



**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. 11**

**Tuesday, June 22, 2021**

**Virtual via Microsoft Teams**

Ian MacRae  
Director of Education

Ellen Chambers  
Chair

**AGENDA**

**PUBLIC SESSION**

**7:30 p.m. – via Microsoft Teams**

		<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 – 6:35 p.m. (SEE ATTACHED AGENDA)</b>		
6.	Report of Committee of the Whole – Closed Session		
7.	Land Acknowledgement		
8.	Delegations/Presentations		
8.1	Ontario Public School Boards' Association (OPSBA) <ul style="list-style-type: none"><li>- Award of Excellence and Achievement Award</li><li>- Tanya Moses, Alternative Secondary School Support Worker</li></ul>	R. Oikonen	Verbal
8.2	Ontario Public School Boards' Association (OPSBA) <ul style="list-style-type: none"><li>- Achievement Award</li><li>- Wilma Kleynendorst, Member, Special Education Advisory Committee</li></ul>	T. Tuchenhagen	Verbal

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

**LAKEHEAD DISTRICT SCHOOL BOARD**

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|-----|--|-----------|--------|
| 8.3 | Ontario Public School Boards' Association (OPSBA)<br>- Achievement Award<br>- Steve Shonosky, Volleyball Coach, Westgate Collegiate and Vocational Institute | M. Arnone | Verbal |
|-----|--|-----------|--------|
9. Approval of Minutes
- |     |   |             |     |
|-----|---|-------------|-----|
| 9.1 | Regular Board Meeting No. 7<br>- May 25, 2021 | E. Chambers | 1-4 |
|-----|---|-------------|-----|
10. Business Arising from the Minutes

**MATTERS NOT REQUIRING A DECISION:**

11. Information Reports
- |      |  |                |        |
|------|--|----------------|--------|
| 11.1 | Ontario Public School Boards' Association (OPSBA) Report   | G. Saarinen    | Verbal |
| 11.2 | Indigenous Student Trustee Final Report (058-21)   | K. Essex       | 5-8    |
| 11.3 | Student Trustee Final Report (059-21)  | S. Talpade     | 9-12   |
| 11.4 | Audit Committee Report   | R. Oikonen     | Verbal |
| 11.5 | Human Rights, Equity, and Inclusive Education Report (046-21)                                    | M. Probizanski | 13-23  |
| 11.6 | Annual Review of the Plan to Deliver Special Education Programs and Services: 2020-2021 (057-21) | M. Probizanski | 24-27  |
| 11.7 | COVID-19 General Update  | I. MacRae      | Verbal |
| 11.8 | Equity and Inclusive Education Advisory Committee Meeting Minutes – February 3, 2021             | M. Probizanski | 28-32  |
| 11.9 | Aboriginal Education Advisory Committee Meeting Minutes – May 13, 2021                           | A. Keene       | 33-38  |
12. First Reports

**MATTERS FOR DECISION:**

13. Postponed Reports

Trustees (Chair and Vice-Chair) and presenters of reports will be available for comment after the Board Meeting.
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14. Recommendations from the Standing Committee (060-21) T. Tuchenhagen 39

14.1 Appointments to the Supervised Alternative Learning Committee 2021-2022 (043-21)

*It is recommended that Lakehead District School Board approve the following appointments to the Supervised Alternative Learning (SAL) Committee for the 2021-2022 school year:*

- Marg Arnone, Trustee;
- Sue Doughty-Smith, Trustee (Alternate);
- Michelle Probizanski, Superintendent of Education;
- Nicholas Sacevich, Student Success Lead/ MISA Board Lead;
- Dianna Atkinson, Service Delivery Manager, YES Employment Services;
- Brad McKay, Employment Services Coordinator, YES Employment Services; and
- Lorna Hunda, Acting Executive Director, YES Employment Services (Alternate).

14.2 Policy Review – 3100 Accessibility Standards for Customer Service (038-21)

*It is recommended that Lakehead District School Board approve 3100 Accessibility Standards for Customer Service Policy (renamed as Accessibility Policy), Appendix A to Report No. 038-21.*

14.3 Policy Development – 7021 Teacher Hiring (050-21)

*It is recommended that Lakehead District School Board approve 7021 Teacher Hiring Policy, Appendix A to Report No. 050-21.*

14.4 Policy Development – 7022 Conflict of Interest – Teacher Hiring Policy (049-21)

*It is recommended that Lakehead District School Board approve 7022 Conflict of Interest – Teacher Hiring Policy, Appendix A, Report No. 049-21.*

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

		<u>Resource Person</u>	<u>Pages</u>
15.	Ad Hoc and Special Committee Reports		
15.1	Recommendation from the Budget Committee (056-21)  2021-2022 Budget (055-21)  <i>It is recommended that Lakehead District School Board approve the 2021-2022 operating and capital budget of \$148,326,639 as presented.</i>	G. Saarinen	40
16.	New Reports		
17.	New Business		
18.	Notices of Motion		
19.	Information and Inquiries		
20.	Adjournment		

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

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**REGULAR BOARD MEETING NO. 11**

**Tuesday, June 22, 2021  
Virtual via Microsoft Teams**

Ian MacRae  
Director of Education

Ellen Chambers  
Chair

**AGENDA**

**COMMITTEE OF THE WHOLE – Closed Session  
6:35 p.m. – via Microsoft Teams**

	<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 - May 25, 2021	E. Chambers	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Personnel Matters	I. MacRae	Verbal
5.3.2 Legal Matters	I. MacRae/ M. Probizanski	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**

LAKEHEAD DISTRICT SCHOOL BOARD

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

Virtual  
Via Microsoft Teams

2021 MAY 25  
7:30 p.m.

**TRUSTEES PRESENT:**

Ellen Chambers (Chair)  
Marg Arnone  
Sue Doughty-Smith  
Deborah Massaro  
Ron Oikonen  
George Saarinen

Ryan Sitch  
Scottie Wemigwans  
Keira Essex (Indigenous Student  
Trustee)  
Simran Talpade (Student Trustee)

**TRUSTEE ABSENT, WITH REGRET:**

Trudy Tuchenhausen (Vice Chair)

**SENIOR ADMINISTRATION:**

Ian MacRae, Director of Education  
AJ Keene, Superintendent of Education  
Michelle Probizanski, Superintendent of Education  
Kirsti Alaksa, Superintendent of Business

**FEDERATION/UNION REPRESENTATIVES:**

Erin Aylward, Lakehead Principals/Vice Principals  
Lori Ann Badanai, Lakehead Principals/Vice Principals

**PUBLIC SESSION:**

1. **Approval of Agenda**

Moved by Trustee Saarinen

Seconded by Trustee Doughty-Smith

*“THAT the Agenda for Regular Board Meeting No. 7, May 25, 2021, be approved.”*

**CARRIED**

2. Resolve into Committee of the Whole – Closed Session

Moved by Trustee Oikonen

Seconded by Trustee Arnone

*“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 of:*
  - *Regular Board Meeting No. 5, April 27, 2021; and*
  - *Board Meeting (Special) No. 6, May 12, 2021.*
- *Personnel Matters*

*and that this meeting shall not be open to the public pursuant to Section 207 (2) of the Education Act as amended.”*

CARRIED

COMMITTEE OF THE WHOLE – CLOSED SESSION:

3. Committee of the Whole – Closed Session items were dealt with in their entirety.

PUBLIC SESSION:

4. Report of Committee of the Whole – Closed Session

Moved by Trustee Doughty-Smith

Seconded by Trustee Massaro

*“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. 5, April 27, 2021.’*

*‘THAT Lakehead District School Board approve the Committee of the Whole – Closed Session Minutes of Board Meeting (Special) No. 6, May 15, 2021.’”*

CARRIED

5. Approval of Minutes

Moved by Trustee Sitch

Seconded by Trustee Wemigwans

*“THAT Lakehead District School Board approve the Minutes of:*

- *Regular Board Meeting No. 5, April 27, 2021; and*
- *Board Meeting (Special) No. 6, May 12, 2021.”*

CARRIED

#### MATTERS NOT REQUIRING A DECISION:

6. Ontario Public School Boards' Association Report

Trustee Saarinen, Ontario Public School Boards' Association (OPSBA) Director and voting delegate, reminded the Board that the OPSBA Annual General Meeting will be held on June 12, 2021, virtually. He also informed the Board that the next Northern Director's meeting will be held on June 3, 2021.

7. Student Trustee Report

Simran Talpade, Student Trustee, provided a handout as her report. Items addressed included: Ontario Student Trustees' Association (OSTA-AECO) Annual General Meeting, Student Wellness Report, Mentorship Seminar, Parent Involvement Committee meeting, Trustee Communications Committee, and Cultural Mindfulness Training Session. All trustees' questions were addressed.

8. Indigenous Student Trustee Report

Keira Essex, Indigenous Student Trustee, provided a handout as her report. Items addressed included: Special Education Advisory Committee meeting, meeting with incoming Indigenous Student Trustee Finlayson, Parent Involvement Committee meeting, Trustee Communications Committee, and Aboriginal Education Advisory Committee meeting.

9. Aboriginal Education Report (042-21)

AJ Keene, Superintendent of Education, introduced Anika Guthrie, First Nations, Métis, and Inuit Education Coordinator, who presented the report, and Nick Sacevich, Student Success Lead, who provided support for responses to questions. All trustees' questions were addressed.

10. Aboriginal Education Advisory Committee Meeting Minutes – March 25, 2021

AJ Keene, Superintendent of Education, presented the March 25, 2021 minutes for information.

