



Office of the Director

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

**STANDING COMMITTEE**  
**Tuesday, June 11, 2019**  
**Jim McCuaig Education Centre**

Ian MacRae  
Director of Education

George Saarinen  
Chair

**AGENDA**

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

	<u>Resource Person</u>	<u>Pages</u>
1. Call to Order		
2. Disclosure of Conflict of Interest		
3. Approval of the Agenda		
4. Resolve into Committee of the Whole – Closed Session		
5. <b>COMMITTEE OF THE WHOLE - Closed Session – 6:30 p.m. (SEE ATTACHED AGENDA)</b>		
6. Land Acknowledgement		
7. Delegations/Presentations		
7.1 Westgate Collegiate and Vocational Institute - <i>Power Hour</i>	C. Kappel	1-3
8. Approval of Minutes		
8.1 Standing Committee Meeting - May 14, 2018	G. Saarinen	4-8
9. Business Arising from the Minutes		

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

**MATTERS NOT REQUIRING A DECISION:**

10.	Information Reports		
10.1	Health and Safety Semi-Annual Report (060-19)	D. Wright	9-10
10.2	French as a Second Language (058-19)	S. Pharand	11-14
10.3	2019-2020 Operational Plan (059-19)	I. MacRae	15
11.	First Reports		

**MATTERS FOR DECISION:**

12.	Postponed Reports		
12.1	2019 to 2027 Policy Review Schedule (048-19)	I. MacRae	16-18

*It is recommended that Lakehead District School Board approve the 2019 to 2027 Policy Review Schedule, Appendix A to Report No. 048-19.*

13. Ad Hoc and Special Committee Reports

14. New Reports

14.1	First Nation Trustee Report (061-19)	S. Pharand	19-23
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*Be it resolved that:  
Lakehead District School Board request that the First Nations' Chief and Council of the First Nations communities with whom we have a signed Education Service Agreement, work together to appoint a person to be a member of the Lakehead District School Board of Trustees and forward the name of their appointee to the Board, in writing, by September 30, 2019 as outlined in Report No, 061-19.*

14.2	Policy Review – 3095 Student Trustee (052-19)	I. MacRae	24
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*It is recommended that Lakehead District School Board amend the 3095 Student Trustee Policy during the 2019-2020 school year.*

<p>Trustees (Chair and Vice-Chair) and presenters of reports will be available for comment after the Board Meeting.</p>
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Resource  
Person

Pages

- 14.3 Establishment of the Trustees' Communication  
Committee (062-19)

I. MacRae

25-26

*It is recommended that Lakehead District School Board  
approve the establishment of the Trustees'  
Communication Committee to respond to special issues  
on education, specifically through writing a letter.*

15. New Business
16. Notices of Motion
17. Information and Inquiries
18. 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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**STANDING COMMITTEE**  
**Tuesday, June 11, 2019**  
**Jim McCuaig Education Centre**

Ian MacRae  
Director of Education

George Saarinen  
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 Standing Committee Meeting - May 14, 2019	G. Saarinen	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Personnel Matters	I. MacRae/ D. Wright	Verbal
5.3.2 Legal Matter	I. MacRae	Verbal
5.4 Information and Inquiries		
5.5 Rise and Ask Leave to Sit in Public Session		

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



## Celebrating Student Achievement

School: **WESTGATE COLLEGIATE AND VOCATIONAL INSTITUTE**

Title of Initiative: **POWER HOUR**

Components of Initiative	School's Details
1. Description of the nature of the initiative to improve student achievement	<i>Power Hour</i> is a student achievement initiative that targets both students at-risk of credit accumulation and students in poverty. Student support sessions are offered twice per week during the lunch hour for a five week span. Hot lunch is provided for participating students. Although <i>Power Hour</i> is designed to target at-risk students, the sessions are inclusive of all students and are designed to create a culture of proactivity surrounding student success.
2. Rationale for selecting the initiative	<i>Power Hour</i> has supported over 200 students at Westgate CVI in the first semester alone. As <i>Power Hour</i> is currently underway for second semester, the number accessing the program continues to grow. This initiative was selected because it provides space for students to work on outstanding assignments, access to additional teacher support and the opportunity for students to get ahead on their schoolwork in a supportive environment. This venture has had a significant impact on student achievement this academic year. Semester one data reveals that 81% of the students who participated in <i>Power Hour</i> successfully secured all of their timetabled credits.
3. Intended outcomes of the initiative related to improved student achievement	The intended outcomes of this initiative are to increase student achievement, engagement, proactivity and access to teacher supports. This initiative also ensures students enjoy a healthy meal during the school day. Throughout the sessions, there was increased teacher involvement/support, students academically at-risk returning for follow-up sessions, program staff support for hot lunch preparation/serving and a positive shift in student attitudes towards responsibility for academic engagement.
4. Description of the data used	Student names were tracked at each session (program attendance), and credit accumulation data was extracted after completion of the first semester. Anecdotal feedback on the program's effectiveness was also received from students, staff and parents/guardians.

