



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, June 11, 2013
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. Resolve into Committee of the Whole – Closed Session		
5. COMMITTEE OF THE WHOLE - Closed Session – 6:30 p.m. (SEE ATTACHED AGENDA)		
6. Delegations/Presentations		
6.1 Trustee Character Award – WE Stand Up Student Committee	L. Lukinuk	Verbal
- Jennifer Brooks - Hammarskjold High School		
- Reegan Bushby - Hammarskjold High School		
- Lindsay Campbell - Hammarskjold High School		
- Jacqueline Dyck - Hammarskjold High School		
- Ankur Shahi - Sir Winston Churchill Collegiate and Vocational Institute		
- Logan Turner - Sir Winston Churchill Collegiate and Vocational Institute		
- Emmarie Leeson - Superior Collegiate and Vocational Institute		
- Meghan Payment - Westgate Collegiate and Vocational Institute		
- Lexi Zamojski - Westgate Collegiate and Vocational Institute		

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

LAKEHEAD DISTRICT SCHOOL BOARD

		<u>Resource Person</u>	<u>Pages</u>
6.2	Trustee Character Award - Sharla Brown - Keynote Events - Catherine Forbes - Lakehead District School Board - Clint Harris - The Chronicle Journal - Bruce Nugent - Lakehead District School Board	D. Massaro	Verbal
6.3	Edgewater Park Public School - OWA - <i>Ontario Writing Assessment</i>	S. Pharand	1-3
7.	Confirmation of Minutes		
7.1	Standing Committee Meeting - May 14, 2013	K. Wilson	4-7
8.	Business Arising from the Minutes		

MATTERS NOT REQUIRING A DECISION

9.	Information Reports		
9.1	Student Transportation Services of Thunder Bay Committee Meeting Report	G. Saarinen	Verbal
9.2	Communications Update (065-13)	C. Siemieniuk	8-11
9.3	Parent Involvement Committee Meeting Minutes - May 7, 2013	C. Siemieniuk	12-14
10.	First Reports		

MATTERS FOR DECISION:

11.	Postponed Reports		
12.	Ad Hoc and Special Committee Reports		
13.	New Reports		
13.1	8062 Voluntary Aboriginal Student Self-Identification Policy (066-13)	S. Pharand	15-19

It is recommended that Lakehead District School Board approve 8062 Voluntary Aboriginal Student Self-Identification Policy as amended, Appendix A to Report No. 066-13.

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

		<u>Resource Person</u>	<u>Pages</u>
13.2	Policy Development – 8065 Voluntary Aboriginal Staff Self-Identification Policy (067-13)	S. Pharand	20-27
	<i>It is recommended that Lakehead District School Board approve Voluntary Aboriginal Staff Self-Identification Policy 8065, Appendix A to Report No. 067-13.</i>		
13.3	2013 to 2021 Policy Review Schedule (064-13)	C. Siemieniuk	28-30
	<i>It is recommended that Lakehead District School Board approve the 2013 to 2021 Policy Review Schedule, Appendix A to Report No. 064-13.</i>		
14.	New Business		
15.	Notices of Motion		
16.	Information and Inquiries		
17.	Adjournment		

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



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, June 11, 2013
Jim McCuaig Education Centre

Catherine Siemieniuk
Director of Education

Karen Wilson
Chair

AGENDA

COMMITTEE OF THE WHOLE – Closed Session
6:30 P.M. – in the Sibley Room

	<u>Resource Person</u>	<u>Pages</u>
5.1 Confirmation of Committee of the Whole - Closed Session Minutes		
5.1.1 Standing Committee Meeting - May 14, 2013	D. Massaro	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Negotiations	I. MacRae	Verbal
5.3.2 Financial Matter	D. Wright	Verbal
5.4 Information and Inquiries		
5.5 Rise and Ask Leave to Sit in Public Session		

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

LAKEHEAD DISTRICT SCHOOL BOARD



CELEBRATING STUDENT ACHIEVEMENT

School: **EDGEWATER PARK PUBLIC SCHOOL**

Title of Initiative: **OWA – ONTARIO WRITING ASSESSMENT**

Components of Initiative	School's Details
1. Description of the nature of the initiative to improve student achievement	<p>Staff at Edgewater Park School is committed to Student Achievement each year.</p> <p>For the past few years we had been working on student Reading abilities as our focus for School Improvement. We have enjoyed steady progress in student achievement in this area.</p> <p>The focus of the School Improvement Plan at Edgewater Park this year has changed from Reading to Writing. We wanted to be able to implement and monitor our progress as a school.</p> <p>One of the tools we chose to use to achieve this goal is the Ontario Writing Assessment – OWA.</p>
2. Rationale for selecting the initiative	<p>At the beginning of this school year, we, as a staff, sat down to examine all of our data that pertains to our Literacy and Numeracy achievement.</p> <p>Last school year, we piloted the Ontario Writing Assessment program in a couple of grades. With reports from these pilot teachers we decided the program fit perfectly into our Writing focus this year. The program monitors our student progress in writing and at the same time provides high-yield writing strategies that provides students at all grade levels success in their writing abilities.</p> <p>We drilled down within our school data, with such areas as EQAO assessment results, report card results and classroom assessments to specifically target areas of greatest concern. We found that our student writing needed attention in Language Conventions such as grammar and spelling.</p>

