



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, February 8, 2022
Jim McCuaig Education Centre
Virtual via Microsoft Teams

I. MacRae
Director of Education

T. Tuchenhagen
Chair

AGENDA

PUBLIC SESSION
7:30 p.m. – via Microsoft Teams

	<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 – 6:35 p.m. (SEE ATTACHED AGENDA)		
6. Land Acknowledgement		
7. Delegations/Presentations		
8. Approval of Minutes		
8.1 Standing Committee Meeting - January 11, 2022	T. Tuchenhagen	1-3
9. Business Arising from the Minutes		
<u>MATTERS NOT REQUIRING A DECISION:</u>		
10. Information Reports		
10.1 2022 Municipal Elections – Trustee Determination and Distribution (026-22)	I. MacRae	4-6

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>
10.2	COVID-19 General Update	I. MacRae	Verbal
10.3	Aboriginal Education Advisory Committee Meeting Minutes – September 16, 2021	A. Keene	7-10
10.4	Aboriginal Education Advisory Committee Meeting Minutes – November 4, 2021	A. Keene	11-13

11. First Reports

MATTERS FOR DECISION:

12. Postponed Reports

13. Ad Hoc and Special Committee Reports

14. New Reports

14.1	School Year Calendar 2022-2023 (020-22)	A. Keene	14-18
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It is recommended that Lakehead District School Board:

1. *Approve the proposed 2022-2023 elementary school year calendar, including the opening and closing dates and professional activity days, as described in Appendix A of Report No. 020-22.*
2. *Approve the proposed 2022-2023 secondary school year calendar, including the opening and closing dates, professional activity days and examination days, as described in Appendix B of Report No. 020-22.*

14.2	Policy Review – 4023 Prior Learning Assessment and Recognition for Mature Students (021-22)	M. Probizanski	19-39
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It is recommended that Lakehead District School Board approve 4023 Prior Learning Assessment and Recognition for Mature Students Policy as indicated in Report No. 021-22.

14.3	Policy Review – 3095 Student Trustees (022-22)	I. MacRae	40-44
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It is recommended that Lakehead District School Board approve 3095 Student Trustees Policy, Appendix A to Report No. 022-22.

Trustees (Chair and Vice-Chair) and presenters of reports will be available for comment after the Board Meeting.
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		<u>Resource Person</u>	<u>Pages</u>
14.4	Policy Development – 3002 Annual Evaluation of the Director of Education (023-22)	E. Chambers	45-66
	<i>It is recommended that Lakehead District School Board approve 3002 Annual Evaluation of the Director of Education Policy, Appendix A, to Report No. 023-22.</i>		
14.5	Policy Review – 4010 Program Implementation (024-22)	A. Keene	67-73
	<i>It is recommended that Lakehead District School Board approve 4010 Program Implementation Policy as indicated in Report No. 024-22.</i>		
14.6	Policy Review – 8090 Community/Education Partnerships (025-22)	A. Keene	74-92
	<i>It is recommended that Lakehead District School Board approve 8090 Community/Education Partnerships Policy as indicated in Report No. 025-22.</i>		

- 15. New Business
- 16. Notices of Motion
- 17. Information and Inquiries
- 18. 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, February 8, 2022
Virtual via Microsoft Teams

I. MacRae
Director of Education

T. Tuchenhagen
Chair

AGENDA

COMMITTEE OF THE WHOLE – Closed Session
6:35 p.m. – via Microsoft Teams

	<u>Resource Person</u>	<u>Pages</u>
5.1 Approval of Committee of the Whole - Closed Session Minutes		
5.1.1 Standing Committee Meeting - January 11, 2022	T. Tuchenhagen	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Legal Matters	I. MacRae	Verbal
5.4 Information and Inquiries		
5.5 Rise and Ask Leave to Sit in Public Session		

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

LAKEHEAD DISTRICT SCHOOL BOARD

CARRIED

COMMITTEE OF THE WHOLE – CLOSED SESSION:

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

PUBLIC SESSION:

4. Confirmation of Minutes

Moved by Trustee Saarinen

Seconded by Trustee Arnone

“THAT the Standing Committee approve the Minutes of the Standing Committee Meeting, November 9, 2021.”

CARRIED

MATTERS NOT FOR DECISION:

5. Health and Safety Program – Semi-Annual Report (010-22)

Kirsti Alaksa, Superintendent of Business, introduced Kyle Ulvang, Health and Safety Officer, who presented the report. All trustees’ questions were addressed.

6. The Arts (011-22)

AJ Keene, Superintendent of Education, introduced Fred Van Elburg, Program Coordinator, who presented the report. All trustees’ questions were addressed.

7. COVID-19 General Update

Ian MacRae, Director of Education, introduced AJ Keene, Superintendent of Education, and Kirsti Alaksa, Superintendent of Business, who both provided verbal updates on current COVID-19 related matters affecting Lakehead District School Board. All trustees’ questions were addressed.

MATTERS FOR DECISION:

8. Policy Review – 8071 Bullying Prevention and Intervention Update (009-22)

Moved by Trustee Doughty-Smith

Seconded by Trustee Sitch

“THAT Lakehead District School Board approve 8071 Bullying Prevention and Intervention Policy, Appendix A to Report No. 009-22.”

CARRIED

9. Policy Review – 4022 Prior Learning Assessment and Recognition (PLAR) (008-22)

Michelle Probizanski, Superintendent of Education, informed trustees that this report was withdrawn as the amendment from the Ministry of Education only affected the 4023 Prior Learning Assessment and Recognition for Mature Students policy. As a result, no recommendation was put forward at this time.

10. Policy Review – 4023 Prior Learning Assessment and Recognition for Mature Students (012-22)

Moved by Trustee Chambers

Seconded by Trustee Doughty-Smith

“THAT Lakehead District School Board approve 4023 Prior Learning Assessment and Recognition for Mature Students Policy, Appendix A to Report No. 012-22.”

CARRIED

11. Policy Development – Safe Arrival (014-22)

Moved by Trustee Sitch

Seconded by Trustee Arnone

“THAT Lakehead District School Board approve the development of a safe arrival policy as indicated in Report No. 014-22.”

CARRIED

12. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Doughty-Smith

“THAT we do now adjourn at 8:55 p.m.”

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2022 FEB 08
Report No. 026-22

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

RE: 2022 MUNICIPAL ELECTIONS - TRUSTEE DETERMINATION AND DISTRIBUTION

1. Background

- 1.1 Section 58.1(10) of the Education Act governs the number of elected members on a district school board at the number determined for purposes of the 2022 Municipal Election.
- 1.2 The Board continues to be responsible for Trustee Determination and Distribution calculations. Using population data received from the Municipal Property Assessment Corporation (MPAC), school boards follow the determination and distribution rules contained in *Ontario Regulation 412/00 of the Education Act* to calculate the geographic distribution of the trustees.
- 1.3 School boards are required to adopt a resolution stating that they have considered designating specified municipalities or unorganized areas as low population areas. This allows greater representation to an area that would be accorded by a strict representation-by-population approach. There is, however, no requirement that boards designate low population areas.

2. Situation

- 2.1 Section 58.1(10) states that subject to the rules of *Ontario Regulation 412/00 of the Education Act*, the number of members shall not be more than 22 or fewer than five members on any district school board.
- 2.2 In 2018, eight trustees were elected at large to represent all electors within the school board jurisdiction.
- 2.3 Ontario Regulation 412/00 provides for the opportunity to increase the number of trustees by one member based on the dispersal factor related to demographic and geographical size characteristic of the Board.
- 2.4 The Board has the option to declare a low population area. If the Board declares a low population area, city representation could be reduced by one trustee in order to have the low population area represented.
- 2.5 Boards also have been given the authority to voluntarily reduce the total number of trustees (no fewer than five trustees) by Board resolution.
- 2.6 Boards with more than one municipality must adopt a resolution either declaring one or more areas as a low population area or declaring that no such designation will be made.

3. Next Steps

Appendix A details the key dates as currently outlined in Ontario Regulation 412/00. Administration will ensure that these timelines are met to comply with Ministry regulations.

Respectfully submitted,

BRUCE SAUDER
Administrative Services

DAVE COVELLO
Manager of Information Technology and Corporate Planning

KIRSTI ALASKA
Superintendent of Business

IAN MACRAE
Director of Education

Key Dates for 2022 Trustee Elections

Activity	Deadline
MPAC data (PEG Reports) sent to Boards	February 15
Boards may pass resolutions determining the number of their trustees and must pass resolutions determining their trustee distribution.	March 31
Determination and distribution reports sent to the Minister, school board election clerks and secretaries of other school boards in the Board's jurisdiction	April 3
Deadline for appeals by municipality regarding trustee distribution	April 21
Notices of appeal sent by secretary of the Board (i.e. the director of education) to the Ontario Municipal Board (OMB)	April 25
Beginning of nomination and campaign period	May 2
Deadline to authorize an alternative voting method such as voting by mail or by telephone etc.	June 1
Deadline for OMB decision re: appeal of trustee distribution calculations	June 10
Nomination Day: last day for: -filing nomination, and -withdrawal of candidacy	August 19, 2:00 p.m.
Compliance Audit Committee established for 2022-2026 term of office	October 1
Voting Day	October 24
Board of Trustees' Term of Office begins	November 15
Campaign period ends	January 3, 2023
Initial financial filing deadline for candidates	March 31, 2023



ABORIGINAL EDUCATION ADVISORY COMMITTEE MINUTES



DATE: Thursday, September 16, 2021 – 9:30 am – 12:00pm - Virtual Meeting via Microsoft Teams

CO-CHAIRS: AJ Keene
Serena Essex
Anika Guthrie

MEMBERS PRESENT: Kathy Beardy, Kristy Boucher, Trustee Ellen Chambers, Pauline Fontaine, Anna Fern Kakegamic, Cheryl King-Zewiec, Mindy Maracle, Jasmine Sgambelluri, Elliott Cromarty, Sharon Kanutski, Skylene Metatawabin, Brittany Collins

ALTERNATES: Dinah Jung

RESOURCES: Mahejabeen Ebrahim, Eric Fredrickson, Donna Flasz, Ashley Nurmela, Nick Sacevich, Fred Van Elburg

GUESTS: Patti Pella, Education Officer, Indigenous Education Office, Ministry of Education

ABSENT WITH REGRETS: Mike Judge, Emma Kaminawash, Leanna Marshall, Trustee Ryan Sitch, Sophie Sutherland, Elder Gerry Martin, Yolanda Wanakamik, Indigenous Trustee Scottie Wemigwans, Elder/Knowledge Keeper Renee Tookenay, Keli Cristofaro, Trustee Marg Arnone, Cheryl King-Zewiec,

	AGENDA ITEM	DISCUSSION	ACTION
1.	Opening Ceremonies	Co-chair Essex called the meeting to order.	Serena Essex
2.	2.1 Land Acknowledgement	Co-chair Essex acknowledged the lands and traditional territory.	Serena Essex
	2.2 Welcome and Introductions	Co-chair Guthrie announced that Superintendent AJ Keene will be stepping in as co-chair and that she will resume her role as a resource to the committee. Co-chair Keene welcomed everyone to the meeting and had all members introduce themselves.	Anika Guthrie AJ Keene

3.	Agenda and Minutes		
	3.1 Approval of Agenda - September 16, 2021	<p>Moved by Sharon Kanutski and seconded by Pauline Fontaine that the agenda for the September 16, 2021 AEAC Microsoft Teams meeting be approved with the following changes:</p> <p>Co-chair Serena Essex suggested Superintendent Keene's name be added to the agenda as co-chair.</p> <p>Item 6 Presentations be received before Item 5 New Business.</p> <p>Superintendent Keene explained that the 3040 Transportation Policy is not ready for review at this time. It will be deferred to the December meeting.</p> <p>Carried</p>	Serena Essex
	3.2 Approval of Minutes – June 10, 2021	<p>Moved by Trustee Ellen Chambers and seconded by Dinah Jung that the minutes for the June 10, 2021 AEAC meeting be approved as written.</p> <p>Carried</p>	Serena Essex
4.	Business Arising from the Minutes		
	4.1 Parent Involvement Committee Representative	<p>Co-chair Essex advised that an AEAC representative and alternate representative are needed for the PIC.</p> <p>Kristy Boucher expressed her interest in becoming the AEAC representative on the PIC.</p>	Serena Essex
5.	Presentations		
	5.1 Summer Learning Programs	<p>Nick Sacevich, Student Success Lead and Eric Fredrickson, Principal of Program and Early Years shared information on the summer learning programs offered by Lakehead Public Schools (LPS)</p> <p>Nick spoke about the FMNI Grade 8 Reach Ahead Credit that was offered to all FMNI Grade 8 students. The Grade 9 Exploring Family Studies course was offered, and 46 students successfully earned the high school credit. FMNI students were also offered the opportunity to earn a Grade 10 Careers and Civics credit. Sixteen students successfully earned the credit which included six Grade 9 students, nine Grade 10 students, and one senior student.</p> <p>In partnership with Lakehead Adult Education Centre, Whitesand First Nation secondary students were offered a program to allow them the opportunity to earn co-op credits working with an in-community partner. Fifteen students participated and 30 credits were granted.</p>	Nick Sacevich Eric Fredrickson

		Eric spoke about the elementary Summer Learning Programs and how they were offered virtually. One hundred and seventy elementary students participated supported by 20 LPS teachers as well as Student Support Professionals.	
	5.2 Aboriginal Education Board Report	Anika Guthrie, FMNI Education Coordinator, presented the PowerPoint slide show that was presented at the May 25, 2021 Board Meeting. There were no questions from the committee.	Anika Guthrie
6.	New Business		
	6.1 September 30 National Day for Truth and Reconciliation	Co-chair AJ Keene shared that the FNMI team have been preparing resources for schools from both an educational perspective as well as a recognition perspective. Co-chair Keene asked Jasmine Sgambelluri, FMNI Resource Teacher to give an overview of what is available to schools for September 30, 2021. Jasmine Sgambelluri spoke about the extensive resource list that was created allowing teachers the opportunity to integrate them into their classrooms. The National Centre for Truth and Reconciliation have a full week of programming available for students in Grades 5 to 12. There are also professional development opportunities available for teachers to participate in. Co-chair Keene shared that the resources will be held in an FNMI folder, in a shared drive, available to teachers throughout the school year.	AJ Keene
	6.2 Student Census	Mahejabeen Ebrahim, Human Rights and Equity Advisor, presented the Student Census 2021, Voluntary Student Identity Survey presentation. There were no questions from members.	Mahejabeen Ebrahim Ashley Nurmela
	6.3 Equity Plan Feedback	Mahejabeen Ebrahim, Human Rights and Equity Advisor, presented the Education Equity Plan: Achieving Equity of Access and Equity of Outcomes presentation. All members' comments and questions were addressed.	Mahejabeen Ebrahim

7.	Ongoing Business		
	7.1 COVID-19 Update	Co-chair AJ Keene updated the committee that COVID-19 restrictions on schools have been loosened which includes field trips and extracurricular activities being reimplemented. Changes to contact tracing and management were addressed. It was shared that two satellite classrooms are opening in Gull Bay for in-person learning. All members' questions were addressed.	AJ Keene
	7.2 Indigenous Student Trustee Update	Indigenous Student Trustee Annika Finlayson is no longer available to fill the position. Schools have until October 1, 2021 to submit their nominations for a new representative.	AJ Keene
	7.3 Native Language Supports and Resources	Co-chair Guthrie informed the committee that a new elementary NLS teacher was hired to work full-time between Sherbrooke Public School and McKellar Park Central Public School. The addition has allowed the program to be expanded to Grades 7 and 8 students at St. James Public School.	Anika Guthrie
	7.4 Updates	There were no updates from Ashley.	Ashley Nurmela
8.	Information and Inquiries	Co-chair Essex shared that PIC will be covering the overage incurred from the Story Time with Mr. Bouchard from last spring.	
9.	Closing	Co-chair Serena Essex closed the meeting.	
10.	Next Meeting	Thursday, November 4, 2021	
11.	Adjournment	The meeting was adjourned at 12:15 p.m.	



