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

STANDING COMMITTEE
Tuesday, September 10, 2013
Jim McCuaig Education Centre

Catherine Siemieniuk
Director of Education

Karen Wilson
Chair

AGENDA

PUBLIC SESSION
7:30 P.M. – in the Board Room

			Resource Person	Pages
1.	Call to Order			
2.	Disclosure of Conflict of Interest			
3.	Approval of the Agenda			
4.	Resolve into Committee of the Whole – Closed Session			
5.	**COMMITTEE OF THE WHOLE - Closed Session – 6:30 p.m. (SEE ATTACHED AGENDA)**			
6.	Delegations/Presentations			
	6.1	Declaration of 2013-2014 Student Trustee	L. Turner	Verbal
	6.2	Sir Winston Churchill Collegiate and Vocational Institute - *Come as You Are*	I. MacRae	1-3

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

		Resource Person	Pages
6.3	Introduction of Newly Appointed Leaders - Lori Carson - Eric Fredrickson - Leslie Hynnes - Shannon Jessiman-MacArthur - Joanna Jewell - Donica LeBlanc - Nikki Marks - Rima Mounayer - Lisa Nutley - Elaine Oades - Michael Oades - Michelle Probizanski - Christy Radbourne - Robin Tabor-John	Superintendents	Verbal

7. Confirmation of Minutes

7.1	Standing Committee Meeting - June 11, 2013	K. Wilson	4-7

8. Business Arising from the Minutes

MATTERS NOT REQUIRING A DECISION

9. Information Reports

9.1	Report on the Activities of the 2012-2013 Supervised Alternative Learning (SAL) Committee (084-13)	C. Kappel	8-10
9.2	2013-2014 Operational Plan (082-13)	C. Siemieniuk	11 + Appended

10. First Reports

MATTERS FOR DECISION:

11. Postponed Reports

12. Ad Hoc and Special Committee Reports

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

		Resource Person	Pages
13.	New Reports		
	13.1 Policy Review – 3096 Information/Communication Technology Use (085-13)	S. Pharand/ D. Wright	12-29
	It is recommended that Lakehead District School Board Approve 3096 Information/Communication Technology Use Policy as amended, Appendix A to Report No. 085-13.		
14.	New Business		
15.	Notices of Motion		
16.	Information and Inquiries		
17.	Adjournment		

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

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STANDING COMMITTEE
Tuesday, September 10, 2013
Jim McCuaig Education Centre

Catherine Siemieniuk
Director of Education

Karen Wilson
Chair

AGENDA

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

		Resource Person	Pages
5.1	Confirmation of Committee of the Whole - Closed Session Minutes		
5.1.1	Standing Committee Meeting - June 11, 2013	K. Wilson	1-2
5.2	Business Arising from the Minutes		
5.3	Consideration of Reports		
5.3.1	Negotiations	I. MacRae	Handout
5.4	Information and Inquiries		
5.5	Rise and Ask Leave to Sit in Public Session		

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

Lakehead Public Schools

CELEBRATING STUDENT ACHIEVEMENT

School: Sir Winston Churchill C&VI

Title of Initiative: Come as You Are

Components of Initiative	School's Details
1. Description of the nature of the initiative to improve student achievement	The Come as You Are Project was developed to provide our grade 9 students with a positive transition to high school. Engaging students and staff in creating a more welcoming and inclusive environment leads to students who are more likely to feel confident and more connected to their school.
2. Rationale for selecting the initiative	Provincial evidence identifies the transition from grade 8-9 as a critical factor impacting a student's likelihood to graduate. This period is described as "a time of being and a time of becoming" where young people struggle to create their social, emotional and academic identities. It is during times of transition that youth are most likely to engage in risk taking behavior such as alcohol and drug misuse, truancy and other dangerous activities. Evidence strongly supports the critical role of school play during this period. Studies such as Dr. King's Double Cohort study indicate that a supportive environment where students feel comfortable and connected limit risk taking behavior and foster student success. The intention of this project - a partnership between Sir Winston Churchill CVI, the Thunder Bay District Health Unit and the Drug Awareness Committee - was to create an environment where all students feel they belong and can be successful.
3. Intended outcomes of the initiative related to improved student achievement	The objectives of this project are to: • Review the effectiveness of the current grade 9 transition strategies • Seek input from students which will be used in the development of a grade 9 transition plan • Implement a transition campaign grounded in evidence and student voice which helps students successfully transition to secondary school • Engage students in leadership opportunities while creating partnerships with community groups and agencies

4. Description of the data used	The pilot project was successful in improving measures of school connectedness among grade 9 students starting high school. Among the intervention group all measures of connectedness increased between 9% – 30%. 18.6% of grade 9 students among the intervention group reported feeling unwelcome or uncomfortable, compared to 39.7% of those among the comparison group.
5. **Brief** description of the significant activities or strategies involved with the initiative	The Come as You Are project used a multi-faceted approach to increase student success. The initiative included: • Student focus groups, surveys and workshops to identify student needs and concerns and develop a plan to meet these needs • Modification to the registration process to include greater use of profiles in timetabling and scheduling • "Come as you are" marketing campaign and video to welcome students to high school • Creation of an ambassador program where senior students mentor grade 9s through leading teambuilding activities in homeroom classes • Development of a grade 9 survival guide and student friendly map which provided tips and suggestions for being successful at high school • Hosting a grade 9 breakfast and retreat where students had the opportunity to meet other grade 9s in a non-academic setting.
6. **One or two** highlights of the above activities	Two highlights that the project illustrated are that the concerns students have coming into grade 9 are fairly universal (getting lost, not making friends and being "freshied"). Through the initiative, these concerns were easily mitigated to help students feel more comfortable in secondary school. Another highlight was the power of peer mentoring. This project demonstrated the positive impact that student mentors can have on a school environment.
7. Description of any unexpected results or "moments of serendipity" related to the initiative	The focus groups revealed some surprising results and suggestions which were implemented for the 2013-2014 school year. Some of these include printing a map on the back of grade 9 student timetables and inviting them into the school to find their classes before the first day so they can find their classes. Another surprising moment was the how keen senior students were to become involved in the ambassador program. The students are very proud of their school and wanted to share that with new students and even offered to come in for an afternoon of training in the summer.