3. Intended outcomes of the initiative related to improved student achievement	<p>We intended to see improvement in student writing by having continuity across the grades and by having consistency in expectations. We wanted to see an improvement in student attitude towards writing.</p> <p>We used the Ontario Writing Assessment program as a diagnostic assessment tool to identify gaps in student learning by using the achievement charts and exemplars provided within the program.</p>
4. Description of the data used	<p>We collated results from the Ontario Writing Assessment program writing samples; from the samples in First Steps writing folders; from Report Card results; from collaboration at PLCs; and from the culminating tasks within the Ontario Writing Assessment program.</p>
5. Brief description of the significant activities or strategies involved with the initiative	<p>Within our PLCs, we focused on Word Study. We found that Teacher Feedback is crucial for students. Success Criteria is determined and used as a reference check. Students self-identify writing goals. The Writing on Demand activity is a key component within the program. Staff members now have a common tool to compare progress of students each year.</p> <p>Within the program in each grade level, there are student surveys, pre and post writing exemplars, mini lessons and resources included.</p> <p>Conventions and topic development align with how EQAO evaluates writing.</p> <p>The program aligns with categories of achievement chart.</p>
6. One or two highlights of the above activities	<p>Through teacher collaboration and moderated marking at PLCs, improvement has been noticed in the use of Language Conventions in student writing.</p> <p>The Ontario Writing Assessment program is more current than others and therefore more meaningful to students.</p>
7. Description of any unexpected results or “moments of serendipity” related to the initiative	<p>We as teachers saw progress in student writing this year, however, we were also very pleasantly surprised that students are now able to clearly articulate their own personal goals and their progress in writing. They understand their strengths and know the areas that need attention. Their attitude, we feel, has progressed to the point that they are happy to write when given the chance.</p>
8. Description of one or two interesting findings that would be useful or helpful to other schools	<p>Teachers report the Ontario Writing Assessment program is better used as a Diagnostic Assessment tool than a Formative or Summative Assessment tool. The forms of assessment tie in well with Media Literacy for example blogs and news reports are included in the program.</p> <p>The program assessment has a similar format to those in EQAO writing tasks which reinforces these concepts in all grades not just in the grade 3 and grade 6 years.</p>

	<p>Through teacher collaboration and moderated marking at PLCs, improvement has been noticed in the use of Language Conventions in student writing.</p> <p>The Ontario Writing Assessment program is more current than others and therefore more meaningful to students.</p> <p>Teachers may opt to use the same form of writing in both the pre and post assessments.</p>
<p>9. Identification of one or two noteworthy hurdles or stumbling-blocks</p>	<p>As with most initiatives, time to set up the program was quite time consuming. With four different rubrics and exemplars, it makes scoring a challenge too when first beginning. It is quite extensive to mark one class set initially.</p> <p>The results are still essentially snapshots in time. It is difficult to compare pre and post writing unless expressly using the same form of writing and not the one offered in the program at that time.</p>
<p>10. Next steps in pursuing the initiative</p>	<p>Teachers see the need to develop a bank of possible Ontario Writing Assessment program prompts by collaborating with other grades and have considered passing on student work to next grade teacher at the end of each year contained in either Writing folders or in a separate folder.</p>
<p>11. Lessons learned about the school's efforts to improve student achievement</p>	<p>Staff quickly recognized the potential use for this assessment tool from listening to the pilot teacher reports. Informal reflection among teachers happens naturally and often now. There is great cooperation and sharing of knowledge and skills among staff including new staff. Consistency throughout the grades is helpful from year to year; PLC talk is productive.</p>

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF STANDING COMMITTEE

Board Room
Jim McCuaig Education Centre

2013 MAY 14

TRUSTEES PRESENT:

Karen Wilson (Chair)
Pat Johansen
Lori Lukinuk
Deborah Massaro

Ron Oikonen
Jack Playford
George Saarinen
Rheanna Kendrick (Student Trustee)

TRUSTEE ABSENT, WITH REGRET:

Marg Arnone

SENIOR ADMINISTRATION:

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

FEDERATION/UNION REPRESENTATIVES:

Jeff Upton, Lakehead OPC

PUBLIC SESSION:

1. Approval of Agenda

Moved by Trustee Massaro

Seconded by Trustee Johansen

“THAT the Agenda for Standing Committee Meeting, May 14, 2013, be approved.”

CARRIED

2. Resolve Into Committee of the Whole – Closed Session

Moved by Trustee Oikonen

Seconded by Trustee Lukinuk

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

- *Confirmation of Committee of the Whole – Closed Session Minutes*
 - *April 9, 2013*
- *Negotiations*

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

CARRIED

COMMITTEE OF THE WHOLE – CLOSED SESSION:

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

PUBLIC SESSION:

4. Celebrating Student Achievement – Kakabeka Falls District Public School

Sherry-Lynne Pharand, Superintendent of Education, introduced Heather Harris, Principal of Kakabeka Falls District Public School. Ms. Harris introduced Jolene Wilhelm, Grade 2/3 teacher, who presented information regarding *Using our Strengths: Student-led Clubs at Kakabeka Falls District Public School*. Successes identified included: student-led clubs, academic success, student engagement, parent involvement, and leadership opportunities. All Trustees’ questions were addressed.

5. Confirmation of Minutes

Moved by Trustee Lukinuk

Seconded by Trustee Massaro

“THAT the Standing Committee approve the Minutes of the Standing Committee Meeting, April 9, 2013, as corrected.”

CARRIED

6. Business Arising from the Minutes

Regarding item 13.4, Trustee Lukinuk inquired if there has been further communications pertaining to Alternative Schools. Catherine Siemieniuk, Director of Education, responded that she has been in contact with an Alternative Schools representative regarding Lakehead District School Board’s 4020 Alternative Schools Policy and Procedures.

7. Operational Plan 2012-2013 – Facilities Update (045-13)

David Wright, Superintendent of Business, introduced Randy Haber, Manager of Maintenance and Capital, and Christy Radbourne, Elementary Vice Principal, who presented the report. Highlights addressed included: SMART goals, energy efficient schools, renewable energy, Quality Maintenance Inspections (QMI), and next steps. All Trustees’ questions were addressed.

8. Special Education Advisory Committee Meeting Minutes – March 20, 2013

Colleen Kappel, Superintendent of Education, presented the March 20, 2013 minutes for information.