ABORIGINAL EDUCATION ADVISORY COMMITTEE MINUTES



DATE: Thursday, November 4, 2021 – 9:30 am – 12:00pm - Virtual Meeting via Microsoft Teams

CO-CHAIRS: AJ Keene
Serena Essex

MEMBERS PRESENT: Kathy Beardy, Kristy Boucher, Trustee Ellen Chambers, Pauline Fontaine, Anna Fern Kakegamic, Cheryl King-Zewiec, Jasmine Sgambelluri, Elliott Cromarty, Indigenous Trustee Scottie Wemigwans, Leanna Marshall, Indigenous Student Trustee Jesslynn Friday

ALTERNATES: Dinah Jung, Jennifer Chapman

RESOURCES: Mahejabeen Ebrahim, Eric Fredrickson, Anika Guthrie, Ashley Nurmela, Fred Van Elburg

GUESTS: Patti Pella, Education Officer, Indigenous Education Office, Ministry of Education, Alexa Sagutcheway, Sophie Sutherland, Tim Sinclair, MNO

ABSENT WITH REGRETS: Mike Judge, Emma Kaminawash, Leanna Marshall, Trustee Ryan Sitch, Brittany Collins, Elder Gerry Martin, Yolanda Wanakamik, Nick Sacevich, Elder/Knowledge Keeper Renee Tookenay, Sharon Kanutski, Keli Cristofaro, Trustee Marg Arnone, Student Trustee Mehar Mago, Skylene Metatawabin, Donna Flaszka

	AGENDA ITEM	DISCUSSION	ACTION
1.	Opening Ceremonies	Co-chair Essex called the meeting to order.	Serena Essex
2.	2.1 Land Acknowledgement	Co-chair Essex acknowledged the lands and traditional territory.	Serena Essex
	2.2 Welcome and Introductions	Co-chair Keene welcomed everyone to the meeting and had all members introduce themselves.	AJ Keene

3.	Agenda and Minutes		
	3.1 Approval of Agenda - September 16, 2021	Moved by Cheryl King-Zewiec and seconded by Indigenous Trustee Scottie Wemigwans that the agenda for the November 4, 2021 AEAC Microsoft Teams meeting be approved as written. Carried	Serena Essex
	3.2 Approval of Minutes – June 10, 2021	Moved by Cheryl King-Zewiec and seconded by Trustee Ellen Chambers that the minutes for the September 16, 2021 AEAC meeting be approved as written. Carried	Serena Essex
4.	Business Arising from the Minutes	Co-chair Essex advised that an alternate representative for the Parent Involvement Committee is still available. Co-chair Keene introduced the newly elected Indigenous Student Trustee Jesslyn Friday.	Serena Essex
5.	Presentations		
	5.1 Treaty Week and FNMI Resources	Jasmine Sgambelluri, FMNI Resource Teacher, informed the group that a list of resources was compiled by program staff which allowed teachers and staff access to materials to assist in student learning about treaties and their importance. All members' questions were addressed.	Jasmine Sgambelluri
6.	New Business		
	6.1 AEAC Work Plan	Co-chair Keene introduced the work plan and explained to members that it outlines the work the Board needs to do regarding Indigenous education for students and staff. Anika Guthrie reviewed the work plan with members. All members' questions were addressed. Members were separated into three breakout rooms to discuss the work plan.	AJ Keene Anika Guthrie

7.	Ongoing Business		
	7.1 COVID-19 Update	Co-chair AJ Keene informed the committee that indoor spectator restrictions for school sports are being looked into to match the rest of the community. All members' questions were addressed.	AJ Keene
	7.2 Indigenous Student Trustee Update	There were no updates at this time.	Jesslyn Friday
	7.3 Native Language Supports and Resources	Anika Guthrie informed the committee that the elementary teachers were participating in the NAN language symposium being held at the Victoria Park Training Centre.	Anika Guthrie
	7.4 Updates	There were no updates from Ashley.	Ashley Nurmela
8.	Information and Inquiries	Co-chair Essex requested that the AEAC Work Plan be shared with all members to allow them time to read through it before the next meeting.	
9.	Closing	Co-chair Serena Essex closed the meeting.	
10.	Next Meeting	Thursday, December 9, 2021	
11.	Adjournment	The meeting was adjourned at 12:00 p.m.	

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2022 FEB 08
Report No. 020-22

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

RE: SCHOOL YEAR CALENDAR 2022-2023

1. Background

- 1.1 Ministry of Education Regulation 304 requires that district school boards prepare, adopt, and submit a proposed school year calendar to the Minister for the 2022-2023 school year by March 1, 2022.
- 1.2 Regulation 304 indicates that the school year shall consist of a minimum of 194 school days, of which at least three days must be designated as professional activity (PA) days. In addition, the Board may designate up to four extra days as professional activity days. Criteria and topics for professional activity days are set out in PPM 151.
- 1.3 Professional activity days for elementary schools are referred to in the collective agreement. Two days are to be designated for the purpose of assessment and completion of report cards, one day each, prior to the first and second report card dates.
- 1.4 Regulation 304 allows up to ten exam days for secondary schools. Five exam days are traditionally allocated in each semester.

2. Situation

- 2.1 The School Year Calendar Committee is comprised of the following individuals who provided input on behalf of their constituent groups:

Mike Judge	LETO;
Nancy Nix	Lakehead Elementary Occasional Teachers;
Rich Seeley	OSSTF Teachers;
Kari Simpson	OSSTF Student Support Persons;
Shelley Crupi	OSSTF Early Childhood Educators;
Diana Baker	COPE;
Rod McGee	CUPE;
Robin Cawlishaw	Parent Involvement Committee;
Glenn Cunningham	OPC (Elementary);
Donna Flaszka	OPC (Secondary);
Ellen Chambers	Trustee;
Susan Doughty-Smith	Trustee;
Stephanie Rea	Communications Officer;
Jesslynn Friday	Indigenous Student Trustee; and
Mehar Mago	Student Trustee.

- 2.2 The committee met on December 2, 2021, and January 6, 2022, with the responsibility to provide input on a school year that best serves the educational needs of our students and is least disruptive to the community of Thunder Bay.

Discussion focused on the dates for school opening and closing, professional activity days, and the need to balance the instructional days between the two secondary school semesters and the elementary school terms. In addition, there was discussion regarding coordination of professional activity days and examination days between the three member boards of the Transportation Consortium (Thunder Bay Catholic District School Board, Lakehead Public Schools, Conseil Scolaire des Aurores boréales).

- 2.3 The School Year Calendar Committee intends to make all members of our school community and community-at-large aware of the proposed school year calendar through various modes of communication once approval is received from the Board of Trustees.
- 2.4 Each year, as is our practice, we consulted with the Thunder Bay Catholic District School Board and the Conseil Scolaire des Aurores boréales regarding their school year calendar.
- 2.5 Professional activity days devoted to provincial education priorities for elementary and secondary will be as follows:

Elementary Professional Activity Days
1. September 2, 2022
2. September 30, 2022
3. November 18, 2022
4. January 27, 2023
5. March 3, 2023
6. April 28, 2023
7. June 16, 2023

Secondary Professional Activity Days
1. September 2, 2022
2. September 30, 2022
3. November 18, 2022
4. February 2, 2023
5. February 3, 2023
6. March 3, 2023
7. June 29, 2023

- 2.6 Proposed school year calendars for the 2022-2023 school year are attached.
- Elementary School Year Calendar - Appendix A
 - Secondary School Year Calendar - Appendix B

RECOMMENDATIONS

It is recommended that Lakehead District School Board:

1. Approve the proposed 2022-2023 elementary school year calendar, including the opening and closing dates and professional activity days, as described in Appendix A of Report No. 020-22.
2. Approve the proposed 2022-2023 secondary school year calendar, including the opening and closing dates, professional activity days and examination days, as described in Appendix B of Report No. 020-22.

Respectfully submitted,

AJ KEENE
Superintendent of Education

IAN MACRAE
Director of Education

ELEMENTARY

SEPTEMBER 2022

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JANUARY 2023

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

MAY 2023

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

OCTOBER 2022

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23 30	24 31	25	26	27	28	29

FEBRUARY 2023

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

JUNE 2023

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

NOVEMBER 2022

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MARCH 2023

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

 **First Day of School for Students**
September 6, 2022

 **Holidays & Breaks** *(Schools Closed)*

Labour Day September 5, 2022
Thanksgiving Day October 10, 2022
Family Day February 20, 2023
Good Friday April 7, 2023
Easter Monday April 10, 2023
Victoria Day May 22, 2023

Winter Break
December 19 - 30, 2022

March Break
March 13-17, 2023

 **Professional Activity Day (PADay)**

(Students do not attend school)

September 2, 2022
 September 30, 2022
 November 18, 2022
 January 27, 2023
 March 3, 2023
 April 28, 2023
 June 16, 2023

 **Final Day of School for Students**
June 29, 2023

DECEMBER 2022

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL 2023

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23 30	24	25	26	27	28	29

2022-2023

SECONDARY

SEPTEMBER 2022

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JANUARY 2023

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

MAY 2023

SUN	MON	TUE	WED	THU	FRI	SAT
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14	15	16	17	18	19	20
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OCTOBER 2022

SUN	MON	TUE	WED	THU	FRI	SAT
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FEBRUARY 2023

SUN	MON	TUE	WED	THU	FRI	SAT
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JUNE 2023

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NOVEMBER 2022

SUN	MON	TUE	WED	THU	FRI	SAT
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MARCH 2023

SUN	MON	TUE	WED	THU	FRI	SAT
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DECEMBER 2022

SUN	MON	TUE	WED	THU	FRI	SAT
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APRIL 2023

SUN	MON	TUE	WED	THU	FRI	SAT
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16	17	18	19	20	21	22
23 30	24	25	26	27	28	29

- **First Day of School for Students**
September 6, 2022
- Holidays & Breaks** (Schools Closed)
 - Labour Day** September 5, 2022
 - Thanksgiving Day** October 10, 2022
 - Family Day** February 20, 2023
 - Good Friday** April 7, 2023
 - Easter Monday** April 10, 2023
 - Victoria Day** May 22, 2023
- Winter Break**
December 19 - 30, 2022
- March Break**
March 13-17, 2023
- **First Day of Semester 2**
February 6, 2023
- **Final Day of School for Students**
June 28, 2023
- Professional Activity Day (PA Day)**
(Students do not attend school)
 - September 2, 2022
 - September 30, 2022
 - November 18, 2022
 - February 2, 2023
 - February 3, 2023
 - March 3, 2023
 - June 29, 2023
- Examination Periods**
 - January 26 - February 1, 2023
 - June 22 - 28, 2023

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2022 FEB 08
Report No. 021-22

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

RE: POLICY REVIEW – 4023 PRIOR LEARNING ASSESSMENT AND RECOGNITION
FOR MATURE STUDENTS

1. Background

- 1.1 The 4023 Prior Learning Assessment and Recognition (PLAR) for Mature Students Policy was last revised on February 27, 2018.
- 1.2 At the May 25, 2021 Regular Board Meeting, the 4023 Prior Learning Assessment and Recognition (PLAR) for Mature Students Policy was approved for review during the 2025-2026 school year as part of the policy development and review cycle.
- 1.3 Due to the amendment received from the Ministry of Education on December 9, 2021, the 4023 Prior Learning Assessment and Recognition (PLAR) for Mature Students Policy was approved for review during the 2021-2022 school year as part of the policy development and review cycle at the January 11, 2022 Standing Committee Meeting.

2. Situation

- 2.1 The revised policy is attached as Appendix A and the procedures as Appendix B.
- 2.2 Upon final approval, the policy will be distributed according to Board procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 4023 Prior Learning Assessment and Recognition for Mature Students Policy as indicated in Report No. 021-22.

Respectfully submitted,

SAMANTHA PEOTTO
Manager, Lakehead Adult Education Centre

MICHELLE PROBIZANSKI
Superintendent of Education

IAN MACRAE
Director of Education

<p style="text-align: center;">CURRICULUM AND INSTRUCTION</p> <p style="text-align: center;">DRAFT – February 8, 2022</p> <p style="text-align: center;">PRIOR LEARNING ASSESSMENT AND RECOGNITION FOR MATURE STUDENTS POLICY</p>	<p style="text-align: center;">4000</p> <p style="text-align: center;">4023</p>
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1. Rationale

Lakehead District School Board (**LDSB**) recognizes that ~~mature students acquire important knowledge, skills and competencies in a variety of settings outside, as well as inside, the formal education setting. adult learners typically return to school to complete their secondary education with specific goals and timelines in order to support their future career and education endeavors. It is important that adult learners are supported to expeditiously achieve their Ontario Secondary School Diploma (OSSD) and efficiently move to sustainable employment, postsecondary education and/or apprenticeship. Prior Learning Assessment and Recognition (PLAR) allows mature students to have their skills and knowledge evaluated against the expectations outlined in Ontario curriculum policy documents in order to earn credits towards the Ontario Secondary School Diploma (OSSD).~~ Prior Learning Assessment and Recognition (PLAR) for mature students provides a process by which the prior experiences of adult learners, both formal and informal, can be recognized for secondary credit, minimizing duplication of learning, saving the learner time and opportunity costs, and providing them with an enhanced pathway to secondary school graduation.

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby mature students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum in order to earn credits towards the OSSD.

This policy differs from that of regular day school students because of the broader life experience of mature students. This policy is written in accordance with *Policy/Program Memorandum No. 132*, ~~Policy/Program Memorandum No. 127~~ and *Ontario Secondary Schools, s. 6.6 and 8.2.*

2. Policy

It is the policy of ~~Lakehead District School Board~~ **LDSB** to evaluate a mature student's skills and knowledge against the expectations outlined in current Ontario curriculum policy documents in order to earn credits towards the **OSSD** through an **Assessment**, Challenge **and/or** Equivalency Process.

3. Guiding Principles

3.1 All boards must offer access to the PLAR process to all mature students in accordance with PPM 132. A mature student is a student who is at least 18 years

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of age on or after January 1 of the current school year and who is enrolled in a program for the purpose of obtaining an OSSD.

- 3.2** All credits granted through the **PLAR** process will represent the same standards of achievement as credits granted to mature students who have taken the courses.
- 3.3** ~~*No fees will be charged to students for undergoing the challenge or equivalency process. School boards will not charge mature students fees for undergoing the challenge or equivalency process. Ontario Regulation 285: Continuing Education under the Education Act does not permit publicly funded school boards to charge fees for the PLAR process.*~~
- 3.4** Through the Grade 9 and 10 Equivalency Process, credits may be granted following **up to four subject based** individual assessment(s).
- 3.5** Through the Grade 11 and 12 Equivalency Process, mature students may be granted equivalent credits if their transcripts or other documents show evidence of learning that relates directly to the Ontario curriculum expectations for specific courses.
- 3.5** ~~*The Equivalency Process is used for placement only.*~~
- 3.6** *For Grade 11 or 12 credits both the equivalency process and the challenge process are as follows:*
- *through the equivalency process, students participate in an evaluation of their credentials, other appropriate documentation and evidence from jurisdictions within and outside Ontario for the purpose of granting credit for Grade 11 or 12 courses developed from the most recent Ontario curriculum;*
 - *through the challenge process, students' prior learning is evaluated using assessments for the purpose of granting credit for Grade 11 or 12 courses developed from the most recent Ontario curriculum;*
 - *up to ten of 14 Grade 11 and 12 credits may be granted through either the equivalency or challenge process; and*
 - *a minimum of four Grade 11 and 12 credits must be earned by taking the necessary courses, with the following exception: at the discretion of the principal, mature students who present evidence of a completed postsecondary diploma and/or degree from an accredited Canadian postsecondary institution may qualify for the OSSD under Ontario Schools by completing a minimum of one Grade 11 or Grade 12 credit.*
- 3.7** *Following the equivalency or challenge process, any remaining required credits may be earned by taking the required courses.*

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- 3.8** *Mature students who have previously accumulated 26 or more credits towards the diploma (excluding those with postsecondary credentials as noted above) must successfully complete the required number of courses to bring their total number of credits up to 30 before they will be eligible to receive the OSSD.*
- ~~3.6~~ *Students may challenge for credit only for Grades 11 and 12 courses in Ontario Curriculum Policy documents.*
- ~~3.7~~ *Students may challenge for credit only for Grades 11 and 12 courses in Ontario Curriculum Policy documents.*
- ~~3.8~~ *Opportunities for students to challenge for credit will be provided only for courses that are taught in schools operated by the Board.*
- ~~3.9~~ *Students may challenge for credit for a course only if they can provide reasonable evidence to the principal or designate that they would likely be successful in the Challenge Process.*
- ~~3.10~~ *The Challenge Process is an evaluation process and may not be used as a way for students to improve their mark in a course for which they have already earned a credit, nor as a way to obtain a credit for a course they have previously failed.*
- 3.9** *Prior Learning Assessment and Recognition procedures for mature students will be carried out under the direction of the school principal who has the authority to grant credits. The principal is responsible for the implementation of PLAR in accordance with PPM 132.*

Principals will ensure that mature students who do not have appropriate documentation of prior learning owing to extraordinary circumstances (for example, students who are refugees) will receive advice and/or referral to an appropriate service provider concerning the gathering and giving of evidence.

