



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. 9

Tuesday, May 28, 2013

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.	COMMITTEE OF THE WHOLE – Closed Session – 6:30 p.m. (SEE ATTACHED AGENDA)		
6.	Report of Committee of the Whole – Closed Session		
7.	Delegations/Presentations		
7.1	Introduction of the 2013-2014 Student Trustee	D. Massaro	Verbal
7.2	Trustee Recognition Award - Sir Winston Churchill Collegiate and Vocational Institute - Joshua Halverson - Summer Peppard	P. Johansen	Verbal
7.3	Nor'wester View Public School - <i>Reaching all Students</i>	C. Kappel	1-4
8.	Confirmation of Minutes		
8.1	Regular Board Meeting No. 8 - April 23, 2013	D. Massaro	5-8

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

LAKEHEAD DISTRICT SCHOOL BOARD

		<u>Resource Person</u>	<u>Pages</u>
9.	Business Arising from the Minutes		
<u>MATTERS NOT REQUIRING A DECISION:</u>			
10.	Information Reports		
10.1	Ontario Public School Boards' Association (OPSBA) Report	J. Playford	Verbal
10.2	Student Trustee Report	R. Kendrick	Handout
10.3	Success Advisory Committee Meeting Report - May 9, 2013	K. Wilson	Verbal
10.4	Health and Safety Semi-Annual Report (050-13)	I. MacRae	9-11
10.5	Safe and Caring School Communities (053-13)	C. Kappel	12-13
10.6	Special Education Advisory Committee Meeting Minutes - April 16, 2013	C. Kappel	14-17
10.7	Schools-First Child Care Capital Retrofit Policy (057-13)	D. Wright	18-19
10.8	Assessment, Evaluation and Reporting 2013 (056-13)	S. Pharand	20-21
10.9	French as a Second Language (FSL) (055-13)	S. Pharand	22-24
10.10	Parent Involvement Committee Meeting Minutes - February 25, 2013	C. Siemieniuk	25-28
11.	First Reports		

MATTERS FOR DECISION:

12.	Postponed Reports		
13.	Recommendations from the Standing Committee (054-13)	K. Wilson	29-36
13.1	Policy Review - 1020 Equity and Inclusive Education (046-13)		

It is recommended that Lakehead District School Board approve 1020 Equity and Inclusive Education Policy, Appendix A to Report No. 054-13.

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

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

*It is recommended that Lakehead District School
Board approve:*

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

13.3 Policy Review - 7020 Employment Equity (051-13)

*It is recommended that Lakehead District School Board
defer Employment Equity Policy 7020 to the 2013-2014
Policy Review Schedule.*

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

*It is recommended that Lakehead District School Board
approve 8072 Sexual Orientation and Gender Identity Policy,
Appendix B to Report No. 054-13.*

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

*It is recommended that Lakehead District School Board
approve the revised Standing Committee and Regular
Board Meeting Schedule 2013-2014, as set out in
Appendix A to Report No. 043-13.*

14. Ad Hoc and Special Committee Reports

15. New Reports

15.1 Thunder Bay Children's Charter (052-13)

D. Massaro

37-38

*It is recommended that Lakehead District School
Board endorse Thunder Bay Children's Charter.*

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

		<u>Resource Person</u>	<u>Pages</u>
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. 9

Tuesday, May, 28, 2013

Jim McCuaig Education Centre

Catherine Siemieniuk
Director of Education

Deborah Massaro
Chair

AGENDA

COMMITTEE OF THE WHOLE – Closed Session

6:30 P.M. – in the Sibley Room

	<u>Resource Person</u>	<u>Pages</u>
5.1 Confirmation of Committee of the Whole - Closed Session Minutes		
5.1.1 Regular Board Meeting No. 8 - April 23, 2013	D. Massaro	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Property Matter	D. Wright	Verbal
5.3.2 Personnel Matter	I. MacRae	Verbal
5.3.3 Negotiations	I. MacRae	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



CELEBRATING STUDENT ACHIEVEMENT

School: Nor'wester View Public School

Title of Initiative: Reaching all Students

Components of Initiative	School's Details
<p>1. Description of the nature of the initiative to improve student achievement</p>	<p>We started this year with a two-prong approach to reaching all of our students.</p> <p>The first branch of the initiative is character education – making every student feel accepted and celebrated – filling each other's buckets. We believe in a strengths-based approach to learning – this in turn promotes student achievement – when students are feeling supported and good about themselves, a noted increase in achievement and engagement is witnessed.</p> <p>The second branch of our initiative is incorporating technology in our special education programming. This includes use of Kurzweil, Word Q, and the iPads.</p>
<p>2. Rationale for selecting the initiative</p>	<p>In examining the overall achievement of our students with special needs (using data from EQAO, DRA results and report card achievement) we saw the opportunity to be more dedicated in our programming. We went ahead with small group training on Kurzweil and the iPads. We also incorporated whole class lessons on the use of Kurzeil as a tool to help with reading.</p> <p>This is further supported by our character education initiative – our climate survey data indicated the role of the bystander as an area of concern, and because we believe in a proactive approach, our school wide focus of filling each other's buckets is not only supporting our students with special needs but all students.</p>
<p>3. Intended outcomes of the initiative related to improved student achievement</p>	<p>We are aiming to see an increase in achievement in our DRA results, our EQAO results and our record card achievement by June 2013. Our goal is to create an environment where the gradual release of responsibility is demonstrated as our students become more confident in their own abilities. We want a school culture where everyone feels accepted and their buckets are full. We hope our students will stand up against things they know aren't good, and use their voice to support what is.</p>

Components of Initiative	School's Details
4. Description of the data used	<p>We used our climate survey data for to spring board our Character Education branch of the initiative – the role of the bystander was something we needed to help our students with.</p> <p>EQAO and DRA results were telling us that incorporating technology would be of benefit for our students with special needs. This was evident when the technology was in place; the results improved.</p> <p>Fluid data including staff observations, group/class discussions, day to day work were also used.</p>
5. Brief description of the significant activities or strategies involved with the initiative	<p>Character Education – using the core values of Lakehead Public Schools, we planned activities that would help our students find their voice and stand up. School read alouds that focused on character traits (i.e. Have You Filled Someone's Bucket, Incredible You) were the basis for each month. Supporting days to Say NO to bullying, including Pink Day, True Colour Day, Clowning for Change brought our school together.</p> <p>Technology for all – staff training on use of technology to work with our students with special needs was key. Finding ways to use the iPad to its full potential – allowing non-verbal students an alternate way to communicate – was very significant! Use of Kurzweil on the laptops was another successful practice adopted by several classes.</p> <p>Combining these two initiatives has helped 'erase' any judgments associated with special education and allowed all students at Nor'wester View to feel unique, special and appreciated.</p>
6. One or two highlights of the above activities	<p>A non-verbal student was able to communicate with his EA and teacher. He learned the letters of his name, the alphabet, colours and shapes through the use of the iPad and his touch screen computer. The same is true for another non-verbal student.</p> <p>Reduction in playground incident reports – visibly seeing students' problem solve through issues and speaking up for what they know is right.</p>