MATTERS FOR DECISION:

9. Policy Review - 7020 Employment Equity (051-13)

Moved by Trustee Massaro

Seconded by Trustee Playford

“THAT Lakehead District School Board defer Employment Equity Policy 7020 to the 2013-2014 Policy Review Schedule.”

CARRIED

10. Policy Review - 1020 Equity and Inclusive Education (046-13)

Moved by Trustee Saarinen

Seconded by Trustee Johansen

“THAT Lakehead District School Board approve 1020 Equity and Inclusive Education Policy as amended, Appendix B to Report No. 046-13.”

CARRIED

11. Policy Development - 8072 Sexual Orientation and Gender Identity (048-13)

Moved by Trustee Saarinen

Seconded by Trustee Massaro

“THAT Lakehead District School Board approve 8072 Sexual Orientation and Gender Identity Policy, Appendix B to Report No. 048-13.”

CARRIED

12. Policy Review - 3096 Information/Communication Technology Use (047-13)

Moved by Trustee Playford

Seconded by Trustee Johansen

“THAT Lakehead District School Board approve:

1. *The draft revised policy 3096 Information/Communication Technology Use, be sent out for stakeholder input by May 31, 2013 with input to be received by June 28, 2013; and*
2. *The draft policy be presented for approval at the Standing Committee meeting in September 2013.”*

CARRIED

13. Approval of Standing Committee and Regular Board Meeting Schedule 2013-2014 (043-13)

Moved by Trustee Massaro

Seconded by Trustee Oikonen

“THAT Lakehead District School Board approve the revised Standing Committee and Regular Board Meeting Schedule 2013-2014, as set out in Appendix A to Report No. 043-13.”

CARRIED

14. Information and Inquiries

14.1 Trustee Johansen reported that she and Trustees Arnone, Lukinuk, Saarinen, Wilson, Student Trustee Kendrick, and Senior Administration attended *WE Stand Up* held on May 6 at the Thunder Bay Community Auditorium. Trustee Johansen commended Bruce Nugent, Communications Officer, and Catherine Forbes, Student Services Chair at Westgate Collegiate and Vocational Institute, for their continued dedication to Lakehead District School Board students.

14.2 Trustee Saarinen reported that he and Ian MacRae, Superintendent of Education, attended Westgate Collegiate and Vocational Institute's Student Achievement Night held on May 1.

15. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Lukinuk

"THAT we do now adjourn at 9:05 p.m."

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2013 JUN 11
Report No. 065-13

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

RE: COMMUNICATIONS UPDATE

1. Background

- 1.1 Lakehead District School Board is committed to establishing and maintaining effective communications with target audiences and community stakeholders.
- 1.2 Lakehead District School Board has demonstrated its commitment and dedication to open and clear communication through the position of the Communications Officer and through ongoing communications processes.
- 1.3 Effective communication provides a venue for two-way communication through a number of proven communication vehicles including:
 - media relations;
 - website and social media;
 - advertising/marketing campaigns;
 - publications and documents; and
 - video productions.
- 1.4 The goals of effective communication include:
 - promote Lakehead Public Schools as an educational leader in the district and in the province of Ontario;
 - increase the profile of our students, staff, and schools;
 - encourage and support parent and community involvement/engagement within the Lakehead Public Schools system;
 - promote effective communications with our internal and external audiences; and
 - advocate for and support the ideals of public education.
- 1.5 Communications have played key roles in a number of organizational defining initiatives including:
 - student recruitment and retention efforts;
 - Lakehead Public Schools brand development;
 - parental engagement efforts;
 - school review and accommodation;
 - mission, vision, and values development; and
 - character education.

1.6 Ongoing and innovative communications efforts will continue to support the mission, vision, values, and strategic direction of Lakehead Public Schools.

2. Situation

2.1 At the January 22, 2013 Regular Board Meeting, the Board approved the revised 2011-2014 Multi-year Strategic Plan.

2.2 Following the revision of the Multi-year Strategic Plan, Communication was incorporated into the Engagement pillar.

2.3 In order to realize the Communications related Objectives within the Engagement pillar, the following two goals were developed:

2.3.1 Strengthen and broaden communication with students, parents, staff, and community through enhanced communication methods and practices.

This goal has been addressed through the following actions:

- In order to best meet the needs of the various target audiences served by Lakehead Public Schools, two surveys were initiated. An online media consumption survey was conducted in June 2012 to determine the best communication methods to reach the various target audiences. The survey showed that traditional media such as newspaper, radio, and television are still extensively used, but the use of social media platforms like Twitter and Facebook continue to increase in popularity. A survey was also conducted at the Annual Kindergarten Information Night. Respondents stated that they learned about the session through a number of means with communication from schools (newsletters and flyers) the most popular followed by traditional methods and finally social media.
- Communication with parents and School Councils is the focus of the Parent Involvement Committee (PIC) Communications Ad Hoc Committee. The Committee has created the PIC Corner for the weekly newsletter This Week at Lakehead Public Schools and is beginning to look at improving the Parent Involvement Committee section on the Lakehead Public Schools website. The Committee also provided support for the recent Social Media Lowdown event for parents.
- Twitter continues to be the social media mainstay for Lakehead Public Schools. Currently, the account has over 900 followers. The goal for this year was initially 800 followers. Twitter is used primarily for pushing information out to stakeholders and linking it to further information on the Lakehead Public Schools website. In addition, Twitter has been a valuable tool in obtaining information from local, provincial and national journalists. Lakehead Public Schools has a Youtube account where all videos and television commercials are posted.
- The importance of student voice was significantly highlighted through the WE Stand Up student Conference held on May 6 at the Thunder

Bay Community Auditorium. Approximately 1,400 students from six Thunder Bay high schools and a number of regional schools attended this dynamic event which featured Free the Children Co-Founder Marc Keilburger and Me to We's Molly Burke in addition to a number of local speakers and entertainers. Bullying, racism, social injustice, and world hunger were the focuses of the conference. A student executive committee was instrumental in the planning and implementation of all aspects of WE Stand Up. Strong community support was clearly evident through the generous financial and in-kind sponsorships received.