<p>5. <b>Brief</b> description of the significant activities or strategies involved with the initiative</p>	<ul style="list-style-type: none"> <li>• Multi subject, intensive, teacher support;</li> <li>• hot lunch provided;</li> <li>• dedicated work space in school community (LIB) during non-instructional time;</li> <li>• timely communication/intervention with teachers surrounding student achievement;</li> <li>• expansion of individual student networks of support;</li> <li>• Life Skills development through food preparation;</li> <li>• relationship-building/caring adults; and</li> <li>• communication with parents/guardians.</li> </ul>
<p>6. <b>One or two</b> highlights of the above activities</p>	<p>Two key highlights of this initiative include:</p> <ul style="list-style-type: none"> <li>• decreasing academic risk for participating students through assignment completion, test/exam preparedness, navigating school supports, and building relationships with caring adults in school community; and</li> <li>• building community between First Nations, Métis and Inuit and non-First Nations, Métis and Inuit students in school over common goal.</li> </ul>
<p>7. Description of any unexpected results or “moments of serendipity” related to the initiative</p>	<p>During semester one, programming began after mid-term (in November) for a five-week period. There were no <i>Power Hour</i> sessions scheduled for the month of January as per the Student Success Team. High-risk students were asking for sessions throughout the month of January as attendance/participation/access to supports became habitual within Westgate CVI. We also noticed a significant change in the manner in which teachers interacted with students during the course of the five-week period. What began as a patrol/supervision (for lack of a better term) evolved into meaningful, supportive and caring interactions with both students and other staff.</p>
<p>8. Description of <b>one or two</b> interesting findings that would be useful or helpful to other schools</p>	<p>An interesting finding that would be helpful to other schools would be the importance of establishing a lead who delegates/monitors logistics. It is easy to have multiple things come up in a secondary school which could impact the delivery, but ensuring consistency/accountability leads to success. We also learned that the five-week period was not long enough for some students.</p>
<p>9. Identification of <b>one or two</b> noteworthy hurdles or stumbling-blocks</p>	<p>At the beginning of the initiative, staff participation was minimal, with reluctance. At that point, we were relying on teachers to volunteer. Once messaging and an alteration to the supervision schedule came from administration, staff stepped up to support the initiative. At that point, there was an increase in staff participation and commitment that translated to improved student success. By the end of the five-week period, we had staff volunteering to support the initiative as they clearly recognized its value.</p>

<p>10. Next steps in pursuing the initiative</p>	<p>This initiative has proven to impact a large number of students with approximately 18% of Westgate CVI's student population accessing the intervention over a five-week period in semester one. Many of these students attended multiple sessions. Next steps in pursuing this initiative are: enhancing our promotional efforts; building teacher support for the program into the supervision schedule during each semester; having a dedicated budget for the meals (as offering free and nutritious meals is often the catalyst for student participation); and partnering with existing programs within the school (e.g. SHSM Foods) to ensure efficiency around food preparation. In addition, we are considering expanding the program beyond five weeks in order to meet student need.</p>
<p>11. Lessons learned about the school's efforts to improve student achievement</p>	<p>There has been a shift in the demographic at Westgate CVI since the amalgamation with Sir Winston Churchill CVI. We have recognized that although the work we were doing to support student success was strong, we needed to implement "additional" supports for the changing population in a timely matter. Ongoing/timely communication with classroom teachers about student progress is imperative to the success of this initiative. The same is true for contact with parents/guardians. Administration intervention/messaging regarding teacher support is also a key element. The initiative needs to be valued and supported by administration, and the expectations of staff needs to be clearly and consistently communicated.</p>

LAKEHEAD DISTRICT SCHOOL BOARD

**MINUTES OF STANDING COMMITTEE**

Board Room  
Jim McCuaig Education Centre

2019 MAY 14  
7:30 p.m.

**TRUSTEES PRESENT:**

George Saarinen (Chair)  
Marg Arnone  
Ellen Chambers  
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:**

Jim Desaulniers – Manager

**PUBLIC SESSION:**

1. **Approval of Agenda**

Moved by Trustee Oikonen

Seconded by Trustee Arnone

*“THAT the Agenda for Standing Committee Meeting, May 14, 2019 be approved.”*

**CARRIED**

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

Moved by Trustee Tuchenhagen

Seconded by Trustee Doughty-Smith

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

- *Confirmation of Committee of the Whole – Closed Session Minutes*
  - *April 9, 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. Introduction of the 2019-2020 Student Trustee

Chair Chambers introduced Sierra Gaudreau, the successful candidate for the 2019-2020 student trustee position, who is a Westgate Collegiate and Vocational Institute student.