Components of Initiative	School's Details
7. Description of any unexpected results or "moments of serendipity" related to the initiative	<p>Character Education – we have had at least 5 school events organized by the students themselves – from the initial idea, to the planning process, to the actual event – all because they believe in our motto that every student can be reached.</p> <p>The iPad training with our non-verbal students has been incredible. Students have found an alternate way to communicate and to become active participatory members of the classroom. Our non-verbal students' ability to effectively communicate has increased at quite a rapid pace, whether it is using the iPad to show the PEC, completing a math matching game, or using a letter recognition program.</p>
8. Description of one or two interesting findings that would be useful or helpful to other schools	<p>Students are so much more capable than we often give them credit for; sometimes walking alongside them to guide them is more effective than direct intervention. Teaching the skills is not always enough, modeling them is key. And finally, keeping an open mind to the possibilities that technology is bringing into the classroom - the sky is the limit!</p>
9. Identification of one or two noteworthy hurdles or stumbling-blocks	<p>Character Education – it takes time to shift a culture...not that there was ever a negative culture, but students needed to see that everyone on staff cared about them and stood up for them, which really is done by supporting them along their journey. Consistency was needed.</p> <p>Technology – the idea of gradual release of responsibility from teacher to student is a shift in thinking. Staff needed to be ready and willing to learn about technology, how to effectively incorporate it into their lessons, and how to allow students to be part of the journey alongside them.</p>
10. Next steps in pursuing the initiative	<p>Character Education – having just completed another climate survey, the data will be shared and used to set new goals for 2013-2014. Character education has now become who we are, so building on that will also be a goal.</p> <p>With the influx of technology at our doorstep, we are just seeing the beginning of what wonders lay ahead for our students. Lap tops, SMART boards and tablets have the ability to engage students...we plan to take full advantage of this wonderful opportunity.</p>

Components of Initiative	School's Details
11. Lessons learned about the school's efforts to improve student achievement	Adopting the belief that we (the staff at Nor'wester View) are collectively responsible for each and every student has been key. We all take ownership for all the students and promote the same message. Our students know and trust that everyone (from the principal, classroom teacher, educational assistants, facilitator, secretary, IST, custodians and lunchroom supervisors) cares about them and are there to help them with whatever they can.

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF REGULAR BOARD MEETING NO. 8

Board Room
Jim McCuaig Education Centre

2013 APR 23

TRUSTEES PRESENT:

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

Lori Lukinuk
Ron Oikonen
Jack Playford
George Saarinen – via teleconference
Rheanna Kendrick (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
David Wright, Superintendent of Business

FEDERATION/UNION REPRESENTATIVES:

Jeff Upton, Lakehead OPC
Val Bodak, Lakehead Principals/Vice Principals
Erin Aylward, Lakehead Principals/Vice Principals

PUBLIC SESSION:

1. **Approval of Agenda**

Moved by Trustee Oikonen

Seconded by Trustee Johansen

“THAT the Agenda for Regular Board Meeting No. 8, April 23, 2013 be approved with the following addition:

Item 13.3 Election of Temporary Supervised Alternative Learning (SAL) Trustee Representative.”

CARRIED

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

Moved by Trustee Arnone

Seconded by Trustee Wilson

“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. 7*
 - *March 26, 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. Report of Committee of the Whole – Closed Session

Moved by Trustee Johansen

Seconded by Trustee Oikonen

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

‘THAT Lakehead District School Board approve the Committee of the Whole – Closed Session Minutes of Regular Board Meeting No. 7, March 26, 2013.’”

CARRIED

5. Thunder Bay Children’s Charter

Laura Prodanyk, Chair of the Thunder Bay Children’s Charter, provided information regarding *Thunder Bay Children’s Charter*. All Trustees’ questions were addressed.

6. Celebrating Student Achievement – Westmount Public School

Sherri-Lynne Pharand, Superintendent of Education, introduced Anne Marie McMahon-Dupuis, Principal of Westmount Public School. Ms. McMahon-Dupuis introduced Ashtyn and Brianna, Grade 8 students, who presented information regarding *Nutritional Program and Building Community*. Successes identified included: nutritional foods, numeracy, leadership, communication, and organizational skills. All Trustees’ questions were addressed.

7. Confirmation of Minutes

Moved by Trustee Saarinen

Seconded by Trustee Wilson

“THAT Lakehead District School Board approve the Minutes of Regular Board Meeting No. 7, March 26, 2013.”

CARRIED

MATTERS NOT REQUIRING A DECISION:

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

Trustee Saarinen, Ontario Public School Boards' Association Director and voting delegate, informed the Board that Trustee Playford, alternate Ontario Public School Boards' Association Director and voting delegate, will attend the April 26 and 27 meetings.

9. Student Trustee Report

Rheanna Kendrick, Student Trustee, provided a handout as her report. Items addressed included: Ontario Student Leadership Awards, McKellar Park Central Public School's Student Ambassadors, Northwestern Ontario Secondary Schools Student's Association's (NWOSSSA) Grade 8 Leadership Conference, and 2013-2014 Student Trustee interviews. All Trustees' questions were addressed.

10. Student Success (044-13)

Sherri-Lynne Pharand, Superintendent of Education, introduced Gerald Cornies, Ontario Youth Apprenticeship Programs Coordinator/Student Success Resource Teacher, Paul Tsekouras, Secondary Program Coordinator, and Gino Russo, e-Learning Contact/Mathematics Resource Teacher, who presented the report. Initiatives highlighted included: school level supports, phase three, Education and Career/Life Planning programs, e-Learning, and next steps. All Trustees' questions were addressed.

MATTERS FOR DECISION:

11. Recommendations from the Standing Committee (042-13)

Appointment to the 2012-2013 Parent Involvement Committee (038-13)

Moved by Trustee Wilson

Seconded by Trustee Arnone

"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."

CARRIED

12. Recommendations from the Standing Committee (042-13)

Policy Review 7030 Harassment and Human Rights Policy (039-13)

Moved by Trustee Wilson

Seconded by Trustee Playford

"THAT Lakehead District School Board approve 7030 Harassment and Human Rights policy, Appendix A to Report No. 042-13."

CARRIED

13. Election of Temporary Supervised Alternative Learning (SAL) Trustee Representative (049-13)

Moved by Trustee Wilson

Seconded by Trustee Playford

“THAT Lakehead District School Board elect Trustee Arnone as a temporary Supervised Alternative Learning alternate representative for the April 26, 2013 meeting.”

CARRIED

14. Information and Inquiries

14.1 Trustee Lukinuk reported that she attended the National School Boards' Association's Annual Conference held April 13 to 15.

15. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Oikonen

“THAT we do now adjourn at 8:51 p.m.”

