



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, May 28, 2019
Jim McCuaig Education Centre

Ian MacRae
Director of Education

Ellen Chambers
Chair

AGENDA

PUBLIC SESSION
7:30 p.m. – in the Board Room

	<u>Resource Person</u>	<u>Pages</u>
1. Call to Order		
2. Disclosure of Conflict of Interest		
3. Approval of the Agenda		
4. Resolve into Committee of the Whole – Closed Session		
5. COMMITTEE OF THE WHOLE – Closed Session – 6:30 p.m. (SEE ATTACHED AGENDA)		
6. Report of Committee of the Whole – Closed Session		
7. Delegations/Presentations		
7.1 Gorham and Ware Community School - <i>Motivating Student Writing Through Technology</i>	C. Kappel	1-4
7.2 McKenzie Public School - <i>Math and Parent Engagement</i>	C. Kappel	5-6
8. Approval of Minutes		
8.1 Regular Board Meeting No. 7 - April 23, 2019	E. Chambers	7-14
9. Business Arising from the Minutes		

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

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	English Language Learners (053-19)	S. Pharand	15-17
10.4	Human Rights, Equity and Inclusive Education (055-19)	C. Kappel	18-22
10.5	Aboriginal Education Advisory Committee Meeting Minutes – April 18, 2019	S. Pharand	23-28
11.	First Reports		

MATTERS FOR DECISION:

12.	Postponed Reports		
13.	Recommendations from the Standing Committee (047-19)	G. Saarinen	29-30
13.1	Naming of the New Elementary School (045-19)		
	<i>It is recommended that Lakehead District School Board approve the name of the new elementary school as École Northern Lights Public School.</i>		
13.2	Approval of Board Meeting Schedule (032-19)		
	<i>It is recommended that Lakehead District School Board approve the revised Standing Committee and Regular Board Meeting Schedule 2019-2020, as set out in Appendix A to Report No. 032-19.</i>		
13.3	Policy Review – 3030 Purchasing (043-19)		
	<i>It is recommended that Lakehead District School Board defer the review of Purchasing Policy 3030 from the 2018-2019 school year to the 2020-2021, after the centralized procurement process has been designed.</i>		

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

- 13.4 Policy Review – 8010 Fees for Learning Materials
And Activities (049-19)

It is recommended that Lakehead District School Board approve 8010 Fees for Learning Materials and Activities Policy, Appendix A to Report No. 049-19.

- 13.5 Appointments to the Aboriginal Education Advisory
Committee (044-19)

It is recommended that Lakehead District School Board approve the following appointments to the Aboriginal Education Advisory Committee:

- *Leanna Marshall, Indigenous Counsellor, Confederation College, Community Member;*
- *Lindsay Gravelle-Catlin, Parent Member;*
- *Ardelle Sagutcheway, Parent Member; and*
- *Elder Isabelle Mercier, Alternate Community Elder.*

14. Ad Hoc and Special Committee Reports

15. New Reports

- 15.1 Rural and Northern Schools (054-19)

D. Wright

31-32

It is recommended that Lakehead District School Board pass a motion requesting the Ministry of Education to include Bernier-Stokes Public School and Westgate Collegiate and Vocational Institute to the list of schools eligible for rural and northern fund allocation.

16. New Business

17. Notices of Motion

- 17.1 Communications Ad Hoc Committee
(050-19)

I. MacRae

33

“THAT we do strike an ad hoc committee to study, report and return with a recommendation on creating a process to facilitate trustees responding to special issues on education, specifically through writing a letter.”

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

Resource
Person

Pages

- 17.2 Terms of Reference – Communications Ad Hoc
Committee (051-19)

I. MacRae

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*“THAT Lakehead District School Board strike an ad hoc
committee of trustees to develop terms of reference for
a special committee to address communication matters
and report back to the Standing Committee
June 11, 2019.”*

18. Information and Inquiries

19. Adjournment

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

LAKEHEAD DISTRICT SCHOOL BOARD



Office of the Director

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Telephone (807) 625-5131 Fax (807) 622-0961

REGULAR BOARD MEETING NO. 8
Tuesday, May 28, 2019
Jim McCuaig Education Centre

Ian MacRae
Director of Education

Ellen Chambers
Chair

AGENDA

COMMITTEE OF THE WHOLE – Closed Session
6:30 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 - April 23, 2019	E. Chambers	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Legal Matters	I. MacRae	Verbal
5.4 Information and Inquiries		
5.5 Rise and Report Progress		

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

LAKEHEAD DISTRICT SCHOOL BOARD



Celebrating Student Achievement

School: Gorham and Ware Community School

Title of Initiative: Motivating Student Writing Through Technology

Components of Initiative	School's Details
<p>1. Description of the nature of the initiative to improve student achievement</p>	<p>Areas of Need:</p> <ul style="list-style-type: none"> • noticed students struggling with writing – getting started, developing their ideas and a lack of motivation (stamina); and • noticed that the writing process of some junior students is impeded by a lack of general technological literacy (i.e. importing, editing/cropping photos, taking screen shots, and general formatting when word processing). <p>Our Focus for this Project:</p> <ul style="list-style-type: none"> • scaffolded learning about what writers do to create good characters; • students learned how to use the 3D digital clay sculpting software “Sculptris” to create a virtual 3D model of a character - these digital models were then used to ignite motivation and help students generate ideas for their creative writing; and • goals were to get kids inspired, improve topic development and writing stamina, and become more technologically literate.
<p>2. Rationale for selecting the initiative</p>	<ul style="list-style-type: none"> • The 3D digital sculpting program “Sculptris” is a highly engaging artform for students. It is relatively easy to learn how to use the basics of the software to create 3D characters, despite being used by professional animators in movies and video games (real world application). By creating virtual models of their characters, students were more invested in the writing process and the intended learning goal (descriptive paragraphs about an invented character). • This initiative also provided a leadership opportunity for a few Gorham and Ware Community School Grade 8 students who are currently in a Technological Design KickStart class at Superior Collegiate Vocational Institute. These students played an important role in the success of this project.