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4. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Policy/Program Memorandums No. 132 and 127, and Ontario Secondary Schools, s. 6.6 and 8.2	December 14, 2004 <u>Date Revised</u> June 28, 2011 February 27, 2018 February 8, 2022	

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**PRIOR LEARNING ASSESSMENT AND
RECOGNITION FOR MATURE STUDENTS
PROCEDURES****4023**1. Policy

It is the policy of Lakehead District School Board (LDSB) to evaluate a mature student's skills and knowledge against the expectations outlined in current Ontario curriculum policy documents in order to earn credits towards the Ontario Secondary School Diploma (OSSD) through an **Assessment**, Challenge **and/or** Equivalency Process.

2. Definitions2.1 Mature student (*as of February 1, 2022*):

- ~~is at least 18 years of age and has been out of school for at least one year immediately preceding his or her registration in a secondary program; and~~
- ~~new to the Ontario secondary school system as of February 1, 2004 or was enrolled as a regular day school student in the Ontario secondary school system after 1999.~~
- a mature student is a student who is at least 18 years of age on or after January 1 of the current school year and who is enrolled in a program for the purpose of obtaining an OSSD.

2.2 ~~Prior Learning Assessment and Recognition (PLAR) – the formal evaluation and credit-granting process whereby mature students may obtain credits for prior learning.~~

Prior Learning Assessment and Recognition (PLAR) for mature students is the formal evaluation and credit-granting process whereby mature students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum in order to earn credits towards the OSSD.

2.3 ~~Equivalency Process – individual assessment for the purpose of granting Grades 9 or 10 credits and/or assessing credentials from other jurisdictions; and
– individual assessment for the purpose of granting Grades 11 or 12 credits if their transcripts or other documents show evidence of learning that relates directly to the Ontario curriculum expectations for specific courses.~~

For Grade 9 or 10 credits the equivalency process is as follows:

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- *individual assessment consisting of four subject based assessments, as needed, for the purpose of granting Grade 9 or 10 credits.*

For Grade 11 or 12 credits, both the equivalency process and the challenge process are as follows:

- *an evaluation of student credentials, other appropriate documentation and evidence from jurisdictions within and outside Ontario for the purpose of granting credit for Grade 11 or 12 courses developed from the most recent Ontario curriculum; and*
- *through the challenge process, prior learning is evaluated using assessments for the purpose of granting credit for Grade 11 or 12 courses developed from the most recent Ontario curriculum.*

~~2.4 — Challenge Process – the process whereby a mature student's prior learning is assessed for the purpose of granting credit for a Grades 11 or 12 course developed from an Ontario curriculum policy document published in 1999 or later.~~

~~2.5 — Reasonable Evidence – documentation that the curriculum expectations in the course have already been achieved and that the mature student would likely be successful in the Challenge Process.~~

3. Processes for PLAR Grade 9/10, and Grade 11/12 Equivalency and Challenge

~~3.1 The principal or designate shall, in the process of deciding the mature student's placement, determine as equitably as possible the total credit equivalency of the student's previous learning and the number of compulsory and optional credits still to be earned using one of the three routes as in Policy/Program Memorandum No. 132 for Grades 9 and 10 equivalency. The principal or designate shall review the evidence that relates directly to Ontario curriculum expectations for specific Grades 11 or 12 courses. All credits granted through the equivalency process must represent the same standards achievement as credits granted to students who have taken the courses. The principal or designate shall ensure that equivalency credits are recorded in accordance with the OST manual.~~

3.1 **PLAR Grade 9 and 10 Process**

The principal or designate will:

- *ensure that every mature student is informed about the policies and procedures related to the individual assessment through the equivalency process for mature students, including policies on and procedures for*

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- recording results in the Ontario Student Record (OSR) and on the Ontario Student Transcript (OST);*
- *determine the number of credits a student needs, up to 16 Grade 9 and 10 credits, based on the review of transcripts indicating successful completion of up to two years of secondary school that are comparable to Ontario Grade 9 and 10; and*
 - *determine the number of Grade 9 and 10 credits to be granted following an individual assessment through the equivalency process.*

A maximum of 16 Grade 9 and 10 credits may be granted to a mature student at the discretion of the principal following an individual assessment.

Each mature student who does not have transcripts indicating successful completion of the first two years of secondary school in the Ontario education system – or equivalent – will be required to successfully complete up to four individual assessments before being granted any Grade 9 and 10 credits. This will consist of assessments in English, mathematics, science, and Canadian history and Canadian geography combined.

The principal may grant a maximum of four Grade 9 and 10 credits for demonstrated achievement in each of the subject based assessments (one of which covers two subject areas – Canadian history and Canadian geography combined). Students can earn up to four credits for each of the subject based assessments. If the principal grants fewer than four credits for any of these subject based assessments, the principal will determine how the student will obtain the remaining credits.

Each mature student who has evidence of partial completion of the first two years of secondary school in the Ontario education system – or equivalent – will be required to successfully complete an individual assessment in the outstanding subject areas (such as, English, mathematics, science, and/or Canadian history and Canadian geography combined) in order to earn the credits required to bring the total up to 16 Grade 9 and 10 credits.

The principal may grant, at their discretion, the Ontario Secondary School Certificate (OSSC) to a mature student following an individual assessment, if the student, in the principal's judgement, has met the requirements for the OSSC, as specified in Ontario schools regarding the OSSC.

3.2 — ~~Grades 9 and 10 Assessment/Equivalency Process includes the following steps:~~

~~i) — orientation;~~

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- ~~ii) — application;~~
- ~~iii) — determination of equivalent credit;~~
- ~~iv) — assessment;~~
- ~~v) — recording; and~~
- ~~vi) — reporting.~~

~~3.2.1 Orientation: The PLAR team designs and delivers an “Orientation Session and Application Process” that ensures mature students are:~~

- ~~• — informed of the application process, and that they are responsible for initiating the process of individual assessment, for providing the required documentation, and for satisfying all of the requirements;~~
- ~~• — informed of the diploma requirements of mature students;~~
- ~~• — informed about the policies and procedures related to the individual assessment of mature students, including policies and procedures for recording results in the student file and on the Ontario Student Transcript (OST); and~~
- ~~• — referred to the appropriate form.~~

~~3.2.2 Application: The PLAR team:~~

- ~~• — ensures that every prospective applicant is provided with an “Application for Grades 9 and 10 Individual Assessment/Equivalency Process”;~~
- ~~• — ensures that every prospective applicant is provided with materials that indicate the Ontario curriculum expectations for the Grades 9 and 10 courses for which the mature student wishes to be granted credits; and~~
- ~~• — confirms receipt of application and transcript (if provided), in writing, and files the form in the mature student’s file.~~

~~3.2.3 Determination of Equivalent Credit: The PLAR team:~~

- ~~• — determines how many equivalent credits can be granted (up to 16 Grades 9 and 10 credits) on the basis of transcripts indicating successful completion of two years of secondary school that are comparable to Ontario Grades 9 and 10; and~~
- ~~• — informs the mature student, in writing, of all determinations and decisions related to this process.~~

~~3.2.4 Assessment: The PLAR team:~~

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- ~~provides information on the individual assessment(s) to the mature student who has been advised that he/she must successfully complete the assessment(s);~~
- ~~provides key learning and assessment focus chart;~~
- ~~provides information sheet for mature students (preparing for Grades 9 and 10 individual assessments);~~
- ~~administers the individual assessments to individual mature students or groups of mature students; and~~
- ~~stores individual assessment materials.~~

3.2.5 Recording: The PLAR team:

- ~~records the results (pass/fail) of each individual assessment completed by a mature student (on appropriate form);~~
- ~~files the record and updates it as necessary; and~~
- ~~enters, in accordance with the Ontario Student Transcript (OST) Manual, 1999, the following information on the mature student's OST:~~
 - ~~the equivalent credits granted for Grades 9 and 10, as one total;~~
 - ~~the notation "Equivalent Credits" in the "Course Title" column, and the code "PLE" in the "Course Code" column; and~~
 - ~~the total number of compulsory credits granted as equivalent credits (up to 14 compulsory credits for mature students working under OSS diploma requirements).~~

3.2.6 Reporting: The PLAR team:

- ~~informs the mature student of the results (pass/fail) of each individual assessment, and of the mature student's right to retake the assessment if he/she did not pass;~~
- ~~if fewer than four equivalent credits for any of the subject areas are granted as a result of individual assessments, advises the mature student on how he/she will obtain the remaining credits; and~~
- ~~grants, at principal's discretion, the Ontario Secondary School Certificate (OSSC) to a mature student following an individual assessment, if the mature student, in the principal's judgement, has met the requirements for the OSSC as specified in OSS, section 3. (Note that the OSSC may be granted to a mature student who has met OSSC requirements and is also planning to earn the OSSD in the future).~~

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PROCEDURES****4023****3.2 PLAR Grade 11 and 12 Equivalency Process****3.2.1 The principal or designate will:**

- *ensure that mature students are informed about policies and procedures related to the evaluation of credentials through the equivalency process for mature students, including policies on and procedures for recording results in the OSR and on the OST;*
- *ensure that every mature student is provided with an application form for the equivalency process for mature students, as well as materials that indicate what is expected in the Grade 11 and 12 courses (such as the curriculum expectations) for which the student wishes to be granted credits;*
- *evaluate each application in consultation with the student and appropriate school staff (for example, subject teachers) to determine whether the student should begin the equivalency process;*
- *determine whether there is a direct relationship between the credentials and/or other appropriate documentation presented by the student and the curriculum expectations for a specific Grade 11 or 12 course in the most recent Ontario curriculum; and*
- *determine whether equivalency should be granted.*

3.2.2 The following types of credentials and other documentation may be accepted for the purpose of determining whether to grant Grade 11 and 12 credits through the equivalency process:

- *formal transcripts as well as Certificates of Apprenticeship and/or Qualification for apprenticeships granted by an accredited educational or training institution or a government ministry (for example, a secondary school, a provincial college of applied arts and technology, a university, a ministry of education or training); and*
- *other appropriate documentation of learning gained from other programs, courses, or work and volunteer service as well as life experience such as parenting.*

~~3.3 The Grades 11 and 12 Equivalency Process includes the following steps:~~

- ~~i) orientation;~~
- ~~ii) application;~~
- ~~iii) determination of equivalency;~~
- ~~iv) recording; and~~
- ~~v) reporting.~~

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**PRIOR LEARNING ASSESSMENT AND
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PROCEDURES****4023*****3.3.1 – Orientation: The PLAR team:***

- ~~delivers an “Orientation Session” that ensures mature students are:~~
 - ~~informed of the application process, and that they are responsible for initiating the equivalency process for the purpose of obtaining Grades 11 and 12 credits, for providing the required documentations, and for satisfying all of the requirements;~~
 - ~~informed of the diploma requirements for mature students;~~
 - ~~informed about the policies and procedures related to the equivalency process, including policies and procedures for recording results in the student file and the Ontario Student Transcript (OST);~~
- ~~distributes PLAR materials to mature students; and~~
- ~~provides counselling/informal orientation to answer the mature student’s questions and provides ongoing guidance, as required.~~

3.3.2 – Application: The PLAR team:

- ~~determines whether the mature student was previously enrolled in the Ontario secondary school system (under Ontario Secondary Schools, Grades 9-12 (OSS), Ontario Schools: Intermediate and Senior Divisions (Grades 7-12/OAC’s) (OSIS), or Circular H.S.I. 1979-81) on the basis of written evidence of previous enrollment;~~
- ~~determines appropriate staff (including subject teachers) to assist in the review of the mature student’s documentation and to attend the review meeting with the mature student;~~
- ~~ensures that every prospective applicant is provided with an application form, as well as materials that indicate what is expected in the Grades 11 and 12 courses for which the mature student wishes to challenge for credit;~~
- ~~meets, if necessary, with the mature student, the counselor/intake teacher, and other school staff to determine whether the mature student should begin the equivalency process; and~~
- ~~informs the mature student, in writing, of the decision whether or not to proceed with the equivalency process.~~

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- ~~• reviews all documentation (formal transcripts, documentation regarding apprenticeships and documentation of learning gained from other programs, courses, or work experiences) provided by the mature student to determine whether equivalency should be granted for a specific full or half credit course; and~~
- ~~• grants equivalent credits for specific courses only if the documentation shows evidence of learning that relates directly to the Ontario curriculum expectations for specific courses.~~

~~3.3.4 Recording Phase: The PLAR team:~~

- ~~• records the appropriate information for all Grades 11 and 12 equivalent credits on the mature student's OST; and~~
- ~~• records equivalent credits on the appropriate form.~~

~~3.3.5 Reporting Phase: The PLAR team~~

- ~~• informs the mature student, in writing, of all determinations and decisions made with respect to the Grades 11 and 12 equivalency process; and~~
- ~~• continues to assist the mature student with determining which secondary school courses to take and/or other educational options to meet his/her educational goals.~~

3.3 PLAR Grades 11 and 12 Challenge Process**3.3.1 The principal or designate will:**

- ensure that mature students are informed about the challenge process, and that they are responsible for initiating the challenge process for the purpose of obtaining Grade 11 and 12 credits, and for satisfying all of the requirements;
- ensure that every mature student is informed about policies and procedures related to challenging for credit, including policies on and procedures for recording results in the OSR and on the OST;
- ensure that every mature student is provided with an application form, as well as materials that indicate what is expected in the Grade 11 and 12 courses (such as, the curriculum expectations) for which the student wishes to challenge for credit;
- evaluate each application in consultation with the student and appropriate school staff (for example, subject teachers) to determine

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- whether reasonable evidence for success exists and whether the challenge should occur;*

 - *determine whether the student should challenge for credit for a specific full or half-credit course;*
 - *develop formal examinations and other assessment strategies to conduct the challenge;*
 - *conduct the challenge (such as, the use of formal examinations and of other appropriate assessment strategies); and*
 - *evaluate and report on the student's performance, including awarding the appropriate credits and percentage grade to the OST.*
- 3.3.2 *Principals must ensure that only teachers certified by the Ontario College of Teachers conduct the PLAR challenge process.*
- 3.3.3 *The challenge process is an evaluation process. It may not be used as a way for students to improve their mark in a course for which they have already earned a credit.*
- 3.3.4 *Mature students may challenge for credit a maximum of ten Grade 11 and 12 courses in provincial curriculum. However, they may obtain no more than ten Grade 11 and 12 credits through the challenge and equivalency processes combined. There is no maximum on the number of credits that may be obtained in any one discipline.*
- 3.3.5 *For those mature students who have recognized Canadian postsecondary credentials, they may obtain 13 of the 14 Grade 11 and 12 credits through the challenge and equivalency processes combined.*
- 3.3.6 *Mature students may challenge for credit for a course only if they can provide reasonable evidence to the principal that they would be likely to be successful in the challenge process, in accordance with criteria established in this memorandum, and with policies and procedures established by the Board. In cases where a mature student disagrees with the decision of the principal about whether the student should challenge for credit, the mature student may ask the appropriate supervisory officer to review the matter.*
- 3.3.7 *Students with music certificates that are accepted for credits in Ontario schools, Music Certificates Accepted for Credits, are not required to challenge for credit for the appropriate music courses but are granted credits in accordance with Ontario schools.*

