



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, April 9, 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 – 6:45 p.m. (SEE ATTACHED AGENDA)		
6.	Delegations/Presentations		
6.1	Ogden Community Public School - One Smile and No Excuses	S. Pharand	1-4
7.	Confirmation of Minutes		
7.1	Standing Committee Meeting - February 12, 2013	K. Wilson	5-7
8.	Business Arising from the Minutes		

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

LAKEHEAD DISTRICT SCHOOL BOARD

MATTERS NOT REQUIRING A DECISION

- | | | | |
|-----|---|------------|-------|
| 9. | Information Reports | | |
| 9.1 | Student Achievement - Mid Year Update (041-13) | S. Pharand | 8-15 |
| 9.2 | Secondary Program Report (040-13) | I. MacRae | 16-19 |
| 9.3 | Aboriginal Education Advisory Committee Meeting Minutes
- January 18, 2013 | S. Pharand | 20-23 |
| 9.4 | Special Education Advisory Committee Meeting Minutes
- February 20, 2013 | C. Kappel | 24-27 |
| 10. | First Reports | | |

MATTERS FOR DECISION:

- | | | | |
|------|---|---------------|-------|
| 11. | Postponed Reports | | |
| 12. | Ad Hoc and Special Committee Reports | | |
| 13. | New Reports | | |
| 13.1 | Policy Review 7030 Harassment and Human Rights Policy (039-13) | I. MacRae | 28-46 |
| | <i>It is recommended that Lakehead District School Board approve 7030 Harassment and Human Rights policy, Appendix A to Report No. 039-13.</i> | | |
| 13.2 | Appointment to the 2012-2013 Parent Involvement Committee (038-13) | C. Siemieniuk | 47 |
| | <i>It is recommended that Lakehead District School Board approve the appointment of David Isherwood as Alternate Principal representative on the 2012-2013 Parent Involvement Committee for the term April 23 to November 14, 2013.</i> | | |
| 14. | New Business | | |
| 15. | Notices of Motion | | |
| 16. | Information and Inquiries | | |
| 17. | Adjournment | | |

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



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STANDING COMMITTEE
Tuesday, April 9, 2013
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Catherine Siemieniuk
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AGENDA

COMMITTEE OF THE WHOLE – Closed Session
6:45 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 - February 12, 2013	D. Massaro	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Negotiations	I. MacRae	Verbal
5.4 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: Ogden Community Public School

Title of Initiative: One Smile and No Excuses

Components of Initiative	School's Details
1. Description of the nature of the initiative to improve student achievement	This initiative is based on 2 thoughts: 1) "All children deserve the empowerment of knowing their kindness can change the world"- Catherine Ryan Hyde from the book One Smile and 2) People can achieve what they desire in life by letting go of excuses they make-Wayne Dyer from the book No Excuses. Over the last 2 years we have introduced both of the books to the students at Ogden and they have become our mantra. Student have read and studied both books and we use their titles on announcements each day. This is a reminder to students that everything we do at Ogden, whether it is Academic or Character Education driven, is a means to a successful life.
2. Rationale for selecting the initiative	This initiative has been selected because it encompasses all that we do to improve our student success rate while they are with us and hopefully beyond Ogden! The three factors we will focus on are: Project/Grant Involvement, Character Education, and Community Resources.
3. Intended outcomes of the initiative related to improved student achievement	Research tells us that students who feel valued and safe are much more open to learning than students who constantly feel threatened. Walker, 2011 tells us that stimuli within and surrounding the learning environment can have great effects on these emotional responses and can serve to either support or impair the learning process. From this we decided to move forward with this initiative and hoped to see students less engaged in non-productive behavior and more engaged in learning, thus improving achievement.
4. Description of the data used	We examined our Climate Survey and carried out our own small scale survey to find out if implementing, in particular, The Second Step Program had improved student self-regulation. We also continuously refer to our EQAO data as well as "at the desk" data to provide us with information around improvements as well. We also monitor the number of suspensions and incident reports.
5. Brief description of the significant activities or strategies involved with the initiative	Initiatives within the three factors include: 1)PROJECT/GRANT INVOLVEMENT: In 2011-2012 we were involved in the Assessment and Evaluation Project where teachers watch each other teach and Distributive Leadership Forum where we learn and share best practice both focus on teacher practice and have influenced

teaching across all grades over the past 2 years. These projects had a huge impact on the teaching and learning in our building. Our Kindergarten team is involved in the Inquiry Project where they carry out Inquiry studies with their students. Some of the grants that influence our learning are: The Pro-grant which helps us fund our Literacy, Math and Bullying Awareness Events. Participation has grown tremendously in these events over the last few years. We were excited to be recipients of the Metro Grant of \$1000.00 which helps support a life skills program. We also take advantage of Tutors in the Classroom Program which has been a huge support in giving students the extra attention they require to be successful. It is important that we mention that a group of teachers at our school, in conjunction with Lori Carson, will be receiving a TLLP (Teacher Learning Leadership Program) Grant of \$26,000.00 for the upcoming school year. This project will focus on mental health learning and teaching.

2) CHARACTER EDUCATION:

Restorative Practice training has been beneficial to all staff. It really helps us deflate issues and solve problems in a peaceful way. We are also receiving Restorative Circle training this year as well. Each month our school holds Friends Club where school cross grade teams come together and study a story that has a social/emotional topic and then an activity follows. We share the work of teams throughout the school. Each month we have an assembly where 2 students from each class are presented with WOW awards and then they have "Lunch with the Principal". One award is academic based and the other is based on character education. We have a focus of the month that is announced each day such as, how to be a good friend, or bullying awareness etc. We also promote student leadership by having students sign up for jobs such as Ogden Otter, announcements etc. Auditions are held in the Fall for an Otter and the students have to make a speech about promoting positive behaviours in our school. As a school, we created a Code Of Conduct based on The Second Step Program and three basic rules: Respect, Responsibility and Be Ready. We targeted hot spots in our school and focused on positive behavior in each area. Through a grant and some of our school budget we purchased 5 levels of the Second Step Program and implement it through the Health Curriculum in every grade. This program focusses on self regulation and social/emotional domains. One final character building endeavor we have taken on this year is to perform a musical. One of our very dedicated parents has worked with a group of students who will be performing a shortened version of The Sound Of Music in April. Staff recognition is an important piece of relationship building as well, making each of us more real to the children helps grow respect for each other. Each week one of our staff is celebrated and students are asked to thank this person for all of their hard work.

	<p>3)COMMUNITY: Some of the community partners that make Ogden a special place and are responsible for programs that promote healthy eating, and healthy lifestyle include: Our Kids Count; Big Brothers, Big Sisters; Biwaase'aa; Frontier College; Sullivan's and Associates counseling; School Council; Roots of Empathy; Lakehead University- ESL students, POD students, student teachers; Highschool Programs-Co-op students, transition events, Knox United Church Milk Program and the In school Engineer Program.</p>
<p>6. One or two highlights of the above activities</p>	<p>Some Highlights: This year our Literacy night was a huge success! We had approximately 25 families (we usually get about 5) It was exciting to have Elliot Doxtater-Wynn come to the school in his regalia and do a presentation on Oral Language (story telling) with the families. Hearing students in the school using the language that we use around the Code Of Conduct is great to see because we know they are paying attention to what we are doing and are buying in to the process. Watching the bridges being built during the Engineer In The School Project was amazing. The students were totally engaged and the depth of understanding of the structure of a bridge. Our EQAO reading scores have improved!</p>
<p>7. Description of any unexpected results or “moments of serendipity” related to the initiative</p>	<p>Within the Friends Club, we never expected the older students to be so nurturing of the younger students. Each month the older students are responsible to go and collect the younger students. They come down the hall holding hands and talking gently to the younger children, making them feel comfortable in their new surroundings.</p> <p>When we are involved in a discussion with students about non-productive behavior it is great to see that each teacher is using the same vocabulary within the school such as the three rules, or the active listening directives.</p> <p>Each year we choose two target students to focus on in each class. Each week I read with these students and every student has moved up levels in reading, and as we look at whole school data, every student has moved up levels this year.</p> <p>There is a calmness in the school compared to last year and it is a very positive atmosphere.</p>
<p>8. Description of one or two interesting findings that would be useful or helpful to other schools</p>	<p>The Engineer In The School Program heightened the engagement of students involved in the project. It is a great opportunity not only for children to learn what an engineer does but to experience it as well. The students built bridges and tested them for stability. Also, using the ESL students from the University helped tremendously in having people specifically assigned to helping students with their oral language. It really was a great support.</p>

<p>9. Identification of one or two noteworthy hurdles or stumbling-blocks</p>	<p>Stumbling blocks: It would be nice to have a Second Step Program for every classroom and we are building it up over time but it would be great to have it at the teacher's finger tips.</p> <p>Having wireless internet would make researching so much more accessible to students (at the fingertips information), also for making Social Stories, visual scheduling etc.</p>
<p>10. Next steps in pursuing the initiative</p>	<p>Our next Steps include the following initiatives: Roots of Empathy in every class - this is a new initiative with ROE and we will be piloting it in the Fall. More Second Step: We have about 2 more levels to purchase and then each class will have their own. We are receiving a small budget for Anti-Bullying Moms' and Daughters' events: Relationship struggles between the girls and in turn the parents relationships with their daughters has spilled over into the school setting, and so Children's Centre Thunder Bay is helping us to set up evening sessions for Moms and daughters to build relationships and work on understanding each other. This will be beginning on April 8th.</p>
<p>11. Lessons learned about the school's efforts to improve student achievement</p>	<p>Lessons Learned: It is important to draw staff together to revisit where we are and where we are going so that they are on board every step of the way.</p> <p>Sometimes we are improving in one area and then another issue pops up for example this year the girls in grade 6 and their parents have been struggling with relationship building and dealing with issues. So we are investigating ways we are able to support these families.</p> <p>One step at a time; in other words new programs take time to implement.</p>

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF STANDING COMMITTEE

Board Room
Jim McCuaig Education Centre

2013 FEB 12

TRUSTEES PRESENT:

Deborah Massaro (Chair)
Marg Arnone – via teleconference
Pat Johansen – via teleconference

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

TRUSTEES ABSENT, WITH REGRET:

Lori Lukinuk
Karen Wilson (Vice Chair)

SENIOR ADMINISTRATION:

Catherine Siemieniuk, Director 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 Saarinen

Seconded by Trustee Johansen

“THAT the Agenda for Standing Committee Meeting, February 12, 2013, be approved.”