#### MATTERS FOR DECISION:

11. Recommendations from the Standing Committee (047-21)

2021 to 2029 Policy Review Schedule (032-21)

Moved by Trustee Saarinen

Seconded by Trustee Arnone

*"THAT Lakehead District School Board approve the 2021 to 2029 Policy Review Schedule, Appendix A to Report No. 032-21."*

CARRIED

Revised Trustee Appointments to Board Committees (039-21)

Moved by Trustee Sitch

Seconded by Trustee Wemigwans

*“THAT Lakehead District School Board approve the Revised Trustee Appointments to Board Committees – 2021, as set out in Appendix A to Report No. 039-21.”*

CARRIED

Approval of Standing Committee and Regular Board Meeting Schedule 2021-2022 (040-21)

Moved by Trustee Saarinen

Seconded by Trustee Arnone

*“THAT Lakehead District School Board approve the revised Standing Committee and Regular Board Meeting Schedule 2021-2022, as set out in Appendix A to Report No. 040-21.”*

CARRIED

12. Information and Inquiries

- 12.1 Trustee Sitch noted that there was an error in the April 25, 2021 Regular Board meeting minutes. He indicated that for the Notice of Motion, it should state that Trustee Sitch moved the motion. The minutes will be corrected.
- 12.2 Trustee Chambers informed the Board that she attended the Ontario Public School Boards' Association (OPSBA) Speaker Series that covered a forthcoming discussion paper on what the future of schools will look like.
- 12.3 Trustee Chambers updated the Board on information from the teleconference with Minister Lecce.
- 12.4 Trustee Saarinen informed the Board that the OPSBA General Meeting will be held on June 12, 2021 and that further information will be provided soon.
- 12.5 Ian MacRae, Director of Education, introduced AJ Keene, Superintendent of Education, who provided an update on the COVID-19 vaccine roll-out for the 12-17-year-old age group.

13. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Arnone

*“THAT we do now adjourn at 8:45 p.m.”*

CARRIED

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2021 JUN 22  
Report No. 058-21

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

RE: INDIGENOUS STUDENT TRUSTEE— FINAL REPORT

1. Introduction

It has been an honour and a privilege to serve as Lakehead District School Board's (LDSB) first ever Indigenous student trustee for the 2019-2020 and 2020-2021 school years. The past two years have been an incredible period of growth and learning for me, much of which is due to my time at the Board. I am beyond proud of what the Board has accomplished in this time: successfully supporting the safety and belonging of students during the pandemic, truly exemplifying reconciliation and moving to a place of deeper thought and action with the strategic plan, and maintaining a strong sense of community at the Board Office throughout various changes and losses.

2. Year in Review

- 2.1. Throughout August, I was able to attend weekly trustee information sessions with administration, as well as the occasional special Board meeting. This allowed me to better understand the complex situation we were in during the summer, and support students during the return-to-school transition.
- 2.2. In September, I spoke to Johnathan Pinto, host of *Up North*, twice, about the experiences of students with return-to-school. I was also able to contribute further to the code of conduct review - a document review that had carried through from the former school year. Additionally, Student Trustee Talpade and I began meeting with Mahejabeen Ebrahim, Human Rights & Equity Advisor, regarding our participation in the student census pilot video.
- 2.3. Throughout October, I was able to record my part of the video for the student census pilot. At this time, I began preparing ideas for the anonymous rainbow boxes and medicine tables.
- 2.4. In November, I joined a strategic planning stakeholder group engagement session. I am excited to see how this plan will support the further implementation of land-based learning, Indigenous knowledge systems, and Indigenous languages in our schools.

I was in contact with the secondary school principals via email throughout month regarding the anonymous rainbow boxes and medicine tables. I met with Principal DiBlasio, Hammarskjold High School, through Microsoft Teams, regarding this matter as well.

- 2.5. During the winter break in December, Student Trustee Talpade and I prepared to meet with the Secondary Student Senate.
- 2.6. In January, Student Trustee Talpade and I met with the Secondary Student Senate to brainstorm ideas for the year. We discussed what formats we believed would be effective to adapt the Secondary Student Senate to an online setting, and we brainstormed on what information elementary students would find useful for their transition to secondary school.
- 2.7. In February, I was able to connect more to the experiences of the younger students in our Board. I attended the Kindergarten Information Evening digital event, which was informative, engaging, and an appropriate length. Shortly thereafter, I participated in *I Read Canadian Day* where I read, *We Are Water Protectors* by Carole Lindstrom, and spoke to the importance of reading.

I was also able to help support the Board in some transitions around this time. I attended a strategic planning meeting and created an infographic about the role of the student trustees to further promote interest and understanding about the role. Additionally, I interviewed with Logan Turner, a reporter for CBC and a former student trustee at LDSB, about the move back into online learning.

Student Trustee Talpade and I were also able to meet with members of the Toronto Youth Cabinet regarding the accessibility of menstrual products and the de-stigmatization of menstruation through education.

- 2.8. During March, I contributed to another session of strategic planning and began preparing to participate in a provincial roundtable regarding de-streaming.

At the end of the month, we held student trustee interviews. It was exciting to see the great leadership of students in our schools, and I look forward to seeing the things incoming Indigenous Student Trustee Finlayson and incoming Student Trustee Mago do during their terms.

- 2.9. In April, I participated in a provincial roundtable regarding the de-streaming of Grade 9 math. Here, I was able to voice the importance of Indigenous support staff and Indigenous resource rooms, of community development to ensure every student feels valued in the classroom, and of the effectiveness of teaching approaches that view learning as a collective experience rather than the transfer of information from teacher to student.

Later in the month, I met with incoming Indigenous Student Trustee Finlayson to discuss the role of student trustee.

- 2.10. The month of May was largely focused on equity. I was able to attend two sessions of cultural mindfulness training with trustees, organized by Anika Guthrie, with speakers George Couchie and Jana Rae Yerxa. Additionally, Student Trustee Talpade and I finalized and sent out our letter to Minister Lecce regarding the promotion of gender equity through the funding of menstrual products and through adding more curriculum on menstruation. At the end of the month, I was able to meet with Mahejabeen Ebrahim, Human Rights & Equity Advisor, to discuss menstrual product availability in our schools.

- 2.11. In June, I was able to reconnect more to students in Grades 7 and 8. I was excited to attend the virtual Grade 8 Award of Excellence event as it is refreshing to see the great leadership of the youth and be reminded of the many experiences that students face when transitioning to secondary school. Additionally, Student Trustee Talpade and I adjusted the Student Senate program to the online format by holding an event for Grades 7 and 8 students. The first hour of this event was a presentation on useful information to know before entering secondary school and on how leadership can take various forms. After the presentation, students went to breakout rooms with members of the Secondary Student Senate, where they discussed any information they wanted to know before entering secondary school.

3. Regrets

- 3.1. Due to pandemic restrictions, I was unable to meet with student groups like SAC and the Indigenous Student Councils as I had last year.
- 3.2. Though we were able to hold a presentation and discussion session for students in Grades 7 and 8, it was unfortunate to not be able to host Elementary and Secondary Student Senate as we had in past years.
- 3.3. There were multiple projects I was unable to complete or start due to time and pandemic restrictions. I was unable to fully complete the medicine tables and anonymous rainbow boxes; however, the medicine table came near to completion at Superior Collegiate and Vocational Institute and there are very thoughtful plans for the table being developed at Hammarskjold High School. I was unable to make monthly newsletters about events at the Board, unable to make a booklet about what approaches and supports Indigenous students need to help them succeed, and Student Trustee Talpade and I were unable to host the Starlight Tours conference we were planning.
- 3.4. I regret not developing a stronger Indigenous student trustee social media account as many of the accounts that currently follow it are students that have graduated or are about to graduate.

4. Recommendations for the Future

- 4.1. I believe the student trustee should meet with the Board's human rights and equity advisor before, or earlier, in their term. Student trustees should also meet with the leads in areas of equity that they plan to focus on throughout their term (for example, Indigenous education leads, Indigenous graduation coaches, mental health lead). This will aid them in having a holistic understanding of these topics, as they will be able to see both the student experience and the ongoing at the Board level in a deeper way.
- 4.2. Similar to last year, I urge student trustees to reach out to students in Grades 9 and 10 to consider the role of student trustee. It is difficult to complete a major project over the course of one term, especially in a situation that is online or adjusted to the pandemic, so having the opportunity to serve for more than one term is highly beneficial.

- 4.3. I recommend that student trustees attend as many advisory committee and other non-mandatory meetings as possible. Regularly attending the Aboriginal Education Advisory Committee, Equity and Inclusive Education Advisory Committee, Special Education Advisory Committee, and Parent Involvement Committee greatly increased my understanding of the experiences of those in our community, and thus allowed me to represent them better at the Board level. Participating in strategic planning, informal, and information sessions, and in Communications Committee meetings, also supported my understanding of the Board and allowed me to represent student voice in more places. This has, by far, been one of the most valuable aspects of my time as student trustee.
- 4.4. I urge student trustees to refer to the student trustee binder to both understand the role of student trustee, to see how it has evolved over the years, and to better understand how they can play to their strengths in the role. I believe many people view the role of student trustee as an extension of student activities council and expect it to be based mostly in planning activities and events. This is only one aspect of what the role entails. Personally, I found giving feedback on policies, letters, and other documents (especially the strategic plan) was what aligned best with my strengths and allowed me to be most effective in the role. I encourage incoming student trustees to think deeply about the role and their strengths before their term begins, and to play to those strengths while they are in the role.