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2013 MAY 28
Report No. 050-13

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

RE: HEALTH AND SAFETY SEMI-ANNUAL REPORT

1. Background

This semi-annual report is made to inform the Board of the current status of the Board's Health and Safety Program and significant related activities. The Occupational Health and Safety Act requires Directors and Officers of corporations to take all reasonable care to ensure that the corporation complies with the Act and its Regulations. This report will include a brief update of some recent activities in Health and Safety to ensure compliance with the various Acts and Regulations.

2. Situation

2.1 Safety Leadership Award

School Boards' Co-operative Inc. (SBCI) has created a Safety Leadership Award Program that recognizes safety performance for various size school boards in Ontario for different categories. This year, the CUPE Modified Work Committee won the Safety Leadership Award for all of the work they have done over the years with the ergonomic program called Clean Sweep. This shows the rest of the province that at Lakehead District School Board we are doing great things. The CUPE Modified Work Committee consists of CUPE members and management staff working together, not only to return injured employees back into the work force, but working hard to prevent injuries in the first place.

2.2 Employee Training

Health and Safety continues to provide a number of important training sessions throughout the year. The cost for training, including supply staff coverage, is funded by the Health and Safety Department.

2.2.1 First Aid Training

Standard First Aid, CPR/AED training certificates are only valid for three years at which time re-certification is required. First Aid courses were held and a total of 124 employees completed training this school year. Each school is well staffed with individuals certified in First Aid. Seventeen lunch room supervisors were also trained in Emergency First Aid.

2.2.2 Supervisor Training

In April of 2012, the Occupational Health and Safety Act was amended to reflect the increase in workplace injuries in Ontario. One new area is mandatory training for all supervisors. The Board conducted a one day training session for all supervisory personnel by SBCI which covered such topics as duties, leadership, various workplace hazards, violence and accident investigation.

2.2.3 Educational Assistants Ergonomic Training

Similar to the custodial clean sweep training, there is a new ergonomic training program for Educational Assistants called Smart Start. This training focuses on reducing the risk of injury by focusing on the duties that require use of force, repetition and awkward posture when lifting, moving and assisting students with various activities. Training was conducted in January 2013 for all Educational Assistants. The goal is to develop this into annual training that focuses on reducing the risk of strain injuries.

2.2.4 Custodial Ergonomic Session

Each year an ergonomic session for custodians called "Clean Sweep", which is centered on sweeping, mopping and material handling activities that tend to create strain injuries, is provided. The CUPE Modified Work Committee has become the leader in providing this training session. This is the fifth year in a row in which a program dealing with ergonomics has been provided to custodians. The programs are having a positive effect on the injury rate for custodians and the feedback has been very positive.

2.2.5 On-Line Training

On-line training in certain safety related topics is an easy, cost efficient way to provide training to a large number of employees. All new employees to the Board must complete a series of on-line training such as WHMIS, Violence in the Workplace and Health and Safety Orientation before they can start work. The following on-line safety training courses being offered are:

- Violence in the Workplace which all employees must complete. Approximately 1100 employees have completed this training to date.
- An Introduction to WHMIS is being offered to Co-op students at the Adult Education Centre and to students in the Storefront program.
- Students in the Storefront program are also taking an on-line course on Violence in the Workplace for the Service Sector.
- Blood Borne Pathogens training is being completed by the Custodial and Educational Assistants employee groups. These employees have a higher risk of illness from bodily fluids due to the nature of their jobs. New employees to these groups also must complete this training before beginning work.

2.2.6 Joint Health and Safety Committee Certification Training

Each site in the Board is required to have a Joint Health and Safety Committee comprised of management and worker members as per the Occupational Health and Safety Act. At least one management and one worker member must be certified. To become certified, they must complete a three day course covering a variety of topics. This past year, ten staff successfully completed the course.

2.2.7 Other Training

Throughout the year, specialized training is required for smaller numbers of employees that are exposed to certain high risk activities and hazards.

- Chain Saw Training was conducted for six employees this past year, two from Maintenance and four from Kingfisher. This training is scheduled every three years.
- Driver Training was completed for new courier drivers and Kingfisher staff. This training involves classroom instruction as well as an in-car session and a driving test.
- One employee from Kingfisher participated in the All-Terrain Vehicle Training (ATV) this year which involves classroom instruction as well as a trail ride and test on our ATV.

3. Conclusion

Lakehead District School Board is committed to continuous staff development and training for all staff to ensure a safe working and learning environment for all.

Respectfully submitted,

RICK MOLLOY
Health and Safety Officer

IAN MACRAE
Superintendent of Education

CATHERINE SIEMIENIUK
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2012 MAY 28
Report No. 053-13

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 District School Board is committed to enhancing mental, physical and social well-being through a safe, inclusive and equitable learning environment.
- 1.2 On June 5, 2012, Bill 13, the Accepting Schools Act, was adopted. The Act requires all Boards to implement bullying prevention and intervention strategies.
- 1.3 Creating a safe and caring school community is multi-faceted and involves a number of current Ministry of Education initiatives including Character Education, Safe Schools, Bullying Prevention and Intervention, Equity and Inclusive Education, School Climate, Mental Health, and Healthy Schools.

2. Situation

Safe schools requires a “whole school approach to promoting a safe, inclusive and accepting school climate” (Ministry of Education, “Accepting Schools: Building on the Safe Schools and Equity and Inclusive Education Strategies, Promoting a Positive and Inclusive School Climate, Issue #1A – October 2012 Update). In keeping with a whole school approach, the following strategies were implemented in the 2012-13 school year:

- 2.1 Restorative practice and a strength based approach provide the foundation to building a safe and inclusive school culture. In June 2013, all school staff members will be trained in restorative practice.
- 2.2 Policy/Program Memorandum No. 144, Bullying Prevention and Intervention” requires schools to administer school climate surveys every two years. Principals administered “Tell Them from Me” student engagement surveys in April/May 2013. School administrators, in consultation with their Safe Schools Teams, staff, and students will develop school improvement goals as part of the school’s Bullying Prevention and Intervention Plan. In addition, funding was provided to each school to implement actions related to Bullying Prevention and Intervention strategies. The Board Bullying Prevention and Intervention Plan will be completed for implementation September 2013.
- 2.3 The Equity and Inclusive Education Working Group coordinates various activities related to student leadership including:
 - Student participation at WE Day in Winnipeg October 30, 2012;

- “WE Stand Up” student-led conference, May 6, 2013;
- Natural Helpers Program at each secondary school;
- Respect Yourself Campaign for Grade 7 and 8 students;
- Youth Embracing Diversity in Education Conference, May 14, 2013; and
- Gay Straight Alliances in each secondary school.

2.4 The Threat Response Committee meets regularly throughout the year to improve threat response communication and actions at all Board facilities. Improvement in intercom broadcasting in and outside schools has been a priority with work completed in a number of schools.

3. Next Steps

Through the work of various Board committees, the support for schools to create and maintain a safe and caring school community will continue. Future priorities will include:

- Anti-Bullying Workshop Part II for teachers;
- Restorative circles and a strength based approach training;
- Professional training for equity and inclusive education.
- Continue to expand community partnerships with respect to healthy schools.