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- 3.3.8** *Credit will be granted only for the specific course for which the student has successfully challenged for credit.*
- 3.3.9** *A student cannot be granted credits through the challenge process for any of the following courses:*
- *a course for which the student has already earned a credit but for which they wish to improve the mark;*
 - *a course in any subject if a credit has already been granted in a later grade;*
 - *a course for which there is significant overlap with a course for which credit has been granted;*
 - *a transfer course;*
 - *a locally developed course;*
 - *a cooperative education course;*
 - *a course in English as a second language (ESL), English literacy development (ELD), or Anglais pour débutants (APD), if the student has one or more credits in English from the curriculum for English for Grades 9 to 12 (such as, the documents for English-language schools or the documents for French-language schools) or from the curriculum guidelines;*
 - *a course in Programme d'appui aux nouveaux arrivants (PANA), Actualisation linguistique en français (ALF) or French as a Second Language (FSL), if the student has one or more credits in Français from the curriculum for Grades 9 to 12; and*
 - *the Ontario Secondary School Literacy Course.*
- 3.3.10** *A student will be permitted to challenge for credit for a specific course a second time after a reasonable interval, if the student can provide reasonable evidence to the principal that they are likely to be successful after having benefited from additional study.*
- 3.3.11** *Assessment and evaluation through the PLAR process will be based on the curriculum expectations and the achievement charts in the Ontario curriculum. Assessment and evaluation must be based on all the strands in a course and on all categories of knowledge and skills and the descriptions of achievement levels given in the achievement chart that appears in the curriculum for the discipline. A student's level of achievement will be recorded as a percentage grade on the OST in the same way as achievement in other courses.*
- 3.3.12** *Assessment and evaluation strategies for the challenge process must include formal examination (70% of the final mark) and a variety of other*

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assessment strategies appropriate for the particular course (30% of the final mark). The formal examination must have a balance between written work and practical demonstration that is appropriate for the subject/discipline. Other assessment strategies may include evaluation of written assignments, demonstrations/performances, laboratory work, quizzes, and observation of student work. The principal is responsible for developing and administering the formal examination and for determining which assessment strategies are most appropriate for each course for which a student is challenging for credit.

4. The Challenge Process – Grades 11 and 12

4.1 The mature student's prior learning is assessed through a Challenge Process comprised of:

- i) formal tests worth 70%; and**
- ii) other assessment strategies worth 30%.**

4.2 The Challenge Process includes the following stages:

- i) orientation;**
- ii) application;**
- iii) assessment & evaluation; and**
- iv) reporting and record-keeping.**

4.2.1 Orientation

4.2.1.1 The Board's system course calendar and website outlines when mature students can challenge for credit and what opportunities for challenge are available.

4.2.1.2 The mature student shall initiate the Challenge Process through the school contact.

4.2.1.3 The school contact will:

- ensure that mature students are informed that they are responsible for initiating the challenge process for the purpose of obtaining Grades 11 and 12 credits, and for satisfying all of the requirements;**
- ensure that every prospective applicant is informed about policies and procedures related to challenging for credit,**

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~~including policies on and procedures for recording results in the student file and on the OST;~~

- ~~• ensure that every prospective applicant is provided with an application form, as well as materials that indicate what is expected in the Grades 11 and 12 courses (i.e., the curriculum expectations) for which the student wishes to challenge for credit;~~
- ~~• evaluate each application in consultation with the student and appropriate school staff (i.e., subject teachers) to determine whether reasonable evidence for success exists and whether the challenge should occur;~~
- ~~• determine whether the student should challenge for credit for a specific full or half-credit course; and~~
- ~~• Consult with the PLAR team and board personnel to:

 - ~~• develop formal tests and other assessment strategies;~~
 - ~~• conduct the testing (i.e., the use of formal tests and of other appropriate assessment strategies); and~~
 - ~~• evaluate and report on the student's performance.~~~~

~~4.2.1.4 Students who do not have suitable documentation, owing to extraordinary circumstances, will receive counselling concerning gathering evidence.~~

~~4.2.2 Application: The PLAR team:~~

~~4.2.2.1 The principal or designate ensures that every prospective applicant is provided with an application form, as well as materials that indicate what is expected in the Grades 11 and 12 courses for which the mature student wishes to challenge for credit.~~

~~4.2.2.2 The principal or designate shall evaluate each application in consultation with the mature student and appropriate staff (i.e., guidance counsellor, teacher advisor and subject teacher) to determine whether reasonable evidence for success exists and whether the challenge should occur.~~

~~4.2.2.3 The principal or designate determines whether the mature student should challenge for credit for a specific full or half credit course.~~

~~4.2.2.4 When a mature student applies to challenge for credit for a course that is not offered on site other arrangements will be made to accommodate the student.~~

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~~4.2.2.5 If the mature student receives a letter of denial or request to challenge for credit he/or she has the right to ask the appropriate supervisory officer to review the matter where he/or she disagrees with the position of the principal.~~

~~4.2.3— Assessment & Evaluation~~~~4.2.3.1 The PLAR Team shall:~~

- ~~• identify qualified and/or experienced teachers in the required discipline(s) as assessors;~~
- ~~• provide orientation to assessors;~~
- ~~• determine the assessment & evaluation schedule in consultation with all parties;~~
- ~~• ensure that only teachers certified by the Ontario College of Teachers conduct the PLAR challenge process;~~
- ~~• involve teaching staff in decisions related to the logistics of the administration of the Grades 11 and 12 challenge assessments;~~
- ~~• assign teaching staff to develop formal tests and other assessment strategies;~~
- ~~• assign teaching staff to conduct the testing (i.e., the use of formal tests and of other appropriate assessment strategies);~~
- ~~• assign teaching staff to provide information to mature students about the administration of the Grades 11 and 12 challenge assessments;~~
- ~~• assign teaching staff to provide mature students with the results of each challenge assessment activity;~~
- ~~• ensure that mature students are aware of their right to challenge for credit for the same course a second time after a reasonable interval, if they are not successful on the first attempt;~~
- ~~• file the Record of Assessment Course;~~
- ~~• store marked challenge assessment materials;~~
- ~~• develop challenge assessment(s) (refer to appropriate form)~~
- ~~• make decisions related to the logistics of administration of the Grades 11 and 12 challenge assessments;~~
- ~~• provide information on the nature and logistics of the challenge assessments to the mature student whose application to challenge for credit for a course has been approved;~~

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- ~~administer the challenge assessments to an individual mature student or groups of mature students;~~
- ~~mark each challenge assessment activity and enters the results on the “Record of Assessment of Challenge for Credit for a Course (refer to appropriate form);~~
- ~~inform the mature student of the results of each challenge assessment activity;~~
- ~~once all challenge assessment activities are completed, calculate a final percentage grade, based on 70% formal tests and 30% other assessments and enters on the “Record of Assessment of Challenge for Credit for a Course; and~~
- ~~store marked challenge assessment materials.~~

4.2.4 Reporting and Record Keeping**4.2.4.1 The PLAR team:**

- ~~enters the mature student’s passing and failing percentage grades on the OST (no notation will be entered on the OST if the mature student withdraws from the challenge process);~~
- ~~records each challenge credit earned (refer to appropriate form);~~
- ~~informs the mature student of the final percentage grade on the challenge assessment;~~
- ~~has the mature student sign the “Record of Assessment of Challenge for Credit for a Course”;~~
- ~~provides a copy to the mature student; and~~
- ~~files the record.~~

4. Diploma Requirements

4.1 *If a mature student who is working towards the OSSD under Ontario schools has not already successfully completed each of the four Grade 11 and 12 compulsory credit requirements, a mature student must obtain a credit that meets the compulsory credit requirement(s) under Ontario schools in each of the following:*

- *English, Grade 11 – only the following substitution is permitted:*
 - *students may count a maximum of three credits in ESL or ELD towards the four compulsory credits in English;*
 - *the fourth credit must be for a Grade 12 compulsory English course;*
- *English, Grade 12 - no substitution is permitted;*
- *Mathematics, Grades 11 or 12 - no substitution is permitted; and*

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- *Computer Studies, Science, Technological Education, or Math, Grades 11 or 12.*

4.2 Ontario Secondary School Literacy Requirement

As per Ontario schools, all students are required to meet the secondary school literacy graduation requirement in order to earn an OSSD.

Mature students should be encouraged to meet the literacy graduation requirement by successfully completing the Ontario Secondary School Literacy Test (OSSLT). Mature students also have the option to enroll directly in the Ontario Secondary School Literacy Course (OSSLC) without attempting the OSSLT.

4.3 Community Involvement Requirement

Principals will determine, at their discretion, the number of hours of community involvement activities that a mature student who is working towards the OSSD under Ontario schools may have to complete (between 0 and 40).

5. PLAR Preparation and Support

- 5.1** *Ontario's Guidance and Career curriculum provides opportunities to strengthen students skills and plays a central role by providing students with the tools they need for success in school, in the workplace, and in their daily lives. To support mature students with the knowledge and skills that they need to be successful in the PLAR process, school boards may, at the recommendation of the principal, leverage courses such as Advanced Learning Strategies: Skills for Success After Secondary School (GLS40/GLE40/GLE30) to help prepare students for the PLAR process. At the recommendation of the principal, a mature student may be enrolled in the GLE courses without an Individual Education Plan (IEP). In lieu of the IEP, principals are to ensure that such students are designated with the Mature Student Flag for reporting in OnSIS. Expectations are to be modified to support learner readiness for the Grade 9 and 10 equivalency process, as well as the development of the equivalency application for Grade 11 and 12 courses. Note: Students may receive only one credit for Grade 12 Advanced Learning Strategies, either for GLS40 or for GLE40.*

6. Record Keeping

- 6.1** *All entries on the student's OST must be made in accordance with The Ontario Student Transcript Manual (2013).*

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- 6.2** *Principals will ensure that the results of a mature student's individual assessment are recorded on the "Cumulative Tracking Record" form for Grade 9 and 10 credits.*
- 6.3** *Principals will ensure that equivalent credits for mature students are recorded on the "Cumulative Tracking Record" form for Grade 11 and 12 credits. Boards will ensure that the appropriate PLAR "Cumulative Tracking Record" forms for mature students are maintained and included in the student's OSR. These forms are intended to track the number of credits that a mature student has obtained through the equivalency and challenge processes and the disciplines in which these credits have been obtained, as well as failures and withdrawals.*
- 6.4** *Principals will also ensure that:*
- *for challenges for credit for Grade 11 or 12 courses, the student's passing percentage grade, failing percentage grade, or withdrawal from the challenge process must be entered on the appropriate tracking record forms; and*
 - *for challenges for credit for Grade 11 and 12 courses, passing and failing percentage grades will be entered on the student's OST. No notation will be entered on the OST if the student withdraws from the challenge process.*

5.**7. Review**

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Policy/Program Memorandums No. 132 and 127 , and Ontario Secondary Schools, s. 6.6 and 8.2	December 14, 2004 <u>Date Revised</u> June 28, 2011 February 27, 2018 February 8, 2022	

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2022 FEB 08
Report No. 022-22

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

RE: POLICY REVIEW – 3095 STUDENT TRUSTEES

1. Background

- 1.1 It is the policy of Lakehead District School Board (LDSB) that policies will be developed/reviewed in accordance with 2010 Policy Development and Review Policy.
- 1.2 At the June 22, 2021 Regular Board Meeting, 3095 Student Trustees Policy was approved for review during the 2021-2022 school year as part of the policy development and review cycle.
- 1.3 On December 1, 2021, the draft policy was posted on the LDSB website and distributed to constituent groups for review and comment, with input to be received by January 19, 2022. There was no external constituent input received.

2. Situation

- 2.1 In order to align with the qualifications required by the Education Act, R.S.O. 1990, c. E.2., the policy has been updated to reference it directly.
- 2.2 The revised policy is attached as Appendix A.
- 2.3 Upon final approval, the policy will be distributed according to LDSB procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 3095 Student Trustees Policy, Appendix A to Report No. 022-22.

Respectfully submitted,

IAN MACRAE
Director of Education

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- 3.5 The student trustee shall follow trustee protocols when dealing with complaints, questions or suggestions regarding a school or service.
- 3.6 The student trustee shall be provided with support services afforded trustees.
- 3.7 The student trustee shall be afforded expenses by Board practice.
- 3.8 The Board shall pay an honorarium as per Student Trustee Ontario Regulation 7/07 S.2 (1).
- 3.9 The student trustee will have access to training opportunities that are offered to trustees.
- 3.10 The student trustee is entitled to attend one out-of-town conference and may apply to attend an additional conference. If the student trustee is under the age of 18, a parent or trustee must agree to attend as a supervisor.

4. Qualifications

To be eligible for the role of student trustee, the student must meet the requirements laid out in s. 5.1, O. Reg. 7/07, Education Act, R.S.O. 1990, c. E.2.

~~A student trustee is qualified if they are,~~

- ~~(a) a Canadian citizen;~~**
- ~~(b) a resident within the area of jurisdiction of the Board;~~**
- ~~(c) currently in or entering the senior division in a Lakehead District School Board school; and~~**
- ~~(d) a full-time student or an exceptional pupil in a special education program for whom the Board has reduced the length of the instructional program on each school day under subsection 3(3) of Regulation 298 of the Revised Regulation of Ontario, 1990 (Operation of Schools – General) made under the Act, so long as the pupil would be a full-time pupil if the program had not been reduced.~~**

5. Term

The term of office will begin August 1 of the year in which the student trustee is elected and ends on July 31 of the following year. The student may be re-elected for a second year if they meet the qualification requirement.

If the Board has two student trustees with terms of two years, the Board will stagger the terms where possible.

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8. Disqualification

8.1 A student trustee shall be disqualified if they:

- i) are absent from three consecutive Regular Board meetings, in accordance with the Education Act under section 228 (1) (b); and/or
- b) absents themselves without being authorized by resolution entered in the minutes, from three consecutive regular meetings of the Board;
- ii) ceases to hold the qualifications required to act as student trustee as described in Section 4 of this Policy.

8.2 A person who ceases to be qualified to act as a student trustee shall resign from the position.

9. Filling of Vacancies

If the Board determines that a vacancy shall be filled, it shall be filled using the selection process outlined in this policy.

10. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
3001 Governance Policy	November 4, 1998	Ont. Reg. 7/07 S.2 (1)
3074 Expense and Travel Reimbursement Policy and Procedures.	<u>Date Revised</u> April 22, 2003 March 27, 2007 May 27, 2014 September 24, 2019	Ont. Reg. 7/07 S.5 (1)

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2022 FEB 08
Report No. 023-22

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

RE: POLICY DEVELOPMENT – 3002 ANNUAL EVALUATION OF THE DIRECTOR OF
EDUCATION

1. Background

- 1.1 It is the policy of Lakehead District School Board (LDSB) that policies will be developed/reviewed in accordance with 2010 Policy Development and Review Policy.
- 1.2 It was identified by the Board that a policy was needed for the annual evaluation of the director of education.
- 1.3 A consultant was engaged to assist with the development of the policy and procedures, in collaboration with the Board.
- 1.4 On December 1, 2021, the draft policy and procedures were distributed and posted on the Board website for constituent feedback and comment, with input to be received by January 19, 2022. There was no external constituent input received.

