly to students and parents/guardians.
- 4.1 Communication involving assessment and evaluation practices must be provided to students and parents/guardians at the beginning of the school year or course and at other appropriate points throughout the school year or course.
- 4.2 Assessment and evaluation practices will provide students with ongoing feedback that is clear, specific, meaningful and timely to support improved learning and achievement.
- 4.3 Teachers will regularly communicate with students and parents about student progress using a variety of means.
5. Guiding Principle #4: Lakehead District School Board will publicly report school and Board achievement results and school and Board improvement plans but will not rank individual schools or students.
- 5.1 Lakehead District School Board will publicly report school and Board results on provincial assessments and tests.
- 5.2 Lakehead District School Board will not compare or rank individual schools on the basis of student performance on any internal or external evaluation.
- 5.3 Except for the purposes of conferring scholarships and awards, student marks will not be publicly compared or ranked.
6. Guiding Principle #5: Consistent reporting practices will ensure that all students and their parents/guardians receive clear, personalized information about student progress and achievement based on the expectations and standards outlined in the Ontario curriculum for Kindergarten to Grade 12.
- 6.1 “Determining a report card grade or percentage mark will involve teachers’ professional judgment, interpretation of evidence and should reflect the student’s most consistent level of achievement, with special consideration given to more recent evidence” (Growing Success p. 39). Mathematical averaging of marks is in conflict with this statement.

**ASSESSMENT AND EVALUATION PROCEDURES****4021**

- 6.2 The evaluation of student learning is the responsibility of the teacher and must not include the judgment of the student or the student's peers.
- 6.3 For **Grades 9 to 12**, a final grade, recorded as a percentage mark will be determined as follows:
- 6.3.1 Seventy percent of the grade will be based on evaluation conducted throughout the course;
- 6.3.2 Thirty percent of the grade will be based on a final evaluation administered towards the end of the course.
- 6.4 For **Grades 9 to 12** marks below 50 percent will be assigned. There will not be a lower limit of marks established. (see Appendix C: Lower Limit of Marks)
7. Guiding Principle #6: Assessment, evaluation and reporting practices must be regularly reviewed in the context of classroom, school and system results using information from internal and external sources.
- 7.1 Learning skills and work habits demonstrated by students must be assessed separately from achievement of curriculum expectations using the following six categories:
- Responsibility
  - Organization
  - Independent Work
  - Collaboration
  - Initiative
  - Self-Regulation.
- 7.2 Student achievement of the overall curriculum expectations must be evaluated in accordance with the achievement charts in the provincial curriculum and reported using letter grades in Grades 1 to 6 and using percentage marks in Grades 7 to 12. The four levels of achievement will be aligned with letter grades and percentage marks as follows:

Achievement Level	Letter Grade	Percentage Mark Range
4+	A+	95 – 100
4	A	87 – 94
4-	A-	80 – 86
3+	B+	77 – 79
3	B	73 – 76
3-	B-	70 – 72

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**ASSESSMENT AND EVALUATION PROCEDURES****4021**

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Achievement Level	Letter Grade	Percentage Mark Range
2+	C+	67 – 69
2	C	63 – 66
2-	C-	60 – 62
1+	D+	57 – 59
1	D	53 – 56
1-	D-	50 – 52

8. Review

These procedures will be reviewed according to Policy Development and Review Policy 2010.

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**Cross Reference**

June 18, 1991  
(previously Student Evaluation  
Procedure)

Action:

**Revision Approved:**  
June 12, 2001

**Legal Reference**

## Appendix A

### Cheating and Plagiarism

1. Students are responsible for being academically honest in all aspects of their schoolwork. Academic dishonesty includes a variety of behaviours including cheating, plagiarism, forgery, facilitating or aiding academic dishonesty, and the unauthorized access or manipulating of student records, work and computer programs. Such behaviours impede the learning process and threaten the educational environment for all students. Teachers and parents should support students in striving for excellence and producing work with integrity.
2. Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.
3. It is important that students understand the gravity of such behaviour and the importance of acknowledging the work of others. Schools need to develop strategies to help students understand what cheating and plagiarism are and how they can be avoided.
4. Addressing cheating and plagiarism will reflect a continuum of behavioural and academic responses and consequences will be based on the following:
  - the grade level of the student;
  - the maturity of the student;
  - the number and frequency of incidents;
  - the individual circumstances of the student.
5. Definitions
  - 5.1 Cheating may take many forms including the following:
    - claiming credit for work not the product of one's own effort;
    - knowledge of or toleration of cheating by others;
    - use of unauthorized notes or materials during an evaluation;
    - turning in the same work to two different classes without prior approval;
    - a student allowing their work to be plagiarized;
    - assisting another student to cheat.
  - 5.2 Plagiarism – plagiarism is a form of cheating. It can be defined as the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work. (*Growing Success*, p. 151)
    - 5.2.1 Plagiarism may take many forms, including the following:
      - copying word for word from any outside source without proper acknowledgement (applies to use of an entire paper, entire sections and paragraphs, and/or a few words and phrases);
      - paraphrasing ideas from any outside source without proper acknowledgement;
      - submitting, in whole or in part, work completed by another student;
      - submitting, in whole or in part, an assignment completed for another course without prior approval of the teacher;
      - allowing one's essay, assignment, and/or test answers to be copied by another student.

This is not a definitive list. Any action, which implies that someone else’s work is your own, can be considered plagiarism. However, studying in groups and copying a classmate’s notes from classes you may have missed are not necessarily acts of plagiarism or cheating.

6. Prevention of Cheating and Plagiarism

- 6.1 Some acts of plagiarism are unintentional. *The* student simply does not realize that what he/she is doing is wrong. One of the most common errors is not citing sources used for an assignment, which is a common misunderstanding among students related to paraphrased material. Many students do not realize that paraphrased material should be attributed to the original author in the same manner as a direct quotation.
- 6.2 Some reasons that students plagiarize are:
  - being unaware that they are plagiarizing;
  - lacking knowledge and understanding of the subject;
  - poor time management skills;
  - believing that plagiarism is not serious.
- 6.3 The wealth of digital information available to students has made it easier to capture and adapt the words and/or ideas of others and there are many more sources of information today than in the past. The Internet, in particular, provides vast amounts of information on every conceivable topic; there are dedicated web sites, ~~which~~ *that* provide ready-made essays.
- 6.4 Any work (including art ~~work~~, music, performance tasks and other forms of student work) submitted by a student may be checked for plagiarism, including through electronic means, and be held in the database for future matching purposes and protection of the student’s work against copying by others.

7. Continuum of Behavioural and Academic Responses to Cheating and Plagiarism (*adapted from Grand Erie District School Board*).

Component	Primary/Junior	Intermediate/Senior
Prevention of cheating and plagiarism	<p>Students will be involved in plagiarism awareness and education</p> <p>Principals will ensure that information about the plagiarism and cheating policy is communicated to students and parents.</p> <p>Teachers should:</p> <ul style="list-style-type: none"> <li>• design evaluation activities to include checkpoints so that student progress and work can be monitored;</li> <li>• change the topics or modify their approach to topics on assignments from one year to the next;</li> </ul>	<p>Teachers will review the responsibilities of the student, the proper method for citing sources, and the school policy on cheating and plagiarism at the beginning of each course.</p> <p>Principals will ensure that information about the plagiarism and cheating policy is communicated to students and parents/guardians.</p> <p>Students will be made aware of the consequences of cheating and plagiarism.</p> <p>Teachers should:</p> <ul style="list-style-type: none"> <li>• design evaluation activities to</li> </ul>