4. Conclusion

Lakehead District School Board is committed to creating safe and caring school communities which is critical for students’ learning and well-being.

Respectfully submitted,

MARY-BETH MINTHORN-BIGGS
Mental Health Lead

LORI CARSON
Behaviour Intervention Resource Teacher

CHARLES BISHOP
Education Officer

COLLEEN KAPPEL
Superintendent of Education

CATHERINE SIEMIENIUK
Director of Education

LAKEHEAD DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE

Superior CVI, 333 N High Street
Thunder Bay, Ontario

2013 APR 16

MEMBERS PRESENT:

Laura Sylvestre (Chair)	Sheila Marcinyshyn
Theresa Graham (Vice Chair)	Deborah Massaro (Trustee)
Marg Arnone (Trustee)	Miranda Myers
David Fulton	Ron Oikonen (Trustee)
Pat Johansen (Trustee)	Jennifer Turcotte

ABSENT WITH REGRET:

Heather Conrad
Mike Otway

OTHERS PRESENT:

Colleen Kappel

1. **Call to Order**

Laura Sylvestre, Chair of SEAC, called the meeting to order at 6:03 p.m.

2. **Welcome & Introductions**

Laura Sylvestre, Chair of SEAC, welcomed everyone to the meeting and those present introduced themselves.

3. **Approval of the Agenda**

Moved by Jennifer Turcotte

Seconded by Theresa Graham

THAT the agenda for the April 16, 2013 SEAC meeting be approved."

CARRIED

4. **Declarations of Conflict of Interest**

There were no declarations of conflict of interest.

5. Approval of Minutes

Moved by Theresa Graham

Seconded by Trustee Marg Arnone

“THAT the minutes of the March 20, 2013 SEAC meeting be approved.”

CARRIED

6. Business Arising From The Minutes

6.1 2013-2014 SEAC Budget Submission

Laura Sylvestre, Chair of SEAC, reviewed the draft 2013-2014 SEAC Budget Submission. Members agreed with the content presented.

Moved by Miranda Myers

Seconded by Sheila Marcinyshyn

“THAT SEAC approve the Budget Deputation for presentation to the Budget Committee on April 30, 2013.”

CARRIED

6.2 Input to Equity and Inclusive Education & Sexual Orientation and Gender Identity Policies

Laura Sylvestre, Chair of SEAC, inquired if members had input to either of the two policies, as was discussed at the March 20, 2013 SEAC meeting. Jennifer Turcotte, CCAC representative, provided input to section 4.3.4 of the Equity and Inclusive Education policy by striking out the wording as follows:

4.3.4 Inclusive Curriculum and Assessment Practices

Lakehead District School Board shall examine and ~~reduce the Eurocentric bias of curriculum and~~ integrate the experiences and contributions of diverse cultures and races, including Aboriginal people.

Additional input included a comma after age in item number one of the procedures. Members, by consensus, agreed to the input on behalf of SEAC.

There was no input provided to the Sexual Orientation and Gender Identity policy.

7. Correspondence

The correspondence folder was circulated to members.

8. Advocacy Tracking

The Advocacy Tracking template was circulated for member completion.

9. 2013-2014 Special Education Classes

Colleen Kappel, Superintendent of Education, provided information to members on changes to 2013-2014 Special Education classes. Member questions were addressed.

10. Information/Inquiries & Association Reports

10.1 Sheila Marcinyshyn, Anishnawbe Mushkiki representative, provided information to members on the session *Healthy Brains for Children* that will be presented on June 4, 2013. The poster will be sent to all members via email.

10.2 Theresa Graham, Children's Centre Thunder Bay representative, provided information to members on the Children's Centre 25th Anniversary Dinner at the Victoria Inn on Thursday, April 18, 2013. In addition, the Children's Centre will also have a full day session with Julie Alvarado on Friday, April 19, 2013 at the Victoria Inn. Everyone is welcome to attend either event.

11. Status of SEAC Budget 2012-2013

Laura Sylvestre, Chair of SEAC, provided the status of the 2012-2013 SEAC budget.

12. Board Update

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

March 26, 2013 Regular Board Meeting

Items addressed at this meeting included:

- Celebrating Student Achievement Presentation: *Connected by Character at Five Mile Public School*;
- Bus Transportation Final Contracts for 2012-2013;
- Mental Health Strategy Update;
- Approval of revised Accessibility Standards for Customer Service Policy;
- Approval of 2013-2014 School Year Calendar;
- Approval of Jennifer Turcotte as member of SEAC; and
- Approval of SEAC letters.

April 9, 2013 Standing Committee Meeting

Items addressed at this meeting included:

- Celebrating Student Achievement Presentation: *Ogden Community Public School, One Smile, and No Excuses*;
- Student Achievement Mid Year Update Report;
- Secondary Program Report;
- Approval of revised Harassment and Human Rights Policy; and
- Approval of Appointment to the Parent Involvement Committee.

13. Adjournment

Moved by Sheila Marcinyshyn

Seconded by Theresa Graham

“THAT we do now adjourn at 6:37 p.m.”

LAKEHEAD DISTRICT SCHOOL BOARD
OFFICE OF THE DIRECTOR OF EDUCATION

2013 MAY 28
Report No. 057-13

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

RE: SCHOOLS-FIRST CHILD CARE CAPITAL RETROFIT POLICY

1. Background

- 1.1 Lakehead District School Board has demonstrated a strong commitment to leading early learning initiatives, programs, and partnerships for over 30 years. This commitment is evidenced by the Board's support for school based non-profit childcare and the expansion of full-time kindergarten to all school sites for the 2013-2014 school year.
- 1.2 As Full Day Kindergarten rolls out, four and five year olds currently attending childcare programs will be transferring to school full time. The Ministry is committed to supporting childcare programs as they adjust to this change.
- 1.3 The Ministry has committed \$113 million over three years to school boards to convert current school based childcare spaces for four and five year olds to spaces that can be licensed for younger children. In addition, community based childcare operators can access this funding to relocate to schools.
- 1.4 School Boards and District Social Services Administration Boards (DSSAB) are required to work collaboratively to develop a local childcare plan for the retrofit investments. The childcare retrofit plan requires the approval of DSSAB before submission.

2. Situation

- 2.1 The Board's three year allocation is \$1,117,800 with a space conversion target (number of new spaces) of 144. The first year allocation is \$693,000. It is expected that the funding will be fully expensed by August 31, 2015.
- 2.2 On December 7, 2012, The District of Thunder Bay Social Services Administration Board (TDSSAB) sent out a memo to all district childcare providers outlining the childcare retrofit criteria, timelines, and allocation for regional school boards. The memo requested all interested childcare providers submit an expression of interest by January 4, 2013. Administration met with TDSSAB and submitted the year one childcare retro fit plan to the Ministry at the end of January 2013. The expected completion date for year one projects was September 2013. The Ministry approved the submission in March 2013.
- 2.3 The year one plan is as follows:
 - Hyde Park Public School – Relocation;

- Vance Chapman Public School – Relocation;
- St. James Public School – Retrofit;
- McKellar Park Central School – Retrofit; and
- Valley Central Public School – Equipment.

