



Lakehead
Public
Schools

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. 10

Tuesday, June 25, 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 – 6:15 p.m. (SEE ATTACHED AGENDA)		
6.	Report of Committee of the Whole – Closed Session		
7.	Delegations/Presentations		
7.1	Ontario Public School Boards' Association (OPSBA) - Achievement Award - Carlos Santander Maturana	M. Arnone	Verbal
7.2	Ontario Public School Boards' Association (OPSBA) - Achievement Award - Laura Sylvestre	R. Oikonen	Verbal
7.3	Valley Central Public School - <i>Improving Student Engagement through Technology</i>	C. Kappel	1-3
8.	Confirmation of Minutes		
8.1	Regular Board Meeting No. 9 - May 28, 2013	D. Massaro	4-10

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	G. Saarinen	Verbal
10.2	Student Trustee – Final Report (077-13)	R. Kendrick	11-13
10.3	Audit Committee Meeting Report - June 10, 2013	D. Massaro	Verbal
10.4	Annual Review of the Plan to Deliver Special Education Programs and Services: 2012-2013 (074-13)	C. Kappel	14-17
10.5	2013-2014 Order of Policies for Review (071-13)	C. Siemieniuk	18-19
11.	First Reports		

MATTERS FOR DECISION:

12.	Postponed Reports		
13.	Recommendations from the Standing Committee (070-13)	K. Wilson	20-26
13.1	8062 Voluntary Aboriginal Student Self-Identification Policy (066-13)		
	<i>It is recommended that Lakehead District School Board approve 8062 Voluntary Aboriginal Student Self-Identification Policy, Appendix A to Report No. 070-13.</i>		
13.2	Policy Development – 8065 Voluntary Aboriginal Staff Self-Identification Policy (067-13)		
	<i>It is recommended that Lakehead District School Board approve 8065 Voluntary Aboriginal Staff Self-Identification Policy, Appendix B to Report No. 070-13.</i>		
13.3	2013 to 2021 Policy Review Schedule (064-13)		
	<i>It is recommended that Lakehead District School Board approve the 2013 to 2021 Policy Review Schedule.</i>		
14.	Ad Hoc and Special Committee Reports		

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>
15.	New Reports		
15.1	Recommendation from the Budget Committee (075-13)	M. Arnone	27-33
	2013-2014 Budget (072-13)		
	<i>It is recommended that Lakehead District School Board approve the 2013-2014 operating and capital budget of \$132,803,787.</i>		
15.2	Approval of Appointments to the Supervised Alternative Learning (SAL) Committee 2013-2014 (076-13)	C. Kappel	34-35
	<i>It is recommended that Lakehead District School Board approve the following appointments to the Supervised Alternative Learning (SAL) Committee for the 2013-2014 school year:</i>		
	1. <i>Colleen Kappel, Superintendent of Education;</i>		
	2. <i>Lorraine Boland, Executive Director of YES Employment Services as member; and</i>		
	3. <i>Kendra Perry, Service Delivery Manager of YES Employment Services, as alternate member.</i>		
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. 10

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AGENDA

COMMITTEE OF THE WHOLE – Closed Session

6:15 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. 9 - May 28, 2013	D. Massaro	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Recommendation from the Audit Committee (073-13)	D. Massaro	3-6
5.3.2 Negotiations	I. MacRae	Handout
5.3.3 Personnel Matter	I. MacRae	Verbal
5.3.4 Personnel Matter	C. Siemieniuk	Verbal
5.4 Information and Inquiries		
5.5 Rise and Report Progress		

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

LAKEHEAD DISTRICT SCHOOL BOARD



Lakehead Public Schools

CELEBRATING STUDENT ACHIEVEMENT

School: Valley Central Public School

Title of Initiative: Improving Student Engagement through Technology

Components of Initiative	School's Details
1. Description of the nature of the initiative to improve student achievement	Valley Central has focused on various technology initiatives supported by the Board with the goal of improving students' learning from kindergarten through to Grade eight. Through the use of Smartboards, E-learning, electronic text books, online resources and personal devices, students are engaging in meaningful learning experiences and learning 21st century skills to navigate information, research, and resources responsibly and successfully.
2. Rationale for selecting the initiative	Many initiatives were piloted by Valley Central and all staff and students are engaged in the process. Valley staff members have been working on bringing all components into use for the benefit of the students and continue to encourage student use of technology to achieve success.
3. Intended outcomes of the initiative related to improved student achievement	We continue to develop students' view of the various forms of technology as tools to be used to achieve success. Students become more aware of various forms of media and become more proficient navigating this media to connect to others and access information research and resources. Students are able to use the technology to improve and engage more actively in their learning.
4. Description of the data used	Baseline data from three years ago as well as teacher observations and anecdotal evidence is used to monitor progress. In the past, technological tools were confined to the library and the science lab with limited other tools in classrooms. Now, access to IT tools are timely and relevant to learning throughout the day.

