



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. 8**  
**Tuesday, September 26, 2017**  
**Jim McCuaig Education Centre**

Ian MacRae  
Director of Education

Deborah Massaro  
Chair

**AGENDA**

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

	<u>Resource Person</u>	<u>Pages</u>
1. Call to Order		
2. Disclosure of Conflict of Interest		
3. Approval of the Agenda		
4. Resolve into Committee of the Whole – Closed Session		
5. <b>COMMITTEE OF THE WHOLE – Closed Session – 5:30 p.m. (SEE ATTACHED AGENDA)</b>		
6. Report of Committee of the Whole – Closed Session		
7. Delegations/Presentations		
7.1 Trustee Character Award - Attendance Research Team, Lakehead Public Schools	E. Chambers	Verbal
7.2 Ogden Community Public School - <i>Community Engagement and Partnerships to Improve Student Engagement and Success</i>	S. Pharand	1-6
8. Approval of Minutes		
8.1 Regular Board Meeting No. 7 - June 27, 2017	D. Massaro	7-12
9. Business Arising from the Minutes		

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

Resource  
Person Pages

**MATTERS NOT REQUIRING A DECISION:**

- |      |  |             |        |
|------|--|-------------|--------|
| 10.  | Information Reports  |             |        |
| 10.1 | Ontario Public School Boards' Association (OPSBA) Report               | E. Chambers | Verbal |
| 10.2 | Student Trustee – September Report (061-17)                            | L. Naeem    | 13-15  |
| 10.3 | Linking Families and Schools (060-17)                                  | S. Pharand  | 16-18  |
| 10.4 | Aboriginal Education Advisory Committee Meeting Minutes – June 8, 2017 | S. Pharand  | 19-23  |
| 10.5 | Parent Involvement Committee Meeting Minutes - May 1, 2017             | I. MacRae   | 24-26  |
| 11.  | First Reports  |             |        |

**MATTERS FOR DECISION:**

12. Postponed Reports
13. Recommendations from the Standing Committee
14. Ad Hoc and Special Committee Reports
15. New Reports
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**  
**5:30 P.M. – in the Sibley Room**

	<u>Resource Person</u>	<u>Pages</u>
5.1 Approval of Committee of the Whole - Closed Session Minutes		
5.1.1 Regular Board Meeting No. 7 - June 27, 2017	D. Massaro	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Personnel Matter (062-17)	I. MacRae	3-22
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.



**Celebrating Student Achievement**

School: Ogden Community Public School

Title of Initiative: Community Engagement and Partnerships to Improve Student Engagement and Success

<b>Components of Initiative</b>	<b>School's Details</b>
1. Description of the nature of the initiative to improve student achievement	<p>Today's students need learning that goes beyond the classroom. At Ogden, we strive to provide a vast array of learning opportunities for students to connect to their community, both inside and outside the classroom walls, in order to provide hands-on experiential learning opportunities.</p> <p>Student Achievement Goals:</p> <ul style="list-style-type: none"> <li>• Clear emphasis on high levels of achievement within the school;</li> <li>• parents are engaged in supporting student learning and achievement;</li> <li>• student achievement and well-being are closely connected and equally important;</li> <li>• the unique and individual learning needs of our students is always at the center of our programs; and</li> <li>• our school focuses on the Strategic Plan of Lakehead Public Schools in the areas of learning, engagement, and environment.</li> </ul>
2. Rationale for selecting the initiative	<p>Early experiential learning theories emerged from an effort to have students actively engaging in their learning. These theories proposed that students would learn by doing and by applying knowledge to experience, develop new knowledge and skills. Rather than simply being presented with abstract concepts, students would be "immersed" in learning (Lewis &amp; Williams, 1994).</p> <p>Experiential learning is the process of reflecting on an experience, both during and after the experience, extracting meaning from it, and then applying what has been learned that makes the learning truly experiential for students. Learning in real-world contexts, preparing our students to become active and engaged citizens helps</p>

	<p>students feel connected to their community, school and environment. They become more engaged in the activities that take place within the school and their community, and take ownership for their learning and well-being. This has a direct and positive impact on improving student achievement. It is important for students to understand their rights and responsibilities as active citizens.</p>
<p>3. Intended outcomes of the initiative related to improved student achievement</p>	<p>Experiential learning assists students' learning transfer as it helps students to see the connections between the curriculum and its application in the real world.</p> <p>It also provides social and emotional benefits for students such as improved self-esteem, engagement in school, motivation, and social and leadership skills (Canadian Council on Learning, 2009).</p> <p>Community-connected experiential learning builds on research that indicates that students are more engaged, more motivated to learn, and more successful when they can connect what they are learning to situations they care about in their community and in the world. Research has also found that experiential learning that takes place in the community contributes to the development of 21<sup>st</sup> century competencies by "giving opportunities for authentic learning, engaging students actively, fostering co-operation and collaboration, meeting individual interests, empowering learners and extending horizons beyond comfort zones" (Furco, 2010, p. 227).</p> <p>There can be significant benefits to communities in providing experiential learning opportunities for students. Community partners can take pride in knowing that they are contributing to the education of children and youth, and to Ontario's future workforce. Involvement in experiential learning also enables community partners to develop new networks and skills, and offers those opportunities both to mentor and to learn from students. Students are empowered to have a real impact on their learning, the school, and</p>