5. Conclusion

It is with great sadness that I leave this Board, both as a student trustee and as a student. I began attending daycare at St. James Public School when I was two, meaning that LDSB schools have provided me with a safe place to be for sixteen years. I have felt strongly about the communities at LDSB throughout my life, often likening schools like St. James Public School and Sir Winston Churchill CVI to a second home. I have felt that community at the Board Office strongly as well, and though I am beyond excited to continue learning and advocating elsewhere, it will be difficult to leave. I am so proud that we provide communities like these to the students in our Board, and I am thrilled that I was able to support these communities in becoming more inclusive and equitable these past two years.

Respectfully submitted,

KEIRA ESSEX  
Indigenous Student Trustee

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2021 JUN 22  
Report No. 059-21

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

RE: STUDENT TRUSTEE— FINAL REPORT

1. Introduction

I am filled with appreciation that I had the opportunity to serve as a student trustee of the Lakehead District School Board (LDSB) this past year. The year was filled with it ups and downs, but despite all of its challenges, it proved unique in its rewards and knowledge of overcoming those challenges. I am thankful that I have been able to see many projects finally come to their conclusion and watched as the Board, that I was a part of, changed for the better. The enormous growth seen at the Board could not have been accomplished without all of its members, and most importantly, the students we all represent, so I would like to express my gratitude to everyone who helped us on our path to enhance our Board. This experience has shaped my character in a positive direction, helping me become a more respectful and proficient leader. I hope to carry these characteristics with me, wherever my future ventures may take me.

2. Year in Review

- 2.1 During the months of August and September, I familiarized myself with my responsibilities and roles as a student trustee. I consulted with members of the Board, including my partner, Indigenous Student Trustee Essex, as well as the students of the LDSB to create a plan for my term. I also began to plan ways to combat the challenges of the COVID-19 pandemic, and how we could still encourage students to stay motivated and passionate in unprecedented times. Additionally, I began to make connections within the Ontario Student Trustees' Association (OSTA-AECO) community, trying to learn whatever I could from outgoing student trustees, as well as being able to connect and discuss ideas with incoming student trustees to better our respective Boards. Finally, I set into motion the plans for the Student Mentorship Program, to educate and assist elementary students with the transition to secondary school.
- 2.2 During October, I had the opportunity to attend my first Parent Involvement Committee (PIC) meeting, which helped me to better understand the workings of the Board and its students. I was also able to attend the OSTA-AECO Fall General Meeting, in which I initiated my contacts with the Indigenous working group, and the various student trustees of all northern region boards. Alongside Indigenous Student Trustee Essex, we partnered with Mahejabeen Ebrahim, Human Rights & Equity Advisor, to film the Student Census Pilot Project, where the video developed would promote a survey, open to students and parents/guardians of LDSB. The voluntary survey was meant to help us better understand our students, and to instigate solutions to any problems they might be facing.

- 2.3 In November, both myself and Indigenous Student Trustee Essex finalized our team of mentors for our Student Mentor Program. We also began working with Eric Fredrickson, Principal of Program and Early Years, to promote our program amongst all elementary schools. I also attended another PIC meeting. Additionally, I was able to participate in the Strategic Planning Stakeholder meeting, in which I gave feedback on a video that discussed the proposal for the 2021-2024 LDSB draft Strategic Plan and Indigenous Education Framework. This plan was meant to better the education and surroundings of every student under LDSB. I worked with various members of the Board to discuss ideas and feedback that we had, in order to finalize the Strategic Plan.
- 2.4 Throughout December and January, Indigenous Student Trustee Essex and I held a few meetings with the mentors for our Student Mentor program, to get their feedback and ideas for the future of the program. This included content they wanted brought up in the program, methods to connect with students, and basic knowledge that students should know before entering secondary school. I attended another PIC meeting, in which I had the opportunity to listen to a presentation regarding various mental health issues within our Board, a topic which is close to my heart and one that I am very passionate about. Finally, I watched the annual Board elections occur, which helped me further understand how the Board functions.
- 2.5 During February, I was able to participate in the *I read Canadian* day. Working alongside Eric Fredrickson, Principal of Program and Early Years, I was able to express my enthusiasm for reading, and encourage other elementary students to do the same. I read the book *The Paper bag Princess* by Robert Munsch, to a group of elementary school students. I also attended the OSTA-AECO spring conference, in which I listened to various keynote speakers, as well as presentations by the organization itself, including topics such as boardroom etiquette, and improving leadership skills. It was during this time that I was also reached out to by a few members of the Toronto Youth Cabinet, with regards to their initiative to promote gender equity across Ontario schools. We planned to schedule a meeting in the future, as I felt like this was a beneficial opportunity for LDSB to improve.
- 2.6 In March, I attended another PIC meeting, which consisted of several reports, as well as a few opportunities to provide feedback on various topics, for example, the LDSB 8072 Sexual Orientation and Gender Identity Policy. I was also able to finally meet the representative of the Toronto Youth Cabinet, Stephen Mensah, who discussed with myself and Indigenous Student Trustee Essex, their initiative to get menstrual products in every school washroom in Ontario. We discussed ways that LDSB could help this initiative, and settled on myself and Indigenous Student Trustee Essex writing a formal letter to Minister Stephen Lecce, signing and promoting the petition that the Cabinet had put forward, and doing the best we could to help promote and destigmatize the topic of periods. Finally, Indigenous Student Trustee Essex and I began our plans for the Starlight Tours seminar, to let the students of our Board discuss and brainstorm ideas to help combat systemic racism found in our community. Due to a lack of resources and time, the seminar was not accomplished, but the plans remain, and I hope to see them completed by a future student trustee.

- 2.7 During April, I attended the Budget Committee meeting, in which we listened to proposals, and discussed the use of the LDSB's budget in various committees and organizations. I also had the opportunity at this time to attend the Communications Committee meeting. This was also the time of our student trustee Interviews. Alongside a selection of secondary school students, and Indigenous Student Trustee Essex, we chose our successful candidates for both positions. This led us to the appointment of Mehar Mago as the 2021-2023 student trustee and Annika Finlayson as the 2021-2022 Indigenous student trustee. This was followed by a debrief between myself and Student Trustee elect Mago, in which I went over a basic overview of what the position entails, as well as any pointers I had for her, based off my own experiences.
- 2.8 Throughout May and June, I was able to attend my final OSTA-AECO AGM, in which we were able to wrap-up our working group and board group's projects. There was also a lot of information in the meeting for incoming student trustees, and I had various opportunities to share my experiences as an outgoing student trustee. It was at this time that the Student Mentor Program finally culminated with the Mentorship seminar, with more than fifteen elementary school classes in attendance. The seminar consisted of a presentation from myself and Indigenous Student Trustee Essex on topics that students should know before entering secondary school, followed by a discussion period with our various secondary school mentors. I also attended another PIC meeting, Trustee Informal Session and Communications Committee, and a training session on Cultural Mindfulness, facilitated by George Couchie.

### 3. Regrets

It was quite frustrating throughout the year to connect with people, especially with all meetings being conducted online. This impacted many of the projects I wanted to accomplish during my term, but was not able to do so, due to the circumstances. Namely, the Mental Health Conference, Starlight Tours Seminar, and to a certain extent, the Student Mentor Program. I do hope to pass these ideas on to the incoming student trustee, so that if at any time during her term, the circumstances are better, she can act on these projects.

### 4. Recommendations for the Future

- 4.1 I hope that future student trustees will be able to have better luck with online events and meetings. Although it is the student trustee's main responsibility to connect with students, the online barrier presents an additional challenge. My advice would be to brainstorm new and innovative ways to keep students engaged online (for presentations, seminars, or meetings), since some past methods such as providing refreshments, or meeting at an interesting venue, are currently not available options.
- 4.2 I would recommend that future student trustees keep themselves organized, whether through the means of keeping appointments in order, or storing meeting notes and past Board reports in a single place. This becomes slightly tedious to continue for the entire year, but is a necessity to being productive in your role.
- 4.3 I would also recommend future student trustees become as involved as they can with their positions at OSTA-AECO. My connections within the organization

proved extremely beneficial during my term, whether it was advice from other trustees, being able to brainstorm new initiatives together, or even just being able to connect with other students across Ontario.

- 4.4 Finally, I would encourage all future student trustees to be confident in their position. I know from personal experience that it is somewhat stressful for the first month in this position, constantly second guessing your decisions, or perhaps not being able to make reasonable decisions by yourself. It is important to remember that we were all chosen because students felt us capable enough to represent their thoughts and ideas in front of the Board, and that is not an achievement to be taken lightly. Trust your decisions, as well as those around you, and for the most part, things will flow smoothly.

5. Conclusion

I would like to express again how incredibly grateful I am to have been able to take on this position. I have learned countless skills and lessons that I will carry with me in the future. I would just like to thank the members of the Board who lent me a helping hand, supported me when I was having a hard time, and who guided me when I was lost. I would also like to say thank you to all the wonderful students of LDSB, who inspire me in whatever I do, and who remind me every day, just how fortunate I was to have had this position. Finally, I would like to thank my friend and partner, Indigenous Student Trustee Essex, without whom I would be lost. The end of my term is bittersweet; I feel happy that I have learned all I could, but heartbroken that my time in this experience is over. I know, however, that Student Trustee Elects Mago and Finlayson will accomplish amazing things in their terms, and I look forward to seeing them thrive in their roles.