5. Trustee Character Award – Iris Maxwell, Vision Itinerant Teacher, Lakehead Public Schools

Chair Chambers, on behalf of the Board, presented Iris Maxwell, Vision Itinerant Teacher, Lakehead Public Schools, with the Trustee Character Award. Iris was recognized for her commitment and dedication to the success of every student at Lakehead Public Schools.

6. St. James Public School – *It Takes a Village*

Colleen Kappel, Superintendent of Education, introduced Angelina Tassone, Principal, St. James Public School, Amy Yaschuk, Grades 4/5 Teacher, St. James Public School and St. James Public School student representatives Sierra, Marshall and Marly, who presented the report. All trustees' questions were addressed.

7. Confirmation of Minutes

Moved by Trustee Tuchenhagen

Seconded by Trustee Doughty-Smith

*“THAT the Standing Committee approve the Minutes of the Standing Committee Meeting, April 9, 2019.”*

CARRIED

MATTERS NOT FOR DECISION:

8. Student Success – Technology Education (046-19)

Sherri-Lynne Pharand, Superintendent of Education, introduced Roger Drcar, Ontario Youth Apprenticeship Programs Coordinator/Student Success Resource Teacher, Gino Russo, e-Learning Contact/Information Technology Resource Teacher, and Jane Lower, Student Success Leader, who presented the report. All trustees' questions were addressed.

9. Aboriginal Education Advisory Committee Meeting Minutes – February 7, 2019

Sherri-Lynne Pharand, Superintendent of Education, presented the February 7, 2019 minutes for information.

10. Parent Involvement Committee Meeting Minutes – March 4, 2019

Ian MacRae, Director of Education, presented the March 4, 2019 minutes for information.

MATTERS FOR DECISION:

11. Naming of the New Elementary School (045-19)

Deborah Massaro, Trustee, requested a recorded vote.

Moved by Trustee Tuchenhagen Seconded by Trustee Chambers

*“THAT Lakehead District School Board approve the name of the new elementary school as École Northern Lights Public School.”*

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

CARRIED

12. Approval of Board Meeting Schedule (032-19)

Moved by Trustee Chambers Seconded by Trustee Massaro

*“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.”*

CARRIED

13. Policy Review – 3030 Purchasing (043-19)

Moved by Trustee Oikonen Seconded by Trustee Sitch

*“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.”*

CARRIED

14. Policy Review – 8010 Fees for Learning Materials and Activities (049-19)

Moved by Trustee Oikonen

Seconded by Trustee Doughty-Smith

*“THAT Lakehead District School Board approve 8010 Fees for Learning Materials and Activities Policy, Appendix A to Report No. 049-19.”*

CARRIED

15. 2019-2027 Policy Review Schedule (048-19)

The 2019-2027 Policy Review Schedule (048-19) was postponed to Regular Board Meeting – May 28, 2019. All trustees were in agreement.

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

Moved by Trustee Arnone

Seconded by Trustee Tuchenhagen

*“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.”*

CARRIED

17. Notice of Motion

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

Moved by Trustee Chambers

Seconded by Trustee Doughty-Smith

*“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.”*

CARRIED

18. Information and Inquiries

18.1 Trustee Arnone reported that she and Trustees Tuchenhagen, Sitch, Doughty-Smith, Chambers, Oikonen, Student Trustee Plater and administration attended the Northwestern Ontario Aboriginal Youth Achievement and Recognition Awards Night on May 1, 2019 at the Italian Cultural Centre. Trustee Arnone reported that 35 Lakehead Public Schools’ students received awards that evening.

18.2 Trustee Doughty-Smith reported that she, Trustee Arnone and David Wright attended the OSSTF District 6A – Annual Student Awards on May 9, 2019 at Superior Collegiate and Vocational Institute. Trustee Arnone reported that 41 students received awards that evening.

18.3 Vice Chair Saarinen reported that he attend the “Everyone Matters” event on May 9, 2019 at Redwood Park Church and attended the Grade Eight Award of Excellence evening on May 9, 2019 at the Current River Recreation Centre with Trustee Tuchenhagen and Student Trustee Plater.

19. Adjournment

Moved by Trustee Sitch

Seconded by Trustee Chambers

*“THAT we do now adjourn at 9:48 p.m.”*

CARRIED

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2019 JUN 11  
Report No. 060-19

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

RE: HEALTH AND SAFETY SEMI-ANNUAL REPORT

1. Background

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

2. Situation

2.1 Employee Training

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

- Joint Health and Safety Committee Certification training;
- First Aid training;
- working at heights training (construction level);
- WHMIS 2015;
- aerial lift operation;
- respect in the workplace; and
- violence in the workplace.