	<p>the community environment. This also prepares them to participate meaningfully in their community.</p>
<p>4. Description of the data used</p>	<ul style="list-style-type: none"> <li>• School Climate Surveys</li> <li>• Strengths Assessment Data</li> <li>• Anecdotal observational data was used to establish the need for strategies to improve student engagement, voice and ownership in learning.</li> <li>• Staff utilizes a variety of data to measure the success of our students and ongoing school improvement.</li> <li>• Through our PRO Grant, our school council has set goals to improve community engagement. We are thinking creatively about the ways in which we engage our parents and guardians to be involved in the learning of our students and supporting well-being through community outreach.</li> <li>• Teachers meet regularly as a community of professional learners to review student needs and determine the most urgent learning needs – both for students and for staff.</li> <li>• We see evidence of the growth of our students' achievement and well-being through report card data (including both academic and learning skills assessment), attendance data, anecdotal behavioural data, student engagement surveys, and student reflection data.</li> </ul>
<p>5. <b>Brief</b> description of the significant activities or strategies involved with the initiative</p>	<p><b>Community Involvement:</b> Community engagement is an ongoing focus of our school improvement journey. We support well-being through community outreach projects like our partnerships with:</p> <p><b>Isthmus (Blessings in a Backpack):</b> Our students work with volunteers at Our Kids Count each week to pack and deliver food bags to students in need each week. We are excited that Isthmus will be moving into Ogden Community Public School.</p> <p><b>Take back the Kitchen:</b> Students walked to Our Kids Count one day per week to plan and cook a healthy meal that they could take home to share with their family.</p>

	<p><b>Little Eagles:</b> Biwaase'aa is a cultural mentorship program that students participate in for seven weeks that focuses on the Seven Grandfather Teachings through circles, stories and art to build self-esteem, life skills, cultural identity and help deal with racism, bullying and peer pressure, all the while improving their academic outcomes.</p> <p><b>Skating and Hockey Skills:</b> Students walked to the gardens weekly to participate in skating and hockey skills. This provided leadership opportunities.</p> <p><b>Collaborative Sports Teams:</b> In an attempt to develop relationships within the community and prior to high school, we paired up with McKellar Park Public School students to form collaborative sports teams that would compete in Lakehead Public Schools tournaments. As a result, students have formed friendships and gained cooperative learning skills.</p> <p><b>Boulder Bear:</b> Students had the opportunity to learn climbing at Boulder Bear. Some of the skills acquired include: perseverance, self-esteem, team building (belay) and problem solving.</p> <p><b>School Yard Renovation:</b> We have been working on improving our schoolyard. In particular, we have created several outdoor learning spaces and were gifted with a complete school yard renovation that students had a voice in creating.</p> <p>Our community garden that was started a couple of years ago was a shared project with several of our classes and our School Council.</p>
<p>6. <b>One or two</b> highlights of the above activities</p>	<p>The most powerful highlight of this journey is to talk to students who identify the value of their learning, recognize their own potential and the strengths of themselves and others, and are able to articulate the skills they have learned that have helped them academically, socially and emotionally.</p> <p>Another highlight is that we have been able to observe in our students their growing respect</p>

	<p>towards our school community. As they develop stronger bonds with their fellow students, and with community partners, they have started to demonstrate a greater understanding of their importance in the success of the school and neighbourhood.</p>
<p>7. Description of any unexpected results or “moments of serendipity” related to the initiative</p>	<p>We have many students who were not engaged in school for a variety of reasons including anxiety, chronic absenteeism, leaving the classroom, and shutting down before even attempting to engage in learning. Since beginning this journey, students’ confidence has increased as well as their engagement and ownership in the entire learning process as it is connected to real life experiences. Staff have noted improvements in playground behaviour and student interactions as students engage in a cooperative and respectful way.</p> <p>Staff and students have also noted that they have been able to build stronger relationships, which stretch beyond their classrooms and divisions.</p> <p>Parents have noted and commented on significant changes in their child’s interest and engagement in school.</p> <p>Other students in other grades are recognizing the benefits of these experiences and have expressed interest in these opportunities as well.</p> <p>We are looking forward to expanding these programs to other grades – our Hockey Canada Skills Academy program and our Cultural Arts and Recreation programs that we are starting in October 2017 are examples of this.</p>
<p>8. Description of <b>one or two</b> interesting findings that would be useful or helpful to other schools</p>	<p>It is so important to have a teacher champion who is passionate about experiential learning and uses this to inspire students to action. Some engagement can fluctuate depending on the interest of the learning opportunities available. It is important to have a variety of things to offer that can draw on the interests of the students.</p> <p>Flexibility with schedules and a team approach from staff is also key.</p>