CARRIED

2. **Resolve Into Committee of the Whole – Closed Session**

Moved by Trustee Oikonen

Seconded by Trustee Playford

“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*
 - *January 8, 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 – Whitefish Valley Public School

Sherrilynne Pharand, Superintendent of Education, introduced Maureen Abbott, Principal of Whitefish Valley Public School. Ms. Abbott introduced Judy Hole, School Council Chair, who presented information regarding *The Role of School Council in Supporting Student Achievement through Tools and Resources for Parents*. Successes identified included: literacy and mathematical kits, parent engagement, PRO Grants, and resources. All Trustees' questions were addressed.

5. Confirmation of Minutes

Moved by Trustee Saarinen

Seconded by Trustee Playford

“THAT the Standing Committee approve the Minutes of the Standing Committee Meeting, January 8, 2013.”

CARRIED

6. Cafeteria Operation Update (025-13)

David Wright, Superintendent of Business, introduced Rod Bessel, Manager of Custodial Services and Transportation, who presented the report. Highlights included: staffing, community partnerships, standardized menu, and healthy food choices. All Trustees' questions were addressed.

7. Audit Committee Meeting Report

Trustee Massaro, Chair of the Audit Committee, presented this verbal report highlighting the January 21 meeting. Highlights included: 2012-2013 enrolment, expenditures, and a training session. All Trustees' questions were addressed.

8. Special Education Advisory Committee Meeting Minutes – December 19, 2012

Colleen Kappel, Superintendent of Education, presented the December 19, 2012 minutes for information.

MATTERS FOR DECISION:

9. Policy Review - 9020 Library Resource Centre Policy & Procedures (024-13)

Moved by Trustee Johansen

Seconded by Trustee Arnone

“THAT Lakehead District School Board approve Policy 9020 Library Resource Centre, Appendix A to Report No. 024-13.”

CARRIED

10. Information Technology Plan – Update (017-13)

Moved by Trustee Oikonen

Seconded by Trustee Saarinen

“THAT Lakehead District School Board approve the use of reserve funds to support the implementation of the Information Technology Plan.”

CARRIED

11. Information and Inquiries

11.1 Trustee Saarinen informed the Board that he attended the Age-Friendly Thunder Bay Committee meeting on February 12. Information will be left in the Trustees’ Lounge for perusal.

11.2 Trustee Arnone reported that she is participating in United Way Thunder Bay’s allocation of monies raised by secondary schools for youth programs throughout the city.

11.3 Trustee Johansen commended Hammarskjold High School custodial staff.

12. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Arnone

“THAT we do now adjourn at 9:25 p.m.”

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2013 APR 9
Report No. 041-13

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

RE: STUDENT ACHIEVEMENT - MID YEAR UPDATE

1. Background

Lakehead District School Board is committed to the success of every student. As such, comprehensive Strategic and Operational Plans were developed to reflect the Board's commitment to student achievement. During the current school year, there continues to be a strategic focus on literacy and numeracy. System-wide Professional Learning Communities (PLC's) occur regularly in all elementary/secondary schools and focus on goals identified in School Improvement Plans.

2. Situation

2.1 Assessment data aligned with Board goals allows administration and teachers to implement and support the Board Improvement Plan. This baseline information assists with identifying student strengths and areas requiring assistance early in the year. It assists teachers, schools and the system to plan, implement and monitor instructional strategies to support student learning.

2.2 The following mid-year data is outlined in this report:

- The February 8, 2013 interim report card marks in reading, writing and math for Primary, Junior and Intermediate students with emphasis on reading comprehension.
- The final report card marks in Grades 9 and 10 applied and academic mathematics credits and the credit accumulation rate for the end of semester one.

3. Literacy and Mathematics

The Board Improvement Plan for student achievement sets the following elementary literacy goals:

- 75% of Grade 3 students will achieve Level 3 or higher on the EQAO Assessments administered in the spring of 2013 (an increase of 5%);
- 43% of Grade 3 students with special needs will achieve Level 3 or higher on the EQAO Assessments administered in the spring of 2013 (an increase of 7%) through a specific teaching focus on reading comprehension and written response to reading;
- 76% of grade 6 students will achieve Level 3 or higher on the EQAO Reading Assessments administered in the spring of 2013 (an increase of 5%);
- 43% of students with special needs will achieve Level 3 or higher on the EQAO Reading Assessments administered in the spring of 2013 (an increase of 7%)

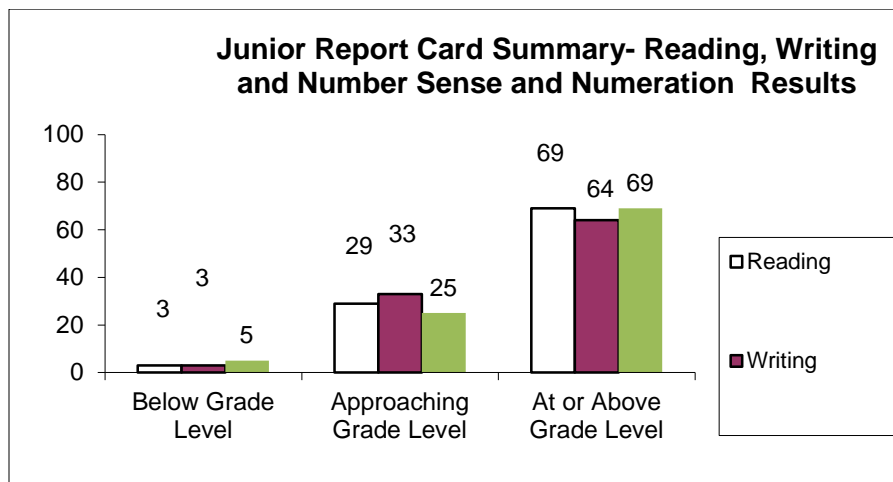
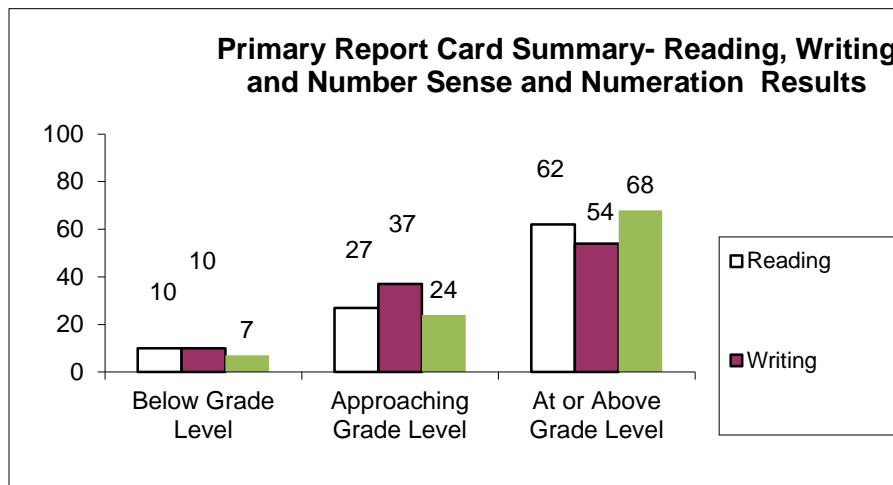
through a specific teaching focus on reading comprehension and written response to reading; and

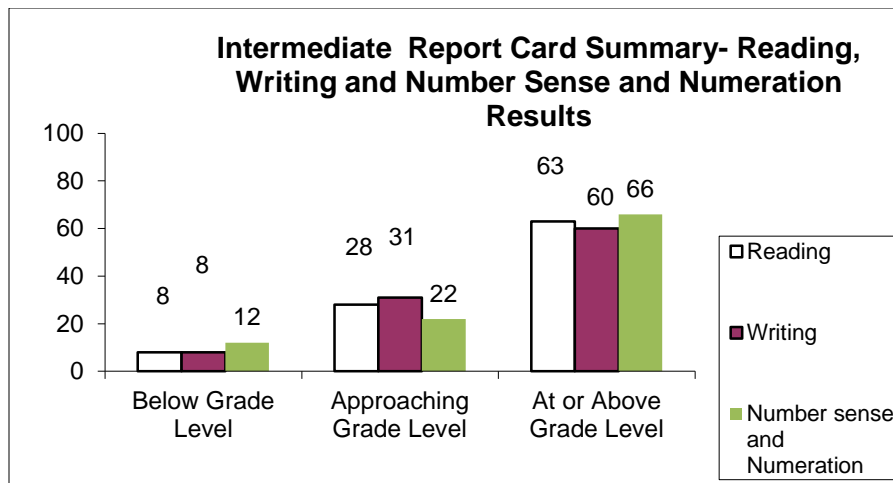
- 58% of Grade 6 students will achieve Level 3 or higher on the EQAO Math Assessments administered in the spring of 2013 (an increase of 15%) through a specific teaching focus on learning through problem solving.

4. Interim Report Card Data

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

4.2 Summary and Analysis – Interim Report Card Data –Reading, Writing and Mathematics February 2013





Interim report card marks in reading, writing and math indicate that more than 60% of all Primary, Junior and Intermediate students are achieving at or above grade level in reading, writing and mathematics. With three months remaining in the school year, this information will drive instructional decisions for the remainder of the school year.

4.3 Next Steps

4.3.1 System based supports will continue in the form of:

- Student Work Study Teacher (SWST);
- Tutors in the Classroom/OFIP Tutoring (Ministry Grant);
- Assessment and Evaluation Project;
- Monthly Distributed Leadership Forums focused on both Literacy and Numeracy;
- Summer Learning Programs;
- Junior Mathematics Learning Labs;
- Effective integration of technology to engage students;
- Primary Mathematics pilot project (MISA funded);
- Professional Development and focused support to increase achievement and engagement of Aboriginal students; and
- Training to ensure effective implementation of Full Day Kindergarten programs.

These supports will focus on:

- aligning effective literacy and numeracy instructional strategies, effective assessment strategies to inform teaching and learning; and
- developing Administrators' instructional leadership in both literacy and numeracy.

- 4.3.2 Good Readers Club, assistive technology, Pyramid of Intervention, Learning Profiles and Differentiated Instruction will continue to impact student learning. Through School Improvement Plans, the needs of all students will be addressed and monitored to ensure success at all grade levels.

