



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. 3
Tuesday, February 26, 2019
Jim McCuaig Education Centre

Ian MacRae
Director of Education

Ellen Chambers
Chair

AGENDA

PUBLIC SESSION
7:00 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 – 6:00 p.m. (SEE ATTACHED AGENDA)		
6.	Report of Committee of the Whole – Closed Session		
7.	Delegations/Presentations		
7.1	Trustee Character Awards – Carys Sabaz & Kathy Shyiak- Kingsway Park Public School	M. Arnone	Verbal
7.2	Edgewater Park Public School - <i>Walking at the Edge - Walking Program/Global Challenge</i>	S. Pharand	1-5
8.	Approval of Minutes		
8.1	Regular Board Meeting No. 2 - January 22, 2019	E. Chambers	6-9
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>
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MATTERS NOT REQUIRING A DECISION:

- | | | | |
|------|--|-------------|-----------------|
| 10. | Information Reports | | |
| 10.1 | Ontario Public School Boards' Association (OPSBA) Report | E. Chambers | Verbal |
| 10.2 | Student Trustee Report | J. Plater | Handout |
| 10.3 | Safe Schools Report (027-19) | C. Kappel | 10-16 |
| 10.4 | Director's Action Plan (008-19) | I. MacRae | 17
+ Handout |
| 11. | First Reports | | |

MATTERS FOR DECISION:

- | | | | |
|------|--|-------------|-------|
| 12. | Postponed Reports | | |
| 13. | Recommendations from the Standing Committee (026-19) | G. Saarinen | 18-21 |
| 13.1 | Policy Review – 6050 Food and Beverage (018-19) | | |
| | <i>It is recommended that Lakehead District School Board defer the review of the 6050 Food and Beverage Policy, from the 2018-2019 school year to the 2019-2020 school year.</i> | | |
| 13.2 | Policy Review – 6065 Prevalent Medical Conditions (022-19) | | |
| | <i>It is recommended that Lakehead District School Board amend the 6065 Prevalent Medical Conditions Policy during the 2018-2019 school year.</i> | | |
| 13.3 | Policy Review – 4030 Territorial Student Program - Transportation and Services (023-19) | | |
| | <i>It is recommended that Lakehead District School Board approve 4030 Territorial Student Program – Transportation and Services Policy and Procedures, Appendix A and B, to Report No. 023-19.</i> | | |

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

- 13.4 Policy Review – 4035 Board and Lodging – Payment (024-19)

It is recommended that Lakehead District School Board approve 4035 Board and Lodging – Payment Policy and Procedures, Appendix A and B, to Report No. 024-19.

- 13.5 Appointment of an External Member to the Audit Committee (019-19)

It is recommended that Lakehead District School Board appoint Ms. Christy McClelland as an external member to the Audit Committee to serve a three-year term commencing February 26, 2019 and ending February 28, 2022.

- 13.6 Approval of Appointment to the Special Education Advisory Committee (SEAC) (014-19)

It is recommended that Lakehead District School Board approve the appointment of Lesley Harding as alternate member to the Special Education Advisory Committee representing Dilico Anishinabek Family Care, for the term ending November 30, 2022.

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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REGULAR BOARD MEETING NO. 3
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Ellen Chambers
Chair

AGENDA

COMMITTEE OF THE WHOLE – Closed Session
6:00 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. 2 - January 22, 2019	E. Chambers	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Personnel Matter	I. MacRae	Verbal
5.3.2 Finance Matter	I. MacRae	Verbal
5.3.3 Finance Matter	D. Wright	Verbal
5.3.4 Legal Matter	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.



Celebrating Student Achievement

School: ***Edgewater Park Public School***

Title of Initiative: ***Walking at the Edge - Walking Program/Global Challenge***