2.4 Due to the later than anticipated approval by the Ministry, the Board is deferring the Vance Chapman, McKellar Park Central and St James Public Schools until year two.

2.5 In the Fall, the Board will engage an architect to facilitate the retrofit/relocation for these sites.

2.6 The year two submission is due January 13, 2014 and the year three submission is due January 12, 2015. Administration will continue to work with TDSSAB to determine the year two and three priorities.

3. Conclusion

3.1 Lakehead District School Board is committed to building strong partnerships with childcare centres in order to support schools, students, families and communities. The Ministry's Schools-First Child Care Capital Retrofit Policy provides funding to enhance these partnerships.

3.2 Administration will continue to work with TDSSAB and endeavor to meet the Ministry timelines and space targets.

Respectfully submitted,

DAVE COVELLO
Manager of Information Technology and Corporate Planning

DAVID WRIGHT
Superintendent of Business

CATHERINE SIEMIENIUK
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2013 MAY 28
Report No. 056-13

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

RE: ASSESSMENT, EVALUATION AND REPORTING 2013

1. Background

- 1.1 Student success is at the center of Lakehead District School Board's Strategic Plan, with high levels of personal and academic excellence sought for every student.
- 1.2 The 2012-2013 Operational Plan provides a framework for system- and school-based goal setting in reading, writing and mathematics. Key actions focus on:
 - developing coherence in instruction and assessment practices;
 - recognizing and supporting students' strengths, needs and prior learning and incorporating them into instruction and assessment practices;
 - actively involving students in their own learning process;
 - setting individual goals with students; and,
 - engaging students in reflecting on, responding to, and providing feedback that supports learning.
- 1.3 All Lakehead District School Board teaching staff continue to participate in professional development designed to support the implementation in all schools of *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools for Grades 1 to 12* through:
 - Distributed Leadership Forum (elementary);
 - Program Forum (secondary);
 - Professional Learning Communities (elementary & secondary); and,
 - Building Capacity in Assessment for Learning Project (elementary & secondary).

2. Situation

- 2.1 Lakehead District School Board teaching staff has extended their participation in the Ministry of Education funded Building Capacity in Assessment for Learning Project. This year,
 - 90 secondary teachers and 12 administrators across all four secondary schools, and
 - 38 elementary teachers and 19 administrators across 16 elementary schools have participated.

2.2 Teacher collaboration in Instructional Rounds, focused on the effective use of assessment *for* and *as* learning, is impacting both teacher and student learning across the system in:

- Arts
- Business
- Communication/Literacy
- Math
- Physical Education
- Science
- Social sciences
- Technology

2.3 The structure of Instructional Rounds is being piloted in both elementary and secondary PLC's with great success at:

- Nor'wester View; and
- Sir Winston Churchill C&VI - Science department.

3. Next Steps

The Instructional Rounds model of professional development and training in assessment, evaluation and reporting will continue during the 2013-2014 school year.

4. Conclusion

Professional development that is job embedded provides the opportunity to develop coherence in practice across our system, while still responding to the unique learning needs in each school and classroom community. Student focused professional learning opportunities ensure that assessment, evaluation and reporting in Lakehead District School Board continue to be transparent, valid, and reliable – supporting learning for all students.

Respectfully submitted,

NICOLE WALTER ROWAN
Coordinator

SHERRI-LYNNE PHARAND
Superintendent of Education

CATHERINE SIEMIENIUK
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2013 MAY 28
Report No. 055-13

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

RE: FRENCH AS A SECOND LANGUAGE (FSL)

1. Background

- 1.1 All students in Ontario are required to receive a minimum of 200 minutes per week of French as a Second Language (FSL) instruction in Grades 4 to 8.
- 1.2 A Grade 9 FSL credit (or an approved substitution) is a requirement for the Ontario Secondary School Diploma (OSSD).
- 1.3 The Canada-Ontario Agreement on Minority Language Education and Second Official Language Instruction 2008-2013, enabled the Ministry of Education and Lakehead District School Board to implement numerous initiatives to improve outcomes in French as a Second Language (FSL). These include:
 - 1.3.1 Teacher professional development and teaching resources based on the Common European Framework of Reference (CEFR) for all Elementary and Secondary Core French and French Immersion teachers, including the FSL teacher in Armstrong;
 - 1.3.2 Training of teachers and administrators to examine the Diplôme des études en langue française (DELF);
 - 1.3.3 Grade 12 French Immersion (FI) students having the opportunity to take the DELF for the past two years with results comparable to Ottawa-Carleton District School Board; and
 - 1.3.4 Core and FI students having had opportunities to participate in several French cultural events, including the Gregg LeRock concert earlier this month.
- 1.4 Following the signatures of all provincial Ministers of Education, the new Canada Ontario Agreement on Second Official Language Instruction will provide funding to Anglophone school boards for FSL initiatives.
- 1.5 The Ministry of Education publication, *A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12*, was made public in April 2013.
- 1.6 The Ontario Ministry of Education is continuing the process of revising all French curricula for implementation for possible implementation in September 2013.

- 1.7 Lakehead District School Board had teacher input on all of the draft curricula as well as the *Framework for FSL*.
- 1.8 Lakehead District School Board has been the CEFR Regional Lead for the past two years.

2. Situation

- 2.1 The Ministry of Education publication, *A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12*, was made public in April 2013.
 - 2.1.1 The *Framework for FSL* outlines a Vision, Goals, Guiding Principles and Strategic Focus Areas.
 - 2.1.2 The Vision is “for students to have the confidence and ability to use French effectively in their daily lives”.
 - 2.1.3 The three goals are to:
 - increase student confidence, proficiency, and achievement in FSL;
 - increase the percentage of students studying FSL until graduation; and
 - increase student, educator, parent, and community engagement in FSL.
 - 2.1.4 Guiding Principles include valuing FSL as an integral component of Ontario’s education system and the contribution of FSL to cognitive and metacognitive development.
 - 2.1.5 Strategic Focus Areas include heightening awareness of FSL programs and benefits and expanding student learning opportunities in French.
- 2.2 The summary of “Milestones, 2013-2014 to 2022-2023” states that boards will establish baseline data in 2013-2014 to inform decision making by all stakeholders.
 - 2.2.1 Boards will then create a concise three year plan for 2014-2015 to 2016-2017.
 - 2.2.2 Boards will begin implementation, collect data, and monitor progress in 2014-2015.
- 2.3 Lakehead District School Board is now using a revised version of the French Proficiency Test, based on the DELF, to evaluate French Immersion teacher candidates’ language proficiency. The language proficiency of Core French teacher candidates is evaluated during the bilingual job interview by administrators who are also trained DELF examiners.

3. Next Steps

- 3.1 A committee will be struck to create a Baseline Data Plan and a subsequent three year plan based on the goals of the *Framework for FSL*.
- 3.2 Lakehead District School Board, Lakehead University, Thunder Bay Catholic District School Board and the French Adult Literacy Centre (Alpha Thunder Bay) are developing a protocol to co-administer the newly-created Centre DELF/DALF du Nord-ouest.