Components of Initiative	School's Details
<p>5. Brief description of the significant activities or strategies involved with the initiative</p>	<ul style="list-style-type: none"> • Principal is trained in Smartboard instruction. • Teachers were trained in Smartboard use. • Smartboard is used to support the Assessment Learning cycle. • Smartboard is used primarily as a tech hub and modelling tool. • With the installation of WiFi: <ul style="list-style-type: none"> ○ Grades 6-8 have piloted the Bring Your Own Device (BYOD) program; and ○ library is tracking and organizing e-materials for students and teachers, and staff are sharing and storing materials electronically. • Students are demonstrating their learning to others through technology. • Students have immediate access to updated resources, information, video and textbooks.
<p>6. One or two highlights of the above activities</p>	<ul style="list-style-type: none"> • As a result of the BYOD project and blended learning, intermediate students are using their devices to respond in class through student response systems and the E-Learning site, accessing resources and information as needed in class, and engaging with Math Makes Sense e-texts. • Students who require assistive technology are using it regularly to achieve success. • The use of technology allows teachers to differentiate instruction so that the needs of all students within the classroom are met.
<p>7. Description of any unexpected results or “moments of serendipity” related to the initiative</p>	<ul style="list-style-type: none"> • We were surprised by the number of students who are able to bring their own device from home. The few students who do not have access to their own device are provided access to one of the school's resources. • With technology in the hands of each student, access to timely resources and tools is possible. • Teachers are able to moderate student discussions through online resources (student response system, E-Learning) and assist students as they share their learning in online formats.

Components of Initiative	School's Details
8. Description of one or two interesting findings that would be useful or helpful to other schools	It is important to focus on one form of technology to start. As students and staff become more familiar and comfortable, new resources and other forms of media can be added. After students and staff became knowledgeable with the Smartboard and its capabilities, they were excited to try new forms of technology as they became available. Smartboards also helped in the successful implementation of other technology; for example, the BYOD project has been implemented through the use of the Smartboard as a modelling tool.
9. Identification of one or two noteworthy hurdles or stumbling-blocks	Access to WiFi has been a great step forward in putting the technology in the hands of students. However, internet speed is a major factor in how smoothly technology-based lessons flow.
10. Next steps in pursuing the initiative	The E-Learning process and Blended Learning concepts are currently isolated to a few classrooms within the school. Staff will be participating in training in the next week to further implement these resources in our school. We continue to investigate applications that engage students in curriculum-relevant content and encourage students to use their devices as tools to improve their learning.
11. Lessons learned about the school's efforts to improve student achievement	Students often adapt and use technology faster than staff. Staff members are learning to become more comfortable with their new role as mentor/facilitator, guiding students in their learning through the use the technology. A focus on the four Cs (Collaboration, Communication, Creativity and Critical Thinking) is becoming increasingly more important.

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF REGULAR BOARD MEETING NO. 9

Board Room
Jim McCuaig Education Centre

2013 MAY 28

TRUSTEES PRESENT:

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

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

SENIOR ADMINISTRATION:

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

FEDERATION/UNION REPRESENTATIVES:

Derek DiBlasio, Lakehead Principals/Vice Principals
David Isherwood, Lakehead Principals/Vice Principals

PUBLIC SESSION:

1. **Approval of Agenda**

Moved by Trustee Arnone

Seconded by Trustee Lukinuk

"THAT the Agenda for Regular Board Meeting No. 9, May 28, 2013 be approved."

CARRIED

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

Moved by Trustee Wilson

Seconded by Trustee Johansen

"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. 8*
 - *April 23, 2013*
- *Property Matter*
- *Personnel Matters*

- *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 Saarinen

Seconded by Trustee Arnone

“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. 8, April 23, 2013.’”

CARRIED

5. Introduction of the 2013-2014 Student Trustee

Chair Massaro introduced Logan Turner, the successful candidate for the 2013-2014 Student Trustee position who is a Sir Winston Churchill Collegiate & Vocational Institute student.

6. Trustee Recognition Award

Trustee Johansen, on behalf of the Board, presented Joshua Halvorsen and Summer Peppard, with the Trustee Recognition Award. The Sir Winston Churchill Collegiate and Vocational Institute students were recognized for their successful showing at the Greater West Toronto First Robotics Competition held March 7 to 9.

7. Celebrating Student Achievement – Nor’wester View Public School

Colleen Kappel, Superintendent of Education, introduced Erin Aylward, Principal at Nor’wester View Public School, and Ashley Kutzler, Educational Assistant, who presented *Reaching all Students*. Successes identified included: filling each other’s buckets, Character Education, student achievement, technology, and core values. All Trustees’ questions were addressed.

8. Confirmation of Minutes

Moved by Trustee Saarinen

Seconded by Trustee Johansen

“THAT Lakehead District School Board approve the Minutes of Regular Board Meeting No. 8, April 23, 2013.”

CARRIED

MATTERS NOT REQUIRING A DECISION:

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

Trustee Playford, alternate Ontario Public School Boards' Association Director and voting delegate, presented a verbal report highlighting the information addressed at the April 26 and 27 OPSBA Board of Directors meetings. Items addressed: 2013 OPSBA Annual General Meeting, elections, and labour relations. The next Board of Directors meetings will take place on June 9. Trustee Playford thanked Trustee Lukinuk for her commitment to public education in her role as Ontario Public School Boards' Association First Vice President.

10. Student Trustee Report

Rheanna Kendrick, Student Trustee, provided a handout as her report. Items addressed included: 2013-2014 Student Trustee, Grade 8 Awards of Excellence, and Northwestern Ontario Secondary Schools Student's Association's (NWOSSA) Conference. Trustee Saarinen commended Student Trustee Kendrick as Master of Ceremonies of the Grade 8 Awards of Excellence held on May 22.

11. Success Advisory Committee Meeting Report

Trustee Wilson, the Trustee representative on the Success Advisory Committee, presented this verbal report highlighting the May 9 meeting. Highlights included: WE Stand Up, ebooks, and policies and procedures reviews. The next Success Advisory Committee meeting will be held on October 3.