2. Situation

- 2.1 The policy is attached as Appendix A and the procedures as Appendix B.
- 2.2 Upon final approval, the policy will be distributed according to Board procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 3002 Annual Evaluation of the Director of Education Policy, Appendix A, to Report No. 023-22.

Respectfully submitted,

ELLEN CHAMBERS
Chair

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**ANNUAL EVALUATION OF
THE DIRECTOR OF EDUCATION POLICY****3002**1. Rationale:

Lakehead District School Board (LDSB) believes that a properly conducted program of evaluation of the director of education benefits the director, enhances the relationship between the director and LDSB, ensures accountability, assists LDSB in providing quality educational service, and models the importance of systematic assessment throughout LDSB.

2. The Policy:

It is the policy of LDSB that an evaluation of the director of education be completed by the Board of Trustees on an annual basis.

3. Guidelines

An annual review of the director of education will be completed by the Board of Trustees using the process outlined in 3002 Annual Evaluation of the Director of Education Procedures.

4. Review

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

<u>Cross Reference</u>	<u>Date Approved</u> <u>Date Revised</u>	<u>Legal Reference</u>

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**ANNUAL EVALUATION OF
THE DIRECTOR OF EDUCATION PROCEDURES****3002**1. Policy

It is the policy of Lakehead District School Board (LDSB) that an evaluation of the director of education be completed by the Board of Trustees on an annual basis.

2. Rationale

Lakehead District School Board believes that a properly conducted program of evaluation of the director of education benefits the director, enhances the relationship between the director and LDSB, ensures accountability, assists LDSB in providing quality educational service, and models the importance of systematic assessment throughout LDSB.

3. Definitions

3.1 Board/Board of Trustees/LDSB – Lakehead District School Board.

3.2 Director – director of education.

3.3 DPA – Director Performance Appraisal.

4. Administrative Procedures

4.1 This evaluation process will:

4.1.1 take place annually – formally, by engaging an external consultant, or informally, as mutually agreed, through a process involving a presentation by the director of education and dialogue with the Board of Trustees;

4.1.2 ensure accountability for the effective leadership and management of the school system;

4.1.3 provide a mechanism for the director to develop clear expectations and plans for the system;

4.1.4 provide the director with concrete feedback from the Board on their performance to be used as a basis for their personal development in the role;

4.1.5 provide for both growth and accountability by affirming accomplishments and identifying growth areas that respond to issues, trends and external factors;

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- 4.1.6 emphasize the need for and require the presentation of evidence. The Director Performance Plan (refer to attached Appendix B) identifies possible sources of the evidence in advance, while the implementation and outcome measures describe expectations regarding that piece of evidence. The sources will be an internal report, an external report, direct Board observation or some combination of these tools;
- 4.1.7 meet contractual requirements;
- 4.1.8 be aligned with and based upon the director’s job description;
- 4.1.9 be linked to the Board’s goals;
- 4.1.10 set out standards of performance;
- 4.1.11 be a performance-based assessment system;
- 4.1.12 may use multiple data sources such as The Ontario Leadership Framework for Supervisory Officers (Appendix A), audit reports, student achievement data, and interviews with central office staff and principals; 360° survey (conducted through an external provider);
- 4.1.13 elicit evidence to support subjective assessments;
- 4.1.14 ensure Board feedback is provided on at least an annual basis; and
- 4.1.15 recognize that the director is the chief executive officer for the Board and, as such, is held accountable for work performed primarily by other senior administrators – i.e., fiscal management and personnel management.
- 4.2 Process and Timelines
- 4.2.1 Whereas the director’s contract of employment requires annual evaluations, the annual evaluations shall be conducted for the contract term, with evaluations to be completed by October 31st of each year.

On an annual basis, the Board will contract an external consultant to assist with the evaluation of the director of education, unless mutually agreed to conduct an informal appraisal internally, as per Section 4.1.1.

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4.2.2 The Director Performance Appraisal (DPA) Process

4.2.2.1 The DPA process begins with the Operational Plan presented by the director to the Board of Trustees each September. The next step is for the director to develop a Director's Performance Appraisal Plan that is aligned with and supports the goals of LDSB. The DPA process continues throughout the year and includes both formal meetings, presentations to the Board of Trustees, informal conversations, and informal feedback.

4.2.2.2 The Board of Trustees/Board chair should provide regular and constructive performance feedback to help keep the director's performance and plan on track and to help the director respond to emerging issues. This process also ensures that there are no surprises at the Year-End Review. The Board of Trustees/Board chair should check in with the director regularly to initiate these informal discussions.

4.2.3 Sample Timeline

Present Operational Plan to Board:

In September, the DPA process begins with the communication of the Operational Plan which identifies specific actions/outcomes to achieve the Strategic Plan goals. The Operational Plan is developed by the director, with input from the senior team. The Operational Plan provides the basis and context for the Director's Performance Plan.

Director's Performance Plan to Board:

In October, the director will draft a Performance Plan and review it with the Board of Trustees (See Appendix B - Director's Performance Plan Form). The Board of Trustees will review the contents of the Director's Performance Plan and outline key Implementation and Outcome Measures to be used in the appraisal as well as the process to help inform the performance appraisal.

Mid-Year DPA Progress Review to Board:

In February/March the director shall provide an overview of the mid-year progress of the Operational Plan implementation. The mid-year progress will be used as the basis for the Mid-Year DPA Progress Review. This review allows the director and the Board of Trustees to discuss the director's progress at the mid-point of the year. This review will cover all areas of the Director's Performance Plan, including achievements, challenges, and any concerns. The director will receive formal feedback from the Board of Trustees as outlined in the Director Performance Plan Form (Appendix B). The Board of Trustees will also

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review the process and implementation measures to help inform the final appraisal period.

Staff and Trustee Input:

In March, the Board may implement a 360° survey using an external provider. Trustees and key staff will be asked to offer their comments and observations regarding the director's performance on the goals defined in the Director's Performance Plan. The survey should use a confidential format that allows for open, honest, and constructive feedback.

Year-End/New Year Operational Plan Review to Board:

In September, the director shall provide an overview of the Year-End progress of the Operational Plan implementation. The Year-End Operational Plan Review will be used as the basis for the Year-End DPA Progress Review.

Year-End/New Year DPA Review to Board:

In October, the Year-End Review will take place. This is the formal annual performance assessment. The Board of Trustees will evaluate the director's achievements over the year measured against the implementation and outcome measures.

4.2.4 Director's Performance Plan Form (Appendix B)

A Director's Performance Plan Form has been developed for the director to complete each school year, updating it on a regular basis and sending it to the Board of Trustees in advance of each DPA meeting. Properly prepared, the Director's Performance Plan Form will ensure that:

- the director and the Board of Trustees have clear implementation and outcome measures to assess the director's performance;
- the director is building the knowledge, skills and experience needed to meet the needs of the Board as well as to achieve career objectives; and
- the director's efforts are aligned with and contribute to achieving the overall educational and business goals of the Board as outlined in the LDSB Strategic Plan.

4.2.5 Director's Performance Plan – Initial Meeting (October)

This is the first of three meetings in the year in which the director and the Board of Trustees will meet to formally discuss the Director's Performance Plan and to develop and/or confirm the annual performance measures and expectations at the beginning of the new performance year.

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Structure of the meeting:

- the Board chair reviews the purpose of the meeting;
- the director discusses the contents of the new Director Performance Plan;
- the Board of Trustees listens to fully understand the director's assessment of their measures; and
- the Board of Trustees and director will discuss any revisions required to the Performance Plan.

4.2.6 Mid-Year Progress Review Meeting (April)

Purpose: to assess the director's progress against the implementation measures outlined in the Director's Performance Plan to date. The director will receive formal feedback from the Board of Trustees. (The Mid-Year Reviews will focus on implementation measures).

Structure of the Meeting:

- the Board chair reviews the purpose of the meeting;
- the Board of Trustees listens without judgement to fully understand the director's assessment of their success and opportunities for improvement in completing their performance measures/objectives;
- the Board of Trustees assessment of the director's performance:
 - the Board of Trustees and director will openly discuss similarities and differences between the director's assessment and the Board's assessment;
 - the Board of Trustees should allow the director to provide additional support identifying current progress on each implementation measure; and
- the Board of Trustees and director will discuss any revisions required to the director's plan based on the relevancy of the Implementation and Outcome Measures for the remainder of the year.

4.2.7 Year-End Progress Review Meeting (October)

Purpose: For the Board of Trustees to assess the director's performance throughout the year, gather additional feedback, communicate a performance assessment, and provide an overall rating. The performance rating for Year-End Reviews will focus on Outcome Measures.

Structure of the Meeting:

- the Board chair reviews the purpose of the meeting;

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- the Board of Trustees listens without judgement to fully understand the director's assessment of their success and opportunities for improvement in completing their performance measures;
- the Board's assessment of the director's performance:
 - the Board of Trustees and director will openly discuss similarities and differences between the director's assessment and the Board's assessment; and
 - the Board of Trustees should allow the director to provide additional support identifying accomplishments for each performance measure as required.

4.3 Evaluation Criteria

4.3.1 The criteria for the first evaluation of a newly appointed director of education shall include an external consultant and will be based on those criteria defined in the director's job description, and as set out below. The criteria for subsequent evaluations will be those defined by the director's job description plus any growth goals provided by the Board of Trustees in the previous written evaluation report(s), including feedback, evidence, and areas of focus. Such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues, or external realities.

4.3.2 The director's performance shall be measured by the Director's Performance Plan as attached in Appendix B. It is intended to clarify for the director the performance expectations that are held by the Board. The Board shall use this guide to evaluate the performance of the director in relation to each job expectation. The Board will review the indicated evidence and will determine whether, or to what extent, the implementation and outcome measures have been achieved.

4.4 Dispute Resolution Process

In the event that the director of education informs the chair of the Board that the concluding statements in the annual evaluation of the director of education do not accurately reflect their leadership practices and success as director, a dispute resolution process should be undertaken.

4.4.1 The process will include a three-member panel, selected as follows:

- the first member of the panel will be selected by the director of education in consultation with the Council of Ontario Directors of Education (CODE);
- the second member of the panel will be selected by the Board chair in consultation with the Ontario Public School Boards Association (OPBSA); and

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- the third member of the panel, suitable to both CODE and OPSBA, will be selected from a list of acceptable mediators.

5. Appendices

5.1 Appendix A - Ontario Leadership Framework for Supervisory Officers

5.2 Appendix B - Director's Performance Plan Form

6. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Ontario Leadership Framework for Supervisory Officers		Education Act, R.S.O 1990 including Sections 283.1, 2.87, etc.
Lakehead District School Board Strategic Plan (Multi-Year Strategic Plan)	<u>Date Revised</u>	

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Ontario Leadership Framework for Supervisory Officers

Preamble to the Leadership Frameworks for Principals and Vice-Principals and for Supervisory Officers

Introduction

Leadership is second only to teaching in its impact on student outcomes¹. Principals and vice-principals play an essential role as school leaders to achieve this impact. Supervisory officers, in turn, play a critical role by putting in place supportive system practices and procedures for school and system leaders. In the ministry discussion paper, *Leading Education: New Supports for Principals and Vice-principals in Ontario Publicly Funded Schools*, released in December 2005, a commitment was made to a number of initiatives intended to develop, support and sustain the highest quality leadership possible in schools and boards across the province. In keeping with this commitment, and in order to ensure a consistent and effective approach to implementing these initiatives, the Leadership Framework for Principals and Vice-Principals and the Leadership Framework for Supervisory Officers (the frameworks) were developed.

Purposes

The purposes of the frameworks are to:

- inspire a shared vision of leadership in schools and boards
- promote a common language that fosters an understanding of leadership and what it means to be a school and system leader
- identify the practices and competencies that describe effective leadership
- guide the design and implementation of professional learning and development for school and system leaders.

The frameworks are not intended as a job description for the leader, nor as a checklist against which to assess performance. Rather, they provide frameworks for growth, which are sufficiently detailed to describe good leadership, but broad enough to be applicable in the various contexts in which school and system leaders function throughout their career.

Structure of the Frameworks

The frameworks are made up of two parts:

- Part One – Leader Practices and Competencies
- Part Two – System Practices and Procedures

Part One – Leader Practices and Competencies

Leader practices are the actions, behaviours and functions found through research and professional experience to have a positive impact on student achievement. Leader competencies are the skills, knowledge and attitudes of effective school or system leaders.

Leader practices and competencies are organized into five domains, in no particular order: setting directions, building relationships and developing people, developing the organization, leading the instructional program, and securing accountability. Each domain is then described through the practices, skills, knowledge and attitudes relevant to the domain.

Part Two – System Practices and Procedures

System practices and procedures, which support successful school leadership, are organized into six domains, in no particular order: school and district improvement, fostering a culture of professionalism, leadership development, administrative structures, parent and community supports, and succession planning. Each domain is then described through indicators relevant to the domain. The Leadership Self-Review Tool² provides a set of materials leaders can use to assess the extent to which system practices and procedures provide the structures and supports principals and vice-principals need to be successful school leaders.

Background on the Development of the Frameworks

The Leadership Framework for Principals and Vice-Principals and the Leadership Framework for Supervisory Officers complement each other to the extent that successful leaders draw on the same fundamental repertoire of leadership practices. The Leadership Framework for Supervisory Officers is tailored to address the complexity of supervisory officer roles as reflected in legislation and in the wide-ranging academic and administrative settings within which they provide leadership.

Contextual factors that should be taken into account when reviewing the frameworks include the research foundations, the Ontario perspective, the evolving focus of school leaders, and the range in roles and responsibilities of supervisory officers in the Ontario context.

¹ Leithwood, K., Seashore Louis, K., Anderson, S., & Wahlstrom, K. (2004, September). How leadership influences student learning. (Review

Research Foundations

There is currently a large and evolving body of professional knowledge about effective leadership. The frameworks rely on this research to define leadership practice as a collection of patterned actions that draw on a set of competencies comprised of skills, knowledge and attitudes³. The core leadership practices delineated in the frameworks are those that have been found to have the greatest impact on student outcomes⁴.

These broad categories of leadership practices are the basis for the articulation of more finely detailed practices, informed by professional experience, in four of the five domains of the frameworks: setting directions, building relationships and developing people, developing the organization, and leading the instructional program⁵. The fifth domain, securing accountability, was developed to specifically address the accountability function of school and system leaders in all the domains, as practised in the Ontario context.

The Ontario Context

Successful school and system leadership is responsive to the diverse nature of Ontario's communities. The practices and competencies in the frameworks describe leadership broadly in a way that is intended to be inclusive of the diversity found in schools and communities across the province. Their application will be shaped and informed by the community context. For example, in francophone schools and school boards, the application of the practices and competencies will take into consideration the implementation of the *Politique d'aménagement linguistique (PAL)* already underway in these boards. In another example, leadership in Catholic schools and boards will be carried out in the context of the board's articulation of Catholic faith perspectives.

The demographic and contextual diversity in Ontario schools together with the province's commitment to high levels of student achievement have heightened the importance of school and system leaders as instructional leaders⁶ who support the diverse needs of all students through their commitment to equity in student outcome. As instructional leaders, principals and supervisory officers embed direct involvement in instruction in their daily work through teamwork with all staff focused on improved school and classroom practices. As leaders who are committed to equity of outcome, they help to ensure inclusive and instructionally effective learning environments that increase the likelihood that all students will be successful learners. School and system leaders carry out these specific aspects of their role using a growth-oriented and collaborative approach across all the domains of the frameworks.

The Leadership Framework for Supervisory Officers additionally takes into account the diverse functions and duties of system leaders: those with direct school accountability will apply leadership practices and competencies differently from those whose main focus is on district administration related to human resources or business.

Practices and competencies evolve as leaders move through various career stages, specialized assignments, and unique educational environments. School and system leaders expand and strengthen their repertoire of practices, skills, knowledge and attitudes over time, provided they have opportunities to grow and are supported by school boards that are committed to leadership development.