4. Conclusion

In addition to supporting the core priorities for Education in Ontario, the *Framework for FSL* will help Lakehead District School Board maximize opportunities for students to reach their full potential in French. The Board embraces this provincial initiative as a tool to strengthen FSL programming and promote the benefits of FSL. In turn, Lakehead District School Board students will experience cognitive, academic, economic and cultural benefits from learning French.

Respectfully submitted,

DIANE SCOCCHIA
French Resource Teacher

ROBIN TABOR-JOHN
Elementary Program Coordinator

SHERRI-LYNNE PHARAND
Superintendent of Education

CATHERINE SIEMIENIUK
Director of Education

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF PARENT INVOLVEMENT COMMITTEE

Board Room
Jim McCuaig Education Centre

2013 FEB 25

MEMBERS PRESENT:

Kelly Gallagher (Chair)
Marg Arnone
Serena Essex
Nathalie Ferguson
Gail Iwanonkiw
Pat Johansen
Vishnu Kowlessar
Angela Meady

Miranda Myers
Catherine Siemieniuk
Harbinder Singh Hayer
Susie Splett
Sheila Stewart
Adam Vinet
Nicole Walter Rowan

RESOURCE:

Kathryn Hantjis, Executive Assistant

GUESTS:

Danica Gernat, School Council Co-Chair, Valley Central Public School
Lori Lukinuk, Trustee

MEMBERS ABSENT, WITH REGRET:

Gerry Leach
Laura Macgowan
Rima Mounayer

1. **Call to Order**

Chair Kelly Gallagher called the meeting to order and welcomed those in attendance.

2. **Disclosure of Conflict of Interest**

There were no disclosures of conflict of interest.

3. **Approval of the Agenda**

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

- Item 8.1 Mental Health Strategy, to be received directly following Item 3 Approval of the Agenda;
- Item 8.3 Aboriginal Education Advisory Committee (AEAC) Report to be received as the first item of New Business;
- Item 7.1 PIC Symposium Correspondence be added under Correspondence; and
- Item 9.1 School Year Calendar Committee Report be added under Other Business.

4. Mental Health Strategy

Colleen Kappel, Superintendent of Education, and Mary-Beth Minthorn-Biggs, Mental Health Lead, provided an overview of the Mental Health Strategy, and also reported on the work currently being done at Lakehead Public Schools. Members' suggestions included reviewing the information collected as part of Fair Start and including lunch room supervisors in Safe Talk training. Questions were addressed.

5. Director's Report

Catherine Siemieniuk, Director of Education, spoke about Kindergarten Registration Night and the excellent parent speaker, secondary open houses, 2013-2014 budget process, Ontario's new Premiere and Education Minister, Information Technology expansion plans, WE Stand Up, the Healthy Eating Makes the Grade School Garden Committee, the revised Strategic Plan, and PIC budget status (\$7300).

Regarding the 2013-2014 budget process, Director Siemieniuk advised, due to the timing of the budget process and because PIC may not meet before the process is well underway, information such as the guiding principles may be shared with PIC members via email.

Regarding the Canadian Red Cross Healthy Eating Makes the Grade initiative, the Director noted the need for a parent representative to serve on a School Garden Committee. Susie Splett expressed interest in serving on the committee if she is available when the next meeting is scheduled.

6. Aboriginal Education Advisory Committee (AEAC) Report

This item was moved up on the agenda to allow the AEAC representative's departure to meet another commitment.

Prior to departing, Serena Essex reported that she was absent from the January AEAC meeting and therefore had no information to report. The next AEAC meeting will be held March 21.

7. Confirmation of Minutes – January 14, 2013

The minutes were confirmed by consensus.

8. EQAO Parent Forum – March 2, 2013

Chair Kelly Gallagher reported that five people have registered. Susie Splett expressed an interest in attending. Kathryn Hantjis will contact the EQAO and confirm Susie's attendance. Sheila Stewart offered to send a Tweet reminding parents of this opportunity.

9. Kindergarten Registration Night Follow-up

Kelly Gallagher reported that the event was well attended. At the PIC table, TIP sheets and information sheets about PIC and School Councils were handed out. Kelly observed that people stopping at the table seemed appreciative for the information and noted that many parents were inquiring about how to get involved at their child's school.

10. Correspondence from Minister of Education – PIC Symposium 2013

The Fourth Annual PIC Symposium will be held in Toronto on April 19 and 20. Two parent members of PIC are invited to attend. Kelly Gallagher will email members seeking expressions of interest.

Sheila Stewart noted that the letter also indicates that PRO grants will continue for another year.

11. Communications Ad Hoc Committee Report

Sheila Stewart, Chair of the Communications Ad Hoc Committee, reported that the committee met in January and will meet again on March 6. Based on the ad hoc committee's consensus, PIC Corner will be published in *This Week at Lakehead Public Schools* following every PIC meeting and as needed. Sheila also reported plans to publish PIC information in school letters in April or May every year and to set up a School Council Chair email network (currently underway).

Input to the Parents/Community section of the website was invited. The following suggestions were provided: add location of Board Room for next meeting date, order the minutes at the bottom of the page so that most recent set appear first, display only the current year's minutes and archive previous years, add a School Councils button and sort parent and School Council information, and only include the main Ministry of Education Parent Engagement link so that all content will remain current.

12. Spring Event Ad Hoc Committee Report

Kelly Gallagher spoke about plans for a panel discussion on Monday, April 8 at 6:30 p.m. at Superior CVI. Panelists will include parent, student, and police representatives. A draft poster was shared, changes were noted, and members suggested locations for posters.

The next Spring Event Ad Hoc Committee meeting will be scheduled after the Communications Ad Hoc Committee meeting on March 6.

13. Special Education Advisory Committee (SEAC) Report

Miranda Myers reported that the next meeting will be held on March 20.

14. School Year Calendar Committee Report

Nathalie Ferguson reported that the draft school year calendar has been sent out for feedback. The final draft will be shared at the next meeting.

15. Other Business

Lori Lukinuk shared that Seedy Sunday is being held in the Baggage Room at the Marina on Sunday, March 3, for those who may be interested in attending.

16. Future Meeting Dates

The panel discussion will be held on the next scheduled PIC meeting date, Monday, April 8, 2013 at 6:30 p.m.

By committee consensus, the May 27 PIC meeting was rescheduled to Monday, June 3.

17. Adjournment

The meeting adjourned at 8:08 p.m.

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2013 MAY 28
Report No. 054-13

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 May 14, 2013 and have been referred to the Board for approval. The recommendations are as follows:

POLICY REVIEW - 1020 EQUITY AND INCLUSIVE EDUCATION (046-13)

It is recommended that Lakehead District School Board approve 1020 Equity and Inclusive Education Policy, Appendix A to Report No. 054-13.