	<p>Student achievement and well-being cannot be separated. In order to achieve, students must feel safe, engaged, and cared for, be given the ability and encouragement to persevere and grow, and have personalized, meaningful academic programming.</p>
<p>9. Identification of <b>one or two</b> noteworthy hurdles or stumbling-blocks</p>	<p>Transportation Weather Participation Funding</p> <p>Some financial burden is placed on a small school of our socio economic status. In order to provide the supports required to meet basic student needs (physically, emotionally, and academically), community partnerships and system support are critical in supporting achievement and wellbeing in high-needs communities.</p>
<p>10. Next steps in pursuing the initiative</p>	<p>We are working to build on our success at engaging our community partners and parent community as partners in student achievement and well-being.</p> <p>Other students in other grades are recognizing the benefits of these experiences and have expressed interest in these opportunities as well.</p> <p>We are looking forward to expanding these programs to other grades – our Hockey Canada Skills Academy program and our Cultural Arts and Recreation programs that we are starting in October 2017 are examples of this.</p>
<p>11. Lessons learned about the school's efforts to improve student achievement</p>	<p>This initiative has been beneficial in many areas of our school, both for students and staff, parents and the community at large. This initiative has helped create connections and relationships that may not have had the opportunity to be made without this initiative.</p> <p>Including and accessing connections and partners in this initiative to support the needs of the programs and students is crucial to its ongoing success.</p> <p>It takes a community approach to support the success of each individual student.</p>

LAKEHEAD DISTRICT SCHOOL BOARD

**MINUTES OF REGULAR BOARD MEETING NO. 7**

Board Room  
Jim McCuaig Education Centre

2017 JUN 27  
7:30 p.m.

**TRUSTEES PRESENT:**

Deborah Massaro (Chair)  
George Saarinen (Vice Chair)  
Marg Arnone  
Ellen Chambers

Ron Oikonen  
Jack Playford  
Trudy Tuchenhagen  
Karen Wilson  
Robyn Sulkko (Student Trustee)

**SENIOR ADMINISTRATION:**

Ian MacRae, Director of Education  
Colleen Kappel, Superintendent of Education  
Sherril-Lynne Pharand, Superintendent of Education  
David Wright, Superintendent of Business

**FEDERATION/UNION REPRESENTATIVES:**

Helen Valnycki, Managers  
Nancy Nix, ETFO - Elementary Occasional Teachers

**PUBLIC SESSION:**

1. Approval of Agenda

Moved by Trustee Saarinen

Seconded by Trustee Wilson

*"THAT the Agenda for Regular Board Meeting No. 7, June 27, 2017 be approved."*

**CARRIED**

2. Resolve into Committee of the Whole – Closed Session

Moved by Trustee Arnone

Seconded by Trustee Tuchenhagen

*“THAT we resolve into Committee of the Whole – Closed Session with Trustee Massaro in the Chair to consider the following:*

- *Confirmation of Committee of the Whole – Closed Session Minutes*
  - *Regular Board Meeting No. 6*
  - *May 23, 2017*
- *Finance Matters*
- *Legal Matters*

*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 Chambers

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

*‘THAT Lakehead District School Board approve the Committee of the Whole – Closed Session Minutes of Regular Board Meeting No. 6, May 23, 2017.’”*

CARRIED

5. Ontario Public School Boards’ Association (OPSBA) Award of Excellence and Achievement Award

Trustee Chambers presented the Ontario Public School Boards’ Association Award of Excellence and Achievement Award to Eileen Haven, Executive Secretary, Lakehead District School Board. Mrs. Haven received her awards for her ever-present professional and compassionate effort for Lakehead Public Schools.

6. Ontario Public School Boards’ Association (OPSBA) Achievement Award

Trustee Chambers presented the Ontario Public School Boards’ Association Achievement Award to Martha McClelland, Parent Volunteer, Agnew H. Johnston Public School. Mrs. McClelland was recognized for her efforts and dedication through the “I Shine” Character Education Program for students in Grades 4 to 6.

7. Ontario Public School Boards' Association (OPSBA) Achievement Award

Trustee Oikonen presented the Ontario Public School Boards' Association Achievement Award to Sheila Marcinyshyn, Volunteer, Special Education Advisory Committee Member, Lakehead District School Board. Mrs. Marcinyshyn was recognized for her dedication to the success of all students during her 13-year tenure on the Lakehead Public Schools Special Education Advisory Committee (SEAC).

8. Ontario Public School Boards' Association (OPSBA) Achievement Award

Trustee Wilson presented the Ontario Public School Boards' Association Achievement Award to Kelly Matyasovszky, Volunteer and Special Education Advisory Committee Co-Chair. Mrs. Matyasovszky was recognized for her tireless advocating for special education and as an invaluable volunteer and fundraising asset to Valley Central Public School.

9. Trustee Character Award – William Gross and his Teacher Leaders Lead Project Team (TLLP) – Ecole Gron Morgan Public School

Trustee Tuchenhagen, on behalf of the Board, presented William Gross, Nicky Barrett, Aubrey Joseph, and Michele Ruberto with the Trustee Character Award. William Gross and his TLLP team were recognized for their innovative project 'A Thousand Words'. The project was designed to determine the effectiveness of student created photography in exploration and expression of emotion and academic ideas.

10. Approval of Minutes

Moved by Trustee Oikonen

Seconded by Trustee Tuchenhagen

*"THAT Lakehead District School Board approve the Minutes of Regular Board Meeting No. 6, May 23, 2017."*

CARRIED

MATTERS NOT REQUIRING A DECISION:

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

Trustee Chambers, Ontario Public School Boards' Association Director and voting delegate, referred to Trustee Saarinen, OPSBA Director – Alternate, who informed the Board that he attended the OPSBA Annual General Meeting (AGM) at Blue Mountain, Collingwood, Ontario on June 7 - 11, 2017. Trustee Saarinen reported that there are no changes in officers at OPSBA and that the conference was well attended.