8. Description of **one or two** interesting findings that would be useful or helpful to other schools	The program was very dynamic and school specific. We would recommend hosting focus groups with students to evaluate your current practices and identify strengths and weaknesses. For example, our students identified that the map we used was not helpful and actually caused more stress in some situations. This led to the development of a student friendly map which is given to each student and displayed through the school. The other aspect is we would encourage schools to include significant opportunity for relationship building in grade 9 classes before initiating the academic press. This was facilitated with the support of the Thunder Bay Heath Unit and student ambassadors.
9. Identification of **one or two** noteworthy hurdles or stumbling-blocks	One hurdle that needed to be overcome was finding the balance between the activities intended to help ease transition and teaching curriculum and content. Teachers embraced this program and were able to tailor the aspects of the "Come as You Are" initiative to augment the curriculum components of their class.
10. Next steps in pursuing the initiative	The second round of the initiative is being implemented for the 2013-2014 school year. Next steps have included: • Greater training for ambassadors • Expansion of the program to include greater opportunity for grade 9 team building • The development of resources for staff • Modifications to the grade 9 registration process (additional feeder school meetings, map with timetable, etc)
11. Lessons learned about the school's efforts to improve student achievement	This project clearly illustrated the importance that a supportive and welcoming environment plays in student success. The data collected through surveys and focus groups indicated that students who were involved in the "Come as you are" initiative were more connected to the school than those who did not participate in the program. We are confident that this will lead to a decrease in risk taking behavior and an increase in overall student success.

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF STANDING COMMITTEE

Board Room
Jim McCuaig Education Centre 2013 JUN 11

TRUSTEES PRESENT:

Karen Wilson (Chair)
Marg Arnone
Pat Johansen
Lori Lukinuk
Deborah Massaro
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
Sherri-Lynne Pharand, Superintendent of Education
David Wright, Superintendent of Business

FEDERATION/UNION REPRESENTATIVES:

Jeff Upton, OPC

PUBLIC SESSION:

1. Approval of Agenda

Moved by Trustee Johansen Seconded by Trustee Arnone

"THAT the Agenda for Standing Committee Meeting, June 11, 2013, be approved."

CARRIED

2. Resolve Into Committee of the Whole – Closed Session

Moved by Trustee Saarinen Seconded by Trustee Arnone

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

- *Confirmation of Committee of the Whole – Closed Session Minutes*
  - *May 14, 2013*

- *Negotiations*

- *Financial Matter*

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

CARRIED

COMMITTEE OF THE WHOLE – CLOSED SESSION:

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

PUBLIC SESSION:

4. Trustee Character Awards – WE Stand Up Student Committee

Trustee Lukinuk, on behalf of the Board, presented Reegan Bushby and Lindsay Campbell, Hammarskjold High School students, Ankur Shahi and Logan Turner, Sir Winston Churchill Collegiate and Vocational Institute students, Emmarie Leeson, Superior Collegiate and Vocational Institute student, and Meghan Payment, Westgate Collegiate and Vocational Institute student, with the Trustee Character Award. Unable to attend the award presentation were Jennifer Brooks and Jacqueline Dyck, Hammarskjold High School students, and Lexi Zamojski, Westgate Collegiate and Vocational Institute student. The students received their award for facilitating the WE Stand Up student conference held on May 6 at the Thunder Bay Community Auditorium.

5. Trustee Character Awards

Trustee Massaro, on behalf of the Board, presented Sharla Brown, Keynote Events, Catherine Forbes, Lakehead District School Board, Clint Harris, The Chronicle Journal, and Bruce Nugent, Lakehead District School Board, with the Trustee Character Award. Ms. Brown, Ms. Forbes, Mr. Harris, and Mr. Nugent received their award for their support, expertise, and guidance to the WE Stand Up Student Committee.

6. Celebrating Student Achievement – Edgewater Park Public School

Sherri-Lynne Pharand, Superintendent of Education, introduced Evelyn Thomson, Principal of Edgewater Park Public School. Ms. Thomson introduced Kim Boardman, Grade 1 teacher, who presented information regarding *OWA – Ontario Writing Assessment.* Successes identified included: literacy and numeracy, assessment tools, student achievement, and next steps. All Trustees' questions were addressed.

7. Confirmation of Minutes

Moved by Trustee Saarinen Seconded by Trustee Arnone

"THAT the Standing Committee approve the Minutes of the Standing Committee Meeting, May 14, 2013."

CARRIED

8. Student Transportation Services of Thunder Bay Committee Meeting Report

Trustee Saarinen, the Trustee representative on the Student Transportation Services of Thunder Bay Committee, presented a verbal report highlighting the information

addressed at the May 21 Student Transportation Services of Thunder Bay Committee meeting. Information will be left in the Trustees' Lounge for perusal. The next Student Transportation Services of Thunder Bay Committee meeting will take place in the Fall.

9. Communications Update (065-13)

Catherine Siemieniuk, Director of Education, introduced Bruce Nugent, Communications Officer, who presented the report. Highlights included: effective communications, staff and student successes, parent engagement, websites and social media, practices, video productions, advertising/marketing, WE Stand Up, and next steps. All Trustees' questions were addressed.

10. Parent Involvement Committee Meeting Minutes – May 7, 2013

Catherine Siemieniuk, Director of Education, presented the May 7, 2013 meeting minutes for information.

MATTERS FOR DECISION:

11. 8062 Voluntary Aboriginal Student Self-Identification Policy (066-13)

Moved by Trustee Saarinen Seconded by Trustee Playford

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

CARRIED

12. Policy Development – 8065 Voluntary Aboriginal Staff Self-Identification Policy (067-13)

Moved by Trustee Johansen Seconded by Trustee Arnone

"THAT Lakehead District School Board approve Voluntary Aboriginal Staff Self-Identification Policy 8065, Appendix A to Report No. 067-13."

CARRIED

13. 2013 to 2021 Policy Review Schedule (064-13)

Moved by Trustee Saarinen Seconded by Trustee Massaro

"THAT Lakehead District School Board approve the 2013 to 2021 Policy Review Schedule, Appendix A to Report No. 064-13."

CARRIED

14. Information and Inquiries

14.1 Trustee Oikonen requested information pertaining to an investigation that took place at Kakabeka Falls District Public School. David Wright, Superintendent of Business, responded that Administration conducted an investigation regarding the 2010-2011 and 2011-2012 milk fund.

14.2 Trustee Saarinen informed the Board that he attended the Age-Friendly Thunder Bay Committee meeting on June 11. Trustee Saarinen presented the Board with the Age-Friendly Thunder Bay Senior Charter plaque which will be left in the Trustees' Lounge for perusal.

14.3 Trustee Playford reported that he attended Westgate Collegiate and Vocational Institute's Commencement Exercises held on June 5 and Hammarskjold High School's Commencement Exercises held on June 6.

14.4 Trustee Lukinuk noted that as a member of the Board of Directors of Ontario Physical Health and Education Association (OPHEA), she participated in media interviews pertaining to the Ministry of Education releasing the elementary and secondary Physical and Health Education curriculum.

14.5 Trustee Saarinen reported that he and Trustees Arnone, Johansen, Massaro, Catherine Siemieniuk, Director of Education, Colleen Kappel, Superintendent of Education, Charles Bishop, Education Officer, and Amy Farrell-Morneau, Aboriginal Community Liaison Officer, attended the Thunder Pride Anti-Homophobia Awareness Breakfast held on June 10.

15. Adjournment

Moved by Trustee Saarinen Seconded by Trustee Johansen

"THAT we do now adjourn at 9:18 p.m."