<p>3. Intended outcomes of the initiative related to improved student achievement</p>	<p>Goals:</p> <ul style="list-style-type: none"> • student engagement; • inspire creativity and intrinsic motivation for both a digital art form and for the writing process; • enhance the generation of ideas for writing; • increase stamina for writing; • improve technological literacy and independence; and • foster a sense of pride in academic written work by completing a multi-step project (high expectations / positive learning environment).
<p>4. Description of the data used</p>	<ul style="list-style-type: none"> • EQAO data reveals areas of need related to writing tasks (topic development, conventions); and • anecdotal observations and staff discussions during professional learning communities, staff/division meetings (need for students to work on writing stamina, particularly in the junior grades).
<p>5. Brief description of the significant activities or strategies involved with the initiative</p>	<ul style="list-style-type: none"> • Worked collaboratively with a Tech (KickStart) teacher from Superior CVI to implement this project; • Gorham and Ware Community School Grades 5/6 students went to Superior CVI for a half-day workshop that focused on using 3D animation software (“Sculptris”) to digitally sculpt models of characters using virtual clay; • “Sculptris” software was installed on the Gorham and Ware Community School computers so that the projects could be further developed at our own school in the Grades 5/6 classroom; • Grade 8 Gorham and Ware Community School students who are currently taking the Technological Design KickStart class at Superior CVI acted as mentors (both during the field trip to Superior CVI as well as in the Grades 5/6 class at Gorham and Ware Community School while working with the “Sculptris” program); • scaffolded learning about what makes a good character – physical features, personality traits, motivations and goals; protagonist vs antagonist; nemeses; other elements that make a character interesting (e.g. strengths, weaknesses, quirks, flaws, backstory); • students wrote detailed descriptive paragraphs about their characters; and • technological literacy skills were acquired (e.g. creating/managing digital file folders, importing and editing/cropping photos and files, general word processing and formatting skills).

<p>6. One or two highlights of the above activities</p>	<ul style="list-style-type: none"> • Students really enjoyed using the “Sculptris” software and were proud of the virtual 3D characters that they designed; and • the investment of making digitally modelled characters helped to inspire students as writers and improved their stamina for a multi-step task (using success criteria, producing/editing drafts, enhancing vocabulary).
<p>7. Description of any unexpected results or “moments of serendipity” related to the initiative</p>	<ul style="list-style-type: none"> • Students’ ideas for writing and characters changed as they dove into the 3D animation technology; they began to adapt/revise their ideas and plans for their writing (learned that good writing evolves over time); and • student collaboration, enthusiasm, and sharing of ideas (students were motivated by seeing the creations of others – some students incorporated other students’ characters into their own creative writing).
<p>8. Description of one or two interesting findings that would be useful or helpful to other schools</p>	<ul style="list-style-type: none"> • One of the most powerful highlights was the high level of collaboration amongst students as they supported each other in sharing the skills to be successful with the program. In addition, the partnerships developed with the staff from Superior CVI and the KickStart mentors were invaluable supports when providing additional assistance to the students.
<p>9. Identification of one or two noteworthy hurdles or stumbling-blocks</p>	<ul style="list-style-type: none"> • The Winbook computers, number of available computers and slow internet at Gorham and Ware Community School compared to the computer technology (and overall internet speed) in the Tech room at Superior CVI was frustrating at certain moments; • most students began these projects with limited technological literacy skills that most of the teacher assistance was with tasks such as managing files, importing/editing photos and general word processing and formatting was required in addition to helping students navigate the features of the “Sculptris” software; and • the Grade 8 KickStart mentors provided essential assistance with the technology.
<p>10. Next steps in pursuing the initiative</p>	<ul style="list-style-type: none"> • We would like to share this technology with other grades and continue to use it to engage students in their writing. The Grades 5/6 students could continue to mentor others in this technology. As we move forward, stop motion videos are the next step for new skills to be acquired, which will lend itself well to cross-curricular engagement (technology, math, literacy).

<p>11. Lessons learned about the school's efforts to improve student achievement</p>	<ul style="list-style-type: none">• This initiative has been extremely beneficial in engaging students in their learning about new technology and the writing process, while at the same time promoting student collaboration, perseverance, problem solving and creativity. There are several benefits to the skills learned throughout this project that can be used to engage students in other areas. Students were very proud of the creatures they created on Sculptris, and their writing improved significantly. Additionally, the leadership skills and confidence gained by the Grade 8 KickStart mentors was an added bonus that also influenced their achievement.
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Celebrating Student Achievement

School: McKenzie Public School

Title of Initiative: Math and Parent Engagement

Components of Initiative	School's Details
1. Description of the nature of the initiative to improve student achievement	<ul style="list-style-type: none"> • Increase focus on numeracy; and • increase parent engagement specifically in junior division.
2. Rationale for selecting the initiative	<ul style="list-style-type: none"> • Students' EQAO results in junior division are low in the school/Board/province; and • parental engagement in the junior division is lower than the primary division.
3. Intended outcomes of the initiative related to improved student achievement	<ul style="list-style-type: none"> • Increase in math report card/EQAO math scores.
4. Description of the data used	<ul style="list-style-type: none"> • Parent engagement numbers in junior division (at parent event); and • math report card marks (numeracy) on February report cards during the year(s) of focus.
5. Brief description of the significant activities or strategies involved with the initiative	<ul style="list-style-type: none"> • Focus on number talks and numeracy in the classrooms; • a parent engagement event with a mindfulness/math focus; and • numeracy ideas for each grade in newsletters.
6. One or two highlights of the above activities	<ul style="list-style-type: none"> • Parents Reaching Out (PRO) Grant Event – drew parents in with activities for the students, babysitting, prize, supper and speakers on mental health and mindfulness; and • school math tables with information about easy activities to support students in Junior and Senior Kindergarten, apps/passwords that can be used at home to support math (Prodigy and Reflex Math) and answers to questions about the “new math”.
7. Description of any unexpected results or “moments of serendipity” related to the initiative	<ul style="list-style-type: none"> • none
8. Description of one or two interesting findings that would be useful or helpful to other schools	<ul style="list-style-type: none"> • Parents commented on the positive social aspect of the night; and • the larger donated prize helped get students to bring the parents to the event.
9. Identification of one or two noteworthy hurdles or stumbling-blocks	<ul style="list-style-type: none"> • Finding ways to get junior parents at school for evening events.
10. Next steps in pursuing the initiative	<ul style="list-style-type: none"> • Reflex Math purchased by the school/Board being used in school. Having students consistently use the program at home 2-3 times per week.