Note: The frameworks are working drafts which continue to evolve as a result of continued research in Ontario and international jurisdictions and through consultation with across section of stakeholders. Individual school and system leaders can provide feedback on the framework to the ministry or to the Institute for Education Leadership through their associations.

³ Elmore, R. (2006). Leadership as the practice of improvement. (Paper prepared for the International Conference on Perspectives on Leadership for Systemic Improvement). *OECD, London, UK.*

⁴ Marzano, R. J., Waters, T. & Mc Nulty, B.A. (2005). School leadership that works: From research to results. *Association for Supervision and Curriculum Development.*

Waters, J.T., & Marzano, R.J. (2006). *School District Leadership that Works: The Effect of Superintendent Leadership on Student Achievement.* Denver, CO: Mid-continent Research for Education and Learning.

⁵ Leithwood, K., Day, C., Sammons, P., Harris, A., & Hopkins, D. (2006). Successful school leadership: What it is and how it influences pupil learning, *UK: National College of School Leadership Report to the Department for Education Skills*

⁶ Cambell. C.. Fullan. M.. & Glaze. A. (2006). Unlocking potential for learning. (Project report on effective district-wide strategies to raise

SYSTEM-LEVEL LEADERSHIP

Leadership is the exercise of influence on organizational members and diverse stakeholders toward the identification and achievement of the organization’s vision and goals
 Leadership practices described in the School-level Leadership section of the Ontario Leadership Framework (OLF) are equally useful for both school- and system-level leaders, but those practices are enacted in qualitatively different ways. This placemat of system-level leadership practices adds to those common leadership practices a set of unique practices demanded of system-level leaders organized by the nine characteristics of strong districts outlined in the *District Effectiveness Framework (DEF)*. The practices and personal leadership resources below capture how system leaders contribute to the development of strong districts.

Establish broadly shared mission, vision and goals founded on aspirational images of the educated person	Provide coherent instructional guidance	Build district and school staff’s capacities and commitments to make informed decisions	Create learning-oriented organizational improvement processes	Provide job-embedded professional learning	Align budgets, time and personnel/policies/procedures with district mission, vision and goals	Use a comprehensive performance management system for school and district leadership development	Advocate for and support a policy-governance approach to Board of Trustee practices	Nurture productive working relationships with staff and stakeholders
<ul style="list-style-type: none"> Ensure that a transparent visioning/direction-setting process is carried out Consult extensively about district directions as part of the process Spend sufficient time to ensure that the mission, vision and goals (directions) of the system are widely known, understood and shared by all members of the organization Articulate, demonstrate and model the system’s goals, priorities, and values to staffs when visiting schools Embed district directions in improvement plans, principal meetings and other leader-initiated interactions 	<ul style="list-style-type: none"> Align curricular goals, assessment instruments, instructional practices and teaching resources Insist on ambitious goals for teaching and learning Advocate for attention to the best available evidence to inform instructional improvement decisions Expect schools to focus on needs of individual as well as groups of students Encourage staff to be innovative within the boundaries created by the district’s instructional guidance system 	<ul style="list-style-type: none"> Use data from all available sources to assist decision making in the central office Insist on the use of the best available research and other systematically collected evidence to inform decisions wherever possible Encourage collaboration in the interpretation and uses of data Build system’s capacity and disposition for using systematically-collected data to inform as many decisions as possible Provide training for principals and staff on the use of data and research literature to sustain decision-making Model evidence-informed decision making to school staffs Ground interactions with, and advice to, trustees in sound evidence 	<ul style="list-style-type: none"> Require improvement processes to be evidence-informed Set a manageable number of precise targets for district school improvement Include school-level leaders in decisions about district-wide improvement decisions Create structures and norms within the district to encourage regular, reciprocal and extended deliberations about improvement progress within and across schools, as well as across the system as a whole Develop and implement board and school improvement plans interactively and collaboratively with school leaders Create structures to facilitate regular monitoring and refining of improvement processes Acknowledge provincial goals and priorities in district and school Allow for school-level variation in school improvement efforts 	<ul style="list-style-type: none"> Provide extensive professional learning opportunities for both teachers and school-level leaders, most of it through some form of learning community or on-the-job context Use internal system networks as the central mechanism for the professional development of school-level leaders Align the content of professional training with the capacities needed for district and school improvement Require individual staff growth plans to be aligned with district and school improvement priorities Hold staff accountable for applying new capacities by monitoring the implementation of school improvement plans 	<ul style="list-style-type: none"> Align the allocation of resources with district and school improvement goals Align personnel policies and procedures with the district’s improvement goals Align organizational structures with the district’s improvement goals Provide principals with considerable autonomy in the hiring of teaching staff Expect and assist schools to allocate instructional resources equitably 	<ul style="list-style-type: none"> Use the best available evidence about successful leadership (e.g. OLF) as a key source of criteria used for recruiting, selecting, developing and appraising school and district leaders Match the capacities of leaders with the needs of schools Provide prospective and existing leaders with extended opportunities to further develop their leadership capacities Develop realistic plans for leadership succession Promote co-ordinated forms of leadership distribution in schools 	<ul style="list-style-type: none"> Encourage trustees to focus on district policy and the achievement of the district’s goals and priorities (policy governance model of trustee practice) Encourage participation of the elected board in setting broad goals for its use in fulfilling its policy-setting and policy-monitoring responsibilities Regularly report to the board progress in achieving these broad goals 	<p>Internal district and school staffs</p> <ul style="list-style-type: none"> Adopt a service orientation toward schools Develop communication systems and processes throughout the district to keep all members informed Develop open, accessible and collaborative relationships with principals Encourage reciprocal forms of communication with and among schools Promote high levels of interaction among school leaders. These interactions should include all school leaders and be driven by a shared sense of responsibility among school leaders for system improvement Create structures to facilitate reciprocal forms of communication. These structures and norms should result in deeply interconnected networks of school and system leaders working together on achieving the system’s directions. Build schools from external distractions to the district’s and schools’ priorities and goals <p>Local Community Groups</p> <ul style="list-style-type: none"> Routinely consult with community groups on decisions affecting the community Encourage staff to participate directly in community groups Demonstrate the importance the district attaches to its community connections <p>Parents</p> <ul style="list-style-type: none"> Hold schools accountable for developing productive working relationships with parents Influence the work of schools toward fostering improved educational cultures in the home environments of their students <p>Ministry of Education</p> <ul style="list-style-type: none"> Develop/maintain high levels of engagement with the provincial ministry of education Engage frequently with the ministry proactively rather than only responsively Make flexible, adaptive use of provincial initiatives and frameworks, ensuring that they contribute to, rather than detract from, accomplishing system goals and priorities

PERSONAL LEADERSHIP RESOURCES

Leaders draw upon the personal leadership resources to effectively enact leadership practices

Cognitive Resources	Social Resources	Psychological Resources
<ul style="list-style-type: none"> Problem-solving expertise Knowledge of effective school and classroom practices that directly affect student learning Systems Thinking* <p>*Especially important for system leaders</p>	<ul style="list-style-type: none"> Perceiving emotions Managing emotions Acting in emotionally appropriate ways 	<ul style="list-style-type: none"> Optimism Self-efficacy Resilience Proactivity* <p>*Especially important for system leaders</p>

Director's Performance Plan Form

Goal Area 1 Achieve: Provide programs and supports so that every student can achieve high levels of personal and academic excellence.		
Mid-Year		
Mid-Year Implementation Measures <ul style="list-style-type: none"> • Research and implement wise practices in all we do. <ul style="list-style-type: none"> – Weave current and future trends and experiential learning with already successful practices. • Provide opportunities for student-centred growth and development. <ul style="list-style-type: none"> – Foster effective interventions to meet the needs of every student. – Ensure students see themselves reflected in school experiences. • Provide relevant, inclusive, accessible, engaging, and responsive learning environments. <ul style="list-style-type: none"> – Promote and support an equity of outcomes for every student. – Incorporate and implement Indigenous worldviews and knowledges throughout curriculum and educational environments. – Foster and create engaging and innovative learning environments. – Provide culturally competent pedagogy 	Mid-Year Results	
Board Comments <ol style="list-style-type: none"> 1. 2. 3. 		
Director's Comments <ol style="list-style-type: none"> 1. 2. 3. 		

Year-End		
Year-End Outcome Measures	Year-End Results	Year-end Rating
		<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Approaches expectations <input type="checkbox"/> Does not meet expectations
Board Comments 1. 2. 3.		
Director Comments 1. 2. 3.		
Board Chair Signature:		Date:
Director Signature:		Date:

<p>Goal Area 2 Belong: Provide a safe, welcoming, equitable, accessible and inclusive environment that reflects the diversity of our community.</p>		
Mid-Year		
<p>Mid-Year Implementation Measures</p> <ul style="list-style-type: none"> • Ensure that students and staff, including those who are Indigenous, Black, people of colour (racialized), persons with disabilities and members of 2SLGBTQIA communities can belong and access education. • Support healthy well-being for students and staff. • Provide for the needs of all learners in all aspects of schooling. • Recognize the unique needs of every student and provide them with the opportunities and supports to succeed. • Increase the knowledge of both students and staff around Indigenous history and perspectives and recognize Indigenous cultures and histories in all facets of Lakehead Public Schools. • Promote an environment that is welcoming and inclusive of diverse students and their families. 	<p>Mid-Year Results</p>	
<p>Board Comments</p> <ol style="list-style-type: none"> 1. 2. 3. 		
<p>Director's Comments</p> <ol style="list-style-type: none"> 1. 2. 3. 		
Year-End		
<p>Year-End Outcome Measures</p>	<p>Year-End Results</p>	<p>Year-end Rating</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Approaches expectations <input type="checkbox"/> Does not meet expectations
<p>Board Comments</p> <ol style="list-style-type: none"> 1. 2. 3. 		

Director Comments	
1.	
2.	
3.	
Board Chair Signature:	Date:
Director Signature:	Date:

Goal Area 3 Lead: Provide leadership and service excellence to enhance education for every student. Demonstrate Fiscal Responsibility through a financially balanced budget, supporting the goals of the Strategic Plan.		
Mid-Year		
Mid-Year Implementation Measures	Mid-Year Results	
<ul style="list-style-type: none"> • Provide leadership by addressing racism, including anti-Indigenous racism, in our schools and community. • Provide leadership by addressing structural and institutional racism and all other forms of systemic oppression. • Foster human rights and promote equity so that diverse students and staff can thrive, and society can benefit. • Engage community partners and continue to engage strategic partnerships to support the success of every student. • Continue to work with groups such as the Parent Involvement Committee, Aboriginal Education Advisory Committee, Special Education Advisory Committee, and Equity and Inclusive Education Committee. • Continue to develop and implement the ongoing Plans that inform the Strategic Plan. • Use the Strategic Plan to inform budget decisions. • Ensure the long-term financial stability of Lakehead Public Schools through responsible fiscal decision-making. 		
Board Comments:		
<ol style="list-style-type: none"> 1. 2. 3. 		
Director's Comments		
<ol style="list-style-type: none"> 1. 2. 3. 		
Year-End		
Year-End Outcome Measures	Year-End Results	
		<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Approaches expectations <input type="checkbox"/> Does not meet expectations

Board Comments	
1.	
2.	
3.	
Director Comments	
1.	
2.	
3.	
Board Chair Signature:	Date:
Director Signature:	Date:

Goal Area 4 Reconcile:		
Work with Indigenous peoples in the spirit of reconciliation to provide quality education.		
Mid-Year		
Mid-Year Implementation Measures	Mid-Year Results	
<ul style="list-style-type: none"> • Incorporate reconciliation into all aspects of the Lakehead Public Schools guided by the Indigenous Education Framework and the four principles of relationality, relevancy, respect, and responsibility. • Increase the knowledge of both staff and students around Indigenous history and perspectives and recognize and honour Indigenous cultures and histories in all facets of Lakehead Public Schools. • Empower every student to become autonomous, reflective and collaborative learners prepared to live and contribute in a changing world, equipped with the knowledge and skills needed to participate more fully in the unique civic and cultural realities of their communities. 		
Board Comments		
<ol style="list-style-type: none"> 1. 2. 3. 		
Director's Comments		
<ol style="list-style-type: none"> 1. 2. 3. 		
Year-End		
Year-End Outcome Measures	Year-End Results	Year-end Rating
		<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Approaches expectations <input type="checkbox"/> Does not meet expectations
Board Comments		
<ol style="list-style-type: none"> 1. 2. 3. 		

Director Comments

- 1.
- 2.
- 3.

Board Chair Signature:

Date:

Director Signature:

Date:

Goal Area 5 Inspire:

Recognize that in order to be inspired and successful learners, students need to be safe, healthy and happy.

Mid-Year		
<p>Mid-Year Implementation Measures</p> <ul style="list-style-type: none"> • Foster hope, to support life-long learning. <ul style="list-style-type: none"> – Promote pathways to success beyond graduation. – Provide differing pathways of success for every learner. • Recognize and enhance family and community partnerships. <ul style="list-style-type: none"> – Acknowledge and understand that community partnerships foster success for schools. – Continue to work with external groups, including parents, guardians, caregivers and community partners, to determine and aid student needs as well as to provide community building and personal growth opportunities. – Invite community partners to school and Board meetings. – Provide students with the resources necessary to access community supports. – Emphasize importance of communication tools among students, parents, guardians, caregivers, staff, and community partners. 	<p style="text-align: center;">Mid-Year Results</p>	
<p>Board Comments</p> <p>1.</p> <p>2.</p> <p>3.</p>		
<p>Director's Comments</p> <p>1.</p> <p>2.</p> <p>3.</p>		
Year-End		
<p style="text-align: center;">Year-End Outcome Measures</p>	<p style="text-align: center;">Year-End Results</p>	<p style="text-align: center;">Year-end Rating</p> <p><input type="checkbox"/> Exceeds expectations</p> <p><input type="checkbox"/> Meets expectations</p> <p><input type="checkbox"/> Approaches expectations</p> <p><input type="checkbox"/> Does not meet expectations</p>

Board Comments

- 1.
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Director Comments

- 1.
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- 3.

Board Chair Signature:

Date:

Director Signature:

Date:

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2022 FEB 08
Report No. 024-22

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

RE: POLICY REVIEW – 4010 PROGRAM IMPLEMENTATION

1. Background

- 1.1 The 4010 Program Implementation Policy was last revised on April 26, 2011.
- 1.2 At the May 25, 2021 Regular Board Meeting, the 4010 Program Implementation Policy was approved for review during the 2021-2022 school year as part of the policy development and review cycle.
- 1.3 On December 1, 2021, the draft policy and procedures were posted on the Board's website and distributed to constituent groups for review and comment with input to be received by January 19, 2022.

2. Situation

- 2.1 The revised policy is attached as Appendix A and the procedures as Appendix B.
- 2.2 Upon final approval, the policy will be distributed according to Board procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 4010 Program Implementation Policy as indicated in Report No. 024-22.

Respectfully submitted,

A.J. KEENE
Superintendent of Education

IAN MACRAE
Director of Education

CURRICULUM AND INSTRUCTION**4000**

DRAFT – February 8, 2022

PROGRAM IMPLEMENTATION POLICY**4010**1. Rationale

At Lakehead District School Board (**LDSB**), we are committed to the success of every student. We focus on essential learning outcomes for all students, and we believe all students can learn. It follows that schools will create and implement equitable and inclusive programs, consistent with Ministry policies, which recognize the learner’s physical, emotional, intellectual, and social needs.

2. Policy

It is the policy of LDSB that programs developed and implemented provide all students with the best possible opportunities to develop the knowledge, skills, attitudes, and work habits necessary to ensure success.