CARRIED

LAKEHEAD PUBLIC SCHOOLS

OFFICE OF THE DIRECTOR OF EDUCATION

2013 SEP 10
Report No. 084-13

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

RE: REPORT ON THE ACTIVITIES OF THE 2012-2013 SUPERVISED ALTERNATIVE LEARNING (SAL) COMMITTEE

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.

1.2 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.

1.3 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

2.1 Ten SAL meetings were held during the 2012-2013 school year. One hundred and twenty six applications were considered. One hundred and twelve were approved. Of these, 17 went on to participate in a community based pilot program incorporating both academics and work place readiness in partnership with YES Employment Services.

2.2 Thirteen applications were received for fourteen year old students, including eleven females and one male. The number of students utilizing this alternative program continues to increase yearly (see comparison chart below). Nineteen applications were received for fifteen year old students, including eleven females and eight males. The remaining applications received were for sixteen and seventeen year old students.

2012-2013 Academic Year

Gender	14 & 15 Year Old Students	16 & 17 Year Old Students
Females	22	18
Males	9	16

Snapshot of previous years for approved SAL applications:

YEAR	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Applications	15	69	40	65	77	112

2.3 The types of SAL programs approved for students are indicated in the chart below. The total number is not a reflection of individual students but rather the fact that students' programs could include a number of areas. (ie. a student who was working may have also been gaining volunteer credits at the same time.)

	EMPLOY INDEP	HOME STUDY	PART TIME SCHOOL	VOLUNTEER	SAL Pilot/Other	Total Credits Generated	TOTAL
2012/13	21	29	36	31	18	67.5	135
2011/12 Initial Placement	25	17	12	3	18	60	77

** "OTHER" category may include community-based programs such as counseling and private educational programs.

2.4 September 2013 status: The chart below accounts only for those students who returned to school during second semester and/ or indicated that they wanted to renew their SAL program in September 2013. There are a number of students who have left Lakehead District School Board due to age or other uncontrollable factors.

Females Returning to SAL	Males Returning to SAL	Females returning to school full time	Males returning to school full time	Number of students identified as not returning or as other	TOTAL
7	4	24	24	16	75

3. Conclusion

The Board's Supervised Alternative Learning Committee will continue to monitor and seek to understand students' needs for alternative learning experiences and counseling, while ensuring that students are placed in a program which will afford them success during this transitional period. Connection to the home school is vital during a student's enrolment in the SAL program.

Respectfully submitted,

GLENDA CARLETON
Attendance Counsellor South Side Schools

MARIANNE BERNER
Attendance Counsellor North Side Schools

COLLEEN KAPPEL
Superintendent of Education

CATHERINE SIEMIENIUK
Director of Education

LAKEHEAD PUBLIC SCHOOLS

OFFICE OF THE DIRECTOR OF EDUCATION

2013 SEP 10
Report No. 082-13

TO THE CHAIR AND MEMBERS OF
STANDING COMMITTEE – Public Session

RE: 2013-2014 OPERATIONAL PLAN

1. Background

On an annual basis, Senior Administration develops an Operational Plan that reflects the strategic direction set by the Board.

2. Situation

Senior Administration met with key staff to review and renew the current Operational Plan. The Operational Plan 2013-2014 supports the areas of major emphasis in the Board's Strategic Plan and is aligned to the Board Improvement Plan for Student Achievement.

3. Conclusion

The Operational Plan is a living public document that will be widely shared and communicated with internal and external stakeholders. Staff will ensure that school and department plans are aligned to the actions outlined. Regular update reports will be brought forward to the Board as information reports through the school year.

Respectfully submitted,

CATHERINE SIEMIENIUK
Director of Education

LAKEHEAD PUBLIC SCHOOLS

OFFICE OF THE DIRECTOR OF EDUCATION

2013 SEP 10
Report No. 085-13

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

RE: POLICY REVIEW – 3096 INFORMATION/COMMUNICATION TECHNOLOGY USE

1. Background

1.1 On June 26, 2007 the Information/Communication Technology Use Policy 3096 was revised.

1.2 At the September 25, 2012 Regular Board Meeting, the Information/Communication Technology Use Policy 3096 was approved for review during the 2012-2013 school year as part of the policy development and review cycle.

1.3 At the May 28, 2013 Regular Board Meeting, the Board approved an extension to the policy review timelines.

1.4 On May 31, 2013, the draft policy and procedures were posted on the Board website and distributed to constituent groups for review and comment with input to be received by June 28, 2013.

2. Situation

2.1 The draft policy was presented to the Success Advisory Committee, Special Education Advisory Committee, Parent Involvement Committee and Aboriginal Educational Advisory Committee and their input was incorporated into the new policy and procedures.

2.2 The revised policy is attached as Appendix A and the procedures as Appendix B.

2.3 Upon final approval, the policy will be distributed according to Board procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board Approve 3096 Information/Communication Technology Use Policy as amended, Appendix A to Report No. 085-13.

Respectfully submitted,

DAVE COVELLO
Manager of Information Technology and Corporate Planning

ANDREW KEENE
Principal of McKellar Park Central Public School

SHERRI-LYNNE PHARAND
Superintendent of Education

DAVID WRIGHT
Superintendent of Business

CATHERINE SIEMIENIUK
Director of Education

BUSINESS AND BOARD ADMINISTRATION 3000

DRAFT – SEPTEMBER 10, 2013

INFORMATION/COMMUNICATION TECHNOLOGY USE POLICY 3096

1. Rationale

Information ***and communication*** technology plays a significant role in teaching and learning and in the administration of Board business.

Technology has changed the educational environment in many positive ways. These technologies also bring challenges to maintaining a safe, caring and orderly learning environment. This policy serves as a basis for ensuring technology is used appropriately and to the benefit of students and employees.

2. Policy

It is the policy of Lakehead District School Board to recognize the use of information technologies as productivity enhancement tools by Board students ~~staff~~ and employees in support of teaching and learning and Board related business activities.

3. Guiding Principles

Lakehead District School Board supports and encourages responsible use of technology through the following guiding principles.

3.1 Supporting Learning

Information technology presents an opportunity for students and teachers to enable authentic learning experiences that interact with the ~~outside world~~ ***global community*** and encourage students to be lifelong learners.

3.2 Digital Citizenship

Users are expected to use technology responsibly and ethically. The Board will ensure students learn about digital citizenship in school.

3.3 Equity

The Board will ensure that all students have equitable access to all required technologies.

3.4 Privacy and Ownership

All data stored on Board technology are owned and may be accessed by the Board. Users should have no expectation of privacy with respect to information created, stored, sent or received using Board technology.

3.5 Security

Users must take reasonable precautions to ensure that data they use is safe and secure. Data should be used for the intended purposes.

3.6 Compliance

Users are required to comply with federal and provincial legislation and all related Board policies and procedures.

4. Failure to Comply

Individuals who do not comply with this policy will be subject to appropriate consequences in accordance with the circumstances of the event and within the parameters of any applicable legislation.