2.2 Annual Lead Water Sampling

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

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

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

### 2.3 Radon Gas Testing

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

Lakehead Public Schools has completed radon testing of all our facilities.

### 2.4 Online Health and Safety Reporting

Lakehead Public Schools has implemented an all-online reporting platform for all health and safety incidents. The following forms are now available to staff:

- Safe Schools Incident Reporting (Student Incident Report);
- Staff Violence Reporting Form;
- Staff Accident/Injury Reporting; and
- Non-Staff Injury Reporting (OSBIE for Students, Volunteers and Public).

## 3. Conclusion

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

Respectfully submitted,

KYLE ULVANG  
Health and Safety Officer

DAVID WRIGHT

IAN MACRAE  
Director of Education

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2019 JUN 11  
Report No. 058-19

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

RE: FRENCH AS A SECOND LANGUAGE

1. Background

- 1.1 Lakehead District School Board recognizes that the study of French is an important part of the school curriculum, and that knowledge of a second language is valuable for many reasons. “Through learning a second language, students strengthen their first-language skills, enhance their critical and creative thinking abilities ...increase their understanding of other cultures... [and have] a distinct advantage in a number of careers, both in Canada and internationally (The Ontario Curriculum: French as a Second Language, p. 15).
- 1.2 Lakehead District School Board is committed to increasing student confidence, proficiency, and achievement in French as a Second Language (FSL). “It is critical that students believe in their ability to apply their French-language knowledge and skills. Increasing their confidence in communicating in French will motivate them to continue their FSL learning.” (A Framework for French as a Second Language in Ontario Schools: Kindergarten to Grade 12, p. 9).
- 1.3 Lakehead District School Board continues to engage stakeholders and staff to support the attainment of high levels of personal and academic excellence for every student. “Student achievement is enhanced when all stakeholders are engaged and place a high value on learning” (A Framework for French as a Second Language in Ontario Schools: Kindergarten to Grade 12, p. 9).

2. Situation

- 2.1 The Canada-Ontario Agreement on Minority Language Education and Second Official Language Instruction 2018-2019 enabled Lakehead District School Board to implement numerous initiatives to support professional learning and improve student outcomes in FSL. These provided the opportunity to:
  - participate in Common European Framework of Reference (CEFR) provincial sessions for certified Diplôme d'études en langue française (DELF) *Formateurs* and FSL Leads and Educators;
  - participate in a DELF recertification session and the moderated marking of DELF exams;

- enhance the oral language skills of elementary and secondary FSL students through:
    - participation in an Improvisation Festival that promoted spontaneous oral interaction and celebrated francophone culture;
    - participation in culinary arts workshops that promoted language acquisition through vocabulary development and oral interaction; and
    - participation in a film event that celebrated French-language learning;
  - make student support in FSL available through access to expanded on-line Homework Help and Student Success initiatives;
  - expand elementary and secondary FSL resources that support oral language development; and
  - expand resources and equipment that support new French Immersion courses offered at the secondary level.
- 2.2 The Lakehead District School Board provided Grade 8 French Immersion students with the opportunity to challenge the A2 DELF Exam and receive certification.
- 2.2.1 Seventy-one students completed the A2 DELF exam, representing an 89% participation rate.
- 2.2.2 Data shows that there was a 100% success rate.
- 2.2.3 The average total score was 79/100. While scores in all sub-tests were relatively high, oral comprehension and written comprehension scores were slightly higher than oral production and written production scores.
- 2.3 The Lakehead District School Board participated in the Ontario Ministry of Education DELF initiative.
- 2.3.1 Twenty-seven Core French and 27 French Immersion students took the DELF exams (A2, B1, B2) in the Spring of 2019.
- 2.3.2 The participation rate this year in the DELF exams for Grade 12 French Immersion was 61%.
- 2.3.3 The participation rate this year in the DELF exams for Grade 12 Core French was 71%.
- 2.3.4 Data shows that there was an 87% success rate for Lakehead District School Board students who completed the DELF this year. As well, students had higher total scores for level B2 compared to the 2018 DELF results.
- 2.3.5 For levels A2, B1, and B2, written comprehension scores are highest. Written production is an area for improvement at levels B1 and B2, while oral comprehension is an area for improvement at the A2 level.