<p>11. Lessons learned about the school's efforts to improve student achievement</p>	<ul style="list-style-type: none">• Difficult to assess the impact of any one strategy (multiple factors may influence the increased scores);• difficulty assessing the impact of math strategies placed in newsletters; and• difficulty engaging junior parents at school events – but never give up.
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LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF REGULAR BOARD MEETING NO. 7

Board Room
Jim McCuaig Education Centre

2019 APR 23
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
Sherry-Lynne Pharand, Superintendent of Education
David Wright

FEDERATION/UNION REPRESENTATIVES:

David Covello – Manager
Nancy Nix - ETFO - Elementary Occasional Teachers

PUBLIC SESSION:

1. Approval of Agenda

Moved by Trustee Tuchenhagen

Seconded by Trustee Arnone

“THAT the Agenda for Regular Board Meeting No. 7, April 23, 2019 be approved.”

CARRIED

2. Resolve into Committee of the Whole – Closed Session

Moved by Trustee Oikonen

Seconded by Trustee Sitch

“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. 4*
 - *March 26, 2019*
- *Confirmation of Committee of the Whole – Closed Session Minutes*
 - *Board Meeting No. 5 (Special)*
 - *April 1, 2019*
- *Confirmation of Committee of the Whole – Closed Session Minutes*
 - *Board Meeting No. 6 (Special)*
 - *April 16, 2019*
- *Legal Matter*

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. 4, March 26, 2019.’

‘THAT Lakehead District School Board approve the Committee of the Whole – Closed Session Minutes of Board Meeting No. 5 (Special), April 1, 2019.’

‘THAT Lakehead District School Board approve the Committee of the Whole – Closed Session Minutes of Board Meeting No. 6 (Special), April 16, 2019.’”

CARRIED

5. Trustee Character Awards – Anna and Elsa Heinimaki – Kingsway Park Public School

Trustee Doughty-Smith, on behalf of the Board, presented Anna and Elsa with Trustee Character Awards. Anna and Elsa were recognized for their academics, athletics and school involvement. They are exceptional role models for Lakehead Public School students.

6. Vance Chapman Public School – Rest and Relaxation Room (R & R Room)

Colleen Kappel, Superintendent of Education, introduced Anne Marie McMahon-Dupuis, Principal, and Marie Fontaine, Facilitator, Vance Chapman Public School, who presented information regarding Vance Chapman Public School's *Rest and Relaxation Room (R & R Room)*. All trustees' questions were addressed.

7. Approval of Minutes

Moved by Trustee Saarinen

Seconded by Trustee Massaro

"THAT Lakehead District School Board approve the Minutes of Regular Board Meeting No. 4, March 26, 2019."

CARRIED

8. Approval of Minutes

Moved by Trustee Tuchenhagen

Seconded by Trustee Sitch

"THAT Lakehead District School Board approve the Minutes of Board Meeting No. 5 (Special), April 1, 2019."

CARRIED

9. Approval of Minutes

Moved by Trustee Oikonen

Seconded by Trustee Doughty-Smith

"THAT Lakehead District School Board approve the Minutes of Board Meeting No. 6 (Special), April 16, 2019."

CARRIED

MATTERS NOT REQUIRING A DECISION:

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

Trustee Chambers, Ontario Public School Boards' Association Director and voting delegate, informed the Board that Trustee Tuchenhagen will be attending the OPSBA Directors Meeting in Toronto on May 3-4, 2019.

11. Student Trustee Report

Jaimi Plater, Student Trustee, provided a handout as her report. Items addressed included: a meeting with members of the executive team from Ontario Student Trustees' Association (OSTA-AECO); Elementary and Secondary Student Senate meetings; student walkout about the upcoming changes to education; spoke to the Ontario College of Teachers latest Professional Advisory on Supporting Students Mental Health; and her attendance at the Equity and Inclusive Education Working Group meeting.

12. Special Education Programs and Services Update (042-19)

Colleen Kappel, Superintendent of Education, introduced Lori Carson, Special Education Officer, Kim Pineau, ABA & ASD Resource Teacher, Ruth Ann Fay, Learning Resource Support Teacher, and Theresa Mayer, Special Education Resource Teacher, who presented the report. All trustees' questions were addressed.

13. Lakehead University Achievement Program (038-19)

Sherri-Lynne Pharand, Superintendent of Education, introduced AJ Keene, Early Years and Program Principal, and Amanda Stefanile, Coordinator, Lakehead University Achievement Program, who presented the report. All trustees' questions were addressed.

14. Special Education Advisory Committee Meeting Minutes – December 12, 2018

Colleen Kappel, Superintendent of Education, presented the December 12, 2018 minutes for information.

15. Special Education Advisory Committee Meeting Minutes – January 16, 2019

Colleen Kappel, Superintendent of Education, presented the January 16, 2019 minutes for information.

16. Special Education Advisory Committee Meeting Minutes – February 20, 2019

Colleen Kappel, Superintendent of Education, presented the February 20, 2019 minutes for information.

MATTERS FOR DECISION:

17. Recommendations from the Standing Committee (039-19)

Policy Review – 3001 Governance (035-19)

Moved by Trustee Saarinen

Seconded by Trustee Doughty-Smith

“THAT Lakehead District School Board approve 3001 Governance Policy, Appendix A to Report No. 035-19.”

CARRIED

18. Recommendations from the Standing Committee (039-19)

Policy Review – 5010 Special Education (036-19)

Moved by Trustee Saarinen

Seconded by Trustee Arnone

“THAT Lakehead District School Board approve 5010 Special Education Policy, Appendix A to Report No. 036-19.”

CARRIED

19. Recommendations from the Standing Committee (039-19)

Policy Review – 6065 Prevalent Medical Conditions (037-19)

Moved by Trustee Saarinen

Seconded by Trustee Tuchenhagen

“THAT Lakehead District School Board approve 6065 Prevalent Medical Conditions Policy, Appendix A to Report No. 037-19.”

CARRIED

20. Approval of Appointment to the Supervised Alternative Learning (SAL) Committee 2018-2019 (041-19)

Moved by Trustee Saarinen

Seconded by Trustee Arnone

“THAT Lakehead District School Board approve the appointment of James Laughton, Program Supervisor, Youth Employment Services (YES), to the Supervised Alternative Learning (SAL) Committee for the 2018-2019 school year.”

