



**Office of the Director**

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

**STANDING COMMITTEE**  
**Tuesday, June 12, 2018**  
**Jim McCuaig Education Centre**

Ian MacRae  
Director of Education

Marg Arnone  
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. Delegations/Presentations		
4.1 Trustee Character Award - Lise Haman, Lakehead Public Schools Foundation	T. Tuchenhagen	Verbal
4.2 Ontario Public Supervisory Officers' Association (OPSOA) President's Leadership Award 2017-2018 - Sherbrooke Public School's Intermediate Students	D. Massaro	Verbal
5. Approval of Minutes		
5.1 Standing Committee Meeting - May 8, 2018	M. Arnone	1-4
6. 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:**

7.	Information Reports		
7.1	Health and Safety Semi-Annual Report (056-18)	D. Wright	5-6
7.2	French as a Second Language (FSL) (051-18)	S. Pharand	7-10
7.3	2018-2019 Order of Policies for Review (057-18)	I. MacRae	11-12
7.4	2018-2019 Operational Plan (059-18)	I. MacRae	13-22
7.5	Aboriginal Education Advisory Committee Meeting Minutes – April 19, 2018	S. Pharand	23-27
8.	First Reports		

**MATTERS FOR DECISION:**

9. Postponed Reports
10. Ad Hoc and Special Committee Reports
11. New Reports
12. New Business
13. Notices of Motion
14. Information and Inquiries
15. Adjournment

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

LAKEHEAD DISTRICT SCHOOL BOARD

**MINUTES OF STANDING COMMITTEE**

Board Room  
Jim McCuaig Education Centre

2018 MAY 08  
7:30 p.m.

**TRUSTEES PRESENT:**

Marg Arnone (Chair)  
Ron Oikonen  
Jack Playford

George Saarinen  
Trudy Tuchenhagen  
Lahama Naeem (Student Trustee)

**TRUSTEES ABSENT, WITH REGRETS:**

Ellen Chambers  
Deborah Massaro  
Karen Wilson

**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:**

Kirsti Alaksa, Managers

**PUBLIC SESSION:**

1. **Approval of Agenda**

Moved by Trustee Saarinen

Seconded by Trustee Oikonen

*"THAT the Agenda for Standing Committee Meeting, May 8, 2018 be approved."*

**CARRIED**

2. **Trustee Character Award – Sue Peever – Lakehead Public Schools Foundation**

Trustee Playford, on behalf of the Board, presented Sue Peever with the Trustee Character Award. She was recognized for her past service as a member of the Lakehead Public Schools Foundation and as a current volunteer for the annual golf tournament.

3. Five Mile Public School – A Community of Math Learners

Colleen Kappel, Superintendent of Education, introduced Angelina Tassone, Principal and Melanie McCallum, Grade 1/2 Teacher of Five Mile Public School, who presented information regarding *A Community of Math Learners*. All trustees' questions were addressed.

4. Confirmation of Minutes

Moved by Trustee Playford

Seconded by Trustee Tuchenhagen

*“THAT the Standing Committee approve the Minutes of the Standing Committee Meeting, April 10, 2018.”*

CARRIED

MATTERS NOT REQUIRING A DECISION:

5. Student Achievement Mid-Year Update (044-18)

Sherri-Lynne Pharand, Superintendent of Education, introduced Donica LeBlanc, Supervising Principal – Early Learning Lead, Jane Lower, Student Success Leader and Nicole Walter Rowan, Program Coordinator, who presented the report. All trustees' questions were addressed.

6. Special Education Advisory Committee Meeting Minutes – March 21, 2018

Colleen Kappel, Superintendent of Education, presented the March 21, 2018 minutes for information. It is noted that Trustee Tuchenhagen was in attendance at the March 21, 2018 meeting.

7. Aboriginal Education Advisory Committee Meeting Minutes – February 15, 2018

Sherri-Lynne Pharand, Superintendent of Education, presented the February 15, 2018 minutes for information.

MATTERS FOR DECISION:

8. Policy Review – 6040 Reporting of Children in Need of Protection (043-18)

Moved by Trustee Saarinen

Seconded by Trustee Tuchenhagen

*“THAT Lakehead District School Board defer 6040 Reporting of Children in Need of Protection Policy to the 2018-2019 Policy Review Schedule.”*

CARRIED

9. 2018 to 2026 Policy Review Schedule (046-18)

Moved by Trustee Oikonen

Seconded by Trustee Playford

*“THAT Lakehead District School Board approve the 2018 to 2026 Policy Review Schedule, Appendix A to Report No. 046-18.”*

CARRIED

10. Policy Review – 2010 Policy Development and Review (047-18)

Moved by Trustee Saarinen

Seconded by Trustee Oikonen

*“THAT Lakehead District School Board approve 2010 Policy Development and Review Policy, Appendix A to Report No. 047-18.”*