Components of Initiative	School's Details
<p>1. Description of the nature of the initiative to improve student achievement</p>	<p><i>Walking at the Edge</i> is a walking program that we started at Edgewater Park Public School three and a half years ago. Students aim to walk 1-2 kms per day around our field, in the neighbourhood and during inclement weather around the school or in the gym. Each class tracks the distance walked each month and the school's total mileage is used in our attempt to "walk across Canada".</p> <p>We began walking around the field, progressed to walking around the neighbourhood and now use snowshoes to get our "walking" in during the winter. Both staff and students participate, and we now average between 700-2000 kms per month.</p> <p>As an opportunity for staff to explore different ways to engage our students in being active, a group of seven staff members formed the team <i>Eagles on the Edge</i>, and participated in the <i>Global Challenge</i> in which we participated in a virtual race around the world, competing against teams from Australia and South Africa. We walked 10,000 steps a day for 100 days, starting last May and finishing at the end of August. It was a lesson in the importance of movement, at the same time that it allowed us to become role models that are more visible in personal fitness.</p>
<p>2. Rationale for selecting the initiative</p>	<p>Edgewater Park Public School is a socially responsible school, and one of our goals is to help our students to develop responsibility for their own physical fitness and health.</p> <p>Working with the <i>Participaction Report Cards on Physical Activity for Children and Youth</i> for the past four years, we have focused on the statistics and findings from these reports, which have found that children are failing in meeting daily requirements for healthy movement/activity. All of the report cards are based on the critical importance of movement for children, and they reinforce the findings that children who are active have better heart, muscle, bone and brain health.</p>

	<p>Using this data, we changed our focus for the 20 minutes <i>Quality Daily Physical Education</i> blocks to an active walking program. Classes still have two to three gym periods per week for covering the curriculum, but use the walking program as a transition after lunch, before tests, when students are having a restless day or simply need to move after sitting for a lengthy period.</p> <p>As part of our <i>Healthy Schools Certification</i> program, we are also attempting to help students build attitudes and goals for personal fitness both at and outside of the school for a continued respect for their health.</p>
<p>3. Intended outcomes of the initiative related to improved student achievement</p>	<p>Following the research, completed by the <i>Participation</i> team, we know that students who are active have better cognition, brain function and mental health. Research has also shown that they have increased success in math, reading, science and social studies, as there is improved attention, focus, concentration, creative thinking and ability to problem-solve. Movement and regular activity have shown to contribute to larger brains, which lead to better memory, increased higher-level thinking skills and emotional regulation. Students who are active report fewer depressive symptoms and feelings of anxiety, and are generally happier, due to the production of specific chemicals in the brain when they are regularly active.</p> <p>In our walking program, we intend for students to become accustomed to moving for 20-30 minute blocks at a good pace, without fatigue. It is also our hope that they will enjoy the walking, and will build this activity into their daily lives outside of school.</p> <p>It is also critical that our students spend most, if not all, of this 20-30 minute block walking outdoors. The 2015 <i>Participation Report Card</i> encouraged outdoor play, indicating that children take 35% more steps outside than indoors. Dr. David Suzuki stated that the average North American spends less than 15 minutes per day outside, and most of that is back and forth to a car. We encourage our students to participate in his program called <i>The One Nature Challenge - 30 for 30</i>, in which they are challenged to spend 30 minutes a day outside for 30 days in a row to help them develop a greater appreciation for the environment and the need to protect it.</p>

<p>4. Description of the data used</p>	<p>1. <i>Participation Report Cards on Physical Activity for Children and Youth – 2015, 2016, 2018</i> When we started the walking program, we were using information gathered from the <i>Participation Report Cards</i> from 2015, 2016, and have continued this year with the 2018 Report Card entitled “<i>Canadian Kids Need to Move More to Boost Their Brain Health.</i>” Specifically, it noted that only 35% of 5-17-year-olds are reaching their recommended physical activity levels as outlined in the Canadian 24-Hour Movement Guidelines for Children and Youth, and it awarded a D+ grade for Overall Physical Activity for that age group. Several other areas given grades in the report include Active Play and Leisure Activities, Active Transportation, Organized Sport Participation, Physical Education, Sedentary Behaviours, Sleep, 24-Hour Movement Behaviours and Physical Fitness.</p> <p>2. Our Grades 7/8 class is currently creating a survey which will be given to students in Grades 4 to 8 as part of our Healthy Schools Certification program to measure the amount of activity students undertake at home and at school, and to see if they have transferred any of their active behaviour from school to home as personal fitness.</p> <p>3. Discussion of attendance, lates and student engagement/focus occurs regularly at staff meetings to identify the impact of the walking program.</p>
<p>5. Brief description of the significant activities or strategies involved with the initiative</p>	<p>Students track their personal distance on Walking Record cards, and the classes track their monthly kms on a class-tracking sheet.</p> <p>Every class walks a minimum of three times per week. We added to our original field walking with neighbourhood walks, and have now added snowshoe walking, and back and forth to school walking and biking (in season).</p> <p>The <i>Global Challenge</i> initiative was undertaken as a means of identifying further ways to involve our family and students in personal fitness. It involved the principal, three teachers, the facilitator, one SSP and the IST/librarian. Each of us was responsible for entering our “steps” which could be earned with various physical activities, motivating the team, supporting each other when walking got tough, and celebrating when we reached personal goals and won “trophies”. The Challenge included focus on physical activity, nutrition, mindfulness/stress management strategies and sleep. Points could be earned in each of these areas.</p>

