



Office of the Director

Jim McCuaig Education Centre
2135 Sills Street Thunder Bay ON P7E 5T2
Telephone (807) 625-5131 Fax (807) 622-0961

REGULAR BOARD MEETING NO. 6

Tuesday, May 26, 2015

Jim McCuaig Education Centre

Ian MacRae
Director of Education

Jack Playford
Chair

AGENDA

PUBLIC SESSION

7:30 P.M. – in the Board Room

	<u>Resource Person</u>	<u>Pages</u>
1. Call to Order		
2. Disclosure of Conflict of Interest		
3. Approval of the Agenda		
4. Resolve into Committee of the Whole – Closed Session		
5. COMMITTEE OF THE WHOLE – Closed Session – 6:30 p.m. (SEE ATTACHED AGENDA)		
6. Report of Committee of the Whole – Closed Session		
7. Delegations/Presentations		
7.1 Trustee Character Award - Jeevan Chahal - Sir Winston Churchill Collegiate and Vocational Institute	D. Massaro	Verbal
7.2 Gorham and Ware Public School - <i>Building Our Community</i>	C. Kappel	1-4
8. Confirmation of Minutes		
8.1 Regular Board Meeting No. 5 - April 28, 2015	J. Playford	5-8
9. Business Arising from the Minutes		

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

LAKEHEAD DISTRICT SCHOOL BOARD

		<u>Resource Person</u>	<u>Pages</u>
<u>MATTERS NOT REQUIRING A DECISION:</u>			
10.	Information Reports		
10.1	Ontario Public School Boards' Association (OPSBA) Report	G. Saarinen	Verbal
10.2	Student Trustee Report	H. Smith	Handout
10.3	Aboriginal Education (054-15)	S. Pharand	9-13
10.4	Aboriginal Education Advisory Committee Meeting Minutes – March 26, 2015	S. Pharand	14-19
10.5	Special Education Advisory Committee Meeting Minutes – April 15, 2015	C. Kappel	20-23
11.	First Reports		

MATTERS FOR DECISION:

12.	Postponed Reports		
13.	Recommendations from the Standing Committee (052-15)	G. Saarinen	24-27
13.1	Policy Development – 3092 Privacy and Information Management (042-15)		
	<i>It is recommended that Lakehead District School Board approve 3092 Privacy and Information Management Policy, Appendix A to Report No.042-15.</i>		
13.2	Policy Review – 8070 Safe Schools System Expectations (045-15)		
	<i>It is recommended that Lakehead District School Board postpone the approval of the revised 8070 Safe Schools-System Expectations Policy, to the September 2015 Standing Committee Meeting.</i>		
13.3	Policy Review – 9010 School Accommodation (044-15)		
	<i>It is recommended that Lakehead District School Board postpone the approval of the revised 9010 School Accommodation Policy, to the October 2015 Standing Committee Meeting.</i>		

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

13.4 Policy Review – 9015 Facility Partnership (049-15)

It is recommended that Lakehead District School Board approve the review of 9015 Facility Partnership Policy to coincide with the 9010 School Accommodation Policy timelines.

13.5 Policy Review – 6010 Emergency Evacuation and School Closure (043-15)

It is recommended that Lakehead District School Board postpone the approval of the revised 6010 Emergency Evacuation and Emergency School Closure Policy, to the June 9, 2015 Standing Committee Meeting.

13.6 Approval of Standing Committee and Regular Board Meeting Schedule 2015-2016 (046-15)

It is recommended that Lakehead District School Board approve the revised Standing Committee and Regular Board Meeting Schedule 2015-2016, as set out in Appendix A to Report No. 046-15.

14. Ad Hoc and Special Committee Reports

15. New Reports

15.1 Correspondence to the Ministry of Education (047-15)

J. Playford

28-30

It is recommended that Lakehead District School Board send a letter to the Honourable Liz Sandals, Minister of Education, regarding the correspondence received on April 10, 2015.

16. New Business

17. Notices of Motion

18. Information and Inquiries

19. Adjournment

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



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AGENDA

COMMITTEE OF THE WHOLE – Closed Session

6:30 P.M. – in the Sibley Room

	<u>Resource Person</u>	<u>Pages</u>
5.1 Confirmation of Committee of the Whole - Closed Session Minutes		
5.1.1 Regular Board Meeting No. 5 - April 28, 2015	J. Playford	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Negotiations Update	I. MacRae	Verbal
5.4 Information and Inquiries		
5.5 Rise and Report Progress		

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

LAKEHEAD DISTRICT SCHOOL BOARD



Lakehead Public Schools



CELEBRATING STUDENT ACHIEVEMENT

School: Gorham and Ware Community Public School

Title of Initiative: Building Our Community

Components of Initiative	School's Details
1. Description of the nature of the initiative to improve student achievement	Over the last several months, students, staff, and parents have been participating in a number of events to help build our school's sense of community by focusing on character building and improving the school environment. Activities centered around House Leagues and Home and School have been key areas of focus this year.
2. Rationale for selecting the initiative	We know that living and working in a rural environment provides some unique opportunities and challenges. Staying connected and building partnerships with others are essential to healthy lifestyles for children and adults alike. Focusing on the school as a central hub of activity provides opportunities for children and their families to see the school as both an academic institution as well as a gathering place for interactive community events. We know that when students feel connected to school and are responsible for the activities that take place within the building, then they are more engaged and student achievement improves.
3. Intended outcomes of the initiative related to improved student achievement	Through our House League activities, we hope that students will view each other as role models for younger students as well as their peers. Students look forward to being the team captains when they reach the intermediate grades, and the younger students all feel that they contribute to their individual teams; thus, building on the sense of belonging to our school community. Our Home and School Association also contributes to our community building by planning activities that engage students and their families, as well as extended members of our rural community. Building positive relationships leads to a greater sense of belonging. When students see that their parents are involved in their school community and that their parents value their children's education, student attendance, behavior, and achievement improve.