Respectfully submitted,

SIMRAN TALPADE  
Student Trustee

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2021 JUN 22  
Report No. 046-21

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 (LDSB) is committed to providing a safe, welcoming, accessible, and inclusive learning and working environment that upholds human rights and promotes equity of access and outcomes for the benefit of diverse students and staff. Accordingly, facilitation of initiatives is at the core of the equity and inclusive education work within LDSB.
- 1.2 Lakehead District School Board is committed to human rights and equity for the benefit of students, staff, families and communities. Lakehead District School Board endeavours to identify 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 Ministry of Education priorities, 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.

**VISION**

We promote and support equity of opportunities and outcomes for students, in an environment that is accessible, safe, inclusive, and respectful.

We support every student and staff member to be inspired and successful lifelong learners

**VALUES**

Acceptance, Respect, Integrity, Empathy, and Responsibility

**PRINCIPLES**

Belong, Achieve, Reconcile, Lead and Inspire

We commit to reconciliation between Indigenous and non-Indigenous communities.

## **STRATEGIC PLAN, 2021-2024 (Appendix A)**

The strategic plan will inform the development and implementation of equity and inclusive initiatives.

### **2. Situation**

- 2.1 In support of the implementation of equity and inclusion focused initiatives and practices across the system, LDSB has convened the Equity and Inclusive Education Advisory Committee. This committee exists to provide advice and guidance to the superintendent of education on matters of Equity and Inclusive Education at LDSB.

#### **Mandate of the Committee**

Lakehead District School Board aims to foster caring, safe, inclusive and engaging learning environments that support the well-being and success of diverse students. This committee advises on Equity and Inclusive Education to:

- deepen awareness and understanding of equity and inclusion;
- identify current equity issues that adversely affect students, staff, parents/guardians/community partners; and
- share information about equity and inclusive climate at schools and LDSB.

The following outlines the committee and key actions for the 2019-2021 years:

### **2.2 Equity and Inclusive Education Advisory Committee**

Current members are:

- Michelle Probizanski, Chair, Superintendent of Education;
- Mahejabeen Ebrahim, Human Rights and Equity Advisor;
- Leslie Hynnes, Principal;
- Kathleen Mercier, Teacher and ETFO Representative;
- Dinah Jung, Teacher and ETFO Representative;
- Carlos Santander-Maturana, OSSTF and SSP Representative;
- Helen Valnycki, Manager, Human Resources;
- Megan Tiernan, Mental Health Lead;
- Ellen Chambers, Trustee;
- Susan Doughty-Smith, Trustee (Alternate);
- Simran Talpade, Student Trustee;
- Keira Essex, Indigenous Student Trustee;
- Mallory MacDonald, GSA Student Representative;
- Ashley Nurmela, FNMI Community Liaison Officer;
- Anika Guthrie, FNMI Resource Teacher;
- Nicholas Sacevich, Student Success Lead;
- Serena Essex, AEAC Representative;
- Julie Morin, PIC Representative; and
- Mike Otway, SEAC Representative.

### 3. Equity and Inclusive Education Initiatives

3.1 Lakehead District School Board develops and implements initiatives that advance equity and inclusive education. During this reporting period, the following five areas were addressed.

#### 3.1.1 Policy and Procedures

Lakehead District School Board is committed to upholding human rights and fostering equity. To fulfill this obligation, LDSB develops new policies and updates old policies. Policies and procedures are developed in accordance with legislated requirements, including the Policy and Program Memoranda from the Ministry of Education. In addition, the reviews are conducted with an equity, diversity, and inclusion lens to support the needs of diverse groups. Lakehead District School Board engages in consultation with stakeholders and the community about these policies and the supporting procedures for implementation. The following eight policies and their implementation procedures were prepared and approved for use at LDSB:

- 8075 Service Animals in Schools Policy;
- 7030 Human Rights and Workplace Harassment Policy;
- 8073 Dress Code Policy;
- 1020 Equity and Inclusive Education Policy;
- 8072 Sexual Orientation and Gender Identity Policy;
- 3100 Accessibility Policy;
- 7021 Teacher Hiring Policy; and
- 7022 Conflict of Interest – Teacher Hiring Policy.

Furthermore, the Disability Support Program was created to articulate the processes for the creation of accommodation plans and return to work plans for employees with disabilities.

#### 3.1.2 Professional Learning

At LDSB, we provide capacity building and leadership related sessions for advancing human rights and equity. The senior team provides the necessary direction for this endeavour in light of priorities and the current context both locally, and more broadly, in the education sector. We support administrators to meet their obligations including fulfilling the duty to accommodate students and staff. Among the ongoing efforts to support staff, the following are examples of key areas of focus during this reporting period:

- a session entitled *Introduction to Human Rights and Equity* with a focus on anti-discrimination was offered to all staff;
- Lakehead District School Board approved the 8075 Service Animals in Schools Policy, which addresses the provision of accommodation for students with disabilities who use service animals. Hence, professional learning sessions were provided to support administrators who are responsible for implementing the policy;

- a session on *Supporting a Transgender Colleague* was developed and delivered to educators. At LDSB, we understand that meeting the needs of transitioning employees is a critical component for inclusion;
- a session on *Brave Conversations* to facilitate dialogue about racism was presented to members of the Equity and Inclusive Education Advisory Committee;
- the 7030 Human Rights and Workplace Harassment Policy was approved to support the equality rights of students and staff and it prohibits discrimination based on sex (includes pregnancy), race, ancestry, place of origin, colour, ethnic origin, citizenship, creed (religion), age, record of offences (in employment), marital status, family status, disability, sexual orientation, gender identity or gender expression. The policy also prohibits workplace harassment and workplace sexual harassment. Administrators and senior team members were engaged in policy implementation related learning sessions;
- a *Human Rights* dialogue, in light of LDSB's responsibility for proactively supporting the rights of diverse students and staff, was facilitated for leaders; and
- educators are working to foster inclusion of racialized/marginalized groups. Hence, a session on *A Focus on Anti-Racist Practices* was facilitated for educators at their request.

### 3.2.1 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 related concerns and complaints.

## 3.3 Student Leadership

### 3.3.1 White Ribbon Campaign – Engaging Male Students to Reduce and Prevent Gender Violence Conference.

In December 2019, 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.

### 3.3.2 Gay Straight Alliance/Gender and Sexuality Alliance

All secondary schools, and some elementary schools, support and facilitate the work of their Gay Straight Alliances/Gender and Sexuality Alliances (GSA). Gay Straight Alliances/Gender and Sexuality Alliances 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/transphobia, raise awareness on human rights and promote equality for all. A session entitled *LGBTQ+ Rights are Human Rights* was facilitated for GSA leaders.

### 3.3.3 Board Wide GSA Summit

In November 2019, the GSAs from all three secondary schools organized a Board wide summit that was held at Westgate Collegiate and Vocational Institute. A variety of workshops were offered and most of the workshop presenters were put together by community partners of the queer community in Thunder Bay. The Thunder Bay District Health Unit, Lakehead University Pride Central, and the City of Thunder Bay Youth Initiative, presented engaging sessions that were very well received by the students participating in the Summit. The workshops included Power and Privilege, Healthy Sex-uality, Making (QU)mmunity Together, Transgender Issues, Interpersonal Relationships, and Henna Tattoo.

### 3.3.4 Indigenous Student Trustee Introduced

At the December 3, 2019 Annual Meeting of LDSB, Superior Collegiate and Vocational Institute's Grade 11 International Baccalaureate (IB) Programme student, Keira Essex, was introduced as the first Indigenous student trustee. One student from each of the secondary schools was interviewed for the position of Indigenous student trustee.

### 3.3.5 Recommendations from Regional Multicultural Youth Committee (RMYC)

The RYMC made several recommendations to the Equity and Inclusive Education Advisory Committee regarding strategies to make secondary schools inviting and equitable for all students. Keira Essex, member of the Equity and Inclusive Education Advisory Committee and Indigenous Student Trustee, facilitated two initiatives at all three secondary schools.

- Medicine Tables

The goal of this initiative is to have a medicine table put in each Indigenous student success/Indigenous student council room at our secondary schools. This will allow Indigenous students to see themselves represented in our schools, will allow non-Indigenous students to be further exposed to Indigenous cultures, and will allow Indigenous students to access the sacred medicines.

- Rainbow Boxes

The anonymous rainbow box initiative aims to support inclusivity, equity, and student safety in LDSB's secondary schools. This project aims to have a rainbow box placed in an accessible area of each secondary school and will be used to collect anonymous notes regarding suggestions for making the school safer and more inclusive. This project encourages equity, through student voice and visibility of the rainbow to the school population, and strengthens the community overall.

#### 4. Community Partnerships

##### 4.1 City of Thunder Bay Anti-Racism and Inclusion Accord

Lakehead District School Board is one of the original member organizations of this accord. We are working with city partners and community organizations to create an anti-racism and inclusion resource guide.

##### 4.2 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, LDSB gains knowledge and shares expertise through engagement with key expert community agencies.

##### 4.3 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 agencies 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.

##### 4.4 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's 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. Lakehead District School Board is represented in this city-wide committee to support knowledge mobilization and further the inclusion of persons with disabilities.

##### 4.5 Pride Flag Recognition and Trans Flag Raising Events

During the month of June both in 2020 and 2021, LDSB continued to proudly recognize the flying of the Pride flag at all schools of LDSB. New in 2021, LDSB raised the transgender flag, ensuring that members of 2SLGBTQIA communities and all students know that they belong and have a safe space in our schools.

#### 5. Equity, Diversity and Inclusion Resources

##### 5.1 Holy Day List

Lakehead District School Board recognizes that our students and staff are members of a diversity of faith groups. To facilitate the accommodation of religious and Indigenous spirituality related needs, LDSB has created the Creed (Religious) Accommodation Guideline (posted on the LDSB website). In addition, we provide a holy day listing to facilitate this endeavour.