12. Student Trustee Report

Robyn Sulkko, Student Trustee, provided a handout as her report. Items addressed included: a year in review, highlights, regrets, and suggestions for the future. Chair Massaro acknowledged Robyn's work over the past year and presented her with a gift of appreciation on behalf of the trustees.

13. Student Transportation Services of Thunder Bay Committee (STSTB) Report

Trustee Oikonen, the trustee representative on the Student Transportation Services of Thunder Bay Committee (STSTB), presented a verbal report highlighting the May 29, 2017 meeting. Trustee Oikonen reported that Craig Murphy is the new manager of Student Transportation Services of Thunder Bay, the transportation department will be updating their software and Lakehead District School Board will be hosting next year's STSTB meetings.

14. Audit Committee Report

Trustee Playford, Chair of the Audit Committee, presented a verbal report highlighting the June 5, 2017 meeting.

15. Annual Review of the Plan to Deliver Special Education Programs and Services: 2016-2017 (057-17)

Colleen Kappel, Superintendent of Education, presented the report highlighting updates and amendments to the Special Education Plan.

16. Special Education Advisory Committee Meeting Minutes – May 17, 2017

Colleen Kappel, Superintendent of Education, presented the May 17, 2017 minutes for information.

MATTERS FOR DECISION:

17. Recommendations from the Standing Committee (056-17)

Establishment of Capital Planning Committee (042-17)

Moved by Trustee Saarinen

Seconded by Trustee Wilson

*“THAT Lakehead District School Board approve the establishment of the Capital Planning Committee to receive information and provide input on Lakehead District School Board’s long- term capital plan for pupil accommodation and facility use.”*

CARRIED

18. Recommendations from the Standing Committee (056-17)

Approval of Appointments to the Supervised Alternative Learning (SAL) Committee 2017-2018 (053-17)

Moved by Trustee Saarinen Seconded by Trustee Playford

*“THAT Lakehead District School Board approve the following appointments to the Supervised Alternative Learning (SAL) Committee for the 2017-2018 school year:*

- 1. *Colleen Kappel, Superintendent of Education;*
- 2. *Jeff Upton, Education Officer (alternate);*
- 3. *Cheryl Dillon, Human Resources Manager of YES Employment Services, as member; and*
- 4. *Wendy Koehler, Executive Assistant of YES Employment Services, as alternate member.”*

CARRIED

19. Recommendations from the Standing Committee (056-17)

Policy Review – 3005 Ontario Student Record (041-17)

Moved by Trustee Saarinen Seconded by Trustee Tuchenhagen

*“THAT Lakehead District School Board approve 3005 Ontario Student Record Policy, Appendix A to Report No. 041-17.”*

CARRIED

20. Recommendations from the Standing Committee (056-17)

Policy Development – 6065 Prevalent Medical Conditions (051-17)

Moved by Trustee Saarinen Seconded by Trustee Arnone

*“THAT Lakehead District School Board:*

- 1. *Approve 6065 Prevalent Medical Conditions Policy, Appendix A to Report No. 051-17; and*
- 2. *Revoke 6062 Anaphylaxis and Medical Emergency Management Policy, attached as Appendix D to Report No. 051-17.”*

CARRIED

21. Recommendations from the Standing Committee (056-17)

Policy Review – 8014 Advertising in the Schools (050-17)

Moved by Trustee Saarinen

Seconded by Trustee Arnone

*“THAT Lakehead District School Board approve 8014 – Advertising in the Schools Policy, Appendix A to Report No. 050-17.”*

CARRIED

22. Recommendation from the Budget Committee (058-17)

2017-2018 Budget (054-17)

Moved by Trustee Wilson

Seconded by Trustee Oikonen

*“THAT Lakehead District School Board approve the 2016-2017 operating and capital budget of \$139,989,419 as presented, contingent on approval by the Minister of Education.”*

CARRIED

23. Information and Inquiries

23.1 Trustee Arnone reported that she attended Sir Winston Churchill Collegiate and Vocational Institute’s graduation ceremony on June 21, 2017 at the Thunder Bay Community Auditorium. Trustee Arnone advised that Student Trustee Sulkko gave the invocation and that she received many scholarships. Congratulations Student Trustee Sulkko.

23.2 Trustee Arnone reported that Superintendent Pharand had a quote published in this month’s Ontario Public School Boards’ Association (OPSBA) magazine regarding Lakehead Public Schools Aboriginal graduation coaches.

23.3 Trustee Oikonen reported that he attended the 30<sup>th</sup> anniversary graduation for the Lakehead Adult Education Centre on June 23, 2017 at the Victoria Inn. Many representatives attended the event and Trustee Playford was recognized as the first principal of LAEC.

23.4 Trustee Arnone reported that she and Trustee Playford attended Lakehead Adult Education Centre’s (LAEC) barbeque on June 15, 2017. The event was well attended by students and their families. LAEC launched their new logo for t-shirts at the event.

24. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Tuchenhagen

*“THAT we do now adjourn at 8:30 p.m.”*

CARRIED

LAKEHEAD PUBLIC SCHOOLS

OFFICE OF THE DIRECTOR OF EDUCATION

2017 SEP 26  
Report No. 061-17

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

RE: STUDENT TRUSTEE— SEPTEMBER REPORT

1. Introduction

I feel incredibly honoured and excited to serve as the 2017-2018 student trustee for Lakehead District School Board. My goal is to represent the voice of my peers and ensure they feel safe and welcome in their respective schools. Through a welcoming learning environment, I hope to make students feel more comfortable and ultimately help them do better in their academic and extracurricular pursuits. While I understand this will be a busy year, and many challenges may arise, I am well prepared and determined to work hard to achieve the goals I have set for myself for this role.

2. Objectives

2.1 During my term, I hope to improve on learning environments in schools. I find it very important to create a positive and exciting atmosphere in schools, which fosters creativity, leadership, inclusion, healthy positive relationships and safe schools initiatives. I believe that a healthy learning environment is the key to student success. Knowing that they are welcome and feeling comfortable makes all the difference in a student's attitude, which directly affects their potential academic excellence.

2.2 I would like to continue the wonderful work that has been done on Elementary Student Senate in the past. I believe that it is incredibly important to develop leadership skills at a young age. It is also very important to me that the younger students, in elementary schools, feel included and understand that their voice matters just as much as any senior student of Lakehead District School Board. I strongly believe that our younger students have amazing ideas and profound potential. Sometimes all that lacks is a little bit of confidence - something I plan to build in them.

In addition to showing leadership in their schools, this year I hope to unite Elementary Senate from all elementary schools of the Board in a collective project that will benefit our community. This will not only exercise their leadership skills, but will remind them of how important it is to give back to our communities, as well as remind us of the difference even the smallest hands can make.



- 2.3 During my term, I would also like to revisit the idea of Secondary Student Senate and use it as a tool to better communication between secondary school students and myself. Considering secondary student's schedules, I think I will conduct fewer meetings than those held for Elementary Student Senate. However, I plan to make the few meetings I hold to be extremely engaging and productive. Through these meetings, students can get an idea of what is happening at other secondary schools of the Board. I plan to invite representatives from Student Advisory Committees, as well as Northwestern Ontario Secondary School Students' Association (NWOSSSA) to the meetings, but also understand that these groups represent merely a fraction of the entire student population of Lakehead District School Board. I plan to extend the invitation to any secondary student that is interested in joining, regardless of whether they are involved in any major committees or associations. I believe that this will prove beneficial in exhibiting how different portions of the student population feel about different events occurring within the Board as well as the city.
- 2.4 Though many people know of the position, I find that many students do not understand my role. In order to make my position a recognizable one, and make myself known amongst students of the Board, I plan to do school visits. I think it will prove useful to join in on Student Advisory Committee meetings in different secondary schools, or visiting elementary schools to make younger students more aware of how they can have their voices be heard.
- I believe that by engaging with students personally, it will help build a connection between them and myself, hopefully making them feel more comfortable in sharing any concerns they have about the Board with me.
- 2.5 Communication between the students and myself is crucial in order for me to accurately represent them and be their voice. I hope to make myself accessible to students of the Board during my term. I believe that creating a strong social media presence, as student trustee, will prove beneficial for me. The majority of the student population is familiar and comfortable with various social media platforms, through which they will have the means to contact me, ready at their fingertips.
- 2.6 In order to better understand my own role as student trustee and aid me in my work to represent the students of Lakehead District School Board, I hope to have a greater participation in the Ontario Student Trustees' Association (OSTA-AECO) by establishing contacts with other student trustees in the province. I hope to attend at least one of the OSTA-AECO general meetings during my term. I believe this will allow me to gain a variety of different perspectives and provide insight that will only better the manner in which I execute my duties as student trustee.

3. Conclusion

In conclusion, I would like to reiterate how honoured I am to serve as the 2017-2018 student trustee. I have made many objectives and hope to achieve them throughout my term, representing all of my peers to the best of my ability. I view this experience as an educational journey, one I am incredibly excited to embark on. I am determined to make the best of any obstacle that I may encounter over the course of the next year, and look forward to being able to work with the Board and trustees.

Respectfully submitted,

LAHAMA NAEEM  
Student Trustee

LAKEHEAD DISTRICT SCHOOL BOARD  
OFFICE OF THE DIRECTOR OF EDUCATION

2017 SEP 26  
Report No. 060-17

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

RE: LINKING FAMILIES AND SCHOOLS

1. Background

- 1.1 Lakehead District School Board is committed to the success of every student, offering a variety of high quality programs that cater to the varying interests, abilities and learning needs of each student. Student achievement and well-being are at the center of the Board's Strategic Plan which promotes the development of a positive personal and cultural identity. The goal is to create and maintain an environment where First Nation, Métis and Inuit students feel a sense of belonging and a part of the community.
- 1.2 Lakehead District School Board encourages enhanced communication with community and reciprocal communication between home and school as a means of embracing and celebrating the values of our stakeholders.
- 1.3 Our work in Aboriginal education continues to align with the Calls to Action identified by the Truth and Reconciliation Commission of Canada. Our commitment to establishing new relationships, grounded in mutual recognition and respect, will forge a brighter future for all students, staff and community partners connected to Lakehead District School Board.
- 1.4 Research indicates that, when educators work in collaboration with community partners and families, there are positive impacts on schools including an increased presence of First Nation, Métis and Inuit people in the schools and consequently increased opportunities for teachers and students to learn from Indigenous people.
- 1.5 The Linking Family initiative began in February 2017 as a commitment by Lakehead District School Board and the Ministry of Education to:
  - support the development of trusting relationships with First Nation, Métis and Inuit students, their families and communities;
  - ensure a successful transition from elementary to secondary for First Nation, Métis and Inuit students;
  - provide opportunities for Indigenous students, their families and community members to collaborate with Lakehead District School Board staff to embed cultural activities within each school community;
  - identify and address barriers jointly, that impact the success and well-being of Indigenous students; and
  - provide opportunities to better enable First Nation, Métis and Inuit students to engage in school and the community to facilitate their learning, well-being and sense of belonging.