	<p>It was a comprehensive wellness program, and we hoped to see how to extend the program to our students and families. We are also hoping to challenge more schools and Board staff to enter teams of seven in the next <i>Global Challenge</i> race.</p>
<p>6. One or two highlights of the above activities</p>	<p>It was quite incredible to see how quickly the students adapted to the increased exercise and how walking became a preferred activity for classes during transition times. Students and their teachers often head out right after lunch for a brisk walk around the field or in the neighbourhood to prepare for afternoon learning. When winter days have been particularly long, or there have been indoor recesses, classes take great advantage of the first nice day to get back outside and resume their walking.</p> <p>Our students are fitter. They are very aware of the expectations of being active at school. We are hoping this is sustainable when not at school.</p>
<p>7. Description of any unexpected results or “moments of serendipity” related to the initiative</p>	<p>Over the years of <i>Walking at the Edge</i>, several students who struggled with being active and fit have seen their mobility increase with walking almost every day. They have slowly gained confidence in their physical abilities and have stopped trying to avoid regular exercise. Some have lost weight and have begun to participate more in outdoor games at recess with their friends, which has increased social confidence as well.</p> <p>Classes also began taking bags and gloves, and picking up garbage on their walks, which caught the attention of many people out for walks in the neighbourhood. After our Grades 1/2 class did such a walk last fall, a neighbor came to the school and left \$50 to buy the students ice cream for their efforts and for being good citizens.</p> <p>In the <i>Global Challenge</i>, staff recognized significant increases in daily movement, and had many additional benefits including improved nutrition, increased sleep, increased capacity to deal with stress and weight loss.</p>
<p>8. Description of one or two interesting findings that would be useful or helpful to other schools</p>	<p>The walking program is free! It can fit into any part of the day, requires little equipment outside of appropriate walking footwear and meets the requirements of the 20-minute <i>Quality Daily Physical Education</i> expectation. It involves students in measuring and tracking results, and they become quickly engaged in the group walks. They also recognize that they are able to walk longer distances, or walk the usual distance in a shorter amount of time, and this progress gives them confidence.</p>

	<p>All students can participate, our JK/SK class started with .25 of a km, which is once around the soccer field, and did it once or twice a week when they began. Our Grades 7/8 class now aims for two kms/day. Our Grades 5-8 classes walk to many of their field trip destinations, with the Grades 5 and 6 English classes taking extended routes at time which total six kms.</p> <p>There is a recognizable reduction in fatigue and difficulty in concentration in students in the classroom.</p>
<p>9. Identification of one or two noteworthy hurdles or stumbling-blocks</p>	<p>Not every student was excited at the start of the walking program, as we have students who are quite sedentary and who are uncomfortable with physical activity. It is important to feel a part of their class, and we work carefully with them to ensure they have self-confidence and experience success.</p>
<p>10. Next steps in pursuing the initiative</p>	<p>We will be continuing with the <i>Walking at the Edge</i> program, and will work to involve more Agnew H. Johnston Public School's students in the walking program. We have also recently been selected to participate as one of four schools in the WOW TBay Active and Safe Routes to School program. It is our hope that all of our students who live close enough will have a designated route to walk or bike to school, first at Edgewater Park Public School, then to the new school in September 2020.</p> <p>It is our hope that students and their families will embrace their increased fitness levels, and will see the benefits of walking or biking to and from school.</p>
<p>11. Lessons learned about the school's efforts to improve student achievement</p>	<p>Our walking program is fabulous! It has not only increased the fitness levels and attitudes of our students and staff, but it has served to give us a common goal around which the whole school has been able to come together to support. It is agreed that students benefit from the regular movement in and out of the classroom, and our school takes pride in our joint efforts to be active and walk across Canada.</p> <p>The families at Edgewater Park Public School (both Eagles and Bulldogs) have also expressed support for the active program their children are following.</p>

