



**Office of the Director**

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

**REGULAR BOARD MEETING NO. 4**  
**Tuesday, February 28, 2012**  
**Jim McCuaig Education Centre**

Catherine Siemieniuk  
Director of Education

Deborah Massaro  
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. <b>COMMITTEE OF THE WHOLE – Closed Session – 7:00 p.m. (SEE ATTACHED AGENDA)</b>		
6. Report of Committee of the Whole – Closed Session		
7. Delegations/Presentations		
8. Confirmation of Minutes		
8.1 Regular Board Meeting No. 3 - January 24, 2012	D. Massaro	1-5
9. Business Arising from the Minutes		

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

**LAKEHEAD DISTRICT SCHOOL BOARD**

<b><u>MATTERS NOT REQUIRING A DECISION:</u></b>		<u>Resource Person</u>	<u>Pages</u>
10.	Information Reports		
10.1	Ontario Public School Boards' Association (OPSBA) Report	D. Massaro	Verbal
10.2	Student Trustee Report	S. Philp	Handout
10.3	Co-Curricular Activities (032-12)	I. MacRae	6-8
10.4	Safe and Caring School Communities (034-12)	C. Kappel	9-12
10.5	Interim Report - Special Education Program Review (035-12)	C. Kappel	13-15
10.6	Special Education Advisory Committee Meeting Minutes - January 18, 2012	C. Kappel	16-20
10.7	Website Update (036-12)	K. Pozihun	21
11.	First Reports		

**MATTERS FOR DECISION:**

12.	Postponed Reports		
13.	Recommendations from the Standing Committee (033-12)	K. Wilson	22-43
13.1	School Year Calendar 2012-2013 (026-12)		

*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.*

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

13.2 Policy Review - 3090 Use of Board Logo (027-12)

*It is recommended that Lakehead District School Board approve 3090 Use of Board Logo Policy, Appendix A1 to Report No. 033-12.*

13.3 Policy Review - 4021 Assessment and Evaluation (029-12)

*It is recommended that Lakehead District School Board approve 4021 Assessment and Evaluation Policy, Appendix B1 to Report No. 033-12.*

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

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

14. Ad Hoc and Special Committee Reports

14.1 Board Development Committee (031-12)

J. Playford

44-45

*It is recommended that Lakehead District School Board approve the process for the 2012 Board Evaluation.*

15. New Reports

16. New Business

17. Notices of Motion

18. Information and Inquiries

19. Adjournment

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



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**REGULAR BOARD MEETING NO. 4**  
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Catherine Siemieniuk  
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Deborah Massaro  
Chair

**AGENDA**

**COMMITTEE OF THE WHOLE – Closed Session**  
**7:00 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 Regular Board Meeting No. 3 - January 24, 2012	D. Massaro	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Legal Matter	K. Pozihun	Verbal
5.4 Information and Inquiries		
5.5 Rise and Report Progress		

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

**LAKEHEAD DISTRICT SCHOOL BOARD**

LAKEHEAD DISTRICT SCHOOL BOARD

**MINUTES OF REGULAR BOARD MEETING NO. 3**

Board Room  
Jim McCuaig Education Centre

2012 JAN 24

**TRUSTEES PRESENT:**

Deborah Massaro (Chair)  
Karen Wilson (Vice Chair)  
Marg Arnone  
Pat Johansen

Lori Lukinuk  
Ron Oikonen – via teleconference  
Jack Playford  
George Saarinen

**TRUSTEE ABSENT, WITH REGRET:**

Stephanie Philp (Student Trustee)

**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:**

Rod McGee, CUPE  
Sue Doughty-Smith, OSSTF - Educational Assistants  
Elaine Oades, Lakehead Principals/Vice Principals

**PUBLIC SESSION:**

1. **Approval of Agenda**

Moved by Trustee Saarinen

Seconded by Trustee Wilson

*“THAT the Agenda for Regular Board Meeting No. 2, December 20, 2011 be approved.”*

**CARRIED**

2. Resolve Into Committee of The Whole – Closed Session

Moved by Trustee Johansen

Seconded by Trustee Arnone

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

- *Confirmation of Committee of the Whole – Closed Session Minutes*
  - *Regular Board Meeting No. 2*
  - *December 20, 2011*
- *Personnel Matter*

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

CARRIED

COMMITTEE OF THE WHOLE – CLOSED SESSION:

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

PUBLIC SESSION:

4. Trustee Oikonen joined the meeting via teleconference.
5. Chair Massaro, on behalf of the Board, acknowledged the efforts of the Board’s Tragic Events Team and staff at Westgate Collegiate and Vocational Institute.
6. Report of Committee of The Whole – Closed Session

Moved by Trustee Saarinen

Seconded by Trustee Johansen

*“THAT the Report of the Regular Board – Committee of the Whole – Closed Session be adopted with the following recommendations therein:*

*‘THAT the Lakehead District School Board approve the Committee of the Whole – Closed Session Minutes of Regular Board Meeting No. 2, December 20, 2011.’”*

CARRIED

7. Trustee Recognition Award - Westgate Collegiate and Vocational Institute’s Art and Culture Department

Trustee Saarinen, on behalf of the Board, presented Westgate Collegiate and Vocational Institute’s Art and Culture Department with the Trustee Award of Recognition. Westgate Collegiate and Vocational Institute’s Art and Culture Department was recognized for its Thunder Bay Arts and Heritage Award.