12. Health and Safety Semi-Annual Report (050-13)

Ian MacRae, Superintendent of Education, introduced Rick Molloy, Health and Safety Officer, who presented the report. Items highlighted included: Safety Leadership Award, employee training, new programs, and next steps. All Trustees' questions were addressed.

13. Safe and Caring School Communities (053-13)

Colleen Kappel, Superintendent of Education, introduced Charles Bishop, Education Officer, who presented the report. Initiatives highlighted included: safe, inclusive, and equitable learning environments, restorative practices, *Tell Them From Me* surveys, school reports, prevention plans, and next steps. All Trustees' questions were addressed.

14. Special Education Advisory Committee Meeting Minutes – April 16, 2013

Colleen Kappel, Superintendent of Education, presented the April 16, 2013 minutes for information.

15. Schools-First Child Care Capital Retrofit Policy (057-13)

David Wright, Superintendent of Business, introduced Dave Covello, Manager of Information Technology and Corporate Planning, who presented information regarding child care retrofits. All Trustees' questions were addressed.

16. Assessment, Evaluation and Reporting 2013 (056-13)

Sherri-Lynne Pharand, Superintendent of Education, introduced Nicole Walter Rowan, Coordinator, who presented information regarding assessment, evaluation, and reporting for 2013. All Trustees’ questions were addressed.

17. French as a Second Language (FSL) (055-13)

Sherri-Lynne Pharand, Superintendent of Education, introduced Diane Scocchia, French Resource Teacher, and Robin Tabor-John, Elementary Program Coordinator, who presented the report. Initiatives highlighted included: Common European Framework of Reference (CEFR), student achievement, Framework for FSL, Diplôme des Etudes en langue Française (DELFF), staff training, and next steps. All Trustees’ questions were addressed.

18. Extend Meeting Time

Moved by Trustee Arnone Seconded by Trustee Johansen

“THAT this meeting be extended to 10:30 p.m.”

CARRIED

19. Parent Involvement Committee Meeting Minutes – February 25, 2013

Catherine Siemieniuk, Director of Education, presented the February 25, 2013 meeting minutes for information.

MATTERS FOR DECISION:

20. Recommendations from the Standing Committee (054-13)

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

Moved by Trustee Wilson Seconded by Trustee Playford

“THAT Lakehead District School Board approve 1020 Equity and Inclusive Education Policy, Appendix A to Report No. 054-13.”

Amendment

Moved by Trustee Lukinuk Seconded by Trustee Playford

- 1. *THAT where the term Trustee is capitalized in Policy 1020 Equity and Inclusive Education and all other Policies, the lower case term be used to reflect correct grammar and to not set trustees apart from other groups that are listed and not capitalized; and*
- 2. *That Administration be asked to make the equivalent changes in procedures documents.”*

Trustee Lukinuk requested a recorded vote.

Recorded Vote

<u>Trustee</u>	<u>In Favour</u>	<u>Opposed</u>
Arnone	X	
Johansen		X
Lukinuk	X	
Oikonen		X
Playford	X	
Saarinen	X	
Wilson		X
Massaro, Chair		X

DEFEATED

Main Motion

Moved by Trustee Wilson

Seconded by Trustee Playford

"THAT Lakehead District School Board approve 1020 Equity and Inclusive Education Policy, Appendix B to Report No. 054-13."

CARRIED

21. Recommendations from the Standing Committee (054-13)

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

Moved by Trustee Wilson

Seconded by Trustee Oikonen

"THAT Lakehead District School Board approve:

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

CARRIED

- 26.3 Trustee Johansen inquired why Lakehead District School Board did not advertise in the *Thunder Pride* insert magazine. Catherine Siemieniuk, Director of Education, responded that Lakehead District School Board was not contacted by the advertising department prior to the release of the *Thunder Pride* insert magazine. She added that Bruce Nugent, Communications Officer, has followed up with the magazine and that Lakehead District School Board will be included on the Thunder Pride website. Lakehead District School Board will be advertising in support of Thunder Pride in the local media next week.
- 26.4 Trustee Saarinen noted that the Thunder Pride parade will be held on June 15.
- 26.5 Trustee Lukinuk inquired if a date has been set for the Anti-Homophobia Awareness Breakfast. Catherine Siemieniuk, Director of Education, responded that the Anti-Homophobia Awareness Breakfast will be held at the Prince Arthur hotel on June 10 and Trustees will receive information shortly.

27. Adjournment

Moved by Trustee Arnone

Seconded by Trustee Saarinen

“THAT we do now adjourn at 10:30 p.m.”

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2013 JUN 25
Report No. 077-13

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

RE: STUDENT TRUSTEE – FINAL REPORT

1. Introduction

My experience as 2012-2013 Student Trustee has taught me many things, but above all, it has taught me how lucky I am to have been a part of Lakehead District School Board. Through my last six years with the Board as a student, I have acquired lessons and friendships that I will carry with me for the rest of my life. Through my last year as Student Trustee, I have learned that where you go to school is one of the most important factors in a student's life because it helps immensely to shape who they become, Lakehead District School Board students are a testament to this. I have witnessed the growth of the student populations, the talent and the intelligence, and above all, the overall sense of community that is crucial to creating great schools.