- 2.4 Lakehead District School Board has a Three Year Plan (2017- 2020) to work toward the three provincial goals outlined in the document, *A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12*. Priorities include:
- increasing student achievement in Grade 8 Core French (speaking strand) and in Grade 9 Applied Core French;
  - increasing student confidence when interacting in French outside of school;
  - increasing the percentage of students who remain in a French Program until Grade 12; and
  - increasing the percentage of students and parents who recognize the advantages and benefits of learning French.
- 2.5 The Lakehead District School Board continues to provide professional learning for FSL teachers by:
- supporting staff members in obtaining necessary qualifications needed to work in the Core French and French Immersion programs;
  - providing support for new French Immersion teachers through the New Teacher Induction Program (NTIP); and
  - supporting Professional Learning Communities for Senior Kindergarten French Immersion educator teams, elementary Core French teachers, senior elementary French Immersion teachers, and secondary French teachers.
- 2.6 Lakehead District School Board, in collaboration with regional boards in the CEFR Implementation network, planned and implemented three initiatives for the 2018-2019 school year:
- FSL Lead regional planning that supports educator professional learning needs and that aligns with a provincial focus;
  - FSL teacher learning and networking opportunities through a regional planning and sharing session; and
  - FSL teacher learning and networking opportunities through DELF examiner training, including recertification training.
- 2.7 Lakehead District School Board continues to promote and support FSL programs by:
- updating and expanding marketing materials for French Immersion programs;
  - providing support to students with special needs through the placement of secondary co-op students in elementary and secondary classrooms; and
  - supporting the development of bilingual signage and resources within schools.

### 3. Next Steps

Lakehead District School Board will:

- continue to offer expanded on-line Homework Help for all FSL learners;
- provide the opportunity for secondary FSL students to travel to a French-speaking destination in May for Grades 10-12 students enrolled in their courses;
- continue to seek out opportunities that allow FSL learners to explore francophone culture and experience authentic oral communication;
- continue to play a leadership role in CEFR Regional initiatives, planning activities that align with provincial goals and providing teachers with learning and networking opportunities that support student engagement and success in FSL;
- continue to update and produce promotional materials that describe FSL programs and encourage students to take French and to stay in French;
- continue to encourage staff members to obtain necessary qualifications needed to work in the French Immersion program; and
- provide CEFR learning opportunities to new FSL teachers.

### 4. Conclusion

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

Respectfully submitted,

LINDA GRASSIA  
French Resource Teacher

FRED VAN ELBURG  
Program Coordinator

SHERRI-LYNNE PHARAND  
Superintendent of Education

IAN MACRAE  
Director of Education

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2019 JUN 11  
Report No. 059-19

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

RE: 2019-2020 OPERATIONAL PLAN

1. Background

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

2. Conclusion

The current 2018-2019 Operational Plan will remain in effect until the Strategic Plan is renewed in the Fall of 2019.

Respectfully submitted,

IAN MACRAE  
Director of Education

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2019 MAY 14  
Report No. 048-19

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

RE: 2019 to 2027 POLICY REVIEW SCHEDULE

1. Background

- 1.1 Section 5.1 *Identification of Policies Requiring Development and/or Review of Policy 2010 Policy Development and Review* identifies that “Senior Administration prepares an annual plan of action that outlines the process for managing policies for development and for review.”
- 1.2 Section 5.4 states “The Standing Committee considers policies annually for development or review.”
- 1.3 Section 4.1 *Policy Review of Procedures 2010 Policy Development and Review* states “A specified review date will be established for all policies.”
- 1.4 Section 4.2 states “The Standing Committee shall annually review the status of current policies.”

2. Situation

- 2.1 Section 5.5 *Identification of Policies Requiring Development and/or Review of Policy 2010 Policy Development and Review* states “The Standing Committee will recommend all Policies to be reviewed or developed to the Board for approval.”
- 2.2 The 2019 to 2027 review schedule (Appendix A) is attached for the Standing Committee’s consideration.

RECOMMENDATION

It is recommended that Lakehead District School Board approve the 2019 to 2027 Policy Review Schedule, Appendix A to Report No. 048-19.