Component	Primary/Junior	Intermediate/Senior
	<ul style="list-style-type: none"> <li>• propose assignment questions that employ “higher order thinking skills”;</li> <li>• <del>set an example—acknowledge the sources of the materials used in class</del></li> <li>• take note of behaviour to use as evidence in the assessment of learning skills.</li> </ul> <p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>• <b>set an example by acknowledging the sources of the materials used in class.</b></li> </ul>	<ul style="list-style-type: none"> <li>include checkpoints so that student progress and work can be monitored;</li> <li>• change the topics or modify their approach to topics on assignments from one year to the next;</li> <li>• propose assignment questions that employ “higher order thinking skills”;</li> <li>• <del>set an example—acknowledge the sources of the materials used in class</del></li> <li>• ask students to submit rough notes and a list of sources with their final copy as proof of their work;</li> <li>• take note of behaviour to use as evidence in the assessment of learning skills.</li> </ul> <p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>• <b>set an example by acknowledging the sources of the materials used in class.</b></li> </ul>
<p>Detection of incidents of cheating and plagiarism (including the use of online or electronic translators in submitting Foreign Language Tasks)</p> <p>The following are some indicators that academic honesty is in question:</p> <ul style="list-style-type: none"> <li>• shifts in style or quality or writing;</li> <li>• references or quotations lacking or missing</li> </ul>	<p>For young students, it is important to keep the focus on developing an understanding of the seriousness of cheating and plagiarism in a supportive and nurturing manner.</p> <p>Upon detection of incidents of cheating and plagiarism, students will be counseled and reeducated about cheating and plagiarism.</p>	<p>There are a number of methods for determining if plagiarism has occurred. These include but are not limited to:</p> <ul style="list-style-type: none"> <li>• searching for the occurrence of specific sentences or unusual phrases contained within a suspect assignment using Internet search engines;</li> <li>• searching <b>L</b>ibrary full text databases for text taken directly from a journal article;</li> <li>• searching research papers available for purchase via “paper mills”;</li> <li>• checking students’ work using</li> </ul>

Component	Primary/Junior	Intermediate/Senior
<p>completely;</p> <ul style="list-style-type: none"> <li>• similar or identical assignments submitted;</li> <li>• datedness;</li> <li>• odd, complex, out-of-place sentences;</li> <li>• documented references are very unusual and hard to locate;</li> <li>• spelling and/or grammar does not match the student's writing abilities demonstrated to date.</li> </ul>		<p>plagiarism software, such as Turnitin. Turnitin allows students to review their work and provides teachers and students with a tool for checking the integrity of work submitted. Turnitin can also be used as a teaching tool – it is now licensed for schools through the Ontario Software Acquisition Program (OSAPAC).</p>
<p>Consequences for students who cheat or plagiarize</p>	<p>Subsequent incidents of cheating and/or plagiarism will result in notification to the parent(s)/guardian(s) and school <b>Principal</b>.</p> <p>Students will be expected to complete work to the best of their ability in a supportive and supervised school environment.</p> <p>Work assigned should be developmentally appropriate and within the student's range of proximal development.</p> <p>Incidents of cheating and/or plagiarism in young children most likely stem from a lack of understanding of the concept of academic property, or from a lack of understanding of the task at hand. Both should be explored and considered a teachable moment.</p>	<p>The teacher <b><i>should will</i></b> conference with the student and contact the parent/guardian to explain the situation.</p> <p>Subsequent serious incidents should be reported to <b>Administration</b> and tracked.</p> <p>Where the integrity of an evaluation activity has been compromised, a student is still responsible for meeting the missed expectations. For a first offence, the teacher should provide an opportunity for the student to re-submit the evaluation activity or an alternate activity with no penalty. At the teacher's discretion, the student may be required to complete the evaluation activity under supervised conditions.</p> <p>In those instances where a student demonstrates a pattern of behaviour, the school <b>Principal</b> may determine an appropriate consequence.</p> <p>Choosing not to complete the alternate evaluation activity or losing</p>

Component	Primary/Junior	Intermediate/Senior
		the opportunity due to repeated offences, will result in a mark of zero being assigned.

## Appendix B Late and Missed Assignments Grades 7 to 12

“In Grades 1 to 6, late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student’s development of the learning skills and work habits. When appropriate, a student’s tendency to be late in submitting, or fail to submit, other assignments (including homework) may also be noted on the report card as part of the evaluation of the student’s development of the learning skills and work habits.” (*Growing Success*, p. 44)

### 1. Setting Collaborative Timeframes

Teachers of Grades 7 to 12 will collaborate with students to establish timeframes for the submission expectations (for reporting purposes) and clearly communicate those timeframes to students and, where appropriate, to parents/guardians.

### 2. Late Assignments

2.1 If a student does not complete an assessment of learning within the timeframe, the teacher will record a blank in the mark record. The teacher will then use professional judgment and work with students to determine the subsequent course of action on an individual basis.

2.2 In many cases, it will be appropriate to set a new deadline without penalty. A number of strategies may also be used to help prevent and/or address late assignments. These include, but are not limited to the strategies outlined below (list taken **adapted** from *Growing Success*, p. 43).

- 2.2.1 Ask the student to clarify the reason for not completing the assignment;
- 2.2.2 Help students develop better time-management skills;
- 2.2.3 Collaborate with other staff to prepare a part- or full-year calendar of major assignment dates for every class;
- 2.2.4 Plan for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
- 2.2.5 Maintain ongoing communication with students and/or parents about timelines and late assignments, and scheduling conferences with parents if the problem persists;
- 2.2.6 In secondary schools, refer the student to the Student Success team or teacher;
- 2.2.7 Take into consideration legitimate reasons for missed timelines;
- 2.2.8 Set up a student contract;
- 2.2.9 Use counseling or peer tutoring to try to deal positively with problems;
- 2.2.10 Hold teacher-student conferences;
- 2.2.11 Review the need for extra support for English language learners;
- 2.2.12 Review whether students require special education services;
- 2.2.13 Require the student to work with a school team to complete the assignment;
- 2.2.14 For First Nation, Métis, and Inuit students, involve ~~Aboriginal counselors~~ **Educational Liaison** and members of the extended family;
- 2.2.15 Understand and take into account the cultures, histories, and contexts of First Nation, Métis, and Inuit students and parents and their previous experiences with the school system;
- 2.2.16 Provide alternative assignments or tests/exams where, in the teacher’s professional judgment, it is reasonable and appropriate to do so;
- 2.2.17 Deduct marks for late assignments.

2.3 Before a student can be penalized for submitting a late assignment:

- the student must be given the opportunity explain the circumstances resulting in the late submission;
- students and parents must have been informed of the consequences in advance.

2.4 Where in the teacher’s professional judgment it is appropriate to do so, the decision to change a deadline and/or deduct marks will be based on:

- the grade level of the student;
- the maturity of the student;
- the number and frequency of incidents;
- the individual circumstances of the student.

2.5 To ensure that any mark deduction does not result in a percentage mark that, in the professional judgment of the teacher, misrepresents the student’s actual achievement, the penalty for late submission of work should not exceed either one full level or 10% of the grade for the assignment.

### 3. Incomplete Assignments/Evaluation Tasks

3.1 The teacher will inform the parents/guardians and the school Administration of the student’s failure to submit the assignments.

3.2 Up to Grade 10, if the student does not complete the assignment, the grade of blank can result in the code “I” on a student’s report card including the final report card, to indicate that insufficient evidence is available to determine a letter grade or percentage mark (*Growing Success*, p. 42).

3.3 “I” may not be used in Grades 11 and 12 (*Growing Success*, p. 41). In Grades 11 and 12, if the student does not complete the assignment, the grade of blank can change to 0 in the mark record. The decision to change the grade from blank to 0 will be based on the individual circumstances of the student.

3.4 Schools are encouraged to offer opportunities for students to complete work beyond the timelines to accommodate for changes in circumstances that may have hindered a student’s chances for success.

### 4. Impact of Mark Penalty or Mark of 0 on Final Grades

4.1 Determining a report card grade will involve teachers’ professional judgment and interpretation of evidence and should reflect the student’s most consistent level of achievement, with special consideration given to more recent evidence. The teacher’s decision to deduct marks or assign a mark of 0 must not result in a final mark that misrepresents the student’s actual achievement.