Components of Initiative	School's Details
4. Description of the data used	The data that we used came from Office Referral Forms and anecdotal comments from staff, students, and parents. We also looked for improvements in report card marks and DRA data.
5. Brief description of the significant activities or strategies involved with the initiative	<p>As part of our Expanding Our Community focus at Gorham & Ware, the entire community has been involved in several events and tasks. Here is a brief description of some of our exciting House League activities:</p> <ul style="list-style-type: none"> • Banners • Chants • Scavenger Hunt • Anti-Bullying Posters • Winter Carnival <p>Our parent community has also been an integral part of many events throughout the school year:</p> <ul style="list-style-type: none"> • Holiday feast • Craft show and yard sale • Chapters' fundraiser • Monthly movie nights • Close connection with Willow Springs • Home and School and School Council co-planned the spring Yard Sale and Green Expo
6. One or two highlights of the above activities	<p>House Leagues These provide an opportunity for students to develop a sense of belonging to our school community and they usually remain on the same team throughout their years at Gorham & Ware. The students establish connections with older and younger students and the older students become the role models for the younger children, while the younger ones have someone who looks out for them on the playground and recognizes them by name. The children look forward to being with the older kids and moving into the jobs of helpers and leaders on the teams.</p> <p>Holiday Feast This has been a longstanding tradition at Gorham & Ware (about 20 years) and generations of families have participated in this. Several of our parents this year talked about how they remember the feast from their years as students at the school and now they are volunteering to work at the feast to provide the same opportunities and memories for their children. This also brings together the school community and allows us to give back to our community volunteers and stakeholders who provide support to our students. It</p>

Components of Initiative	School's Details
	<p>was very exciting to see some of our Trustees who were able to attend the feast.</p> <p>Yard Sale and Green Expo</p> <p>We are looking forward to bringing the community together once again, this time for a combined venture by Home and School and School Council. Community members are invited to rent tables for the yard sale or vendors to sell their items, and our School Council is organizing a Green Expo focusing on bringing in members of our community who provide healthy, "green" activities for our students and their families during the upcoming summer months. EcoSuperior, OPP, TBDHU, Willow Springs, and Hills' Nursery are among those groups who will be sharing information with our community members. Home and School has also worked closely with Willow Springs in securing a grant to build an Outdoor Classroom which will tie in nicely with the WolfPatch Garden that was started a couple years ago. Recognizing the beauty of the outdoor environment and utilizing these resources are an integral part of our Gorham & Ware School community.</p>
<p>7. Description of any unexpected results or "moments of serendipity" related to the initiative</p>	<ul style="list-style-type: none"> • Many of the Junior and Intermediate students have become natural role models and leaders for their peers, and have become "learning buddies" for primary classrooms, modelling positive relationships and behaviour around the school. • Staff has noted improvements in playground behaviour and student interactions. • Staff and students have noted that they have been able to build stronger relationships which stretch beyond their classrooms and divisions. • Parents have noted and commented on significant changes in the school environment and improvements in their children's perceptions and feelings about school. • Parents and community members are actively involved in providing additional opportunities for families outside of the school day that contribute to the sense of "connectedness" to the school community.

Components of Initiative	School's Details
8. Description of one or two interesting findings that would be useful or helpful to other schools	<ul style="list-style-type: none"> Establishing relationships with staff, students and families is essential to further develop our school community. All students, especially the Intermediates and Juniors, need to feel ownership in the activities planned so they can motivate the younger students. All staff also need to recognize the value in these activities so they can help motivate students and generate new ideas. This has been a very rewarding experience for everyone since every activity and/or contribution was recognized and valued by our school community.
9. Identification of one or two noteworthy hurdles or stumbling-blocks	<ul style="list-style-type: none"> Time – both in terms of continuing to provide opportunities for students and their House League teams and how to keep them relevant with curriculum and student/school needs. Coordinating adult schedules to provide opportunities to meet and plan activities for school and students. Holiday feast – the need to recognize other cultures in this event to continue to build on inclusivity.
10. Next steps in pursuing the initiative	<ul style="list-style-type: none"> Continue to make time to plan for events and activities that engage members of our school community. Next year try to spread activities out throughout the school year and establish a committee of individuals to take a lead in the planning process.
11. Lessons learned about the school's efforts to improve student achievement	<p>Having an initiative to focus on building Community within our school has created a culture of acceptance, respect and responsibility within all community members. Students, staff, families and community members feel a sense of ownership for the events and activities that are taking place at our school both during and outside of the school day. The school is very much the “hub” of the Gorham & Ware community and students reap the benefits of this. Some of the outcomes include:</p> <ul style="list-style-type: none"> Increased student engagement which is directly related to improved student behavior. Improvements in student achievement. More positive relationships throughout the school. A stronger sense of community.

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF REGULAR BOARD MEETING NO. 5

Board Room
Jim McCuaig Education Centre

2015 APR 28
7:30 p.m.

TRUSTEES PRESENT:

Jack Playford (Chair)
George Saarinen (Vice Chair)
Ellen Chambers
Deborah Massaro

Ron Oikonen
Trudy Tuchenhausen
Karen Wilson
Hannah Smith (Student Trustee)

TRUSTEE ABSENT, WITH REGRET:

Marg Arnone

SENIOR ADMINISTRATION:

Colleen Kappel, Acting Director of Education
Sherri-Lynne Pharand, Superintendent of Education
David Wright, Superintendent of Business

FEDERATION/UNION REPRESENTATIVES:

Todd Miller, Lakehead OPC
Elaine Oades, Lakehead Principals/Vice Principals
Rod Bessel, Managers

PUBLIC SESSION:

1. **Approval of Agenda**

Moved by Trustee Wilson

Seconded by Trustee Oikonen

"THAT the Agenda for Regular Board Meeting No. 5, April 28, 2015 be approved."