Respectfully submitted,

IAN MACRAE  
Director of Education

<b>ANNUAL POLICY DEVELOPMENT AND REVIEW PLAN</b>			
<b>September 2019 to June 2027</b>			
<b>Year</b>	<b>Policy #</b>	<b>Title</b>	<b>Superintendent</b>
<b>1</b> <b>2019-2020</b>	3090	Use of Board Logo	I. MacRae
	8073	Dress Code	
	6050	Food and Beverage	TBA
	6061	Administration of Oral Medication	
	6062	Anaphylaxis and Medical Emergency Management	
	4021	Assessment & Evaluation	S. Pharand
	3030	Purchasing	D. Wright
3073	Corporate Credit Card		
3074	Expense & Travel Reimbursement		
6022	Kingfisher Outdoor Education		
<b>2</b> <b>2020-2021</b>	1020	Equity & Inclusive Education	TBA
	3100	Accessibility Standards For Customer Service	
	4020	Alternative Schools	
	8072	Sexual Orientation & Gender Identity	
	3080	Research	S. Pharand
	7030	Harassment and Human Rights	D. Wright
<b>3</b> <b>2021-2022</b>	3095	Student Trustee	I. MacRae
	8091	Use of Volunteers in Schools	TBA
	4010	Program Implementation	S. Pharand
	3040	Transportation	D. Wright
	3060	Leasing of Space	
	3071	Advertising	
	3093	Information Security	
	3096	Information/Communication Technology Use	
	7020	Equitable Employment	
8090	Community/Education Partnerships		
<b>4</b> <b>2022-2023</b>	3094	Electronic Meetings	Director
	8070	Safe Schools – System Expectations	TBA
	1011	Access to System Programs	S. Pharand
	7060	Staff Training	
	8062	Voluntary Aboriginal Student Self-Identification	
	8065	Voluntary Aboriginal Staff Self-Identification	
	9020	Library Resource Centre	
	3092	Privacy and Information Management	D. Wright
	3070	Allowance for Use of Personal Vehicle	
	6010	Emergency Evacuation and School Closure	
8074	Concussions		
7090	Accommodation in the Workplace		
9010	School Accommodation		
9015	Facility Partnership		
<b>5</b> <b>2023-2024</b>	3072	Advocacy	Director
	6020	Extended Field Trip	TBA
	6021	Day Field Trip	
	8020	Access to Schools/Board Premises	
	4040	French Immersion	S. Pharand
	3026	Budget Variance	D. Wright
	3061	Reclamation of Properties	
	3091	Security	
	7011	Teacher Performance Appraisal	
7040	Violence in the Workplace		
9030	Playground Structures		

<b>ANNUAL POLICY DEVELOPMENT AND REVIEW PLAN</b>			
<b>September 2019 to June 2027</b>			
<b>Year</b>	<b>Policy #</b>	<b>Title</b>	<b>Superintendent</b>
<b>6</b> <b>2024-2025</b>	3005	Ontario Student Record	Director
	3020	Legal Representation	
	8015	Display of Flags	
	8071	Bullying Prevention and Intervention Prevalent Medical Conditions	TBA
	4005	English Language Learners	S. Pharand
	3010	Fees	D. Wright TBA/ D. Wright
	6070	Video Surveillance	
7010	Police Record Checks		
7080	Health & Safety		
8014	Advertising in the Schools		
<b>7</b> <b>2025-2026</b>	2010	Policy Development and Review	Director
	8080	School Council	
	4045	Environmental	TBA
	4022	Prior Learning Assessment & Recognition	S. Pharand
	4023	Prior Learning Assessment & Recognition for Mature Students	
	8011	Use of School Buildings, Facilities and Grounds	D. Wright
8012	Fundraising in the Schools		
8050	Naming and Opening of New or Consolidated School		
<b>8</b> <b>2026-2027</b>	3001	Governance	Director
	6040	Reporting of Children in Need of Protection	TBA
	5010	Special Education	
	4030	Territorial Student Program – Transportation & Services	S. Pharand
	4035	Board and Lodging – Payment	
	8061	Aboriginal Education Advisory Committee	
8010	Fees for Learning Materials and Activities		

May 14, 2019

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2019 JUN 11  
Report No. 061-19

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

RE: FIRST NATION TRUSTEE REPORT

1. Background

- 1.1 The United Nations Declaration on the Rights to Indigenous People (of which Canada is an official signatory) identifies clearly that education systems around the world, and in particular those in countries that are signatories, must reflect and endorse education that induces languages, the history and the cultures of Indigenous peoples.
- 1.2 Among the Calls to Action in the 2015 Truth and Reconciliation Commission, to identify the needs for ongoing review and subsequent action for appropriate curriculum reform and sufficient funding for development and implementation of revised curriculum. (Reference p. 95 *OPSBA's Guide to Good Governance 2018-2022*)
- 1.3 Lakehead District School Board is proud of the work we have done towards this goal in partnership with our Indigenous community.

2. Situation

- 2.1 The Aboriginal Education Advisory Committee (AEAC) has requested having a First Nation trustee on the Board.
- 2.2 *Ontario Regulation 462/97 – First Nations Representation on Boards* (Appendix A) sets out the process for appointing First Nation trustees to school boards that have entered into an Education Service Agreement with one or more First Nation communities.
  - The number of First Nations trustees which may be appointed to the Board depends on the number of First Nation students attending the Board under an agreement.
  - Section 1. (5) states, “Where the number of Indian pupils enrolled in the schools under the jurisdiction of the board under one or more agreements made under this section is fewer than the lesser of 10 percent of the Average Daily Enrolment in the schools of the board and 100, the appointment under section (2) may be made at the discretion of the board.”
- 2.3 The Lakehead District School Board currently has 66 pupils from two different First Nation communities who have signed Education Service Agreements with the Board.

- 2.4 The Lakehead District School Board currently has 221 First Nation students who pay tuition to attend Lakehead District School Board.
- 2.5 The Lakehead District School Board has one in every five students who voluntarily self-identify as First Nations, Métis or Inuit.