4.2 The teacher must consider each student’s level of performance on the overall expectations addressed in the course.

4.3 Where one or more assignment is incomplete, the teacher must decide the impact of each incomplete assignment on the student’s ability to continue with learning in the subject area in subsequent courses. Teachers are encouraged to provide opportunities for students to complete alternate assignments or tests/exams where, in the teacher’s professional judgment, it is reasonable to do so. Additionally, the teacher can use the course

achievement chart as a means of determining whether the performance standards of the course have been met at an appropriate level for successful learning in the next course.

- 4.4 In some cases, alternate assessment data, including assessments for learning and/or the culminating task(s) may substitute for missed assignments covering the same overall expectations.
- 4.5 If a teacher determines significant gaps in the achievement of overall expectations (as a result of missed assignments), a secondary student's credit may be in jeopardy. It is the **P**incipal's responsibility to establish school-based procedures to identify students whose credits are in jeopardy.

## Appendix C Lower Limit of Marks Grades 9 to 12

1. ***“Teachers will regularly communicate with students and parents about student progress using a variety of means.” (Procedures 4021, Assessment & Evaluation 4.3)***
2. Determining a report card grade will involve teachers’ professional judgment and interpretation of evidence and should reflect the student’s most consistent level or achievement with special consideration given to more recent evidence (*Growing Success*, p. 39). Mathematical averaging of marks is in conflict with this statement.
3. Grades are used to report evidence of achievement of overall curriculum expectations, not to ~~reward or to punish~~ ***be punitive***. This evidence should be collected over a period of time and gathered from a variety of sources including: observations, conversations, and student products.
4. Zero can be assigned as a student’s report card mark only when there is no evidence of achievement of the required curriculum expectations for that course. Teachers must consult with the **Principal** before assigning a report card grade below 20 percent.
5. Additional Considerations
  - 5.1 When reporting marks for students in Grades 9 and 10 teachers may use the code “I”, “to indicate that insufficient evidence is available to determine a letter grade or percentage mark. For the report card, teachers will use their professional judgment to determine when the use of ‘I’ is appropriate and in the best interest of the student” (*Growing Success*, p. 42). Teachers must provide specific information in the report card comment to support the mark of “I” so students, parents/guardians and school **Administration** understand the reason for this code.
  - 5.2 A final mark of “I” indicates that no credit is granted. It may lead to credit recovery, repeating the course or an alternate plan allowing for completion of missing work as agreed upon by the student, teacher and **Administrator**. Pages 84 – 86 of *Growing Success* outline the policy and guiding principles regarding placement of students into a credit recovery program.

## **Appendix D References**

Ontario. Ministry of Education. (2010). *Growing Success: Assessment, evaluation, and reporting in Ontario schools, first edition, covering grades 1 to 12*. Toronto: Author.

Policies and Procedures from the following: Grand Erie District School Board, Kawartha Pine Ridge District School Board, Rainbow District School Board, Rainy River District School Board, Simcoe County District School Board, and Thames Valley District School Board.

A & E Policy/Procedure Input  
Aligned with Growing Success

<b>Input Group</b>	<b>Policy</b>	<b>Procedures</b>	<b>Appendix A Cheating &amp; Plagiarism</b>	<b>Appendix B Late &amp; Missed Assignments</b>	<b>Appendix C Lower Limit of Marks</b>
Community	<ul style="list-style-type: none"> <li>Consistency with punctuation (periods) after bullets</li> </ul>	<ul style="list-style-type: none"> <li>Consistency with punctuation after bullets</li> <li>Numbering changes on 1<sup>st</sup> page.</li> <li>Add colons after "Assessment" &amp; "Evaluation" (1<sup>st</sup> pg)</li> <li>Plural on documents (2.2)</li> <li>Capitalization of principal (2.3.3 &amp; 3.4) &amp; grades (6.3 &amp; 6.4)</li> </ul>	<ul style="list-style-type: none"> <li>Consistency with punctuation after bullets</li> <li>Replace dash with period (6.1)</li> <li>Remove "work" after "art" (6.4)</li> </ul> In Chart <ul style="list-style-type: none"> <li>Capitalize library</li> <li>Capitalize principal and Administration (Consequences)</li> </ul>	<ul style="list-style-type: none"> <li>Consistency with punctuation after bullets</li> <li>Capitalize grades (opening quote &amp; 1)</li> <li>Pluralize test (2.2.16 &amp; 4.3)</li> <li>Capitalize administration (3.1)</li> <li>Capitalize grade (3.2 &amp; 3.3)</li> <li>Capitalize principal (4.5)</li> </ul>	<ul style="list-style-type: none"> <li>Capitalize principal (3)</li> <li>Capitalize administration (4.1 &amp; 4.2)</li> </ul>
Success Advisory Council		<ul style="list-style-type: none"> <li>Include definition of the code "I" (see Appendix C 5.1 &amp; 5.2)</li> </ul>	<ul style="list-style-type: none"> <li>acknowledge ideas adapted from other boards</li> </ul>		<ul style="list-style-type: none"> <li>statement identifying a need for regular communication between school &amp; home</li> </ul>
Aboriginal Education Advisory Committee		<ul style="list-style-type: none"> <li>Include definition of "equitable"</li> <li>Parents need to be partners in their student's education (see Guiding Principal #2)</li> </ul>		<ul style="list-style-type: none"> <li>2.2.14 clarify language, Educational Liaison in lieu of Aboriginal counselors</li> </ul>	
Parent Involvement Committee			<ul style="list-style-type: none"> <li>acknowledge ideas adapted from other boards</li> </ul>		
Special Education Advisory Committee			<p>"SEAC members expressed concerns with Appendix A, and the reference to 'teachers should' in the response table of the Continuum of Behavioural and Academic Responses to Cheating and Plagiarism. Members were concerned that teachers may not follow through with responses if they are not required to do so. It was</p>		

			suggested to change the term to 'teachers must' or 'teachers will'."		
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A & E Policy/Procedure Input  
 Not Aligned with Growing Success

<b><i>Input Group</i></b>	<b><i>Policy</i></b>	<b><i>Procedures</i></b>	<b><i>Appendix A Cheating &amp; Plagiarism</i></b>	<b><i>Appendix B Late &amp; Missed Assignments</i></b>	<b><i>Appendix C Lower Limit of Marks</i></b>
Special Education Advisory Committee		"SEAC members expressed concerns with the identification of students who are First Nation, Métis or Inuit mentioned throughout the documents. SEAC members felt that identifying a specific student group was not equitable, could be culturally sensitive, and that statements should reflect all students."			

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2012 FEB 14  
Report No. 027-12

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

RE: POLICY REVIEW - 3090 USE OF BOARD LOGO

1. Background

- 1.1 Policy and Procedures 3090 Use of Board Logo were last revised in April 2008.
- 1.2 Policy 2010 Policy Development and Review states, *“It is the policy of the Lakehead District School Board that policy will be reviewed/developed in accordance with the Policy Development and Review Policy.”*

2. Situation

- 2.1 On December 7, 2011, the Use of Board Logo Policy and Procedures were posted on the Board website and distributed to constituent groups for review and comment with input to be received by February 1, 2012.
- 2.2 There was no constituent input received. Minor housekeeping changes were made by Administration.

3. Next Steps

- 3.1 The revised policy is attached as Appendix A and the procedures as Appendix B.
- 3.2 Once approved, the policy and procedures will be distributed according to Board procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve Policy 3090 Use of Board Logo, Appendix A to Report No. 027-12, as amended.