CARRIED

21. Notice of Motion – Letter to Lisa Thompson, Minister of Education (040-19)

Deborah Massaro, Trustee, requested a recorded vote.

Moved by Trustee Doughty-Smith

Seconded by Trustee Sitch

“THAT the Chair send a letter to Lisa Thompson, Minister of Education, that Lakehead Public Schools believes that raising class sizes will hurt kids and have a dramatic effect on students and staff.”

<u>Trustee</u>	<u>In Favour</u>	<u>Opposed</u>
Arnone		X
Doughty-Smith		X
Massaro		X
Oikonen		X
Saarinen		X
Sitch	X	
Tuchenhagen	X	
Chambers		X

DEFEATED

Primary Amendment – Amendment by Substitution

Moved by Trustee Massaro

Seconded by Trustee Oikonen

“THAT Lakehead District School Board send a letter to Minister of Education Lisa Thompson expressing our concerns regarding the proposed increases to class size and its effect on students and staff.”

<u>Trustee</u>	<u>In Favour</u>	<u>Opposed</u>
Arnone		X
Doughty-Smith		X
Massaro	X	
Oikonen	X	
Saarinen		X
Sitch		X
Tuchenhagen		X
Chambers		X

DEFEATED

Secondary Amendment

Moved by Trustee Saarinen

Seconded by Trustee Massaro

“Be it resolved that Lakehead District School Board send a letter to Minister of Education, Lisa Thompson expressing our concerns regarding the proposed increases on class sizes and its effects on students and staff.”

<u>Trustee</u>	<u>In Favour</u>	<u>Opposed</u>
Arnone	X	
Doughty-Smith		X
Massaro	X	
Oikonen	X	
Saarinen	X	
Sitch		X
Tuchenhagen		X
Chambers		X

DEFEATED

22. Notice of Motion

Vice Chair Saarinen presented Chair Chambers with following Notice of Motion:

Moved by Trustee Saarinen

Seconded by Trustee Sitch

“THAT we do strike an ad hoc committee to study, report and return with a recommendation on creating a process to facilitate trustees responding to special issues on education, specifically through writing a letter.”

CARRIED

23. Extend Meeting Time

Moved by Trustee Saarinen

Seconded by Trustee Tuchenhagen

“THAT this meeting be extended to 10:15 p.m.”

CARRIED

24. Motion to Reconsider Original Notice of Motion

Ryan Sitch, Trustee, requested limited debate. All trustees voted in favour.

Moved by Trustee Doughty-Smith

Seconded by Trustee Sitch

“THAT the Chair send a letter to Lisa Thompson, Minister of Education, that Lakehead Public Schools believes that raising class sizes will hurt kids and have a dramatic effect on students and staff.”

Amendment to the Reconsidered Original Notice of Motion

Moved by Trustee Saarinen

Seconded by Trustee Massaro

“Be it resolved that Lakehead District School Board send a letter to the Minister of Education, Lisa Thompson, expressing our concerns regarding the proposed increases to class sizes and its effect on students and staff.”

CARRIED

25. Extend Meeting Time

Moved by Trustee Arnone

Seconded by Trustee Sitch

“THAT this meeting be extended to 10:30 p.m.”

CARRIED

26. Information and Inquires

26.1 Trustee Saarinen congratulated Student Trustee Plater on her \$40,000 scholarship at Magill University based on academic achievement.

27. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Arnone

“THAT we do now adjourn at 10:20 p.m.”

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2019 MAY 28
Report No. 053-19

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

RE: ENGLISH LANGUAGE LEARNERS

1. Background

- 1.1. Lakehead District School Board, in its Strategic and Operational Plans, identifies the commitment to high levels of personal and academic excellence for every student, as well as a continued commitment to student success, by providing individualized programs and support for English language learners through a cross-curricular approach to learning English.
- 1.2. Lakehead District School Board ensures students are contributing members of the school community. This commitment supports the development of a positive attitude towards learning and a student's belief in themselves for all English language learners by ensuring there is a safe, welcoming school and classroom culture where English language learners feel valued, trusted and are an integral part of the school community.
- 1.3. Lakehead District School Board encourages effective and ongoing communication with families and acceptance of their diverse cultural backgrounds by embracing and celebrating each through the development of strong community relationships.
- 1.4. English language learners are newcomers to Canada whose first language is a language other than English, or is a variety of English that is different from the variety used for instruction, and who may require supports to assist them in attaining proficiency in English. The increasing number of English language learners in Ontario schools, including those in our Board, presents an array of challenges and opportunities to educators.

2. Situation

- 2.1. In order to support strategic planning, quality assessment, programming, evaluation and communication, Lakehead District School Board continues to employ both elementary and secondary itinerant teachers of English language learners who support newcomer students. In response to the increase in the number of newcomers who have registered, we have increased from one itinerant and .318 school based elementary teachers of English language learners to 2.5 elementary itinerant teachers of English language learners. At the secondary level last year, one section of ESL/ELD AO was offered first semester at Hammarskjold High School and a .33 itinerant teacher of English language learners was added second semester at Sir Winston Churchill Collegiate and Vocational Institute. This year, we have 1.33 secondary itinerant teachers of English language learners.

- 2.2. Lakehead District School Board is committed to responding to and supporting the ongoing needs of staff, English language learners and their families. An English Language Learners (ELL) team has been established to identify the current system needs regarding support for English language learners and their families, and to plan in response to those needs.
- 2.3. The Ministry of Education has provided training for teachers of English language learners and the Elementary Resource Teacher in Steps to English Proficiency (STEP). STEP training included support for the implementation of initial and ongoing assessment, as well as programming for English language learners, with a specific focus on STEP in Kindergarten and modification of expectations for English language learners that require them. The goal of this program is to develop a consistent approach to the education of English language learners across the province.
- 2.4. Lakehead District School Board continues to implement a consistent system intake and orientation process that will allow for successful integration of all English language learners and their families into our school communities.
- 2.5. Through the ELL team, students are provided with individualized programs that are responsive to their level of English proficiency. Teachers of English language learners support classroom teachers to make accommodations and/or modifications for those who require them based on their level of language acquisition. A system process is in place to document modifications for students who do require them.
- 2.6. The Ministry of Education, through a proposal application process, provided funding in the 2017-2018 school year to:
 - support professional learning for classroom teachers who are currently programming and supporting learning for English language learners;
 - allow release time for classroom teachers to work collaboratively with the teacher of English language learners to plan for instruction in response to the students current level of English proficiency;
 - provide dual language and culturally relevant resources for schools;
 - provide classroom teachers with professional learning opportunities related to supporting the mental health and well-being of English language learners; and
 - provide English language learners with the opportunity to participate in summer literacy and numeracy camp.
- 2.7. English language learners are provided with access to technology that will allow them to utilize translation supports and learning applications that will help support English language acquisition, development of numeracy skills, and access to content in other areas of the curriculum.
- 2.8. We continue to expand and strengthen community partnerships by working with community partners, like the Thunder Bay Multicultural Association and other community organizations, to enhance transitions for students into elementary and secondary schools.

