



PARENT INVOLVEMENT COMMITTEE

Monday, October 4, 2021

Via Microsoft Teams

Ian MacRae
Chair

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 the Agenda		
5. Confirmation of Minutes – September 13, 2021	I. MacRae	1-3
6. New Business		
6.1 Summer Programs	E. Fredrickson/ N. Sacevich	
6.2 Appointments to the 2021-2022 Parent Involvement Committee	I. MacRae	Handout
6.3 Draft Parent Involvement Committee Annual Report to the Board	I. MacRae	Handout
6.4 Special Education Advisory Committee Report	M. Otway	Verbal
6.5 Aboriginal Education Advisory Committee Report	S. Essex	Verbal
7. Business Arising from the Minutes		
7.1 2021-2024 Strategic Plan	I. MacRae/ Chair Chambers	4-7
8. Director's Report	I. MacRae	Verbal
9. Other Business		
10. Next Meeting Date: Monday, November 15, 2021		
11. Adjournment		

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF PARENT INVOLVEMENT COMMITTEE

Microsoft Teams

2021 SEP 13
6:30 p.m.

MEMBERS PRESENT:

Ellen Chambers
Serena Essex
Eric Fredrickson
Chitra Jacob
Ian MacRae
Julie Morin

Laura Prodanyk
Erin Waddington
Fred Van Elburg

RESOURCE:

Judy Hill, Executive Assistant

MEMBERS ABSENT, WITH REGRET:

Robin Cawlishaw
Shannon Jessiman-MacArthur
Sharon Kanutski
Michael Otway
Trudy Tuchenhagen

GUESTS:

Mahejabeen Ebrahim, Human Rights & Equity Advisor
Mehar Mago, Student Trustee
Michelle Probizanski, Superintendent of Education

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

Director MacRae called the meeting to order and welcomed everyone to the meeting. Introductions were made around the group.

2. **Land Acknowledgement**

Director MacRae acknowledged the lands and traditional territory.

3. **Disclosures 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 – May 3, 2021

The minutes were approved by consensus.

6. Business Arising from The Minutes

There was no business arising from the minutes.

7. Equity Plan

Superintendent Probizanski introduced Mahejabeen Ebrahim, Human Rights and Equity Advisor, who provided a power point presentation on the Board's Equity Plan that is being developed for input. Questions from the group were addressed. Further input can be sent to Mahejabeen at Mahejabeen_ebrahim@lakeheadschoools.ca.

8. Student Census

Mahejabeen Ebrahim, Human Rights and Equity Advisor, provided a power point presentation on the upcoming student census for input. This census is a voluntary student identity survey. A successful pilot was conducted in 2020. The survey will take place mid to late October 2021. Questions from the group were addressed. Further input can be sent to Mahejabeen at Mahejabeen_ebrahim@lakeheadschoools.ca.

9. SEAC Funding Report

Director MacRae referred to the report included in the package. The committee agreed, by consensus, to approve the carry forward of the remaining \$393.52 of 2020-2021 funding. SEAC held three online speaker/workshops featuring Todd Cunningham on January 13, 2021, Jim Lees on January 20, 2021, and Chris Mushquash on January 27, 2021.

10. AEAC Funding report

Director MacRae referred to the report included in the package. The Aboriginal Education Advisory Committee hosted a live virtual event for families on the evening of June 2, 2021 with Métis author David Bouchard. The committee purchased 80 copies of Mr. Bouchard's book entitled "Meet Your Family" and provided a copy to each family that attended, and each elementary school received a copy for their school libraries. Director MacRae agreed to provide additional funding to AEAC of \$372.96 to cover the cost of the event.

11. PIC By-Laws

Director MacRae presented the proposed changes as were noted in the document. By consensus, the changes were approved as highlighted.

12. PIC Recruitment

Director MacRae reminded members whose term expires on November 14, 2021 to reapply if interested in being on the committee for another term. Judy will let individuals know whose terms expire.

13. 2021-2024 Strategic Plan

Director MacRae advised that the Strategic Plan was done in consultation with stakeholders and facilitated by Niigaan Sinclair and Sheelagh Hendrick. Chair Chambers was the driving force behind the plan and reconciliation was the focal point of the plan. Members were asked to review the document and a more in-depth look at the plan will be done at the next meeting.

14. Aboriginal Education Advisory Committee Report

Deferred to October 4, 2021 meeting.

15. Special Education Advisory Committee Report

Deferred to October 4, 2021 meeting.

16. Director's Report

Director MacRae highlighted reports to the Board since the last meeting which included English Language Learners, Aboriginal Education, French as a Second Language, Student Success, Human Rights, Equity and Inclusive Education, Health & Safety Semi-Annual report, Ratification of COPE agreement, and policy reviews on Accessibility Standards for Customer Service, Conflict of Interest and Teacher Hiring.

Director MacRae commended the Thunder Bay District Health Unit for all their support during the vaccine initiatives to keep students in school as long as we can. The Board has a vaccine attestation practice in place.

17. Other Business

There was no other business.

18. Next Meeting Date

Monday, October 4, 2021.

19. Adjournment

The meeting adjourned at 7:30 p.m.



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

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