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF REGULAR BOARD MEETING NO. 2

Board Room
Jim McCuaig Education Centre

2019 JAN 22
7:30 p.m.

TRUSTEES PRESENT:

Ellen Chambers (Chair)
George Saarinen (Vice Chair)
Marg Arnone
Sue Doughty-Smith

Deborah Massaro
Ron Oikonen
Ryan Sitch
Trudy Tuchenhagen
Jaimi Plater (Student Trustee)

SENIOR ADMINISTRATION:

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

FEDERATION/UNION REPRESENTATIVES:

Kirsti Alaksa - Manager
Nancy Nix - ETFO - Elementary Occasional Teachers

PUBLIC SESSION:

1. Approval of Agenda

Moved by Trustee Arnone

Seconded by Trustee Massaro

"THAT the Agenda for Regular Board Meeting No. 2, January 22, 2019 be approved."

CARRIED

2. Resolve into Committee of the Whole – Closed Session

Moved by Trustee Tuchenhagen

Seconded by Trustee Saarinen

“THAT we resolve into Committee of the Whole – Closed Session with Trustee Chambers in the chair to consider the following:

- *Confirmation of Committee of the Whole – Closed Session Minutes*
 - *Regular Board Meeting No. 11*
 - *November 27, 2018*
- *Confirmation of Committee of the Whole – Closed Session Minutes*
 - *Board Meeting No. 12 (Special)*
 - *November 27, 2018*
- *Legal Matters*
- *Personnel 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 Doughty-Smith

“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. 11, November 27, 2018.’

‘THAT Lakehead District School Board approve the Committee of the Whole – Closed Session Minutes of Board Meeting No. 12 (Special), November 30, 2018.’

CARRIED

5. Agnew H. Johnston Public School – Supporting Student Learning in Mathematics

Sherri-Lynne Pharand, Superintendent of Education, introduced Maureen Abbott, Principal and Maria Casasola, Vice Principal, Agnew H. Johnston Public School, who presented information regarding *Supporting Student Learning in Mathematics*. All trustees' questions were addressed.

6. Approval of Minutes

Moved by Trustee Tuchenhausen

Seconded by Trustee Arnone

“THAT Lakehead District School Board approve the Minutes of Regular Board Meeting No. 11, November 27, 2018.”

CARRIED

7. Approval of Minutes

Moved by Trustee Massaro

Seconded by Trustee Saarinen

“THAT Lakehead District School Board approve the Minutes of Board Meeting No. 12 (Special), November 30, 2018.”

CARRIED

8. Approval of Minutes

Moved by Trustee Sitch

Seconded by Trustee Massaro

“THAT Lakehead District School Board approve the Minutes of Inaugural Board Meeting, December 4, 2018.”

CARRIED

MATTERS NOT REQUIRING A DECISION:

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

Trustee Chambers, Ontario Public School Boards' Association Director and voting delegate, informed the Board that she will be attending the OPSBA Public Education Symposium (PES) and Directors Meeting in Toronto from January 24 - 26, 2019.

10. Student Trustee Report

Jaimi Plater, Student Trustee, provided a handout as her report. Items addressed included: attending the Equity and Inclusive Education Working Group meeting, Elementary Student Senate meeting, Secondary Student Senate meeting and the School Year Calendar meeting. Student Trustee Plater provided additional information on the Youth Empowerment in Activism/Volunteerism (YEA) Conference that will be happening in March 2019.

11. Audit Committee Meeting Report - January 21, 2019

David Wright presented this verbal report highlighting the January 21, 2019 meeting.

12. Information Technology Update (011-19)

Sherr-Lynne Pharand, Superintendent of Education, introduced Gino Russo, Information Technology Resource Teacher, Michelle Probizanski, Chair, Information Technology Committee, and John Loovere, Supervisor of Computer Services, who presented the report. All trustees' questions were addressed.

13. Early Learning (010-19)

Sherr-Lynne Pharand, Superintendent of Education, introduced AJ Keene, Early Years and Program Principal, Jolene Wilhelm, Kindergarten Teacher, and Danielle Dunne, Early Childhood Educator, who presented the report. All trustees' questions were addressed.