5. Review

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

Cross Reference	**Date Approved**	**Legal Reference**
Procedures 3096	June 24, 2003 **Date Revised** June 26, 2007	

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BUSINESS AND BOARD ADMINISTRATION 3000

DRAFT – SEPTEMBER 10, 2013

INFORMATION/COMMUNICATION TECHNOLOGY USE PROCEDURES 3096

1. Policy

It is the policy of Lakehead District School Board to recognize the use of information ***and communication*** technologies as productivity enhancement tools by Board staff and students in support of teaching and learning and Board related business activities.

2. Definitions

2.1 Technology

Technology resources include but are not limited to computers, ~~cellular/mobile phones~~, ***mobile devices***, servers, networks, Internet services, computer applications, data, ~~and~~ email and collaboration tools.

2.2 User

A user is any individual granted authorization to access Board technology. User may include students, parents/guardians, employees, volunteers, visitors, contractors or individuals employed by service providers.

2.3 Cyber-bullying

~~Cyber-bullying is bulling by electronic means.~~
Cyber-bullying is the repeated use of email, cell phones, social media, text, internet and web sites to threaten, harass, embarrass, socially exclude or damage reputations or friendships.

Cyber-bullying includes:

- creating a web page or blog in which the creator assumes the identity of another person;
- impersonating another person as the author of content or messages posted on the Internet; and
- communicating ***negative*** material electronically to more than one individual or posting ***negative*** material on a website that may be accessed by one or more individuals.
  (Policy/Program Memorandum No. 144 released by Ministry of Education, December 5, 2012)

3. Guiding Principle #1

Supporting Learning

Information technology presents an opportunity for students and teachers to enable authentic learning experiences that interact with the ~~outside world~~ ***global community*** and encourage students to be lifelong learners.

Board technology is provided for educational and administrative purposes; technology should be used for these intended purposes. Users should use technology resources responsibly and not waste resources.

3.1 Prohibited uses of Board technology include, but are not limited to:

- personal use that is not ~~limited and/or~~ occasional ***or interferes with productivity***;
- use that violates federal or provincial laws;
- use for commercial or political party purposes;
- use that contravenes Board or school policies or procedures;
- theft of resources including electronic data theft;
- attempts to circumvent any measures that the Board may take to restrict access ***and protect data;***
- unauthorized access, alteration, destruction, removal and/or disclosure of data; this includes Board email addresses, distribution lists and user account information;
- displaying, storing, sending or creating fraudulent, harassing, sexually explicit, profane, obscene, intimidating, defamatory or otherwise inappropriate or unlawful material;
- cyber-bullying; ~~including repeated use of email, cell phone, social media, text, internet and web sites to threaten, harass, embarrass, socially exclude or damage reputations and friendships;~~
- copying, downloading, transferring, renaming, adding or deleting information protected under copyright law;

- use that could reasonably be expected to impair the Board's computing facilities or interfere with others' use of Board technology (e.g. knowingly transmitting a virus or spam); and

- agreeing to license or download material for which a fee is charged to the Board without obtaining express written permission from the Board's Information Technology staff. Purchasing of materials and services must comply with all procurement policies and procedures.

3.2 Technology resources are shared and limited. Users must use resources responsibly and should not waste resources. The Board reserves the right to limit any activity that consumes a high level of resources that may impact Board services or other users (e.g. file storage, bandwidth, Internet access).

3.3 Personal materials not relevant to educational and administrative purposes will not be stored on Board servers or services.

4. Guiding Principle #2

Digital Citizenship

Users are expected to use technology responsibly and ethically. The Board will ensure that students learn how to become good digital citizens.

4.1 The Board has a responsibility to ensure that schools provide the instruction necessary to use technology responsibly and ethically. This includes where, when, and how the use of social media is appropriate and what constitutes cyber-bullying.

4.2 Teachers will permit the use of personal electronic devices for academic purposes where their use does not conflict with current classroom activities. Students will be encouraged to Bring Your Own Device (BYOD) (Appendix A) to enhance the learning experience.

4.3 Online and digital resources will be incorporated into teachers' lessons.

4.4 Students will accept all terms and conditions of the Lakehead District School Board network and internet use (Appendix B).

5. Guiding Principle #3

Equity

The Board will ensure that all students have equitable access to all required technologies. This includes providing access to devices for those students who cannot bring their own to school, as well as ensuring sufficient bandwidth to schools regardless of their location.

6. Guiding Principle #4

Privacy and Ownership

All data stored on Board technology are owned and may be accessed by the Board. Users should have no expectation of privacy with respect to information created, stored, sent or received using Board technology.

6.1 Data stored on Board technology, including email, electronic files and information in computer systems, are Board property and may be reviewed, monitored and accessed by authorized individuals as required. Data is also subject to relevant legislation and may be accessed through Freedom of Information requests.

6.2 Information stored on personally owned devices is the responsibility of the device owner/user. However, personally owned devices on Board property which are used for displaying, storing, sending or creating fraudulent, harassing, sexually explicit, profane, obscene, intimidating, defamatory or otherwise inappropriate or unlawful materials will result in a full investigation and necessary action will be taken where appropriate.

6.3 The Board collects data to assist in monitoring the health and usage of systems. Examples include network, application and internet access logs. These logs may be reviewed periodically.

7. Guiding Principle #5

Security

Users must take reasonable precautions to ensure that data ~~use~~ ***access and storage are*** ~~is~~ secure and safe. Data should be used for the intended purposes.

7.1 Staff are provided access to data in order to perform their roles.

7.2 Data may include, but is not limited to, student records, employee records, confidential assessments, and other personal information.

7.3 Users are responsible for managing their accounts and passwords that provide access to data and to any personal device that accesses or holds Board data. Users must not disclose their passwords to any unauthorized persons.

7.4 Users must exercise reasonable care to ensure the safety of the data entrusted to them. All confidential data not held on Board owned servers must be fully encrypted. This applies to all confidential data stored on Board and personally owned computers. The storage of confidential Board data on ~~the Internet~~ ***servers not owned by the Board*** is strictly prohibited without prior approval by the appropriate Superintendent.

7.5 Users will not connect devices to the wired ***or wireless*** network without prior Board approval.

7.6 Users must comply with all security measures implemented by the Board. Users are responsible for implementing appropriate security measures such as virus scanning on personally owned devices that hold or access Board technology.

7.7 Remote access or wireless access to Board resources is only permitted through the Board's approved infrastructure. Users will not attempt to by-pass the Board's security.

8. Guiding Principle #6

Compliance

Users are expected to comply with all federal and provincial legislation and all related Board policies and procedures.

8.1 The storage of unlawful materials on Board property or premises is strictly prohibited. Board resources may not be used in any manner to create, store, send, display or make available to other***s*** material~~s~~ that contravenes federal or provincial laws or regulations.

8.2 ~~In addition,~~ Users must comply with the school Code of Conduct and adhere to the principles of academic integrity.