Respectfully submitted,

BRUCE NUGENT  
Communications Officer

CATHERINE SIEMIENIUK  
Director of Education

**USE OF BOARD LOGO POLICY**

**3090**

1. Rationale

The ~~Board Logo~~ **star** is a universally recognized symbol of excellence and quality in education. The **Board** Logo is a positive image that positions the Board positively in the minds of our public school community. Its consistent use on Board documents and promotional items reinforces the Board's commitment to excellence and quality.

2. The Policy

It is the policy of Lakehead District School Board that the Board Logo be used for all official Board purposes.

3. Guidelines

3.1 The Logo will conform to that accepted by the Visual Identity Guide Book.

3.2 The specific details of the use of the Board Logo are outlined in the Use of Board Logo Procedures No. 3090.

4. Review

~~The Director of Education will review t~~ This policy **shall be reviewed** within five years **according to Policy 2010 Policy Development and Review**.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
<hr/> <hr/>	<hr/> <p><b><u>Date Revised</u></b> June 06, 1994 April 22, 2008</p>	<hr/> <hr/>

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**USE OF BOARD LOGO PROCEDURES****3090**

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1. The Policy

It is the policy of Lakehead District School Board that the Board Logo be used on all official Board materials.

2. Implementation Procedures2.1 Responsibilities

2.1.1 The Director of Education will ensure that the Policy is being followed.

2.1.2 Superintendents will ensure that the Policy is being followed in their departments.

2.1.3 The pPrincipal of each school will ensure that the Policy is being followed.

2.2 Uses

~~2.2.1~~ The Board Logo can appear with or without a descriptor, **and has the following uses:**

~~2.2.2~~ The Board Logo has the following uses:

2-2.2.1 Formal correspondence

2-2.2.2 Website **and social media applications**

2-2.2.3 Documents

2-2.2.4 Application forms and job postings

2-2.2.5 Publications

2-2.2.6 Advertisements and public announcements

2-2.2.7 Awards and certificates

2-2.2.8 Board vehicles

2-2.2.9 Other uses of the Board logo will be approved by the Director

2-2.2.10 Multimedia

3. Placement

For placement, refer to the Visual Identity Guide Book (Appendix A).

**BUSINESS AND BOARD ADMINISTRATION**

**3000**

Appendix B to  
Report No. 027-12

**USE OF BOARD LOGO PROCEDURES**

**3090**

4. Size

4.4 The use will determine the size of the Board logo.

5. Integrity of Logo

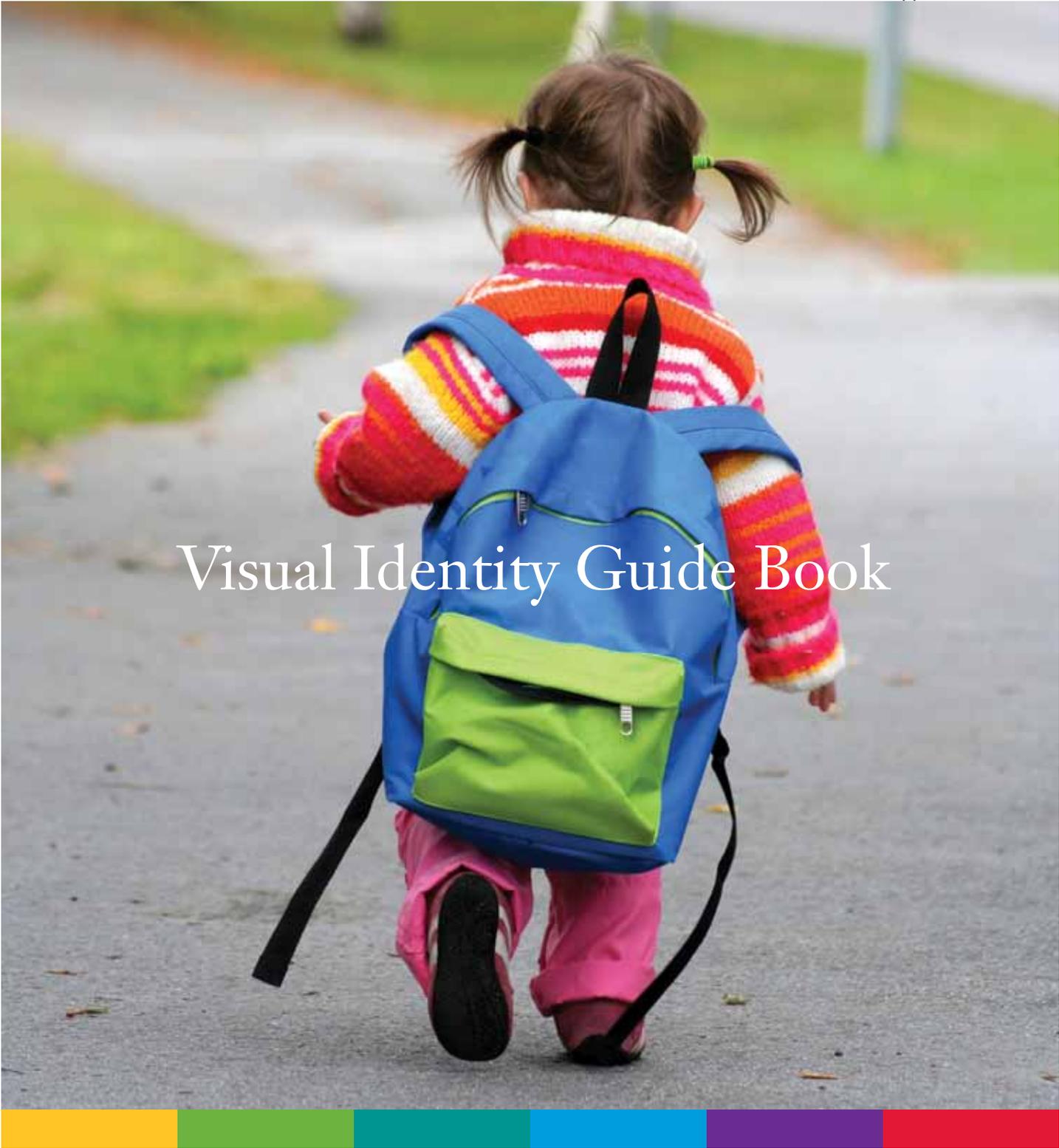
5.4 There will be no electronic shape distortion or any other deviation from the original Logo. Electronic versions of the Logo are available in various formats for use in all system computers.

6. Review

*These procedures shall be reviewed according to Policy 2010 Policy Development and Review.*

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
_____	_____	_____
_____	<u>Date Revised</u> June 04, 1996 April 22, 2008	_____

G:\POL\use\_bd\_logo\_prod.doc



# Visual Identity Guide Book





## General Overview

Lakehead Public Schools' visual identity, its brand, reflects who we are, what we do and what value we offer as a school board and as an organization.

A well-developed brand is built on a foundation that represents the essence of Lakehead Public Schools' core values, vision, attributes and qualities. Brands help create a reputation for quality and value, encourage loyalty, create a sense of pride, and create cost and communications efficiencies.

It is vital that Lakehead Public Schools expresses itself clearly and consistently through a seamless, structured system. The Visual Identity Guide provides context for all forms of external and internal graphic communication from Lakehead Public Schools, its staff, board, volunteers and community partners.

Effective and consistent use of unifying graphic elements reinforces the Lakehead Public Schools' image. The Visual Identity Guide introduces guidelines for producing materials for print, signage, web and multimedia with the correct use of the Lakehead Public Schools symbol, logotype, and visual identity. These standards apply to all of Lakehead Public Schools' official materials.

If you have any questions that are not addressed in this guide book, our communications contact will be pleased to assist you.

Please contact:

**Bruce Nugent**

Communications Officer

[bnugent@lakeheadschoools.ca](mailto:bnugent@lakeheadschoools.ca)

Jim McCuaig Education Centre  
2135 Sills Street  
Thunder Bay, ON P7E 5T2

Phone: 807-625-5214  
Fax: 807-622-0961  
Cell: 807-628-7459

## Symbol

The symbol is a graphic representation that interprets an organization's core purpose, values and unique characteristics.