The holy day listing serves as a resource for students, educators, and school communities, and celebrates the diversity of LDSB, and provides information regarding many faiths including Bahá'í, Buddhist, Christian, Jewish, Hindu, Islamic, and Sikh, holy days and feasts.

## 5.2 Days of Significance List

The days of significance listing was created to recognize days of importance in Ontario, Canada, and includes days identified by the United Nations. These days are important reminders of rights-based issues, equity, diversity, and inclusion, and serve as a valuable tool for education. To raise awareness about the days of significance in education, the communications officer posts messages pertaining to the days on the Board website.

## 6. Next Steps

6.1 Prepare a three-year plan based on priorities in equity and inclusive education that will meet the needs of current and future students and staff.

### 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, welcome, and accepted in our schools. We support students and staff who are transitioning with individualized plans. However, a guideline to set out accommodation based on gender identity and gender expression, and support for staff when working with students of all gender expressions and identities, will also be prepared.

## 7. Conclusion

Lakehead District School Board continues to promote and foster equitable and inclusive learning and working environments through a variety of initiatives. This work is ongoing, and we continue to advance equity in the delivery of education for the benefit of students, staff, and families.

Respectfully submitted,

MAHEJABEEN EBRAHIM  
Human Rights and Equity Advisor

MICHELLE PROBIZANSKI  
Superintendent of Education

IAN MACRAE  
Director of Education



## **2021-2024 Strategic Plan**

## **Territorial Acknowledgement & Commitment**

Lakehead District School Board is located on the traditional territory of the Ojibwe people of Fort William First Nation, signatory to the Robinson Superior Treaty of 1850. We acknowledge all of the First Nations, Metis and Inuit who reside in this territory and across our Nation; we are committed to moving forward in the spirit of reconciliation and respect for all Canadians.

### **Our Vision**

We promote and support equity of opportunities and outcomes for students, in an environment that is accessible, safe, inclusive, and respectful.

We support every student and staff member to be inspired and successful lifelong learners.

### **Our Mission**

We are committed to the success of every student.

### **Our Values**

Inclusion  
Respect  
Integrity  
Empathy  
Responsibility

### **Our Commitment to Reconciliation**

We commit to the following four principles of reconciliation between Indigenous and non-Indigenous communities throughout every aspect of Lakehead Public Schools:

Relationality  
Relevancy  
Respect  
Responsibility

### **Our Principles**

Lakehead Public Schools strives to embody the following five principles:

Belong  
Achieve  
Reconcile  
Lead  
Inspire



# Strategic Plan 2021-2024

## Reconcile

### Work with Indigenous peoples in the spirit of reconciliation to provide quality education.

- Incorporate reconciliation into all aspects of the Lakehead Public Schools guided by the Indigenous Education Framework and the four principles of relationality, relevancy, respect, and responsibility.
- Increase the knowledge of both staff and students around Indigenous history and perspectives and recognize and honour Indigenous cultures and histories in all facets of Lakehead Public Schools.
- Empower every student to become autonomous, reflective and collaborative learners prepared to live and contribute in a changing world, equipped with the knowledge and skills needed to participate more fully in the unique civic and cultural realities of their communities.

### Embody the principle that Indigenous education is for all peoples.

- Provide culturally competent pedagogy.
- Provide a safe, nurturing environment to facilitate successful outcomes for Indigenous students.
- Educate every student to work effectively and meaningfully with Indigenous ways of knowing.

### Incorporate Indigenous communities and leadership in all aspects of Lakehead Public Schools.

- Utilize and lead with educational practices centred on Indigenous perspectives, intellectual traditions, and ways of knowing while developing in every student an understanding and respect for the histories, cultures, values and knowledges of Indigenous peoples.
- Include and empower Indigenous students as leaders and advocates who contribute to the collective identity of all learning communities.
- Support, instruct and facilitate learning, where possible, in Indigenous languages.

## Inspire

### Recognize that in order to be inspired and successful learners, students need to be safe, healthy and happy.

### Foster hope, to support life-long learning.

- Promote pathways to success beyond graduation.
- Provide differing pathways of success for every learner.

### Support students, parents, guardians, caregivers, staff and school community ownership of our Vision.

- Provide opportunities to engage students, parents, guardians, caregivers, staff and the community with our Vision.

### Recognize and enhance family and community partnerships.

- Acknowledge and understand that community partnerships foster success for schools.
- Continue to work with external groups, including parents, guardians, caregivers and community partners, to determine and aid student needs as well as to provide community building and personal growth opportunities.
- Invite community partners to school and Board meetings.
- Provide students with the resources necessary to access community supports.
- Emphasize importance of communication tools among students, parents, guardians, caregivers, staff and community partners.

### Work toward the future.

- Foster character development and global citizenship for every student through the incorporation of the values of Lakehead Public Schools.

## Belong

### Provide a safe, welcoming, equitable, accessible and inclusive environment that reflects the diversity of our community.

- Ensure that students and staff, including those who are Indigenous, Black, people of colour (racialized), persons with disabilities and members of 2SLGBTQIA communities can belong and access education.
- Support healthy well-being for students and staff.
- Provide for the needs of all learners in all aspects of schooling.
- Recognize the unique needs of every student and provide them with the opportunities and supports to succeed.
- Increase the knowledge of both students and staff around Indigenous history and perspectives and recognize Indigenous cultures and histories in all facets of Lakehead Public Schools.
- Promote an environment that is welcoming and inclusive of diverse students and their families.

### Foster a school community within which every student and staff feels accepted and welcome to be actively engaged.

- Provide students a variety of opportunities to form relationships with their peers, teachers and other staff members both inside and outside of the classroom.
- Create, with students, guiding values for schools.
- Support a safe community where every student is comfortable collaborating and cooperating.
- Encourage and create safe learning environments where Indigenous students can self-identify as Indigenous and develop a positive self-identity through learning their own histories, cultures, traditional values, contemporary lifestyles and traditional knowledges.
- Recognize that each student and staff member play an important role in the community and appreciate their individual skills and talents.
- Continually reflect and construct opportunities for students to play an active role in their educational experience.
- Empower students and staff to recognize and engage students that rarely participate in the school community.

### Promote a culture for students to express themselves and their identities.

- Place an emphasis on student voice.
- Provide spaces where students can explore their identity and learn about their school community.
- Recognize and promote diverse forms of student leadership.
- Promote a variety of leadership opportunities for diverse students.



## Achieve

### Provide programs and supports so that every student can achieve high levels of personal and academic excellence.

### Research and implement wise practices in all we do.

- Weave current and future trends and experiential learning with already successful practices.

### Provide opportunities for student-centred growth and development.

- Foster effective interventions to meet the needs of every student.
- Ensure students see themselves reflected in school experiences.

### Provide relevant, inclusive, accessible, engaging and responsive learning environments.

- Promote and support an equity of outcomes for every student.
- Incorporate and implement Indigenous worldviews and knowledges throughout curriculum and educational environments.
- Foster and create engaging and innovative learning environments.
- Provide culturally competent pedagogy.

## Lead

### Empower collaborative and student - centred leadership.

- Incorporate reconciliation into all we do.
- Provide learning opportunities for students that support the priorities of the Strategic Plan.
- Empower student leadership including students who are Indigenous, Black, people of colour (racialized), persons with disabilities, and members of 2SLGBTQIA communities.
- Empower Indigenous students as leaders and advocates who contribute to the collective identity of all learning communities.
- Nurture student leadership in all aspects of schooling.

### Provide professional development opportunities that support the priorities of the Strategic Plan.

- Provide teachers and leaders with the guidance, knowledge and training to incorporate Indigenous ways of teaching in their practice.
- Provide pathways to training and hiring a workforce that is reflective of the diversity of the community in which we live.
- Engage in, demonstrate, and foster leadership and service excellence in education.
- Engage student and parents, guardians and caregivers in learning about global citizenship including Indigenous worldviews and knowledges.

### Provide leadership and service excellence to enhance education for every student.

- Provide leadership by addressing anti-Indigenous racism in our schools and community.
- Provide leadership by addressing structural and institutional racism and all other forms of systemic oppression.
- Foster human rights and promote equity so that diverse students and staff can thrive and society can benefit.
- Engage community partners and continue to engage strategic partnerships to support the success of every student.
- Continue to work with groups such as the Parent Involvement Committee, Aboriginal Education Advisory Committee, Special Education Advisory Committee, and Equity and Inclusive Education Committee.
- Continue to develop and implement the ongoing Plans that inform the Strategic Plan.

### Demonstrate Fiscal Responsibility through a financially balanced budget, supporting the goals of the Strategic Plan.

- Use the Strategic Plan to inform budget decisions.
- Ensure the long-term financial stability of Lakehead Public Schools through responsible fiscal decision-making.

**Lakehead Public Schools commits to the adoption of an Indigenous Education Framework that fully commits to the spirit of Royal Commission on Aboriginal Peoples and the Truth and Reconciliation Commission of Canada, which seeks to:**

- empower acts of reconciliation throughout all spheres of Canadian society,
- address the ongoing impact of colonialism on Indigenous Communities,
- engage the oppression and marginalization of Indigenous communities in Canadian society, and;
- provide culturally competent pedagogies in all aspects of education in Canada.

