



**ABORIGINAL EDUCATION ADVISORY COMMITTEE MINUTES**

**DATE:** Thursday, Feb. 13, 2020, Board Room, Education Centre

**MEMBERS PRESENT:** Pauline Fontaine, Trustee Ryan Sitch, Donna Flaszka; Ashley Nurmela, Board Chair Ellen Chambers, Brittany Collins, Elder Gerry Martin, Jane Lower, Colleen Kappel, Elliott Cromarty, Dolores Wawia, Serena Essex, Mahejabeen Ebrahim

**ABSENT WITH REGRET:** Chris Larocque, Lawrence Baxter, Kathy Beardy, Anika Guthrie, Cheryl King-Zewiec, Leanna Marshall, Noel Jones, Mike Judge, Jasmine Sgambelluri, Fred Van Elburg, Patti Pella, AJ Keene, Elder Isabelle Mercier, Emma Kaminawash, Ardelle Sagutcheway, Sharon Kanutski, Skylene Metatawabin

**GUESTS:** **Students: Keira Essex; Sophie Sutherland; Eric Fredrickson, Principal-Westmount Public School; Kirsti Alaksa; Angela Lee-Wiwcharyk; Dr. John Hodson**

	<b>AGENDA ITEM</b>	<b>DISCUSSION</b>		<b>ACTION</b>
1.	Opening Ceremonies	Due to Union sanctions, acting chair Colleen Kappel called the meeting to order at 9:40 a.m. and asked Elder Martin to conduct the opening. Until quorum was reached, the meeting proceeded with the presentations and topics of information only.		Gerry Martin
2.	Welcome and Introductions	2.1 Colleen Kappel thanked Elder Martin for the opening.  She welcomed everyone and introductions were made. Regrets and substitutions were noted and the attendance sheet was circulated.  Quorum was reached at 10:50 with the arrival of Co-chair Dolores Wawia.		Colleen Kappel
3.	Agenda/Minutes			
	3.1 Approval of Agenda – Feb. 13, 2020	Moved by Pauline Fontaine and seconded by Serena Essex that the agenda for the Feb. 13, 2020 AEAC meeting be approved with the addition of: <b>9.2 PIC Update (Serena Essex);</b>		Colleen Kappel

	<b>AGENDA ITEM</b>	<b>DISCUSSION</b>		<b>ACTION</b>
		<p><b>9.3</b> Update on Sanctions (Colleen); and  <b>9.4</b> Dr. John Hodson (as per Dolores Wawia)</p> <p><b>Carried</b></p>		
	3.2 Approval of Minutes – Dec. 12, 2019	<p>Moved by Gerry Martin and seconded by Pauline Fontaine that the minutes for the Dec. 12, 2019 AEAC meeting be approved as written.</p> <p><b>Carried.</b></p>		Colleen Kappel
4.	Correspondence	The correspondence file was circulated.		
5.	Presentations			
	5.1 Project of Heart Learning	<p>Eric Fredrickson shared a PowerPoint presentation entitled “Our Journey Forward Toward Reconciliation”.</p> <p>This was the culmination of their Have A Heart Program where every student and staff at the school make a tile to be added to the Sleeping Giant motif regarding reconciliation. This presentation has been uploaded to the AEAC website.</p> <p>The school also raised \$1,000 which they donated to Wake The Giant.</p> <p>It was suggested that the mural be “on loan” so the whole community could enjoy it. Ashley will make inquiries to see if this is feasible.</p> <p>All questions were answered.</p>		Eric Fredrickson
	5.2 Budget Presentation	<p>Kirsti Alaksa and Angela Lee-Wiwcharyk shared the guiding principles for the 2020-2021 budget. They encouraged AEAC to make a Budget Deputation to be presented to the Board.</p> <p>All questions were answered.</p>		Angela Lee-Wiwcharyk; Kirsti Alaksa

	<b>AGENDA ITEM</b>	<b>DISCUSSION</b>		<b>ACTION</b>
		Serena Essex and Ashley Nurmela volunteered to work on this presentation and asked for volunteers to assist them.		<b>Brenda will send email asking for input and volunteers to help.</b>
6.	Business Arising from Minutes			
	6.1 Indigenous Education Goals in SIPs	– <b>deferred due to ETFO strike today</b>		Colleen Kappel
7.	New Business			
	7.1 OPSBA Awards	OPSBA Achievement Awards and Award of Excellence - Colleen explained the parameters of the award and asked for nominations – options being considered		Colleen Kappel
	7.2 Diversity Breakfast	Diversity Breakfast – Thursday, March 19 – poster was circulated – those interested should inform Brenda		Colleen Kappel <b>Brenda will send email notice to all</b>
	7.3 Equity & Community Inclusive Education Committee	AEAC has been asked for a volunteer to sit as a member on Equity and Inclusive Education Committee The first meeting will be in early March. The committee will meet during the day, a minimum of 3 times per year.		Ellen Chambers  <b>Brenda will send email to all, asking for a volunteer.</b>
	7.4 Commitment to Indigenous Education	Commitment to Indigenous Education in the Principal / Vice Principal Selection Process  Michelle Probizanski explained the procedure used during the interview process for Future Leaders. She shared some expectations that she would like included in the posting and asked AEAC for their input. This is also part of each school's Improvement Plan. The information is attached to minutes.  AEAC members agreed that this information should be included for all employees		Michelle Probizanski