2. Year in Review

- 2.1 In September, schools began what would ultimately become a challenging year. Extra-curricular and groups took place, but the overall climate of the schools was altered. It was from this point I realized my job would be more unique than I imagined.
- 2.2 I was elected as Northwestern Ontario Secondary Schools Student's Association's (NWOSSSA) Minister of Regional Affairs. In that role I was able to avidly involve myself with the students from across the city by holding forums that took place monthly. There was a spectrum of topics that were discussed which provided better understanding for all in attendance.
- 2.3 I attended the Ontario Public School Boards' Association's Public Education Symposium (PES) held January 31 to February 2 in Toronto. From this experience I was better able to understand the education system and challenges that were being experienced across the province, and I met several other Student Trustees.
- 2.4 During my term I held two Student Senate meetings, one in each semester. The purpose of these meetings was to collaboratively come up with ideas on how to restore student confidence in our schools. I believe that these meetings were beneficial because it again allowed me to understand what was going on in schools. It also allowed me to speak with the Student Administrative Council

(SAC) Presidents from our secondary schools and I have remained in a close contact with them throughout the year.

- 2.5 During my term, I worked hard to communicate with secondary and elementary schools. I felt that it allowed students to better understand my role as Student Trustee and it allowed elementary students to inquire about high school. I feel that I have helped smooth the transition for Grade 8 students between elementary and secondary school. I visited the McKellar Park Central Public School Student Ambassadors, as well as students from Nor'wester View, Valley Central, Westmount, Whitefish Valley, Crestview, Kakabeka Falls District, Woodcrest and Kingsway Park Public Schools.
- 2.6 I attended the Ontario Student Trustees' Association (OSTA-AECO) conference held February 21 to 23 in Ottawa. I believe this is a crucial step for bringing Student Trustees together at a provincial level and being able to collaborate with other Student Trustees. It was a phenomenal learning experience.
- 2.7 In February, we saw the reinstatement of extra-curricular activities which I believe shaped the rest of our school year. Our schools recovered and I commend the efforts of everyone involved in bringing schools back to their normal state.
- 2.8 I had the opportunity to help plan two leadership conferences through Northwestern Ontario Secondary Schools Student's Association (NWOSSSA): the Grade 8 Leadership Conference in April, where I met over 70 students from across the city and the Leadership Conference in May, where I met over 350 students.
- 2.9 I was honoured to be asked to be a part of a panel for the Parent Involvement Committee's (PIC) Social Media Lowdown held on April 8. It was an opportunity for me to reach the parents of the students which was extremely beneficial for me.
- 2.10 I was overjoyed to serve as Master of Ceremonies of the Grade 8 Awards of Excellence banquet held on May 22. This event provided another opportunity to meet amazing Lakehead District School Board students.

3. Regrets

- 3.1 I very much regret not visiting as many schools as I hoped. Although I visited some schools and many school functions, I wished I could have been more present in schools to collect student opinions and promote the role of Student Trustee.
- 3.2 I was extremely fortunate to attend an Ontario Student Trustees' Association (OSTA-AECO) conference. I regret not attending their functions sooner. For me, this was the biggest learning experience that a Student Trustee can have and it gave me more confidence in my position. If I had known in September what I learned in February, I feel that my term would have been more effective. I regret

that I did not become more involved with OSTA AECO in general with their meetings and with their initiatives.

4. Suggestions for the Future

- 4.1 Past Student Trustees have suggested that there be two Student Trustees. I would suggest a two year term with the second term as a mentor for the incoming Student Trustee. It would be my suggestion that each Student Trustee serve a two year term. For example: a Student Trustee is elected and during their first term the incoming Student Trustee would be shadowed by the current Student Trustee that was serving their two year appointment. I feel this would allow a more adequate experience for the Student Trustee as they would have the experience required to serve and mentor.
- 4.2 I strongly encourage the incoming Student Trustee to request funding to attend an Ontario Student Trustees' Association (OSTA-AECO) conference. I believe that it is crucial to the outcome of a Student Trustee's term. I feel that they should attend either the October conference or the February conference. Ontario Student Trustees' Association's (OSTA-AECO) holds the Annual General Meeting in May and I would recommend that the outgoing Student Trustee accompany the incoming Student Trustee. This would correlate nicely with my proposed point in item 4.1.

5. Conclusion

It has been an honour to serve as Student Trustee for the Lakehead District School Board. Although my term was challenging, I would not have preferred it any other way. I would like to thank all who supported me and helped me along the way and the students of the Lakehead Public Schools who have made my term enjoyable and fulfilling.

Respectfully submitted,

RHEANNA KENDRICK
Student Trustee

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2013 JUN 25
Report No. 074-13

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

RE: ANNUAL REVIEW OF THE PLAN TO DELIVER SPECIAL EDUCATION PROGRAMS
AND SERVICES: 2012-2013

1. Background

- 1.1 On January 27, 2000, the Minister of Education announced the government's plans for improving the quality of Special Education programs and services in Ontario and for ensuring greater accountability in the area of Special Education.
- 1.2 This year, Boards have been requested to update the 2012-2013 Special Education Plan based on a checklist provided by the Ministry of Education. In addition, Boards must submit the checklist and the Special Education Plan for the 2013-2014 school year. As per Regulation 464/97, School Boards must continue to consult with their Special Education Advisory Committee.