- 2.9. English language learners in Lakehead Public Schools have opportunities to participate in school and community events where they can celebrate their own culture as well as experience Canadian culture.

3. Next Steps

- 3.1. Ongoing school based professional learning and support will be provided for classroom teachers of English language learners to plan for and meet their unique needs through Professional Learning Committees (PLCs) and staff meetings.
- 3.2. The ELL Team will pursue the development of an electronic initial assessment report generator and form to document modifications, which will help ensure classroom teachers understand the strengths and needs of our English language learners and will support them in making informed programming and instructional decisions.
- 3.3. We will continue to provide English language learners at the very early stages of English language acquisition with technology that will help support them with their transition to school in Ontario.
- 3.4. Lakehead District School Board will continue to investigate ways to support the mental health and well-being of our English language learners.
- 3.5. We will work towards ensuring that all schools have 'welcome' signs in a variety of languages that represent the diverse cultures within our schools.
- 3.6. Programs that are in place to support English language learners will be promoted by developing an ELL link on the board website.

Conclusion

Through input from staff, families and community stakeholders, we will build on our understanding of the unique needs of our English language learners and this will enable us to revise programs and services as necessary in order to respond in a timely and precise manner to meet these needs. This will support us in reaching our goal of being committed to reducing gaps in performance and supporting English language learners so that they are able to achieve high levels of academic performance. Lakehead District School Board is committed to ensuring a safe and welcoming environment for our English language learners and their families to ensure they achieve this success.

Respectfully submitted,

INGA ANDERSON-FOSTER
Elementary Resource Teacher

AJ KEENE
Early Years and Program Principal

SHERRI-LYNNE PHARAND
Superintendent of Education

IAN MACRAE
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2019 MAY 28
Report No. 055-19

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

RE: HUMAN RIGHTS, EQUITY AND INCLUSIVE EDUCATION

1. Background

- 1.1 Lakehead District School Board is committed to providing a caring and inclusive learning and working environment that promotes a deeper understanding of equitable and inclusive practices at the system, school and classroom levels. Accordingly, facilitation of staff initiatives and student leadership opportunities are at the core of the equity work within the Board.
- 1.2 Lakehead District School Board is committed to human rights and equity, and to further its efforts in this area has appointed a human rights and equity advisor. The equity focus of Lakehead District School Board is one that identifies systemic barriers and discriminatory practices that impede the full participation and success of students and staff. Human rights and equity related planning and initiatives align with the government’s plan “*Education that Works for You*”, the initiatives of the Education Equity Secretariat, and with the Board’s mission, values and strategic planning efforts.

MISSION

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

VALUES

- Integrity, Acceptance, Empathy, Respect and Responsibility.

STRATEGIC PLANNING

- Increase graduation rates and reduce achievement gaps for students at all grade levels;
- support the development of a positive attitude towards learning and a student’s belief in self;
- increase the understanding, acceptance and engagement of students whose well-being may be at risk; and
- develop a deeper understanding of equity and inclusive education practices at the school and classroom level.

2. Situation

In support of the implementation of all equity focused initiatives and practices across the system, Lakehead District School Board has an Equity and Inclusive Education Working Group. The overarching mandate of this committee is to support the guiding tenets of the Education Equity Action Plan by identifying and eliminating discriminatory practices, systemic barriers and bias from schools and classrooms to support the potential for all students to succeed. The following outlines the committee and key actions for the 2018-2019 school year.

2.1 Equity and Inclusive Education Working Group (EIEWG)

Current members are:

- Leslie Hynes, Co-Chair, Principal;
- Ashley Nurmela, Co-Chair, Indigenous Community Liaison;
- Maggie Rutter, Education Officer;
- Jeff Upton, Education Officer;
- Jennifer Smith, Secondary Teacher;
- Kathleen Mercier, Elementary Teacher;
- Anika Guthrie, FNMI Resource Teacher;
- Jasmine Sgambelluri, FNMI Resource Teacher;
- Carlos Santander Maturana, Student Support Professional;
- George Saarinen, Trustee;
- Mahejabeen Ebrahim, Human Rights and Equity Advisor;
- Jessica Murphy, Human Resources Officer;
- Helen Valnycki, Manager of Human Resources;
- Ellen Chambers, Trustee;
- Jaimi Plater, Student Trustee;
- Lori Carson, Special Education Officer;
- Dinah Jung, Elementary Teacher;
- Renee Monsma, Mental Health Lead; and
- Inga Anderson Foster, Resource Teacher.

3. Human Rights and Equity Initiatives: Fostering Staff Leadership

3.1 Human Rights and Equity Professional Learning

Introduction to Human Rights in Education, Module 1 was delivered to all administrators. The objective was to increase knowledge and competencies, and to deepen awareness to address human rights and equity.

All staff are in the process of completing *Truth, Reconciliation and Rights: Opening Doors to Education*, Module 1. This mandatory training will deepen awareness and engagement so that all staff can proactively promote human rights.

3.2 Consultation and Advice on Human Rights and Equity Matters

The human rights and equity advisor is engaged in ongoing efforts to support staff leadership by increasing knowledge and enhancing skills to address human rights and equity.

3.3 Indigenous Cultural Safety Project

This pilot project explores the concept of cultural safety for First Nations, Métis and Inuit students to remove systemic barriers in Ontario's education system. The following initiatives relate to human rights, professional learning supports equity and cultural safety:

- bundled credit program at Westgate Collegiate and Vocational Institute;
- student leadership pilot; and
- examining the representation of First Nations, Métis and Inuit students in alternate education.

