

**PARENT INVOLVEMENT COMMITTEE**

**Monday, May 3, 2021**

**Via Microsoft Teams**

Ian MacRae  
Director of Education

**AGENDA**  
**6:30 P.M.**

	<u>Resource Person</u>	<u>Pages</u>
1. Call to Order, Welcome and Introductions	I. MacRae	
2. Land Acknowledgement	I. MacRae	
3. Disclosure of Conflict of Interest	I. MacRae	
4. Approval of Agenda		
5. Confirmation of Minutes – March 1, 2021	I. MacRae	1-3
6. Business Arising from the Minutes		
7. New Business		
7.1 Secondary Schools Promotional Videos	S. Rea	
7.2 7021 Teacher Hiring Policy	M. Ebrahim	
7.3 New Teacher Induction Program Presentation	F. Van Elburg	
7.4 2021-2024 Strategic Plan	I. MacRae	4-5
7.5 Aboriginal Education Advisory Committee Report	S. Kanutski	Verbal
7.6 Special Education Advisory Committee Report	M. Otway	Verbal
7.7 Director's Report	I. MacRae	Verbal
8. Other Business		
9. Next Meeting Date: Monday, September 13, 2021		
10. Adjournment		

LAKEHEAD DISTRICT SCHOOL BOARD

**MINUTES OF PARENT INVOLVEMENT COMMITTEE**

Microsoft Teams

2021 MAR 01  
6:30 p.m.

**MEMBERS PRESENT:**

Chitra Jacob  
Shannon Jessiman-MacArthur  
Ian MacRae  
Julie Morin

Michael Otway  
Trudy Tuchenhagen  
Erin Waddington

**RESOURCE:**

Judy Hill, Executive Assistant

**MEMBERS ABSENT, WITH REGRET:**

Robin Cawlishaw  
Sharon Kanutski  
Laura Prodanyk  
Fred Van Elburg

**GUESTS:**

Kirsti Alaksa, Superintendent of Business  
Mahejabeen Ebrahim, Human Rights & Equity Advisor  
Keira Essex, Indigenous Student Trustee  
Simran Talpade, Student Trustee

1. **Call to Order, Welcome and Introductions**

Director MacRae called the meeting to order and welcomed Erin Waddington, new school council representative on PIC, Kirsti Alaksa, Superintendent of Business and Mahejabeen Ebrahim, Human Rights and Equity Advisor.

2. **Land Acknowledgement**

Director MacRae acknowledged the lands and traditional territory.

3. **Disclosure of Conflict of Interest**

There were no disclosures of conflict of interest.

4. **Approval of Agenda**

The agenda was approved by consensus.

5. **Confirmation of Minutes – January 18, 2021**

The minutes were approved by consensus.

6. Business Arising From The Minutes

There was no business arising from the minutes.

7. 2021-2022 Budget Process

Kirsti Alaksa, Superintendent of Business, provided an overview of the budget process. Trustee Saarinen was elected chair of the Budget Committee and Trustee Arnone, vice chair. The budget deputation evening is scheduled for Tuesday, April 6, 2021.

8. 8072 Sexual Orientation & Gender Identity Policy

Mahejabeen Ebrahim, Human Rights & Equity Advisor, presented the policy for input. Additional input can be sent to Sarah Schoales, [sarah\\_schoales@lakeheadschoools.ca](mailto:sarah_schoales@lakeheadschoools.ca), in the director's office, prior to March 24, 2021.

9. PIC Budget Deputation

Members were asked for feedback into this year's PIC budget presentation. Feedback can be emailed to Judy Hill, [jhill@lakeheadschoools.ca](mailto:jhill@lakeheadschoools.ca), prior to March 22, 2021. The deputation will be presented at the budget input session scheduled for Tuesday, April 6, 2021.

10. OPSBA 2021 Awards Program

Individuals may nominate non-teaching staff, volunteers, parents and community partners for their contribution to the overall well-being of the school(s) or community(ies). This information has been shared with school council chairs as well. Completed nomination forms are due to Sarah Schoales in the director's office, [sarah\\_schoales@lakeheadschoools.ca](mailto:sarah_schoales@lakeheadschoools.ca), no later than Friday, March 12, 2021.

11. PIC By-Law Review Ad Hoc Committee

A review of the PIC By-Laws is required prior to September 15, 2021. Director MacRae asked for volunteers to sit on an ad hoc committee to review the current by-laws. Trustee Tuchenhagen volunteered to participate in the process. If anyone else would like to volunteer, please let Judy know as soon as possible. A teams meeting will be set up prior to the end of June.

12. Aboriginal Education Advisory Committee (AEAC) Report

Deferred to the May 3, 2021 meeting.

13. Special Education Advisory Committee (SEAC) Report

Michael Otway, SEAC representative, reported on the following from the last SEAC meeting:

- presentation from Shannon DeGiacomo-Brown and Rose Bortolon from Confederation College on the Integration Through Co-operative Education program;
- presentation from Megan Tiernan, Mental Health Lead, on Lakehead District School Board's Mental Health Strategic Plan; and
- World Autism Day April 16, 2021.

14. Director's Report

Director MacRae highlighted reports since the last meeting that included an Information Technology update, School Year Calendar, Alternative School Policy, ratification of Ontario secondary school teachers and occasional teachers, SSPs and the establishment of the 2021-2022 Budget Committee. Director MacRae also provided a brief COVID-19 update.

15. Next Meeting

The next meeting will be held on Monday, May 3, 2021 at 6:30 p.m. via Microsoft Teams.

16. Adjournment

The meeting adjourned at 7:00 p.m.

# Strategic Plan 2021-2024

## Reconcile

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

Embody the principle that Indigenous education is for all peoples.

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

## Belong

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

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

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

## 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.

Provide opportunities for student-centred growth and development.

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

## 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

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

Recognize and enhance family and community partnerships.

Work toward the future.



## Lead

Empower collaborative and student-centred leadership.

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

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

Demonstrate Fiscal Responsibility through a financially balanced budget, supporting the goals of the 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 Principles

Lakehead Public Schools strives to embody the following five principles: Belong | Achieve | Reconcile | Lead | Inspire

### Our Values

Inclusion | Respect | Integrity | Empathy | Responsibility

### Our Mission

We are committed to the success of every student.

### 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 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.

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

## 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.

## 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.

## 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.

## 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.