CARRIED

11. Policy Review – 4045 Environmental (041-18)

Moved by Trustee Tuchenhagen

Seconded by Trustee Saarinen

*“THAT Lakehead District School Board approve 4045 Environmental Policy, Appendix A to Report No. 041-18.”*

CARRIED

12. Approval of Appointment to the Special Education Advisory Committee (SEAC) (042-18)

Moved by Trustee Playford

Seconded by Trustee Oikonen

*“THAT Lakehead District School Board approve the appointment of Amanda Lebel as alternate member to the Special Education Advisory Committee representing Anishnawbe Mushkiki for the term ending November 30, 2018.”*

CARRIED

13. Information and Inquiries

13.1 Trustee Saarinen reported that he and Trustee Chambers attended the Youth Embracing Diversity in Education (YEDE) - 2018 Student Conference on May 2.

13.2 Trustee Saarinen reported that he, Trustee Oikonen and Trustee Tuchenhagen attended the Northwestern Ontario Aboriginal Youth Achievement & Recognition Awards on May 2.

13.3 Director MacRae reported that he, superintendents, Communications Officer Bruce Nugent and other members of the Board attended a series of ceremonies last week in remembrance of Domenic Barbiero, Westgate Collegiate and Vocational Institute.

14. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Tuchenhagen

*“THAT we do now adjourn at 8:38 p.m.”*

CARRIED

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2018 JUN 12  
Report No. 056-18

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

RE: HEALTH AND SAFETY SEMI-ANNUAL REPORT

1. Background

This semi-annual report is to inform the Board of the current status of the Board's Health and Safety Program and significant related activities. The Occupational Health and Safety Act requires directors and officers of corporations to take all reasonable care to ensure that the corporation complies with the Act and its regulations.

2. Situation

2.1 Employee Training

The Health and Safety department continues to provide a number of important training sessions throughout the year. The cost for training, including supply staff coverage, is covered by the Health and Safety department. Some examples of training offered includes:

- Joint Health and Safety Committee Certification;
- First Aid;
- Working at Heights (Construction Level);
- Office Ergonomics;
- WHMIS 2015;
- Technology Students;
- Culinary Arts Students; and
- Science Students.

2.2 Annual Lead Water Sampling

Lakehead District School Board adheres to Ontario Regulation 243/07 of the Safe Drinking Water Act. The regulation is intended to reduce children's exposure to lead in drinking water. The regulation came into effect in 2007 and incorporates flushing and sampling requirements.

On December 15, 2016, the Ministry of Environment filed an amended regulation. The amended regulation came into effect on July 1, 2017 as O. Reg. 243/07 (Schools, Private Schools and Child Care Centres). To further protect children from lead in drinking water, the amended regulation includes updated requirements for lead sampling, filter and flushing.

In order to meet the amendments in the new regulation, Lakehead District School Board is continuing year two of a three-year process to catalogue, label and sample all designated drinking water fixtures at all facilities.

### 2.3 Radon Gas Testing

Radon is a radioactive gas that occurs naturally when the uranium in soil and rock breaks down. It is invisible, odorless and tasteless. When radon is released from the ground into the outdoor air, it is diluted and is not a concern. However, in enclosed spaces, like buildings, it can sometimes accumulate to high levels, which can be a health risk.

Lakehead District School Board has started Phase 2 of the radon testing of our facilities. This phase will include all schools not captured during Phase 1.

### 2.4 Ontario School Board Insurance Exchange (OSBIE) - Annual Human Element Loss Prevention (HELP) Audit

The OSBIE HELP program is a systematic process designed to promote awareness of the 12 most common human element loss categories, and to provide proven risk management guidelines to address the issues under each criteria. By modifying procedures rather than promoting expensive changes to physical attributes of buildings, school boards can reduce their loss profile without impact to operating budgets.

The audit is completed annually by a third party auditor and includes five randomly selected facilities. In 2018, the following five facilities were audited: Hammarskjold High School, St. James Public School, Agnew H. Johnston Public School, Edgewater Park Public School and Victoria Park Training Centre. Audits were carried out on April 24, 2018; a final report is expected in July 2018.

## 3. Conclusion

Lakehead District School Board is committed to achieving its strategic and operational plan goals of providing a safe environment for students and staff that facilitates their 21<sup>st</sup> century learning needs.