The star is a universally recognized symbol of excellence and quality in education. The star represents goals that our students strive for daily at school. The rising star is a symbol of achievement and symbolizes the Lakehead District School Board's commitment to the progress and success of students. The rainbow-coloured paint stroke surrounding the star represents the diversity of learners and the creativity and innovation at Lakehead Public Schools.



## Logotype

The logotype is a particular way of writing an organization's name and includes a specific font and spacing.

The logotype, Lakehead Public Schools, has an integral relation to the symbol. The logotype must never be modified or altered in any way.

**Lakehead  
Public  
Schools**

## Signature



# Lakehead Public Schools

The signature is a design that combines the symbol and the logotype.

For both vertical and horizontal interpretations, the symbol and logotype must always remain in fixed proportion to one another. The Visual Identity System ensures that the basic elements of Lakehead Public Schools' symbol and logotype are reproduced with complete accuracy and consistency.

## Clear Space

To maximize the visual impact of the Lakehead Public Schools signature, the various configurations must always be given clear space.

A minimum of clear space around the signature ensures legibility and the integrity of the visual identity.



## Signature Size

To ensure consistent legibility, the symbol must not appear smaller than 0.30" in height.



Minimum recommended signature size



## The Fonts - Serif and San Serif

The official font for Lakehead Public Schools is Pill Gothic and Janson Text. Consistent use of the fonts across all communication platforms projects a unified and consistent image of Lakehead Public Schools. The fonts help audiences recognize the Lakehead Public Schools visual identity and reinforce the desired style and overall look.

These fonts must be used for all materials produced through external suppliers and outside formal design facilities including all stationery and forms, all headings and body text in documents and printed materials.

No fonts other than Pill Gothic are to be utilized on external marketing materials without the permission of the Communications Contact.

### Font Selection for other materials

For internally produced material where formal design facilities are not utilized, Arial may be used in place of Pill Gothic.

#### Pill Gothic

Regular

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz 0123456789

*Pill Gothic*

*Oblique*

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz 0123456789

#### **Pill Gothic**

**Bold**

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz 0123456789

***Pill Gothic***

***Bold Obq***

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz 0123456789

#### Janson Text

Roman

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz 0123456789

*Janson Text*

*Italic*

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz 0123456789

#### **Janson Text**

**Bold**

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz 0123456789

***Janson Text***

***Bold Italic***

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz 0123456789

## Corporate Colour

The consistent use of the official colours is essential to the visual identity of Lakehead Public Schools.

In full colour applications, the logotype of Lakehead Public Schools must always appear with the colours of Lakehead Public Schools – PANTONE® 300. The symbol would appear in full colour process Cyan Magenta Yellow and Black (K).



PMS 300 Blue

Pantone® Numbers	300
	Coated and Uncoated



PMS 300 Blue

CMYK (Process) Colours	C	100
	M	44
	Y	0
	K	0



PMS 300 Blue

RGB (Screen) Colours	R	0
	G	120
	B	193



PMS 300 Blue

Web Colours	#0087c7
----------------	---------

Pantone is a registered trademark of Pantone Inc.

## Colour Variations

### Reverse Colour

It is also acceptable to display the signature in reverse. The reverse white signature may only be used on background with a high enough contrast for the white to be legible. The Communications Contact must approve these applications.



### One Colour

For one colour signature applications Pantone 300 blue may be used.



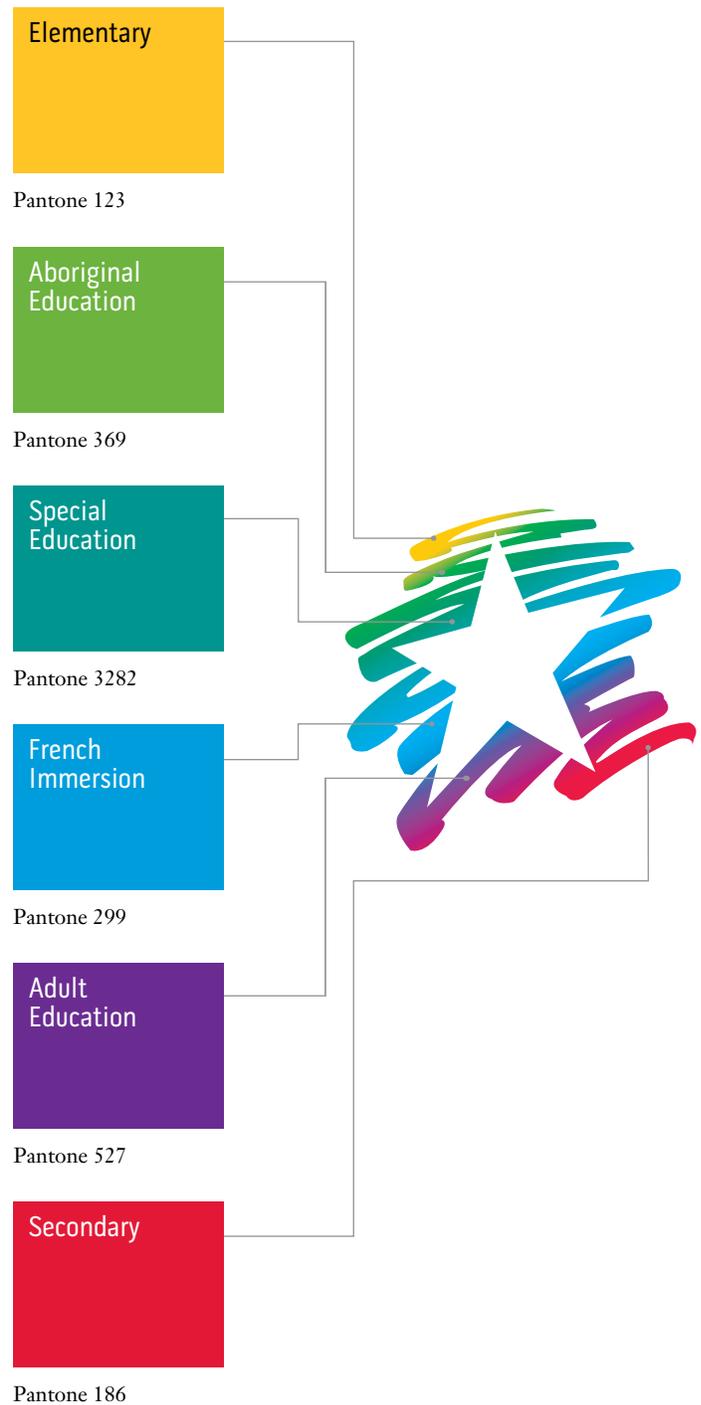
### Black and White

A black and white signature may be used if required.