- 1.6 A number of Board, school and community partners have come together to create The Linking Families initiative. These include:
- Superintendent of Education;
  - Community Elders, Knowledge Keepers and parents;
  - Aboriginal Education Advisory Committee members;
  - Student Success Leader;
  - Four Directions – First Nation, Métis and Inuit Graduation Coaches;
  - Biwaase'aa Youth Outreach Worker;
  - First Nation, Métis and Inuit Collaborative Inquiry Student Advisory Group;
  - First Nation, Métis and Inuit Engagement and Re engagement teacher;
  - 12 and 12+ Re-Engagement teacher; and
  - School administrators, Student Success teams and Guidance Counsellors.
- 1.7 Student focus groups continue to indicate that students want to be:
- involved in their own learning and learning choices;
  - consulted about programs and opportunities that impact them directly;
  - provided with opportunities for authentic, hands-on, inquiry learning; and
  - connected with adults and peers within the school community.

## 2. Situation

- 2.1 The Linking Families initiative is a focused effort to strengthen and build relationships with students and families from Sherbrooke Public School, Sir Winston Churchill Elementary School (2016-2017 school year), Ogden Community Public School, McKellar Park Central Public School, and Sir Winston Churchill Collegiate and Vocational Institute.
- 2.2 Linking Families supports student achievement, engagement and well-being by providing authentic opportunities to collaborate with families that enhance communication and engagement with school and support the transition of students into secondary school.
- 2.3 Using the Ontario First Nation, Métis and Inuit Education Policy Framework as a guide, a central committee was established to identify barriers and plan events that would engage families and strengthen partnerships.
- 2.4 Student advisory groups were consulted to gather feedback and plan events that would engage students in the school and community including:
- Sherbrooke Community Feast at Sherbrooke Public School;
  - Churchill Community Feast with guest speaker Michael Redhead Champagne;
  - community barbeque at Vale Community Centre with guest hip hop artist, Shibastik;
  - Ready 4 High School, week long camp for grade 8 students; and
  - Transition to High School tours for Indigenous students and their families.

3. Next Steps

In an effort to build on and enhance successes already realized, the Linking Families Committee will continue to:

- gather feedback from students, staff, parents and community partners;
- organize events and gatherings that build and strengthen collaborative relationships with families;
- work collaboratively with community partners and First Nation communities to ensure student success and well-being; and
- consult with the Ministry of Education for ongoing support.

4. Conclusion

Lakehead District School Board continues to provide high quality programs and opportunities that prepare all students for a successful future. Our staff works collaboratively with students, families and community partners to ensure our students have a variety of learning experiences, which support their pathway choices in education, career and life. Lakehead District School Board is committed to ensuring a safe and welcoming environment for all students and their families to ensure they achieve success.

Respectfully submitted,

ANGELINA TASSONE  
Elementary Principal

JANE LOWER  
Student Success Lead/MISA Board Lead

SHERRI-LYNNE PHARAND  
Superintendent of Education

IAN MACRAE  
Director of Education



**ABORIGINAL EDUCATION ADVISORY COMMITTEE MINUTES**

**DATE:** Thursday, June 8, 2017, Board Room, Education Centre

**MEMBERS PRESENT:** Sherri-Lynne Pharand, Dolores Wawia, Pauline Fontaine, Dr. Amy Farrell-Morneau, Anika Guthrie, Sharon Kanutski, Trustee Chambers, Trustee Arnone, Cathy Ferrazzo, Elliott Cromarty, Brittany Collins, Elder Isabelle Mercier, Donica LeBlanc

**ABSENT WITH REGRET:** Lawrence Baxter, Beverley White-Kokeza, Robin Haliuk, Trustee Saarinen, Ocean Meekis, Neil Workman, Elder Gerry Martin, Elyse Big George, Serena Essex, Jane Lower, Kathy Beardy, Nicole Walter Rowan, Suzanne Tardif

**ABSENT:** Mike Judge

**GUESTS:** **Rachelle Pelletier – Hammarskjold; Dan McMillan – Hammarskjold; Ashley Sisco – Third Progress Report Consulting Team, FNMI Education Policy Framework (via SKYPE), Kathleen Anderson – Program; Anna Fern Kakegamic-NAN**

	<b>AGENDA ITEM</b>	<b>DISCUSSION</b>	<b>ACTION</b>
1.	Opening Ceremonies	Sherri-Lynne Pharand called the meeting to order at 9:30 a.m. and asked Elder Isabelle Mercier to conduct the opening.	
2.	Welcome and Introductions	<p>Sherri-Lynne thanked Elder Mercier for the opening.</p> <p>Sherri-Lynne welcomed everyone, including our guests and introductions were made.</p> <p>Regrets and substitutions were noted and the attendance sheet was circulated.</p>	