8.3 Users must comply with any restrictions on access to the Board's technology resources.

8.4 Personal materials not relevant to educational and administrative purposes will not be stored on Board servers. The Board may impose retention periods for various ~~information classes~~ ***types of data***, either temporarily or permanently.

BUSINESS AND BOARD ADMINISTRATION	**3000**
DRAFT – SEPTEMBER 10, 2013	
INFORMATION/COMMUNICATION TECHNOLOGY USE PROCEDURES	**3096**

9. Failure to Comply

Individuals who do not comply with this policy will be subject to appropriate consequences in accordance with the circumstances of the event and within the parameters of any applicable legislation.

10. Review

These procedures shall be reviewed according to Policy Development and Review Policy 2010.

Cross Reference	**Date Received**	**Legal Reference**
Information/Communication Technology Policy 3096	June 24, 2003 **Date Revised** June 26, 2007	

BRING YOUR OWN DEVICE (BYOD)

1. Rationale

Lakehead District School Board supports the use of personal electronic devices at school under the direction of teachers in order to engage students and enhance learning experiences.

2. Definitions

Personal electronic devices (PEDs) include, but are not limited to:

- cell phones (including smart phones);
- video capture devices and cameras;
- iPods and other audio/video players;
- personal gaming systems;
- laptop computers, including tablets (iPad, Playbook, etc.); and
- emerging technologies.

3. Guidelines

3.1 Use of Technology

Technology continues to change the world in which we live in many positive ways. The Board recognizes the benefits of the use of technology such as:

3.1.1 promoting adaptive and constructive uses of technology by students and staff in support of learning;

3.1.2 supporting openness to, and the educated use of, new and future technologies;

3.1.3 improving instruction through purposeful use of personal electronic devices (PED) that contributes to teaching and learning; and

3.1.4 supporting individual learning plans for some students for whom they are a requirement in their IEP.

3.2 Learning and Teaching Environments in Schools

The use of some technology has also brought challenges related to safety, privacy, and disruption in schools. The Board supports the use of PEDs at school to engage students and enhance learning experiences. The Board will allow students to bring their own PEDs to school, provided they adhere to the follow expectations:

3.2.1 students are not required to provide personal communication and/or computing devices for educational purposes;

3.2.2 the Board will ensure that all students have equitable access to all required technologies;

3.2.3 personal electronic devices (PEDs) must be ***off/***in silent mode in instructional areas ~~during instructional periods~~ ***unless otherwise directed by the teacher/supervisor***;

3.2.4 unless approved by department chairs, personal electronic devices are not allowed in examination rooms or areas;

3.2.5 the use of personal electronic devices is subject to the expectations in Lakehead District School Board policies and procedures such as: 8070 Safe Schools System Expectations, 3096 Information/Communication Technology Use, and 8071 Bullying Prevention and Intervention; and

3.2.6 Principals have the authority to restrict the use of personal electronic devices in schools. Inappropriate use of PED's ~~may cause student use to be suspended~~ ***will be governed by the school Code of Conduct***.

3.3 Responsibility for Personal Electronic Devices:

3.3.1 students carrying a personal electronic device on Board premises, including school buses or at Board sponsored events, will comply with all of the requirements of this policy and procedures;

3.3.2 the secure storage of these devices is the sole responsibility of the owner/user;

3.3.3 the Board does not accept responsibility for lost or stolen personal electronic devices or data residing on those devices. Students bring the devices to school at their own risk;

3.3.4 to ensure equitable access, schools will provide devices for teachers to sign out for students use;

3.3.5 the electronic transmission or posting of photographic, video or audio images or sounds of a person or persons on school property, at school events, and during school activities, is prohibited without the express permission of the person or persons being photographed, their parent/guardian, and/or the Principal or designate. The Authorization to Release Photographic Image form must be completed; and

3.3.6 the student and parent/guardian will be required to sign an annual declaration outlining the student responsibility for Personal Electronic Devices.

Lakehead Public Schools

BRING YOUR OWN DEVICE

Technology has changed the educational environment in many positive ways, and we are embracing those changes here at *Name of School*. However, these technologies also bring new challenges to maintaining a safe, caring and orderly learning environment, one that maximizes the benefits while minimizing the negative impact of technology.

Electronic Devices

Personal electronic devices include, but are not limited to:

- cell phones (including smart phones);
- video capture devices and cameras;
- iPods and other audio/video players;
- personal gaming systems;
- laptop computers, including tablets (iPad, Playbook, etc); and
- emerging technologies.

The Learning Environment

The Board supports the use of personal electronic devices at school to engage students and enhance learning experiences. We will be allowing students to bring their own personal electronic devices to school, provided they adhere to the expectations outlined in this policy:

- personal electronic devices must be in silent mode in instructional areas during the instructional periods;
- devices are not to be used in the classroom setting without express permission by the classroom teacher;
- the use of personal electronic devices should reflect the expectations in Lakehead DSB: e.g. Code of Conduct, Character Education including polices 8070 Safe Schools System Expectations, 3096 Information/Communication Technology Use and 8071 Bullying Prevention and intervention; and
- principals have the authority to restrict the use of personal electronic devices in schools. Inappropriate use of PEDs, ~~may cause student use to be suspended~~ ***will be governed by the school Code of Conduct***.

Responsibility for Personal Electronic Devices

- All students bringing personal electronic devices to school will adhere to the requirements of this policy.
- The secure storage of these devices is the sole responsibility of the owner/user.
- Lakehead DSB does not accept responsibility for lost or stolen personal electronic devices; students bring the devices to school at their own risk.
- The school will provide devices for teachers to sign out for student use during appropriate lessons – students are NOT REQUIRED to provide their own device, but may do so if they wish.
- The electronic transmission or posting of photographic, video or audio images or sounds of a person or persons on school property, at school events, and during school activities, is prohibited without the express permission of the person or persons being photographed, their parent/guardian and/or the Principal or designate. The Authorized to Release Photographic Image form must be completed.
- The Principal may authorize permission to use these devices on certain occasions, e.g. to photograph or video a sporting event.

✂ clip and return ✂

I hereby grant permission for my child _____ to bring his/her personal electronic device to school. We have discussed this policy and he/she has agreed to adhere to the expectations outlined within.

_____ _____

Student Signature Parent Signature

_____ _____

Date Date

Technology Use Standards for Students

The purpose of Information and Communication Technology in schools is to support research and education by providing access to extensive resources. These Technology Use Standards along with the School's Code of Conduct provide standards to help students exercise personal discretion and responsible choice. The use of technology based equipment, computers, personal electronic devices, network resources and the Internet is a privilege.

Responsibilities of Students

Students are accountable for behaviour on and off school property, which has negative impact on the school environment, including but not limited to behaviour which greatly harms the tone or dynamic of the school or the safety or security of its members.