**This Framework prioritizes the incorporation of Indigenous education throughout Lakehead Public Schools and is embodied throughout all facets of the Strategic Plan. It commits to a spirit of reconciliation, a journey requiring constant focus, energy, and commitment to collectivity and inclusion while confronting the historical and present marginalization of Indigenous peoples.**

**Lakehead Public Schools therefore believes that for reconciliation to be possible, Indigenous and non-Indigenous relationships must be guided by the following principles:**

#### Relevancy

Education must be relevant and support students in building a healthy mental, physical, emotional and spiritual well-being, and prepare them to work, live, and help build Indigenous and Canadian societies. This means that Indigenous success means the success of every learner.

#### Respect

Respect is the key to learning, found through commitments to wisdom, love, bravery, honesty, humility, and truth. Due to longstanding misunderstandings, violence, and policies and practices in Canadian society, values of patience, listening, and generosity must guide Indigenous and non-Indigenous relationships as well as connections with the earth, water, and sky.

#### Relationality

The world is a relational place, with Indigenous knowledge based in the study of how living beings share gifts and build positive, sustainable relationships. These are best understood in the expressions, ceremonies, pedagogies, languages, and stories within Indigenous cultures and communities.

#### Responsibility

The creation of healthy and meaningful relationships between Indigenous communities and Canadians is a responsibility of all peoples. In essence, everyone and everything has a role and place in this world and are important, contributing members to a full and cyclical universe.



## INDIGENOUS EDUCATION FRAMEWORK



Relationality

Relevancy

Respect

Responsibility

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2021 JUN 22  
Report No. 057-21

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

RE: ANNUAL REVIEW OF THE PLAN TO DELIVER SPECIAL EDUCATION PROGRAMS  
AND SERVICES: 2020-2021

1. Background

- 1.1 On January 27, 2000, the Minister of Education announced the government's plans for improving the quality of Special Education programs and services in Ontario and for ensuring greater accountability in the area of Special Education.
- 1.2 Every year, boards are requested to review the Special Education Plan based on a checklist provided by the Ministry of Education. In addition, boards must submit the checklist and the Special Education Plan for the 2021-2022 school year. As per Regulation 464/97, school boards must continue to consult with their Special Education Advisory Committee.

2. Situation

- 2.1 The Special Education Plan is posted on the Lakehead Public Schools' website.
- 2.2 Special Education Advisory Committee (SEAC) members were consulted at their June 16, 2021 meeting on the updates, using the checklist provided, see Appendix A. These amendments will be submitted to the Ministry of Education before July 31, 2021.
- 2.3 In addition to minor changes, such as dates, amendments to the Plan include:
  - Section 2 – Model for Special Education: added Territorial Acknowledgement and Commitment, Our Vision, Our Mission, Our Values, Our Commitment to Reconciliation, Our Principles from Board Strategic Plan;
  - Section 5 – Identification, Placement and Review Committee (IPRC): updates to IPRC statistics;
  - Section 7 – Specialized Health Support Services: processes updated to reflect new community programs/processes;
  - Section 12 – Special Education Staff: updated staffing numbers;
  - Section 13 – Staff Development: updated Professional Development;
  - Section 14 – Equipment: link to most recent Special Equipment Amount (SEA) Guidelines;
  - Section 17 – SEAC: added link to SEAC information page; and
  - Section 18 – Coordination of Services with other Ministries and Agencies: current information for Ontario Autism Program.

3. Conclusion

Lakehead District School Board will continue to deliver high quality programs and services to students with special needs.

Respectfully submitted,

LORI CARSON  
Special Education Officer

MICHELLE PROBIZANSKI  
Superintendent of Education

IAN MACRAE  
Director of Education

2021-2022 Special Education Plan Checklist  
Please submit to your regional office by July 31, 2021

District School Board/School Authority:		
<b>Lakehead District School Board</b>		
<b>Compliance with <i>Standards for School Boards' Special Education Plans (2000)</i> reproduced in full in <i>Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide (2017)</i></b>	<b>Report on the provision of Special Education Programs and Services 2020-21</b>	<b>Amendments to the 2021-22 Special Education Plan</b>
<b>Special Education Programs and Services</b>		
Model for Special Education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Identification, Placement, and Review Committee (IPRC) Process	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Special Education Placements Provided by the Board	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Individual Education Plans (IEP)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Special Education Staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Specialized Equipment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Transportation for Students with Special Education Needs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Transition Planning	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Provincial Information</b>		
Roles and Responsibilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Categories and Definitions of Exceptionalities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provincial and Demonstration Schools in Ontario	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Other Related Information Required for Community</b>		
The Board's Consultation Process	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The Special Education Advisory Committee (SEAC)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Early Identification Procedures and Intervention Strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Educational and Other Assessments	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Coordination of Services with Other Ministries or Agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Specialized Health Support Services in School Settings	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Staff Development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Accessibility (AODA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Parent Guide to Special Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b><i>Where programs and services have not been provided as outlined in the 2020-21 Special Education Plan, please provide a description of the variance:</i></b>		

<b>Additional Information:</b>	
Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149) posted on school board website.	<input checked="" type="checkbox"/>
Special education is included in our ongoing self-improvement with respect to the Board Improvement Plan for Student Achievement.	<input checked="" type="checkbox"/>

<b>Document:</b>	<b>Format:</b>	<b>Please indicate the URL of the document on your website (if applicable)</b>
Special Education Plan	<input checked="" type="checkbox"/> Board Website <input type="checkbox"/> Electronic file <input type="checkbox"/> Paper Copy	<a href="https://www.lakeheadschoools.ca/special-education/special-education-plan/">https://www.lakeheadschoools.ca/special-education/special-education-plan/</a>
Parent Guide to Special Education	<input checked="" type="checkbox"/> Board Website <input type="checkbox"/> Electronic file	<a href="https://www.lakeheadschoools.ca/special-education/special-education-guide-for-parents-and-students/">https://www.lakeheadschoools.ca/special-education/special-education-guide-for-parents-and-students/</a>
Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149)	<input checked="" type="checkbox"/> Board Website <input type="checkbox"/> Electronic file	<a href="https://www.lakeheadschoools.ca/docs/Special%20Ed/partnership_protocol.pdf">https://www.lakeheadschoools.ca/docs/Special%20Ed/partnership_protocol.pdf</a>

Name of the Director of Education

\_\_\_\_\_

Signature of the Director of Education

\_\_\_\_\_

Date

\_\_\_\_\_



**Equity and Inclusive Education Advisory  
Committee Meeting  
MINUTES  
Wednesday, February 3, 2021  
9:00 a.m. – 11:00 a.m.  
Via Microsoft Teams**

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**Chair:** Michelle Probizanski, Superintendent of Education

**Members:** Ellen Chambers, Trustee  
Mahejabeen Ebrahim, Human Rights and Equity Advisor  
Keira Essex, Indigenous Student Trustee  
Serena Essex, AEAC Representative  
Anika Guthrie, FNMI Resource Teacher  
Leslie Hynnes, Principal  
Dinah Jung, Teacher and ETFO Representative  
Mallory MacDonald, GSA Student Representative  
Julie Morin, PIC Representative  
Ashley Nurmela, FNMI Community Liaison Officer  
Mike Otway, SEAC Representative  
Nicholas Sacevich, Student Success Lead  
Carlos Santander-Maturana, OSSTF and SSP Representative  
Michelle Tavares, Executive Secretary

**Members Absent:** Sue Doughty-Smith, Trustee (Alternate)  
Kathleen Mercier, Teacher and ETFO Representative  
Simran Talpade, Student Trustee  
Megan Tiernan, Mental Health Lead  
Helen Valnycki, Manager, Human Resources

1. Welcome and Introductions

Superintendent Probizanski welcomed everyone, read the Land Acknowledgement and introduced Mallory MacDonald, GSA Student Representative, as a new member to the Equity and Inclusive Education Advisory Committee.

2. Approval of Agenda and Minutes

2.1 Approval of Agenda – February 3, 2021

Moved by Dinah Jung and seconded by Mike Otway.

2.2 Approval of Minutes – October 7, 2020

Moved by Julie Morin and seconded by Nick Sacevich.

3. Business Arising from Minutes

No business arising from minutes.

4. Correspondence

No correspondence to share with the committee at this time.

5. New Business

5.1 Destreamed Secondary Course Information

Superintendent Probizanski announced to the committee that de-streamed math would be offered to Grade 9 secondary students starting next school year. De-streamed math eliminates advanced and applied levels as choices for Grade 9 math. All students take this math other than those who are in locally developed or pre IB or pre AP.

Nick Sacevich, Student Success Lead, added that parents need to be aware and understand this new form of course that is going to be offered. He also mentioned that the Ministry may be looking at de-streaming other Grade 9 compulsory courses.

Superintendent Probizanski announced that Grade 11 students did not take the usual ENG3U (University level English) but were able to take NBE3U (Understanding Contemporary First Nations, Métis and Inuit Voices). All students in Grade 11 University level were able to take this new course. The course had the integration of Indigenous authors, literature and understanding of rights and responsibilities weaved throughout. This course will be offered again next year. Anika Guthrie, FNMI Education Coordinator, added that the building blocks prior to that course, such as history, were being reviewed so that students were not having to learn English materials and history materials all in one course.

5.2 Professional Learning Plan

Superintendent Probizanski informed the committee that this was a huge policy/procedures review year with the completion of 7030 Human Rights and Workplace Harassment, 1020 Equity and Inclusive Education, 8075 Service Animals in Schools and 8073 Dress Code policies. Superintendent Probizanski added that action plans were being created so that staff were aware of the changes to policies.

Mahejabeen Ebrahim, Human Rights and Equity Advisor, spoke regarding the professional learning plan that will meet the Board's commitment to human rights and equity. She explained that professional learning on human rights related topics will be provided in a planned way over the next few years. The Board wants to make sure that we are enabling the necessary support for the implementation of policies that affect the day to day lives for staff and students.