MATTERS FOR DECISION:

14. Recommendation from the Standing Committee (015-19)

Appointment to the Thunder Bay Public Library Board (013-19)

Moved by Trustee Saarinen Seconded by Trustee Doughty-Smith

"THAT Lakehead District School Board appoint Trustee Trudy Tuchenhagen as its representative on the Thunder Bay Public Library Board for a four-year term ending November 30, 2022."

CARRIED

15. Establishment of 2019-2020 Budget Committee (016-19)

Moved by Trustee Arnone Seconded by Trustee Sitch

"THAT:

- 1. *Lakehead District School Board establish the 2019-2020 Budget Committee comprised of all trustees; and*
- 2. *The 2019-2020 Budget Committee report its recommendation to the Lakehead District School Board no later than the date provided by the Ministry of Education."*

CARRIED

16. Adjournment

Moved by Trustee Saarinen Seconded by Trustee Arnone

"THAT we do now adjourn at 8:53 p.m."

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2019 FEB 26
Report No. 027-19

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

RE: SAFE SCHOOLS UPDATE

1. Background

- 1.1 Lakehead District School Board is committed to providing a safe environment for students that facilitates their 21st century learning needs and ensuring a caring and inclusive learning and working environment.
- 1.2 Well-being can be seen as having four interconnected elements that are critical to student development, with self/spirit at the centre. The concept of self/spirit has different meanings for different people. It can include cultural heritage, language, community, religion or a broader spirituality.
- Physical - the growth and development of the body, affected by physical activity, sleep patterns, healthy eating and healthy life choices.
 - Cognitive - the development of abilities and skills such as critical thinking, problem solving, creativity, and the ability to be flexible and innovative.
 - Emotional - the ability to learn about and experience emotions, and understand how to recognize, manage and cope with them. It includes developing a sense of empathy, confidence, purpose and resilience.
 - Social - the development of self-awareness, including the sense of belonging, collaboration, relationships with others and communication skills.



Promoting student well-being is about fostering learning environments that encompass all of these four elements (cognitive, emotional, social and physical), including the self/spirit. Educators and staff who are motivated and enthusiastic about their work are an essential part of promoting student well-being and achievement. (Ontario's Well-Being Strategy for Education Discussion Document, 2016)

1.3 There are four key components at the foundation of Ontario's Well-Being Strategy:

- Positive Mental Health;
- Safe and Accepting Schools;
- Healthy Schools; and
- Equity and Inclusive Education.

(Ontario's Well-Being Strategy for Education Discussion Document, 2016)



2. Situation

Lakehead District School Board has a number of central committees that support the four key components of Ontario's Well-being Strategy. The Safe Schools Committee is responsible for promoting safe learning and working environments, identifying areas for improvement in climate, physical space, as well as processes and practices and facilitating the implementation of improvement strategies. The Safe Schools Committee works closely with the Equity and Inclusive Education Working Group, the Mental Health Steering Committee and various Board departments.

2.1 Safe Schools Committee

The current members of the committee are:

- Colleen Kappel, Superintendent of Education;
- Dave Covello, Manager of Information Technology and Corporate Planning;
- Jim Desaulniers, Manager of Property Services;
- Maggie Rutter, Education Officer;
- Jeff Upton, Education Officer;
- Bruce Nugent, Communication Officer;
- Kyle Ulvang, Health and Safety Officer;
- Renee Monsma, Mental Health Lead;
- Lori Carson, Special Education Officer;
- Heather Houston, Desktop and Graphics Technician; and
- Bruce Sauder, Supervisor of Administrative Services.

2.2 Key Actions

2.2.1 Facilities

Implementation of Fobs

Fob access for exterior doors has been implemented system-wide. Interior door fob access is being piloted at Westgate Collegiate and Vocational Institute. The Safe Schools Committee is exploring the possibility of expanding interior door fob access to additional schools.

Camera Access

Sherbrooke Public School is piloting a new camera entry system (Eye Doors) for the main entrance in the 2018-2019 school year. The system allows all doors to be locked during instructional hours.

2.2.2 Processes and Practices

Safe Schools Policy and Procedures Update

This policy and procedure has been updated due to changes in the provincial law regarding cannabis. Training and information for staff is being developed. Central supports are available and being provided.

Review of Police/School Board Protocol

The Police/School Board Protocol is currently being reviewed and updated. The protocol is a partnership between Lakehead District School Board, Thunder Bay Catholic District School Board, Conseil scolaire de district catholique des Aurores boréales, Thunder Bay Christian School, Dennis Franklin Cromarty High School, Matawa First Nations Education, Ontario Provincial Police and Thunder Bay Police Service.