2.3.2 Review, revise, and implement a communications plan that focuses on student and staff achievement by June 2013.

The goal has been addressed through the following actions:

- The “Celebrate Every Achievement” campaign will enter into the third and final year this August. The campaign continues to celebrate student achievement and to highlight the contributions of all Lakehead Public Schools staff to student success. The campaign will once again consist of newspaper ads, bus shelter ads, website ads on www.lakeheadschoools.ca, TbNewswatch, and a poster series for all schools and Board facilities.
- Media relations continue to be the cornerstone for communicating with the community about the innovative and exciting programs and activities occurring within the Board. Since September 2012, 102 media opportunities in the form of news releases and media advisories have been issued. Significant media coverage resulted. This does not include media initiated inquiries.
- A smaller version of the Director’s Annual Report, suitable for distribution at schools and special events, will be completed this summer for fall distribution. The document, entitled “Unlimited Potential” will be reflect the goals and objectives of the Multi-year Strategic Plan.

3. Next Steps

3.1 Promotion of Specialist High Skills Major Programs

In conjunction with the Program Department, a plan will be developed for the promotion of the various Specialist High Skills Major Programs offered in all Lakehead Public Schools secondary schools. Due to the nature of the target audiences, innovative and current communication methods, including video and social media, will play key roles in this effort.

3.2 Social Media Strategy

While Lakehead Public Schools has been venturing into social media for the past two years, a formal social media strategy is required. The strategy will be developed to include other social media platforms like Facebook to create more

opportunities to communicate with an ever evolving social media aware target audience.

4. Conclusion

Lakehead Public Schools is committed to strengthening communications practices to effectively communicate to the varied and diverse target audiences. The Communications Officer will continue to work with staff and advisory groups to enhance communications at all levels.

BRUCE NUGENT
Communications Officer

CATHERINE SIEMIENIUK
Director of Education

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF PARENT INVOLVEMENT COMMITTEE

Board Room
Jim McCuaig Education Centre

2013 MAY 07

MEMBERS PRESENT:

Kelly Gallagher (Chair)
Marg Arnone
Nathalie Ferguson
Dave Isherwood
Gail Iwanonkiw
Pat Johansen
Vishnu Kowlessar

Gerry Leach
Angela Meady
Catherine Siemieniuk
Harbinder Singh Hayer
Susie Splett
Sheila Stewart
Nicole Walter Rowan

RESOURCE:

Kathryn Hantjis, Executive Assistant
Bruce Nugent, Communications Officer

GUESTS:

Danica Gernat, School Council Co-Chair, Valley Central Public School

MEMBERS ABSENT, WITH REGRET:

Serena Essex
Laura Macgowan
Rima Mounayer
Miranda Myers

1. **Call to Order**

Chair Kelly Gallagher called the meeting to order and welcomed new member Dave Isherwood, Alternate Principal representative. Members introduced themselves.

2. **Disclosure of Conflict of Interest**

There were no disclosures of conflict of interest.

3. **Approval of the Agenda**

By consensus, the agenda was approved with the following additions:

- Item 8.8 Fall Event Ad Hoc Committee; and
- Item 8.9 PIC By-Law Review Ad Hoc Committee.

4. Director's Report

Catherine Siemieniuk, Director of Education, spoke about Education Week, National Youth Week, Mental Health Week, WE Stand Up, Music Monday, Learning Through the Arts Circle of Wellness event, the 2013-2014 Operational Plan, and PIC budget status (\$5400).

5. Confirmation of Minutes – February 25, 2013

The minutes were confirmed by consensus.

6. PIC Symposium Report

Nathalie Ferguson and Susie Splett reported on their attendance at the PIC Symposium on April 19 and 20 in Toronto. Topics such as Moving Forward on School Mental Health in Ontario, the Parent Tool Kit, and Nutrition Tools for Schools were covered. Susie reported that the province will be developing a second Parent Tool Kit and will be seeking volunteers for input. Susie and Nathalie will provide Kathryn with website links and information that can be included in PIC Corner in *This Week at Lakehead Public Schools*.

7. Budget Deputation

Kelly Gallagher referred to the presentation that was included in the package, and indicated that she emphasized communication as one of PIC's biggest concerns in her verbal report at the Budget Committee Deputation Evening on April 30.

8. PRO Grants

Kelly Gallagher shared the Ministry of Education's correspondence and noted the deadline for submissions is May 21.

9. Communications Ad Hoc Committee Report

Sheila Stewart, Chair of the Communications Ad Hoc Committee, reported that information is being shared through *This Week at Lakehead Public Schools*, work on information for June school newsletters seeking 2013-2014 members is progressing, and plans continue for a School Council resource tab on the website.

Regarding plans for a School Council email network, responses to the initial email were minimal. Kathryn will send a follow-up email to School Council Chairs.

A meeting of the Communications Ad Hoc Committee will be scheduled prior to the next PIC meeting.

10. Spring Event Ad Hoc Committee Report

Sheila Stewart spoke about the *Social Media Show-Down* panel discussion held on April 8 at Superior CVI. The panelists provided an excellent blend of perspectives and the event was well received. Those in attendance agreed that this format could be used again for a future event.

11. Aboriginal Education Advisory Committee (AEAC) Report

Due to the absence of the AEAC representative, this report was deferred to the next meeting.

12. Special Education Advisory Committee (SEAC) Report

Due to the absence of the SEAC representative, this report was deferred to the next meeting.

13. Garden Committee Report

Susie Splett, Garden Committee member, reported that the committee is developing a handbook to assist schools that are looking to develop a garden. She also shared that the Healthy Eating Makes the Grade initiative has loanable materials available through the Instructional Materials Centre (IMC).