Respectfully submitted,

KYLE ULVANG  
Health and Safety Officer

DAVID WRIGHT  
Superintendent of Business

IAN MACRAE  
Director of Education



LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2018 JUN 12  
Report No. 051-18

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

RE: FRENCH AS A SECOND LANGUAGE (FSL)

1. Background

- 1.1 Lakehead District School Board recognizes and values the many positive outcomes of FSL programs. “The ability to speak and understand French allows students to communicate with French-speaking people in Canada and around the world, to understand and appreciate the history and evolution of their cultures, and to develop and benefit from a competitive advantage in the workforce.” (The Ontario Curriculum: French as a Second Language, p. 6)
- 1.2 Lakehead District School Board is committed to student success and seeks high levels of personal and academic excellence for every student. Achievement in FSL “depends not only on [students’] proficiency in the language but also on their confidence in using it.” (A Framework for French as a Second Language in Ontario Schools: Kindergarten to Grade 12, p. 9) Confidence, proficiency and achievement are interrelated in FSL education.
- 1.3 Lakehead District School Board continues to engage stakeholders and staff to promote student achievement and well-being. “Engaged students are motivated to learn. Engaged FSL educators inspire their students. [...] Engaged parents are committed to supporting their children”. When stakeholders are engaged and value learning, “[s]tudent achievement is enhanced”. (A Framework for French as a Second Language in Ontario Schools: Kindergarten to Grade 12, p. 9)

2. Situation

- 2.1 The Canada-Ontario Agreement on Minority Language Education and Second Official Language Instruction 2013-2014 to 2017-2018 enabled Lakehead District School Board to implement numerous initiatives to support professional learning and improve student outcomes in FSL. These provided the opportunity to:
  - increase the number of certified examiners of the *Diplôme des études en langue française* (DELFL) within the Board;
  - participate in Common European Framework of Reference (CEFR) provincial sessions for certified DELFL *Formateurs* and FSL Leads and Educators;
  - participate in a DELFL refresher session and the moderated marking of DELFL exams;
  - participate in provincially-lead web conferences highlighting the application of the CEFR in the classroom;
  - enhance the oral language skills of elementary and secondary FSL students through:
    - participation in an excursion to Montreal and Quebec City;

- participation in culinary arts workshops that promoted language acquisition through vocabulary development and oral interaction; and
  - participation in visual art workshops that combined language learning and culture; and
  - make student support in FSL available through access to expanded on-line Homework Help and Student Success initiatives.
- 2.2 The Lakehead District School Board provided Grade 8 French Immersion students with the opportunity to challenge the A2 DELF Exam and receive certification.
- 2.2.1 Forty-nine students completed the A2 DELF exam, representing an 89% participation rate.
- 2.2.2 Data shows that there was a 100% success rate.
- 2.2.3 The average total score was 81/100. While scores in all sub-tests were relatively high, oral comprehension and written comprehension scores were slightly higher than oral production and written production scores.
- 2.3 The Lakehead District School Board participated in the Ontario Ministry of Education FSL Student Proficiency DELF Project - Phase 5.
- 2.3.1 Thirty Core French and twenty-nine French Immersion students took the DELF exams (A2, B1, B2) in the spring of 2018, up three students from 2017.
- 2.3.2 The participation rate this year in the DELF exams for Grade 12 French Immersion was 63%.
- 2.3.3 The participation rate this year in the DELF exams for Grade 12 Core French was 77%.
- 2.3.4 Data shows that there was an 88% success rate for Lakehead District School Board students who completed the DELF this year. As well, students had higher total scores for level B2 compared to the 2017 DELF results.
- 2.3.5 Written comprehension scores continue to be the highest at levels B1 and B2. This year, written production scores are highest for A2. Written production and oral production are areas for improvement at levels B1 and B2, while oral comprehension is an area for improvement at the A2 level.

- 2.4 Lakehead District School Board has a three year plan (2017- 2020) to work toward the three provincial goals outlined in the document, *A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12*. Priorities include:
- increasing student achievement in Grade 8 Core French (speaking strand) and in Grade 9 Applied Core French;
  - increasing student confidence when interacting in French outside of school;
  - increasing the percentage of students who remain in a French program until Grade 12; and
  - increasing the percentage of students and parents who recognize the advantages and benefits of learning French.
- 2.5 The Lakehead District School Board continues to provide professional learning for FSL teachers by:
- supporting staff members in obtaining necessary qualifications needed to work in the Core French and French Immersion programs;
  - supporting professional learning in the use of student self-assessment and student voice in informing assessment and evaluation in the FSL classroom;
  - providing support for new French Immersion teachers through the New Teacher Induction Program (NTIP); and
  - supporting Professional Learning Communities for elementary Core French teachers, senior elementary French Immersion teachers, and secondary French teachers.
- 2.6 Lakehead District School Board, in collaboration with regional boards in the CEFR Implementation network, planned and implemented three initiatives for the 2017-2018 school year:
- FSL lead regional planning that supports educator professional learning needs and that aligns with a provincial focus;
  - FSL teacher learning and networking opportunities through local planning and regional sharing sessions; and
  - FSL teacher learning and networking opportunities through DELF examiner training.
- 2.7 Lakehead District School Board has adopted a number of recommendations made by the French Immersion Review Committee, 2016:
- increasing French Immersion course offerings at the secondary level by expanding course options in Family Studies;
  - providing support to students with special needs through secondary peer-assisting credits and placement of secondary co-op students in elementary classrooms;
  - providing alternate versions of the national anthem;
  - including evidence of dual-track status for French Immersion elementary school Facebook pages and secondary school website;
  - supporting the development of bilingual signage within schools;
  - establishing a sub-committee to address literacy and technology needs in French Immersion schools; and
  - providing dedicated laptops in secondary French Immersion classrooms.