2. Situation

- 2.1 The Special Education Plan is posted on the Lakehead Public Schools website.
- 2.2 Special Education Advisory Committee (SEAC) members were consulted at their June 12, 2013 meeting on the updates using the checklist provided (see Appendix A). These amendments will be submitted to the Ministry of Education by July 31, 2013.
- 2.3 Amendments to the Plan include:
 - Section 12 - updated FTE numbers for Special Education Staff-Facilitators and Educational Assistants;
 - Section 13 - updated Staff Development overview;
 - Section 17 - updated information - SEAC membership list; and
 - Section 18 – updated Transitions planning and process for students with an Individual Education Plan (IEP).

3. Conclusion


Lakehead District School Board will continue to deliver high quality programs and services to students with special needs.

Respectfully submitted,

ANDREA PUGLIESE
Special Education Officer

COLLEEN KAPPEL
Superintendent of Education

CATHERINE SIEMIENIUK
Director of Education

Checklist		
<i>Please submit to your regional office by July 31, 2013</i>		
(District School Board/School Authority)		
 <p style="text-align: center;">Compliance with the Standards for School Boards' Special Education Plans (2000)</p>	Report on the provision of Special Education Programs and Services 2012-13	Amendments to the 2013-14 Special Education Plan
Special Education Programs and Services		
Model for Special Education	<input type="checkbox"/>	<input type="checkbox"/>
Identification, Placement, and Review Committee (IPRC) Process	<input type="checkbox"/>	<input type="checkbox"/>
Special Education Placements Provided by the Board	<input type="checkbox"/>	<input type="checkbox"/>
Individual Education Plans (IEP)	<input type="checkbox"/>	<input type="checkbox"/>
Special Education Staff	<input type="checkbox"/>	<input type="checkbox"/>
Specialized Equipment	<input type="checkbox"/>	<input type="checkbox"/>
Transportation for Students with Special Education Needs	<input type="checkbox"/>	<input type="checkbox"/>
Transition Planning	<input type="checkbox"/>	<input type="checkbox"/>
Provincial Information		
Roles and Responsibilities	<input type="checkbox"/>	<input type="checkbox"/>
Categories and Definitions of Exceptionalities	<input type="checkbox"/>	<input type="checkbox"/>
Provincial and Demonstration Schools in Ontario	<input type="checkbox"/>	<input type="checkbox"/>
Other Related Information Required for Community		
The Board's Consultation Process	<input type="checkbox"/>	<input type="checkbox"/>
The Special Education Advisory Committee (SEAC)	<input type="checkbox"/>	<input type="checkbox"/>
Early Identification Procedures and Intervention Strategies	<input type="checkbox"/>	<input type="checkbox"/>
Educational and Other Assessments	<input type="checkbox"/>	<input type="checkbox"/>
Coordination of Services with Other Ministries or Agencies	<input type="checkbox"/>	<input type="checkbox"/>
Specialized Health Support Services in School Settings	<input type="checkbox"/>	<input type="checkbox"/>
Staff Development	<input type="checkbox"/>	<input type="checkbox"/>

Accessibility (AODA)	<input type="checkbox"/>	<input type="checkbox"/>
Parent Guide to Special Education	<input type="checkbox"/>	<input type="checkbox"/>
<i>Where programs and services have not provided as outlined in the 2012-13 Special Education Plan, please provide a description of the variance:</i>		

Additional Information:	
Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149) posted on school board website.	<input type="checkbox"/>
Special education is included in our ongoing self-improvement with respect to the Board Improvement Plan for Student Achievement.	<input type="checkbox"/>

Document:	Format:	Please indicate the URL of the document on your website (if applicable)
Special Education Plan	<input type="checkbox"/> Board Website <input type="checkbox"/> Electronic file <input type="checkbox"/> Paper copy	
Parent Guide to Special Education	<input type="checkbox"/> Board Website <input type="checkbox"/> Electronic file	
Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149).	<input type="checkbox"/> Board Website <input type="checkbox"/> Electronic file	

Name of the Director of Education	
_____ Signature of the Director of Education	_____ Date

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2013 JUN 25
Report No. 071-13

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

RE: 2013-2014 ORDER OF POLICIES FOR REVIEW

1. Background

- 1.1 On May 28, 2013, the Board approved the Policy Review Schedule 2013 to 2021.
- 1.2 Section 4.4.1 of the Policy Development and Review Policy 2010 states “A specified review date will be established for all policies.”

2. Situation

The 2013-2014 order of policies for review, as developed by Director’s Council, is attached.

Respectfully submitted,

CATHERINE SIEMIENIUK
Director of Education

ORDER OF POLICIES FOR DEVELOPMENT AND REVIEW					
September 2013 to June 2014					
Draft Policy to Constituents	Policy Input Due Date	Standing Committee Meeting	Policy #	Name of Policy	Superintendent
May 31	June 28	September 10	3096	Information/Communication Technology Use	S. Pharand D. Wright
August 28	September 25	October 8	3040	Transportation	D. Wright
September 25	October 30	November 12	6010	Emergency Evacuation and School Closure	D. Wright
November 6	December 11	January 14	3071 8090 8091	Advertising Community/Education Partnerships Use of Volunteers in Schools	D. Wright I. MacRae C. Kappel
December 11	January 29	February 11	3060 7020	Leasing of Space Employment Equity	D. Wright I. MacRae
February 12	March 26	April 8	3095	Student Trustee	C. Siemieniuk
March 26	April 30	May 13	3093 7060	Information Security Staff Training/Professional Development	D. Wright S. Pharand
April 23	May 28	June 10			

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2013 JUN 25
Report No. 070-13

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 June 11, 2013 and have been referred to the Board for approval. The recommendations are as follows:

8062 VOLUNTARY ABORIGINAL STUDENT SELF-IDENTIFICATION POLICY (066-13)

It is recommended that Lakehead District School Board approve 8062 Voluntary Aboriginal Student Self-Identification Policy, Appendix A to Report No. 070-13.