14. Success Advisory Committee Report

Gerry Leach, Success Advisory Committee member, shared that the March 7 meeting included a presentation by student Logan Turner about WE Stand Up, and an opportunity for input to Policy and Procedures 1020 Equity and Inclusive Education and Policy and Procedures 7030 Harrassment and Human Rights.

15. School Year Calendar Committee

Nathalie Ferguson, School Year Calendar Committee member, reported that the meeting was quite brief and the calendar has been set. Director Siemieniuk added that of the six PA days, only one day had flexible placement in the calendar.

16. Fall Event Ad Hoc Committee

Kelly Gallagher reported that a speaker, Lesley Andrew, has been booked for Monday, October 21. Kelly will send an email to members seeking expressions of interest to serve on an ad hoc committee.

17. PIC By-Law Review

Kelly Gallagher will send an email to members seeking expressions of interest to see if there are committee members who would like an overview of the PIC bylaws.

18. Next Meeting

The next meeting will be held on Monday, June 3 at 6:30 p.m. in the Board Room.

19. Other Business

Pat Johansen shared information about Ecosuperior's wildflower and herb sale being held May 25 from 10:00 a.m. to 2:00 p.m. at the Ecosuperior office on Red River Road.

20. Adjournment

The meeting adjourned at 7:56 p.m.

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2013 JUNE 11
Report No. 066-13

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

RE: 8062 VOLUNTARY ABORIGINAL STUDENT SELF-IDENTIFICATION POLICY

1. Background

At the September 25, 2012 Regular Board Meeting, the Voluntary Aboriginal Student Self-Identification Policy was placed on the 2012-2013 Policy Review schedule.

2. Situation

2.1 The policy was sent to stakeholders and placed on the Board website for feedback and input on April 25, 2013.

2.2 The policy was removed from the website on May 29, 2013.

2.3 8062 Voluntary Aboriginal student Self-Identification Policy is attached as Appendix A.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 8062 Voluntary Aboriginal Student Self-Identification Policy as amended, Appendix A to Report No. 066-13.

Respectfully submitted,

AMY FARRELL-MORNEAU
Aboriginal Community Liaison Officer

NICOLE WALTER-ROWAN
Coordinator

SHERRI-LYNNE PHARAND
Superintendent of Education

CATHERINE SIEMIENIUK
Director of Education

DRAFT – June 11, 2013**VOLUNTARY ABORIGINAL STUDENT
SELF-IDENTIFICATION POLICY****8062**

1. Rationale

The learning aspirations and potential of all students can be realized through a responsive, transparent and accountable policy that focuses on improved programs and services and builds on strong partnerships with parents, guardians and their communities. It is essential to understand our student population and have accurate student achievement data within Lakehead District School Board to improve success for all students. In accordance with the Ministry of Education's Aboriginal Policy Framework, accurate student achievement data needs to be collected to assess progress towards the goals of improving Aboriginal student achievement and closing the gap in academic achievement between Aboriginal and non-Aboriginal students. Continued data collection and analysis will provide information for improvement planning and decision-making surrounding student success.

2. Policy

Lakehead District School Board recognizes that it serves a diverse population and is committed to making education meaningful, responsive to, and inclusive of, the ~~cultural diversity that characterizes the Canadian society~~ **Aboriginal heritage of our staff and students.**

1.1 It is the policy of Lakehead District School Board to provide parents and guardians an opportunity to voluntarily identify their children attending Lakehead Public Schools as being of Aboriginal ancestry (First Nations, Métis, or Inuit).

1.2 Personal information will be kept confidential.

3. Collection of Information

3.1 Voluntary self-identification data will be collected annually on the Student Information Form for all elementary and secondary students enrolled with the Lakehead District School Board ~~as of the 2007-2008 school year.~~

3.2 Voluntary self-identification data will be collected on the Lakehead District School Board Registration Form for all new elementary and secondary students enrolled with the Board ~~as of the 2007-2008 school year.~~

4. Guidelines

4.1 Education programs will be aligned to the Program Implementation Policy 4010, and evaluated regularly, based on:

- learner-centeredness;
- inclusion;
- responsiveness;
- student achievement results;

VOLUNTARY ABORIGINAL STUDENT SELF-IDENTIFICATION POLICY

8062

- respect for individual privacy and dignity;
- equity;
- acknowledgement and reflection of cultural diversity;
- collaboration;
- innovation;
- transparency; and
- contribution to the knowledge base through research.

5. Accountability

5.1 Education programs developed will achieve these objectives:

- provide high quality learning opportunities that are responsive, flexible and accessible to all students;
- improve literacy and numeracy results of all students;
- increase the retention rate of all students;
- increase the graduation rates of all students; and
- ensure that all students are well-prepared for participation in post-secondary studies and the world of work.

6. Definitions

The following definitions are made without prejudice.

6.1 Aboriginal identification refers to the definition in the Constitution Act, 1982, Section 35 (2), as: "In this Act, Aboriginal peoples of Canada include Indian, Inuit and Métis peoples of Canada".

(Source: Constitution Act 1982, Section 35 (2))

6.2 "First Nations" peoples include both status and non-status peoples:

- Status refers to peoples registered under the Indian Act of ~~Indian and Northern Affairs of Canada (INAC)~~ **Aboriginal Affairs and Northern Development Canada (AANDC)**, holding certain rights and benefits that are not available to non-status or Métis people and possessing a registry number with INAC.
- Non-status refers to peoples who can identify where their ancestral lands are (First Nation or reserve community), who are not registered under the Indian Act of ~~Indian and Northern Affairs of Canada~~ **Aboriginal Affairs and Northern Development Canada (AANDC)** due to ineligibility registry requirements or who have not applied for their status.