CARRIED

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

Moved by Trustee Tuchenhausen

Seconded by Trustee Chambers

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

- *Confirmation of Committee of the Whole – Closed Session Minutes*
 - *Regular Board Meeting No. 4*
 - *March 24, 2015*
- *Property Matter*

- *Negotiations Update*

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

CARRIED

COMMITTEE OF THE WHOLE – CLOSED SESSION:

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

PUBLIC SESSION:

4. Report of Committee of the Whole – Closed Session

Moved by Trustee Saarinen

Seconded by Trustee Tuchenhausen

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

'THAT Lakehead District School Board approve the Committee of the Whole – Closed Session Minutes of Regular Board Meeting No. 4, March 24, 2015.'"

CARRIED

5. 2015-2016 Student Trustee

Chair Playford noted that Hannah Smith is the successful candidate for the 2015-2016 Student Trustee position and congratulated her on her second term.

6. File Mile Public School – Our Math Journey

Colleen Kappel, Acting Director of Education, introduced Angelina Tassone-Vogrig, Principal of Five Mile Public School. Ms. Tassone-Vogrig introduced Sienna, Grade 1 student, Aliyah, Alex, and Austin, Grade 2 students, and Ms. Chambers, Grade 1/2 teacher, who presented information regarding *Our Math Journey*. All Trustees' questions were addressed.

7. Confirmation of Minutes

Moved by Trustee Massaro

Seconded by Trustee Saarinen

"THAT Lakehead District School Board approve the Minutes of Regular Board Meeting No. 4, March 24, 2015."

CARRIED

MATTERS NOT REQUIRING A DECISION:

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

Trustee Tuchenhagen, alternate Ontario Public School Boards' Association Director and voting delegate, presented a verbal report highlighting the information addressed at the April 24 and 25 Board of Directors' meetings. Information will be left in the Trustees' lounge for perusal.

9. Student Trustee Report

Hannah Smith, Student Trustee, provided a handout as her report. Items addressed included: 2015-2016 Student Trustee selection process, WE Stand Up 2015, Student Senate meeting, Northwestern Ontario Secondary Schools Students' Association's (NWOSSSA) meeting, Ontario Secondary School Teachers' Federation (OSSTF) Annual Student Awards – Excellence in Education, networking, and Youth 4 Music. All Trustees' questions were addressed.

10. Student Success

Sherri-Lynne Pharand, Superintendent of Education, introduced Jeremy Noel, Ontario Youth Apprenticeship Programs Coordinator/Student Success Resource Teacher, Paul Tsekouras, Student Success Leader, and Gino Russo, e-Learning Contact/Mathematics Resource Teacher, who presented the report. All Trustees' questions were addressed.

11. Special Education Advisory Committee Meeting Minutes – March 25, 2015

Colleen Kappel, Acting Director of Education, presented the March 25, 2015 minutes for information.

MATTERS FOR DECISION:

12. Recommendations from the Standing Committee (039-15)

Policy Review – 4040 French Immersion (038-15)

Moved by Trustee Saarinen

Seconded by Trustee Wilson

“THAT Lakehead District School Board defer the review of the 4040 French Immersion Policy until the 2015-2016 school year.”

CARRIED

13. Recommendations from the Standing Committee (039-15)

Approval of Appointment to the Special Education Advisory Committee (SEAC) (035-15)

Moved by Trustee Saarinen

Seconded by Trustee Tuchenhausen

“THAT Lakehead District School Board approve the appointment of Renata Dabrowski as member to the Special Education Advisory Committee representing Lutheran Community Care Centre for the term ending November 30, 2018.”

CARRIED

14. Information and Inquiries

14.1 Trustee Chambers reported that she attended the Interlink Choir of Thunder Bay presentation at Ogden Community Public School.

14.2 Trustee Oikonen reported that he, Chair Playford, and Student Trustee Smith attended the Ontario Secondary School Teachers' Federation (OSSTF) Annual Student Awards – *Excellence in Education* held on April 25.

14.3 Trustee Oikonen reported that Trustees attended the Special Education Advisory Committee's *Caring For Your Children, Caring For Yourself* presentation held on April 15.

14.4 Trustee Saarinen noted that Trustees have received a handout regarding Ontario Public School Boards' Association's Annual General Meeting and Program.

15. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Wilson

“THAT we do now adjourn at 8:48 p.m.”

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2015 MAY 26
Report No. 054-15

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

RE: ABORIGINAL EDUCATION

1. Background

- 1.1 Lakehead District School Board's Strategic Plan outlines its commitment to the success of every student and building an equitable and inclusive community. For all students, there is a focus on striving for high levels of personal and academic excellence, as well as enhancing overall well-being through a safe, inclusive, and equitable environment. Ensuring that the unique cultural and historical perspectives of First Nations, Métis, and Inuit peoples are honoured and embedded throughout the curriculum, reflects this commitment.
- 1.2 The Board's work in Aboriginal education is informed by the Strategic Plan and the following directives identified in *Ontario First Nation, Métis and Inuit Education Policy Framework (2007)* and *Implementation Plan: Ontario First Nation, Métis, and Inuit Education Policy Framework (2014)*:
- improve student achievement and well-being among First Nations, Métis, and Inuit students;
 - close the achievement gap between students who have self-identified as being First Nations, Métis, or Inuit and those who have not;
 - strengthen partnerships with First Nations, Métis, and Inuit parents, communities, and organizations; and
 - increase knowledge, understanding and awareness of First Nations, Métis and Inuit histories and cultures for all staff and students.

2. Situation

- 2.1 In order to continue to build on the Board's successes in Aboriginal Education to date, a focus on increased student achievement and community engagement is underway. In *A Solid Foundation Second Report on the Implementation of the Ontario First Nation, Métis, and Inuit Education Policy Framework (2013)*, ten performance measures are identified to be used as key indicators to monitor and track progress of the Ministry of Education goals (p. 8).
- 2.2 Lakehead District School Board continues to target and refine strategies to support First Nation, Métis, and Inuit student achievement and well-being. In alignment with Ontario Ministry of Education policies, the board continues to focus on the following performance measures:
- significant improvement in First Nation, Métis, and Inuit student achievement;

- increased satisfaction among educators in provincially funded schools with respect to targeted professional development and resources designed to help them serve First Nation, Métis, and Inuit students more effectively;
- increased participation of First Nation, Métis and Inuit parents in the education of their children;
- increased opportunities for knowledge sharing, collaboration, and issue resolution among Aboriginal communities, First Nation governments and education authorities, schools, school boards, and the Ministry of Education; and
- integration of educational opportunities to significantly improve the knowledge of all students and educators in Ontario about the rich cultures and histories of First Nations, Métis, or Inuit people in Canada.