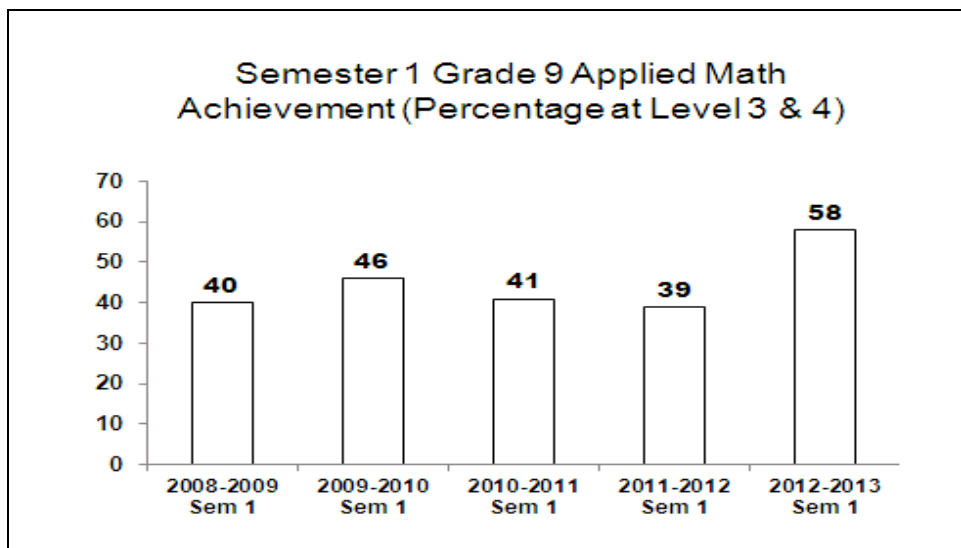
Lakehead District School Board continues to act as the lead board for the Learning for All – K-12 Resource Document Project. Through this project, resources and instructional strategies are being implemented to support teachers in understanding and implementing the principles of differentiated instruction, universal design for learning and a tiered approach.

- 4.3.3 The Special Education Team continues to provide training and support for facilitators, educational assistants, classroom teachers and students on the use of assistive technology. This support is building the capacity of teachers in the use of these tools as a differentiated instructional strategy to support student learning and achievement.

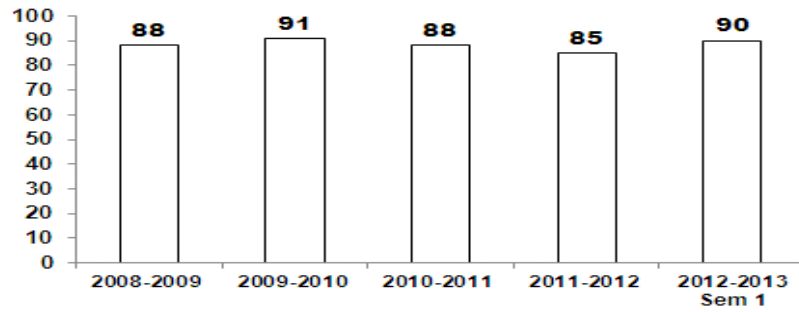
5. Secondary Mathematics

- 5.1 The 2012-2013 Board Improvement Plan sets the following secondary mathematics goal:

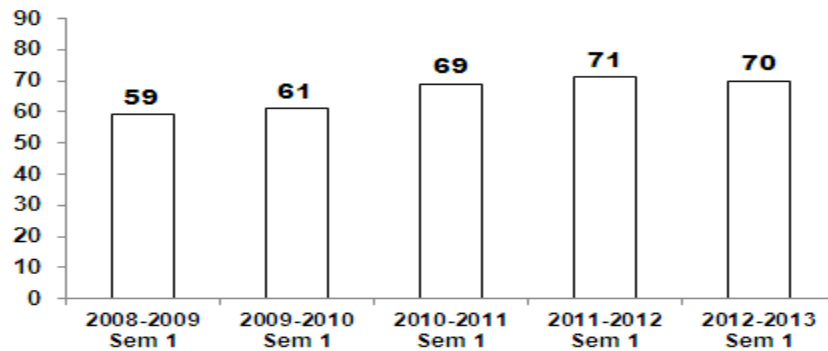
- Improve the number of students who achieve the provincial standard on the Grade 9 EQAO assessment of mathematics from 48% to 52% for applied students and from 77% to 87% for academic students.



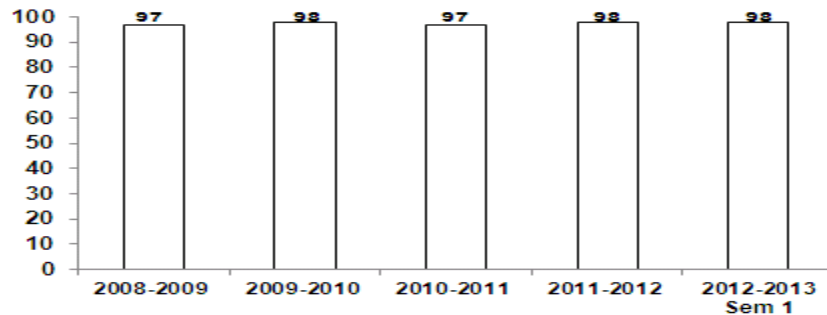
2008-2013 Grade 9 Applied Math Pass Rates



Semester 1 Grade 9 Academic Math Achievement (Percentage at Level 3 & 4)



2008-2013 Grade 9 Academic Math Pass Rates



5.2 Summary and Analysis of Grade 9 Applied and Academic Mathematics

5.2.1 Early data shows improved performance for students taking applied courses.

5.2.2 Academic mathematics pass rates and performance reflect previous performance.

5.3 Next Steps

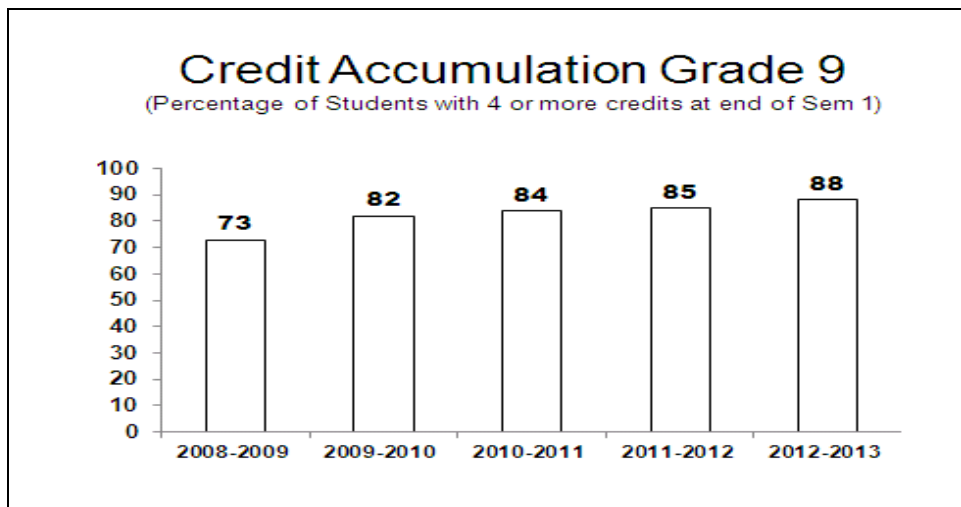
The following steps are in addition to those outlined in Student Achievement Report No. 102-12:

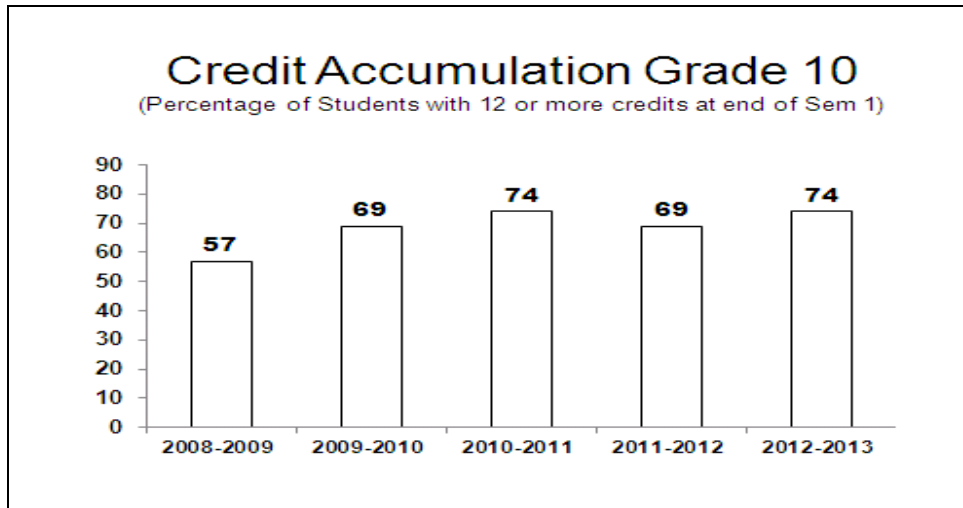
- Secondary Department Chairs and the Secondary Math Coach will continue to support training and guidance for Grade 9 mathematics teachers, with a specific focus on all Grade 9 applied mathematics students. There is also central support in planning and implementing the professional learning focus beyond coaching. This support includes building capacity on the use of the Ontario Education Resource Bank (OERB) and Homework Help Initiative.
- Professional Learning Groups (PLGs) continue to meet in families of schools (Grades 7-10), in an effort to focus research-based instructional practice strategies in mathematics that will improve student achievement as all students transition into secondary school.

6. Secondary Credit Accumulation Data

Credit accumulation is a leading indicator of student achievement towards graduation. The 2012-2013 Board Improvement Plan sets the following goals for credit accumulation:

- 87% of Grade 9 students will earn four or more credits by the end of their first semester in secondary school.
- 79% of Grade 10 students will earn 12 or more credits by the end of their first semester of their Grade 10 year in secondary school.





6.1 Summary and Analysis of Credit Accumulation

More Grade 9 students continue to earn their maximum credits attempted by the end of first semester. Early data shows overall Grade 10 credit accumulation reflecting previous performance.

6.2 Next Steps

The following steps are in addition to those outlined in Student Achievement Report No. 102-12:

- Student Success Teams and Student Services staff will continue to identify and offer programming to students in an effort to recover a lost credit.
- Student Services staff will continue to work with families of schools, students and parents/guardians in an effort to ensure proper course selection at the appropriate level.
- School and department Professional Learning Communities will continue to focus on student work and improving student achievement through research-based best instructional practices such as differentiated instruction.
- Areas of instructional need will continue to be identified to support the achievement of students in courses where there has been a decline.
- School leaders will continue to utilize the School Effectiveness Framework to support student learning and achievement.