	AGENDA ITEM	DISCUSSION		ACTION
	7.5	<p>Bullying Prevention – Intervention Plan</p> <p>Michelle Probizanski explained that every school <u>must</u> have a Bullying Prevention / Intervention Plan. The new format will include information from the Ministry as well as room for each school to personalize their plan with information specific to their school. This will be placed in the school's handbook. She asked AEAC for their feedback. The template is attached to the minutes.</p> <p>All questions were answered and feedback shared.</p>		Michelle Probizanski
8.	Ongoing Business			
	8.1 Native Language Supports and Resources	Anika Guthrie and Jasmine continue to support Native Language teachers. – <b>deferred due to ETFO strike today</b>		Anika Guthrie, Jasmine Sgambelluri
	8.2 Cultural Safety Strategy	Ashley Nurmela gave a brief update on the trials and tribulations associated with forming the Community Liaison Group. She continues to work with the community partners and will share more information as it becomes available.		Ashley Nurmela
	8.3 Updates	<p>Ashley gave an update on the upcoming AYARA awards night which will take place on May 5<sup>th</sup> at the Valhalla Inn.</p> <p>Nominations are due on March 26. Application forms are available from Ashley or Brenda.</p> <p>All questions were answered.</p>		Ashley Nurmela
9.	Information and Inquiries			
	9.1 AEAC Membership	There have been some changes in the AEAC membership. We have openings for parent representatives and the alternate Elder position. Ashley will work on recruitment of new members		Ashley Nurmela

	<b>AGENDA ITEM</b>	<b>DISCUSSION</b>		<b>ACTION</b>
	9.2 PIC	Our PIC representative, Serena Essex gave an update on the recent PIC meeting which was held on January 20, 2020. She talked about the new Kindergarten video that was produced and encouraged all to check it out.		Serena Essex
	9.3 Sanction – Update	<p>In response to questions from AEAC members, Colleen Kappel gave an update on the sanctions resulting from ongoing provincial negotiations with the teachers' unions.</p> <p>The members asked that a letter be written to the Minister of Education expressing our concerns and support for the various aspects that the teachers are concerned about i.e. reduction of class size, kindergarten, special needs/autism funding etc.</p> <p>Motion:  Moved by Gerry Martin and seconded by Ryan Sitch that AEAC write a letter of support for the Unions to the Minister of Education and copied to the Premier, Education Critic, local MPPs and Union Presidents, highlighting the items discussed at the meeting.</p> <p><b>Carried</b></p> <p>This letter will go to the Feb. 25<sup>th</sup> Board meeting for approval by Trustees.</p>		Colleen Kappel
	9.4 Dr. John Hodson	Dr. John Hodson made a request, through Co-chair Dolores Wawia, to speak to the committee. He asked AEAC to act to enhance graduation success rates.		Dolores Wawia Dr. John Hodson
10.	Closing	Elder Martin closed the meeting with a prayer.		
11.	Next Meeting	Thursday, March 26, 2020		
12.	Adjournment	The meeting adjourned at 12:20 p.m.		

## **Commitment to Indigenous Education**

- Recognizes that reconciliation is an on-going journey and commitment;
- Provides opportunities for the school community to increase awareness and knowledge of Indigenous peoples and the history of Canada;
- Develops and maintains meaningful relationships with Indigenous students, families and community partners;
- Models inclusion and consideration of Indigenous perspectives and world views; and
- Works collaboratively with Indigenous families to ensure the best outcomes for students.

## **Lakehead District School Board Bullying Prevention and Intervention Plan**

### **Policy:**

It is the policy of Lakehead District School Board that every student has the right to be treated with dignity and respect and to feel safe within the school environment. *Bullying adversely affects a student's well-being and ability to learn. Bullying adversely affects the school climate, including healthy relationships. Bullying will not be accepted on Lakehead District School Board property, at school-related activities, on school buses, or in any other circumstance (e.g. online) where engaging in bullying will have a negative impact on the school climate.* At Lakehead District School Board, we believe that it is everyone's responsibility to stop bullying within the school community.

Lakehead District School Board is committed to working with our community to establish the Bullying Prevention and Intervention Plan. The views of the following stakeholders were solicited for the development of this plan: students, teachers, principals, support staff, volunteers working in the schools, parents and guardians, schools councils and the public.

### **Definition of Bullying:**

According to the Education Act, subsection 1(1), "Bullying" means aggressive and typically repeated behaviour by a student where,

- a) the behaviour is intended by the student to have the effect of, or the pupil ought to know that the behaviour would likely have the effect of,
  - i. causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
  - ii. creating a negative environment at a school for another individual, and
- b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education;

### **Bullying**

For the purposes of the definition of "bullying" in subsection (1) of the Education Act, *behaviour* includes the use of any physical, verbal, electronic, written or other means.