4 Human Rights and Equity Initiatives: Fostering Student Leadership

4.1 Youth Empowerment, Activism, and Volunteerism Conference

In March 2019, 60 students from all secondary schools attended a full-day leadership conference, which highlighted activism, volunteerism and human rights for the benefit of all. Youth empowerment to build a more inclusive and accepting community was central to each presentation.

4.2 White Ribbon Campaign – Engaging Male Students to Reduce and Prevent Gender Violence Conference

In the fall of 2018, 60 student leaders from Grades 7-10 attended a full-day conference, which focused on knowledge and skills to be effective leaders in addressing gender-based violence. A session on human rights and equity to address masculinity and respect was part of the conference.

4.3 Speaker from Canadian Centre for Gender and Sexual Diversity

Cameron Aitken, Canadian Centre for Gender and Sexual Diversity (CCGSD), engaged with youth from Westgate Collegiate and Vocational Institute and Superior Collegiate and Vocational Institute. The CCGSD is an internationally recognized organization that works to support and empower LGBTQ2+ youth, specifically in educational institutions. Cameron Aitken delivered a keynote address regarding his experiences facing homophobia in Northern Ontario. This award-winning presentation focused on diversity in schools and the community, and discussed how to promote respect, stop bullying, and create positive community culture.

4.4 Gay Straight Alliance

All secondary schools and two elementary schools support and facilitate the work of their Gay Straight Alliances (GSA). GSAs are student-run groups that provide a safe place for all students to meet and learn about different orientations, provide support for each other, work together to combat homophobia, raise awareness on human rights and promote equality for all. Planning is underway to hold a GSA summit in the fall of 2019.

4.5 Elementary School Senate

Student Trustee Jaimi Plater, together with a group of secondary school mentors, meet regularly with a group of Grades 7 and 8 elementary students at monthly Elementary School Senate Meetings. This group focuses on ways to create change and momentum with issues of importance to the elementary students. Guest speakers at these meetings share and discuss a variety of topics including equity in the schools, Stand Up, Speak Up event and human rights and equity from a student's perspective.

4.6 Coming Together to Talk with Youth – A Conversation of Hope

Diversity Thunder Bay, in partnership with other community organizations, hosted a viewing of the film "Coming Together to Talk" for secondary school students. Following the viewing, students worked with facilitators in smaller groups to generate thoughts and suggestions on how to bring about positive change in Thunder Bay.

5 Human Rights and Equity Initiatives: Strengthening Community Partnerships

5.1 Diversity Thunder Bay

Diversity Thunder Bay consists of individuals and representatives of organizations working to celebrate difference, and end racism and discrimination in Thunder Bay. As a member organization, Lakehead District School Board gains knowledge through engagement with key expert community agencies.

5.2 Sexuality and Gender Equity Working Group

The Sexuality and Gender Equity Working Group was formed to help raise awareness, act as an advocate and to support individuals, school boards and other agencies. Membership within this network align the work and knowledge within this community, with the Board's focus on supporting staff and students who identify with the LGBTQ2+.

5.3 Joint Protocol for Student Achievement

The local Children's Aid Society (CAS) and Dilico Family Care collaborated with local school boards and area counselling centers, to develop the Joint Protocol for Student Achievement (JPSA). The JPSA outlines the scope of important collaborative practices and processes to guide CAS's and school boards as they develop and implement local protocols to support the educational success for students in the care of or receiving child protection services from CAS.

5.4 Accessible Thunder Bay

Accessible Thunder Bay is a voluntary, self-directed group interested in sharing information, including The Accessibility for Ontarians with Disabilities Act (AODA), and strategies to improve accessibility for people with disabilities. The AODA aim is to make Ontario accessible to persons with disabilities by developing, implementing and enforcing standards with respect to goods, services, facilities, accommodation, employment, building, structures and premises.

6 Next Steps

6.1 Review and revise policies:

- review and revise the Human Rights and Harassment Policy; and
- using an equity lens, review other Board policies and revise as required.

6.2 Transgender Accommodation Guideline

Lakehead District School Board is committed to the physical and emotional safety of all students. As part of this commitment, the transgender accommodation guideline will outline strategies to help students of all gender expressions and identities feel safe, welcomed and accepted in our schools. This document will set out Lakehead District School Board guidelines related to accommodation based on gender identity and gender expression, and support staff when working with students of all gender expressions and identities.

6.3 Equity, Diversity and Inclusion Calendar

The Equity, Diversity and Inclusion Calendar represents a partnership among students, teachers, school administrators, the Equity and Inclusive Education Working Group, and community. This calendar serves as a resource for educators, students and school communities, celebrates the diversity of Lakehead District School Board, and provides information regarding:

- significant equity and diversity dates recognized by the United Nations, Canada and Ontario;
- Bahá'í, Buddhist, Christian, Jewish, Hindu, Islamic and Sikh holy days and feasts;
- dates of significance to communities within the constituency of Lakehead District School Board (First Nations, Métis and Inuit);
- Canadian holidays;
- Equinox, solstice and daylight savings dates; and
- Lakehead District School Board calendar.

7. Conclusion

Lakehead District School Board continues to promote and foster equitable and inclusive learning environments through a variety of initiatives.

Respectfully submitted,

MAGGIE RUTTER
Education Officer

MAHEJABEEN EBRAHIM
Human Rights and Equity Advisor

COLLEEN KAPPEL
Superintendent of Education

IAN MACRAE
Director of Education



ABORIGINAL EDUCATION ADVISORY COMMITTEE MINUTES

DATE: Thursday, April 18, 2019, Board Room, Education Centre

MEMBERS PRESENT: Sharon Kanutski, Sherri-Lynne Pharand, Skylene Metatawabin, Board Chair Ellen Chambers, Lawrence Baxter, Noel Jones, Cheryl King-Zewiec, Elliott Cromarty, Maggie Rutter, Jane Lower Pauline Fontaine, Elder Gerry Martin, Serena Essex, Elder Isabelle Mercier, Brittany Collins, Jasmine Sgambelluri, Katrina Fiddler, Dinah Jung, Anika Guthrie, Trustee Ryan Sitch

ABSENT WITH REGRET: Chris Larocque, Mike Judge, Donna Flasz, Brandon Moonias, Fred Van Elburg, Ashley Nurmela, Dolores Wawia, Kathy Beardy, Mahejabeen Ebrahim, AJ Keene