3. Next Steps

3.1 Lakehead District School Board will:

- continue to offer expanded on-line Homework Help for all FSL learners;
- continue to seek out opportunities that allow FSL learners to explore francophone culture and experience authentic oral communication;
- continue to play a leadership role in CEFR Regional initiatives, planning activities that align with provincial goals and providing teachers with learning and networking opportunities that support student engagement and success in FSL;
- update and produce promotional materials that describe FSL programs and encourage students to take French and to stay in French;
- continue to encourage staff members to obtain necessary qualifications needed to work in the French Immersion program; and
- provide CEFR learning opportunities to new FSL teachers.

4. Conclusion

Improving student achievement continues to be the focus at Lakehead District School Board. Through the analysis of achievement data, the use of Ministry resources, and ongoing professional learning, Lakehead District School Board will continue to help students develop confidence and proficiency in French so they are prepared for their role as “active and engaged citizens in today’s bilingual and multicultural Canada.” (The Ontario Curriculum: French as a Second Language, p. 7)

Respectfully submitted,

LINDA GRASSIA  
French Resource Teacher

NICOLE WALTER ROWAN  
Program Coordinator

SHERRI-LYNNE PHARAND  
Superintendent of Education

IAN MACRAE  
Director of Education

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2018 JUN 12  
Report No. 057-18

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

RE: 2018-2019 ORDER OF POLICIES FOR REVIEW

1. Background

- 1.1 On May 22, 2018, the Board approved the 2018 to 2026 Policy Review Schedule.
- 1.2 Section 4, 4.1 of the 2010 Policy Development and Review Procedures states “A specified review date will be established for all policies.”

2. Situation

The 2018-2019 Order of Policies for Review, as developed by Director’s Council, is attached as Appendix A to Report No. 057-18.

Respectfully submitted,

IAN MACRAE  
Director of Education

<b>2018 – 2019 ORDER OF POLICIES FOR REVIEW</b>						
<b>Draft Policy to Constituents</b>	<b>Policy Input Due Date</b>	<b>Standing Committee Meeting</b>	<b>Regular Board Meeting</b>	<b>Policy #</b>	<b>Name of Policy</b>	<b>Superintendent</b>
September 19	October 24	November 13	November 27	6040	Reporting of Children in Need of Protection	C. Kappel
				8061	Aboriginal Education Advisory Committee	S. Pharand
December 5	January 23	February 12	February 26	6050	Food and Beverage	C. Kappel
				4030	Territorial Student Program – Transportation & Services	S. Pharand
				4035	Board and Lodging - Payment	S. Pharand
February 13	March 27	April 9	April 23	3001	Governance	I. MacRae
				5010	Special Education	C. Kappel
March 20	April 24	May 14	May 28	3030	Purchasing	D. Wright
				8010	Fees for Learning Materials and Activities	D. Wright

June 12, 2018

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2018 JUNE 12  
Report No. 059-18

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

RE: 2018-2019 OPERATIONAL PLAN

1. Background

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

2. Situation

Senior administration met with key staff to review and renew the current Operational Plan. The Operational Plan 2018-2019 supports the areas of major emphasis in the Board's Strategic Plan and is aligned to the Board Improvement Plan for student achievement.

3. Conclusion

The Operational Plan is a living public document that will be widely shared and communicated with internal and external stakeholders. Staff will ensure that school and department plans are aligned to the actions outlined. Regular information reports will be brought forward to the Board throughout the school year. The 2018-2019 Operational Plan is attached as Appendix A to Report No. 059-18.