3. Current Practice

- 3.1 With the support of Board funding and Ministry grants, Lakehead District School Board is advancing and expanding programming that supports First Nations, Métis and Inuit students to engage in their learning for success.
- 3.2 The Aboriginal Education Resource Teacher (AERT) along with program staff works to develop, lead, and participate in school and system based professional development. The AERT collaborates with school staff and community members to increase engagement and achievement among First Nation, Métis, and Inuit students.
- 3.2.1 Goals for all professional learning are informed by needs identified through:
- analysis of student achievement data;
 - collaboration with Aboriginal Education Advisory Committee;
 - conversation with the Elders' Council;
 - liaison with the Equity & Inclusion Working Committee; and
 - feedback from staff.
- 3.2.2 Informed by student work, co-teaching partnerships with classroom teachers continue to focus on:
- identifying the teaching strategies that best support Aboriginal learner engagement, achievement and well-being;
 - supporting and developing class and school environments that encourage First Nations, Métis, or Inuit parent engagement; and
 - embedding and honouring First Nations, Métis, or Inuit knowledge and perspectives into the curriculum.
- 3.3 The Aboriginal Community Liaison Officer collaborates with staff and the community to broaden Board/school/community partnerships that enhance First Nations, Métis, and Inuit student learning. The ACLO communicates with local and northern First Nations, Métis, or Inuit parents/guardians to strengthen relationships. This work is guided by the Aboriginal Education Advisory Committee (AEAC) work plan and is focused on:

- supporting the use of the staff resource *Aboriginal Presence in Our Schools: A Cultural Resource for Staff*;
- continuing implementation of the Voluntary Aboriginal Staff and Student Self-Identification Policy;
- providing the perspective of First Nations, Métis, or Inuit staff, students and their families as a member of the Equity & Inclusion Working Committee;
- collaborating with Board staff and community groups to enhance community connections and student involvement;
- collaborating with the Aboriginal Education Resource teacher to provide cultural awareness training for all staff; and
- collaborating with community organizations.

3.4 Partnerships are important to support First Nations, Métis and Inuit student success and retention. Lakehead District School Board has been an active partner during the 2014-2015 school year with the following groups:

- Aboriginal Youth Achievement and Recognition Awards committee;
- Achievement Mentorship Program partnership with Lakehead University;
- Biwaase'aa Shkoday curriculum based mentorship program;
- City of Thunder Bay *Walk a Mile* film project and correlated professional development opportunities;
- Community Coalition United For the Protection of Children and Youth (CCUPCY);
- Connecting Anishinawbe and Western Ways of Knowing Mathematics collaboration with Ministry of Education, Lakehead University, and local Elders and cultural resource people;
- Early Learning Strategy to align and support school and system initiatives and include First Nation, Métis and Inuit perspectives;
- First Nations Communities in Service Agreement Partnerships and Provincial Territorial Organizations (i.e. Nishnawbe Aski Nation);
- Harmony Movement equity programming for secondary and elementary students;
- Lakehead Adult Education Centre's "Aboriginal Skills Advancement Program" in partnership with Kiikenomaga Kikenjigewen Employment and Training (KKETS) and Matawa Tribal Council;
- Lakehead Adult Education Centre's "Single Parent Pilot Project" program for parents who would like support helping their child/children to be successful at school in collaboration with Ontario Native Women's Association (ONWA);
- Learning Through the Arts' Cultural Artist and Elder Program;
- National Aboriginal Day Committee and working group;
- Niigan Mosewak camp, City of Thunder Bay Police, Ministry of Education;
- Ontario Physical and Health Education Association (OPHEA) Curriculum Advisory Committee as a resource for Aboriginal content inclusion;
- Team Achieve program partnership with Lakehead University; and
- Walking With Our Sisters community work.

- 3.5 System-wide mandatory cultural awareness training was held for all staff this year.
- 3.6 First Nations, Métis, and Inuit Collaborative Inquiry projects were conducted in two elementary and all secondary schools with the primary goal of improving student achievement and well-being amongst First Nations, Métis, and Inuit students.
- 3.7 Native Studies and Native Language courses continue to be offered system wide at the secondary level and in select north zone and Armstrong elementary schools.
- 3.8 First Nations, Métis and Inuit Student Success Initiative teacher works with grade 9 and 10 students who have self-identified as First Nations, Metis, or Inuit and have low credit accumulation in order to support students and improve achievement.
- 3.9 Aboriginal Achievement Facilitators in each secondary school continue to identify and coordinate opportunities for staff and students in order to engage, support and celebrate First Nations, Métis, and Inuit student participation within the school and community.
- 3.10 The Aboriginal Achievement Tutor program is located in all four secondary schools. This program continues to promote student engagement and increase student achievement of First Nation students who have transitioned into the community as well as First Nation students who reside in the Thunder Bay area. The program:
- provides tutoring in a welcoming environment to support the learning needs of First Nation students;
 - assists First Nation students who need information about the school, the community, career or volunteer opportunities;
 - fosters First Nations, Métis, or Inuit students' leadership skills; and
 - facilitates opportunities for students to communicate with family and friends in their home communities.

4. Next Steps

- 4.1 Grade and subject specific professional development that supports the learning needs of Aboriginal students will continue during the 2015-2016 school year.
- 4.2 Professional development will be expanded to include a school-based inquiry approach.
- 4.3 Partnerships that support opportunities for students in order to enhance their academic success and overall well-being will continue to be sought out.
- 4.4 Lakehead District School Board will continue to monitor and present publicly to the Board, the achievement and success of First Nations, Métis, or Inuit learners.