Where a student uses the Internet or electronic devices or technologies to threaten, harass or demean another member or members of the school community, and where this action interferes with the member's or members' feeling of safety or ability to function in the school, the student shall be subject to Board policies and procedures.

Code of Conduct for Users of Information and Communication Technology

1. All individuals should be treated with common courtesy and respect, therefore:

    - I will not use abusive language of any type, including swearing and name-calling;
    - I will follow the rules of Internet etiquette, which include the use of appropriate language and polite responses; and
    - I will not use Internet access to send threatening, obscene or harassing materials;
    - ***I will not participate in cyber-bullying which includes the repeated use of email, cell phones, social media, text, internet and web sites to threaten, harass, embarrass, socially exclude or damage reputations or friendships.***

2. The Internet, as with any place where large numbers of people gather, can be a potentially dangerous place; therefore:

    - I will not share my password with anyone else;
    - I will not divulge my home address, phone number or personal information;
    - I will not agree to a personal encounter with anyone I meet online;
    - should I access information that is inappropriate, I will report it immediately to my teacher/supervisor;
    - I understand that electronic mail is not guaranteed to be private; and
    - I will not engage in email or "chat" discussions, or make use of other wireless technologies while at school, without permission from the classroom teacher/supervisor.

3. Software and intellectual property is protected by copyright laws; therefore:

    - I will not make unauthorized copies of software found on school computers;
    - I will not give, lend or sell copies of software to others; and
    - I will not use another author's intellectual property without proper citation, i.e., footnote, bibliography.

4. The work of all users is valuable and they need reliable access to computers; therefore:

   - I will respect the privacy of others by not using, or trying to learn their passwords;
   - I will not copy, change or use files belonging to another student;
   - I will not attempt to gain unauthorized access to system programs or computer equipment;
   - I will not create or knowingly introduce any computer virus that may destroy files or disrupt the system; and
   - I will not download any resources without permission.

5. There is material available on the Internet and other sources of computer software that is not appropriate in a school setting; therefore:

   - I will not retrieve or send unethical, illegal, immoral, inappropriate or unacceptable information of any type; and
   - I will not use computer systems to disturb or harass other computer users by any means, including sending unwanted email.

6. The computer and Internet services provided by the Board are designed for the use of all students and employees; therefore:

   - I will not interfere with or disrupt Internet users, services, traffic or equipment; and
   - I will not attempt to bypass the security built into the system, and I recognize that doing so will result in immediate loss of computer privileges.

~~Information Technology Use Standards~~

1. ~~Unacceptable and Prohibited Uses~~

~~The use of any form of electronic communication such as e-mail, chats or newsgroups without an educational task/focus/issue constitutes inappropriate behaviour.~~

~~Prohibited use includes, but is not limited to:~~

- ~~uses which constitute harassment on the basis of sex, race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, age, record of offences, marital status, family status, disability, sexual orientation or gender identification;~~
- ~~uses related to political lobbying or commercial activities such as the unsolicited distribution of advertising material and sale of products and services;~~
- ~~uses which encourage the use of controlled substances or the use of the system for the purpose of inciting crime;~~
- ~~sending e-mail or other electronic communications which hides the identity of the sender or represents the sender as someone else; and~~
- ~~vandalism, including but not limited to, the creation or passing of computer viruses, which is a federal offense and could be subject to prosecution.~~

~~Unacceptable uses of electronic networks and information systems include the following:~~

- ~~uses that violate federal or provincial laws (including licensing and copyright laws);~~
- ~~uses that unduly interfere with the work of other users or computer systems, or that seriously disrupt the network, or that result in the loss of a user's work of system; and~~
- ~~uses that violate published acceptable use guidelines of network service providers or remote computing sites.~~

2. ~~Personal Security~~

~~Users will not knowingly share their user accounts.~~

3. ~~Inappropriate Language~~ (~~including graphics~~)

~~Restrictions against inappropriate language (including graphics) apply to public or private messages and posted materials:~~

- ~~users will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening or disrespectful language;~~
- ~~users will not engage in personal attacks, including prejudicial or discriminatory attacks;~~
- ~~users will not engage in any form of harassment as described in Policy 7030, Harassment and Human Rights;~~
- ~~users will not knowingly or recklessly post false or defamatory information about a person or organization; and~~
- ~~users will not post private information about another person.~~

4. **Respecting Resource Limits**

- Users will use the system for educational, professional or career development activities.
- Users will not download files or install software or data files unless authorized.
- Users will not post chain letters or engage in "spamming" (sending an annoying or unnecessary message to a large number of people).
- Users will check their e-mail and delete unwanted messages promptly.

5. **Inappropriate Access to Material**

Users shall not use the Board's system to access material that is profane or obscene (e.g. pornography), that advocates illegal or dangerous acts, or that advocates violence or discrimination towards other people (e.g. hate literature). Board employees may access the above material only in the context of legitimate research and upon consultation with the appropriate supervisor.

Users will immediately notify the computer site administrator if they have identified possible security or safety issues. Users will not engage in activities which may be construed as an attempt to gain unauthorized access.

LAKEHEAD DISTRICT SCHOOL BOARD
TECHNOLOGY USE AGREEMENT FOR STUDENTS

Student Name: *(please print)*	**SCHOOL**:
Parent/Guardian: *Please sign below and return this page to your child's school.* *The terms and conditions outlined on the previous pages should be kept for future reference.*	
As the parent/guardian of this student, I have read the student version of the Technology Use Standards document and reviewed it with my child. I understand that student Internet access is designed for educational purposes only. I understand that all data, files and messages generated on, or handled by, Board systems and equipment are considered to be the property of the Board, and as such can be viewed or inspected by authorized Board personnel. I also recognize it is impossible for the Board to restrict access to all controversial materials and I will not hold it responsible for inappropriate materials acquired by my son/daughter on the Internet. The administrative or academic staff of the Board may deny, revoke or suspend specific user access.	
PARENT/GUARDIAN:	
I hereby give permission for my child (if under 18 years of age) to access the Internet in the school. **Parent/Guardian Signature**	**Name of Parent/Guardian** *(please print)* **Date**
STUDENT	
I have read and understand the Technology Use Standards and agree to follow them. **Student Signature**	**Date**
Comments or Recommendations:	

Learning

- High levels of personal and academic excellence are sought for every student.
- A continued commitment to student success JK - 12 and Continuing Education to enhance life chances and life choices for all students.

STUDENT SUCCESS

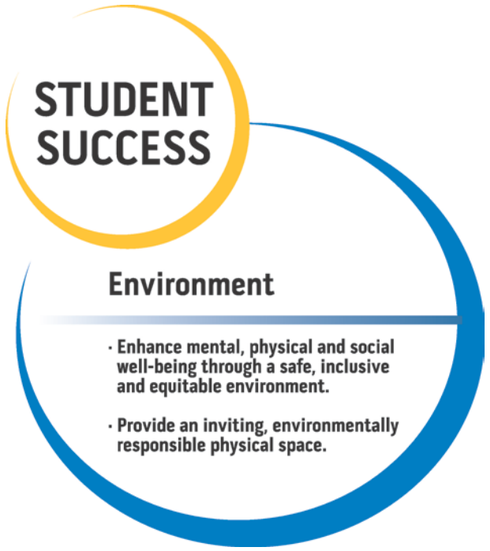
Lakehead Public Schools

2013 – 2014 Operational Plan

Goals	Key Actions	Responsibility	Indicators of Success

Schools will analyze data to set goals that focus on improving student achievement in writing, reading, or mathematics.
 	