Respectfully submitted,

IAN MACRAE  
Director of Education



Lakehead  
Public  
Schools

Committed to the success of *every* student

2015-2018/2019

## STRATEGIC PLAN

**Student Achievement & Well-Being**

Learning | Engagement | Environment

## OPERATIONAL PLAN

OBJECTIVES | 2018

**You belong here**





# 2015-2018/2019 STRATEGIC PLAN

## OUR MISSION

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

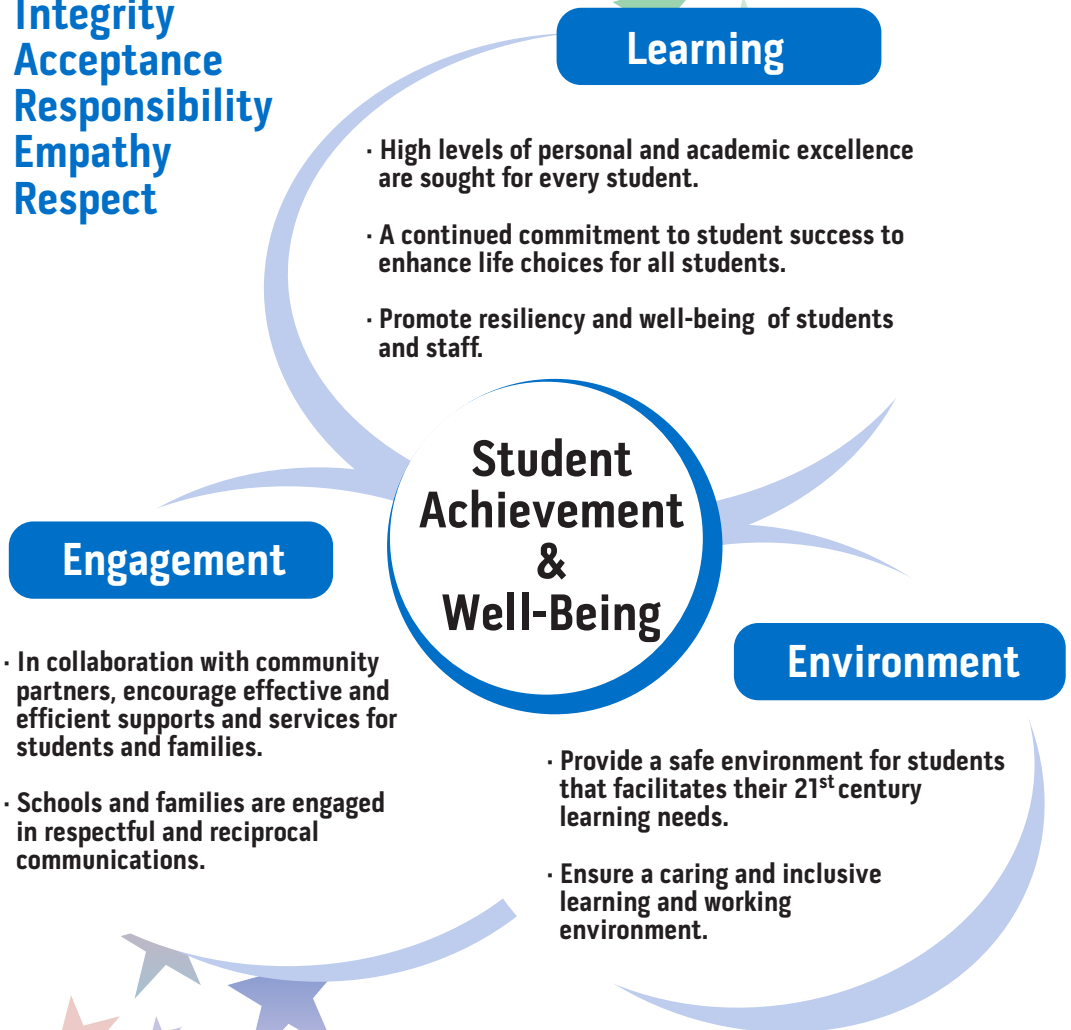
## OUR VISION

**Your Children Our Students The Future**

## OUR VALUES

**Integrity  
Acceptance  
Responsibility  
Empathy  
Respect**

- Trustees  
2014 - 2018
- Chair  
**Deborah Massaro**
- Vice Chair  
**Marg Arnone**
- Ellen Chambers**
- Ron Oikonen**
- Jack Playford**
- George Saarinen**
- Trudy Tuchenhagen**
- Karen Wilson**
- Student Trustee  
**Lahama Naem**  
(August 2017 - 2018)
- Jaimi Plater**  
(August 2018 - 2019)



**Building an equitable and inclusive community together.**



## Learning

- High levels of personal and academic excellence are sought for every student.
- A continued commitment to student success to enhance life choices for all students.
- Promote resiliency and well-being of students and staff.

### Student Achievement & Well-Being

# Learning

1

#### Increase the graduation rate and reduce achievement gaps for students at all grade levels by:

- Providing pathways and programs that support the learning needs and interests of all students.
- Supporting literacy and mathematics attainment at provincial standard.
- Monitoring credit accumulation, supporting the attainment of volunteer hours, creating programs to re-engage school leavers and providing summer programs.
- Implementing programs and services to support students at risk of not graduating.
- Implementing programs and services to meet the needs of First Nations, Métis, and Inuit (FNMI) learners as well as learners with special education needs.

2

#### Develop students' competence in strategies that will ensure their success both today and in the future by:

- Teaching and supporting students to develop good work habits, creativity, collaboration, communication, and critical thinking using tools that will support their participation in a 21<sup>st</sup> century world.
- Providing community connected experiential learning opportunities for intermediate students that build skills and help students explore future pathways.