## Departmental Colour Scheme

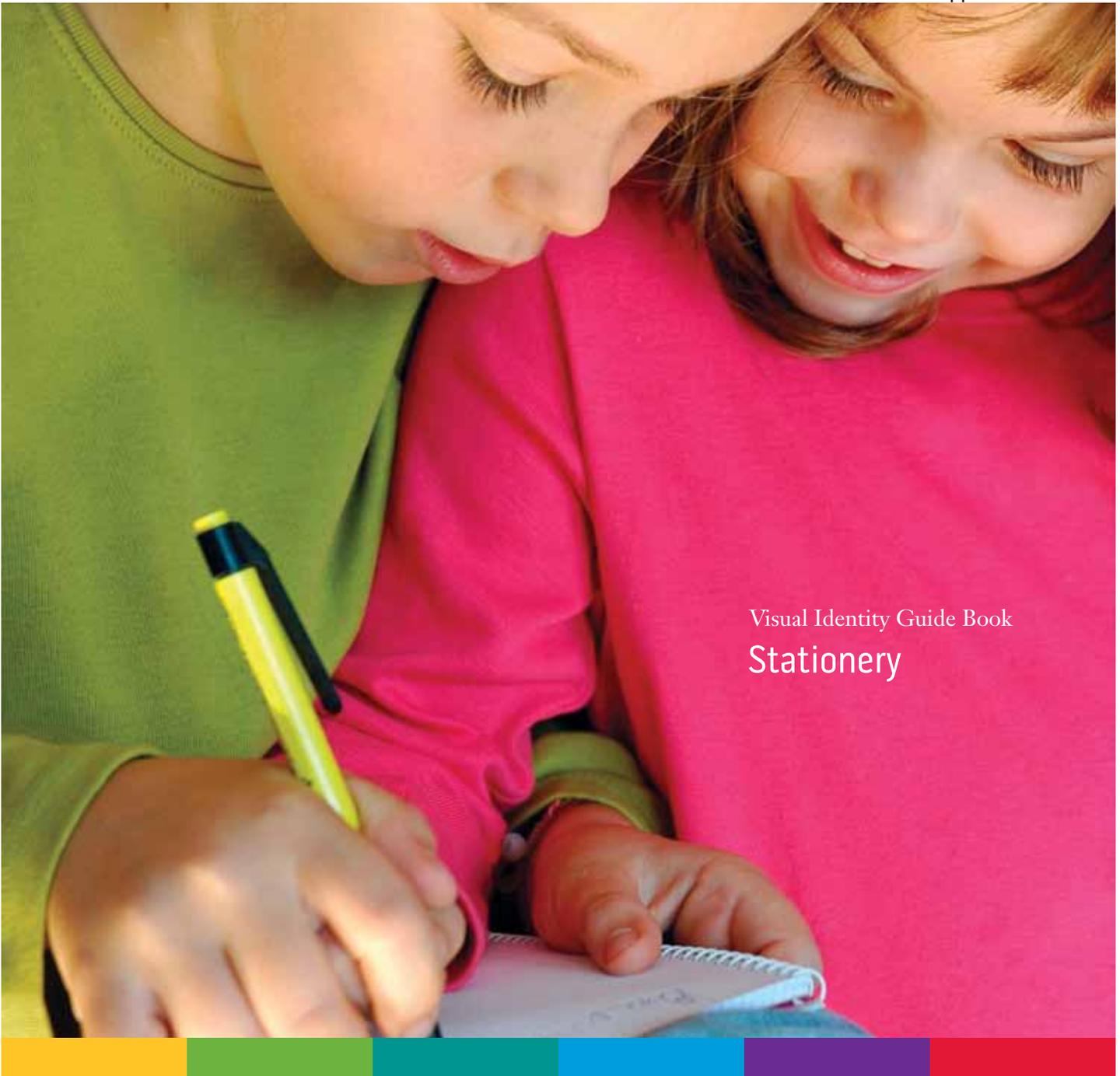
A range of supplementary colours have been developed for the use of Sub-Brands (learning divisions and educational programs). The six colours are from the colour palette of the symbol and are to be used consistently in graphic treatments for Lakehead Public Schools.



## Imagery

Photographs used in Lakehead Public Schools communications must reflect the organization's values: students success, quality programs, highly qualified staff, and the very best facilities available. Images should show all ages, ethnic and social groups in real-life places and events.





Visual Identity Guide Book  
Stationery

To present a consistent Lakehead Public Schools visual identity and to give the public an initial and sustaining positive impression, Lakehead Public Schools has established a standard format for stationery and business cards.

When appropriate, the design should incorporate the Lakehead Public Schools website; [www.lhbe.edu.on.ca](http://www.lhbe.edu.on.ca).



## Letterhead

The use of Lakehead Public Schools letterhead is restricted to official correspondence by employees.

Official Lakehead Public Schools letterhead includes the Lakehead Public Schools logo in official colours.

### General Specifications

**Size:** 8<sup>1</sup>/<sub>2</sub> x 11"  
**Colours:** (Uncoated)  
 Pantone 300 logotype  
 CMYK symbol  
**Paper:** First Choice  
 Laser 24lb

### Location

**Font:** 8 pt Pill Gothic Regular  
**Leading:** 10 pt

### Address

**Font:** 8 pt Janson Text Roman  
**Leading:** 9 pt

### Website

**Font:** 9 pt Pill Gothic Regular  
**Leading:** 10 pt

### All Other Text

**Font:** 9 pt Arial Regular  
**Leading:** 13 pt



## Envelope

The standard #10 envelope template is designed for general use throughout Lakehead Public Schools for all correspondence.

Formal #10 envelopes are to be printed using the Lakehead Public Schools logo presented in official colours.

### General Specifications

Size:	4 <sup>1</sup> / <sub>8</sub> x 9 <sup>1</sup> / <sub>2</sub> "
	No. 10 Regular O-S
Colours:	(Uncoated)
	Pantone 300 logotype
	CMYK symbol
Paper:	Ultimate
	White Wove

### Location

Font:	7 pt Pill Gothic Regular
Leading:	10 pt

### Address

Font:	7 pt Janson Text Roman
Leading:	9 pt



## Business cards

The Lakehead Public Schools business card for the Primary Brand uses a consistent format for content and layout.

### General Specifications

Size: 3½ x 2"  
Colours: (Coated)  
Pantone 300 logotype  
CMYK symbol  
Paper: Chorus Art Silk  
White, Cover, 100lb

### Name

Font: 8 pt Pill Gothic Bold  
Leading: 10 pt

### Title

Font: 7 pt Pill Gothic Regular  
Leading: 10 pt

### E-mail address

Font: 7 pt Janson Text Roman  
Leading: 10 pt

### Location

Font: 7 pt Pill Gothic Regular  
Leading: 10 pt

### Address

Font: 7 pt Janson Text Roman  
Leading: 9 pt

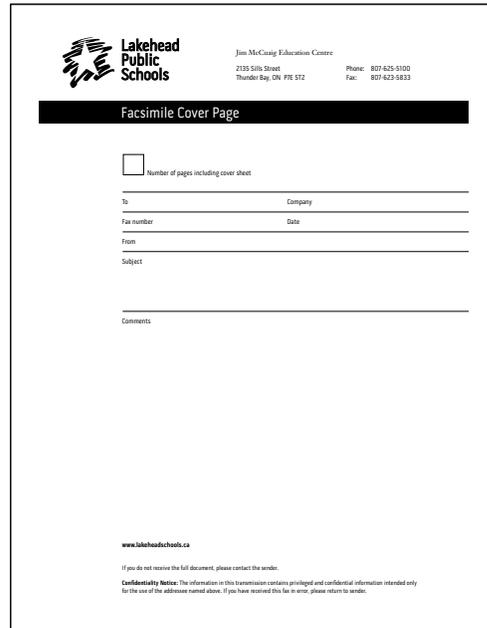
### Website

Font: 9 pt Pill Gothic Regular  
Leading: 10 pt



## Fax

The fax closely resembles the letterhead and includes the Lakehead Public Schools official signature, address, contact phone number, fax and website.



The form is titled "Facsimile Cover Page" and includes the Lakehead Public Schools logo and contact information. It features a checkbox for "Number of pages including cover sheet", fields for "To", "Company", "Fax number", "Date", "From", and "Subject", and a "Comments" section. At the bottom, it includes the website "www.lakeheadschools.ca" and a confidentiality notice.