POLICY DEVELOPMENT – 8065 VOLUNTARY ABORIGINAL STAFF SELF-IDENTIFICATION POLICY (067-13)

It is recommended that Lakehead District School Board approve 8065 Voluntary Aboriginal Staff Self-Identification Policy, Appendix B to Report No. 070-13.

2013 TO 2021 POLICY REVIEW SCHEDULE (064-13)

It is recommended that Lakehead District School Board approve the 2013 to 2021 Policy Review Schedule.

Respectfully submitted,

KAREN WILSON
Chair
Standing Committee

DRAFT – June 25, 2013**VOLUNTARY ABORIGINAL STUDENT
SELF-IDENTIFICATION POLICY****8062**

1. Rationale

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

2. Policy

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

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

2.2 Personal information will be kept confidential.

3. Collection of Information

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

3.2 Voluntary self-identification data will be collected on the Lakehead District School Board Registration Form for all new elementary and secondary students enrolled with the Board.

4. Guidelines

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

- learner-centeredness;
- inclusion;
- responsiveness;
- student achievement results;
- respect for individual privacy and dignity;

DRAFT – June 25, 2013

VOLUNTARY ABORIGINAL STUDENT SELF-IDENTIFICATION POLICY

8062

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

5. Accountability

Education programs developed will achieve these objectives:

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

6. Definitions

The following definitions are made without prejudice.

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

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

- 6.2 “First Nations” peoples include both status and non-status peoples:

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

*(Sources: Aboriginal Affairs and Northern Development Canada, **Benefits and Rights: Indian Status, 2013** www.aadnc-aandc.gc.ca; **Indian Act, Sections 5,6**)*

SCHOOL-COMMUNITY RELATIONS

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Appendix A to
Report No. 070-13

DRAFT – June 25, 2013

VOLUNTARY ABORIGINAL STUDENT SELF-IDENTIFICATION POLICY

8062

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

(Source: Métis National Council, Métis National Council. “The Métis” Ottawa, ON: 2011)

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

(Source: Aboriginal Affairs and Northern Development Canada, “Inuit” 2013 www.aadnc-aandc.gc.ca; Inuit Tapiriit Kanatami. “Inuit Historical Perspectives” <https://www.itk.ca/about-inuit>)

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

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

7. Data Collection, Storage, Access and Usage

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

8. Data Protection

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

SCHOOL-COMMUNITY RELATIONS

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Appendix A to
Report No. 070-13

DRAFT – June 25, 2013

VOLUNTARY ABORIGINAL STUDENT SELF-IDENTIFICATION POLICY

8062

9. Data Reporting

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

9.2 Individual data will not be communicated and is protected by law.

10. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Aboriginal Education Advisory Committee 8061	May 22, 2007	_____
Volunteer Student Staff- Identification 8065	<u>Date Revised</u>	_____
Safe Schools 8070	Reviewed by _____	

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D R A F T - June 25, 2013

VOLUNTARY ABORIGINAL STAFF SELF-IDENTIFICATION POLICY

8065

1. Rationale

- 1.1 The Ministry of Education's Ontario First Nation, Métis and Inuit Educational Policy Framework identifies the goal of a high level of student achievement, and outlines "a significant increase in the number of First Nation, Métis, and Inuit teaching and non-teaching staff in school boards across Ontario" as one of the performance measures for attaining that goal.

(Source: Ontario Ministry of Education, Ontario First Nation, Métis, and Inuit Education Policy Framework, 2007)

- 1.2 In an effort to support and ensure continued student success gathered from the Voluntary Aboriginal Student Self-Identification data, Lakehead District School Board invites employees and applicants to participate in voluntary self-identification. Lakehead District School Board believes that Aboriginal staff could volunteer as mentors, share their culture and help foster an environment where Aboriginal students can reach a high level of achievement. Voluntary self-identification would also provide the Board baseline data of the number of Aboriginal staff currently employed. Data will be used to improve services to students and programs for staff.

(Source: Algoma District School Board, 2012)

2. Policy

Lakehead District School Board recognizes that it serves a diverse population and is committed to making education meaningful, responsive to, and inclusive of, Aboriginal heritage of our staff and students.

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

3. Guiding Principles

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

SCHOOL-COMMUNITY RELATIONS

8065

Appendix B to
Report No. 070-13

D R A F T - June 25, 2013

VOLUNTARY ABORIGINAL STAFF SELF-IDENTIFICATION POLICY

8065

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

4. Review

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

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

G:\POL8065Voluntary Aboriginal Staff Self-Identification

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2013 JUN 25
Report No. 075-13

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

RE: RECOMMENDATION FROM THE BUDGET COMMITTEE

A report was received at the Budget Committee Meeting – Public Session of June 18, 2013 and has been referred to the Board for approval. A copy of the report is attached as Appendix A. The recommendation is as follows:

2013-2014 BUDGET (072-13)

It is recommended that Lakehead District School Board approve the 2013-2014 operating and capital budget of \$132,803,787.