3

#### Develop students' reading and writing skills to enable comprehension and the ability to express their thinking both orally and in writing by:

- Using strategies that are successful in teaching students to read.
- Providing early years programs that support students' foundation in reading, writing, and oral communication.
- Intervening early when students are not achieving reading and writing goals.
- Working together with parents to support literacy development at home.
- Supporting students at all grade levels to be able to comprehend and use language to think about ideas, form opinions, and support their thinking both orally and in writing.
- Giving students meaningful feedback about their progress and helping them to develop goals.



Lakehead  
Public  
Schools

OPERATIONAL PLAN

# Learning

## 4

### Develop student mathematics computation skills and their ability to solve problems by:

- Using strategies that are successful in teaching students mathematics.
- Working with teachers to develop an understanding of the connections between and among math concepts from Kindergarten through Grade 12.
- Ensuring early years programs that encourage students to be inquisitive about mathematical concepts and ideas and develop a strong foundation for math learning.
- Challenging and supporting students to understand mathematical ideas and explain their thinking in mathematical terms.
- Connecting mathematics to the world around students so they understand the application of math in the world around them.
- Intervening early and as frequently as necessary to ensure students develop understanding.
- Giving students meaningful feedback about their progress and helping them to develop goals.
- Closing gaps in achievement for students not performing at the provincial standard.

## 5

### Support the development of a positive attitude towards learning and a student's belief in his/herself by:

- Ensuring a school and classroom culture where each student can confidently say, "I am valued, I am trusted, I belong."
- Teaching students a sense of responsibility for self (i.e., getting homework done, attending class), for others (i.e., supporting bullying awareness, treating staff and students with respect, respect for other cultures) and for community (i.e., volunteering, participating in civic responsibilities, developing a global understanding).

## 6

### Strengthen the awareness of the connection between mental health, well-being, and achievement by:

- Supporting the implementation of a relationship-based approach to student well-being and achievement.  
Resource: *The Third Path*
- Supporting mental health champions in each school who will liaise between school staff and the mental health leader.
- Promoting active living for students and staff.
- Providing well-being supports and professional learning for all staff.

7

### **Increase the understanding, acceptance, and engagement of students whose well-being may be at risk by:**

- Promoting daily attendance at school with students, parents/guardians and community members.
- Ensuring students are aware of school-based and community supports for mental health and well-being.
- Engaging in an anti-racism campaign.

8

### **Provide mental health and well-being literacy training to students, staff and community members with a focus on brain development.**

- Providing system-wide mental health literacy to all staff (e.g. anxiety, depression, self-harm, suicide).
- Enhancing parents' engagement in supporting students' well-being through on-going information sessions for parents.

# Learning

## Measures of Success

- Student report card marks and anecdotal comments
- Improved results on provincial measures
- Increased graduation rates
- Increased attendance
- Reduced suspensions
- Professional learning opportunities embed mental health and well-being connections when possible
- SHARE survey results
- Feedback from school mental health champions
- Staff surveys
- Improved student achievement



# Engagement



Lakehead  
Public  
Schools

OPERATIONAL PLAN

# Engagement

**3**

## **Expand and strengthen community partnerships and pathways to care by:**

- Providing ongoing input to the Coordinated Service Planning Committee which is responsible for a coordinated system of service delivery in Thunder Bay.
- Working with community partners, parents and students to improve supports for students and enhance transitions for students with special needs.

**4**

## **Engage parents as key partners in mental health and well-being initiatives by:**

- Strengthening parent outreach and support through Parent Involvement Committee, Special Education Advisory Committee, Aboriginal Education Advisory Committee, School Councils, monthly newsletter, Twitter, and website.

### **Measures of Success**

- **Increased student involvement in board-wide initiatives**
- **Increased awareness of Lakehead Public Schools programs**
- **Student feedback**
- **Parent feedback**
- **Completion of the Special Needs Strategy Coordinated System Plan**
- **Increased number of stakeholders engaged with social media channels**
- **Increased number of visitors to website**
- **Increased number of media opportunities**

## Student Achievement & Well-Being

### Environment

- Provide a safe environment for students that facilitates their 21<sup>st</sup> century learning needs.
- Ensure a caring and inclusive learning and working environment.

1

#### Develop a deeper understanding of equity and inclusive education practices at the school and classroom level.

- Increasing awareness and knowledge of equity and inclusive education practices as outlined in Ontario's Education Equity Action Plan.
- Developing school-based key actions that promote a safe and caring learning environment.
- Initiating an anti-racism campaign in collaboration with community partners.

2

#### Provide safe, clean learning and working environments for students and staff by:

- Communicating the results of Quality Maintenance Inspections (QMI) to all schools.
- Working with custodians and administrators to focus on areas for improvement.