	<b>AGENDA ITEM</b>	<b>DISCUSSION</b>	<b>ACTION</b>
3.	Agenda / Minutes		
	3.1 Approval of Agenda – June 8, 2017	Moved by Sharon Kanutski and seconded by Pauline Fontaine that the agenda for the June 8, 2017 meeting be approved with the addition of 8.2 Ceremonies and Flags under New Business.  <b>Carried.</b>	
	3.2 Approval of Minutes – May 18, 2017	Moved by Pauline Fontaine and seconded by Sharon Kanutski that the minutes for the May 18, 2017 AEAC meeting be approved as written.  <b>Carried.</b>	
4.	Correspondence	The correspondence file was circulated.	
5.	Presentations		
	5.1 Hammarskjold – Collaborative Inquiry	Rachelle Pelletier and Dan McMillan gave a detailed explanation of the Collaborative Inquiry project at Hammarskjold. They shared 3 videos which show the aspects of the mentorship program, forming relationships and building leaders. The Videos were from Kingfisher, the Windsor trip and the Pow Wow at Hammarskjold. They stressed that the students have taken control of what <i>they need</i> . The students have a voice and the adults are there to help and keep them on track when needed.  All questions were answered.	Rachelle Pelletier Dan McMillan  Brenda to circulate the links for all to everyone including Ashley.
	5.2 FNMI Education Policy Framework – Focus Group	Ashley Sisco, joined the meeting via Skype. She is part of a group that has been hired to review the progress of the FNMI Education Policy Framework. The FNMI Education Policy Framework forms the foundation of our work plan.  Ashley explained that the purpose of the focus group is to look at how well the Framework is working for everyone, including best practices and challenges. This will be used to develop the Policy Framework for 2018. The focus group is confidential, optional and anonymous. A good discussion ensued and many good ideas were shared. AEAC was unanimous in stating that it needs to stop being ‘grant’ funding.	Ashley Sisco – via SKYPE

	AGENDA ITEM	DISCUSSION	ACTION
		It must be long term sustainable funding that can be counted on from year to year.	
6.	Business Arising from the Minutes		
	6.1 Budget Deputation Update	The Board and Senior Administration have reviewed the budget and there are 2 more budget meetings planned. The goal is that at the end of June, the budget will be approved. An update will be provided at the September meeting.	Sherri-Lynne Pharand
	6.2 Work Plan	Dr. Amy Farrell-Morneau reviewed the draft Work Plan for 2017 – 2019. Key priorities were discussed and will be highlighted. The final draft will be ready for approval at the September 21 <sup>st</sup> meeting.	Dr. Amy Farrell-Morneau
	6.3 Aboriginal Programs	Further to previous discussion regarding the letter of support for the Aboriginal Programs in Lakehead Public Schools, AEAC agreed that the letter should be posted on the website.  Moved by Ellen Chambers and seconded by Pauline Fontaine to post the letter of support for Aboriginal Programs in Lakehead Public Schools on the LDSB website.  <b>Carried</b>	Sherri-Lynne Pharand  Brenda to ensure it is downloaded to the website.
	6.4 PIC Funding	Tony McGuire with They Media has completed the revisions of the Student Success videos which will constitute part of the PIC Funding expenditure from last year and this year.	Sherri-Lynne Pharand
	6.5 Role Titles	Discussion ensued regarding whether to use FNMI or Aboriginal or Indigenous in the role titles for staff. We should be consistent. It was decided that we will reflect further and in September conduct focus groups / surveys to see what the students think. The results will be brought back to AEAC for further consideration.	Sherri-Lynne Pharand
	6.6 Process re Indigenous Trustee	AEAC has discussed having an Indigenous Trustee for some time. Sherri-Lynne Pharand gave information from the Education Act and explained that if AEAC wanted to move forward with this idea, the first step would be to send a letter to trustees asking them to consider having an Indigenous	Sherri-Lynne Pharand



	<b>AGENDA ITEM</b>	<b>DISCUSSION</b>	<b>ACTION</b>
		Trustee on the Board.  Moved by Pauline Fontaine and seconded by Sharon Kanutski that the Aboriginal Education Advisory Committee (AEAC) contact Lakehead District School Board Trustees requesting a First Nation Trustee be appointed to sit on the Board of Trustees”.  CARRIED unanimously	
7.	Updates	- Deferred due to time constraints	Dr. Amy Farrell-Morneau
8.	New Business		
	8.1 Racism	Concern was expressed regarding the racism in Thunder Bay that is targeted at our First Nations students. Many of our students are afraid to walk to school (they are not afraid once they get to school). The school board needs to have a loud voice and come out in support of our students.  We would like to develop a sub-committee to work on an anti-racism campaign for our schools. We are writing a grant to fund a new high school course where we would hire a teacher who would work with students who choose to take a credit course on anti-racism.  The sub-committee (working group) would report to AEAC monthly.  The committee was asked to think of who sit on this sub-committee.	Sherri-Lynne Pharand
	8.2 Ceremonies and Flags	When the grand entry takes place at Pow Wows, a variety of flags are part of the ceremony (FWFN flag, NAN flag, Rainbow flag). We acknowledge our signature on the treaty by flags. A discussion ensued about how we can find out about and possibly purchase flags from different communities.  We will look into this and bring information to future meetings.	Elder Mercier