5. Conclusion

Lakehead District School Board continues to use student achievement and engagement data to inform decisions and provide programming that:

- improves achievement among First Nation, Métis, and Inuit students;
- closes the gap between First Nations, Métis, or Inuit and non-Indigenous students; and
- ensures high levels of public confidence.

Miigwetch

Respectfully submitted,

ANIKA GUTHRIE
Aboriginal Education Resource Teacher

DR. AMY FARRELL-MORNEAU
Aboriginal Community Liaison Officer

JASON PILOT
Secondary Resource Teacher

NICOLE WALTER ROWAN
Program Coordinator

SHERRI-LYNNE PHARAND
Superintendent of Education

IAN MACRAE
Director of Education



ABORIGINAL EDUCATION ADVISORY COMMITTEE MINUTES

DATE: Thursday, March 26, 2015, Board Room, Education Centre

MEMBERS PRESENT: Trustee Marg Arnone, Pauline Fontaine, Sharon Kanutski, Sylvia O'Meara, Sherri-Lynne Pharand, Dolores Wawia, Beverley White-Kokeza, Elliott Cromarty, Katrina Fiddler, Lawrence Baxter

ALTERNATES PRESENT: Robin Haliuk

ABSENT WITH REGRET: Kathy Beardy, Trustee Ellen Chambers, Senator Robert McKay, Cathy Ferrazzo, Trustee George Saarinen, Serena Essex, Suzanne Tardif, Mike Judge

RESOURCE: Amy Farrell-Morneau, Anika Guthrie, Isabelle Mercier, Nicole Walter-Rowan, Jason Pilot

GUESTS: Trustee Trudy Tuchenhausen

	AGENDA ITEM	DISCUSSION	ACTION
1.	Opening Ceremonies	<ul style="list-style-type: none"> Sherri-Lynne Pharand called the meeting to order and called upon Elder Isabelle Mercier to conduct the opening. 	
2.	Welcome and Introductions	<ul style="list-style-type: none"> Sherri-Lynne welcomed everyone to the meeting and thanked Elder Isabelle Mercier for the opening. Regrets and substitutions were noted and the attendance sheet was circulated. Sherri-Lynne congratulated Dolores on behalf of AEAC for receiving the Order of Ontario Award and for all the work she does within the community. Dolores thanked the Committee for their kind words and for cards she received congratulating her for receiving the Order of Ontario. The Order of Ontario award was passed around for all to admire. Sherri-Lynne informed the Committee of the passing of former Trustee Bill Mokomela and spoke kindly of his dedication to education during his many years as a Board Member. 	

	AGENDA ITEM	DISCUSSION	ACTION
3.	Agenda/Minutes		
	3.1 Approval of Agenda – Mar. 26, 2015	<ul style="list-style-type: none"> Moved by Sylvia O'Meara, seconded by Pauline Fontaine, that the agenda for the March 26, 2015 meeting be approved. Carried. 	
	3.2 Approval of Minutes – Feb. 12, 2015	<ul style="list-style-type: none"> Moved by Sharon Kanutski, seconded by Beverly White-Kokeza, that the minutes of the Feb. 12, 2015 meeting be approved. Carried. 	
4.	Correspondence	<p>The correspondence file was circulated. Sherri-Lynne asked that members note Section 9.1 of Standing Committee Minutes of March 10, 2015 (Student Achievement Mid-Year Update).</p>	
5.	Presentations		
	5.1	<ul style="list-style-type: none"> There were no presentations at this meeting. 	
6.	Business Arising From the Minutes		
	6.1 Work Plan	<ul style="list-style-type: none"> Amy and Anika discussed the change in structure of the Work Plan. Previously it was by <i>theme</i> and the revised form is by <i>year</i>. There is also an Appendix which lists all the goals as outlined in the Ontario FNMI Policy Framework, making it easy to see how the AEAC goals align with those set out by the Ministry. The committee read through the revised document, and found it better but overwhelming. More time is required to review the document. They agreed that the ideas they proposed at the last meeting were captured and were comfortable with the changes as presented. However, it was suggested that the short and long term events be separated into two documents. This will be done for the next meeting and it will be reviewed again. It was noted that some things in the document may be 'ongoing' and not able to be divided into long/short term i.e. professional learning. However, specific things within professional learning can be separated as there are steps we take each year to work towards each goal. Everyone was pleased with the Appendix to the document. 	Amy and Anika to revise and bring back to the next meeting.

	AGENDA ITEM	DISCUSSION	ACTION
		<ul style="list-style-type: none"> Page 2 'Work with researchers at LU to support learning styles' should read: <i>'Work with researchers at LU and community resources to support teachers to embed indigenous knowledge within the education system thus meeting the needs of indigenous students'</i>. Page 2 'Roots of Empathy' ... last column should read: <i>new / proposed.</i> 	
	6.2 PIC Funding	<ul style="list-style-type: none"> The revised draft of the Magnet was presented and reviewed by the committee. The following changes will be made: <ul style="list-style-type: none"> Aboriginal Education Advisory Committee will appear before Special Education Advisory Committee; and Time to call will read: Call weekdays 8:30 – 4:30 EST or leave a message after hours. The committee questioned the wording of the receptionist's message when families call after hours – are they asked to give a time that is best for a return call. Committee members asked if the magnet template could also be posted on the website. The language barrier issue was raised – will the information on the magnets be translated? Robin manages 'Talk for Healing' which may be able to support this as they offer a 24 hour translation service in Cree and Ojibway and Oji-Cree. Part of Robin's work plan is reaching Northern Schools, so a partnership may be a good idea i.e. a joint magnet project. It was suggested that this may be a good use of next year's PIC money. In the meantime, we could explore the costs of having the magnet translated. When students register, they identify the language spoken at home, so we would know which version of the magnet to send to which communities. 	<p>Sherri-Lynne to follow up on the wording of the message</p> <p>Amy to meet with Robin to see how this partnership might work</p>
	6.3 AEAC Deputation	<ul style="list-style-type: none"> The revised deputation was reviewed by the committee. Sherri-Lynne advised the committee that Biwaase'aa will have a program in the 7/8 hub at Churchill (4 tutors). Biwaase'aa is also coming out with research to follow students' social and emotional outcomes. A question arose that the City may have or is in the process of 	Anne Magiskan to be