Writing:
• develop students' ability to communicate their thinking both orally and in writing
 	
Reading:
• develop students' reading skills and ability to communicate their thinking both orally and in writing
 	
Mathematics:
• develop students' flexible computational skills and strategies
• develop students' ability to solve mathematical problems and communicate their thinking orally and in writing
 	
Graduation Rates:
• increase the graduation rates and the antecedents to graduation
	• Engage staff and parent communities in implementing a school improvement plan that sets goals and targets to monitor progress.
	
	• Communicate and implement strategies for instruction and assessment that support all students in meeting the goals
	  • Instruction and assessment will recognize and support students' strengths needs and prior learning. (4.5)
	  • Instruction and assessment expectations will be commonly developed. (1.1)
	  • Educators will provide meaningful feedback that will enhance student learning. (1.2)
	  • Students will be actively involved in their own learning process. (1.3)
	  • Assessment tasks will reflect curriculum expectations and be used to inform the teaching/learning process. (1.4)
	
	• Develop and implement processes that promote collaborative teaching and learning in literacy and mathematics. (2.1)
	  • Staff and schools will be engaged in professional dialogue to monitor and communicate students' progress in meeting goals.
	
	• Deliver culturally appropriate programs and intervention strategies for all students.
	  • a variety of diverse programs to meet the needs of all learners. (5.1)
		School Leaders
		
		School Leaders
		Teachers
		Educational Support Staff
		
		School Leaders
		Teachers
		Educational Support Staff
		
		School Leaders
		Teachers
		Tutors
		Educational Support Staff
			Improvement in:
			
			• Board selected common assessment tools administered in the fall and spring annually
			
			• credit accumulation
			
			• lesson completion rates
			
			• graduation rates
			
			• EQAO results over time
			  o tracking within each grade level assessment
			  o tracking groups of students across all grade level assessments

Goals	Key Actions	Responsibility	Indicators of Success
Continuing Education • increase the number of continuing education graduates • increase lesson completion rates	• Implement strategies to improve the graduation rating, including monitoring Grade 9, 10, 11, 12 credit accumulation and volunteer hours. • Implement programs and services to support students at risk of not graduating.	Secondary School Leaders Teachers Educational Support Staff Secondary School Leaders Teachers Educational Support Staff	
Enhanced curriculum programming will be provided through the use of technology. Elementary and secondary teachers will increase their integration and use of technology in daily instruction.	• Engage learners through the use of technology to enhance learning. • Develop the skills of the IT representative at each school and enable the representative to engage their colleagues in use of technology in the classroom. • Develop and implement an IT accountability framework for use of IT in the classroom. • Implement use of e-books and e-textbooks (Grade 9 Mathematics, Grade 11 Accounting). • Implement the bring your own device (BYOD) policy that supports student use of technology in the classroom. • Communicate through Newsletter/Survey. • Offer Additional Qualifications in Computers in the Classroom.	School Leaders Teachers Educational Support Staff IT Resource Teacher IT Representatives Senior Administration School Leaders Teachers ISTs Library Technicians School Leaders Teachers IT Committee Senior Administration	Teaching & Learning incorporates 21st century learning, global perspectives, learning skills, resources and technology. Digital tool use modeled in classrooms. Students have access to and use technologies to support and document their learning. Survey results indicate increased use of technology in classroom from fall to spring. Practice developed for wireless technology use in classrooms. Increased use of shared drive; lesson plans posted on shared drive/portal.



Goals	Key Actions	Responsibility	Indicators of Success
School environments are safe and equitable, and support student well being.	Deliver intervention strategies and culturally appropriate programs to ensure that all students meet the targets in literacy, numeracy, and on the student success indicators.	Aboriginal Resource Teacher School Leaders Facilitators Teachers Educational Support Staff	Student learning profiles are current and support student learning.
	Implement and engage all learners and their families to support a safe and equitable learning environment through ongoing communication.	School Leaders Facilitators Teachers Educational Support Staff	
	Implement parent school climate surveys and revise bullying prevention plan accordingly. • Help students feel safe and welcome at school by implementing programs and providing student, parent and staff training that promotes positive relationships.	School Leaders School Councils Education Officer Mental Health Lead	School climate survey data is used to identify areas for improvement and celebration.
	Ensure students and their families see themselves represented in the curriculum and the school environment.	All School Staff	Learning environments are reflective of the student population. Policy 8065 Voluntary Aboriginal Staff Self-Identification is implemented.
	Include a variety of community and stakeholder groups in cultural and/or experiential learning.	School Leaders Aboriginal Resource Teacher Aboriginal Community Liaison Officer	Staff are aware of external agencies involved in assisting students and can facilitate appropriate access to those services. All staff demonstrate responsibility for the success of every student.

Goals	Key Actions	Responsibility	Indicators of Success
School environments are safe and equitable, and support student well being. (Cont'd)	Continue to implement the Board's Mental Health Strategy: • provide awareness, literacy and expertise training to appropriate staff members • enhance partnerships that will assist schools, students and families with children's and youth's mental health. Enhance communication regarding equity and inclusion.	Mental Health Lead Mental Health Steering Committee Equity & Inclusive Education Working Group	Students, parents, and staff know how to access mental health support in the school and community.
Lakehead District School Board will further reduce its carbon footprint.	Reduce greenhouse gas emissions by 130 tonnes from previous year. Continue to review and implement practices and procedures to assist schools in attaining reductions in carbon footprint. Expand community partnerships, seek out best practices, and continue to build awareness. Expand and continue a long-term energy management plan identifying strategies and long-term financial/capital investment. Establish an Environmental Education Committee to promote environmental education awareness in schools, share environmental education practices, resources and programs, and implement system awareness strategies . Encourage Green Teams at every site to participate in site specific environmental activities. Continue to identify opportunities to incorporate environmental and social responsibility into the curriculum.	Property Services School Leaders Property Services School Leaders Property Services School Leaders Director's Council Property Services School Leaders Director's Council Senior Administration Property Services School Leaders Program Department School Leaders Property Services	Reduction in emissions measured through energy consumption Practices and procedures continue to evolve. Monitor and adjust based on the effectiveness, strategies pertaining to recycling, reducing, reusing and rethinking. Partnerships established, communications transmitted within the system and the community. Incorporate energy management into five year Capital Plan. The Environmental Education Committee is established and provides leadership in environmental education. Active Green Teams at every site. Increased focus on environmental and social responsibility in classrooms and throughout the system.