**Lakehead Public Schools**  
Jim McCaughey Education Centre  
2135 Sills Street  
Thunder Bay, ON P7E 5T2  
Phone: 807-625-5100  
Fax: 807-623-9833

**Facsimile Cover Page**

Number of pages including cover sheet

To \_\_\_\_\_ Company \_\_\_\_\_

Fax number \_\_\_\_\_ Date \_\_\_\_\_

From \_\_\_\_\_

Subject \_\_\_\_\_

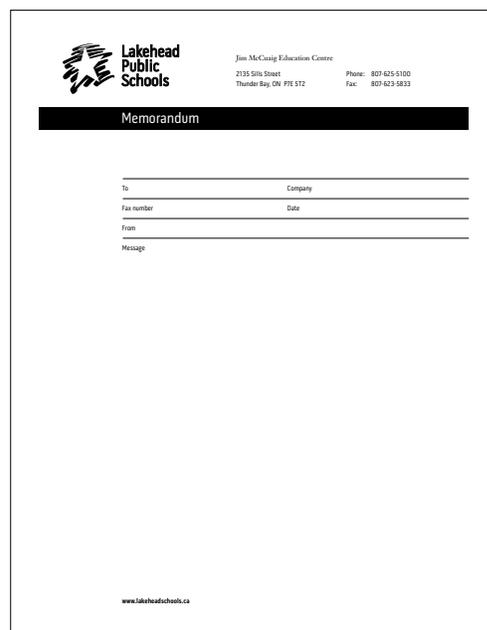
Comments \_\_\_\_\_

[www.lakeheadschools.ca](http://www.lakeheadschools.ca)

If you do not receive the full document, please contact the sender.  
Confidentiality Notice: The information in this transmission contains privileged and confidential information intended only for the use of the addressee named above. If you have received this fax in error, please return to sender.

## Memorandum

The memorandum closely resembles the letterhead and includes the Lakehead Public Schools official signature, address, contact phone number, fax and website.



The form is titled "Memorandum" and includes the Lakehead Public Schools logo and contact information. It features fields for "To", "Company", "Fax number", "Date", "From", and "Message". At the bottom, it includes the website "www.lakeheadschools.ca".

**Lakehead Public Schools**  
Jim McCaughey Education Centre  
2135 Sills Street  
Thunder Bay, ON P7E 5T2  
Phone: 807-625-5100  
Fax: 807-623-9833

**Memorandum**

To \_\_\_\_\_ Company \_\_\_\_\_

Fax number \_\_\_\_\_ Date \_\_\_\_\_

From \_\_\_\_\_

Message \_\_\_\_\_

[www.lakeheadschools.ca](http://www.lakeheadschools.ca)

## Media Release

The media release closely resembles the letterhead and includes the Lakehead Public Schools official signature, address, contact phone number, fax and website.





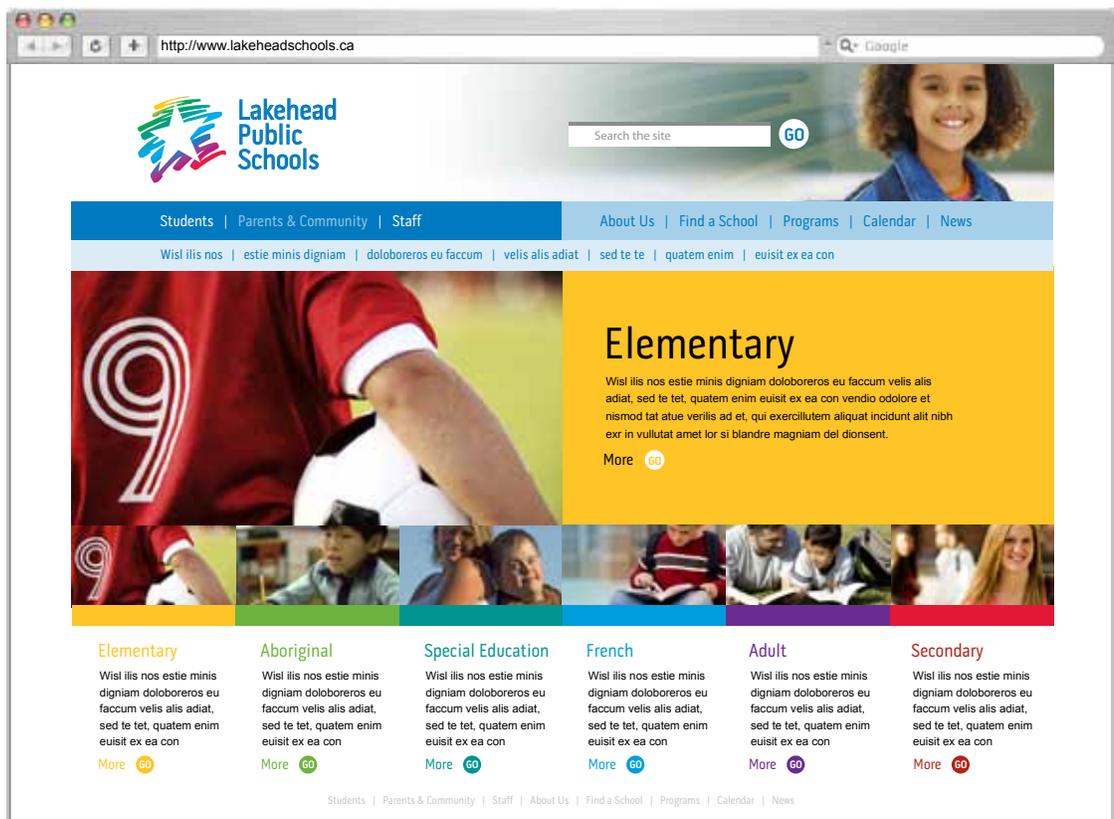
## Visual Identity Guide Book Multimedia

Multimedia - the use of multiple forms of information content and information processing such as text, audio, graphics, animation, video, interactivity to inform audiences – is an increasingly utilized means of communication between institutions and the public. As a vital means of conveying Lakehead Public Schools' visual identity, multimedia applications must retain the same effective and consistent use of unifying graphic elements and clear, concise content.



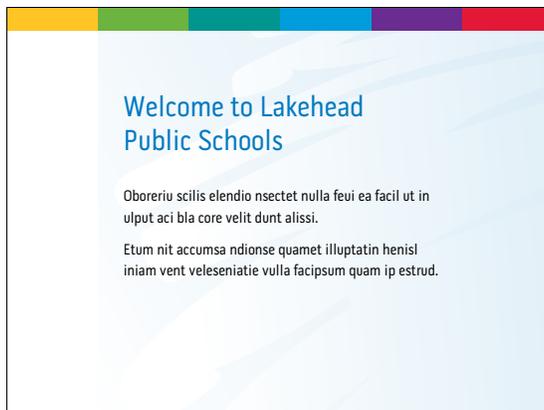
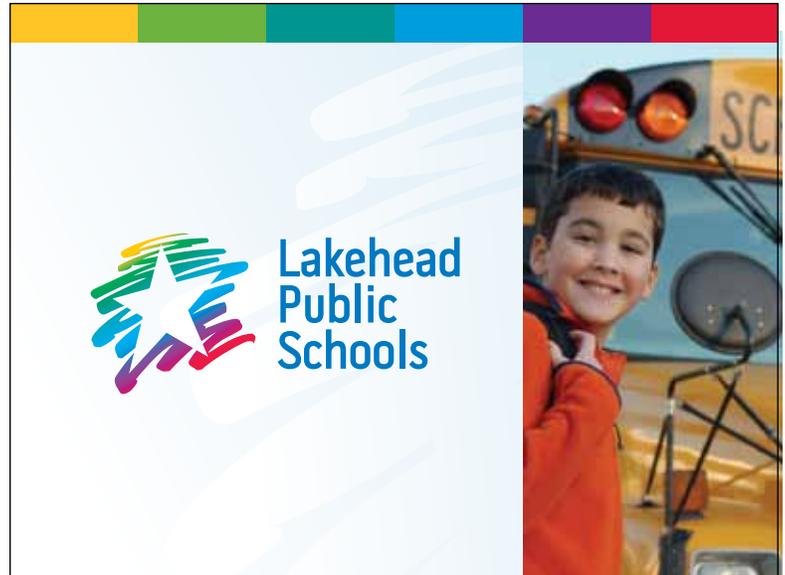
## Website

Lakehead Public Schools visual identity standards apply to the design of web pages that are accessible to the external public. All screens should bear the Lakehead Public Schools signature presented in official colours.