3. Guiding Principles

- 3.1 Senior administration, the program department and schools shall develop and implement programs which are consistent with Ontario Curriculum and Policy **and Program Memoranda and direction**.
- 3.2 Senior administration and schools shall develop and implement programs in a manner consistent with **Board LDSB beliefs values** and policies, and with consideration of established **Board LDSB** and provincial programs, processes, and initiatives.
- 3.3 Lakehead District School Board is committed to the principles of inclusion of all students. Students shall see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.
- 3.4 Senior administration and schools shall develop and implement programs which provide all students with a wide variety of learning experiences and opportunities.
- 3.5 Senior administration and schools shall regularly communicate the nature and details of programs to students, and parents or guardians.
- 3.6 Lakehead District School Board shall implement a consistent process for regular review, revision, and improvement of school programs.
- 3.7 Senior administration and schools shall consider information and input from a variety of sources and stakeholders in the program review process.
- 3.8 Senior administration will provide appropriate training to support the development, implementation, and revision of effective school programs.

CURRICULUM AND INSTRUCTION**4000**

DRAFT – February 8, 2022

PROGRAM IMPLEMENTATION POLICY**4010**4. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
4021 Assessment & Evaluation	May 27, 2003	
5010 Special Education	<u>Date Revised</u>	
1020 Equity and Inclusive Education	April 26, 2011	

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CURRICULUM AND INSTRUCTION**4000**

DRAFT – February 8, 2022

PROGRAM IMPLEMENTATION PROCEDURES**4010**1. Policy

It is the policy of Lakehead District School Board (**LDSB**) that schools shall develop and implement programs which provide students with the best possible opportunities to develop the knowledge, skills, attitudes, and work habits necessary to ensure success.

2. Definitions

2.1 Curriculum - the overall and specific expectations, strands, and the achievement chart in each Ontario Curriculum Policy document, specific to an individual subject and grade (elementary) or course (secondary).

2.2 Program - the instructional and assessment activities and experiences which provide learning opportunities for students.

2.3 Unit of Study - the organization of instructional and assessment activities around a common theme or resource.

2.4 Long-Range Plan - the annual process of organizing and sequencing units of study in elementary classes based on the ongoing assessment of student needs.

2.5 Course of Study - the process of organizing and sequencing units of study in secondary classes on a semester-long or annual basis.

3. Procedures

3.1 Senior administration and schools will develop and implement programs which are consistent with Ontario Curriculum Policy **and Program Memoranda and direction**.

3.1.1 Programs must appropriately address all strands in the curriculum.

3.1.2 Assessment and evaluation practices must be based on clear expectations and levels of achievement, consistent with current Ontario curriculum.

3.1.3 Students must be provided with opportunities to demonstrate achievement at all four levels and in all learning categories on the Achievement Charts **found in all Ontario Curriculum documents. ~~specific to the curriculum.~~**

3.1.4 Programs will emphasize **and assess** overall expectations and will **cluster utilize** specific expectations **in through** a variety of classroom activities which encourage student **success learning and achievement**.

CURRICULUM AND INSTRUCTION DRAFT – February 8, 2022	4000
PROGRAM IMPLEMENTATION PROCEDURES	4010

- 3.2 Senior administration and schools will develop and implement programs in a manner consistent with LDSB **beliefs values** and policies, and with established **Board LDSB** and provincial programs, processes, and initiatives.
- 3.2.1 Teachers, in consultation with the **Principal principal**, are responsible for ensuring that programs are aligned with **Board LDSB** and provincial programs and initiatives.
- 3.2.2 Learning resources must be selected in a manner consistent with **the Board LDSB** Learning Resources Selection and Approval Process.
- 3.2.3 Programs must be aligned with Ministry of Education and Board special education policies and must provide accommodations and modifications consistent with students' Individual Education Plans.
- 3.2.4 Appropriate **staff** training will be provided to **teachers educators** to support this consistency within the financial resources of **the Board LDSB**.
- 3.3 Senior administration and schools will develop and implement programs which provide all students with a wide variety of learning experiences and opportunities.
- 3.3.1 Programs will contain a variety of teaching strategies and learning opportunities.
- 3.3.2 Programs will make broad use of appropriate information technology resources to assist learning.
- 3.3.3 Programs will use teaching strategies which have been demonstrated to be effective through relevant research.
- 3.3.4 Programs will provide students with learning opportunities which are integrated and meaningful, and which are based on authentic tasks and applications.
- 3.3.5 Programs will provide students with opportunities to learn **individually independently** and in groups, in a variety of **physical** settings.
- 3.3.6 Wherever feasible, programs will provide students with meaningful choice in learning **and assessment activities opportunities**.
- 3.3.7 Wherever feasible, programs will make use of community partners and community settings for learning.

CURRICULUM AND INSTRUCTION**4000**

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PROGRAM IMPLEMENTATION PROCEDURES**4010**

- 3.4 Senior administration and schools will regularly communicate the nature and details of programs to students, and parents or guardians.
- 3.4.1 Schools will communicate program information to parents and guardians using an appropriate combination of: parent/teacher conferences, **technology**, newsletters **and program** calendars, timetables, **long-range plans**, course outlines **and evaluation outlines**, **and school** open houses, **and Parents' Nights**.
- ~~3.4.2 Schools will use information technology wherever possible to support communication of program information.~~
- ~~3.4.3~~ **3.4.2** Schools **administrators** will regularly share program information with school councils.
- 3.5 Senior administration and schools will implement a consistent process for regular review, revision, and improvement of school programs.
- 3.5.1 Programs will be regularly reviewed in compliance with the Quality Assurance Guidelines of LDSB.
- 3.5.2 Revisions to program will be reflected in annual revisions to **school learning plans**, **educator** long-range plans, and courses of study.
- 3.6 Senior administration and schools will consider information and input from a variety of sources and stakeholders in the program review process.
- 3.6.1 Revisions to program will include input from divisional and subject/department peer discussion.
- 3.6.2 Revisions to program will consider student achievement as reflected on both the report card and external tests and assessments and related attitude surveys.
- 3.6.3 Wherever feasible, revisions to program will consider input from students, parents and guardians, and the school community.

CURRICULUM AND INSTRUCTION**4000**

DRAFT – February 8, 2022

PROGRAM IMPLEMENTATION PROCEDURES**4010**4. Review

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

<u>Cross Reference</u>	<u>Date Received</u>	<u>Legal Reference</u>
4021 Assessment & Evaluation	May 27, 2003	
5010 Special Education Policy	<u>Date Revised</u>	
1020 Equity and Inclusive Education	April 26, 2011	

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LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2022 FEB 08
Report No. 025-22

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

RE: POLICY REVIEW – 8090 COMMUNITY/EDUCATION PARTNERSHIPS

1. Background

- 1.1 The 8090 Community/Education Partnership Policy was last revised on April 22, 2014.
- 1.2 At the May 25, 2021, Regular Board Meeting, 8090 Community/Education Partnership Policy was approved for review during the 2021-2022 school year as part of the policy development and review cycle.
- 1.3 On December 1, 2021, the draft policy and procedures were posted on the Board's website and distributed to constituent groups for review and comment with input to be received by January 19, 2022.

2. Situation

- 2.1 The revised policy is attached as Appendix A and the procedures as Appendix B.
- 2.2 Upon final approval, the policy will be distributed according to Board procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 8090 Community/Education Partnership Policy as indicated in Report No. 025-22.

Respectfully submitted,

NICHOLAS SACEVICH
Student Success Lead

A.J. KEENE
Superintendent of Education

IAN MACRAE
Director of Education

SCHOOL-COMMUNITY RELATIONS**8000****DRAFT – February 8, 2022****COMMUNITY/EDUCATION PARTNERSHIPS
POLICY****8090**1. Rationale

Lakehead District School Board (LDSB) believes that education is a shared responsibility within our community. Lakehead District School Board believes that community/education collaboration will help to maximize the effectiveness of education by:

- enhancing student learning;
- providing transitional school-to-work experiences for students;
- widening the scope of career choices for students;
- promoting the pursuit of excellence in the school, workplace and community;
- enabling the sharing of knowledge and resources;
- integrating issues relevant to the community and education;
- fostering a greater understanding of the goals, visions and directions of the various partners;
- encouraging responsible citizenship and teamwork; and/or
- helping to achieve common outcomes.

2. Policy

It is the policy of LDSB to encourage community involvement in education which positively impacts upon student learning and community life.

3. Guidelines

In the development of community/education partnerships, the learner's interests and partner organization's interests can be safeguarded by making informed decisions that benefit everyone involved. Guiding principles based on ethical standards, program standards, student protection standards, labour and employee standards, and suitability of partnership organization measures, will provide the framework for exploring and developing partnerships. Before entering into a community/education partnership, the partners must reflect on the suitability of the partnership arrangement. Senior administration, the principal or other program coordinators involved in developing a partnership, must reflect on issues of suitability. The guidelines will help determine appropriate partnerships and help to provide clear expectations.

The LDSB will enter into community partnerships that fulfill the following principles:

3.1 Ethical Guidelines

All Board and community partnerships will:

- enhance the quality and relevance of education for learners;
- mutually benefit all partners;
- treat fairly and equitably all those served by the partnerships;
- allocate resources to complement and not replace public funding for education;

SCHOOL-COMMUNITY RELATIONS**8000****DRAFT – February 8, 2022****COMMUNITY/EDUCATION PARTNERSHIPS
POLICY****8090**

- involve individual participants on a voluntary basis; and
- provide equity of access for programs.

3.2 Program Standards

- All partnerships must be compatible with the mission, values and policies of the Board.
- School partnerships must align with the established goals and directions of individual schools.
- All partnerships must follow the Ministry of Education policies, procedures and guidelines.

3.3 Student Protection Standards

- All partnerships must abide by Health and Safety Regulations and, when applicable, provide students with health and safety training.
- All partnerships must abide by any government regulations, such as Workplace Safety and Insurance Board (WSIB) coverage for students in work education programs (Policy/Program Memorandum No. 76A).
- No student shall be exploited.
- All students participating in community/education partnerships shall be given equal encouragement and support without regard to ethnic origins, gender or religion.

4. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
	September 30, 1997	
	<u>Date Revised</u>	
	April 22, 2014	

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SCHOOL-COMMUNITY RELATIONS**8000****DRAFT – February 8, 2022****COMMUNITY/EDUCATION PARTNERSHIPS
PROCEDURES****8090**1. Policy

It is the policy of Lakehead District School Board (LDSB) to encourage community involvement in education which positively impacts upon student learning and community life.

2. Definitions2.1 Partnerships

Partnerships are mutually beneficial relationships to all parties that are designed to enhance learning for students. Partnerships are co-operative relationships in which partners share values, objectives, resources (human, material or financial), roles and responsibilities in order to achieve desired learning outcomes.

2.2 Partner Organization

Partner organizations are those businesses, industry groups and associations, private and public sector organizations, and institutions expressing interest in community partnership programs.

2.3 Contributions

Contributions are donations of money, goods, services, advice or facilities offered by partner organizations.

2.4 Promotion

Promotion is the promotion of a product or an event by giving public notice using verbal, written, or electronic/digital methods (e.g. posters, mailings, telemarketing, advertising on apparel, etc.).

2.5 Partnership Agreement

A partnership agreement is a contractual agreement between a school(s) or the Board and community organizations designed to benefit both parties. A partnership agreement is built around desired student learning outcomes. Partnership agreements can be formal or informal in nature.

2.6 Every partnership is unique and may be described by more than one of the following types. The most appropriate type should be chosen.

Types of community/education partnerships are categorized as follows:

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**COMMUNITY/EDUCATION PARTNERSHIPS
PROCEDURES****8090**

- Type 1 - Informal Partnerships - Partnerships are informal in nature and of short duration; approximately one day. They may involve the enhancement of student programs (e.g. visit to a business under the field trip policies **#6020 and 6021**). Usually the terms of partnerships of short duration are formed through a verbal agreement.
- Type 2 - Student/Group/School Partnerships - a multi-day experience involving a student's program. The program partnerships are of two types:
- i) Credit Generating: cooperative education, apprenticeship, etc.; and
 - ii) Program Enhancement: adopt-a-school, job shadowing, mentorships, etc.
- Type 3 - Board and Regional Partnerships - a multi-day experience involving students from more than one school and requiring program considerations. These partnerships may be credit generating or program enhancement (i.e. School College Work Initiative Regional Planning Team events) that are open to more than one school.
- Type 4 - Contribution/Promotion Partnerships - contributions by organizations (i.e. donation of money to a sporting event, playground equipment, counselling services). The promotion of a program, product or an event by providing public notice using verbal, written or public relations announcements, electronic/digital methods (i.e. Online, visual, telemarketing, etc.).

3. Labour and Employer Standards

- Before students are placed in a unionized work setting, the terms of placement will be discussed with both management and the union and/or collective bargaining unit.
- No student work placement will replace employee jobs or potential jobs.
- Students who are placed in a unionized work setting shall be given the opportunity to learn about the operation of a union and the service it provides.
- Students shall not be placed or remain in a placement with an employer where the bargaining unit is involved in a work stoppage.

4. Screening Partnership Organizations

Prior to entering into a community/education agreement, the participating school, or Board staff, shall clearly determine the partnership organization's expectation of LDSB. The following information shall be collected in order to determine a potential partner's eligibility:

- the nature of product or service of the partnership organization;

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PROCEDURES****8090**

- information about the sponsor's history and ownership;
- reason for the sponsor's interest in the LDSB, i.e. the program/event around which the sponsor wishes to create a partnership agreement; and/or
- representatives of the firm with which LDSB will work, including any outside advertising or communication agency.

5. Establishing and Maintaining Community/Education Partnerships

Even though every community/education partnership will be different, a coordinated effort will help maximize the success of the partnership. Establishing and maintaining a partnership may include:

- establishing a task force;
- assessing needs;
- finding partners;
- forming an initial agreement (agreement to form a partnership in principle);
- developing an action plan;
- signing a final written agreement;
- implementation of plan;
- evaluation; and/or
- extension and consolidation.

6. Community/Education Partnership Agreements

A community/education partnership agreement helps clarify agreed upon conditions and terms of the partnership. There are four kinds of community/education partnership agreements:

6.1 Initial Community/Education Partnership Agreement

The partners agree, in principle, to enter into a community/education partnership, and agree to investigate the conditions and terms of establishing a partnership (8090 Community/Education Partnerships Procedures - Appendix A).

6.2 Final Community/Education Partnership Agreement

An action plan stating the conditions and terms of the community/education partnership are embodied in a written agreement prior to implementation of the plan (8090 Community/Education Partnerships Procedures - Appendix B).

6.3 Work Education Contract

Community/education partnerships that generate credits for students must have a work education contract signed by a student, partnership organization, a parent/guardian and a teacher. The contract clearly outlines the roles and responsibilities of these partners. An example of this type of partnership is Cooperative Education and other similar

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work/education partnerships. A work education contract is signed prior to a work placement (8090 Community/Education Partnerships Procedures - Appendix D).

6.4 Contributions or Promotional Community/Education Partnership Agreement

A contributions/promotional agreement clearly outlines the terms, benefits, and entitlements of the partnership (8090 Community/Education Partnerships Procedures - Appendix C).

7. Approval of Community/Education Partnerships

The principal of a school will approve partnerships at the school level. Due diligence must be integral to the screening of potential partners.

Senior administration will approve community/education partnerships that involve interschool or regional partnerships.

8. Termination of a Partnership Agreement

Lakehead District School Board or the partnership organization has the right to terminate an existing community/education partnership after notice has been given. The conditions of the terms of termination will be agreed upon in the partnership agreement.

9. Acceptance and Approval of Contributions

The solicitation of contributions from individuals, organizations or businesses to encourage support for school programs shall be approved by the principal in consultation with parent groups. Contributions at the school level of amounts over \$1,000 must be reported and approved by the superintendent of education. The acceptance of contributions shall fall under Board policies and guidelines. The Board will approve interschool or regional contributions.