### 3. Analysis

- 3.1 The Lakehead District School Board does not have enough students attending on an Education Service Agreement to require the Board to have a First Nation trustee.
- 3.2 If the Board is desirous of having a First Nation trustee, the Board may, under the legislation, make a discretionary decision by resolution of the Board to appoint a First Nation trustee.

### 4. Role of the Board

- 4.1 The chair of the Board communicates, in writing, with each First Nations community and organization that has an Education Service Agreement (ESA). The communication:
  - indicates that the seat for an individual to represent the interests of Indigenous students and all students of the Board will become/is vacant;
  - requests communities with whom we have an ESA, work together to consider appointing a person to represent the interests of all Indigenous students and forward the name of their appointee to the Board, in writing, by a given date; and
  - this communication is completed in every successive election year.
- 4.2 Upon receiving the name of the candidate, the Board affirms the First Nation trustee with the usual swearing in process for all trustees.
- 4.3 The First Nation trustee is deemed to be an elected member of the Board with all the rights and responsibilities of the position. The representative of Indigenous students, the First Nation trustee is in a unique position to ensure that Indigenous culture is part of [the] vision and that the strategic direction of the board includes the interests of First Nations. (Reference p. 95 OPSBA's Guide to Good Governance 2018-2022)



## 5. Anticipated Positive Outcomes

- 5.1 In consultation with an Elder, the following are the anticipated positive outcomes from appointing a First Nation trustee. The Board will:
- make a strong statement to the community that Lakehead District School Board values our First Nations partners;
  - be inclusive of the changing demographics of the Board and have a voice of the Indigenous community in decision-making;
  - have an advocate at the Board table whose role, in addition to all the statutory responsibilities of all trustees, is to:
    - ensure the actions of the Board reflect the Education Services Agreements;
    - ensure that both parties to the agreement are fulfilling their obligations;
    - ensure that mechanisms are in place for effective accountability to the First Nation community;
    - ensure a high-quality academic and cultural education for Indigenous students;
    - ensure that Indigenous students are free from any expression of racism and harassment as students of the Board; and
    - assist with addressing and overcoming the unique challenges facing First Nations students and communities.
  - model the importance of inclusion and building knowledge and understanding of First Nations Peoples amongst all staff and students;
  - build trust with our First Nation community; and
  - continue its work towards Reconciliation with Indigenous Peoples (in alignment with the Truth and Reconciliation Commission).

6. Conclusion

In its report, *Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada*, the Truth and Reconciliation Commission states, “Canada denied the right to participate fully in Canadian political, economic, and social life to those Aboriginal people who refused to abandon their Aboriginal identity.” (p.2) An opportunity to participate fully and to have a voice in decision-making is an important step to moving forward in reconciliation and in a spirit of working and walking together. While Lakehead District School Board does not have the number of students on Education Service Agreement to require the appointment of a First Nation trustee, with over 20% of our student population voluntarily self-identifying as First Nations, Métis or Inuit, it is important to provide a voice in decision-making that is representative of the student population.

Be it resolved that:

Lakehead District School Board request that the First Nations' Chief and Council of the First Nations communities with whom we have a signed Education Service Agreement, work together to appoint a person to be a member of the Lakehead District School Board of Trustees and forward the name of their appointee to the Board, in writing, by September 30, 2019 as outlined in Report No, 061-19.

Respectfully submitted,

SHERRI-LYNNE PHARAND  
Superintendent of Education

IAN MACRAE  
Director of Education

Education Act

ONTARIO REGULATION 462/97  
FIRST NATIONS REPRESENTATION ON BOARDS

**Consolidation Period:** From May 13, 2009 to the e-Laws currency date.

Last amendment: 190/09.

This is the English version of a bilingual regulation.