	AGENDA ITEM	DISCUSSION	ACTION
		<p>setting up a “Peer Group Mentor”. Ann Magiskan, Aboriginal Liaison with the City of Thunder Bay will be contacted for information relating to this inquiry.</p> <p>Moved by Pauline Fontaine and seconded by Sylvia O’Meara that the Aboriginal Education Advisory Committee approves the deputation as written.</p> <p>Carried</p> <ul style="list-style-type: none"> Suzanne Tardif will present the deputation to the Board on April 7, 2015. 	<p>contacted and information brought to the next meeting.</p>
	6.4 Native Studies Credits	<ul style="list-style-type: none"> Sherri-Lynne gave details of the Native Studies Classes/Credits that are being offered at each of the Secondary Schools this semester. In response to an inquiry, Katrina, who sits in on some of Chris’ classes will ask if reading syllabics is taught, so the language isn’t lost. However, it was noted that the focus is on oral communication. It was decided to invite Chris Larocque to attend an upcoming AEAC meeting to talk about his courses. In response to an inquiry, Sherri-Lynne noted that we are trying to get a Native Language program in a south side school. She noted that at the moment we don’t provide transportation for students wishing to attend a school which offers Native Language classes. We receive a grant for transportation for French, but Sherri-Lynne will look into it for Native Languages. Sherri-Lynne shared a copy of the “Sioux Lookout Bulletin” which talks about the launch of an Oji-Cree dictionary after decades of work. 	<p>Sherri-Lynne will do some research and report back to the Committee.</p>
	6.5 Math Study	<ul style="list-style-type: none"> Nicole gave a detailed account of what she described as a “unique opportunity in our province” i.e. Connecting Anishinabee and Western Ways of Knowing Mathematics (facilitated by Ruth Beatty and Danielle Blair). The first community/board meeting took place in January and another is to take place on March 30. She shared information about a summer leadership camp run by George Couchie (30 youth per camp). 	
7.	New Business		

	AGENDA ITEM	DISCUSSION	ACTION
8.	Ongoing Business		
	8.1 Updates	<p>Amy Farrell-Morneau provided updates on the following:</p> <ul style="list-style-type: none"> • Kindergarten Night (Feb. 2) – excellent turnout. • Secondary outreach/ transitions materials for the Northern communities were sent and Amy brought samples of the packages which also included a CD with course information; Amy will follow up with the communities asking that the registration information be returned as soon as possible to facilitate timetabling. She will inform our tuition agreement partners that bussing boundaries will be accommodated i.e. transportation isn't a barrier to early registration (as living arrangements won't be known at this time). • Amy, Bruce Sauder, Derek DiBlasio and Sylvia Shapwaykeesic, (Territorial Student Program Councilor) visited Armstrong on February 26 to provide information on high school registration and programming. After their visit, Amy received information that of 12 students leaving for high school, 9 have chosen to attend school at Lakehead District School Board. • Amy shared the names of the AYARA (Aboriginal Youth Achievement & Recognition Award) 2015 winners who will be honoured on April 8, 2015. Dolores and Sherri-Lynne will represent AEAC at the award ceremony. • Amy will be travelling to Sachigo on April 28 to discuss high school registration etc. • Amy brought the data from the cultural sensitivity training and made it available for the committee to peruse. • Sherri-Lynne thanked Amy for her work in planning and organizing the Aboriginal Youth Achievement & Recognition Awards. • Our AEAC student representative, Katrina, is the recipient of one award this year and was asked to bring her award to the next meeting to show the committee. 	
9.	Information and Inquiries		
	9.1 Information and Inquiries	<ul style="list-style-type: none"> • Sherri-Lynne explained the Ontario Public School Boards Association (OPSBA) 2015 Awards Program background including criteria for nominations. She also mentioned some of the previous winners including Sylvia, Dolores, Senator McKay, and Serena. 	

	AGENDA ITEM	DISCUSSION	ACTION
		<ul style="list-style-type: none"> • She asked the members if they would like to nominate someone for this award. • After some discussion, the committee agreed with the nomination of Sharon Kanutski and Katrina Fiddler. • Amy and Anika will help to complete the nomination papers which include a 1-2 page biography. This is due by March 26 at 4:30 pm. • Several names were submitted that did not meet the criteria for these awards. Marg suggested that they could be considered for the Trustee Awards. • Sherri-Lynne will bring information regarding other awards that are available for teaching staff for discussion at the next AEAC meeting. 	Sherri-Lynn to bring information on other awards to future meeting.
10.	Closing Ceremonies	Elder Isabelle Mercier conducted the closing ceremonies.	
11.	Next Meeting:	Thursday, May 14, 2015.	
12.	Adjournment:	The meeting adjourned at 12:00 p.m.	

LAKEHEAD DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE

Oliver Road Community Centre
Thunder Bay, Ontario

2015 APR 15

MEMBERS PRESENT:

Laura Sylvestre (Chair)	Judy Kay
Theresa Graham (Vice Chair)	Sheila Marcinyshyn
Trustee Marg Arnone	Mike Otway
Trustee Ellen Chambers	Trustee Trudy Tuchenhausen
David Fulton	

ABSENT WITH REGRET:

Liz Tod
Cory Koski

ABSENT:

Jennifer Bean-Anderson
Kelly Hicks

OTHERS PRESENT:

Colleen Kappel
Lori Carson
Vivianna Hachey

1. **Call to Order**

Laura Sylvestre, Chair of SEAC, called the meeting to order.