10. Promotions

The promotion of programs, products, or an event by giving public notice by using verbal, written or electronic/digital methods in the form of posters, mailings, telemarketing, or advertising shall be approved by the principal in consultation with parent groups. The acceptance of promotions must be beneficial to student learning, and there must be a clear understanding of partnership entitlements.

10.1 Entitlements to Partner

The context or content of a promotional partnership must be controlled by the school and school community. If a portion of a contribution is to be used as a promotional activity, the terms shall be clearly written in the partnership agreement (8090 Community/Education Partnerships Procedures - Appendix C).

SCHOOL-COMMUNITY RELATIONS**8000****DRAFT – February 8, 2022****COMMUNITY/EDUCATION PARTNERSHIPS
PROCEDURES****8090**10.2 Protection for Students

There should be no monetary gains to individuals in a community partnership, and there will not be any exclusive direct selling or direct promotion of a partner's organization or service. Schools or students will not be used for commercial, institutional or corporate endorsements.

11. School Task Force

The principal is responsible for establishing a task force which will provide direction at the school level. The mandate of this committee will be to advise the principal on:

- assessing the needs of the school;
- investigating possible community partnerships;
- promoting present community partnerships;
- monitoring and reviewing community/education partnerships; and
- reporting.

This task force will seek input from the school council and established partner organization links.

12. System Responsibilities

It is senior administration's responsibility to:

- monitor progress;
- approve interschool or regional community/education partnerships;
- review yearly school reports; and
- establish and maintain a Community/Education Partnership Advisory Committee to support and provide input on community/education partnerships.

13. Steps in Establishing and Maintaining Community/Education Partnerships:STEP 1 - INCEPTION

- principal will establish a planning team;
- membership of the planning team will be determined by the principal;
- planning team will determine needs based on desired learning outcomes;
- general goals and objectives will be set; and
- input will be sought from the school council, students and present partnership organization links.

SCHOOL-COMMUNITY RELATIONS**8000****DRAFT – February 8, 2022****COMMUNITY/EDUCATION PARTNERSHIPS
PROCEDURES****8090**STEP 2 - PREPARATION

- determine level of support within the school; and
- check with program coordinators on how improved learning outcomes might be achieved through community/education partnerships.

STEP 3 - EXPLORATION AND DEVELOPMENT

- seek suitable project partners;
- establish a project planning committee made up of key stakeholders (clear mandate and continuity of membership);
- an initial agreement (agreement in principle) may be signed;
- partners explore needs, goals, objectives and levels of commitment;
- develop an action plan (tested against Guideline Checklist - Appendix E);
- sign a final written agreement ; and
- build grassroots support within the school, school community and partner organization.

STEP 4 - IMPLEMENTATION

- based on action plan and signed agreement;
- clear records will be kept;
- process for monitoring; and
- Ministry and Board policy, procedures and practices will be followed.

STEP 5 - EVALUATION

- measure and assess or evaluate performance;
- basis for making informed decisions; and
- prepare annual report and share with partners.

STEP 6 - EXTENSION AND CONSOLIDATION

- effective communications can be achieved by setting timelines, regular meetings, record keeping, clear training manuals, etc.;
- promoting partnerships by developing brochures, putting articles into newsletters, presentations, etc.;
- celebrate successes by media events, plaques, awards, special events; and
- promote positive teamwork and collaborative strategies by involving key stakeholders in the decision-making process (planning, implementing and evaluation).

SCHOOL-COMMUNITY RELATIONS**8000****DRAFT – February 8, 2022****COMMUNITY/EDUCATION PARTNERSHIPS
PROCEDURES****8090**14. Board/School Promotion of Partnerships

The Board and schools will attempt to expand partnerships in areas such as:

- volunteers;
- adopt-a school;
- sponsorship of extra-curricular activities;
- career exploration;
- work/education;
- support to special needs students;
- growth and professional development;
- cooperative education;
- mentoring;
- enrichment;
- resource sharing;
- stay-in-school;
- job fairs; and/or
- projects.

15. Primary Decision Makers

The principal will be responsible for final approval, implementation and monitoring of site-based partnerships (Type 1, Type 2, and non-receipted Type 4).

The Board will be the primary decision maker regarding Type 3 and Type 4 (involving more than one school, regional and receipted contributions) partnerships. The Board will assist in the development of a system partnership.

The Board will also be responsible for addressing identified issues. Examples of this might include equitable distribution of resources and promotion of system programs.

16. Conditions of Contributions16.1 Approval of Contributions

The solicitation of contributions from individuals, organizations or businesses to encourage support for school programs shall be approved by the principal, and when appropriate, in consultation with the school council. Requests for contributions shall be monitored by the principal to ensure good will within the school community.

Principals shall keep a record of contributions received by the school from individuals.

Contributions on a system level of amounts over \$1,000 require the approval of a superintendent of education.

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PROCEDURES****8090**

Contributions on a regional level require the approval of Director's Council. Consultation with the purchasing department and the health and safety officer is required prior to accepting contributions that involve such things as: electronic equipment, chemicals and play equipment.

16.2 Ownership/Responsibility

Items received by schools shall be retained at the receiving school under the ownership of LDSB. The Board shall retain the discretion to remove, repair or modify any item as required.

16.3 Charitable Donation

Schools will not accept contributions requiring a charitable donation receipt but will refer requests to the Board.

16.4 Board Employees

No member of the Board or employee of the Board is permitted to receive a personal gift, donation or discount from any supplier of goods or services to the Board resulting from a community/education partnership.

16.5 Contributions Not Permitted

Soliciting funds by political or commercial agencies is not permitted on the property of LDSB.

17. Conditions for Promotion

- A promotion of a purely commercial nature is not permitted in the schools.
- Announcements of political meetings or controversial social issues are permitted at the discretion of the principal. Political promotions during a campaign are not permitted.
- Promotion of charities is permitted in the school with the approval of the principal.

18. Board Responsibility

- seek advice from the Community/Education Advisory Committee;
- monitor progress of partnerships;
- review existing school partnerships on a yearly basis; and
- support school partnership initiatives.

SCHOOL-COMMUNITY RELATIONS**8000****DRAFT – February 8, 2022****COMMUNITY/EDUCATION PARTNERSHIPS
PROCEDURES****8090**19. Review

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

<u>Cross Reference</u>	<u>Date Received</u>	<u>Legal Reference</u>
	September 30, 1997	
	<u>Date Revised</u>	
	April 22, 2014	

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LAKEHEAD DISTRICT SCHOOL BOARD
Initial Community/Education Partnership Agreement

AGREEMENT BETWEEN _____ AND _____

Place a check mark next to the type of partnership	<input type="checkbox"/> Student/Group/School Partnership	<input type="checkbox"/> Board & Regional Partnership	<input type="checkbox"/> Informal Partnership (optional)
--	---	---	--

The signatories of the Initial Community/Education Partnership Agreement, on behalf of their respective organizations, hereby agree in principle to entering into a community/education partnership in order to:

- enhance student learning;
- mutually benefit all partners; and
- help achieve common outcomes.

The signatories also agree to investigate conditions and terms of establishing a community/education partnership. The conditions and terms will include, but not be limited to:

- establishing a joint committee to initiate project and oversee its implementation;
- ensure that Ministry and Board policies, procedures and practices are followed;
- establish clear expectations, roles, and responsibilities;
- identify target group;
- establish a consultative process to gather input from all partners;
- ensure that the learning outcomes will be met;
- establish an implementation plan and timelines;
- establish a budget; and
- establish a procedure for monitoring and evaluating the partnership.

Through the process of establishing clear conditions and terms of agreement, the community/education partnership will develop a clear understanding of their commitment and expectations. In this way, the rights of all partners will be protected.

Description of Community/Education Partnership: _____

Partnership Goals: _____

Partnership organization and signatures (The principal of a school will approve school partnerships and the director of education will approve regional partnerships).

Education Partner Approval

Education Program Coordinator

Date

Community Partner Approval

Community Program Coordinator

LAKEHEAD DISTRICT SCHOOL BOARD
Final Community/Education Partnership Agreement
(School, Board or Regional Community/Education Partnership)

AGREEMENT BETWEEN _____ AND _____

A. PROJECT NAME: _____

B. TYPE OF PARTNERSHIP: Student/Group School Partnership Board & Regional Partnership Informal Partnership (optional)

C. BRIEF DESCRIPTION OF PARTNERSHIP:

D. TARGET GROUP:
Number of Students _____ | Grade(s) _____ | School(s) _____
Special Consideration (eg. at-risk students, etc.): _____

E. PROJECT BENEFITS (place a check mark next to the partnership benefits listed and add benefits):

STUDENT PARTNER		PARENT PARTNER		EDUCATION PARTNER		COMMUNITY PARTNER	
enhances student learning		enhances the learning opportunities of their children		helps provide connections for students		development of future employees	
provides transitional school-to-work experiences		children's learning becomes more meaningful		broadens resource base		advances a common interest area, e.g. technology	
widens scope of career choices		helps prepare their children for the workforce		increases motivation		provides an opportunity for the sharing of ideas and resources	
encourages responsible citizenship and teamwork		their children become more motivated		provides strategic support		increases opportunities to have an impact upon and/or enhance school programs	
provides enrichment		their children will become more committed to their education, therefore fewer children will drop out of school		aids curriculum development		helps create a better informed community and new ideas	
makes learning activities more relevant and authentic		successful learning will be based on collaborative partnerships		allows an opportunity to jointly pursue professional development		promotes school/community relationships	
increases motivation				increases satisfaction in becoming an active participant in improving student learning		reinforcement of shared goals	
Other:		Other:		Other:		Other:	

F. PLACE A CHECKMARK NEXT TO THE GUIDELINES OUTLINED IN THE BOARD POLICY AND PROCEDURES THAT HAVE BEEN CONSIDERED AND LIST HOW SPECIAL CONSIDERATIONS WILL BE DEALT WITH.

SPECIAL CONSIDERATIONS

STEPS TO ADDRESS ISSUE

- Ethical Guidelines_____
- Program Standards_____
- Student protection Standards_____
- Labour & Employer Standards_____

Special Considerations (eg. facilities, insurance, Workplace Safety and Insurance Board (WSIB), liability issues):_____

G. DESCRIBE HOW THE PROJECT WILL COMPLEMENT THE CAREER AND EDUCATIONAL PROGRAMS AND ANTICIPATED OUTCOMES THAT THE PARTICIPATING SCHOOL(S) HAVE DEVELOPED FOR STUDENTS:

H. PLACE A NAME NEXT TO THE PARTNER THAT WILL BE RESPONSIBLE FOR KEY PROJECT COMPONENTS:

COMPONENTS	RESPONSIBILITIES			
	School, School Coordinator or Committee	Principal	Board Partnership Coordinator	Community Partner
Needs Assessment Objective Setting				
Program Admin. & Management				
Program Planning				
Communication				
Program Promotion				
Orientation				
Public Relations				
Recognition				
Monitoring Program Supervision				
Record Keeping				
Networking				
Review & Evaluation of Students				
Other				

I. TIMELINES (starting date and duration):_____

J. DESCRIBE THE PLAN FOR EVALUATING WHETHER OR NOT THE PROJECT HAS ACHIEVED THE DESIRED OUTCOME:

K. LIST SIGNIFICANT BUDGET CONSIDERATIONS:

Student/Parent	Community Partner	School/Teacher	Board

L. CONDITIONS OF TERMINATION OF A PARTNERSHIP AGREEMENT:

Education Partnership Approval

Education Coordinator

Community Partnership Approval

Community Coordinator

Date

LAKEHEAD DISTRICT SCHOOL BOARD
Community/Education Partnership Agreement
For *Contributions and Promotions

The signatories of the Contributions or Promotional Community/Education Partnership Agreement, on behalf of their respective organizations, hereby agree to enter into a community/education partnership in order to:

- enhance student learning;
- mutually benefit all partners; and
- help achieve common outcomes.

The type of agreement described is (check): Contribution Promotion

Describe the terms of the partnership (type of contribution or the kind of promotion): _____

Outline the specific benefits and special entitlements to the:

Community Partner: _____

Student: _____

School/Board: _____

The signatories agree to the following conditions:

- contributions and promotions must abide by Ministry and Board policies and procedures (Community/Education Partnerships, Advertising, and Fundraising);
- there shall be no monetary gains to individuals in a community partnership;
- there shall be no exclusive direct selling or direct promotions of a product;
- schools and students will not be used for commercial endorsements;
- the context or content of a promotional partnership will be controlled by the school and school community;
- contributions and promotions must benefit student learning; and
- Lakehead District School Board or the partnership organization has the right to terminate an existing partnership after notice has been given. The terms of termination will be:
 - a) 30 days notice suggested;
 - b) partners must honour ongoing commitments; and
 - c) any assets will be the property of the Board.

Principal/Board Signature

Community Partnership Signature

Date

* WHERE CONTRIBUTIONS REQUIRE RECOGNITION AND/OR PROMOTION, DEFINE CONTRIBUTIONS AND PROMOTIONS.



WORK EDUCATION CONTRACT

Name of Student:	School:	Date Completed:
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I hereby agree to participate in the Cooperative Education Program of Lakehead District School Board; to accept my responsibilities, and to abide by the general conditions as outlined below.

RESPONSIBILITIES OF PROGRAM PARTICIPANTS

Student's Responsibilities

The student shall:

- abide by the rules and regulations of the employer and the policies and procedures of the school;
- notify both the employer and the school, as far in advance as possible, of any absence from the workplace due to illness or emergency circumstances;
- report to the employer as scheduled in the work education agreement and attend all in-school sessions in accordance with the timeline for Cooperative Education activities;
- be honest, punctual, courteous and cooperative;
- complete all the learning activities identified in the individualized training plan and all assignments given by the teacher;
- report any injury or accident, regardless of how minor, to both the training supervisor and the teacher; and
- notify the teacher and/or training supervisor of any problems related to his/her participation in Cooperative Education.

Training Organization's Responsibilities

The training supervisor, under the direction of the employer, shall:

- supervise, instruct and evaluate the student as outlined in the supervisor's manual;
- provide the student with a worksite orientation that includes safety rules and procedures, and guidelines for acceptable behaviour and appropriate work attire;
- ensure that the student is given clear instructions and clarification of assigned tasks;
- cooperate with the teacher in developing an individualized training plan for the student;
- ensure that the student is given opportunities to meet the objectives and to complete the learning activities identified in the training plan;
- assist the student in developing employability skills and in making informed career and educational decisions;
- meet with the teacher to discuss the student's performance and complete all evaluation forms; and
- notify the teacher regarding any accidents, absences or problems that relate to the student's involvement in the workplace.

School's Responsibilities

The teacher, under the direction of the principal, shall:

- interview the student applicant;
- provide precourse counselling for students;
- assist with the recruitment and selection of appropriate training stations;
- organize and conduct the preplacement orientation and integration sessions for students;
- develop individualized training plans in consultation with the training supervisor;
- monitor students, complete anecdotal reports and evaluate student performance;
- report student progress to the coordinator and the principal on a regular basis, and
- perform the day-to-day clerical tasks associated with the delivery of Cooperative Education.

Parents'/Guardians' Responsibilities

The parents/guardians shall:

- agree to the participation of their son or daughter in this program;
- support regular attendance at both the training organization and the school;
- encourage discussion of learning experiences;
- ensure adequate insurance coverage of their son and/or daughter including student accident insurance; and
- provide personal protective safety equipment as required.

GENERAL CONDITIONS

1. Since the primary emphasis of Cooperative Education is on learning, students shall not replace existing employees or prevent employees who are on layoff from being recalled.
2. In the event of a work stoppage or legal strike, the student will be withdrawn from the training organization.

RESERVED FOR SCHOOL AND BOARD

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SIGNATURES OF PARTIES TO THE AGREEMENT

Student:	Parent/Guardian:
Training Organization:	Teacher:

SUMMARY OF COMMUNITY/EDUCATION PARTNERSHIP

Name of School

(Submit to the superintendent by May 30 of each year)

Type of Partnership	Activity/Event/Name	Target Group	Description	Success Criteria