### **Cyber-bullying**

For the purposes of the definition of "bullying" in subsection (1) of the Education Act, bullying includes bullying by electronic means (commonly known as cyber-bullying), including,

- a) creating a webpage or a blog in which the creator assumes the identity of another person;
- b) impersonating another person as the author of content or messages posted on the internet; and
- c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Aggressive behaviour may be intentional or unintentional, direct or indirect. It can take many forms, including physical, verbal and social. If aggressive behaviour is physical, it may include hitting, pushing, slapping, and tripping. If it is verbal, it may include name calling, mocking, insults, threats, and sexist, racist, homophobic, or transphobic comments. If it is social, or relational aggression, it is more subtle and may involve such behaviours as gossiping, spreading rumours, excluding others from a group, humiliating others with public gestures or graffiti, and shunning or ignoring. Social aggression may also occur through the use of technology (e.g. spreading rumours, images, or hurtful comments through the use of email, cell phones, text messaging, websites, social networking, or other technology).

*Harm* means harm that can be experienced in a number of ways, including physical, mental, emotional, and psychological.

## **Lakehead District School Board Code of Conduct**

*(Insert Code of Conduct here)*

At Lakehead District School Board, we are committed to raising awareness about bullying by:

- promoting and participating in anti-bullying events;
- celebrating diversity in our schools and in our community; and
- posting about bullying on our social media platforms.

*At (Name of School) we raise awareness about bullying by:*

- *promoting and participating in Pink shirt Day and sending a student to the White Ribbon Campaign;*
- *celebrating the strengths of our staff and students;*
- *celebrating diversity in our school through curriculum connections;*
- *inviting Elders and Indigenous community members to share their knowledge and teachings with our students and staff;*
- *putting up posters about bullying in classrooms and around the school;*
- *posting about bullying in our newsletter and on our social media platforms; and*
- *sharing information and strategies to combat bullying at our monthly assemblies.*

At Lakehead District School Board, we are committed to providing programs, interventions and other supports for students who have been bullied, students who have witnessed incidents of bullying, and students who have engaged in bullying.

For students and families:

- promote positive student behaviour that adheres to the Board Code of Conduct;
- provide a safe way for students to report bullying
- for students with special education needs, ensure that supports, interventions and programs are consistent with the students' strengths and needs;
- provide supports for students who have been harmed;
- use progressive discipline with students that focuses on rehabilitation; and
- ensure sensitive, appropriate, and timely responses to incidents of bullying.

*At (Name of School) we:*

- *promote positive student behaviour by weaving character education throughout the curriculum;*
- *celebrate character at monthly assemblies;*
- *use a strengths-based approach that helps student recognize and use their strengths to be successful;*
- *adhere to the school code of conduct;*
- *use an anonymous reporting box so that students may safely report bullying;*
- *work with families and special education staff to ensure the needs of students who receive*



*special education are being met;*

- *provide alternative activities at recess such as intramurals and maker-space;*
- *provide pro-social and leadership opportunities such as hall monitor, ambassador, etc.;*
- *communicate with families promptly when incidents of bullying occur;*
- *use progressive discipline that is focused on rehabilitation, including suspension if necessary;*  
*and*
- *use restorative practices to help students repair relationships and make things right.*

For staff:

- provide training and resources for staff on bullying prevention and intervention;
- provide training for staff about their responsibility to report incidents of bullying under PPM 145; and
- ensure accessibility of reporting forms under PPM 145.

*At (Name of School) we:*

- *ensure bullying prevention and intervention is a standing item at staff meetings;*
- *model using a strengths-based approach and restorative circles at staff meetings;*
- *purchase diverse curriculum-connected resources that support character development and that all students in our community see themselves reflected in;*
- *include information on progressive discipline and staff responsibility to report incidents of bullying in the staff handbook and periodically in staff memos; and*
- *respond promptly to reports of bullying or other inappropriate behaviour under PPM 145.*

For community partners:

- develop and maintain relationships with community partners that support positive student behaviour and a positive school climate.

*At (Name of School) we:*

- *invite Elders and Indigenous community members to share their knowledge and teachings with our students and staff;*
- *encourage families to access supports at the Children's Centre, and walk-in counselling when appropriate;*
- *meet with stakeholders at the request of families (for example if they are already being supported by a community group);*
- *provide food security for students through funding from the Red Cross; and*
- *invite groups to provide presentations about bullying and positive behaviour to students (e.g. Roseneath Theatre, Thunder Bay District Health Unit, etc.)*

*The Safe Schools committee at (Name of School) consists of:*

- *(Principal)*
- *(VP)*
- *(Staff rep)*
- *(parent)*
- *(parent)*
- *(parent)*

*Input is collected from students via the Student Leadership Team and the school climate survey that is conducted every 2 years (survey in 2020-21). The data that was used to create this plan is available upon request. Please note that this is a working document that may change throughout the year.*

This plan is included in staff and student handbooks. It is posted on the parent information bulletin board in the school.