7. Conclusion

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

Respectfully submitted,

ROBIN TABOR-JOHN
Elementary Program Coordinator

PAUL TSEKOURAS
Secondary Program Coordinator

NICOLE WALTER-ROWAN
Program Coordinator

ANDREA PUGLIESE
Special Education Officer

SHERRI-LYNNE PHARAND
Superintendent of Education

IAN MACRAE
Superintendent of Education

COLLEEN KAPPEL
Superintendent of Education

CATHERINE SIEMIENIUK
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2013 APR 9
Report No. 040-13

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

RE: SECONDARY PROGRAM REPORT

1. Background

- 1.1 Lakehead Public Schools is committed to the success of every student.
- 1.2 An initial board report on secondary programs was presented on September 27, 2011. Report No. 116-11 outlined the guiding principles that are supported by Lakehead District School Board in the secondary program planning for all students. The report also indicated the need for recommendations to enhance program options and delivery.
- 1.3 An interim report was presented on March 27, 2012 that provided short term secondary program recommendations for the 2012-2013 school year.
- 1.4 A final report on Special Education Program Review was presented to the Board on October 9, 2012. Report No. 103-12 identified five areas for next steps that will guide the work of the Special Education Department: Program, Student Supports, System Processes, Mental Health and Communication.
- 1.5 Secondary programs are informally reviewed annually by school and central staff to ensure high quality programming that supports student success. The findings of these informal reviews inform the annual course calendar at each secondary school.

2. Situation

- 2.1 Ongoing discussions of secondary programs with Secondary Principals and central staff were held to:
 - align future secondary program planning 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 secondary programs, facilities and delivery models.

2.2 In addition to the annual informal review that informs the school course calendar process, the following additional information was examined to inform long term secondary recommendations for Lakehead District School Board:

- long term enrolment projections;
- organizational and statistical data pertinent to Lakehead District School Board's secondary programs;
- current program delivery models, financial expenditures, Board and school improvement plans;
- 2013-2014 applications for additional programs;
- achievement and program selection data of students; and
- any other information deemed relevant to enhance understanding of how programs and opportunities are delivered within Lakehead District School Board.

2.3 This report provides the final recommendations for Secondary Programs. Previous reports presented to the Board included an initial report (Report No.116-11) at the September 27, 2011 Regular Board Meeting and an interim report (Report No. 044-12) at the March 27, 2012 Regular Board Meeting.

3. Strengths

Through data analysis, student course selection and program review, various strengths were identified. These include:

3.1 Programming

- 3.1.1 Specialized, innovative and exciting programming exists for all students.
- 3.1.2 Team approach to meet the needs of each student.
- 3.1.3 Continuous evaluations of programs to ensure the needs of students are being met.

3.2 Student Supports

- 3.2.1 Student Success teams in all secondary schools.
- 3.2.2 Strong community partnerships.
- 3.2.3 Dedicated, professional staff committed to student success.

3.3 System Processes

- 3.3.1 Student focused processes that support the belief that all students can learn.
- 3.3.2 Excellent professional development opportunities.
- 3.3.3 Committed focus on Grade 8 to 9 transition processes.
- 3.3.4 Established active Family of Schools networks.

4. Recommended Next Steps

This report identifies the following four areas for next steps: Program, Student Supports, System Processes and Communication. An action plan will be developed to respond to the recommendations that allow school and central staff to continue to support, monitor and adjust secondary programs accordingly.

4.1 Program

- 4.1.1 Coordinate course offerings within and across schools that support student voice.
- 4.1.2 Continue to promote and support research-based professional learning that enhances instructional practices.
- 4.1.3 Embrace 21st century teaching and learning.
- 4.1.4 Annually review facility appropriateness, program delivery models, and location for all secondary programs to ensure space and program needs are met.
- 4.1.5 Enhance community partnerships that support student success.

4.2 Student Supports

- 4.2.1 Provide Grade 7-12 students with an online method for career and pathway planning.
- 4.2.2 Provide Grade 7-12 staff training on individualized pathway planning for all students.
- 4.2.3 Enhance alternative re-engagement opportunities for early school leavers.
- 4.2.4 Continue to support schools in promoting a safe and caring learning environment by implementing a comprehensive Mental Health Strategy, with the assistance of the Mental Health Leader and the Mental Health Steering Committee.

4.3 System Processes

- 4.3.1 Ensure that alternative, system and specialized programs support the learning of all students.
- 4.3.2 Support transition planning from elementary to secondary school and from secondary school to post-secondary destinations.
- 4.3.3 Liaise with Aboriginal Transition Committee to support students from northern communities.

4.4 Communication

4.4.1 Continue to provide opportunities for student voice.

4.4.2 Maintain and enhance strong lines of communication around secondary program opportunities and developments for students, parents and staff.

5. Conclusion

Lakehead District School Board is committed to high quality programs that meet the needs of all learners. The Board will continue to monitor secondary programs, delivery models and enrolment projections to ensure student success and well-being for our students.

Respectfully submitted,

PAUL TSEKOURAS
Secondary Program Coordinator

IAN MACRAE
Superintendent of Education

SHERRI-LYNNE PHARAND
Superintendent of Education

CATHERINE SIEMIENIUK
Director of Education



ABORIGINAL EDUCATION ADVISORY COMMITTEE MINUTES

- DATE:** Friday, January 18, 2013 – Board Room, Education Centre
- MEMBERS PRESENT:** Marg Arnone, Kathy Beardy, Elliott Cromarty, Pauline Fontaine, Sylvia O'Meara, Sherri-Lynne Pharand, Dolores Wawia
- ALTERNATES PRESENT:** Jennifer Barry, Lori Lukinuk
- ABSENT WITH REGRET:** Ellen Chambers, Serena Essex, Tiffany Gordon, Agnes Hardy, Ron Oikonen, Suzanne Tardif, Margaret Vincent, Beverley White-Kokeza
- RESOURCE:** Suzanne Eddy, Amy Farrell-Morneau, JoJo Guillet, Senator Robert McKay, Nicole Walter-Rowan
- GUESTS:** Mary-Beth Minthorn-Biggs, Cathi Siemieniuk, Linda Karlstedt, Riley Lucas, Jodie Cataldo, Nancy Coulter, Margarita Wilson

AGENDA ITEM	DISCUSSION	ACTION
1. Opening Exercises	<ul style="list-style-type: none"> Sherri called the meeting to order and called upon Senator McKay to conduct the opening. 	
2. Welcome and Introductions	<ul style="list-style-type: none"> Sherri welcomed everyone to the meeting and thanked Senator McKay for the opening. Introductions were made around the table. Regrets and substitutions were noted and the attendance sheet was circulated. 	
3.1 Approval of Agenda - January 18, 2013	<ul style="list-style-type: none"> Moved by Pauline Fontaine and seconded by Serena Essex, that the agenda for the January 18, 2013 meeting be approved. Carried. 	
3.2 Approval of Minutes - December 20, 2012	<ul style="list-style-type: none"> Moved by Sylvia O'Meara and seconded by Elliott Cromarty, that the minutes of the December 20, 2012 meeting be approved. Carried. 	
4. Correspondence File	<ul style="list-style-type: none"> Correspondence file was circulated. 	
5. Presentations: 5.1 Strategic Plan	<ul style="list-style-type: none"> Director of Education, Cathi Siemieniuk, provided a brief presentation on the Strategic Plan that will be going to the Board on January 22, 2013. Questions from the group were addressed. 	

AGENDA ITEM	DISCUSSION	ACTION
5.2 Mental Health Initiative Presentation	<ul style="list-style-type: none"> • Mary-Beth Minthorn-Biggs, Mental Health Lead, provided a power point presentation on the Mental Health initiative she is working on with our Board. • Programs and interventions are provided to ensure our students succeed in whatever they choose to do. • A Mental Health Steering Committee was formed in 2011-2012 comprised of a Superintendent, Vice Principal, Teacher, Community members, Attendance Counsellor and the Special Education Officer. • The Board currently has a Mental Health Nurse in our high schools and plans are in place to have a second nurse by the end of February 2013. • The Mental Health nurses will also work in conjunction with the Emergency Department at our local hospital to put services in place for students when they return to school. • Questions from the group were addressed. Sherri thanked Mary-Beth for her very informative presentation and provided an invite to return to a future meeting with updates on this initiative. 	
5.3 Books with No Bounds	<ul style="list-style-type: none"> • Julia and Emma Mogus, two sisters from White Oaks Secondary School in Oakville, Ontario founded “Books with No Bounds”. They collect new or like new children’s books and, in partnership with Wasaya Airways, send them to First Nation Communities in Northern Ontario. • To support Julia and Emma, Linda Karlstedt, Principal of Westgate High School, Riley Lucas, Teacher, Jodi Catoldo, Library Tech., Nancy Coulter, Secretary and Margarita Wilson, Student, held a book drive at Westgate High School and collected 1300 books which were sent to John C. Yesno Education Centre in Eabamengoong Fort Hope. Another 600 books are ready to be sent to Martin Falls. This was made possible through partnership with Wasaya Airways who paid 90% of the shipping costs and the school fund raised the remaining 10%. • Books that were deemed inappropriate, have been donated to the Faye Peterson Transition Home. • Sherri expressed thanks to the group for their commitment and enthusiasm to this project. • Wasaya has offered to fly both Emma and Julia to the Northern Communities where the books have been donated. • More information on this worthwhile project can be found on Julia and Emma’s facebook page at www.facebook.com/bookswithnobounds. 	