Respectfully submitted,

MARG ARNONE
Chair, Budget Committee

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2013 JUN 18
Report No. 072-13

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

RE: 2013-2014 BUDGET

1. Background

- 1.1 On an annual basis, the Ministry of Education requires school boards in Ontario to submit a budget in accordance with Grants for Student Needs legislation.
- 1.2 The funding regulation for the 2013-2014 fiscal year was released by the Ministry of Education on March 27, 2013. Budget submissions are due to the Ministry by June 28, 2013.
- 1.3 Administration presented the preliminary 2013-2014 draft budget to the Budget Committee on June 12, 2013 for Trustee input and consideration.

2. Situation

Administration has concluded the preparation of the 2013-2014 budget. Details of guiding principles, funding enhancements, funding constraints, budget process, and investments in student programs and services are included in Appendix A.

RECOMMENDATION

It is recommended that Lakehead District School Board approve the 2013-2014 operating and capital budget of \$132,803,787.

Respectfully submitted,

KIRSTI ALAKSA
Manager of Financial Services

DAVID WRIGHT
Superintendent of Business

CATHERINE SIEMIENIUK
Director of Education

LAKEHEAD DISTRICT SCHOOL BOARD 2013-2014 OPERATING & CAPITAL BUDGET

2013-2014 BUDGET PROCESS

The development process of the 2013-2014 budget highlights first and foremost that Lakehead District School Board is ever mindful of its mission; commitment to the success of every student. The 2013-2014 budget process focused on reducing the impact of budget constraints on classrooms, and maintaining the supports in our system that our stakeholders depend on. The budget was built through a collaborative process, and demonstrates a commitment for fiscal sustainability.

In order to prepare a budget with a shared vision consistent with the multi-year strategic plan, Senior Administration updated “Guiding Principles” for budget development, with input from Trustees. These principles formed the framework that guided decision-making throughout the budget development process. The guiding principles for the development of the 2013-2014 budget are:

Lakehead Public Schools is committed to the success of every student.

Student success is our number one priority. The allocation of budget resources will be aligned with the overall goals and priorities identified in the Multi-Year Strategic Plan.

- 1. Students come first. The evidence will be reflected in targeted improvements in student achievement and well-being, and by providing safe, inclusive and equitable learning environments.*
- 2. We will invest in the future of the organization by focusing on innovation, engagement and professional learning that supports student success.*
- 3. The allocation of financial resources will be driven by data, supported by evidence, and aligned to match system and operational goals.*
- 4. The engagement of stakeholders in a consultative budget process will assist in setting priorities.*
- 5. Budget decisions will ensure strong fiscal responsibility into the future.*

Using these principles as the context for consultation, our education partners were asked to provide the Budget Committee with their top three priorities, in terms of budget allocation, that would improve student success. They were also asked what they would reallocate within or remove from the budget to fund their stated priorities.

Nine different groups participated, all providing valuable information and insight for the upcoming school year. Several of the identified priorities have been reflected in the 2013-2014 budget.

On April 30, 2013, the Budget Committee received presentations from the following stakeholder groups:

- Special Education Advisory Committee;
- Aboriginal Education Advisory Committee;
- Parent Involvement Committee;
- Ontario Secondary School Teachers' Federation – Educational Assistants (OSSTF-EA's);
- Ontario Secondary School Teachers' Federation District 6A Teachers' Bargaining Unit (OSSTF); and
- Lakehead Ontario Principals' Council.

The Budget Committee received written input from the following stakeholder groups:

- Ontario Secondary School Teachers' Federation – Early Childhood Educators (OSSTF-ECE's);
- Lakehead Elementary Teachers of Ontario (LETO); and
- Hammarskjold High School School Council.

An option for public input was also provided on the Board website as part of a dedicated budget development link.

Senior Administration has met extensively to prepare a budget that supports the Guiding Principles presented above. The 2013-2014 budget represents a commitment to maintaining the supports that are in place in our system for the coming year. In the near future; however, reviews of senior and school administration, as well as system departments and supports will be required. These reviews will ensure that Lakehead District School Board is able to continue delivering budgets that best support the strategic plan, by ensuring effective stewardship of resources, and maintaining the focus on our core business: student achievement and well-being.

While the Grants for Student Needs announcement showed only a slight decrease in per-pupil funding this year, the budgeting process has been difficult as we continue to be a declining enrolment board. Lakehead District School Board continues to make a concerted effort to align with Ministry of Education – Education Program Other (EPO) funded initiatives, which has assisted the Board to maintain a high level of programming and supports. That being said, the Ministry of Education has indicated their awareness of the challenges boards will face in balancing their budgets while at the same time implementing the required cost savings measures and protecting programs and services that are mandated by the government and expected by our constituents.

In order to adhere to the government's direction, a budget is due to the Ministry of Education by June 28, 2013.

PRIORITIES – 2013-2014 BUDGET

Highlights of the 2013-2014 budget include:

- The commitment to reduce the impact of budget constraints on schools;
- Expanding Full Day Kindergarten to all schools;
- A significant infusion of Information Technology, further advancing Lakehead Public Schools students as 21st Century Learners;
- Continued support for training on integrating technology in classrooms;
- Further implementation of a Mental Health and Addictions strategy;
- Continued support for Tutors in a Cultural Environment;
- Continued support for the French as a Second Language resource teacher and Kindergarten resource teacher;
- Continued support for the positions of Aboriginal Community Liaison & Partnership Officer and Aboriginal Resource Teacher;
- Continued support of Native Language programs in three elementary schools and all secondary schools;
- Continued support for Aboriginal Student Success and Professional Development, maintaining a commitment to ensure sustainability for the successes achieved by the Urban Aboriginal Education project;
- Support for continued e-Learning opportunities for secondary students;
- The commitment to maintain Social Workers in schools. Many constituent groups have emphasized that support is needed for student's emotional, social and mental health and well-being;
- Continued support for the Learning Through the Arts partnership with the Royal Conservatory of Music;
- Continued investments in sound skills speech language pathology, and continued support for Grades 7 & 8 differentiated instruction; and
- Continued support for ongoing training for professional learning communities in schools.