3

#### Develop a capital plan for schools, focusing on supporting academic achievement by:

- Gathering input on needs from school stakeholders, and prioritizing work based on student success.

4

#### Lakehead Public Schools will further reduce its carbon footprint by:

- Reducing greenhouse gas emissions.
- Continuing to promote and support Green Teams and environmental activities in schools.
- Continuing with a long-term energy management strategy that guides capital investments in schools.

# Environment



Lakehead  
Public  
Schools

OPERATIONAL PLAN

## Measures of Success

- **SHARE survey results**
- **Staff surveys**
- **Partnership with various Board committees and resources ensuring structural improvements align with student success, information technology, safety, accessibility, and energy.**
- **Reduction in greenhouse gas emissions measured through year over year energy consumption.**
- **Further incorporation of energy management projects into the capital plan.**
- **Active Green Teams at every site.**
- **80% of buildings scoring three or better on the spring Quality Maintenance Inspections (QMI).**
- **No facilities scoring less than 2 on the spring Quality Maintenance Inspections (QMI).**

# Environment







**ABORIGINAL EDUCATION ADVISORY COMMITTEE MINUTES**

**DATE:** Thursday, April 19, 2018, Board Room, Education Centre

**MEMBERS PRESENT:** Pauline Fontaine, Sharon Kanutski, Sherri-Lynne Pharand, Dolores Wawia, Brandon Moonias, Skylene Metatawabin, Kathleen Andrews, Brittany Collins, Chris Larocque, Jane Lower, Ashley Nurmela, Jasmine Sgambelluri, Trustee Marg Arnone, Donna Flasz, Elder Gerry Martin, Serena Essex, Selena Baxter, Elliott Cromarty

**ABSENT WITH REGRET:** Trustee Ellen Chambers, Kathy Beardy, Rita Fenton, Lawrence Baxter, Nicole Walter Rowan, Donica LeBlanc, Elder Isabelle Mercier, Trustee Ellen Chambers, Mike Judge, Kristy Boucher

**GUESTS:** **Lisa Harris-Aboriginal Mentorship Program (LU), Joseph Duncan-Land Camp Coordinator (LU); Hammarskjold students: Rain White**

	<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 Martin to conduct the opening.	
2.	Welcome and Introductions	2.1 Sherri-Lynne Pharand thanked Elder Martin for the opening.  She welcomed everyone, including our guests and introductions were made. Regrets and substitutions were noted and the attendance sheet was circulated.	
3.	Agenda / Minutes		
	3.1 Approval of Agenda – April 19, 2018	Moved by Pauline Fontaine and seconded by Sharon Kanutski that the agenda for the April 19th, 2018 meeting be approved.  <b>Carried.</b>	
	3.2 Approval of Minutes – Feb. 15, 2018	Moved by Selena Baxter and seconded by Pauline Fontaine that the minutes for the February 15, 2018 AEAC meeting be approved as written.  <b>Carried.</b>	

	<b>AGENDA ITEM</b>	<b>DISCUSSION</b>	<b>ACTION</b>
4.	Correspondence	The correspondence file was circulated.	
5.	Presentations		
	5.1 InStem Land Base Camp Idea	<p>Indigenous Leadership and InSTEM (Science, Technology, Engineering and Math) High School for Credit Land Based Camp</p> <p>Lakehead University and partners (FWFN, Superior Science, Aboriginal Mentorship Program and School of ORRT-LU) are in the early stages of planning an Indigenous Leadership and InSTEM Land Based Camp summer credit course. The Land Camp Project is designed for 20 – 25 students from grades 9–12 both indigenous and non-indigenous students. As well as the science component, this will include transition / team building / leadership activities with a cultural component. It will be 12 – 14 days long (110 hours in total) and will take place in early July. The camp be held on Fort William First Nation (FWFN) land. Currently there are 19 FWFN students involved in the Westgate and Churchill transition who may be interested in attending.</p> <p>At present, there is funding for one year, with the hope that it will be available in future years. This may develop into two full-credit courses in 2019 if this project is successful.</p> <p>Follow-up meetings are scheduled and more information will be forthcoming as the date draws nearer.</p> <p>All questions were answered.</p> <p>Sherri-Lynne thanked the presenters and asked that they come back talk about the success of the program.</p>	<p>Lisa Harris Joseph Duncan</p>
	5.2 Indigenous Student Voice Committee - Hammarskjold	<p>Chris Larocque explained how the Hammarskjold FIRE Council started. Rain White came up with the group's name. The intent of the group is to capture the voices of the students.</p> <p>There are no parameters regarding members – all FNMI students are welcome to be part of the Council. They meet weekly to provide student voice, plan events and activities for students. They are planning a pow wow on May 18.</p>	<p>Chris Larocque Rain White Selena Baxter Brandon Moonias</p>