AGENDA ITEM	DISCUSSION	ACTION
<p>6. Business Arising from the Minutes:</p> <p>6.1 Handbook</p>	<ul style="list-style-type: none"> • Amy provided an update on the status of the handbook. • The War of 1812 has been included – key Aboriginal figures. • Launch of the revised handbook will be at Lakehead University March 21, 2013 and will include a celebration and display of all of the artwork by students. • Invitations to the event will be going out early March. 	
<p>6.2 Voluntary Staff Self I.D. Policy</p>	<ul style="list-style-type: none"> • Defer to March 21, 2013 meeting. 	
<p>6.3 PIC Funding</p>	<ul style="list-style-type: none"> • JoJo Gillet provided an update on ideas for PIC funding: • Support the work of the Family Connections program with print and advertising costs – the engagement connection includes working with parents to possibly expand/extend Family Connection programs to other school sites working as hubs for the community. • Promoting the program to extend to and include parents registering for Kindergarten. • Include provision of resources to be used by parent council groups at school level. • The Committee was in agreement to use the funds from PIC to support the Family Connections program. 	
<p>7. New Business:</p> <p>7.1 Promoting Healthy Relationships</p>	<ul style="list-style-type: none"> • Defer to next meeting. 	
<p>7.2 Kindergarten Night</p>	<ul style="list-style-type: none"> • Volunteers are required for the AEAC booth at Kindergarten Information Night at the Valhalla Inn on Monday, February 4, 2013. • Pauline Fontaine offered to help out at the AEAC booth. • Members were asked to e-mail Judy if they were available to volunteer that evening. 	
<p>8. Ongoing Business:</p> <p>8.1 Transitions Update</p>	<ul style="list-style-type: none"> • Amy advised that the Committee will be meeting February 15, 2013. • Student Information form will be brought for feedback. • Welcome Kits will be reviewed for content – what they would like to see 	

AGENDA ITEM	DISCUSSION	ACTION
	<p>included in them.</p> <ul style="list-style-type: none"> • Amy and JoJo will be visiting Armstrong – will schedule other northern community visits. • It is hoped to have registrations in by February from tuition agreement communities—it is easier to build a timetable and remove the student in September if they are unable to find a boarding home. 	
<p>9. Information and Inquiries</p> <p>9.1 Northern Ontario Medical School</p>	<ul style="list-style-type: none"> • Senator McKay shared information re applications to the Northern Ontario Medical School. • 1,974 applications were received, over 40 of which were from Aboriginal students. Out of these 40, 25 will be invited for an interview. 	
<p>10. Closing Exercises</p>	<ul style="list-style-type: none"> • Closing exercises were conducted by Senator McKay. 	
<p>11. Next Meeting</p>	<ul style="list-style-type: none"> • Thursday, March 21, 2013 – 9:30 a.m. – 12:00 p.m., Board Room, Education Centre. 	<p>All</p>
<p>12. Adjournment</p>	<ul style="list-style-type: none"> • The meeting adjourned at 12:00 p.m. 	

LAKEHEAD DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE

Jim McCuaig Education Centre
Thunder Bay, Ontario

2013 FEB 20

MEMBERS PRESENT:

Theresa Graham (Vice Chair)
David Fulton
Pat Johansen (Trustee)
Sheila Marcinyshyn

Shauna Murphy-Crupi
Mike Otway
Jack Playford (Trustee)

ABSENT WITH REGRET:

Laura Sylvestre (Chair)
Marg Arnone (Trustee)
Miranda Myers
Colleen Valiquette

OTHERS PRESENT:

Colleen Kappel
Andrea Pugliese
Trustee Lori Lukinuk

1. **Call to Order**

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

2. **Approval of the Agenda**

Moved by Trustee Pat Johansen

Seconded by David Fulton

“THAT the agenda for the February 20, 2013 SEAC meeting be approved.”

CARRIED

3. **Declarations of Conflict of Interest**

There were no declarations of conflict of interest.

4. **Presentations**

The Transitions Planning presentation was postponed to a future meeting.

5. Approve of the Minutes

Moved by Trustee Pat Johansen

Seconded by Mike Otway

“THAT the minutes of the January 16, 2013 SEAC meeting be approved.”

CARRIED

6. Business Arising From the Minutes

6.1 SEAC Member Recruitment Advertisement

Theresa Graham advised members that an application for SEAC membership has been forwarded to the Board for approval at the February 26, 2013 Regular Board Meeting.

6.2 SEAC Guest Speaker Event

Colleen Kappel, Superintendent of Education, presented the draft poster advertising the guest speaker. Upon review of the poster, changes were noted. A revised poster will be sent to members via email for their input in order to distribute the information as quickly as possible. The event will take place at the Superior CVI Cafetorium. A shortened SEAC meeting will take place at Superior CVI prior to the presentation. Registration questions were also provided to members and input was noted. A feedback form will be distributed as attendees enter the facility the evening of the presentation.

6.3 Kindergarten Registration Evening

Andrea Pugliese, Special Education Officer, provided information to members on the Kindergarten Registration Evening held Monday, February 4, 2013. Laura Sylvestre, Chair of SEAC, attended the event and representing SEAC.

6.4 Dr. Gabor Maté Session – May 9, 2013

Sheila Marcinyshyn expressed interest in attending the event on behalf of SEAC. Shauna Murphy-Crupi, also requested to attend the event. Ms.Haven will follow up with both members regarding registration.

7. Correspondence

The correspondence folder was distributed to members for their perusal.

8. Advocacy Tracking

The Advocacy Tracking template was circulated to members for completion.

9. Special Education Pamphlets

Andrea Pugliese, Special Education Officer, presented three Special Education pamphlets for members review and input:

- Special Education – Elementary and Secondary;
- Individual Education Plan – A Guide For Parents; and
- Identification Placement Review Committee.

Revisions to the pamphlets were noted. Members requested that pamphlets be provided and explained to parents/guardians during a face-to-face meeting with school staff. It was also suggested that the SEAC Advocate list be provided to parents/guardians at the same time. Revised pamphlets will be brought to the March 20, 2013 SEAC meeting for approval.

10. 2012-2013 SEAC Work Plan – Review Record of Progress

The 2012-2013 SEAC Work Plan was reviewed. Changes were noted. To date, SEAC members are on track with the Work Plan.

11. Information/Inquiries & Association Reports

- 11.1 Theresa Graham informed members that Children's Centre Thunder Bay is celebrating their 25th Anniversary in 2013. A dinner is scheduled for April 18, 2013 and a guest speaker, Juli Alvarado, is also scheduled for April 19, 2013. Information regarding Juli Alvarado will be forwarded to members via email.
- 11.2 Trustee Pat Johansen informed members about the Kingfisher Open House which will take place on Saturday, February 23, 2013 at the Kingfisher Outdoor Education Centre. Transportation will be provided for those who require it departing from Westgate CVI and Hammarkjold High School. Everyone is welcome to attend.
- 11.3 Sheila Marcinyshyn informed members that Anishnawbe Mushkiki's Family Day at Fort William Historical Park was well received.
- 11.4 Trustee Jack Playford inquired about letters in the SEAC correspondence folder and if SEAC had addressed them. The two letters were:
1. Correspondence from Hamilton-Wentworth Catholic DSB to the Ministry of Community and Social Services regarding the Termination of Special Services At Home, Barriers in Applying to the Developmental Services Ontario, Waiting Lists After School, and Inadequate Funding For Those With Severe Disabilities.
 2. Correspondence from Upper Grand DSB requesting the Minister consider reviewing the health curriculum to see where discussion with students about Fetal Alcohol Spectrum Disorders may best fit prior to Grade 11, and that the Ministry consider making comprehensive

Special Education preparatory courses a mandatory pre-service program for all Teachers Colleges in Ontario.

Discussion ensued. Members, by consensus, agreed to send letters of support pertaining to these two items with a copy to the Ontario Public School Boards' Association. Draft letters will be sent to members for review. A request will then be forwarded to the Board to submit the letters of support.

12. SEAC Budget 2012-2013

Theresa Graham, Vice Chair of SEAC, provided the status of the SEAC budget.

13. Policy Review – Harassment and Human Rights Policy

SEAC members were provided with a hard copy of the Harassment and Human Rights policy, procedures and appendices. As input is due on March 27, 2013, it was agreed to include this item on the March 20, 2013 SEAC meeting. This will provide members an opportunity to review the documents to determine if there is feedback to submit.

14. Board Update

Trustee Pat Johansen provided information to members on the January 22, 2013 Regular Board Meeting. Reports addressed at this meeting included:

- First Nations, Métis, Inuit Audit;
- Aboriginal Education;
- AEAC Minutes – November 16, 2012;
- PIC Minutes – November 19, 2012;
- Full time Kindergarten for 2013-2014;
- Age Friendly Thunder Bay;
- Approval of Policies 8070 Safe Schools System Expectations and 8071 Bullying Prevention and Intervention; and
- Revisions to the Multi-Year Strategic Plan.

15. Adjournment

Moved by Trustee Pat Johansen

Seconded by Sheila Marcinyshyn

“THAT we do now adjourn at 7:37 p.m.”

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2013 APR 9
Report No. 039-13

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

RE: POLICY REVIEW 7030 HARASSMENT AND HUMAN RIGHTS POLICY

1. Background

- 1.1 The Harassment and Human Rights Policy was first created in 1994 and has seen two revisions since then.
- 1.2 The Harassment and Human Rights Policy adheres to the expectations of the Ontario Human Rights Code.

2. Situation

- 2.1 The policy was sent to stakeholders and placed on the Board website for feedback and input on February 06, 2013.
- 2.2 The policy was presented to the Success Advisory Committee at the March 07, 2013 meeting.
- 2.3 The policy was removed from the Board's website on March 27, 2013.
- 2.4 No feedback was received from any constituent groups.
- 2.5 7030 Harassment and Human Rights revised policy is attached as Appendix A and the procedures as Appendix B.

3. Next Steps

The policy and procedures will continue to be used to deal with issues involving harassment within the Board.

4. Conclusion

The Harassment and Human Rights Policy and Procedures 7030 are an effective tool that allows the Board to handle issues of harassment as they are brought forward by students, staff, and other users, in a manner consistent with the expectations of the Ontario Human Rights Code.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 7030 Harassment and Human Rights policy, Appendix A to Report No. 039-13.

Respectfully submitted,

CHARLES BISHOP
Education Officer

IAN MACRAE
Superintendent of Education

CATHERINE SIEMIENIUK
Director of Education

DRAFT – APRIL 9, 2013

HARASSMENT AND HUMAN RIGHTS POLICY**7030**

1. Rationale

Lakehead District School Board must provide and maintain a working and learning environment (“workplace”) where employees and students are free from harassment or intimidation. The Board respects the dignity and human rights of all individuals and recognizes that harassment negatively affects working relationships, the learning process and personal well-being. The Board is committed to creating a workplace that values diversity.

2. Policy

It is the policy of Lakehead District School Board to adhere to the Ontario Human Rights Code in that all employees, students, prospective employees, Trustees, volunteers, visitors, parents, contractors and all other users that are involved with the Lakehead District School Board have the right to freedom from harassment because of sex/***pregnancy***, race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, age, record of offences, marital status, family status, disability, sexual orientation, or gender identification, ***or gender expression***. Harassment will not be tolerated.