Jamie Philp, Specialist High Skills Major Lead, accepted the award on behalf of the Art and Culture Department.

8. Celebrating Student Achievement – Superior Collegiate and Vocational Institute

Ian MacRae, Superintendent of Education, introduced Cathy Ferrazzo, Vice Principal of Superior Collegiate and Vocational Institute. Ms. Ferrazzo introduced John Tom, Grade 11/12 teacher, and students Alieah and James, who presented information regarding *Video Broadcasting of Morning Announcements*. All Trustees' questions were addressed.

9. Confirmation of Minutes

Moved by Trustee Saarinen

Seconded by Trustee Johansen

*“THAT Lakehead District School Board approve the Minutes of Regular Board Meeting No. 2, December 20, 2011.”*

CARRIED

10. Business Arising from the Minutes

Trustee Lukinuk noted that she has not received a response regarding section 8.3.5 of Lakehead District School Board's 2010 Procedural By-Law. Chair Massaro informed the Board that a response will be forthcoming at the next Coordinating Committee Meeting.

MATTERS NOT REQUIRING A DECISION:

11. Ontario Public School Boards' Association (OPSBA) Report

Trustee Oikonen, Ontario Public School Boards' Association Director and voting delegate, informed the Board that the next OPSBA Board of Directors' meetings will take place on February 24 and 25, 2012.

12. Student Trustee Report (024-12)

Chair Massaro, on behalf of Student Trustee Stephanie Philp, presented the report.

13. Report of the Audit Committee

Deborah Massaro, Chair of the Audit Committee, presented this verbal report highlighting the January 17, 2012 meeting. Items addressed included: Enrolment Status report, Interim Financial report, and the Audit Committee Summarized Annual report.

14. Kindergarten Report (021-12)

Sherri-Lynne Pharand, Superintendent of Education, introduced Kali Bernst, Kindergarten Resource Teacher and Robin Tabor-John, Elementary Program Coordinator, who presented the report. Successes highlighted included: Kindergarten teachers' network, Oral Language Assessment (OLA), Developmental Reading Assessment (DRA), Sound Skill Screens, Welcome to Kindergarten video, and next steps. All Trustees' questions were addressed.

15. Special Education Advisory Committee Meeting Minutes – December 14, 2011

Colleen Kappel, Superintendent of Education, presented the December 14, 2011 minutes for information.

16. Parent Involvement Committee Meeting Minutes – December 5, 2011

Catherine Siemieniuk, Director of Education, presented the December 5, 2011 meeting minutes for information.

MATTERS FOR DECISION:

17. Recommendations from the Standing Committee (017-12)

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

Moved by Trustee Wilson Seconded by Trustee Johansen

*“THAT Lakehead District School Board approve Special Education Policy 5010, Appendix A1 to Report No. 017-12.”*

CARRIED

18. Recommendations from the Standing Committee (017-12)

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

Trustee Playford provided Senior Administration with suggested input regarding 6022 Kingfisher Outdoor Education Procedures.

Point of Order

Trustee Wilson requested clarification regarding placement of input.

Moved by Trustee Wilson Seconded by Trustee Johansen

*“THAT Lakehead District School Board approve Kingfisher Outdoor Education Policy 6022, Appendix B1 to Report No. 017-12.”*

CARRIED

19. Recommendations from the Standing Committee (017-12)

Policy Review - 6070 Video Surveillance Policy (014-12)

Moved by Trustee Wilson Seconded by Trustee Arnone

*“THAT Lakehead District School Board approve Policy 6070 Video Surveillance, Appendix C1 to Report No. 017-12.”*

CARRIED



20. Establishment of 2012-2013 Budget Committee (022-12)

Moved by Trustee Saarinen

Seconded by Trustee Playford

*“THAT:*

1. *Lakehead District School Board establish the 2012-2013 Budget Committee comprised of all Trustees; and*
2. *The 2012-2013 Budget Committee report to the Lakehead District School Board no later than the date provided by the Ministry of Education.”*

CARRIED

21. Recommendation From The Audit Committee (023-12)

Audit Committee Summarized Annual Report – August 31, 2011 (019-12)

Moved by Trustee Wilson

Seconded by Trustee Johansen

*“THAT Lakehead District School Board:*

1. *Approve the Audit Committee Summarized Annual Report as outlined in Appendix A to Report No. 019-12; and*
2. *Forward the report to the Ministry of Education.”*

CARRIED

22. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Arnone

*“THAT we do now adjourn at 9:12 p.m.”*

CARRIED

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2012 FEB 28  
Report No. 032-12

TO THE CHAIR AND MEMBERS OF  
LAKEHEAD DISTRICT SCHOOL BOARD – Public Session

RE: CO-CURRICULAR ACTIVITIES

1. Background

- 1.1 The Superior Secondary School Athletic Association (SSSAA) has been administering high school sporting opportunities on behalf of the Lakehead District School Board to the students of Thunder Bay for approximately 60 years.
- 1.2 The SSSAA Board of Directors is made up of two representatives (one male and one female) from each of the member schools in Thunder Bay (four schools – Lakehead District School Board; 2 schools – Thunder Bay Catholic District School Board; ESC de La Verendrye; Thunder Bay Christian School; Dennis Franklin Cromarty). SSSAA administers school sport based on direction from its Board of Directors and the SSSAA Constitution along with input from school boards.
- 1.3 The Elementary Schools Athletic Association (ESAA) has been administering elementary sporting opportunities on behalf of the Lakehead District School Board to the students of Thunder Bay for approximately 40 years.
- 1.4 The ESAA Convenors' Committee is made up of eight volunteer teacher-coaches. The group is responsible for providing direction related to elementary school sports.

2. Situation

- 2.1 SSSAA provides approximately 5,000 sporting opportunities to students in the City of Thunder Bay. This equates to 1,000 sports competitions throughout the course of the school year (an average of more than five activities per day).
- 2.2 An estimated 5,000 hours of volunteer time are required to provide a complete high school sports program (not including administrative duties) for a school. This equates to 200 full days of volunteer time for one school and 40,000 hours and 1,700 days for the entire city.
- 2.3 The ESAA calendar of activities has almost doubled in size over the past ten years. There are more teams and students involved at the Junior (Grades 4 to 6) and Intermediate (Grades 7 to 8) level than ever before.
- 2.4 Thunder Bay has hosted more high school provincial Ontario Federation of School Athletic Association (OFSAA) championships in the past ten years (ten championships) than in the previous 50 years (seven championships).

- 2.5 Several activities for special needs students have been added to both the SSSAA and ESAA calendars in the past four years. Events in track and field, three-pitch, soccer and bowling have helped make opportunities available to all students with special needs.
- 2.6 The ESAA wrestling meet is the largest elementary wrestling tournament in Canada. Over 800 Lakehead Public School students participate in this spectacular activity which has been moved to the Fort William Gardens to accommodate the growing size of the event.
- 2.7 Lakehead Public Schools, in partnership with SSSAA, has the lowest user fees, the most cheerleading safety initiatives and provides more support for both coaching education and provincial travel than any other school board in the province.
- 2.8 Partnerships have been formed with the City of Thunder Bay, Lakehead University and Confederation College to grant our schools access to premium facilities for events. Lakehead Public Schools has been an instrumental player in the three million dollar Fort William Stadium project (synthetic turf field and new track).
- 2.9 Quality music, art and drama opportunities continue to be the cornerstone of our schools co-curricular arts programs at both the elementary and secondary levels. Each school offers a variety of school productions which appeal to a large student population and place these schools in a very positive light in our community. For instance, the elementary Creative Movement Jamboree, with an attendance of over 2,000 people in 2011, involves over 700 students and has been in existence for 25 years.

### 3. Conclusion

- 3.1 Lakehead Public Schools, through its partner associations SSSAA and ESAA, continue to offer high quality co-curricular opportunities for its students. In order to maintain programming, human and financial resources must continue to be in place. The human resources include a strong focus on teacher candidates with the necessary interest, passion and skill sets to support co-curricular programs at the school level. The financial resources include continued support of existing programs, along with additional resources for improvements in secondary school facilities, elementary athletic equipment and school arts programs.
- 3.2 The Activities Director role must continue to look at opportunities beyond the traditional co-curricular program to support a larger student population. Specific areas include any programs targeting or creating a positive learning environment, student engagement or the effects of exercise on cognition.

- 3.3 School activities remain an effective tool to engage students, teaching them important life lessons in teamwork, self-discipline, fair play and work ethic. School activities create an optimal learning environment by fostering the physical and emotional development of our students.

Respectfully Submitted,

DAVID PINEAU  
Activities Director

IAN MACRAE  
Superintendent of Education

CATHERINE SIEMIENIUK  
Director of Education

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2012 FEB 28  
Report No. 034-12

TO THE CHAIR AND MEMBERS OF THE  
LAKEHEAD DISTRICT SCHOOL BOARD – Public Session

RE: SAFE AND CARING SCHOOL COMMUNITIES

1. Background

- 1.1 As outlined in the Strategic Plan, Lakehead Pubic Schools is committed to enhancing mental, physical and social well-being through a safe, inclusive and equitable learning environment.
- 1.2 In September 2010, the Equity and Inclusive Education Policy was approved by the Lakehead District School Board and placed in the Philosophy and Goals section 1000.
- 1.3 Equity and Inclusive Education aims to create a school environment that is fair, inclusive and fosters respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.
- 1.4 Rather than operating as siloed entities, it was decided that Safe Schools and Anti-Bullying programs, Equity and Inclusive Education initiatives, and the Mental Health Steering Committee work complement each other and should be aligned.
- 1.5 Safe schools, anti-bullying, character education, strength-based approach to learning, restorative practices, and school climate surveys provide the foundational support key to fostering resilience and cultivating student success.

2. Situation

A number of events and activities have been held this school year to promote safe and caring school communities and to implement these related initiatives that support student success:

- 2.1 The Equity and Inclusive Education actions have included the following:
  - Organizing and facilitation of Equity and Inclusive Education Regional Teleconferences as the lead Board.
  - Providing support, leadership and funding for the “I Am Norm” campaign in schools, focusing on the importance of inclusion.
  - Supporting the continuation of the Natural Helpers Program at each secondary school. This program is a peer helping peer model based on the premise that students go to their friends for help and advice with problems.

- Partnering with Lakehead Elementary Teachers of Ontario to introduce and train elementary teachers to use the resource “Social Justice Begins with Me.”
- Participating in the Diversity and Equity Leadership Institute for Ontario School System Leaders conference held in Thunder Bay for all regional boards. The conference was a Ministry of Education partnership with the Canadian Race Relations Foundation. Resources and lesson plans from the conference will be sent to schools.
- Reviewing the Equity and Inclusive Education Policy 1020.
- Conducting research to review hiring practices that incorporate an equity focus.
- Continuing to support and implement the Accessibility for Ontarians with Disabilities Act (AODA) requirements.

2.2 The Mental Health Steering Committee actions have included the following:

- Adopting a definition of mental health: *mental health is described as more than the absence of mental disorders or disabilities. Mental health is a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community.* This definition is used by all committee member organizations.
- Establishing a consultation process between educators and community partners.
- Mapping existing resources on a pyramid of interventions.
- Developing elementary and secondary anxiety kits during the 2010-2011 school year as part of a Teacher Leadership Learning Project grant at Whitefish Valley School. This year, an information session was presented to administrators and the kits were provided to all schools in the system.
- Participating in the development of the shared online resource, the Superior Model: [www.superiormodel.ca](http://www.superiormodel.ca).
- Partnering with Children’s Centre Thunder Bay to establish walk-in clinics (one half day per week) in each high school.

2.3 Anti-Bullying training and initiatives have been on-going and include the following:

- Training of staff has taken place to provide them with the awareness and skills to deal with issues of anti-homophobia.

- Meetings continue to be held twice annually with students and staff from the Gay Straight Alliances of the secondary schools to support and coordinate anti-bullying activities and other school leadership opportunities that occur in the schools; such as, Pink Day, International Day Against Homophobia, Purple Day, and Ally Day.
- Initial training has taken place on the resource Connect-[Ed] which promotes proper internet and social media use for students in grades 4-6 to help build awareness of and combat cyber bullying and other online issues.
- Through a partnership with Equity and Inclusive Education, Parent Involvement Committee, and the Special Education Advisory Committee, Dick O'Brien will be engaging parents, staff, and students during presentations on resiliency, May 7 & 8, 2012.

2.4 Character Education is embedded in many of the activities in our schools and is featured in the following:

- Supporting the continuation and expansion of support for the Roots of Empathy Program at elementary schools.
- Hosting the Fifth Annual Youth Embracing Diversity in Education (YEDE) Conference, which will be held on May 8, 2012, featuring Dick O'Brien as a keynote speaker.
- Facilitating a presentation on the YEDE Conference at the Futures Conference (Equity in Education, From Policy to Practice) in Toronto on May 4, 2012.

2.5 Strength-based approach and restorative practices training is on-going and a number of presentations on the Board's use of these initiatives have been made at provincial and international conferences.

2.6 School climate surveys have been completed by our schools. Schools are presently studying their data and sharing them with their Safe School teams, with a goal of using the data to inform their School Improvement Plans in the areas of equity and inclusion and anti-bullying.

### 3. Next Steps

3.1 Create a model that demonstrates the connection between initiatives and how these initiatives contribute to student success.

3.2 Coordinate and align the efforts related to safe, equitable, and inclusive schools.

4. Conclusion

- 4.1 Lakehead Public Schools is committed to the success of every student.
- 4.2 Students are more likely to be engaged in learning when they feel safe and included, when they are provided with social emotional learning opportunities, and when strengths based interventions and restorative solutions are adopted.

Respectfully submitted,

ROBIN CAWLISHAW  
Human Resources Officer

LORI CARSON  
Behaviour Intervention Resource Teacher

CHARLES BISHOP  
Education Officer

COLLEEN KAPPEL  
Superintendent of Education

CATHERINE SIEMIENIUK  
Director of Education



LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2012 FEB 28  
Report No. 035-12

TO THE CHAIR AND MEMBERS OF THE  
LAKEHEAD DISTRICT SCHOOL BOARD - Public Session

RE: INTERIM REPORT - SPECIAL EDUCATION PROGRAM REVIEW

1. Background

- 1.1 Lakehead Public Schools is committed to the success of every student.
- 1.2 Between 25 and 30% of all students at Lakehead Public Schools access some form of special education at some time during their school career. The goal of Lakehead District School Board is to offer the right program at the right time, to make sure each student receives the assistance required to reach his or her goals. (Lakehead Public Schools website)
- 1.3 Lakehead District School Board supports the following guiding principles for the education of students with special needs developed in consultation with parents/guardians, the Special Education Advisory Committee (SEAC) and other appropriate organizations. There shall be a focus on:
  - the whole child;
  - equitable and inclusive education;
  - high expectations for all students;
  - early identification and intervention;
  - a continuum of services;
  - partnerships with parents, teachers, professional staff and the community supported by ongoing communication;
  - support for teachers to develop the necessary skills and teaching strategies to teach all students; and
  - a range of learning opportunities designed to meet the needs of each student.
- 1.4 To ensure that all students receive quality programming, the Special Education Department will monitor, evaluate and adjust programs as required. The Quality Assurance Guidelines and the Special Education Policy and Procedures 5010 will be used to examine key processes, initiatives and investments that impact students and staff.

2. Situation

- 2.1 This report provides an update on the status of the work of the Special Education Review Committee (SERC). An initial board report outlining the mandate of the Special Education Review was presented on November 22, 2011.

2.2 The SERC was established to gather data, solicit input, review areas of special education as outlined in the Special Education Plan, and to offer recommendations for consideration regarding special education programs and services.

2.3 Members of the SERC are:

Colleen Kappel, Superintendent of Education  
Andrea Pugliese, Special Education Officer  
Theresa Mayer, Special Education Resource Teacher  
Linda Karlstedt, Secondary Principal  
Angelina Tassone-Vogrig, Elementary Principal  
John Clouthier, Elementary Principal  
Coral Charlton, Secondary Vice-Principal.

2.4 Review Process

Under the direction of the Superintendent of Education responsible for special education, the SERC has identified and is currently reviewing the following:

- population of students served and relevant data;
- organizational and statistical data pertinent to Lakehead District School Board's special education programs and services;
- current delivery model, internal documents (including human resource allocations), financial expenditures, Special Education Plan and the procedural manuals or guidelines;
- achievement data of students with special needs (e.g., DRA, EQAO, etc.); and
- any information deemed relevant to enhance the SERC's understanding of how programs and services are delivered within Lakehead District School Board.

2.5 The SERC facilitated literature reviews examining best practices for inclusion and autism programs. The literature reviews were conducted by *The Centre of Excellence for Children and Adolescents with Special Needs at Lakehead University*.

2.6 The Special Education Advisory Committee (SEAC) "may make recommendations to the Board in respect of any matter affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the board" (Reg. 464/97, S 11(1)) and will be consulted accordingly.

2.7 Under the direction of the Superintendent of Education responsible for special education, the Special Education Department will gather input from focus groups regarding outcomes for students and the strengths, needs and gaps related to special education.

### 3. Outcomes/Next Steps

The SERC will review and analyze information and data collected as well as input from focus groups to:

- Identify who our students are;

- align the Special Education Plan to the Board Improvement Plan and Strategic Plan;
- Identify best practices in programs and services;
- Identify any gaps between delivery of programs and services and stakeholder expectations;
- comment on the real or perceived validity of any gaps;
- address the Board's ability to close the identified gaps; and
- make recommendations regarding programs, facilities and delivery mechanisms.

4. Conclusion

The aim of the Special Education Review Committee is to better align special education services with the ongoing focus on student achievement, instructional leadership, and safe, caring and inclusive learning environments for all students. It is anticipated that the Board will receive a final report from the Special Education Review Committee by June 2012.

Respectfully submitted,

ANDREA PUGLIESE  
Special Education Officer

COLLEEN KAPPEL  
Superintendent of Education

CATHERINE SIEMIENIUK  
Director of Education

LAKEHEAD DISTRICT SCHOOL BOARD

**SPECIAL EDUCATION ADVISORY COMMITTEE**

Jim McCuaig Education Centre  
Thunder Bay, Ontario

2012 JAN 18

**MEMBERS PRESENT:**

Theresa Graham-Horton (Chair)  
Miranda Myers (Vice Chair)  
Marg Arnone  
Sheila Marcinyshyn

Mike Otway  
Janyelle Roberts  
Laura Sylvestre

**ABSENT WITH REGRET:**

Pat Johansen  
Colleen Valiquette

Ron Oikonen  
Jack Playford

**ABSENT:**

Tammy Bobyk

**OTHERS PRESENT:**

Colleen Kappel  
Andrea Pugliese  
Trustee Lori Lukinuk  
David Isherwood

1. **Call To Order**

Chair Theresa Graham-Horton called the meeting to order at 6:00 p.m.

2. **Approval of the Agenda**

Moved by Janyelle Roberts

Seconded by Mike Otway

*“THAT the agenda for the January 18, 2012 SEAC meeting be approved.”*

**CARRIED**

3. **Declarations of Conflict of Interest**

There were no declarations of conflict of interest.

4. Approval of Minutes

Moved by Laura Sylvestre

Seconded by Marg Arnone

*“THAT the minutes of the December 14, 2011 SEAC meeting be approved.”*

CARRIED

5. Business Arising From The Minutes

5.1 PIC Funding Opportunity Presentation

Colleen Kappel, Superintendent of Education, informed members that the PIC Funding Opportunity was approved by the Parent Involvement Committee. Superintendent Kappel informed members that the date of May 8, 2012 conflicted with the Standing Committee Meeting of the Board, so sought approval from SEAC members to change the date to May 7, 2012 as this date would work with Mr. O'Brien's schedule. Members, by consensus, agreed to the date change. Superintendent Kappel also inquired if SEAC would be willing to subsidize the remaining costs of \$641.00 from their budget to offset the costs of the evening presentation. It was agreed to address this under agenda item "SEAC Budget".

6. Correspondence

The correspondence folder was distributed to members.

7. Advocacy Tracking

The Advocacy Tracking template was circulated to members for completion.

8. Learning For All K-12

Colleen Kappel, Superintendent of Education, informed members that the Ministry has released an electronic copy of the revised *Learning For All, K-12 (Draft)*. Members received a copy of the document with their meeting package.

9. VOICE Request For Presentation

Mike Otway, VOICE representative, informed members that Anita Bernstein, Director of Therapy and Training Programs with VOICE, is interested in presenting at an upcoming SEAC meeting. After perusal of the presentation schedule, the date of March 21, 2012 was suggested. Mike will contact Ms. Bernstein with this date to determine if she is available.

10. Kindergarten Registration Evening – February 6, 2012

Colleen Kappel, Superintendent of Education, informed members that the annual Kindergarten Registration Evening will take place on Monday, February 6, 2012 at 7:00 p.m. in the Valhalla Inn Ballroom. Annually SEAC has a display booth at the registration evening. Mike Otway, Miranda Myers, Laura Sylvestre and Andrea Pugliese volunteered to participate at this years event.

11. Information/Inquiries & Association Reports

11.1 Laura Sylvestre, Autism Thunder Bay and District representative, inquired as to the information required for the newsletter submissions. Chair Theresa Graham-Horton responded to types of information that can be included in the submission. Previous Autism Thunder Bay and District submissions will be sent to Laura for her perusal.

11.2 Chair Theresa Graham-Horton informed members that she will be absent from the February meeting and possibly the March meeting as well. Miranda Myers, Vice Chair of SEAC, will assume the Chair during Theresa's absence.

11.3 Sheila Marcinyshyn, Anishnawbe Mushkiki representative, informed members that they will be hosting a Family Winterfest Activity on Saturday, February 11, 2012 at Fort William Historical Park. Everyone is invited to attend.

12. SEAC Budget 2011-2012

Chair Theresa Graham-Horton informed members of the remaining SEAC budget. Discussion occurred as to anticipated budget expenditures for the remainder of the year and subsidizing the Dick O'Brien presentation in May 2012.

Moved by Marg Arnone

Seconded by Mike Otway

*"THAT SEAC approve an amount up to \$641.00 to offset the costs of the Dick O'Brien presentation in May, 2012."*

CARRIED

13. Board Update

Trustee Marg Arnone provided an update on the following Board Meetings:

## December 22, 2011 Regular Board Meeting

Reports and items addressed at this meeting included:

- Mathematics K-12
- Appointment of Deborah Watt as an External Member to the Audit Committee
- Recommendation From the Special Education Advisory Committee
- Appointments to the Special Education Advisory Committee

## January 10, 2012 Standing Committee Meeting

- Hammarskjold High School – Grade 9 Mathematics Initiatives
- Health & Safety Semi-Annual Report
- Policies and Procedures: Special Education, Kingfisher Outdoor Education Centre, Video Surveillance

## 14. Presentations

### 14.1 Assessment & Evaluation Policy – David Isherwood

David Isherwood, Vice Principal at Westgate CVI, and a member of the Assessment and Evaluation Committee, presented information on the draft Assessment and Evaluation Policy and Procedures. Mr. Isherwood highlighted the three areas for feedback:

1. Cheating and Plagerism
2. Late and Missed Assignments
3. Lower Limit of Marks Below 50

Questions and feedback from members were addressed.

## 15. Policy Review - Assessment and Evaluation Policy and Procedures

During the presentation by David Isherwood on the Assessment & Evaluation Policy and Procedures, members provided the following feedback to the documents:

1. Concerns were expressed regarding the identification of students who are First Nation, Métis or Inuit throughout the document. The term is used in the policy, procedures and appendices. It was felt that identifying students is not in spirit of the Equity and Inclusive Education Policy.
2. Concerns were expressed with Appendix A, specifically to the statement “teachers should” in the Continuum of Behavioural and Academic Responses to Cheating and Plagiarism to address the prevention of cheating and plagiarism. The concerns noted were that teachers may not follow through with responses if they are not required to do so. It was suggested to change to the term to “must” or “will”.

Members, by consensus, agreed with the input presented. The input will be compiled and sent out to members for their review. The input will then be forwarded to Karen Wilson, Chair of the Standing Committee.

16. Adjournment

Moved by Janyelle Roberts

Seconded by Marg Arnone

*“THAT we do now adjourn at 7:13 p.m.”*

CARRIED



LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2012 FEB 28  
Report No. 036-12

TO THE CHAIR AND MEMBERS OF  
THE LAKEHEAD DISTRICT SCHOOL BOARD – Public Session

RE: WEBSITE UPDATE

1. Background

The Board's current website, [www.lakeheadschoools.ca](http://www.lakeheadschoools.ca), was launched in November 2007. Due to changing technology and user expectations, the website requires updating to ensure that it meets the needs of numerous stakeholders.

2. Situation

Lakehead Public Schools Information Technology (IT) department has revised the website to incorporate an updated look and improved functionality. The new website allows for staff to quickly update information, embed video, and to provide a launch pad for the Board's social media applications.

3. Conclusion

Lakehead Public Schools website is often the first point of contact for information about the organization. The revised website will provide an appropriate platform to meet the ever changing needs of the organization and to incorporate future technological enhancements as expected by stakeholders.

Respectfully submitted,

BRUCE NUGENT  
Communications Officer

DAVE COVELLO  
Manager of Information Technology and Corporate Planning

KATHY POZIHUN  
Superintendent of Business

CATHERINE SIEMIENIUK  
Director of Education

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2012 FEB 28  
Report No. 033-12

TO THE CHAIR AND MEMBERS OF  
LAKEHEAD DISTRICT SCHOOL BOARD – Public Session

RE: RECOMMENDATIONS FROM THE STANDING COMMITTEE

Background

The following reports were received at the Standing Committee Meeting of February 14, 2012 and have been referred to the Board for approval. The recommendations are as follows:

**SCHOOL YEAR CALENDAR 2012-2013 (026-12)**

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.

**POLICY REVIEW - 3090 USE OF BOARD LOGO (027-12)**

It is recommended that Lakehead District School Board approve 3090 Use of Board Logo Policy, Appendix A1 to Report No. 033-12.

**POLICY REVIEW - 4021 ASSESSMENT AND EVALUATION (029-12)**

It is recommended that Lakehead District School Board approve 4021 Assessment and Evaluation Policy, Appendix B1 to Report No. 033-12.

**POLICY REVIEW - 7070 EMPLOYEE ASSISTANCE PROGRAM (028-12)**

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

Respectfully submitted,

KAREN WILSON  
Chair  
Standing Committee

**DRAFT – February 28, 2012**

**USE OF BOARD LOGO POLICY**

**3090**

1. Rationale

The 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

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

<u><b>Cross Reference</b></u>	<u><b>Date Approved</b></u>	<u><b>Legal Reference</b></u>
<hr/> <hr/>	<hr/> <u><b>Date Revised</b></u> June 06, 1994 April 22, 2008	<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 Principal of each school will ensure that the Policy is being followed.

2.2 Uses

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

2.2.1 Formal correspondence

2.2.2 Website and social media applications

2.2.3 Documents

2.2.4 Application forms and job postings

2.2.5 Publications

2.2.6 Advertisements and public announcements

2.2.7 Awards and certificates

2.2.8 Board vehicles

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

2.2.10 Multimedia

**BUSINESS AND BOARD ADMINISTRATION**

DRAFT – February 28, 2012

**3000**

Appendix A2 to  
Report no. 033-12

**USE OF BOARD LOGO PROCEDURES**

**3090**

3. Placement

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

4. Size

The use will determine the size of the Board logo.

5. Integrity of Logo

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	_____

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**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* <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>. 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; 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, **adult students**, and the school.
- 3.3 Assessment and evaluation practices and procedures must be communicated clearly to students, parents/guardians, **and adult students**.
- 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 students, parents/guardians **and adult students** 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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**ASSESSMENT AND EVALUATION POLICY****4021**

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4. Definitions

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

<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

5. Review

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

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



1. Policy Statement: The primary purpose of assessment and evaluation is to improve student learning.
  - 1.1 Assessment:

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:

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

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

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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, **adult students** 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, parents/guardians and **adult students**.
- 4.1 Communication involving assessment and evaluation practices must be provided to students, parents/guardians, and **adult students** 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, **parents/guardians**, and **adult students** 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, parents/guardians, and **adult students** 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.

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**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**

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.

<u>Cross Reference</u>	<u>June 18, 1991</u> (previously Student Evaluation Procedure)	<u>Legal Reference</u>
	<u>Action:</u>  <u>Revision Approved:</u> <u>June 12, 2001</u>	

## 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~~
    - using ~~unauthorized~~ notes or materials during an evaluation **without authorization**;
    - 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;
- ***lack of self esteem.***

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 that provide ready-made essays.

6.4 Any work (including art, 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> </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</p>

Component	Primary/Junior	Intermediate/Senior
	<ul style="list-style-type: none"> <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>• take note of behaviour to use as evidence in the assessment of learning skills.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• set an example by acknowledging the sources of the materials used in class.</li> </ul>	<p>plagiarism.</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> <li>• propose assignment questions that employ “higher order thinking skills”;</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>Teachers will:</p> <ul style="list-style-type: none"> <li>• set an example by acknowledging the sources of the materials used in class.</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</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 Library full text databases for text taken directly from a journal article;</li> <li>• searching research papers available for purchase via “paper mills”;</li> </ul>



Component	Primary/Junior	Intermediate/Senior
<p>quotations lacking or missing 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>		<ul style="list-style-type: none"> <li>• checking students' work using 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).</li> </ul>
<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 Principal.</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 will conference with the student and contact the parent/guardian to explain the situation.</p> <p>Subsequent serious incidents should be reported to Administration 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 Principal may determine</p>

Component	Primary/Junior	Intermediate/Senior
		an appropriate consequence.  Choosing not to complete the alternate evaluation activity or losing 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 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 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 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 Principal'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, **parents/guardians**, and **adult students** 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 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  
<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>.

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.

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2012 FEB 28  
Report No. 031-12

TO THE CHAIR AND MEMBERS OF THE  
LAKEHEAD DISTRICT SCHOOL BOARD – Public Session

RE: BOARD DEVELOPMENT COMMITTEE

1. Background

- 1.1 The 2011-2012 Board Development Committee was appointed at the December 6, 2011 Annual Meeting and consists of Trustees Johansen, Lukinuk, and Playford, the Director of Education, and Executive Secretary as resource.
- 1.2 The Board Development Committee held its first meeting on January 11, 2012 and elected Trustee Playford as Chair of the committee.
- 1.3 As part of the mandate, the Board Development Committee must conduct a Board Evaluation by March of the second and fourth year of the Board's term of office.
- 1.4 The process for the Board Evaluation is determined by the Board Development Committee and approved by the Board.

2. Situation

- 2.1 The Board Development Committee reviewed the Board Evaluation Documents and established a process to conduct the evaluation.
- 2.2 Trustees will be provided with a package containing Board Evaluation and Self Evaluation documents.
- 2.3 Trustees will be asked to complete the documents and return them to the Office of The Director by March 30, 2012.
- 2.4 Information will be collated and analyzed by a staff member appointed by the Director of Education.
- 2.5 Information will be reported and discussed by Trustees at a future meeting.



RECOMMENDATION

It is recommended that Lakehead District School Board approve the process for the 2012 Board Evaluation.

Respectfully submitted,

JACK PLAYFORD  
Chair  
Board Development Committee