DRAFT – June 11, 2013

VOLUNTARY ABORIGINAL STUDENT SELF-IDENTIFICATION POLICY

8062

(Sources: ~~Indian and Northern Affairs Canada~~ **Aboriginal Affairs and Northern Development Canada**,
Anishnawbe Mushkiki)

- 6.3 “Métis” means a person who self-identifies as Métis, is distinct from other Aboriginal peoples, is of historic Métis Nation ancestry, and is accepted by the Métis Nation.

(Source: *Métis National Council*)

- 6.4 Inuit is a distinct group of Aboriginal people who have ancestral ties to Northern Canada (Nunavut, Northwest Territories, Northern Quebec and Northern Labrador).

(Source: ~~Indian and Northern Affairs Canada~~ **Aboriginal Affairs and Northern Development Canada**)

- 6.5 ***A Tuition Agreement is the purchase of a service contract (between a band council, an education authority, and a school board) stating that the school board will provide, for a fee, accommodation, instruction and special services to First Nation students. Section 188 of the Education Act permits school boards to enter into agreements with a band council, an education authority.***

(Sources: *Ontario Education Act, Section 188; Legislative Assembly of Ontario*)

7. Data Collection, Storage, Access and Usage

- 7.1 Lakehead District School Board is responsible for all matters related to the collection, storage, access and use of student information. All student data will be collected and securely stored to respect privacy and will be used only as a means to enhance, develop and implement supportive education programs within the Lakehead District School Board.
- 7.2 All student data are stored in a student information management system.
- 7.3 Lakehead District School Board is committed to data collection and assessment practices which are multifaceted, bias-free and culturally and linguistically appropriate.
- 7.4 Lakehead District School Board staff will use the data to achieve the objectives as outlined under Accountability.

8. Data Protection

- 8.1 Data will be maintained and used in compliance with the Education Act R.S.O. 1990 c.E2 ss.265 and 266, Ontario Student Record Guideline 2000, Provincial Freedom of Information and Protection of Privacy Act (FIPPA) and protected and governed by the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), R.S.O. 1990 C. M56.

SCHOOL-COMMUNITY RELATIONS

DRAFT – June 11, 2013

VOLUNTARY ABORIGINAL STUDENT SELF-IDENTIFICATION POLICY

8000

Appendix A to
Report No. 066-
13

8062

9. Data Reporting

9.1 Lakehead District School Board will report system results to the Board, ***the Ministry of Education, Tuition Agreement partners***, and action plans for improvement for the purpose of developing and implementing supportive programs.

9.2 Individual data will not be communicated and is protected by law. ~~The information gathered will be used in the aggregate only.~~

10. Review

~~This policy shall be reviewed annually by the Administration of Lakehead District School Board and the Aboriginal Education Advisory Committee for its effectiveness and according to Policy Development and Review Policy 2010.~~ ***in accordance with Policy Development and Review Policy 2010.***

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
_____	May 22, 2007	_____
_____	<u>Date Revised</u>	_____
	Reviewed by _____	

G:\POL\8062_volun_aborig_self_id_pol.doc

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2013 JUNE 11
Report No. 067-13

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

RE: POLICY DEVELOPMENT – 8065 VOLUNTARY ABORIGINAL STAFF SELF-IDENTIFICATION POLICY

1. Background

At the November 22, 2011 Regular Board Meeting, the Board approved a recommendation to direct Senior Administration to develop a Voluntary Aboriginal Staff Self-Identification policy.

2. Situation

- 2.1 Administration developed draft policy and procedures which were placed on the Board's website and sent out for stakeholder input on May 1, 2013, with input due by May 29, 2013.
- 2.2 The policy and procedures were presented to the Success Advisory Committee on May 9, 2013, to an Elder's Council on May 10, 2013 and to the Aboriginal Education Advisory Committee on May 16, 2013.
- 2.3 8065 Voluntary Aboriginal Staff Self-Identification Policy is attached as Appendix A and the Procedures as Appendix B.

RECOMMENDATION

It is recommended that Lakehead District School Board approve Voluntary Aboriginal Staff Self-Identification Policy 8065, Appendix A to Report No. 067-13.

Respectfully submitted,

AMY FARRELL-MORNEAU
Aboriginal Community Liaison Officer

NICOLE WALTER-ROWAN
Coordinator

SHERRI-LYNNE PHARAND
Superintendent of Education

CATHERINE SIEMIENIUK
Director of Education

VOLUNTARY ABORIGINAL STAFF SELF-IDENTIFICATION POLICY

1. Rationale

- 1.1 The Ministry of Education's Ontario First Nation, ~~Metis~~ **Métis** and Inuit Educational Policy Framework identifies the goal of a high level of student achievement, and outlines "a significant increase in the number of First Nation, Métis, and Inuit teaching and non-teaching staff in school boards across Ontario" as one of the performance measures for attaining that goal. (*Source: Ontario Ministry of Education, Ontario First Nation, Métis, and Inuit Education Policy Framework, 2007*)
- 1.2 In an effort to support and ensure continued student success gathered from the Voluntary Aboriginal Student Self-Identification data, the Board invites employees and applicants to participate in voluntary self-identification. The Board believes that Aboriginal staff could act **volunteer** as mentors, share their culture and help foster an environment where Aboriginal students can reach a high level of achievement. Voluntary self-identification would also provide the Board baseline data of the number of Aboriginal staff currently employed. Data will be used to improve services to students and programs for staff. (*Source: Algoma District School Board, 2012*)

2. Policy

Lakehead District School Board recognizes that it serves a diverse population and is committed to making education meaningful, responsive to, and inclusive of, the ~~cultural diversity that characterizes the Canadian society~~ **Aboriginal heritage of our staff and students**.

- 2.1 It is the policy of Lakehead District School Board to invite staff and applicants to the Board an opportunity to voluntarily self-identify as being of Aboriginal ancestry (First Nations, Métis, or Inuit).
- 2.2 Personal information will be kept confidential, **in accordance with the Provincial Freedom of Information and Protection of Privacy Act (FIPPA) and protected and governed by the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), R. S. O. 1990 C. M56**, unless individuals **self-identified staff and applicants** grant the right to share specific information.