2. **Approval of the Agenda**

Moved by Sheila Marcinyshyn

Seconded by Trustee Marg Arnone

"THAT the agenda for the April 15, 2015 SEAC meeting be approved."

CARRIED

3. **Declarations of Conflict of Interest**

There were no declarations of conflict of interest.

4. Approval of Minutes

Trustee Marg Arnone noted that she was absent from the meeting.

Moved by Trustee Trudy Tuchenhausen

Seconded by Trustee Marg Arnone

“THAT the minutes of the March 25, 2015 SEAC meeting be approved.”

CARRIED

5. Business Arising From the Minutes

5.1 Judy Kay, FASIN representative, inquired on item number 4.2 Special Needs Strategy, if SEAC was going to establish a focus group for the Special Needs Strategy. Lori Carson, Special Education Officer, clarified that community consultation will take place in the near future and questions would be posed to SEAC. This will be an agenda item at the May 20, 2015 SEAC meeting.

5.2 2015-2016 Budget Submission

Laura Sylvestre, Chair of SEAC, and Theresa Graham, Vice Chair of SEAC, provided information on the 2015-2015 SEAC Budget Submission which was presented at the April 7, 2015 Budget Committee Meeting. Trustees confirmed that the presentation was very positive.

6. Correspondence

The folder was circulated to members.

7. Advocacy Tracking

The Advocacy Tracking template was circulated to members for completion.

8. Special Needs Strategy

Judy Kay, FASIN representative, suggested that SEAC establish a Focus Group to look at the Special Needs Strategy. Lori Carson, Special Education Officer, confirmed that the committee reviewing the Special Needs Strategy will begin community consultation shortly. Ms. Carson suggested that if there is a tight turnaround for when feedback is requested, that the information be sent via email. If time permits, a Focus Group will be considered.

9. Information and Inquiries

9.1 Theresa Graham, Children's Centre Thunder Bay representative, provided information on the Asist and Safe Talk Training sessions that will be taking place in April and early May. All Asist sessions are full. There are some spaces remaining in the Safe Talk sessions. Colleen Kappel, Superintendent of Education, informed members that students involved in

the secondary school Gay Straight Alliances (GSAs) were invited to participate in the Safe Talk sessions.

- 9.2 Trustee Ellen Chambers provided information on the Thunder Pride Breakfast that will take place at 7:30 a.m. – 9:00 a.m. on June 8, 2015 at the Prince Arthur Waterfront Hotel. A poster regarding the event will be sent to all members via email.
- 9.3 Laura Sylvestre, Chair of SEAC, and Autism Ontario representative, provided information on a successful *World Autism Awareness Day* that took place on April 2, 2015.

10. Status of SEAC Budget 2014-2015

Laura Sylvestre, Chair of SEAC, provided the status of the SEAC budget to members.

11. Policy Review – 6010 Emergency Evacuation and School Closure

Colleen Kappel, Superintendent of Education, provided a brief overview of the draft policy and procedures. Discussion took place. Members, by consensus, agreed to submit input that a statement be included in Appendix B of the Procedures, Type II, Fire Safety/Evacuation Plan, under section 5, Duties of the Principal, indicating that the Principal/Supervisor shall ensure consideration of students with special needs. Draft wording will be created that addresses the needs of the student for emergency evacuation and sent to members via email. Superintendent Kappel advised members that they may also provide input to the policy and procedures by the deadline of April 29, 2015.

12. Policy Review – 3092 Privacy Information Management

Colleen Kappel, Superintendent of Education, provided a brief overview of the draft policy and procedures. Members were encouraged to provide input by the deadline of April 29, 2015.

13. Board Update

Trustee Marg Arnone provided an update on the April 14, 2015 Standing Committee Meeting. Reports at this meeting included:

- Literacy and Numeracy K-12;
- French Immersion Program Review; and
- Approval of appointment to SEAC from Lutheran Community Care.

14. SEAC Provincial Conference

Trustee Trudy Tuchenhausen inquired about the SEAC Provincial Conference. Colleen Kappel, Superintendent of Education, informed members that the following SEAC members will attend: Laura Sylvestre, Martha Mawakeesic, Kelly Hicks, and Colleen Kappel. Laura Sylvestre and Colleen Kappel will be presenting at the conference.

15. Adjournment

Moved by Mike Otway

Seconded by Theresa Graham

"THAT we do now adjourn at 6:28 p.m."

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2015 MAY 26
Report No. 052-15

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

RE: RECOMMENDATIONS FROM THE STANDING COMMITTEE

Background

The following reports were received at the Standing Committee Meeting of May 12, 2015 and have been referred to the Board for approval. The recommendations are as follows:

POLICY DEVELOPMENT – 3092 PRIVACY AND INFORMATION MANAGEMENT (042-15)

It is recommended that Lakehead District School Board approve 3092 Privacy and Information Management Policy, Appendix A to Report No. 042-15.

POLICY REVIEW – 8070 SAFE SCHOOLS SYSTEM EXPECTATIONS (045-15)

It is recommended that Lakehead District School Board postpone the approval of the revised 8070 Safe Schools-System Expectations Policy, to the September 2015 Standing Committee Meeting.

POLICY REVIEW – 9010 SCHOOL ACCOMMODATION (044-15)

It is recommended that Lakehead District School Board postpone the approval of the revised 9010 School Accommodation Policy, to the October 2015 Standing Committee Meeting.

POLICY REVIEW – 9015 FACILITY PARTNERSHIP (049-15)

It is recommended that Lakehead District School Board approve the review of 9015 Facility Partnership Policy to coincide with the 9010 School Accommodation Policy timelines.

POLICY REVIEW – 6010 EMERGENCY EVACUATION AND SCHOOL CLOSURE (043-15)

It is recommended that Lakehead District School Board postpone the approval of the revised 6010 Emergency Evacuation and Emergency School Closure Policy, to the June 9, 2015 Standing Committee Meeting.