3. Guiding Principles

- 3.1 Employees, students and other users shall behave in a manner that is socially and professionally acceptable in the workplace.
- 3.2 Employees, students, and other users will strive to foster a respectful workplace through the prevention and prompt resolution of harassment. Complaints will be taken seriously and handled professionally.
- 3.3 The Board shall provide a mechanism for complainants to lodge an informal complaint.
- 3.4 The Board shall provide a mechanism for complainants to lodge a formal complaint.
- 3.5 The Board shall provide a fair and objective formal process for dealing with alleged incidents of harassment.
- 3.6 Confidentiality will be maintained to every extent possible, but it should be understood that the nature of the investigation may be expanded beyond the complainant(s) and the respondent(s) to verify factual information.

PERSONNEL & EMPLOYEE RELATIONS

7000

Appendix A to
Report No. 039-13

DRAFT – APRIL 9, 2013

HARASSMENT AND HUMAN RIGHTS POLICY

7030

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>
Procedures 7030	April 19, 1994	Ontario Human Rights Code
<i>Equity and inclusive Education 1020</i>		
Antiracism and Ethno-Cultural Equity 8060	<u>Date Revised</u> June 22, 2004 April 22, 2008	
Safe Schools – <i>System Expectations Act</i> 8070		
<i>Bullying Prevention and Intervention 8071</i>		

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DRAFT – APRIL 9, 2013**HARASSMENT AND HUMAN RIGHTS
PROCEDURES****7030**

1. Policy

Lakehead District School Board adheres to the Ontario Human Rights Code in that all employees, students, prospective employees, Trustees, volunteers, visitors, parents, contractors and all other users that are involved with the Lakehead District School Board have the right to freedom from harassment because of sex/**pregnancy**, race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, age, record of offences, marital status, family status, disability, sexual orientation, ~~or~~ gender identification, **or gender expression**. Harassment will not be tolerated.

1.1 Scope

This policy not only applies to complaints from victims of alleged harassment, but wherever there is a reason to believe that harassment is occurring. Examples are:

- where a person in a position of authority detects evidence of harassment within his or her own department or school;
- where harassment is witnessed; and,
- where, over a period of time, a series of complaints, although all resolved individually, are filed against the same person.

2. Definitions

For the purpose of this policy and corresponding procedures:

- 2.1 Human Rights Harassment means engaging in a course of a vexatious comment or conduct that is known to be or ought reasonably to be known to be unwelcome to an individual or group, whether intended or not, based on: race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, gender identification, sexual orientation, age, marital status, family status, disability and/or record of offences.
- 2.2 Personal Harassment is defined as "offensive comments or actions which intimidate, demean, humiliate or coerce."
- 2.3 Sexual Harassment is defined as unwelcome conduct of a sexual nature that detrimentally affects the work environment including: "any sexual solicitations, advances, remarks or actions that are demeaning or intimidating."
- 2.4 Workplace is defined as any place where students, employees and other users work, learn or perform work or learning related duties or functions, including "all schools, Board property, Board offices, business trips, conferences, seminars, co-op placements, social and extra-curricular events that arise out of Lakehead District School Board involvement".

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- 2.5 Student is any person, regardless of age, who is enrolled in any program offered by the Board.
- Employee includes all persons employed by the Board.
- 2.6 Record of offences means a conviction for:
- (a) an offence in respect of which a pardon has not been granted under the Criminal Records Act (Canada) and has not been revoked; or
 - (b) an offence in respect of any provincial enactment.
- 2.7 Other Users include all persons who are neither students nor employees while on Board premises or attending Board or school programs/functions at other premises in a business/social community relationship with the Board.
- 2.8 Gender Identity or Gender Identification means one’s internal and psychological sense of oneself as being either male or female or neither. This is not related to sexual orientation.
- 2.9 Sexual Orientation encompasses the range of human sexuality, including who is desired to have as a partner, both sexually and emotionally.
- 2.10 LGBT **TIQQ** is a short form used generally to describe: Lesbian (a woman who forms sexual and emotional relationships with women), Gay (a man who forms sexual and emotional relationships with men), Bisexual (an individual who is attracted to and may form sexual and affectionate relationships with both males and females), Transgender (people who do not identify with the gender roles assigned to them based on their biological sex), Transsexual (people who present themselves and live in the gender opposite to what they were genetically assigned at birth. Transsexuals may have gender reassignment surgery to make their bodies fit their true gender), Two-spirited (term used by Aboriginal people to describe lesbian, gay, bisexual, or transgendered people), Intersex (people who are born with a combination of male and female anatomy), Queer (short for LGBT **TIQQ**, also a term used as an individual label and a positive socio-political movement related to LGBT **TIQQ** people), and Questioning (a term used by those who are in the process of questioning their sexual orientation and gender identity).
- 2.11 Heterosexual **refers to** an individual who forms sexual and emotional relationships with people of the opposite gender.
- 2.12 Heterosexism is the belief that heterosexual is the preferable or superior sexual orientation and is a form of homophobia.

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2.13 Homophobia is the irrational fear and/or hatred of, aversion to or discrimination against people who are not heterosexual.

2.14 *Transphobia is an irrational fear of, and/or hostility towards, people who are transgender or who otherwise transgress traditional gender norms.*

3. Guiding Principles

3.1 Employees, students and other users shall behave in a manner that is socially and professionally acceptable.

3.1.1 Victims of harassment can be anyone at any level of the organization or school system (e.g. student, peer, co-worker, supervisor, visitor, or volunteer). Throughout this document, complainant refers to the alleged victim of harassment.

3.1.2 Perpetrators of harassment can be anyone at any level of the organization or school system (e.g. student, peer, co-worker, supervisor, visitor, or volunteer). Throughout this document, respondent refers to the alleged perpetrator of harassment.

3.1.3 Examples of harassment may include (but are not limited to the following):

- unwarranted touching;
- requests for sexual favours, sexual advances, innuendos, or quid pro quo (the promise of something in return for something else);
- repeated unwanted social invitations or requests;
- expressions of bias or prejudice;
- off-colour jokes;
- remarks about an individual's appearance, race, ethnic origin, religion, sexual orientation, perceived sexual orientation or personal life situation;
- display of pictures, cartoons or graffiti that are offensive;
- inappropriate language;
- stalking; and/or
- threats of physical behaviour.

3.1.4 Some examples of what harassment is not:

- an occasional or casual compliment or remark;
- good natured jesting or flirting that is acceptable to all parties;
- normal exercise of supervisory responsibility, including direction, counselling, training, evaluation or discipline. This includes those duties required by teachers and other related educational employees of students (i.e., questioning about homework assignments, etc.); and
- any voluntary interactions between consenting employees.

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3.1.5 This policy is not intended to constrain positive social interactions in the workplace.

3.2 Employees, students and other users will strive to foster a respectful workplace through the prevention and prompt resolution of harassment. Complaints will be taken seriously and handled professionally.

3.2.1 Administrative Responsibilities:

- Administration will disseminate the harassment policy throughout the Lakehead District School Board.
- Administration will ensure that individuals who may be impacted by this policy have an awareness of the policy, their responsibilities under the policy and an understanding of the complaint resolution procedure.
- Administration will administer the policy according to the procedures, and will remain fair and objective during all stages of the investigation process.
- To ensure professionalism and consistency, training may be provided for all investigators of harassment incidents.

3.2.2 Responsibilities of Students, Employees and Other Users:

- follow the applicable Code(s) of Conduct;
- treat all individuals fairly, and with dignity, while respecting and valuing differences in individuals;
- demonstrate courtesy and self discipline in actions and words;
- respect Board property and the property of individuals;
- stop behaviour if advised that it is inappropriate, unwelcome, etc.; and
- challenge harassment when it happens, and refuse to participate in potentially harassing behaviour.

3.2.3 Rights of Complainants and Respondents (not specifically set out in these procedures):

- to be kept up-to-date of the investigation process in a timely fashion;
- to be provided with a summary copy of the final report findings (for formal complaints);
- to have disciplinary/remedial sanctions imposed remain in confidence, and not disclosed to the complainant (or to the respondent in cases of malicious or bad faith complaints); and
- to be informed of the differences between the informal and formal investigation processes.

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- 3.2.4 A Complainant's Possible Choices of Action may include:
- consulting with a peer;
 - confronting harasser;
 - speaking to a union representative;
 - approaching the Supervisor/Principal or other person in position of authority;
 - approaching appropriate legal authorities e.g. Police, Ontario Human Rights Commission; and
 - at their own expense, choose to contact a lawyer to discuss legal rights and/or civil action.
- 3.2.5 Whistleblower Protection: An employee or student of the Lakehead District School Board who comes forward in good faith with reports or concerns about compliance of this policy and or procedure shall not be subject to reprisal or retaliation for making such a report.
- 3.3 **INFORMAL COMPLAINT PROCESS** (see Appendix A and Appendix B)
The Board shall provide a mechanism for complainants to lodge an informal complaint.
- 3.3.1 The key to the informal resolution phase is that there is no formal investigation procedure. There is nothing in this process that would prevent a complainant from by-passing the informal resolution stage and proceeding directly to the formal investigation stage.
- 3.3.2 Complainants are encouraged to resolve their concerns first by confronting the respondent. If this does not result in the end of the harassment or if the complainant is uncomfortable confronting the harasser, alternate methods of reporting are available. Complainants are encouraged to keep a record of dates, times, places and witnesses of the harassment, as well as specific details.
- 3.3.3 If the complainant is not satisfied with the results of the above process, or is uncomfortable confronting the harasser, the harassment can be reported to a resource person (the Principal, Vice Principal, Supervisor, Manager or a union representative, if applicable).
- 3.3.4 Once the harassment has been reported, an informal resolution will be sought, (if appropriate) with the involvement of the appropriate Principal, Vice Principal, Supervisor, or Manager (e.g. complainant confronting respondent alone or with staff person, respondent apologizing to complainant).
- 3.3.5 The complainant will be informed of:
- the Board harassment policy and procedures;
 - limits to the confidentiality of the process (see 3.6);

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PROCEDURES****7030**

- the right to counselling provided by the Board;
- the right to withdraw the complaint at any time;
- the right to representation by any person of their choice at any time during the process and/or in accordance with collective agreement provisions; and
- the right to initiate a formal written complaint.

3.3.6 The respondent will be informed of:

- the Board harassment policy and procedures;
- limits to the confidentiality of the process (see 3.6);
- the right to counselling provided by the Board;
- the right to representation at any time during the process by any person of ~~their~~ **his/her** choice and/or in accordance with collective agreement provisions; and
- the nature of the allegation, and who has lodged the complaint.

3.3.7 Once the Principal, Vice Principal, Supervisor, or Manager of the respondent is made aware of the allegation, an attempt to resolve the conflict informally will be used. Informal resolutions can come about through communicating with the respondent.

3.3.8 If the complaint cannot be resolved informally, to the satisfaction of the complainant, the complainant can choose to lodge a formal written complaint, and therefore, proceed to the formal complaint stage.

3.4 **FORMAL COMPLAINTS** (see Appendix A and Appendix B)

The Board shall provide a mechanism for complainant to lodge a formal complaint.

3.4.1 Student complainants should send a written copy of the complaint, describing the incident(s), witnesses and steps already taken to resolve the matter, to their Principal or Vice Principal directly. If assistance is required in reporting the complaint, the student should contact the school administration directly, or through his/her representative (i.e. parent, teacher, etc.). If the Principal is the alleged harasser, then the complaint letter should be sent directly to the appropriate Superintendent.

3.4.2 Employee complainants should send a written copy of the complaint, describing the incident(s), witnesses and steps already taken to resolve the matter, to the appropriate Superintendent.

3.4.3 Other user complainants should send a written copy of the complaint, describing the incident(s), witnesses and steps already taken to resolve the matter, to the appropriate Superintendent.

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- 3.5 The Board shall provide a fair and objective formal process for dealing with alleged incidents of harassment.

Principals, Vice Principals, Supervisors, and Managers will adhere to the following procedures when dealing with a formal complaint.

3.5.1 Investigation Guidelines

- a) The investigation of any allegation of harassment must be consistent with current collective agreements and the doctrine of "procedural fairness".
- b) All complaints should be reported within six months of the most recent alleged harassing behaviour, though individual circumstances will be considered (e.g. if there has been a pattern of incidents involving a particular person). Prompt reporting is encouraged as it allows for more thorough and accurate investigations. Investigations will be conducted within a reasonable timeframe, respecting both the need for a prompt resolution and the need for a thorough and complete investigation.
- c) All information will be gathered and dealt with in accordance with the Municipal Freedom of Information and Protection of Individual Privacy Act. Records of investigation will be kept (3.5.5.5).
- d) All actions must be premised on the need to protect the parties involved in the situation.
- e) The lead investigator holds the files and maintains confidentiality, except where outside agencies have the right to information.

3.5.2 Formal Employee Complaints

- 3.5.2.1 Participants involved in the formal investigation procedure will include the complainant, the respondent, witnesses (if any), their representatives and/or in accordance with the collective agreement, and an **investigator or** investigation team. **The investigator or** ~~m~~Members of the investigation team should not be directly involved with the complainant or respondent (i.e. in a direct report relationship). All efforts will be made to ensure that the investigator(s) is an impartial third party.
- 3.5.2.2 Once a formal written complaint is received, the appropriate Superintendent appoints an ~~Lead~~-investigator or an investigation team, **with an identified lead investigator.**

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- 3.5.2.3 The *investigator*/investigation team meets with the Principal/Supervisor/Manager to discuss the issue. All those involved will keep detailed notes pertinent to the investigation as outlined in “records of investigation” (see 3.5.5.5).
- 3.5.2.4 The *investigator*/investigation team will meet with the complainant to get clarification of issues that may be unclear, and inform the complainant of the information contained in section 3.3.5.
- 3.5.2.5 The *investigator*/investigation team will meet with the respondent in the absence of the complainant, and inform the respondent of the information contained in 3.3.6. A copy of the formal signed complaint will be submitted to the respondent, indicating: the name of the complainant and respondent, the places, times, dates and nature of the alleged incidents being investigated. A copy of the harassment policy and procedure will also be provided. The respondent may (at any stage of the investigation) respond to the allegations.
- 3.5.2.6 The *investigator*/investigation team conducts further fact finding meeting(s) to ascertain the severity of the situation, interview potential witnesses, etc.
- 3.5.2.7 Where an employee respondent has elected (in writing) not to accept representation from his/her union or employee group, the union or employee group will be informed by the investigator.
- 3.5.2.8 Once the *investigator*/investigation team has conducted adequate research, a final report of the investigation will be prepared, including the results of the fact finding meeting(s). A summary of the report findings will be provided to the complainant, respondent and the appropriate Superintendent. This summary will respect confidentiality to every extent possible.
- 3.5.2.9 Appropriate disciplinary/remedial sanctions are implemented. A record of the disciplinary actions will be placed in the employee’s personnel file. It should be noted that the complainant will not be informed of the disciplinary sanctions imposed on the respondent.
- 3.5.2.10 Where a resolution cannot be reached, or if the complainant is not satisfied with the solution, an outside agency may become involved. The Board will cooperate as required with any external proceedings (i.e. Police, Human Rights Commission).

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3.5.2.11 Should the complaint be determined to be malicious or in bad faith (unjustified), the complainant will be subject to the disciplinary actions as described in this procedure. All attempts will be made to lessen the damage done to the alleged respondent (i.e. to correct mistaken impressions, or control reputation damage).

3.5.2.12 Where a complaint has been investigated, Human Resources will maintain investigation records in accordance with 3.5.5.5.

3.5.2.13 Under Regulation 18(1) (b) of the Teaching Profession Act, a teacher must "on making an adverse report on another member, furnish that member with a written statement of the report at the earliest possible time and not later than three days after making the report."

3.5.3 Formal Student Complaints

3.5.3.1 Participants involved in the formal investigation procedure will include the complainant, the respondent, witnesses (if any) their representatives (if requested), and the Principal/Vice Principal.

3.5.3.2 Once a formal written complaint is received by the Principal/Vice Principal, the Principal/Vice Principal shall conduct an investigation. Records of the investigation will be kept by the Principal/Vice Principal (3.5.5.5).

3.5.3.3 The Principal/Vice Principal will meet with the complainant, and ask the complainant to describe, in as much detail as possible, the alleged incident(s). The Principal/Vice Principal will clearly document this meeting. The complainant may be accompanied by a support person (i.e. parent, teacher, peer support).

3.5.3.4 The Principal/Vice Principal will meet with the respondent in the absence of the complainant. A copy of the formal signed complaint will be submitted to the respondent, indicating: the name of the complainant and respondent, the places, times, dates and nature of the alleged incidents being investigated. A copy of the Harassment and Human Rights Policy and Procedures will also be provided. The respondent may (at any stage of the investigation) respond to the allegations. The respondent may be accompanied by a support person (i.e. parent, teacher, peer support, union representative if the respondent is an employee).

3.5.3.5 The Principal/Vice Principal will inform the parents/guardians of the involved parties if the student(s) are under the age of 18.

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- 3.5.3.6 The Principal/Vice Principal conducts further fact finding meetings if necessary, to ascertain the severity of the situation, and to interview witnesses, etc.
- 3.5.3.7 Once the Principal/Vice Principal has conducted adequate research, a summary of the findings will be prepared and provided to the complainant and respondent. This summary will respect confidentiality to every extent possible.
- 3.5.3.8 Appropriate disciplinary/remedial sanctions are implemented. It should be noted that the complainant should not be informed of the disciplinary sanctions imposed on the respondent.
- 3.5.3.9 Where a resolution cannot be reached, or if the complainant, and or his/her parents/guardians are not satisfied with the solution, an outside agency may become involved. The Board will cooperate as required with any external proceedings (i.e. Police, Human Rights Commission).
- 3.5.3.10 Should the complaint be determined to be malicious or in bad faith (unjustified), the complainant will be subject to the disciplinary actions as described in this procedure.
- 3.5.4 Formal Other User Complaints
- 3.5.4.1 Participants involved in the formal investigation procedure will include the complainant, the respondent, witnesses (if any), their representatives, and an *investigator*/investigation team.
- 3.5.4.2 Once a written complaint is received, the appropriate Superintendent will appoint an *investigator*/investigation team. **The investigator or m**Members of the investigation team should not be directly involved with the complainant or respondent (i.e. in a direct report relationship). All efforts will be made to ensure the investigator(s) are an impartial third party.
- 3.5.4.3 The investigator(s) **will** meet with the Supervisor/Manager to discuss the issue. All those involved will keep detailed notes pertinent to the investigation as outlined in “records of investigation” (3.5.5.5).
- 3.5.4.4 The *investigator*/investigation team may choose to meet with the complainant to get clarification on issues that may be unclear.
- 3.5.4.5 The *investigator*/investigation team will meet with the respondent in the absence of the complainant. A copy of the formal signed

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complaint will be submitted to the respondent, indicating the name of the complainant and respondent, the places, times, dates and nature of the alleged incidents being investigated. A copy of the Harassment and Human Rights Policy and Procedures will be provided as well. The respondent may (at any stage of the investigation) respond to the allegations.

- 3.5.4.6 If necessary, the *investigator*/investigation team conducts further fact finding meeting(s) to ascertain the severity of the situation, interview potential witnesses, etc.
- 3.5.4.7 Once the *investigator*/investigation team has conducted adequate research, a summary will be completed, and provided to the complainant and the respondent. This summary will respect confidentiality to every extent possible.
- 3.5.4.8 Appropriate disciplinary/remedial sanctions are implemented. It should be noted that the complainant should not be informed of the disciplinary sanctions imposed on the respondent.
- 3.5.4.9 Where a resolution cannot be reached, or if the complainant is not satisfied with the solution, an outside agency may become involved. The Board will cooperate as required with any external proceedings (i.e. Police, Human Rights Commission).
- 3.5.4.10 Should the complaint be determined to be malicious or in bad faith (unjustified), the complainant will be subject to the disciplinary actions as described in this procedure.

3.5.5 Possible Remedial/Disciplinary Actions**3.5.5.1 For employees:**

- an oral or written reprimand and/or a letter in file;
- counselling/training with an educational component focused on the impact of discrimination;
- continuing the employee in his or her assignment with precautionary measures where appropriate;
- transfer;
- demotion;
- assigning the employee to an alternate work situation;
- suspending the employee without pay; and
- dismissal.

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3.5.5.2 For students:

- an oral or written reprimand and/or a letter in OSR;
- counselling with an educational component focused on discrimination;
- informing parents where applicable according to Board policy (i.e. Freedom of Information restriction);
- suspension;
- transfer (class or school);
- ~~limited expulsion;~~
- expulsion; and
- other appropriate discipline as outlined in the Education Act, other Board policies, or applicable Code(s) of Conduct.

3.5.5.3 For other users:

- letter of disapproval and warning;
- revoking of permits or contracts;
- issuing a trespass notice; and
- other remedies as applicable by law.

3.5.5.4 The type of remedy/discipline should:

- be based on a thorough and proper investigation;
- take all relevant factors into consideration; and
- be in accordance with the principles of progressive discipline and just cause.