ENHANCEMENTS TO KEEP UP WITH COSTS

Several changes have occurred with regards to Grants for Student Needs (GSN) legislation. A few funding enhancements have been incorporated into the funding formula in order to keep up with the rising costs of doing business:

- Effective January 1, 2011, the OMERS pension plan which is the pension plan for non-teaching staff, announced a contribution rate increase of 2.9 percent over three years. The benefits benchmarks in the GSN have been increased to cover the cost in this last year;
- A portion of the School Operations Allocation will be increased to assist boards manage increases in commodity prices and utility costs. Also, the electricity component of the benchmark will be increased to help boards with rising electricity costs;
- 2013-2014 will be year four of the Ministry supported Full Day Early Learning Kindergarten Program. Additional operating, capital, and one time equipping revenue is being provided to prepare for the additional classes; and
- The cost benchmark for the Student Transportation Grant will be increased to recognize higher operating costs. The increase in the benchmark will be offset by any year end surpluses in transportation. In addition, the penalty for transportation consortiums that received less than a high rating in the initial Efficiency and Effectiveness review will be removed.

2013-2014 FUNDING CONSTRAINTS

Similar to the last few years, strong financial management in school boards continues to be vital to sustain and advance progress in education, when the education sector is a very significant contributor towards balancing the provincial budget. Lakehead District School Board continues to operate in a climate of economic uncertainty and declining enrolment. Constraints that will have the largest impact are:

- The introduction of the 34 credit threshold. Most Secondary Students will be funded at a lower rate for credits taken after reaching the 34 credit cap;
- The continued reduction of the School Board Administration and Governance Grant; and
- Benchmark changes that reflect year two of imposed collective agreements and changes to personal services contracts. The changes include a wage freeze, delayed grid movement, changes to sick leave and retirement gratuity plans, unpaid days for both teachers and administrators, as well as other measures.

CONCLUSION

Lakehead District School Board's 2013-2014 budget development process and Guiding Principles highlight first and foremost that we strive to ensure the success of every student. The resulting budget is a collaborative reflection of the priorities of stakeholders, which maintains the programs and supports that stakeholders expect.

In the coming years, administrative and system reviews will be necessary to ensure continued financial viability, and the ability to focus on student achievement and well-being.

2013-2014 will be another extremely busy year as all of the exciting highlights are put in place and/or expanded in classrooms. Despite declining enrolment and a challenging provincial fiscal situation, Lakehead District School Board has built a responsible budget that supports the strategic plan.

Thank you to everyone who has contributed to the development of the 2013-2014 operating and capital budget.

Respectfully submitted,

KIRSTI ALAKSA
Manager of Financial Services

DAVID WRIGHT
Superintendent of Business

CATHERINE SIEMIENIUK
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2013 JUN 25
Report No. 076-13

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

RE: APPROVAL OF APPOINTMENTS TO THE SUPERVISED ALTERNATIVE LEARNING (SAL) COMMITTEE 2013-2014

1. Background

- 1.1 In accordance with the Education Act of Ontario Regulation 374/10, the Board shall establish a Supervised Alternative Learning (SAL) Committee.
- 1.1.1 The SAL Committee shall be composed of no fewer than three persons to be appointed by the Board.
- 1.1.2 The members of the SAL Committee shall include: a Trustee of the Board; a Supervisory Officer; and at least one person who is not an employee of the Board.
- 1.1.3 Trustee appointments to the SAL Committee are approved at the Annual meeting in December.
- 1.2 During the 2012-2013 school year, members of the committee included:
- Trustee Jack Playford;
 - Trustee Alternate Deborah Massaro (December 2012-June 2013);
 - Trustee Alternate Marg Arnone (September 2012-December 2012);
 - Colleen Kappel, Superintendent of Education;
 - Charles Bishop, Education Officer, (Alternate);
 - Ric Windsor, Assistant Director of YES Employment Services; and
 - Kendra Perry, Service Delivery Manager of YES Employment Services (Alternate).

2. Situation

The role of the SAL Committee is to accept and consider applications from parents/guardians of compulsory secondary school age children, who are at least fourteen (14) years of age, and who wish to be excused from either full-time or part-time attendance at school. Where such applications are approved, the SAL Committee, in consultation with a representative(s) from the student's home school, the Attendance Counsellors, and the student's parent/guardian, determines an alternative learning program directed towards the student's needs and interests.

RECOMMENDATION

It is recommended that Lakehead District School Board approve the following appointments to the Supervised Alternative Learning (SAL) Committee for the 2013-2014 school year:

1. Colleen Kappel, Superintendent of Education;
2. Lorraine Boland, Executive Director of YES Employment Services as member; and
3. Kendra Perry, Service Delivery Manager of YES Employment Services, as alternate member.

Respectfully submitted,

GLEENDA CARLETON
Attendance Counsellor South Side Schools

MARIANNE BERNER
Attendance Counsellor North Side Schools

COLLEEN KAPPEL
Superintendent of Education

CATHERINE SIEMIENIUK
Director of Education