3. Guiding Principles

- 3.1 Lakehead District School Board will facilitate strong learning partnerships with Aboriginal staff, students and their families to ensure academic success.
- 3.2 Lakehead District School Board acknowledges and respects ~~the~~ Aboriginal culture and history and will seek collaboration with the broader Aboriginal community ~~to ensure authentic perspectives~~ **and their perspectives**.

SCHOOL-COMMUNITY RELATIONS

D R A F T- June 11, 2013

VOLUNTARY ABORIGINAL STAFF SELF-IDENTIFICATION POLICY

8065

Appendix A to
Report No. 067-
13

8065

3.3 Lakehead District School Board is committed to an inclusive educational environment that promotes equity of opportunity. All schools will be reflective of and responsive to the diverse and unique cultures ~~and~~ **of their** communities ~~they serve~~.

4. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Employment Equity Policy 7020	_____	_____
Aboriginal Education Advisory Committee 8061		
Volunteer Student Self- Identification 8062		
Safe Schools 8070		
	<u>Date Revised</u>	_____
	Reviewed by: _____	

G:\POL8065\Voluntary Aboriginal Staff Self-Identification DRAFT 05/14/13

1. Policy

Lakehead District School Board recognizes that it serves a diverse population and is committed to making education meaningful, responsive to, and inclusive of, the ~~cultural diversity that characterizes the Canadian society~~ **Aboriginal heritage of our staff and students**.

- 1.1 It is the policy of Lakehead District School Board to invite staff and applicants to the Board an opportunity to voluntarily self-identify as being of Aboriginal ancestry (First Nations, Métis, or Inuit).
- 1.2 Personal information will be kept confidential, **in accordance with the Provincial Freedom of Information and Protection of Privacy Act (FIPPA) and protected and governed by the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), R. S. O. 1990 C. M56**, unless individuals **self-identified staff and applicants** grant the right to share specific information.

2. Definitions

The following definitions are made without prejudice.

- 2.1 Aboriginal identification refers to the definition in the Constitution Act, 1982, Section 35 (2), as: "In this Act, Aboriginal peoples of Canada include Indian, Inuit and Métis peoples of Canada".

(Source: *Constitution Act 1982, Section 35 (2)*)

- 2.2 "First Nations" peoples include both status and non-status peoples:

- Status refers to peoples registered under the Indian Act of ~~Indian and Northern Affairs of Canada (INAC)~~ **Aboriginal Affairs and Northern Development Canada (AANDC)**, holding certain rights and benefits that are not available to non-status or Métis people and possessing a registry number with INAC.
- Non-status refers to peoples who can identify where their ancestral lands are (First Nation or reserve community), who are not registered under the Indian Act of ~~Indian and Northern Affairs of Canada (INAC)~~ **Aboriginal Affairs and Northern Development Canada (AANDC)** due to ineligibility registry requirements or who have not applied for their status.

(Sources: ~~Indian and Northern Affairs Canada~~ **Aboriginal Affairs and Northern Development Canada**, *Anishnawbe Mushkiki*)

SCHOOL-COMMUNITY RELATIONS

D R A F T – June 11, 2013

8065

Appendix B to
Report No. 067-
13

VOLUNTARY ABORIGINAL STAFF SELF-IDENTIFICATION PROCEDURES

8065

- 2.3 “Métis” means a person who self-identifies as Métis, is distinct from other Aboriginal peoples, is of historic Métis Nation ancestry, and is accepted by the Métis Nation.

(Source: Métis National Council)

- 2.4 Inuit is a distinct group of Aboriginal people who have ancestral ties to Northern Canada (Nunavut, Northwest Territories, Northern Quebec and Northern Labrador).

*(Source: ~~Indian and Northern Affairs of Canada~~ **Aboriginal Affairs and Northern Development Canada**)*

3. Collection of Information

Voluntary self-identification data will be collected on the Lakehead District School Board Voluntary Aboriginal Staff Self-Identification Form for all current and new employees with the Board as of **commencing in** the 2013-2014 school year. **(Appendix A)**.

4. Data Collection, Storage, Access and Usage

- 4.1 Lakehead District School Board is committed to data collection and assessment practices which are multifaceted, bias-free and culturally and linguistically appropriate.

- 4.2 All staff data will be collected and securely stored to respect privacy and will be used only as a means to enhance, develop and implement supportive education programs within the Lakehead District School Board.

- 4.3 All staff data are stored in a staff information management system.

5. Data Protection

Data will be maintained and used in compliance with the Provincial Freedom of Information and Protection of Privacy Act (FIPPA) and protected and governed by the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), R.S.O. 1990 C. M56.

SCHOOL-COMMUNITY RELATIONS

D R A F T – June 11, 2013

VOLUNTARY ABORIGINAL STAFF SELF-IDENTIFICATION PROCEDURES

8065

Appendix B to
Report No. 067-13

8065

6. Review

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

<u>Cross Reference</u>	<u>Date Received</u>	<u>Legal Reference</u>
Employment Equity Policy 7020	_____	_____
Aboriginal Education Advisory Committee 8061		
Volunteer Student Self- Identification 8062		
Safe Schools 8070	<u>Date Revised</u>	_____

G:\PRO\8065\Voluntary Aboriginal Staff Self-Identification DRAFT 05/14/13

Voluntary Aboriginal Staff Self Identification Statement

Staff Member/Applicant Name: _____

Position: _____ **Date:** _____

I do not wish to participate

This staff member is I am (check one):

First Nation (Status, Non-Status)

<input type="checkbox"/>	Ojibwe
<input type="checkbox"/>	Cree
<input type="checkbox"/>	Oji-Cree
<input type="checkbox"/>	Other (please indicate)

Métis

Inuit

Non-Aboriginal

Language(s) Spoken:

<input checked="" type="checkbox"/>	Language	Written	Spoken
<input type="checkbox"/>	English		
<input type="checkbox"/>	French		
<input type="checkbox"/>	Ojibwe Western		
<input type="checkbox"/>	Ojibwe Eastern		
<input type="checkbox"/>	Oji-Cree		
<input type="checkbox"/>	Cree		
<input type="checkbox"/>	Other (please indicate)		

Voluntary Aboriginal Staff Self-Identification Supplementary Form

Staff Member Name: _____

If you have expertise ~~expertise~~ **knowledge/experience** in the area of Aboriginal cultural knowledge/traditions and practices, would you be willing to share your gifts and talents?

Yes No

If yes, in which areas of Aboriginal cultural knowledge/traditions and practices do you possess expertise in **have knowledge/experience**?

At what level(s) would you be willing to share this knowledge and information?

<input checked="" type="checkbox"/>	Area	Details
<input type="checkbox"/>	School	
<input type="checkbox"/>	Board/Program (i.e. Mentorship <i>for</i>	

APPENDIX B to Report No. 067-13 – Draft June 11, 2013
Appendix A to 8065 Voluntary Aboriginal Staff Self-Identification Procedures

	students and/or staff, Leadership)	
	As a representative of the Board within the community	

Signature

Personal information will be kept confidential, in accordance with the Provincial Freedom of Information and Protection of Privacy Act (FIPPA) and protected and governed by the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), R. S. O. 1990 C. M56, unless individual self-identified staff and applicants grant the right to share specific information.

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2013 JUN 11
Report No. 064-13

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

RE: 2013 TO 2021 POLICY REVIEW SCHEDULE

1. Background

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

2. Situation

- 2.1 Section 5.5 *Identification of Policies Requiring Development and/or Review of Policy Development and Review Policy 2010* states “The Standing Committee will recommend all Policies to be reviewed or developed to the Board for approval.”
- 2.2 The 2013 to 2021 review schedule (Appendix A) is attached for the Standing Committee’s consideration.

RECOMMENDATION:

It is recommended that Lakehead District School Board approve the 2013 to 2021 Policy Review Schedule, Appendix A to Report No. 064-13.

Respectfully submitted,

CATHERINE SIEMIENIUK
Director of Education

ANNUAL POLICY DEVELOPMENT AND REVIEW PLAN September 2013 to June 2021			
Year	Policy #	Title	Superintendent
1 2013-2014	3095	Student Trustee	C. Siemieniuk
	8091	Use of Volunteers in Schools	C. Kappel
	7020	Employment Equity	I. MacRae
	8090	Community/Education Partnerships	
	7060	Staff Training/Professional Development	S. Pharand
	3040	Transportation	D. Wright
	3060	Leasing of Space	
	3071	Advertising	
	3093	Information Security	
	3096	Information/Communication Technology Use	
6010	Emergency Evacuation and School Closure		
2 2014-2015	6021	Day Field Trip	C. Kappel
	7010	Police Record Checks	I. MacRae
	7011	Teacher Performance Appraisal	
	7090	Accommodation in the Workplace	
	1011	Access to System Programs	S. Pharand
	4040	French Immersion	
	3061	Reclamation of Properties	D. Wright
	3070	Allowance for Use of Personal Vehicle	
3072	Advocacy		
3091	Security		
8050	Naming and Opening of New or Consolidated Schools		
3 2015-2016	3005	Ontario Student Record	C. Siemieniuk
	3020	Legal Representation	
	3094	Electronic Meetings	
	8013	Visitation in the Schools	C. Kappel
	8040	Trespass to Schools	
	7040	Violence in the Workplace	I. MacRae
	4030	Territorial Student Program – Transportation & Services	S. Pharand
	4035	Board and Lodging – Payment	
	3010	Fees	D. Wright
9010	School Accommodation		
4 2016-2017	8015	Display of Flags	C. Siemieniuk
	8070	Safe Schools – System Expectations	C. Kappel
	8071	Bullying Prevention and Intervention	
	7080	Health & Safety	I. MacRae
	8014	Advertising in the Schools	
	3080	Research	S. Pharand
	4005	English Language Learners	
3026	Budget Variance	D. Wright	
9015	Facility Partnership		

Year	Policy #	Title	Superintendent
5 2017-2018	2010 8061	Policy Development and Review Aboriginal Education Advisory Committee	C. Siemieniuk
	4045 6040	Environmental Reporting of Children in Need of Protection	C. Kappel
	4022 4023	Prior Learning Assessment & Recognition Prior Learning Assessment & Recognition for Mature Students	I. MacRae
	8080	School Council	
	4010	Program Implementation	S. Pharand
	8011 9030	Use of School Buildings, Facilities and Grounds Playground Structures	D. Wright
6 2018-2019	3001	Governance	C. Siemieniuk
	5010 6050 6061 6062	Special Education Food and Beverage Administration of Oral Medication Anaphylaxis and Medical Emergency Management	C. Kappel
	6020 6070	Extended Field Trip Video Surveillance	I. MacRae
	3030 6022 8010	Purchasing Kingfisher Outdoor Education Fees for Learning Materials and Activities	D. Wright
	3090	Use of Board Logo	C. Siemieniuk
	8073	Dress Code	I. MacRae
7 2019-2020	4021	Assessment & Evaluation	S. Pharand
	3073	Corporate Credit Card	D. Wright
	3074 8012	Expense & Travel Reimbursement Fundraising in the Schools	
	1020 3100 4020 8072	Equity & Inclusive Education Accessibility Standards For Customer Service Alternative Schools Sexual Orientation & Gender Identity	C. Kappel
	7030	Harassment and Human Rights	I. MacRae
8 2020-2021	8062 8065	Voluntary Aboriginal Student Self-Identification Voluntary Aboriginal Staff Self-Identification	S. Pharand
	9020	Library Resource Centre	

June 4, 2013