1. (1) Where a board has entered into one or more agreements under section 188 of the Act, the council of the band, or the councils of the bands, to which the Indian pupils who are, under the agreement or agreements, enrolled in the schools operated by the board or in the schools in which the board provides all the instruction, belong, may, subject to subsection (4), name one person to represent on the board the interests of the Indian pupils. O. Reg. 462/97, s. 1 (1).
  - (2) Where a person is named under subsection (1), the board shall, subject to subsection (5), appoint the person a member of the board. O. Reg. 462/97, s. 1 (2).
  - (3) The member appointed under subsection (2) shall be deemed to be an elected member of the board. O. Reg. 190/09, s. 2.
  - (4) Where the number of Indian pupils enrolled in the schools under the jurisdiction of a board under one or more agreements made under this section exceeds 25 per cent of the average daily enrolment in the schools of the board, two persons may be named under subsection (1), and subsections (1) to (3) apply with necessary modifications in respect of the two persons. O. Reg. 462/97, s. 1 (4).
  - (5) Where the number of Indian pupils enrolled in the schools under the jurisdiction of the board under one or more agreements made under this section is fewer than the lesser of 10 per cent of the average daily enrolment in the schools of the board and 100, the appointment under subsection (2) may be made at the discretion of the board. O. Reg. 462/97, s. 1 (5).
  - (6) For the purpose of determining the number of Indian pupils enrolled in the schools under the jurisdiction of a board referred to in subsection (4) or (5), the number of Indian pupils in Indian schools in which the board provides all the instruction shall be included. O. Reg. 462/97, s. 1 (6).
  - (7) Where the agreement is, or the agreements are, in respect of elementary school pupils only or secondary school pupils only, the enrolment referred to in subsections (4) and (5) shall be that of elementary school pupils only or secondary school pupils only, as the case may be. O. Reg. 462/97, s. 1 (7).
  - (8) The term of office of a member appointed under this section terminates on the same date as the term of office of the elected members. O. Reg. 462/97, s. 1 (8).
  - (9) Where a regulation made under clause 67 (2) (a) of the Act provides for the appointment of one or more members to represent on the board the interests of Indian pupils, this section does not apply. O. Reg. 462/97, s. 1 (9).
  - (10) Where the office of a member of a board appointed under this section becomes vacant for any reason, it shall be filled in accordance with this section and the person so appointed shall hold office for the remainder of the term of his or her predecessor. O. Reg. 462/97, s. 1 (10).
2. Omitted (provides for coming into force of provisions of this Regulation). O. Reg. 462/97, s. 2.

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2019 JUN 11  
Report No. 052-19

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

RE: POLICY REVIEW – 3095 STUDENT TRUSTEE

1. Background

1.1 It is the policy of Lakehead District School Board that policies will be developed or reviewed in accordance with 2010 Policy Development and Review Policy.

1.2 The 3095 Student Trustee Policy was last revised on May 27, 2014.

2. Situation

2.1 On May 7, 2018, the Ministry of Education issued regulatory amendments coming out of the 2017 Governance Engagement.

2.2 On January 1, 2020, subsection 4 (2) of the Ontario Education Act – Ontario Regulation 7/07 Student Trustees will be revoked and a substitution will be made to O. Reg. 354/18, s.1.

2.3 Based on the new requirements outlined in the regulatory amendments and the upcoming amendments to the Ontario Education Act, changes need to be made to the 3095 Student Trustee Policy.

RECOMMENDATION

It is recommended that Lakehead District School Board amend the 3095 Student Trustee Policy during the 2019-2020 school year.

Respectfully submitted,

IAN MACRAE  
Director of Education

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2019 JUN 11  
Report No. 062-19

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

RE: ESTABLISHMENT OF TRUSTEES' COMMUNICATION COMMITTEE

1. Background

- 1.1 Lakehead District School Board is committed to the success and well-being of every student. The Trustees' Communication Committee will receive information and provide appropriate responses to educational issues in a timely manner.

2. Situation

- 1.1 Section 5.2 of the 2018 Procedural By-Law states, "*The Board or Standing Committee may establish a committee which shall be designated a Special Committee to consider specific matters on an ongoing basis.*"
- 1.2 The Trustees' Communication Committee will adhere to the Terms of Reference, which are included as Appendix A.

RECOMMENDATION

It is recommended that Lakehead District School Board approve the establishment of the Trustees' Communication Committee to respond to special issues on education, specifically through writing a letter.

Respectfully submitted,

IAN MACRAE  
Director of Education

# Lakehead District School Board Trustees' Communication Committee

## Terms of Reference

June 2019

Lakehead District School Board is committed to the success and well-being of every student. The Board also recognizes that cooperative and collaborative relationships between school boards and community organizations are part of the foundation of a strong, vibrant and sustainable publicly funded education system that can improve access to services for students, and the wider community. The goal of the Trustees' Communication Committee is to improve communication from the Board in a timely manner.

### 1. **Purpose**

This committee will provide written response to special issues on education, specifically through writing a letter.

The Trustees' Communication Committee will:

- receive requests for communication from trustees;
- the chair of the Board shall facilitate requests within 24 hours;
- the Trustees' Communication Committee will review the requests within 48 hours of receiving the request and will agree upon by consensus; and
- a letter will be written by the chair of the Board in response to the request.

The Trustees' Communication Committee will be allowed to communicate via email for trustees' confirmation, consensus and input.

### 2. **Membership**

2.1 Membership of the Trustees' Communication Committee will consist of:

- all trustees;
- director of education; and
- communications officer.

2.2 The chair of the committee shall be a trustee elected at the first meeting.

2.2 The quorum for meetings of the Trustees' Communication Committee shall consist of a majority of the trustees of the Board.

### 3. **Meetings**

3.1 The Trustees' Communication Committee will meet as required.

3.2 Meeting agendas will be prepared by the chair, in consultation with the director or designate.