	<b>AGENDA ITEM</b>	<b>DISCUSSION</b>	<b>ACTION</b>
		<p>Some activities that the group has planned include: gym days; group singing 'O Canada' in Ojibway; field trips and presentations; bannock Tuesdays; and Indigenous Friendship Centre After School Days, to name a few.</p> <p>Rain, Selena and Brandon shared why the Council is important to them. Donna Flasz spoke about the Council from an administrator's perspective e.g. the O Canada project – she said it has had an impact on students' attendance in class</p> <p>Rain White's testimonial will be uploaded to the website.</p>	
	5.3 Student Voices – PIC money from last year	Last year's PIC money was used to make videos of Student Voice. 4 Students' videos were shown today and 4 more will be shown at next month's meeting. These videos will be put on the board's facebook page with a link from on the website. School councils can share them. We hope to get the story out so we can let others know that school and family helped students to find their way. It is important that students hear this from their peers – to plan for the future. There is always hope and options – there is always a path to success.	Ashley Nurmela
6.	Business Arising from the Minutes		
	6.1 PIC Funding for 2017 – 2018	PIC Funding \$1,125.00 The intent of this funding is to engage families in some way. Several ideas were shared. The committee was asked to think about the ideas and a decision will be made at the May meeting.	Sherri-Lynne Pharand Ashley Nurmela
	6.2 John Hodson – Biwaase'aa Report – Recommendations	Sherri-Lynne gave a brief re-cap of Dr. Hodson's presentation to AEAC in April. Sherri-Lynne met with Shkoday/Biwaase'aa to reflect on his requests. At this time, we will accept the research but won't entertain the requests.  Shokoday and Sherri-Lynne have a plan for working forward.	Sherri-Lynne Pharand
7.	New Business		
	7.1 New Social Studies Curriculum	There is a new social studies curriculum in the province of Ontario. It is the first re-write that has been done with a real indigenous perspective throughout all grade levels. LDSB is beginning to provide training to staff	Sherri-Lynne Pharand

	<b>AGENDA ITEM</b>	<b>DISCUSSION</b>	<b>ACTION</b>
		<p>on this K-12 document.</p> <p>Jasmine Sgambelluri and Chris Larocque have been working with a group of teachers on planning for the training that will be offered. They are trying to make the new documents more user friendly for the teachers. They will meet again for more suggestions on what else they need. It is actually capacity building for the educators. Teachers identified that they need more support in not opening up old wounds. They want to know how to deal with issues that may arise after school hours and how to approach it in a manner that is appropriate/sensitive to all ages/grades.</p> <p>Brenda will send a link to the new curriculum.</p>	Brenda to forward link
	7.2 AYARA	The AYARA Banquet will take place on May 2, 2018 at the Italian Hall. If you are interested in attending, please see Brenda.	Sherri-Lynne Pharand
	7.3 Confederation College Event	A Celebration Showcasing Indigenous Cuisine will take place at Confederation College on April 26. This is a wonderful opportunity to sample Indigenous cuisine made by the students at Confederation College. If you are interested in attending, please see Brenda.	Sherri-Lynne Pharand
8.	Updates		
		<p>8.1 Anti-Racism Campaign</p> <p>8.2 OPSBA – Ontario Public School Boards’ Association Award</p> <p>8.3 FWFN Sugar Bush – Chris Larocque gave an update</p> <p>8.4 Smart Cities</p> <p>8.5 AYARA</p> <p>8.6 IFNA</p> <p>8.7 YEDE – Conference May 2</p> <p>8.8 National Aboriginal Day – June</p> <p>8.9 FNMI Presence in Our Schools</p> <p>8.10 Elder in the Classroom</p> <p>8.11 SCVI Skirt Making – Jasmine gave update</p> <p>8.12 Stand Up – Speak Up – walk lead by Ashley Nurmela – SLP acknowledged Ashley’s leadership in this campaign</p>	Ashley Nurmela gave a written account of her updates.

	<b>AGENDA ITEM</b>	<b>DISCUSSION</b>	<b>ACTION</b>
9.	Information and Inquiries		
	9.1 Naming of the New School	<p>The School Naming Committee has met several times and many ideas for names were submitted.</p> <p>The group narrowed the list down to two names. Parents, students and staff will vote on the two names as it will be <u>their</u> school. It will then go back to the Board and Trustees have final say. The Naming Committee wanted to ask AEAC for advice, to see if the names would be respectful.</p> <p>Brittany Collins was asked to check with FWFN Chief and CEO to see if there are any issues of using the landmark which is on their territory. She will contact Sherri-Lynne as soon as possible with their reply.</p>	
10.	Closing	Elder Martin closed the meeting with a prayer.	
11.	Next Meeting	May 17, 2018	
12.	Adjournment	11:57 a.m.	