## Presentation

Presentations prepared by and for Lakehead Public Schools must bear the official signature and colours and utilize the official Lakehead Public Schools Presentation template. To access the template, notify the Communications Contact.





Visual Identity Guide Book  
Marketing  
Applications

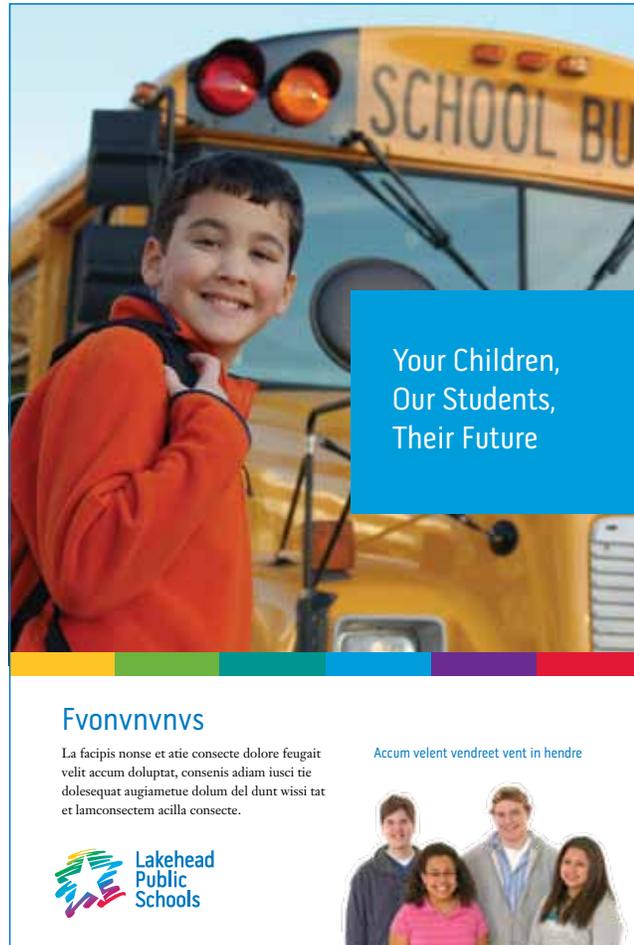
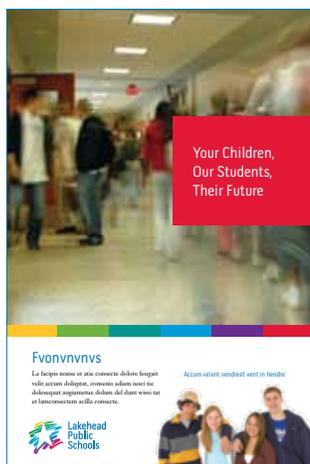
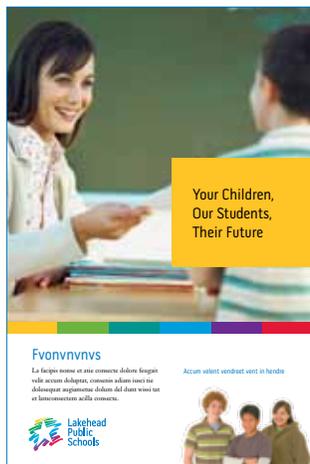
Projection of a clear, consistent brand identity in advertising, marketing and promotional materials enhances Lakehead Public Schools' image through the use of the Primary Brand or Sub-Brand arrangements. Effective and consistent use of unifying graphic elements and clear, concise content is of significant consideration with these primary forms of public representation.

The following section addresses general guidelines with select applications.



## Print Ads

Print advertising - including organization, program and event promotion, and recruitment and announcement ads - prepared by and for Lakehead Public Schools must bear the official signature and colours. Presentation of a consistent Lakehead Public Schools visual identity unifies communications and helps them make a clear and strong impression.









Newsletter

# Inform

Information for Families  
of Westmount Public School

Fall 2007  
Number 1. Volume 1

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## Your Children, Our Students, Their Future



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Newsletter

**This Week at Lakehead Public Schools**

For students, staff, School Councils and the community | Tuesday, January 20, 2007

### Your Children, Our Students, Their Future



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### Your Children, Our Students, Their Future

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Tuesday, January 20, 2007

**The Board in Brief**

Highlights of the Lakehead District School Board Regular Board Meeting | Tuesday, January 20, 2007

### Your Children, Our Students, Their Future

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### Our Students, Their Future

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### Your Children, Their Future

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Tuesday, January 20, 2007

## Roll-It-Up Display

Lakehead Public Schools visual identity standards apply to the design and execution of promotional materials.



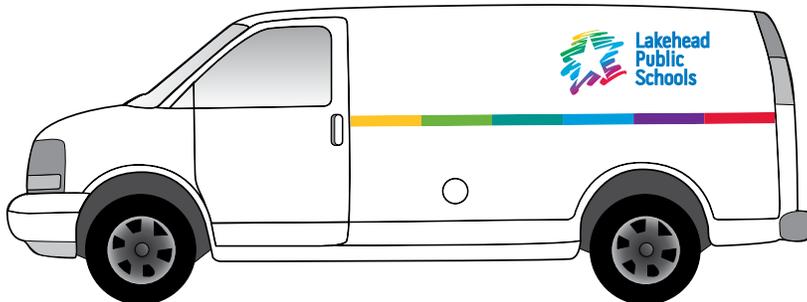
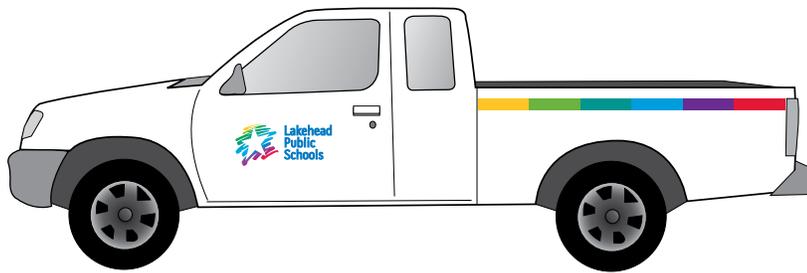
## Name Tag

Lakehead Public Schools visual identity standards apply to the design and execution of promotional materials.



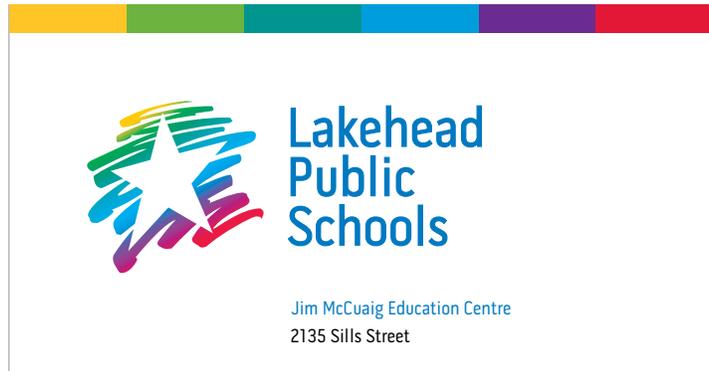
## Vehicles

Lakehead Public Schools visual identity standards apply to the design and execution of promotional materials.



## Signage

Location signage is a vital component of Lakehead Public Schools' visual identity to confirm the presence of the organization and as a wayfinding tool for the public. Signage must be visible from a distance and include the Lakehead Public Schools' signature presented in official colours.



## Signage - Sub-Brand

The use of the Sub-Brand provides the means for specific learning divisions and educational programs to be recognized.