GUESTS: Gino Russo, Shawn Dunlop, Emanuel Iorianni, and Kris Sandberg – LDSB Teachers; David Wright, Business Superintendent, LDSB; Amanda Stefanile and Melissa Burton, LU; Leanna Marshall, Confederation College

	AGENDA ITEM	DISCUSSION	ACTION
1.	Opening Ceremonies	Sherri-Lynne Pharand called the meeting to order at 9:35 a.m. and asked Elder Gerry 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. Sherri-Lynne thanked Sharon Kanutski for co-chairing today's meeting.	
3.	Agenda / Minutes		
	3.1 Approval of Agenda – April 18, 2019	Moved by Pauline Fontaine and seconded by Gerry Martin that the agenda for the April 18th, 2019 AEAC meeting be approved with the following additions. Defer 7.2 - Student Rep Concern re Aboriginal Language Program at Hammarskjold (May meeting)	

	AGENDA ITEM	DISCUSSION	ACTION
		Defer 6.1 - Work Plan (May meeting) Add 6.3 - Business Arising: Update on Indigenous Trustee Carried	
	3.2 Approval of Minutes – Feb. 7, 2019	Moved by Elliott Cromarty and seconded by Pauline Fontaine that the minutes for the February 7, 2019 AEAC meeting be approved. Carried.	
4.	Correspondence	The correspondence file was circulated	
5.	Presentations		
	5.1 Ojibwe Coding Program	McKellar Park School is doing a Pilot Project entitled “Minecraft Coding and Other Fun Stuff” Thanks to Trustee Sitch (who shared information about this project), an Ojibwe Coding Pilot Project is underway at McKellar Park School. Shawn Dunlop, Emanuel Iorianni and Kris Sandberg shared the experiences with their classes as they learn logical thinking, problem solving, creativity and imagination, and teamwork and collaboration. Their video presentation showed the students working on coding projects, sharing their experiences and obvious enjoyment in their work. All questions were answered.	Gino Russo Shawn Dunlop Emanuel Iorianni Kris Sandberg
	5.2 Budget Presentation	2019 – 2020 Budget Presentation This presentation is usually done before the Budget Deputation but due to our cancelled March meeting, it was deferred until the April meeting. David Wright, Business Superintendent gave a break down on the budget, including historical and current data. He emphasized that we don’t know yet what we will have next year. There may be significant changes due to the change of Government. We are yet to hear specifics of information that did come out in the budget that was presented in early April. David Wright thanked the committee for their Budget Deputation saying it is always very helpful when allocating the budget funds.	David Wright

	AGENDA ITEM	DISCUSSION	ACTION
	5.3 LU Achievement Program	<p>AJ Keene introduced Amanda Stefenile, Achievement Program Coordinator at LU. Amanda gave a brief overview of the Achievement Program that encourages students to believe in their highest potential and support their journey into postsecondary education. The program is focussed on FNMI youth, but is open to all students.</p> <p>Through participation in this program, students enrol in grade 4 and earn financial support by completing certain requirements at their school, community and at Lakehead University. The accrued financial support will fund up to a maximum of first year tuition at Lakehead University for an undergraduate degree (or be used for other educational related expenses). Students have 5 years after graduating to use the financial support they have earned.</p> <p>LU is partnering with Lakehead District School Board, Thunder Bay Catholic District School Board, Superior Greenstone District School Board and Superior North Catholic District School Board. LDSB was the first pilot group – enrolling in 2011.</p> <p>At the moment, there are participants in 13 of Lakehead Public schools in grades 4 through 11, with a high success rate of continuing in the program.</p> <p>All questions were answered.</p>	<p>Amanda Stefanile AJ Keene</p>
6.	Business Arising from Minutes		
	6.1 Work Plan	Deferred to May meeting.	
	6.2 Upcoming Event – April 30 at LU	<p>Board Chair Ellen Chambers spoke briefly about an upcoming event originally called ‘Coming Together to Talk’. It has been re-named: “Coming Together to Talk With Youth – A Community Conversation With Hope”.</p> <p><i>The Communication and Education Committee of Diversity Thunder Bay in partnership with Lakehead University, the City of Thunder Bay and others are inviting secondary school students to view ‘Coming Together to Talk’, a film by produced by Michelle Desrosier of Thunderstone Pictures film, co-directed by Ardelle Sagutcheway, Casha Adams, and Savanna Boucher. ‘Coming Together to Talk’ is an Indigenous youth film production that explores the realities of Indigenous youth in Thunder Bay and possibilities for positive change.</i></p>	<p>Board Chair Ellen Chambers</p>

	AGENDA ITEM	DISCUSSION	ACTION
		Chair Ellen Chambers spoke about the upcoming event and will provide an update at the May meeting.	
	6.3 Update on Indigenous Trustee	The Board is interested in pursuing the appointment of an Indigenous Trustee but would like more information on how the process works (as per the legislation – ON Reg. 7/07) and how it gets filled. Elder Gerry Martin agreed to meet with the Trustees at an informal session to share what an Indigenous Trustee would bring to the table and why it is important to have that voice as part of the Board. Sherri-Lynne Pharand would also be part of the informal meeting with Trustees.	Trustee Ryan Sitch Board Chair Ellen Chambers Sherri-Lynne Pharand
7.	Ongoing Business		
	7.1 Native Language	<p>Native Language Supports and Resources Anika Guthrie and Jasmine Sgambelluri provided the members with a handout entitled: <i>Native Language Supports and Resources</i> which outlines the resources available at the elementary and secondary level, professional development sessions, conferences, information shared and requests.</p> <p>They discussed the results of the survey that was sent out to all FMNI families, noting that 266 responses were received.</p> <p>LDSB is continually trying to hire Native Language teachers. Anika and Jasmine will be attending a Language Conference at the end of April in an attempt to recruit some fluent speakers.</p>	Anika Guthrie Jasmine Sgambelluri
	7.2 Student Rep Concern	Aboriginal Languages Program at Hammarskjold – deferred to May meeting	Brandon Moonias
8.	New Business		
	8.1 Student Trustee	Sherri-Lynne Pharand explained Ontario's updated Regulation 7-07 regarding Student Trustees. All school boards must have student trustees on the Board.	Sherri-Lynne Pharand