Protocol for the Investigation of Child Abuse

Working with community partners, this protocol is being reviewed and updated. It guides our practice in dealing with this matter and the reporting of children in need of protection.

Health and Safety Training

The Board's online training system supports staff throughout the Board. Each September, all staff are assigned Ryan's Law and Sabrina's Law, as part of mandatory annual training. The online training also requires all new hire staff to take a course on concussions and review our Board's concussion policy and procedures. This system provides all staff training on the most current legislation and provides the safest environment for our students.

All new hires receive the following:

- violence reporting flow chart;
- Accessibility for Ontarians with Disabilities (AODA) for educators;
- Accessibility for Ontarians with Disabilities Act;
- concussion awareness;
- student concussion management policy;
- Sabrina's Law – Life Threatening Allergies;
- Ryan's Law – Asthma Awareness;
- Worker Health and Safety Awareness;
- workplace violence; and
- blood born pathogen handling – SSP staff only.

In addition, the platform is used for safety training specific to students enrolled in technology, co-operative education, science and food classes.

Behaviour Management Systems Training (BMST)

Training is provided on an annual basis for student support professionals. A BMST awareness session is available to other educational staff and administration.

2.2.3 School Supports and Initiatives

Conflict Mediation and Restorative Practices

These services are provided to schools, students and families on an as needed basis. Instruction on these topics are provided to staff and students as requested.

White Ribbon Campaign – Anti-Violence Education

Fifty boys in Grades 7 to 10 participated for a full day workshop, focused on addressing violence against women and girls. Workshop topics included: Human Rights & Equity; Masculinity & Respect; Resolving Anger Issues in Relationships; Gender Issues in the Workplace; Kizhaay Anishinaabe Niin: I Am A Kind Man; Healthy Relationships; Messages in the Music: Media and Social Media, and School Planning - developing an anti-violence campaign in the schools. Schools are supported centrally as requested.

Respect Initiative

Lakehead District School Board is a full community partner and is active in many aspects of the Respect campaign. An example of this initiative is our Everyone Matter's Day Workshop.

Youth Violence Prevention Program

As a partner with the City of Thunder Bay and Thunder Bay District Health Unit, funding through Public Health Agency of Canada has been received in order to implement the Fourth R Program in Thunder Bay. Fourth R is a comprehensive school-based, teen dating violence prevention program and is considered a best practice in youth-based violence prevention.

WE Day

The WE Movement is a movement that brings people together and offers participants the tools to change the world. Today we are millions of passionate youth, women and men working together to shift the world from “me” to “we.” Schools are supported to attend the conference in-person or by video and to follow up with local student initiatives.

Attendance

The research team is continuing with phase 2 of its research, which involves looking at the link between student absenteeism and achievement. The team is hoping to determine which types of absences are predictive of students struggling more academically with the goal of developing early and effective interventions for students who may be at risk. Focus on regular attendance is beginning to show results, and principals and school staff remain focused on supporting regular attendance in our schools.

2.2.4 Community Partnerships

Crime Prevention Council

We work with community partners as members of the Crime Prevention Council and the Thunder Bay Drug Strategy to foster communication, learning, supports and program partnerships that support families and student success. An example of this initiative is the opiate presentations provided to schools.

Student Orientation Sessions with the City of Thunder Bay

In partnership with the City of Thunder Bay, student orientation sessions are held to support student transition to our community.

Anti-Human Trafficking Coalition

Working with our community partners, this new organization is developing educational and awareness programs regarding this matter.

Youth Inclusion Program

As a community partner, we are supporting the City of Thunder Bay's Youth Inclusion Program with funding from Public Safety Canada. The program aims to support youth who find themselves at risk by increasing protective factors and connecting them to any required supports.

3. Next Steps

3.1 There will be a continued roll out of improved access to schools with the expansion of fob access to interior doors.

3.2 Indigenous Cultural Safety Project Pilot

The Indigenous Cultural Safety pilot supports a human rights based approach to education for Indigenous students in Ontario's education system. Through a coordinated community model, the pilot boards will engage with a range of Indigenous and non-Indigenous stakeholders including the Ministry, school boards, community partners and youth themselves to participate in new learning and programming aimed at creating culturally safe and secure environments for Indigenous youth.