POLICY REVIEW - 3096 INFORMATION/COMMUNICATION TECHNOLOGY USE (047-13)

It is recommended that Lakehead District School Board approve:

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

POLICY REVIEW - 7020 EMPLOYMENT EQUITY (051-13)

It is recommended that Lakehead District School Board defer Employment Equity Policy 7020 to the 2013-2014 Policy Review Schedule.

POLICY DEVELOPMENT - 8072 SEXUAL ORIENTATION AND GENDER IDENTITY (048-13)

It is recommended that Lakehead District School Board approve 8072 Sexual Orientation and Gender Identity Policy, Appendix B to Report No. 054-13.

APPROVAL OF STANDING COMMITTEE AND REGULAR BOARD MEETING SCHEDULE 2013-2014 (043-13)

It is recommended that Lakehead District School Board approve the revised Standing Committee and Regular Board Meeting Schedule 2013-2014.

Respectfully submitted,

KAREN WILSON
Chair
Standing Committee

PHILOSOPHY AND GOALS**1000***DRAFT – MAY 28, 2013***EQUITY AND INCLUSIVE EDUCATION POLICY****1020**1. Rationale

Lakehead District School Board is committed to the principles of equity through inclusive programs, curriculum, services, and operations, in accordance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act, and the Ontario Ministry of Education Policy/Program Memorandum No. 119, “Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools”. Lakehead District School Board is committed to providing safe, inclusive learning and work environments that are free from inequity, discrimination and harassment. Lakehead District School Board respects the diversity and human rights of all individuals and values the contributions of all members of our school communities and workplaces.

Equity and Inclusive Education:

- Is a foundation of excellence; In a diverse society, equity is a fundamental requirement for educational excellence and high standards of student achievement.
- Meets individual needs; Equity does not mean treating all students in the same way but, rather, responding to the individual needs of each student and providing the conditions and interventions needed to help him or her succeed.
- Identifies and eliminates barriers; All students are supported equitably through the identification and removal of discriminatory barriers that limit their ability to achieve to their full potential.
- Promotes a sense of belonging; Equity and inclusive education contribute to every student’s sense of well-being.
- Involves the broader community; Effective and meaningful school-community partnerships are an essential component of an equitable and inclusive education system.
- Builds on and enhances previous and existing initiatives; Sound research and analysis of successful policies and practices form the basis for the development and sharing of resources.

2. Policy

It is the policy of Lakehead District School Board to create and maintain harmonious learning and work environments and equitable outcomes for all students in accordance with the Canadian Charter of Rights and Freedoms and Ontario Human Rights Code. Every student, employee, parent, community member and Trustee has the right to freedom from discrimination or harassment because of race, national or ethnic origin, citizenship, colour, religion, marital status, gender, sexual orientation, gender identification, age, ability, or socio-economic status. ***(See Appendix B for Definitions)***

PHILOSOPHY AND GOALS**1000***DRAFT – MAY 28, 2013***EQUITY AND INCLUSIVE EDUCATION POLICY****1020**3. Areas of Focus3.1 Board Policies, Guidelines, and Practices

Board operations, structures, policies, procedures, programs, guidelines, and practices shall reflect Lakehead District School Board Core Values: Integrity, Acceptance, Respect, Responsibility and Empathy and ensure the needs of all students and staff are addressed. They shall reflect, respect and value the principles of equity and inclusive education in the school community and workplaces, particularly towards the inclusion of all groups. Lakehead District School Board will review this commitment as part of the regular review process and in accordance with Policy Development and Review Policy 2010.

3.2 Shared and Committed Leadership

Lakehead District School Board will provide leadership that is committed to identifying and removing discriminatory biases and systemic barriers to learning. The Board will establish and maintain collaborative relationships with diverse communities so that the perspectives and experiences of all students are recognized to help meet their needs.

3.3 School-Community Relationships

Lakehead District School Board shall meet the needs of our diverse communities and workplaces through active involvement, input and participation of their representatives in the development, and implementation, and monitoring of Board policies and programs. Collaboration will be based on open dialogue and partnerships with parents/guardians, staff, students, Lakehead District School Board committees and other community groups and agencies. Lakehead District School Board will draw upon the expertise of their partners to explore innovative ways of sharing resources that can help them meet the diverse needs of their students and provide new and relevant learning opportunities.

3.4 Inclusive Curriculum and Assessment Practices

Lakehead District School Board shall examine and reduce any perceived bias of curriculum and integrate the experiences and contributions of diverse cultures and races, including Aboriginal people. Lakehead District School Board shall provide curriculum and resources to ensure inclusiveness and represent the diversity of the school community. Lakehead District School Board will provide students and staff with authentic and relevant opportunities to learn about diverse histories, cultures, and perspectives. Students should be able to see themselves represented in the curriculum, programs, culture and staff of the school. Lakehead District School Board will affirm and value students' first languages. Lakehead District School Board is committed to assessment practices that are multifaceted, bias-free and culturally and linguistically appropriate.

PHILOSOPHY AND GOALS**1000***DRAFT – MAY 28, 2013***EQUITY AND INCLUSIVE EDUCATION POLICY****1020****3.5 Religious Accommodation**

Lakehead District School Board prohibits discrimination on the grounds of creed (includes religion) and will take all reasonable steps to provide religious accommodation for students and staff (see Appendix A). Lakehead District School Board acknowledges each individual's right to follow or not to follow religious/creed beliefs.

3.6 School Climate and the Prevention of Harassment and Discrimination

Lakehead District School Board recognizes that harassment and discrimination negatively affect working relationships, the learning process and personal well being, as well as school climate. Lakehead District School Board will foster a positive school climate in which all members of the school community feel safe, welcomed, and accepted, and is free from discriminatory or harassing behaviour. Lakehead District School Board will also put procedures in place that will enable students and staff to safely report incidents of discrimination and harassment and that will enable the Board to respond in a timely manner. All schools will administer school climate surveys at least once every two years to assess levels of equity, harassment and discrimination and use survey data to inform school improvement planning.

3.7 Staff Development and Professional Learning

Lakehead District School Board employees will participate in staff development activities dealing with equity and inclusive education issues in order to acquire the knowledge, skills, attitudes, and behaviours to identify and eliminate bullying, harassment and discrimination and systemic barriers. Professional learning activities with Lakehead District School Board will be ongoing and based on evidence of positive results. Lakehead District School Board will provide opportunities for staff and Trustees to participate in training and will provide information for students and parents to increase their knowledge and understanding of equity and inclusive education.

3.8 Accountability and Transparency

Lakehead District School Board will provide ongoing and open communication to keep all stakeholders informed of the Board's goals and progress as they relate to the principles of equity and inclusive education. School improvement plans, within the context of the Board's multi-year plan, will take into consideration the Board's equity and inclusive education policy. The plans should focus on identifying and removing any barriers to student learning in order to reduce gaps in achievement and provide a respectful and responsive school climate.