3.5.5.5 Records of investigation will include:

- the names of complainant(s) and respondent(s);
- the nature of the alleged harassment;
- a record of meetings, specifying meeting dates, times and names of attendees;
- a copy of any correspondence between parties;
- the present disposition of the complaint, including final resolution;
- a signed formal complaint (if applicable);
- any disciplinary action involved;
- background information gained through interviews, meetings, etc.;
- proper documentation required for both the informal process and the formal investigation; and

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- Human Resources will maintain all investigation records in a confidential file.

3.6 Confidentiality will be maintained to every extent possible, but it should be understood that the nature of the investigation may be expanded beyond the complainant(s) and the respondent(s) to verify factual information.

3.6.1 Information will only be disclosed by the Board to those necessary to the investigation. The Board cannot be held responsible for the actions of the complainant or respondent in relation to any outside agency. The Board may be legally required to provide information to an outside authority. As well, the Board may be legally required to speak to the respondent regarding the harassment and, where appropriate, take further action. It is because of these facts that absolute confidentiality cannot be guaranteed. All those that are involved with the investigation process must abide by the confidentiality guidelines.

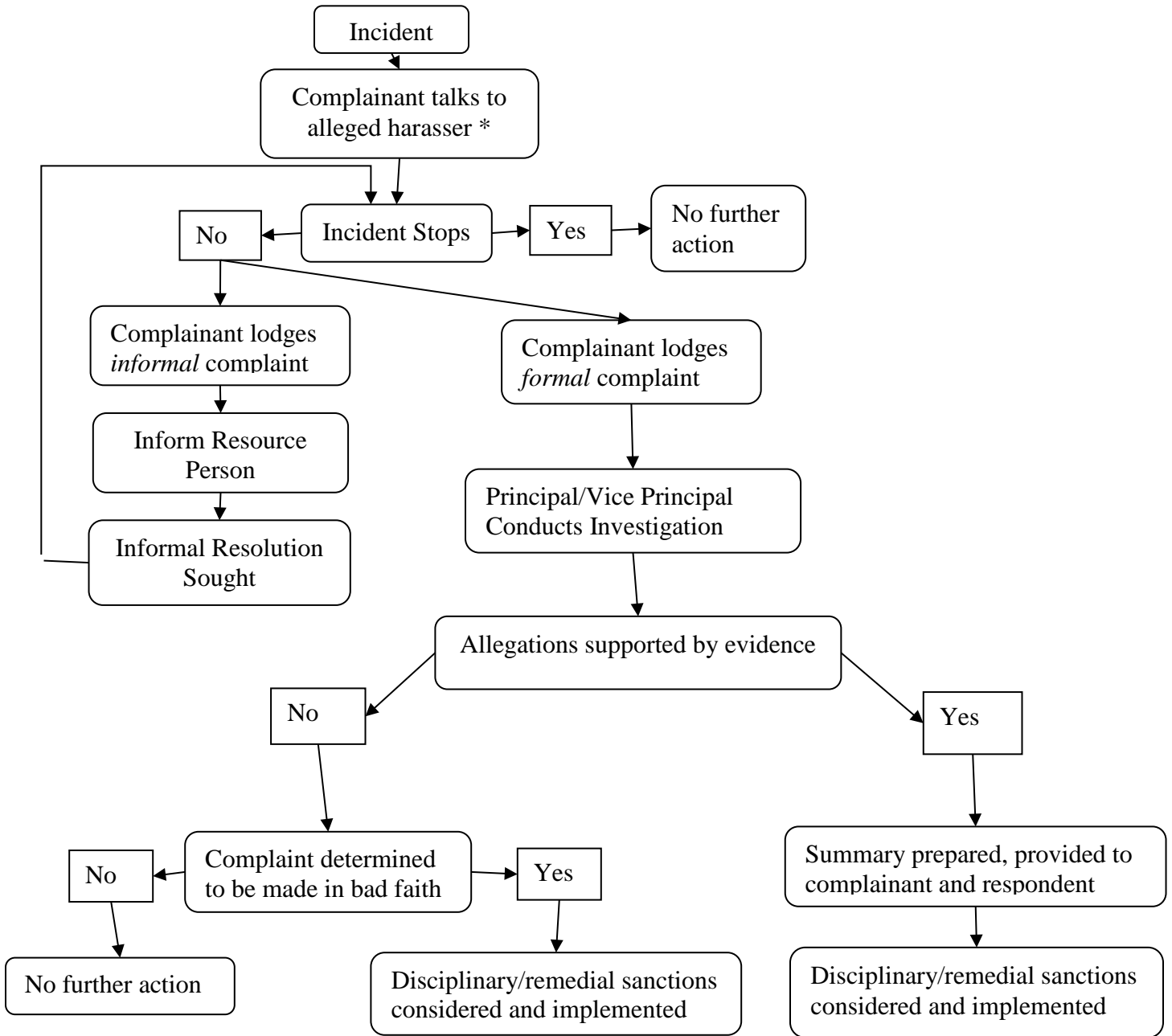
3.6.2 Regardless of the outcome of the complaint, no action will be taken against a complainant unless it can be shown that the complaint was made maliciously or in bad faith.

3.6.3 Reassignment or relocation for the safety/security of individuals involved is not considered discipline.

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

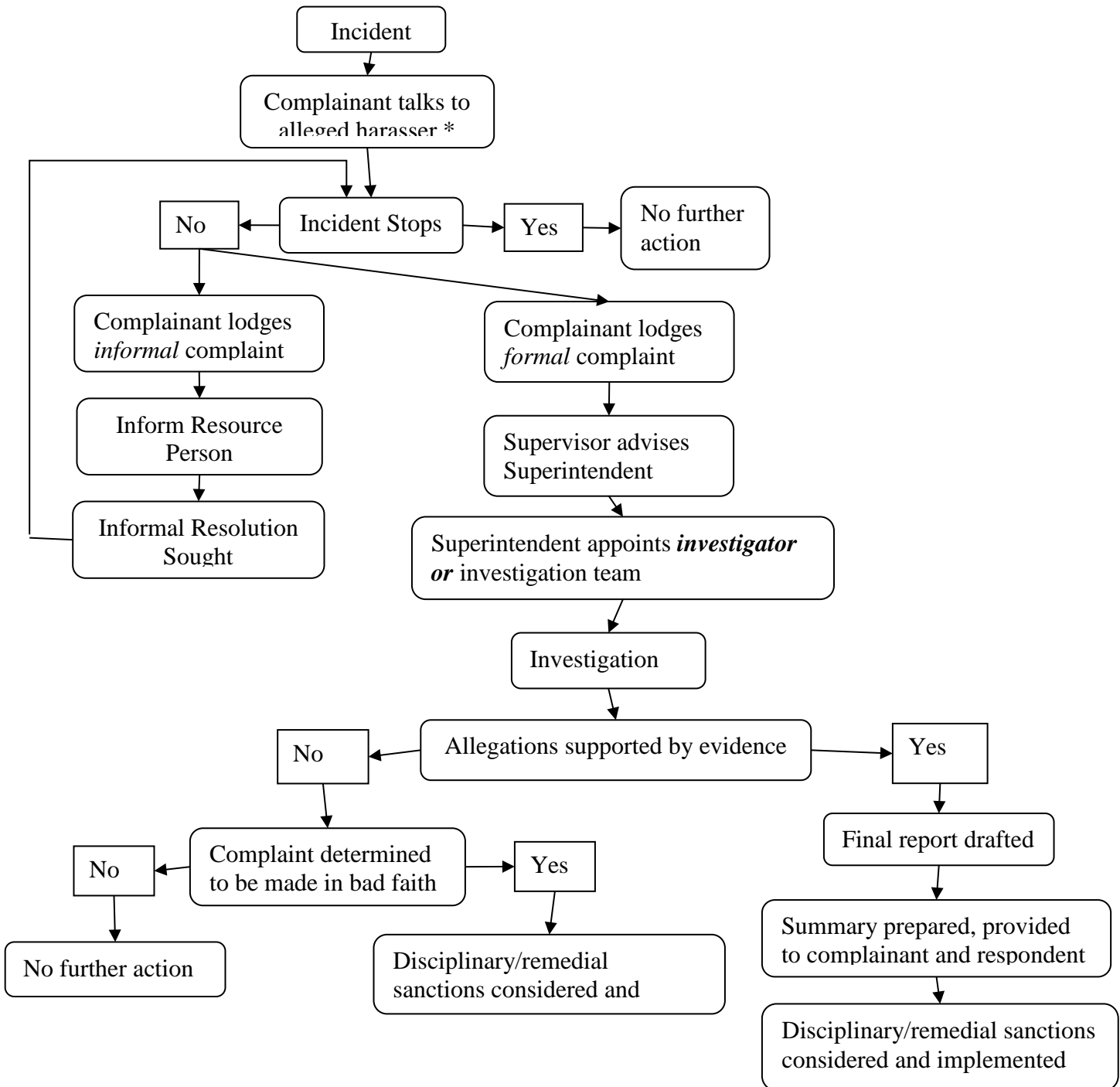
<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Policy 7030	April 19, 1994	Ontario Human Rights Code
<i>Equity and inclusive Education 1020</i>	<u>Date Revised</u>	
Antiracism and Ethno-Cultural Equity 8060	June 22, 2004	
Safe Schools – <i>System Expectations Act</i> 8070	April 22, 2008	
<i>Bullying Prevention and Intervention 8071</i>		

HARASSMENT COMPLAINT PROCEDURES FOR STUDENTS



* if the complainant is uncomfortable confronting the harasser, please refer to section 3.3.2 and 3.3.3 of the procedures.

HARASSMENT COMPLAINT PROCEDURES FOR EMPLOYEES AND OTHER USERS



* if the complainant is uncomfortable confronting the harasser, please refer to section 3.3.2 and 3.3.3 of the procedures.

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2013 APR 09
Report No. 038-13

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

RE: APPOINTMENT TO THE 2012-2013 PARENT INVOLVEMENT COMMITTEE

1. Background

On October 23, 2012, the Board approved appointments to the 2012-2013 Parent Involvement Committee (PIC). Vacant positions continued to be advertised.

2. Situation

2.1 Through the Board website, PIC has continued to seek representation for vacant positions.

2.2 One application has been received for the Alternate Principal representative position.

RECOMMENDATION

It is recommended that Lakehead District School Board approve the appointment of David Isherwood as Alternate Principal representative on the 2012-2013 Parent Involvement Committee for the term April 23 to November 14, 2013.

Respectfully submitted,

CATHERINE SIEMIENIUK
Director of Education