Superintendent Probizanski announced that with the revocation of Reg. 274, a new PPM that would lead to a new Hiring Policy for teachers would be upcoming. She mentioned that principals have been trained on the interim practice. There will be an upcoming session on implementing the Human Rights and Workplace Harassment Policy for all administrators who will then roll out the training to all Board staff through train the trainer model. Sessions will be offered will include topics such as anti-oppression, LGBTQ+ rights and our responsibilities. Sessions will be conducted virtually.

Trustee Chambers inquired whether someone from outside the Board would be training for the anti-oppression and LGBTQ+. Superintendent Probizanski informed the committee that Mahejabeen Ebrahim, Human Rights and Equity Advisor, has an extensive training background in developing and delivering professional learning. Also, other individuals will be brought in to support this work. Trustee Chambers suggested that someone from the LGBTQ+ community be invited to participate as well.

### 5.3 Review Role of Committee Members – Share Information about Equity Climate (All)

Mahejabeen Ebrahim, Human Rights and Equity Advisor, will be incorporating this topic in the Brave Conversations: The Single Story Effect training session at the end of the meeting.

### 5.4 Advancing Human Rights and Equity at LDSB (Holy Days and Days of Significance Listings for 2021)

Mahejabeen Ebrahim, Human Rights and Equity Advisor, informed the group that lists of the 2021 Holy Days and Days of Significance were available on the Board's website. She thanked Michelle Tavares for her excellent work in this regard, welcomed input and informed the committee that definition lists for the Holy Days and Days of Significance were currently being worked on and would be posted once completed.

### 5.5 Policy Review – 8072 Sexual Orientation & Gender Identity

Superintendent Probizanski informed the committee that the Policy Review - 8072 Sexual Orientation & Gender Identity would be sent out on February 10, 2021 to constituents for input and would be presented to the Board on April 13, 2021.

The committee suggested that Thunder Pride, Pride Central, Elevate, the secondary schools' GSA committees and the National Indigenous Peoples Day Committee be added to the constituent list for the review of this policy/procedures.

Members of the committee also inquired if there would be recognition of two-spirited persons in the updated policy.

## 6. Updates

### 6.1 RMYC – Students Working Group Meeting Recommendations – Follow Up

Indigenous Student Trustee Essex joined the meeting at 10:30 a.m. and was able to update the committee on the RMYC – Students Working Group Meeting Recommendations – Follow Up. Indigenous Student Trustee Essex updated the committee on the medicine tables that will be available to students in each of our secondary schools Indigenous Success rooms. Hammarskjold High School is building a brand-new table in their Green's Technology class.

### 6.2 Policy Review – 1020 Equity and Inclusive Education – Update

Superintendent Probizanski informed the committee that the 1020 Equity and Inclusive Education Policy and Procedures were updated and passed by the Board. The Board is implementing an action plan that will consider all the learning and development that needs to happen.

### 6.3 Keeping Kids in School Project

Mahejabeen Ebrahim, Human Rights and Equity Advisor, gave the committee an update on the Keeping Kids in School Project. It is a three-year project that is funded by the Ministry. The original action plan was created in collaboration with the leadership at Westgate CVI. The Board has asked the Ministry for reconsideration on how we can re-think the implementation of the model and continue with the Keeping Kids in School project in the current constraints. Always embedded in the action plan was the notion of bringing to the forefront restorative justice practices for the two purposes of community building that is aligned with Indigenous knowledge and Indigenous ways of being, and remedy and redress for situations that arise in a way that is supportive, respectful and brings students back into the community. We are waiting to hear back from the Ministry.

Superintendent Probizanski shared with the committee that during the pandemic the Board is continuing to try and stay on track with all of our initiatives and what is happening in our schools and keep them safe and welcoming places for students to be able to learn.

### 6.4 COVID-19 Update

Superintendent Probizanski updated the committee that students in remote communities are receiving their instruction and are being provided with support. The Board has hired Winonah Thompson as support to the Lakehead Virtual Elementary School (LVES) and its families. Darian Baskatawang has also been hired to assist students in the classroom in Whitesand First Nation. Jennifer Johnson, SSP at Hammarskjold High School, is heading to Fort Hope First Nation this week to support their students.

Superintendent Probizanski informed the committee about the project headed by David Pineau, Athletic Director, called the Red Shirt Effect. The Red Shirt Effect is a virtual sports platform geared to provide secondary students with a connection to coaches and fitness experts to enhance their athletic skill, training ability, and nutrition. This project allows students to get fit and support good mental health. Secondary school students will have access to on-demand training sessions with coaches on Instagram Live and Facebook Live.

Superintendent Probizanski announced that Autism AQ courses will be offered for free to staff that are interested in registering for them due to extra monies available in Special Education.

Julie Morin informed the group of her concerns about food insecurities during COVID-19. Superintendent Probizanski informed the committee that Roots to Harvest has partnered with the Board and the Thunder Bay District Catholic School Board to deliver food bags to virtual learning families on Thursday afternoons at four locations in the city.

KZ Lodge presentation was requested by the committee at the next meeting. Superintendent Probizanski will extend an invitation.

An additional attendance counsellor was hired by the Board.

Superintendent Probizanski informed the committee that there were no outbreaks affecting our elementary and secondary schools.

## 7. Information and Inquiries

### 7.1 Brave Conversations: The Single Story Effect Training Session

Mahejabeen Ebrahim, Human Rights and Equity Advisor, lead the committee in a session entitled, Brave Conversations: The Single Story Effect. The committee participated in an interactive session that included viewing a Ted Talk entitled 'The Danger of a Single Story' featuring Chimamanda Ngozi Adichie. Committee members appreciated the opportunity to participate in a discussion about stereotypes, prejudices, and discrimination, and how to disrupt them.

### 7.2 Trustee Chambers inquired if the Board would possibly be developing an anti-racism policy. Superintendent Probizanski recommended that this request be discussed at the next meeting.

### 7.3 Superintendent Probizanski suggested to the committee to read the Hamilton-Wentworth Anti-Bullying Advisory Committee recommendations.

## 8. Next Meeting – Wednesday, June 16, 2021

## 9. Adjournment

Trustee Chambers moved to adjourn the meeting.



## ABORIGINAL EDUCATION ADVISORY COMMITTEE MINUTES

**DATE:** Thursday, May 13, 2021 – 9:30 am – 12:00pm - Virtual Meeting via Microsoft Teams

**CO-CHAIRS:** Anika Guthrie  
Serena Essex

**MEMBERS PRESENT:** Kathy Beardy, Kristy Boucher, Brittany Collins, Keli Cristofaro, Elliott Cromarty, Indigenous Student Trustee Keira Essex, Pauline Fontaine, Anna Fern Kakegamic, Sharon Kanutski, Cheryl King-Zewiec, Elder Gerry Martin, Skylene Metatawabin, Ardelle Sagutcheway, Indigenous Trustee Scottie Wemigwans

**ALTERNATES:** Trustee Ellen Chambers, Katrina Fiddler, Elder/Knowledge Keeper Renee Tookenay

**RESOURCES:** Mahejabeen Ebrahim, Eric Fredrickson, Donna Flasz, Superintendent AJ Keene, Ashley Nurmela, Nick Sacevich, Fred Van Elburg

**GUESTS:** Patti Pella, Education Officer, Indigenous Education Office, Ministry of Education

**ABSENT WITH REGRETS:** Dinah Jung, Leanna Marshall, Mike Judge, Emma Kaminawash, Jasmine Sgambelluri, Trustee Ryan Sitch, Sophie Sutherland, Yolanda Wanakamik,

	AGENDA ITEM	DISCUSSION	ACTION
1.	Opening Ceremonies	Co-chair Guthrie called the meeting to order at 9:30 a.m. and asked Elder Gerry Martin to conduct the opening.	Elder Gerry Martin
2.	2.1 Land Acknowledgement	Co-chair Guthrie acknowledged the lands and traditional territory.	Anika Guthrie
	2.2 Welcome and Introductions	Co-chair Essex welcomed everyone to the meeting and had all members introduce themselves	Serena Essex

	AGENDA ITEM	DISCUSSION	ACTION
3.	Agenda and Minutes		
	3.1 Approval of Agenda - May 13, 2021	Moved by Elder Gerry Martin and seconded by Cheryl King-Zewiec that the agenda for the May 13, 2021 AEAC Microsoft Teams meeting be approved.  <b>Carried</b>	Anika Guthrie
	3.2 Approval of Minutes – Mar. 25, 2021	Moved by Indigenous Trustee Scottie Wemigwans and seconded by Kathy Boucher that the minutes for the March 25, 2021 AEAC meeting be approved as written.  <b>Carried</b>	Anika Guthrie
4.	Business Arising from the Minutes	4.3 Jordan's Principle (deferred March 25) Kristy Boucher was removed from the May 13, 2021 meeting.	Anika Guthrie
	4.1 PIC Funding Update	Ashley Nurmela updated the committee on the Live Ready event with Author David Bouchard. Families of students in Grades K – 12 will be invited to the virtual reading event on June 6, 2021 at 6:00 p.m. Copies of David Bouchard's most recent book, 'Meet the Family', will be given away as prizes on the evening of the event. The link and the invitation to the virtual reading event will be sent to the AEAC members.	Ashley Nurmela
	4.2 Budget Deputation Update	Anika Guthrie presented the AEAC budget deputation on April 6, 2021.  Superintendent Keene informed the committee that the Board has received their GSN from the Ministry of Education. The Board's budget is on track for budget approval at the end of June 2021. The Board is expanding the allocation of the Native Language teachers from 2.5 to 3.0 for the 2021-2022 school year.  Patti Pella added that the Indigenous funding has been enveloped. Grad coaches will have continued funding for the 2021-2022 school year.	Anika Guthrie

5.	Presentation		
	5.1 NAN Youth Panel	Kathy Beardy, NAN Education Department Manager, and Katrina Fiddler, NAN Education Initiatives Coordinator, presented to the committee the video of the NAN Youth Panel – Best Practices for Indigenous Education. The panel incorporated school boards from the NAN territories. The student panel included an agenda regarding the practices. There was a separate panel that was held for teachers to participate in. There was an array of students that participated in the panel from each elementary and secondary school. The committee viewed the video and listened to the students' voice regarding their experiences in their school.	Kathy Beardy
	5.2 Strategic Plan 2021-2024	Trustee Chambers thanked the members of AEAC that participated in the creation of the Lakehead District School Board's (LDSB) Strategic Plan 2021-2024. The members that she recognized were Indigenous Student Trustee Keira Essex, Elder Gerry Martin and Superintendent AJ Keene. Superintendent Keene shared the plan with the committee. Trustee Chambers also thanked Sheelagh Hendricks and Niigaan Sinclair for their inspirational and holistic vision for LDSB's Strategic Plan. Trustee Chambers reviewed the plan with the committee. Trustee Chambers pointed out that the LDSB's values have added 'inclusion'. She expressed LDSB's great commitment to reconciliation as reflected in the principles: Reconcile, Belong, Achieve, Lead, Inspire. Trustee Chambers reviewed the Indigenous education framework: Relevancy, Respect, Relationality, Responsibilities. Indigenous Student Trustee Essex reflected on her first involvement with the planning was prior to her swearing in. Superintendent Keene expressed his appreciation for all of AEAC's contribution to the Strategic Plan.	Ellen Chambers
6.	New Business		
	6.1 AEAC Meeting Dates	<p>The following are the approved dates for the 2021-2022 AEAC meetings:</p> <p>Thursday, September 16, 2021  Thursday, November 4, 2021  Thursday, December 9, 2021  Thursday, February 10, 2022  Thursday, March 24, 2022  Thursday, May 12, 2022  Thursday, June 9, 2022</p> <p>A list of the dates and appointments will be sent out to members.</p>	Anika Guthrie

	6.2 Indigenous Reads Book Club	Co-chair Guthrie informed the committee that the program department has put together an Indigenous Reads Book Club with author Alicia Elliott's book, 'A Mind Spread Out on the Ground. Over 50 educators prepare for the Indigenous Reads Book Club in a unified effort to gain understanding about the past and present in an effort to build a stronger future.	Anika Guthrie on behalf of Jasmine Sgambelluri
	6.3 PIC Member 2021-2022	Co-Chair Serena Essex informed the committee that a letter from the Parent Involvement Committee (PIC) was received stating that they were receiving nominations for two representatives (one member and one alternate member) from AEAC to sit on PIC for 2021-2022 school year. Currently, Sharon Kanutski is the member and Serena Essex is the alternate member. PIC meets a minimum of four times a year. The AEAC representatives for PIC need to be selected by September 24, 2021.	Serena Essex
	6.4 Summer Programs	<p>Eric Fredrickson, Principal of Program and Early Years, confirmed that the summer programs have Ministry funding. He informed the committee that they are waiting for confirmation on whether the camps will be running in person or whether they will be full virtual again like last summer due to the COVID-19 pandemic. Planning is being done for both virtual and in person programs.</p> <p>Nick Sacevich updated the committee on the planning for the secondary summer programs. A Bridge for Success program is being launched next week for those students in Grade 8 transitioning into Grade 9. Students were recommended by their Grade 8 teacher for this particular program. This program is specific to those students that have gaps in math. The program offers tutoring and extra help to bridge them into Grade 9 math and to be more successful. The program will be running virtually on Tuesdays and Thursdays throughout May and June. A week of activities for a half day in the morning is being planned for these students in the first week of summer. Currently it is not known if the program will run virtually or in person.</p> <p>The programs that typically run during the summer, like Credit Recovery, will be running through July. This course allows students that almost passed their course the opportunity to complete the failed course.</p> <p>Academic Upgrading program will be offered to those students that were not happy with their marks in the summer</p> <p>Grade 8 Reach Ahead program for Indigenous students is being offered again this summer. It is an opportunity for the Grade 8 students to obtain a Grade 9 credit prior to them starting secondary school in September. Each secondary school has the opportunity this summer to each have a section of</p>	Nick Sacevich Eric Fredrickson

		<p>this course to offer. This allows more team building and connection to their secondary school.</p> <p>Focus on Youth is a program partnered with Roots to Harvest, funded by the Ministry, and will be offered again this summer. Secondary schools are recommending and putting applications forward for the eight students that can work and get paid with Roots to Harvest.</p>	
7.	Information and Inquiries		
	7.1 COVID-19 Update	<p>Superintendent Keene updated the committee that LDSB is relying on provincial decisions around reopening or not. The Thunder Bay District Health Unit is in favour of reopening before the end of this school year.</p> <p>The window for remote learning for the 2021-2022 school year was opened and closed. Requests by families for remote learning will still be accepted on a day to day basis.</p> <p>Currently, we are up in the air but hopeful that we will be in person, safe and everyone back in the fall.</p>	AJ Keene
	7.2 Indigenous Student Trustee Update	<p>Indigenous Student Trustee Essex announced that the selection for the new student trustees have been completed and that Annika Finlayson is the new Indigenous Student Trustee and Mehar Mago is the new Student Trustee. Indigenous Student Trustee Essex also attended a provincial round table about de-streaming with a focus on student success and that she was able to advocate for community wellness and student belonging and uses of Indigenous resources in the classroom.</p>	Keira Essex
	7.3 Native Language Supports and Resources	<p>Co-chair Guthrie will give a more holistic update at the June 2021 meeting on Native Language Supports and Resources.</p>	Anika Guthrie
	7.4 Updates	<p>Ashley put her updates in the chat. National Indigenous Peoples Day is still working on a final plan and IYARA awards' nominations are open now. IYARA, in partnership with the United Way, are holding a fundraising run called Run the North.</p>	Ashley Nurmela

8.	Information and Inquiries	
		<p>Kathy Beardy announced that NAN is planning an online land-based language and learning gathering on June 2 and 3, 2021. They are calling for presenters. She will share the information with Anika. The deadline for calling for presenters is May 14, 2021. The gathering is a two-day event to open conversation between educators and anyone to share their experience and knowledge within the provincial education system. The theme is 'Inspiring Connection and Culture'.</p> <p>Mahejabeen Ebrahim, Human Rights &amp; Equity Advisor, shared with the committee that LDSB has two brand new policies and procedures; Teacher Hiring and Conflict of Interest. Feedback from AEAC is greatly appreciated and can be sent to Executive Secretary Sarah Schoales <a href="mailto:sarah_schoales@lakeheadschoools.ca">sarah_schoales@lakeheadschoools.ca</a>.</p>
9.	Closing	Elder Martin closed the meeting with a very insightful and inspirational view.
10.	Next Meeting	Thursday, June 10, 2021
11.	Adjournment	The meeting adjourned at 12:15 p.m.

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2021 JUN 22  
Report No. 060-21

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 June 8, 2021 and have been referred to the Board for approval. The recommendations are as follows:

**APPOINTMENTS TO THE SUPERVISED ALTERNATIVE LEARNING COMMITTEE  
2021-2022 (043-21)**

*It is recommended that Lakehead District School Board approve the following appointments to the Supervised Alternative Learning (SAL) Committee for the 2021-2022 school year:*

- *Marg Arnone, Trustee;*
- *Sue Doughty-Smith, Trustee (Alternate);*
- *Michelle Probizanski, Superintendent of Education;*
- *Nicholas Sacevich, Student Success Lead/MISA Board Lead;*
- *Dianna Atkinson, Service Delivery Manager, YES Employment Services;*
- *Brad McKay, Employment Services Coordinator, YES Employment Services; and*
- *Lorna Hunda, Acting Executive Director, YES Employment Services (Alternate).*

**POLICY REVIEW – 3100 ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE  
(038-21)**

*It is recommended that Lakehead District School Board approve 3100 Accessibility Standards for Customer Service Policy (renamed as Accessibility Policy), Appendix A to Report No. 038-21.*

**POLICY DEVELOPMENT – 7021 TEACHER HIRING (050-21)**

*It is recommended that Lakehead District School Board approve 7021 Teacher Hiring Policy, Appendix A to Report No. 050-21.*

**POLICY DEVELOPMENT – 7022 CONFLICT OF INTEREST – TEACHER HIRING POLICY  
(049-21)**

*It is recommended that Lakehead District School Board approve 7022 Conflict of Interest – Teacher Hiring Policy, Appendix A, Report No. 049-21.*

Respectfully submitted,

TRUDY TUCHENHAGEN  
Chair  
Standing Committee

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2021 JUN 22  
Report No. 056-21

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

RE: RECOMMENDATION FROM THE BUDGET COMMITTEE

A report was received at the Budget Committee Meeting – Public Session of June 17, 2021 and has been referred to the Board for approval. The recommendation is as follows:

2021-2022 BUDGET (055-21)

It is recommended that Lakehead District School Board approve the 2021-2022 operating and capital budget of \$148,326,639 as presented.

Respectfully submitted,

GEORGE SAARINEN  
Chair  
Budget Committee