The training component connects to the Culturally Responsive and Relevant Pedagogy (CRRP) projects, with a goal to address systemic barriers and biases that prevent students from achieving their full potential. This project will provide a solid foundation on which to build an Indigenous cultural safety approach to support students.

3.3 Keeping Students in School Pilot Project

This project aims to support schools in promoting positive measures to support keeping students in school. A Board team will attend training in March and develop strategies to support and engage students in their learning.

3.4 Lock Down Procedures

The Safe Schools Committee will review lock down procedures and make recommendations for improved processes and training.

4. Conclusion

Lakehead District School Board continues to promote and foster safe learning environments for students, staff and community members through a variety of initiatives, on-going supports and resources, and community partner collaboration.

Respectfully submitted,

BRUCE NUGENT
Communications Officer

MAGGIE RUTTER
Education Officer

JEFF UPTON
Education Officer

COLLEEN KAPPEL
Superintendent of Education

IAN MACRAE
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2019 FEB 26
Report No. 008-19

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

RE: 2018-2019 DIRECTOR'S ACTION PLAN

1. Background

1.1 Following the presentation of the 2018-2019 Operational Plan at the Standing Committee Board Meeting held on June 12, 2018, the Director's annual Action Plan was developed.

1.2 This document articulates the commitment of the Director of Education to system leadership actions.

2. Situation

The 2018-2019 Director's Action Plan will be provided as a handout.

Respectfully submitted,

IAN MACRAE
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2019 FEB 26
Report No. 026-19

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 February 12, 2019 and have been referred to the Board for approval. The recommendations are as follows:

POLICY REVIEW – 6050 FOOD AND BEVERAGE (018-19)

It is recommended that Lakehead District School Board defer the review of the 6050 Food and Beverage Policy, from the 2018-2019 school year to the 2019-2020 school year.

POLICY REVIEW – 6065 PREVALENT MEDICAL CONDITIONS (022-19)

It is recommended that Lakehead District School Board amend the 6065 Prevalent Medical Conditions Policy during the 2018-2019 school year.

POLICY REVIEW - 4030 TERRITORIAL STUDENT PROGRAM - TRANSPORTATION AND SERVICES (023-19)

It is recommended that Lakehead District School Board approve 4030 Territorial Student Program – Transportation and Services Policy and Procedures, Appendix A and B, to Report No. 023-19.

POLICY REVIEW – 4035 BOARD AND LODGING – PAYMENT (024-19)

It is recommended that Lakehead District School Board approve 4035 Board and Lodging – Payment Policy and Procedures, Appendix A and B, to Report No. 024-19.

APPOINTMENT OF AN EXTERNAL MEMBER TO THE AUDIT COMMITTEE (019-19)

It is recommended that Lakehead District School Board appoint Ms. Christy McClelland as an external member to the Audit Committee to serve a three-year term commencing February 26, 2019 and ending February 28, 2022.

**APPROVAL OF APPOINTMENT TO THE SPECIAL EDUCATION ADVISORY COMMITTEE
(SEAC) (014-19)**

It is recommended that Lakehead District School Board approve the appointment of Lesley Harding as alternate member to the Special Education Advisory Committee representing Dilico Anishinabek Family Care, for the term ending November 30, 2022.

Respectfully submitted,

GEORGE SAARINEN
Chair
Standing Committee

CURRICULUM AND INSTRUCTION**4000****DRAFT – February 12, 2019****BOARD AND LODGING – PAYMENT POLICY****4035**1. Rationale

Board and lodging serves students who reside in a territorial district and do not have daily transportation to a secondary school that is 24 kilometres or more by road or rail from a secondary school that the student is eligible to attend.

2. Policy

It is the policy of Lakehead District School Board that students, who reside in a territorial district and do not have daily transportation to a secondary school that is 24 kilometres or more by road or rail from a secondary school, are eligible to receive board and lodging dependent upon available funding as determined by the Board. Payment for the board and lodging of students will be made to the boarding home guardians in accordance with the procedure.

3. Definition

Eligible students for the board and lodging are defined in Section 190 Subsections 8 through 13 and Section 36 Subsection 1 of the Education Act.

4. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
4030 Territorial Student Program – Transportation and Services Policy	June 22, 2010	Education Act, R.S.O. 1990, c. E.2
	<u>Date Revised</u> _____	_____

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