	AGENDA ITEM	DISCUSSION	ACTION
		<p>AEAC decided unanimously that they would like to recommend to Trustees that we should have 2 or 3 student trustees and that at least one of them should be an Indigenous Student Trustee.</p> <p>Moved by Sharon Kanutski and seconded by Serena Essex that AEAC request trustees of the Lakehead District School Board have an Indigenous Student Trustee in accordance with Regulation 7/07.</p> <p>Carried.</p>	Sherri-Lynne Pharand
	8.2 AYARA	The Aboriginal Youth Achievement and Recognition Awards (AYARA) banquet will be held at the Italian Cultural Centre on May 1, 2019. Many student from LDSB will be receiving awards again this year. LDSB has purchased two table of 8 for the event. There are still 6 tickets available, so interested people should contact Brenda after the meeting.	
9.	Updates		
		<p>9.1 Elder Visits to Schools 9.2 Kindergarten Registration/Self Identification Info 9.3 AYARA Nominations 9.4 National Indigenous Peoples Day 9.5 Truth, Reconciliation & Rights – Professional Learning 9.6 Stand Up and Speak Up 9.7 Coming Together to Talk</p> <p>Ashley was not in attendance but a handout was given to members explaining each update. She can speak to these next time and update if / as necessary</p>	Ashley Nurmela (handout given to members)
10.	Information and Inquiries	<p>10.1 Anti-Racism Campaign – This has been re-named as The Racial Equity and Inclusion Campaign.</p> <p>There is a meeting scheduled with Generator for early May to work on the next scheduled items that we will focus on over the next few year. An update will be available for the May meeting.</p>	

	AGENDA ITEM	DISCUSSION	ACTION
		10.2 Board Chair, Ellen Chambers asked Trustee Sitch to share the motion he brought forward at a previous Board Meeting. Trustee Sitch explained that he suggested that the land acknowledgement be read at the beginning of all regular board meetings. This motion passed and the land acknowledgement will now be part of all regular meetings.	
11.	Closing	Gerry Martin closed the meeting with a prayer.	
12.	Next Meeting	Thursday, May 16, 2019	
13.	Adjournment	The meeting adjourned at 12:10 pm	

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2019 MAY 28
Report No. 047-19

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 May 28, 2019 and have been referred to the Board for approval. The recommendations are as follows:

NAMING OF THE NEW ELEMENTARY SCHOOL (045-19)

It is recommended that Lakehead District School Board approve the name of the new elementary school as École Northern Lights Public School.

APPROVAL OF BOARD MEETING SCHEDULE (032-19)

It is recommended that Lakehead District School Board approve the revised Standing Committee and Regular Board Meeting Schedule 2019-2020, as set out in Appendix A to Report No. 032-19.

POLICY REVIEW – 3030 PURCHASING (043-19)

It is recommended that Lakehead District School Board defer the review of Purchasing Policy 3030 from the 2018-2019 school year to the 2020-2021 school year, after the centralized procurement process has been designed.

POLICY REVIEW – 8010 FEES FOR LEARNING MATERIALS AND ACTIVITIES (049-19)

It is recommended that Lakehead District School Board approve 8010 Fees for Learning Materials and Activities Policy, Appendix A to Report No. 049-19.

APPOINTMENTS TO THE ABORIGINAL EDUCATION ADVISORY COMMITTEE (044-19)

It is recommended that Lakehead District School Board approve the following appointments to the Aboriginal Education Advisory Committee:

- *Leanna Marshall, Indigenous Counsellor, Confederation College, Community Member;*
- *Lindsay Gravelle-Catlin, Parent Member;*
- *Ardelle Sagutcheway, Parent Member; and*
- *Elder Isabelle Mercier, Alternate Community Elder.*

Respectfully submitted,

GEORGE SAARINEN
Chair
Standing Committee

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2019 MAY 28
Report No. 054-19

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

RE: RURAL AND NORTHERN SCHOOLS

1. Background

- 1.1 In 2017, the Ministry of Education created a fund to enhance supports for rural and northern schools.
- 1.2 This fund is for school boards to further improve education for students from rural communities.
- 1.3 Funding is allocated to school boards based on the number of rural students and two factors measuring the density of rural student enrolment in the school board.

2. Situation

- 2.1 School boards are able to spend funding allotted to the school board using a school list from the ministry.
- 2.2 The list is comprised of schools in which at least half of their students are from rural communities.
- 2.3 The list can be modified, however, through a school board motion based on the following parameters:
 - where the school is the last one in the community served by the board;
 - there are no other public services in the community (such as a hospital, library, etc.);
 - it is remote from other schools of the board and the board has determined it to be an unreasonable distance to travel; and
 - where the board has determined the rural students make up a large portion of the student population of that school.
- 2.4 Bernier-Stokes Public School and Westgate Collegiate and Vocational Institute are not currently included on the list.

RECOMMENDATION

It is recommended that Lakehead District School Board pass a motion requesting the Ministry of Education to include Bernier-Stokes Public School and Westgate Collegiate and Vocational Institute to the list of schools eligible for rural and northern fund allocation.

Respectfully submitted,

DAVID WRIGHT

IAN MACRAE
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2019 MAY 28
Report No. 050-19

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

RE: NOTICE OF MOTION – COMMUNICATIONS AD HOC COMMITTEE

1. Background

At the Regular Board Meeting on April 23, 2019, the following Notice of Motion was brought forth by Vice Chair Saarinen:

“THAT we do strike an ad hoc committee to study, report and return with a recommendation on creating a process to facilitate trustees responding to special issues on education, specifically through writing a letter.”

2. Situation

This motion will be considered at the Regular Board Meeting on May 28, 2019.

Respectfully submitted,

IAN MACRAE
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2019 MAY 28
Report No. 051-19

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

RE: NOTICE OF MOTION – TERMS OF REFERENCE - COMMUNICATIONS AD HOC
COMMITTEE

1. Background

At the Standing Committee Meeting on May 14, 2019, the following Notice of Motion was brought forth by Chair Chambers:

“THAT Lakehead District School Board strike an ad hoc committee of trustees to develop terms of reference for a special committee to address communication matters and report back to the Standing Committee June 11, 2019.”

2. Situation

This motion will be considered at the Regular Board Meeting on May 28, 2019.

Respectfully submitted,

IAN MACRAE
Director of Education