**APPROVAL OF STANDING COMMITTEE AND REGULAR BOARD MEETING SCHEDULE
2015-2016 (046-15)**

It is recommended that Lakehead District School Board approve the revised Standing Committee and Regular Board Meeting Schedule 2015-2016, as set out in Appendix A to Report No. 046-15.

Respectfully submitted,

GEORGE SAARINEN
Chair
Standing Committee

BUSINESS AND BOARD ADMINISTRATION**3000***DRAFT – May 26, 2015***PRIVACY AND INFORMATION MANAGEMENT
POLICY****3092**1. Rationale

Lakehead District School Board only collects personal information when it is necessary for the education of students, for the employment of Board employees or as required and authorized by law. The Board operates under the authority of the Education Act and its associated regulations.

The management of personal information collected by the Board for these purposes is in accordance with the provisions of the Education Act, the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), and the Personal Health Information Protection Act (PHIPA).

2. Policy

It is the policy of Lakehead District School Board to collect, use, retain and disclose personal information in the course of meeting its statutory duties and responsibilities. The Board is committed to the protection of privacy.

3. Guidelines

The protection of personal information held by the Board is guided by the following principles:

3.1 Accountability and Responsibility

Under MFIPPA, the Board is responsible for the security of personal information under its custody and control and may designate individuals within the Board who are accountable for compliance with privacy legislation.

Under PHIPA, the Board is responsible for the security of personal health information under its custody and control and may designate individuals within the Board as agents to assist with compliance to privacy legislation.

3.2 Specified Purposes

The Board shall identify the purpose(s) for which personal information is collected, and individuals shall be notified of the purposes and any other information required by law at or before the time personal information is collected.

BUSINESS AND BOARD ADMINISTRATION**3000***DRAFT – May 26, 2015***PRIVACY AND INFORMATION MANAGEMENT
POLICY****3092****3.3 Consent**

Personal information is collected for the provision of educational services to students and for the purpose of employment for staff and volunteers. The knowledge and, in some cases, the consent of an individual is required for the collection, use, retention, and disclosure of personal information, except where otherwise permitted by law.

3.4 Limiting Collection

The Board shall limit the collection of personal information to that which is necessary for its specified purposes in accordance with its statutory duties and responsibilities.

3.5 Limiting Use, Retention, and Disclosure

The Board shall not use, retain, or disclose personal information for purposes other than those for which it was collected, except with the consent of the individual or as authorized or required by law. The Board shall retain personal information in accordance with the Board retention schedule.

3.6 Accuracy

The Board shall ensure that personal information is accurate, complete, and up-to-date in order to fulfill the specified purposes for its collection, use, disclosure, and retention.

3.7 Safeguards

The Board shall ensure that personal information is secured and protected from unauthorized access, use, disclosure, and inadvertent destruction by adhering to safeguards appropriate to the sensitivity of the information.

4. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
_____	_____	<i>Education Act</i>
_____	<u>Date Revised</u>	<i>Municipal Freedom of Information and Protection of Privacy Act</i>
	Reviewed by: _____	<i>Personal Health Information Protection Act</i>

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2015 MAY 26
Report No. 047-15

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

RE: CORRESPONDENCE TO THE MINISTRY OF EDUCATION

1. Background

- 1.1 On April 10, 2015, Trustees received correspondence from Michael Barrett, President of Ontario Public School Boards' Association, regarding Public Accommodation Review Guidelines (PARG), Toronto District School Board's governance model review, and the Community Hub Framework Advisory Group.
- 1.2 At the April 28, 2015 Trustee Informal/Orientation meeting, the correspondence was addressed.

2. Situation

A collective response from Trustees to the Minister of Education is attached as Appendix A.

RECOMMENDATION

It is recommended that Lakehead District School Board send a letter to the Honourable Liz Sandals, Minister of Education, regarding the correspondence received on April 10, 2015.

Respectfully submitted,

JACK PLAYFORD
Chair



Jack Playford
Chair
Jack_playford@lakeheadschoools.ca

Jim McCuaig Education Centre
2135 Sills Street Thunder Bay ON P7E 5T2
Telephone (807) 625-5131 Fax (807) 622-0961

May 27, 2015

The Honourable Liz Sandals
Minister of Education
Mowat Block
900 Bay Street
Toronto, Ontario
M7A 1L2

Dear Madame Minister:

At its May 26, 2015 Regular Board Meeting, Lakehead District School Board adopted the following resolution:

"THAT Lakehead District School Board send a letter to the Honourable Liz Sandals, Minister of Education, regarding the correspondence received on April 10, 2015."

Lakehead District School Board Trustees have reviewed Margaret Wilson's recent report on the Toronto District School Board. Given that reports' tenor, we appreciate your need for a review of Toronto District School Board and its governance model. Our caveat though, is as focused as the results of this panel may be, findings and follow up recommendations may also have considerable impact on other school boards. However the panel proceeds, we wish to reinforce that the role of democratically elected Trustees be maintained, as we are publicly elected officials that have the responsibility to represent those we are entrusted to serve. The Minister of Education has supported the role of Trustees through Bill 177 Student Achievement and School Board Governance Act, 2009 and must continue to provide this ongoing support to their role in local negotiations and the Public Accommodation Review Guidelines (PARG) process.

With the establishment of the Community Hub Framework Advisory Group, we are concerned that the panel struck to examine the successful implementation of community hubs does not, at present, have a Trustee representative involved. Lakehead District School Board has a number of success stories in this area and like other local Trustees, will be actively involved in any implementation of the recommendations from the Advisory Group. It would seem advantageous that the Community Hub Framework Advisory Group include at least one school board member, as Trustees are responsible for implementing policies locally which will ensure the success and well-being of all students in our communities.

Sincerely,

Jack Playford
Chair
Lakehead District School Board

cc Michael Gravelle, MPP - Thunder Bay-Superior North
Bill Mauro, MPP - Thunder Bay-Atikokan
Ontario Public School Boards' Association
Trustees, Lakehead DSB