	<b>AGENDA ITEM</b>	<b>DISCUSSION</b>	<b>ACTION</b>
9.	Information and Inquiries		
	9.1 AYARA	- Deferred	Sherri-Lynne Pharand
10.	Closing	Elder Mercier closed the meeting with a prayer.	
11.	Next Meeting	Thursday, September 21, 2017	
12.	Adjournment	The meeting adjourned at 12:35 pm	

LAKEHEAD DISTRICT SCHOOL BOARD

**MINUTES OF PARENT INVOLVEMENT COMMITTEE**

Board Room  
Jim McCuaig Education Centre

2017 MAY 1  
6:30 p.m.

**MEMBERS PRESENT:**

Jennifer Davis  
Jerry DeVries  
Robert Eady  
Katie Hughdie  
Dave Isherwood  
Donica LeBlanc  
Ian MacRae

Laura Prodanyk  
Laura Sylvestre  
Trudy Tuchenhagen

**RESOURCE:**

Judy Hill, Executive Assistant  
Bruce Nugent, Communications Officer

**MEMBERS ABSENT, WITH REGRET:**

Nicole Carlson  
Melissa Hrabok  
Sharon Kanutski  
Laura Walker  
Nicole Walter-Rowan

**GUESTS:**

Adam Babcock  
Leslie Hynnes

1. **Call to Order, Welcome and Introductions**

Laura Sylvestre, Chair of the Parent Involvement Committee, called the meeting to order.

2. **Disclosure of Conflict of Interest**

There were no disclosures of conflict of interest.

3. **Approval of the Agenda**

The agenda was approved by consensus with the following change:

Receive item 7.1 Prevalent Medical Conditions Policy 6065 first on the agenda.

4. Prevalent Medical Conditions Policy 6065

Leslie Hynes, Education Officer, presented this new policy for input. The anaphylaxis policy will be revoked and included in this policy as well as asthma, seizures and diabetes. Questions from the committee were addressed. Input is due May 31, 2017.

5. Director's Report

Director MacRae highlighted reports to the Board since the last meeting. These included reports on transportation costs, numeracy, safe schools and two school presentations. Director MacRae also provided information on a series of rural school consultations the government will be undertaking across the province from April 21 to June 9, 2017. No funding will be allocated to boards until these consultations are completed. Director MacRae noted that there is a current balance of \$7,788 in the PIC budget.

6. Confirmation of Minutes – March 6, 2017

The minutes were confirmed by consensus.

7. PIC Budget Deputation Feedback

Chair Sylvestre reported that she and Jennifer Davis, Vice-Chair, presented the Parent Involvement Committee budget deputation at the budget deputation evening on April 10, 2017 and advised that they felt they were heard and that the presentation was accepted.

8. Thunder Bay Regional PIC Symposium - April 29, 2017

Chair Sylvestre advised that she, Jennifer Davis, Vice-Chair, and Robert Eady, Parent Member, attended the symposium. Education Minister, Mitzie Hunter, welcomed the group. Presentations included Mental Health and Student Well-Being, changes to the Ontario Student Assistance Program (OSAP, Thunder Bay District Health Unit, Voices of Community and School Attendance in Northwestern Ontario. Laura circulated handouts she received at the symposium.

9. PIC Event Sub-Committee Update

Bruce Nugent, Communications Officer, advised that the committee will meet early September to determine how to reconvene the Council of School Council Chairs group.

10. PIC Work Plan

Deferred to September 11, 2017 meeting.

11. 2016-2017 PIC Budget Carry Forward

The committee agreed, by consensus, to request the remainder of its 2016-2017 budget on August 31, 2017 be carried forward to the 2017-2018 school year.

12. Provincial Code of Conduct

Director MacRae advised that the Provincial Code of Conduct governs everyone involved in the public school system and has been reviewed with the entire school community. It was suggested that this document could be shared in a breakout session at our next PIC event.

13. Special Education Advisory Committee Report

Chair Sylvestre reported on the following topics at their April 19 meeting: presentation on the Bullying Prevention and Intervention Policy for input, SEAC's budget presentation, additional PIC funding, names submitted for the 2017 OPSBA Awards Program, PIC report and an update on the Churchill/Westgate Transition Committee. SEAC's next meeting will be held on May 17, 2017.

14. Aboriginal Education Advisory Committee Report

Sharon Kanutski, AEAC representative, advised on the following topics discussed at their March 30, 2017 meeting: work plan update, budget deputation, presentation by Denise Baxter, Manager of Adult and Continuing Education, on programs and services available and ideas for additional funding from PIC.

15. Other Business

Laura Prodanyk shared information on the 2017 Healthy Schools Conference, Ontario Healthy Schools Coalition with guest speaker Dr. Bruce Ferguson who did a presentation on Health and Wellness.

David Tranter, Mental Health Lead and Tom Boland are writing a book on Resiliency.

Director MacRae provided an update on the Roots to Harvest Community Garden and the Ontario Secondary School Teachers Federation Award banquet he attended on April 29, 2017.

Director MacRae thanked Chair Sylvestre for her service on the Parent Involvement Committee and the Special Education Advisory Committee.

16. Next Meeting

The next meeting will be held on Monday, September 11, 2017 in the Board Room of the Jim McCuaig Education Centre.

17. Adjournment

The meeting adjourned at 7:45 p.m.