Goals	Key Actions	Responsibility	Indicators of Success
80% of buildings will achieve a 3 or better on the Spring Quality Maintenance Inspection. (QMI) A minimum of 10% of buildings will achieve a 4 on the Spring QMI. No facility will scores less than a 2 on the Spring QMI.	Build awareness of QMI process with all staff. Provide consistent and standard evaluation through the Plant services team. Communicate individual QMI results to schools (administration and custodial) and School Superintendent and develop strategies for improvement. Communicate school QMI results to all staff to assist with the action plan to increase QMI results. Work with school custodial staff to focus on areas for improvement.	Property Services Property Services Property Services School Leaders Property Services School Leaders	Communication to staff. Complete QMI's. Results to schools. Results communicated to staff.
Lakehead District School Board will develop a capital plan for schools focusing on academic achievement by November 2013 (e.g. renovations for program needs, building/facility structure for improved student success).	Gather information, record and present school needs based on input from: • school community • Maintenance and Plant • building consultants • Board committees • external authorities. Develop a plan to establish the order in which school needs (capital improvement) will occur.	Property Services Director's Council School Leaders Property Services Director's Council School Leaders	Partnership with various Board committees and resources ensuring structural improvements align with student success, information technology, safety, accessibility, energy efficiency and street smart beautification. Plan developed, communicated and implemented.
Infrastructure needs(wireless technology, bandwidth, hardware , etc.) are in place to support the vision for 21st Century Learning, specifically: - allowing for flexible, anywhere learning - supporting innovation and creativity among staff and students - ensuring equitable access for all students - increasing communication with parents and community groups	Continue the Rollout of the three year IT Plan which includes: • wireless access for all schools • renewal of computer hardware • renewal of network hardware • increased bandwidth • tablet rollout • staff training • BYOD Plan Conduct staff and student Information Technology survey.	IT Committee IT Department Senior Administration	IT newsletter Implementation of BYOD Policy Finalize a tablet rollout plan 100% wireless coverage for all schools Updated inventory of all of hardware
The renewal of library space will continue in elementary and secondary schools.	Develop and implement action plan to realize the vision articulated in Policy 9020 Library Resource Centre.	Library Committee Senior Administration	Library renewal/repurpose is completed.

Goals	Key Actions	Responsibility	Indicators of Success
Under the guidance of school leaders, all schools will create and implement a School Improvement Plan goal that ensures students have input and consultation into their learning through formal and informal feedback processes.	Ensure students clearly understand the expectations for any learning task. Use student work to guide teaching practice. Share strategies to enhance student achievement with the entire school community through newsletters, parent/teacher conferences and other information sessions.	Students School Leaders School Staff School Council	Improved student achievement. Student data will be shared with school staff members.
Students will provide input to school and system committee work.	Invite students to share student voice at both the school and system level.	School Leaders Other Central Staff Policy Development/ Review Leads Student Trustee	Student input is received as part of the planning process. Student involvement with Committees will be tracked.
Opportunities are organized for parents/guardians and community members to increase their awareness on relevant and current topics in education.	Continue to host school events that support parent engagement including curriculum nights, PRO Grant activities, and School Council events. Coordinate information sessions with input from parent and community stakeholders.	Senior Administration Parent Involvement Committee School Leaders School Staff School Councils	Parents feel more welcomed and involved in the school. Parents and other stakeholders will have input and attend information events.

Goals	Key Actions	Responsibility	Indicators of Success
Communication with students, parents, staff**,** and community will be strengthened and broadened through enhanced communication methods and practices.	Identify strategies that will enhance communication and impact student success at the school and system level.	All	Student achievement and well being is articulated as the reason for all action at the school and system level.
	Provide training and support in creating welcoming environments that ensure all students and parents feel valued.		Schools are inviting places where students, parents, and staff feel welcomed and valued. Enhanced teacher-student relationships that confirm our system values.
	Use data collected through surveys and focus groups to determine communication needs of stakeholder groups including students, parents and guardians, staff, and the community.		Stakeholder groups indicate a high level of satisfaction with Board and school communication.
	Encourage and support reciprocal communication between home and school.	Schools School Councils Parent Involvement Committee	Communication is enhanced with parents and School Councils. Increase in people using the webpage. Increase in the number of parents attending events.
	Enhance communication by strengthening relationships with community partners.		
	Formalize communication practices for schools and system regarding the use of technologies such as Synrevoice, portal, websites, social media, blogs (while still maintaining privacy rights of students and staff).	Communications Officer Information Technology Committee Director's Council	Parents receive timely and enhanced information about events, programs, and services that support student achievement and well being.
	Support schools to identify target audiences for enhanced, differentiated communication.		
	Enhance the student voice in our communication with the community.		All students and staff are ambassadors for Lakehead Public Schools.
	Develop a social media strategy to strengthen communications with the various target audiences.	Communications Officer Information Technology	Lakehead Public Schools has a significant presence on numerous social media platforms.
	Promote specialized programs to target audiences with the most appropriate communications methods.	Communications Officer Program Staff Senior Administration	Students are able to access specialized program information electronically and through social media.

Goals	Key Actions	Responsibility	Indicators of Success
A communication plan that focuses on student and staff achievements will be reviewed, revised, and implemented by June 2013.	Develop an ongoing and comprehensive communication plan that promotes and celebrates the commitment to our vision, mission, and values, and enhances communication with our public. Work with stakeholder and staff groups to promote student, staff, and system achievements.	Communications Officer Director's Council	Students, staff, and community demonstrate a commitment to the Board's vision, mission, and values. A report that outlines our goals and achievements is submitted to the Ministry of Education, communicated with stakeholders, and posted to the website. Students, staff, school, and district achievements are recognized through media releases, school and Board events and meetings, and through internal newsletters and e-communications.
Lakehead District School Board Administration will implement an electronic document management system.	Departmental Electronic Document Management • Analyze current paper based systems and electronic records of specific targeted departments to determine most appropriate strategy for creating an electronic document management system. • Transition the selected department's records to electronic file repository using Arenburg records management system as the basis of file categorization. • Analyze and create standard classifications of file security and permissions access levels, in accordance with industry best practices. (e.g. Senior Management vs. all staff) Board Reports: • Provide an electronic solution to route documents from the author to other staff for input and approval. • Create/assemble the Master Board Report and Agenda Package in printer ready format. E-form registration: • Provide electronic registration for professional development activities and workshops and tracking of who participated in the session. Purchasing: • Combine templates for requests for tender/proposals/quotes into one document.	Administrative Services with collaboration from departments	Greater efficiency in business practices and document management. Reduce the amount of time spent on creating, assembling and printing the Board Package and Agenda Ease of obtaining more complete information on a property or project from a single and secure source. Routing forms for approval will reduce processing time and the use of paper. Reduce the amount of time spent on creating, assembling and printing the Tender/Proposals/Quotes