PHILOSOPHY AND GOALS

1000

DRAFT – MAY 28, 2013

EQUITY AND INCLUSIVE EDUCATION POLICY

1020

4. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Employment Equity 7020 Harassment and Human Rights 7030 Safe Schools – System Expectations 8070 Bullying Prevention and Intervention 8071	April 4, 1995 <u>Date Revised</u> June 24, 2008 September 28, 2010	_____ _____

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SCHOOL - COMMUNITY RELATIONS**8000***DRAFT – May 28, 2013***SEXUAL ORIENTATION AND GENDER IDENTITY
POLICY****8072**1. Rationale

Lakehead District School Board is committed to providing safe, caring and inclusive learning and work environments that are free from bias, discrimination and harassment. Lakehead District School Board respects the diversity of all individuals and values the contributions of all members of our school communities and workplaces. The Board is committed to the principles of the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code, the Equity and Inclusive Education Policy and Procedures 1020, Safe Schools - System Expectation Policy and Procedures 8070 and Bullying Prevention and Intervention Policy and Procedures 8071.

The Board recognizes the biases and challenges faced by students and other school community members identifying as or perceived to be lesbian, gay, bisexual, transgender, transsexual, two-spirited, intersex, queer, or questioning (LGBTTIQQ) within our school and communities, including discrimination, harassment, physical and sexual violence, social and emotional isolation, substance abuse, homelessness, school truancy and drop-out, self-harm, and suicide.

Every student, employee, parent/guardian, community member and Trustee has the right to freedom from discrimination, harassment, intimidation and violence regardless of sexual orientation and/or gender identity. The Board will not permit, encourage, nor tolerate bias, harassment, intimidation and/or violence. The Board is committed to providing support and assistance to those who may be the intended or unintended targets of such behaviours and to promoting safer and more inclusive space for all members of the school community including those of diverse sexual orientation and gender identities.

2. Policy

It is the policy of Lakehead District School Board to foster and promote a safe, caring and inclusive learning and work environment while also promoting proactive strategies and guidelines to ensure that the lesbian, gay, bisexual, transgender, transsexual, two-spirited, intersex, queer, or questioning (LGBTTIQQ) communities are welcomed and included in all aspects of education and school life and treated with respect and dignity. **(See Appendix A for Definitions)**

The Board is committed to ensuring that all employees are aware of their responsibilities as they relate to creating safety and support for all students and employees regardless of sexual orientation or gender identity.

3. Areas of Focus3.1 Homophobia, Transphobia, and Heterosexism

Lakehead District School Board is committed to providing an environment of respect for all people regardless of sexual orientation and/or gender identity and will endeavour to raise awareness of issues related to sexual orientation and equity throughout the Board's

SCHOOL - COMMUNITY RELATIONS**8000***DRAFT – May 28, 2013***SEXUAL ORIENTATION AND GENDER IDENTITY
POLICY****8072**

jurisdiction. Lakehead District School Board is committed to identifying and eliminating homophobic, transphobic and heterosexist biases and barriers.

3.2 Confidentiality

The Board will make every effort to ensure confidentiality of anyone's sexual orientation and/or gender identity.

3.3 Guidance and Counselling Services

Counselling services will be sensitive, supportive and free of bias in order to respond effectively to the needs of all students. School staff will help to remove discriminatory barriers and provide positive strategies to enable students to realize their potential and meet their career goals.

3.4 Staff Development and Professional Learning

Lakehead District School Board employees will participate in staff development activities dealing with equity and inclusive education issues in order to acquire the knowledge, skills, attitudes, and behaviours to identify and eliminate bullying, harassment and discrimination. Professional learning activities will be ongoing and evidence based and will provide opportunities for staff and Trustees to participate in training on topics such as gender-based violence and homophobia, and will provide information for students and parents to increase their knowledge and understanding of sexual orientation and/or gender identification issues. Training will allow staff to provide age appropriate information to students at all levels.

3.5 Leadership

Lakehead District School Board will provide leadership that is committed to identifying and removing sexual orientation and gender identity-related discriminatory biases and systemic barriers to learning, ensuring that all partners in education assume the responsibility for preparing students to live and to function in a diverse society.

SCHOOL - COMMUNITY RELATIONS

8000

DRAFT – May 28, 2013

**SEXUAL ORIENTATION AND GENDER IDENTITY
POLICY**

8072

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>
<p>Equity and Inclusive Education 1020 Employment Equity 7020 Harassment and Human Rights 7030 Safe Schools – System Expectations 8070 Bullying Prevention and Intervention 8071</p>		<p>_____</p> <p>_____</p>

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2013 May 28
Report No. 052-13

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

RE: THUNDER BAY CHILDREN'S CHARTER

1. Background

On April 3, 2013, a request was received from Thunder Bay Children's Charter to present a delegation to the Board.

2. Situation

2.1 On April 23, 2013, Thunder Bay Children' Charter appeared before the Board and requested that Lakehead District School Board endorse the Thunder Bay Children' Charter. A copy of the *Request for Endorsement and Support* is attached as Appendix A.

2.2 At the Coordinating Committee Meeting of May 8, 2013, Thunder Bay Children's Charter's request was discussed and has been referred to the Board for consideration.

RECOMMENDATION

It is recommended that Lakehead District School Board endorse Thunder Bay Children's Charter.

Respectfully submitted,

DEBORAH MASSARO
Chair

Request for Endorsement and Support

In 1989, the United Nations General Assembly adopted the Convention on the Rights of the Child. This important initiative addresses the rights of all children, as indicated in the Declaration of the Rights of the Child, "the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth".

To give children a voice and raise awareness of children's rights, the Thunder Bay Children's Charter Coalition has created the **Thunder Bay Children's Charter of Rights**. This credo in Thunder Bay will enable greater understanding of the tremendous value of children and their fundamental rights, creating a better quality of life for children.

The Thunder Bay Children's Charter Coalition respectfully requests that the Board of Directors or Executive of * _____ accepts and endorses the Thunder Bay Children's Charter of Rights and:

1. Asks the question, "What impact will this have on our children?" as part of conducting business before any and all decisions are finalized.
2. Participates in celebrating International Child Day on November 20 each year through internal communications materials, your website, staff and community events or through any activities your individual organization deems suitable.
3. Advocates for the Thunder Bay Children's Charter of Rights and assists in communicating these rights to stakeholders, clients, etc.
4. Displays a copy of the Thunder Bay Children's Charter in their organization.
5. Engages in other activities to support and promote children's rights or the Thunder Bay Children's Charter as suggested in the "How to Use the Charter Guide" or as decided upon by the organization.

Endorsement

The organization/company named above agrees to recognize and advocate for children's rights by endorsing the Thunder Bay Children's Charter of Rights. We agree to implement the above recommendations tailored to the culture, structure and capacity of our organization and to the best of our ability.

**Name of Organization or Company*

Date: _____

Address of Organization

Print Name of CEO, Director or Chair

Signature of CEO, Director or Chair

Email: _____

Phone #: _____

Can be mailed to:
Thunder Bay Children's Charter
c/o Laura Prodanyk
999 Balmoral Street Thunder Bay, ON P7B 6E7
Or fax: 807-625-4825

Coalition Member: Yes No
Year joined: