



Lakehead  
Public  
Schools

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. 2**

**Tuesday, November 22, 2022  
Jim McCuaig Education Centre**

Sherrilynne Pharand  
Director of Education

Ellen Chambers  
Chair

**AGENDA**

**PUBLIC SESSION  
7:30 p.m. – Board Room/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 – 7:15 p.m. (SEE ATTACHED AGENDA)</b>		
6. Report of Committee of the Whole – Closed Session		
7. Land Acknowledgement		
8. Delegations/Presentations		
8.1 Gorham and Ware Community School - <i>Community Garden Partnership with Willow Springs</i>	AJ Keene	1-6
9. Approval of Minutes		
9.1 Regular Board Meeting No. 13 - October 25, 2022	E. Chambers	7-11
9.2 Inaugural Board Meeting - November 15, 2022	E. Chambers	12-16
10. Business Arising from the Minutes		

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

**LAKEHEAD DISTRICT SCHOOL BOARD**

<u>Resource Person</u>	<u>Pages</u>
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**MATTERS NOT REQUIRING A DECISION:**

11.	Information Reports		
11.1	Ontario Public School Boards' Association (OPSBA) Report	R. Sitch	Verbal
11.2	Student Trustee Report	M. Mago	Handout
11.3	Indigenous Student Trustee Report	A. Sagutcheway	Handout
11.4	Lakehead Public Schools International Education (009-23)	AJ Keene	17-21
11.5	2021-2022 Education Quality and Accountability Office Report (016-23)	AJ Keene/ M. Probizanski	22-24
11.6	Human Rights, Equity and Inclusive Education (010-23)	M. Probizanski	25-30
11.7	2022-2023 Director's Action Plan (017-23)	S. Pharand	31-36
11.8	Special Education Advisory Committee Meeting Minutes - September 14, 2022	M. Probizanski	37-40
11.9	Aboriginal Education Advisory Committee Meeting Minutes – September 15, 2022	AJ Keene	41-43

12. First Reports

**MATTERS FOR DECISION:**

13.	Postponed Reports		
14.	Recommendations from the Standing Committee		
15.	Ad Hoc and Special Committee Reports		
16.	New Reports		
16.1	By-Law No. 122 - 2023 Tax Levy (011-23)	K. Alaksa	44-45

*“THAT Lakehead District School Board approve By-Law No.122 – 2023 Tax Levy (Appendix A) authorizing the 2023 tax levy at the prescribed rates set by Ontario Regulation 400/98 as amended, as outlined in Report No. 011-23.”*

Trustees (Chair and Vice-Chair) and presenters of reports will be available for comment after the Board Meeting.
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		<u>Resource Person</u>	<u>Pages</u>
16.2	Approval of Appointments to the Special Education Advisory Committee (008-23)  <i>“THAT Lakehead District School Board approve the appointments of nominations for membership to the Special Education Advisory Committee for the next four-year term as indicated in Report No. 008-23, Approval of Appointments to the Special Education Advisory Committee.”</i>	M. Probizanski	46-47
16.3	Policy Update – 3096 Information/Communication Technology Use and Electronic Monitoring (012-23)  <i>“THAT Lakehead District School Board approve 3096 Information/Communication Technology Use and Electronic Monitoring Policy, Appendix A to Report No. 012-23.”</i>	K. Alaksa	48-56
16.4	Aboriginal Education Advisory Committee Honorarium Report (018-23)  <i>“THAT the trustee members of the Aboriginal Education Advisory Committee receive the meeting attendance stipend.”</i>	S. Pharand	57
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. 2**  
**Tuesday, November 22, 2022**  
**Jim McCuaig Education Centre**

Sherrilynne Pharand  
Director of Education

Ellen Chambers  
Chair

**AGENDA**

**COMMITTEE OF THE WHOLE – Closed Session**  
**7:15 p.m. – Sibley Room/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. 13 - October 25, 2022	E. Chambers	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Personnel Matter	M. Probizanski	Verbal
5.3.2 Personnel Matter (021-23)	S. Pharand	3
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.



**Celebrating Student Achievement**

School: **Gorham and Ware Community School**

Title of Initiative: **Community Garden Partnership with Willow Springs**

Presentation Team: Judi Vinni (Willow Springs), Janet Kukko (Teacher), Student (Student), Jeff Upton (Principal)

<b>Components of Initiative</b>	<b>School's Details</b>
<p>1. Description of the nature of the initiative to improve student achievement</p>	<p>A school garden is a valuable platform for student learning. There are many reasons to plant a school garden such as providing authentic learning about healthy eating, science, the environment. A school garden also allows students to make meaningful links between classroom concepts and life skills.</p> <p>We believe that our school garden partnership is beneficial for the school community as it can influence health, learning and the school culture. Our school garden reinforces classroom learning in a variety of subjects and involves important skills such as problem solving, planning and critical thinking. Hands-on gardening experience is also a great way to help young people understand and appreciate how food is grown.</p> <p>Our focus for the school garden has been with students in Grades 2, 3, 4, and 5.</p> <p>In connection with the learning in the Life Systems, Matter and Energy, Structures and Mechanisms, and Earth and Space Systems strands, students will:</p> <ul style="list-style-type: none"> <li>• use a scientific research process and associated skills to conduct investigations;</li> <li>• use a scientific experimentation process and associated skills to conduct investigations;</li> <li>• use an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems;</li> <li>• follow established health and safety procedures during science and technology investigations, including wearing appropriate protective equipment and clothing and safely using tools, instruments, and materials;</li> </ul>

	<ul style="list-style-type: none"> <li>• communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes;</li> <li>• sort sets of data about people or things according to two and three attributes, using tables and logic diagrams, including Venn, Carroll, and tree diagrams, as appropriate; and</li> <li>• collect data through observations, experiments, and interviews to answer questions of interest that focus on qualitative and quantitative data and organize the data using frequency tables.</li> </ul> <p>Healthy Eating: food origins, nutritional value, and environmental impact; oral health, food choices; local and cultural foods, and eating choices.</p> <p>Outdoor learning space for teachers and students.</p> <p>Partnership – shared learning; as the garden occurs at times when students are not here, helps to keep the garden maintained.</p>
<p>2. Rationale for selecting the initiative</p>	<p>The community garden initiative allows for the following cross curricular learnings:</p> <ul style="list-style-type: none"> <li>• STEM;</li> <li>• science;</li> <li>• technology;</li> <li>• engineering;</li> <li>• math;</li> <li>• literacy;</li> <li>• healthy living; and</li> <li>• art.</li> </ul> <p>Along with:</p> <ul style="list-style-type: none"> <li>• community partnership;</li> <li>• equity and inclusion learning opportunities;</li> <li>• mental health learnings and activity; and</li> <li>• inclusion of all.</li> </ul> <p>Learning Benefits – We believe that our school garden can: increase a student’s motivation to learn; allows for the development of leadership skills; enables students to draw on different skill sets and interests that may not be highlighted in the classroom. Educators can use gardening as a way to support learning in math, science, history and other areas.</p>

	<p>School Culture Benefits – We believe that our school garden can:</p> <ul style="list-style-type: none"> <li>• allow for development of leadership skills;</li> <li>• foster a sense of belonging amongst all involved;</li> <li>• allow students to celebrate different cultural foods;</li> <li>• help students of different backgrounds to connect over a common activity;</li> <li>• allow students to organize themselves and work together toward a common goal;</li> <li>• help to foster a sense of school pride;</li> <li>• promote sharing (of harvest/tools/resources); and</li> <li>• reduce discipline and classroom management problems.</li> </ul> <p>Health Benefits – We believe that our school garden can:</p> <ul style="list-style-type: none"> <li>• provide stress relief and relaxation, which contributes to positive mental health;</li> <li>• encourage participation in physical activity, which also contributes to positive mental health;</li> <li>• assist with the development of endurance, flexibility and strength; and</li> <li>• encourage students to eat more vegetables and fruit.</li> </ul>
<p>3. Intended outcomes of the initiative related to improved student achievement</p>	<p>Our students will learn by doing and working with our community partner to achieve the benefits as identified in the above section.</p> <p>They will put into practice learned skills from pre planting to consumption.</p> <ul style="list-style-type: none"> <li>• art working with natural materials;</li> <li>• effects of soil on plant growth;</li> <li>• plant choice affected by soil in our region;</li> <li>• measurement (following recipe); and</li> <li>• food/kitchen safety (hygiene, knife, tool safety).</li> </ul>
<p>4. Description of the data used</p>	<p>There are many ways to measure and celebrate our school’s gardening success.</p> <p>Things we consider include:</p> <ul style="list-style-type: none"> <li>• review and reflect upon our learning goals and success criteria to see if they were met;</li> <li>• we keep track of barriers and items that worked well. This will help us with planning for next year;</li> </ul>

	<ul style="list-style-type: none"> <li>• we communicate and share updates and successes with the school community. This helps us to keep everyone involved and interested in our project;</li> <li>• acknowledging all our volunteers and those who participated in the project;</li> <li>• harvest day data (temperature, soil composition, amount of produce gathered); and</li> <li>• measurement of garden to school (emphasis on proximity related to the 100 Mile diet &amp; local food sources).</li> </ul> <p>We enjoy our harvest with the community! One of the greatest rewards of growing a garden is the harvest (used by the school at the September school barbeque).</p>
<p>5. <b>Brief</b> description of the significant activities or strategies involved with the initiative</p>	<ul style="list-style-type: none"> <li>• learn about our community partner;</li> <li>• learn about planning for the garden;</li> <li>• learn about building the garden;</li> <li>• learn about soil;</li> <li>• learn about plant parts;</li> <li>• learn about characteristics &amp; needs of living things (plants, animals);</li> <li>• learn about the environmental impacts of food choices;</li> <li>• learn about insects;</li> <li>• learn about the seeds, plants and vegetables;</li> <li>• the integration of science, math, literacy, technology and healthy living; and</li> <li>• harvest basket fundraiser – gives back to the community.</li> </ul>
<p>6. <b>One or two</b> highlights of the above activities</p>	<ul style="list-style-type: none"> <li>• student planting;</li> <li>• student harvesting and food preparation for the family welcome back to school BBQ – from planting to harvesting;</li> <li>• collaborative work during preparation and harvest; and</li> <li>• skill life development i.e., knife use, washing, preparing food.</li> </ul>



<p>7. Description of any unexpected results or “moments of serendipity” related to the initiative</p>	<ul style="list-style-type: none"> <li>• the inclusive nature of the activity;</li> <li>• the opportunity for teaching and learning about various cultures;</li> <li>• impact on the environment in regard to food transportation/pollution, etc.;</li> <li>• how a garden can produce enough food for a school; and</li> <li>• light bulb moments.</li> </ul>
<p>8. Description of <b>one or two</b> interesting findings that would be useful or helpful to other schools</p>	<ul style="list-style-type: none"> <li>• community based model works best for success;</li> <li>• partnership with an organization that can provide both learnings and active involvement;</li> <li>• make sure students are aware of safety guidelines; and</li> <li>• the physical presence of the garden made the concept of carbon footprints and the ecological impact of food transportation much more attainable.</li> </ul>
<p>9. Identification of <b>one or two</b> noteworthy hurdles or stumbling-blocks</p>	<p>Resources: appropriate workspace for food preparation and storage.</p> <p>Summer Maintenance - Things to Consider: plan beforehand who can care for your garden over the summer and create a schedule/sign-up sheet.</p> <p>Possible volunteers could include:</p> <ul style="list-style-type: none"> <li>• school families;</li> <li>• local community agencies, churches, sports clubs, daycares, youth programs and senior homes;</li> <li>• youth looking to collect community service hours;</li> <li>• custodian or summer maintenance staff;</li> <li>• container gardens can be sent home with teachers or students over the summer; and</li> <li>• local summer hires by Willow Springs of former Gorham and Ware Community School students.</li> </ul> <p>Vandalism:</p> <ul style="list-style-type: none"> <li>• we are in an open accessible area and are pleased to state that this past year our garden was respected.</li> </ul> <p>Pests Items to consider:</p> <ul style="list-style-type: none"> <li>• we monitor the garden regularly. Insect and disease problems are easiest to fix if caught early;</li> <li>• fencing may keep larger animals out...a possible future consideration;</li> </ul>

	<ul style="list-style-type: none"> <li>• mulching and creating walkways that are open may help reduce the amount of wildlife; and</li> <li>• use of natural pest reduction options such as homemade or natural outdoor bug sprays and animal decoys.</li> </ul>
10. Next steps in pursuing the initiative	<p>Continued growth and expansion of the garden and student learning opportunities.</p> <p>In partnership with Willow Springs, we applied for and are pleased to announce that we have received a grant from <b><u>Nutrients for Life Foundation: School Garden Grant</u></b> to support our continued initiatives.</p>
11. Lessons learned about the school's efforts to improve student achievement	<p>The community is very supportive in our learning... "it takes a village".</p> <p>Students were extremely engaged in the active learning process from beginning to end...they are thrilled in seeing the results of their labours.</p> <p>Hands on learning – reaches and engages different learners!</p>

LAKEHEAD DISTRICT SCHOOL BOARD

**MINUTES OF REGULAR BOARD MEETING NO. 13**

Board Room/Microsoft Teams  
Jim McCuaig Education Centre

2022 OCT 25  
6:45 p.m.

**TRUSTEES PRESENT:**

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

Ryan Sitch  
Scottie Wemigwans  
Mehar Mago (Student Trustee)  
Alexa Sagutcheway (Indigenous  
Student Trustee)

**SENIOR ADMINISTRATION:**

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

**FEDERATION/UNION REPRESENTATIVES:**

Lana Deacon, Lakehead Principals/Vice Principals  
Jim Desaulniers, Managers

**PUBLIC SESSION:**

1. **Approval of Agenda**

Moved by Trustee Sitch

Seconded by Trustee Doughty-Smith

*"THAT the Agenda for Regular Board Meeting No. 13, October 25, 2022 be approved."*

**CARRIED**

2. Resolve into Committee of the Whole – Closed Session

Moved by Trustee Oikonen

Seconded by Trustee Wemigwans

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

- *Confirmation of Committee of the Whole – Closed Session Minutes*
  - *Regular Board Meeting No. 10*
  - *June 28, 2022*
- *Personnel Matter*
- *Legal Matter*

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

CARRIED

COMMITTEE OF THE WHOLE – CLOSED SESSION:

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

PUBLIC SESSION:

4. Report of Committee of the Whole – Closed Session

Moved by Trustee Oikonen

Seconded by Trustee Wemigwans

*“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. 10, June 28, 2022.’”*

CARRIED

5. Approval of Minutes

Moved by Trustee Tuchenhagen

Seconded by Trustee Saarinen

*“THAT Lakehead District School Board approve the Minutes of Regular Board Meeting No. 12, September 27, 2022.”*

CARRIED

## MATTERS NOT REQUIRING A DECISION:

### 6. Ontario Public School Boards' Association Report

Trustee Sitch, Ontario Public School Boards' Association (OPSBA) Director and voting delegate, informed the Board that he attended the OPSBA Board of Directors' meeting on September 30 – October 1, 2022 in Toronto, Ontario. The highlights of the meeting that were discussed is the staff shortages of early childhood educators (ECE) and student support professionals (SSP), code of conduct review, labour updates, and Judith Nyman, Director of Corporate Affairs, will be semi retiring. Trustee Sitch reminded trustees that the 2023 Canadian School Boards Association Congress and National Trustees Gathering on Indigenous Education is being held in Banff, Alberta on July 3-5, 2022.

### 7. Student Trustee Report – October Report

Mehar Mago, Student Trustee, provided a handout as her report. Items addressed included: her collaboration with a community group that is providing her with learned skills in Applied Behavioural Analysis, her introduction of the Honourable Patty Hajdu at Superior Collegiate and Vocational Institute and her meeting with the Education Minister, Stephen Lecce on October 11, 2022.

### 8. Indigenous Student Trustee Report – October Report

Alexa Sagutcheway, Indigenous Student Trustee, provided a handout as her report. Items addressed included: her meeting with Stephen Lecce, Minister of Education, on October 11, 2022 and her attendance at the Ontario Student Trustee Association (OSTA-AECO) Fall General Meeting Conference in Toronto on October 20 – 23, 2022. Indigenous Student Trustee Sagutcheway reported that she enjoyed all the scheduled presentations including the appearance of Stephen Lecce, Minister of Education, Robyn Michaud-Turgeon, presenter on the importance of Indigenous perspectives, being part of the Indigenous Relations Work Group, attending a presentation given by the Ontario Physical and Health Education Association, board room etiquette and a communications session.

### 9. Adult and Continuing Education (096-22)

Michelle Probizanski, Acting Director of Education, introduced Samantha Peotto, Manager, Lakehead Adult Education Centre, who presented the report. All trustees' questions were addressed.

### 10. Legal Representation 2021-2022 (102-22)

Michelle Probizanski, Acting Director of Education, presented the report.

### 11. Environment: Multi-Year Capital Plan (100-22)

Kirsti Alaksa, Superintendent of Business, introduced Jim Desaulniers, Manager of Property Services, who presented the report. All trustees' questions were addressed.

Trustee Massaro left the meeting at 8:33 p.m.

MATTERS FOR DECISION:

12. Recommendation from the Standing Committee (099-22))

Appointments to the 2022-2023 Parent Involvement Committee (094-22)

Moved by Trustee Tuchenhagen

Seconded by Trustee Saarinen

*“THAT Lakehead District School Board:*

1. *Approve the following appointments to the 2022-2023 Parent Involvement Committee effective November 15, 2022 to November 14, 2023:*

- *Rae-Ann Rees, school council representative;*
- *Serena Essex, Aboriginal Education Advisory Committee representative;*
- *Anne Antenucci, Special Education Advisory Committee representative;*
- *Shannon Jessiman-MacArthur, principal representative;*
- *Laura Prodanyk, community representative;*
- *Fred Van Elburg, teacher representative; and*
- *Connor Pratt, alternate teacher representative.*

2. *Approve the appointments of Robin Cawlishaw and Jenna Samakese, parent members, to the 2022-2023 and 2023-2024 Parent Involvement Committee effective November 15, 2022 to November 14, 2024.”*

CARRIED

13. Short-Term Borrowing Resolution (098-22)

Kirsti Alaksa, Superintendent of Business, presented the report. Superintendent Alaksa amended an error in the Appendix A to Report No. 098-22, Resolution of Lakehead District School Board, Borrowing Resolution, 1., that the date 31<sup>st</sup> of August 2025 should read as the 31<sup>st</sup> of August 2023. All trustees were in agreement of the date change.

Moved by Trustee Sitch

Seconded by Trustee Wemigwans

*“THAT Lakehead District School Board approve the Short-Term Borrowing Resolution for the 2022-2023 school year as outlined in Report No. 098-22, Short-Term Borrowing Resolution.”*

CARRIED

14. Cancellation of Regular Board Meeting – December 13, 2022 (101-22)

Moved by Trustee Oikonen

Seconded by Trustee Saarinen

*“THAT Lakehead District School Board cancel the December 13, 2022, Regular Board Meeting.”*

CARRIED

15. Information and Inquiries

- 15.1 Trustee Sitch reported that during the election he was asked numerous times if our Board has children identifying as cats and if our Board is providing them with litterboxes in the classroom. Michelle Probizanski, Acting Director of Education, responded that the Board does not supply litterboxes and that children dress up like animals from time to time.
- 15.2 Trustee Saarinen recognized that it was the last Board meeting for Trustee Massaro, Trustee Doughty-Smith and Trustee Arnone and congratulated them.
- 15.3 Chair Chambers introduced newly appointed Lakehead District School Board Superintendent Jane Lower and welcomed her.
- 15.4 Chair Chambers reported that she attended the Honourable MP Patty Hajdu’s presentation regarding her new leadership opportunity for young people in Northern Ontario, at Superior Collegiate and Vocational Institute and Hammarskjold High School on October 11, 2022.  
  
Chair Chambers reported that she attended the Specialist High Skills Major (SHSM) program at Superior Collegiate and Vocational Institute, with special guest, Minister of Education Stephen Lecce, on October 12, 2022.
- 15.5 Chair Chambers bid farewell to Trustee Arnone, Trustee Doughty-Smith and Trustee Massaro and wished them all the best.

16. Adjournment

Moved by Trustee Doughty-Smith Seconded by Trustee Arnone  
  
*“THAT we do now adjourn at 8:59 p.m.”*

CARRIED

LAKEHEAD DISTRICT SCHOOL BOARD

**MINUTES OF INAUGURAL BOARD MEETING**

Board Room  
Jim McCuaig Education Centre

2022 NOV 15  
6:00 p.m.

**TRUSTEES PRESENT:**

Ellen Chambers  
Pat Johansen  
Donica LeBlanc  
Ron Oikonen  
George Saarinen  
Ryan Sitch

Trudy Tuchenhagen  
Leah Vanderwey  
Scottie Wemigwans  
Meahar Mago (Student Trustee)  
Alexa Sagutcheway (Indigenous  
Student Trustee)

**SENIOR ADMINISTRATION:**

Sherri-Lynne Pharand, Director of Education  
AJ Keene, Superintendent of Education  
Michelle Probizanski, Superintendent of Education  
Kirsti Alaksa, Superintendent of Business

**FEDERATION/UNION REPRESENTATIVES:**

Nancy Nix, ETFO – Elementary Occasional Teachers  
Kari Simpson, OSSTF – Student Support Professionals  
Jana Matikainen, COPE  
Lesa Ferguson, COPE  
David Covello, Manager

**PUBLIC SESSION:**

1. **Call to Order**

Sherri-Lynne Pharand, Secretary of the Board, called the meeting to order and reviewed the procedures for the meeting.

2. **Notification of Municipal Clerk's Certificates of Election or Acclamations**

Sherri-Lynne Pharand, Secretary of the Board, announced that verification had been received from the City of Thunder Bay for the election of the following trustees:

Ellen Chambers  
Pat Johansen  
Donica LeBlanc  
Ron Oikonen

George Saarinen  
Ryan Sitch  
Trudy Tuchenhagen  
Leah Vanderwey



3. Declaration and Oath of Allegiance

Trustees recited the Declaration and Oath of Allegiance. Sherri-Lynne Pharand, Secretary of the Board, declared the Board legally constituted.

4. Introduction of Scrutineers

Michelle Probizanski, Superintendent of Education, and Kirsti Alaksa, Superintendent of Business, were introduced as the scrutineers for elections.

5. Election of Chair of the Board

Sherri-Lynne Pharand, Secretary of the Board, announced the pre-nomination of Trustee Chambers by Trustee Saarinen. Trustee Chambers accepted the nomination. Further nominations were called for from the floor. There were no further nominations.

Moved by Trustee Saarinen

Seconded by Trustee Johansen

*“THAT nominations for the Office of Chair of Lakehead District School Board be closed.”*

CARRIED

Trustee Chambers was acclaimed Chair of the Board. Trustee Chambers assumed the chair.

Chair Chambers thanked the Board for the opportunity to serve as Chair of the Board.

6. Election of Vice Chair of the Board

The chair announced the pre-nominations of Trustee Tuchenhagen by Trustee Saarinen and Trustee LeBlanc by Trustee Chambers. Trustee Tuchenhagen declined the nomination and Trustee LeBlanc accepted the nomination. Further nominations were called for from the floor. There were no further nominations.

Moved by Trustee Tuchenhagen

Seconded by Trustee Vanderwey

*“THAT nominations for the Office of Vice Chair of Lakehead District School Board be closed.”*

CARRIED

Trustee LeBlanc was declared vice chair of the Board.

Vice Chair LeBlanc thanked the Board for the opportunity to serve as vice chair of the Board.

7. Election of a Member and Alternate of the Coordinating Committee

The chair announced the pre-nomination of Trustee Vanderwey by Trustee Saarinen for the position of member of the Coordinating Committee. Trustee Vanderwey accepted the nomination. Further nominations were called for from the floor. There were no further nominations.

Moved by Trustee Johansen

Seconded by Trustee Sitch

*“THAT nominations for a member to the Coordinating Committee be closed.”*

CARRIED

Trustee Vanderwey was acclaimed as member of the Coordinating Committee.

The chair announced the pre-nomination of Trustee Saarinen by Trustee Chambers for the position of the alternate member of the Coordinating Committee. Trustee Saarinen accepted the nomination. Further nominations were called for from the floor. There were no further nominations.

Moved by Trustee Wemigwans

Seconded by Trustee LeBlanc

*“THAT nominations for an alternate member to the Coordinating Committee be closed.”*

CARRIED

Trustee Saarinen was acclaimed as alternate member of the Coordinating Committee.

8. Thunder Bay Public Library Board Annual Report (004-22)

Pat Johansen, Lakehead District School Board Appointee to the Thunder Bay Public Library Board, presented the annual report. All trustees' questions were addressed.

Moved by Trustee Saarinen

Seconded by Trustee LeBlanc

*“THAT Lakehead District School Board receive the Annual Report by Lakehead District School Board Appointee to the Thunder Bay Public Library Board.”*

CARRIED

9. Appointment to the Thunder Bay Public Library Board (007-23)

Moved by Trustee Oikonen

Seconded by Trustee Tuchenhagen

*“THAT Lakehead District School Board appoint Trustee Pat Johansen as its representative on the Thunder Bay Public Library Board for a four-year term ending November 30, 2026.”*

CARRIED

10. Special Education Advisory Committee Annual Report (006-23)

Suzanne Posthumus, Chair of the Special Education Advisory Committee, presented the annual report and the committee’s work plan. All trustees’ questions were addressed.

Moved by Trustee Vanderwey

Seconded by Trustee LeBlanc

*“THAT Lakehead District School Board receive the Annual Report of the Special Education Advisory Committee.”*

CARRIED

11. Aboriginal Education Advisory Committee Annual Report (005-23)

AJ Keene, Superintendent of Education and Co-Chair of the Aboriginal Education Advisory Committee, presented the annual report. All trustees’ questions were addressed.

Moved by Trustee Johansen

Seconded by Trustee Saarinen

*“THAT Lakehead District School Board receive the Annual Report of the Aboriginal Education Advisory Committee.”*

CARRIED

12. Parent Involvement Committee Annual Report (002-23)

Sherri-Lynne Pharand, Director of Education, presented the annual report. All trustees' questions were addressed.

Moved by Trustee Tuchenhagen

Seconded by Trustee Sitch

*"THAT Lakehead District School Board receive the Annual Report of the Parent Involvement Committee."*

CARRIED

13. Trustee Appointments to Board Committees – 2023 (003-23)

Moved by Trustee Vanderwey

Seconded by Trustee Johansen

*"THAT Lakehead District School Board approve the Trustee Appointments to Board Committees – 2023 as set out in Appendix A to Report No. 003-23."*

CARRIED

14. Director's Annual Report 2021-2022 (001-23)

Sherri-Lynne Pharand, Director of Education, introduced AJ Keene, Superintendent of Education, Michelle Probizanski, Superintendent of Education and Kirsti Alaksa, Superintendent of Business, who presented the report. The Director thanked senior administration, their executive secretaries, Christine Jones, Charity Rydholm and Michelle Tavares, Judy Hill, Executive Assistant to the Director, Stephanie Rea, Communications Officer, and Casey Zywna, Graphic Design and Information Services Technician, for their work over the past year. All trustees' questions were addressed.

Moved by Trustee LeBlanc

Seconded by Trustee Johansen

*"THAT Lakehead District School Board receive the Director's Annual Report 2021-2022."*

CARRIED

15. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Sitch

*"THAT we do now adjourn at 7:46 p.m."*

CARRIED

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2022 NOV 22  
Report No. 009-23

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

RE: LAKEHEAD PUBLIC SCHOOLS INTERNATIONAL EDUCATION

1. Background

- 1.1 Lakehead District School Board (LDSB) is committed to enriching the learning experience of all students with access to exceptional, specialized, and innovative programs.
- 1.2 Lakehead District School Board is dedicated to building relationships with community partners and post-secondary institutions to better our education system and community.
- 1.3 Lakehead Public Schools International (LPSI) was established as a corporation following approval by LDSB in June 2015. It has an arms-length governance structure that guides the International Student program. The 2022-2023 school year will be the sixth official year the program has been operating since its inaugural launch in September 2016.
- 1.4 A full-time international student coordinator continues to support LPSI and is responsible for student relationships, registration and finances, ongoing development of up-to-date marketing materials, education agent/industry partner liaison and program recruitment efforts.

A part-time homestay coordinator hired by LPSI partner, Muskoka Language International (MLI) Homestay, is the legal custodian to LPSI students and oversees the operation of the local homestay program, which includes reviewing/interviewing host family applications and setting up detailed family profiles in the MLI database. The student coordinator and relationship manager work together to match the students and families.

## 2. Situation

- 2.1 The 2021-2022 school year welcomed back an increase in enrolment as Canada opened its borders from COVID-19 restrictions to international students. Lakehead Public Schools International enrolled our largest head count with 46 students throughout the school year. These 46 students also represented our most diverse group, representing recruitment from Germany, Spain, France, Italy, Mexico, China, Switzerland, Finland, Brazil, Vietnam, Sweden and Ukraine. Of these students, three were eligible for graduation, received their high school diplomas and have moved on to post-secondary opportunities both in Canada and Europe. During the COVID-19 pandemic, efforts were made to pivot from recruiting from South East Asia and build brand awareness in the European market which immediately saw return on investment. Countries throughout South East Asia, a previously prominent market, are still facing lock downs and travel restrictions.
- 2.2 Our first official year, 2021-2022, marked our partnering with MLI Homestay. Muskoka Language International (MLI) Homestay acted as our new third-party homestay partner responsible for recruiting host families, legal custodianship, homestay placements, airport transfers, local support/activities, progress reports, and 24-hour emergency support. They also hired a part-time local Homestay coordinator that works in conjunction with the international student coordinator to ensure student needs are being met.

Although it was our largest year and all students were able to be placed, COVID-19 has presented a challenge in recruiting new host families. We had many host families that took multiple international students into their homes which is a situation we would typically try to avoid. The recruitment and retention of host families has been a new obstacle for school boards across the country.

- 2.3 In order to ensure COVID-19 travel protocols were followed, and to prevent the spread of COVID-19, all incoming international students had to participate in a minimum two night/three-day hotel quarantine. The quarantine took place in Toronto at the Chelsea Hotel, supervised by MLI Homestay for both September and February intakes. If students were selected for random testing at the airport, they had to await the results of a PCR test, or, complete a series of two rapid antigen tests with negative results before departing to Thunder Bay. None of our students tested positive during quarantine.

In October 2021, the provincial government mandated that all international travelers, which included international students already in country, must be fully vaccinated to prevent the spread of COVID-19, or return home. Students were given 30 days to comply. All of our students remained in Thunder Bay and were vaccinated.

- 2.4 Throughout the entire 2021-2022 school year, we continued with our weekly virtual meetings that were held with the Canadian Association of Public Schools International (CAPS-I) and all international programs across Canada to discuss new policies set forth by Immigration, Refugees and Citizenship Canada (IRCC) and Public Health Agency of Canada. The meetings served as a platform to discuss business continuity plans for school boards, best practices, and provide feedback for how to respond directly to the IRCC, specifically regarding the constantly changing policies for international travel and international student exemptions.

- 2.5 Lakehead Public Schools International continued with its online recruitment efforts to begin the 2021-2022 school year. With international travel advisories still in effect halting travel throughout the first semester, the international student coordinator participated in two virtual fairs meeting with study abroad agencies from Europe, South America and parts of Asia.

April 2022 marked the return of in-person events. Lakehead Public Schools International, alongside many other Canadian colleagues, participated in their first in-person event at the Alphe London conference in the UK; it was the first time travelling in two years to meet with partners face-to-face. In May 2022, LPSI participated in the ICEF Toronto event in-person, scheduling meetings with over 30 agencies. To close out the 2021-2022 recruiting year, LPSI travelled to Spain in June with the CAPS-I. The event took place in Madrid, meeting with Spanish partners with the international student coordinator then continuing to Barcelona for individual office visits with existing partners.

In addition, the international student coordinator conducted virtual training sessions for agencies. These training sessions educated agents about the special programs Lakehead Public Schools has and information about the City of Thunder Bay.

- 2.6 Lakehead Public Schools International still maintains its membership with CAPS-I and the Ontario Association of School Districts International (OASDI). Ontario School Districts International held its Annual General Meeting (AGM) which was held virtually while travel advisories were still in effect. Lakehead Public Schools International travelled to Whistler, British Columbia in May to attend CAPS-I's conference and AGM in May 2022 to learn more about industry trends and best practices.
- 2.7 To help alleviate the workload and strain on Lakehead Public Schools' English as a Second Language (ESL) teachers at the secondary level, LPSI sourced a new third-party partner, Vital English. Vital English allows us to now conduct English and math assessments for our international students. The assessments follow the STEP frameworks put forth by the Ontario Ministry of Education. In addition to streamlining the assessment process, LPSI also budgeted for additional ESL sections during the 2021-2022 school year in order to ensure needs were being met at all three schools.
- 2.8 To ensure students still received program supports in ESL, LPSI continued its partnership with Samantha Peotto, Manager, Lakehead Adult Education Centre, to provide international students with weekly virtual ESL lessons. The videocalls allowed international students to be guided by instructors in discussions and homework help.
- 2.9 Tuition for the 2021-2022 school year remained set at \$13,400. We remain competitively priced throughout the region and with similar sized programs. Results of the tuition change made the previous year have been positive and reflect as a contributing factor in enrolment increase.

- 2.10 Lakehead Public Schools International continued to maintain and update its Designated Learning Institution (DLI) readiness documentation to ensure compliance with federal and provincial guidelines. This allowed us to continue to retain our status as a DLI and able to recruit international students. In addition, all marketing materials have been updated with a new student viewbook for agencies, students, and third-party partners. The new viewbook better showcases each of our schools and their strengths as well as the city of Thunder Bay.
- 2.11 With COVID-19 restrictions being loosened in guidance from local health units, Health Canada, and provincial policies, LPSI was able to return to providing students with a rich cultural experience by providing regular field trips and activities. Lakehead Public Schools International brought international students to local hockey games, Kingfisher Education Center, bowling, luncheons, hikes and more.
- 2.12 Lakehead Public Schools International welcomed its first agent visit since 2019 in December 2021. Travel & Tuition, a prestigious and one of Spain's largest study-abroad agencies, visited our schools and the city. As a result, we have received new applications for the 2022-2023 school year.

### 3. Next Steps

- 3.1 As a response to the removal of travel restrictions, LPSI will respond by recruiting in a hybrid model of virtual and in-person events depending on the market. To remain within our marketing budget, in-person events will be targeted to our growing and proven markets (growth throughout Europe) and few areas in Asia as restrictions finally begin to ease. Lakehead Public Schools International will target secondary markets, such as South America, with cost effective recruiting using online meetings and virtual events. Planned in-person events for the 2022-2023 school year include CAPS-I Italy, Alphe Frankfurt, and ICEF San Diego. Virtual recruiting events will also take place for CAPS-I Mexico.
- 3.2 Lakehead Public Schools International will conduct market research to analyze new post-covid trends. Many emerging markets are choosing Canada as a new destination which is causing a growth in international students in the K-12 sector post COVID-19. For instance, Latin America, specifically Brazil and Mexico, are seeing significant growth in students wishing to study abroad in Canada. South East Asian countries such as Vietnam and Japan are also returning to less restrictions and should see an increase in students applying for study permits to travel abroad.
- 3.3 Lakehead Public Schools International is partnered with MSH International/Study Insured for international student's health insurance while in Canada. MSH International provides five percent of our insurance premiums back to be reinvested into the international programs. To create more value for students and their families, LPSI will continue to use this as entrance scholarships and bursaries for new applicants.



- 3.4 To reflect the need to support LPSI's administrative tasks, the international student coordinator will conduct research on a new application and student tracking software called True North. This software will allow students to apply online, be invoiced, receive letter of acceptances and track expiration of travel documents (work permits, study permits, etc.) for both tuition and non-tuition paying international students.
- 3.5 Funding and program opportunities will continue to be researched to provide additional opportunities for staff to learn more about developing a strong international program and support system for current and future international students.
- 3.6 Lakehead Public Schools International will continue to update and create new marketing material to help promote the program. Develop new videos that showcases activities (clubs/sports/events) in the schools and community. Create newsletter to update current agents and families on international student activities and progress. Continue to grow social media following by creating quality content and maintaining continuous updates on LPSI.
- 3.7 Lakehead Public Schools International will continue to seek partnerships with local and international representatives who will provide support in student recruitment and is exploring options for future travel.
- 3.8 Lakehead Public Schools International will work in conjunction with MLI to resolve challenges with host family recruitment. Exploring possibilities of referral bonuses, increase monthly stipend to reflect current inflation, and more proactive recruiting strategies.

#### 4. Conclusion

Through the International Student program, LDSB will share the excellence of our schools with the world, create global connections and expand career pathways for all students. We will navigate through any global challenges and be prepared for future in-person class disruptions by focusing on providing a high level of education to all students. We are excited to continue to grow and provide students with an enriching learning experience.

Respectfully submitted,

STEVEN JOHNSON  
International Student Coordinator

AJ KEENE  
Superintendent of Education

SHERRI-LYNNE PHARAND  
Director of Education

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2022 NOV 22  
Report No. 016-23

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

RE: 2021-2022 EDUCATION QUALITY AND ACCOUNTABILITY OFFICE REPORT

1. Background

- 1.1 The Education Quality and Accountability Office (EQAO) assesses students' skills in reading, writing, and mathematics at key points in their education. The EQAO is one measure of student achievement and, where possible, these results are considered in conjunction with school-based information to plan for continuous improvement.
- 1.2 In 2021-2022, the EQAO assessments took place in Ontario after a three-year hiatus that was interrupted by the COVID-19 pandemic. The 2021-2022 results are the first in the province since 2018-2019.
- 1.3 In addition to the pandemic, several other factors have impacted the scores in most areas of EQAO. The assessments were implemented using a new, digitized format that impacted not only the context in which students wrote the assessments, but also the types of questions students were required to answer. In mathematics, assessments were based on a new curriculum that was released very late in preparation for the school year. The Grade 9 curriculum was completely revised to reflect destreamed courses, moving away from the traditional applied and academic streams. Finally, the number of participating students in all assessments was down significantly, reflecting the fact that many students were enrolled virtually during the 2021-2022 school year.
- 1.4 Semester one Grade 9s did not write the mathematics assessment as it was cancelled by almost all boards across the province. A local decision was made that semester two Grade 9 students would not write the mathematics assessment, and as such, there are no results for LDSB students in the EQAO Grade 9 mathematics assessment.

2. Situation

- 2.1 Results have been published for boards and schools in all areas of EQAO. This report summarizes student achievement on the Primary Assessment, Junior Assessment, and the Ontario Secondary School Literacy Test (OSSLT). As previously indicated, there are no board or school results for Grade 9 mathematics.

2.2 The results for LDSB students self-identifying as First Nations, Métis and Inuit are not reflective of the numbers on our records, and as such, we are not able to use the data for comparison. Lakehead District School Board staff have initiated conversations with EQAO to establish how the errors have occurred and what steps are needed to correct them.

3. Summary of Results

3.1. Primary and Junior Assessments of Reading, Writing and Mathematics

3.1.1. Percentage of Grade 3 students at or above provincial standard of level 3 or 4:

Reading		Writing		Mathematics	
Board	Province	Board	Province	Board	Province
65%	73%	55%	65%	48%	59%

3.1.2. Percentage of Grade 6 students at or above provincial standard of level 3 or 4:

Reading		Writing		Mathematics	
Board	Province	Board	Province	Board	Province
81%	85%	76%	85%	33%	47%

3.1.3. In Grade 3, 25% of Lakehead Public School students who wrote the assessment were identified as having special education needs, compared to the province, where only 14% of students were identified as having special education needs. Students without special education needs significantly outperformed students with special education needs in all areas of the Grade 3 assessment at both the Board and provincial level.

3.1.4. In Grade 6, 23% of Lakehead Public School students who wrote the assessment were identified as having special education needs, compared to the province, where 20% of students were identified as having special education needs. Students without special education needs outperformed students with special education needs in all areas of the Grade 6 assessment at both the Board and provincial level, but by a lesser margin than in Grade 3.

3.2. Grade 9 Assessment of Mathematics

As indicated, there are no results for LDSB students for the 2021-2022 EQAO Assessment of Mathematics for Grade 9 students. The percentage of students at or above provincial standard of level 3 or 4 for the province was 52%.

3.3. Ontario Secondary School Literacy Test (OSSLT)

3.3.1. Lakehead District School Board's participation rate for eligible students was 73%, lower than the province's rate of 90%.

3.3.2. Percentage of successful students:

First Time Eligible		Previously Eligible	
Board	Province	Board	Province
77%	82%	80%	85%

3.3.3. Forty-nine percent of students in our Board with an IEP were successful on the OSSLT in 2021-2022, compared to 61% of students in the province.

4. Next Steps

- 4.1. All school administrators have been trained to use the new online tool for reviewing school results. The tool does not allow for the level of detailed analysis school boards were accustomed to, and these concerns have been communicated to EQAO.
- 4.2. The program department has included this data in determining the focus and allocation of resources (e.g., tutors, coaches, etc.) to ensure that finances and supports are optimized to have the greatest impact on student achievement.
- 4.3. All schools have learning plans that focus on 4 areas: Literacy, Mathematics, Indigenous Education, and Mental Health and Well-Being. Learning structures for staff professional development (and ultimately improved student learning) have been established and this data will be used to support identifying the needs for learning.
- 4.4. Schools will be required to submit EQAO Assessment Plans, identifying strategies they will implement to support the context of writing the assessments while addressing the content through strong instructional practice. Release time will be provided to schools so that staff can meet to plan and share practices, and work with students in small groups.

5. Conclusion

Improving student learning and closing gaps in achievement will continue to be the focus at LDSB. Through targeted professional learning, data analysis, at-the-elbow coaching, Ministry of Education support, and research-based instructional strategies, LDSB will continue to support the learning of all students. It is anticipated that these efforts will result in an improvement of achievement scores on this year's EQAO assessments.

Respectfully submitted,

AJ KEENE  
Superintendent of Education

MICHELLE PROBIZANSKI  
Superintendent of Education

SHERRI-LYNNE PHARAND  
Director of Education

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2022 NOV 22  
Report No. 010-23

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 endeavors 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 LDSB'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

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.

- 2.2 Equity and Inclusive Education Advisory Committee 2021-2022 members were:

- 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 Semeniuk, Mental Health Lead;
- Maggie Fredrickson, Principal of Special Education;
- Ellen Chambers, Trustee (Representative 2021) (Alternate 2022);
- Susan Doughty-Smith, Trustee (Alternate 2021);
- Marg Arnone, Trustee (Representative 2022);
- Mallory MacDonald, GSA Student Representative;
- Ashley Nurmela, FNMI Community Liaison Officer;
- Anika Guthrie, FNMI Education Coordinator;
- 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 three policies and their implementation procedures were prepared and approved for use at LDSB and in addition, the following protocols were created and shared:

- 7020 Equitable Employment;
- 8071 Bullying Prevention and Intervention;
- 8090 Community/Education Partnerships;
- Anti-Sex Trafficking Protocol; and
- Disconnect from Work Protocol.

Furthermore, the Disability Support Program was implemented that articulates 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 considering 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 Anti-Racism/Anti-Discrimination was offered to all staff on the first PA Day of the school year;
- Anti-bullying/Cyberbullying Ministry module was presented to all staff who work with students;
- Anti-Sex Trafficking Introductory module was presented to all staff who work with students;
- administrators attended a learning session on Understanding Learning Disabilities;
- all staff completed the mandatory AODA training;

- members of the Equity and Inclusive Education Advisory Committee were offered the opportunity to attend the *Equity and Leadership Summit – Three Part Series* – offered by Peel District School Board;
- members of the Equity and Inclusive Education Advisory Committee were offered the opportunity to attend Diversity Thunder Bay's Zoom workshop entitled, *Moving Forward with Reconciliation in Thunder Bay and Area*;
- Superintendents Keene and Probizanski and Human Resources Manager Valnycki, along with two staff members interested in leadership, attended a summit on Equity, Diversity, and Inclusion and hiring practices;
- the human rights and equity advisor was engaged in ongoing efforts to support staff leadership by increasing knowledge and enhancing skills to address human rights and equity related concerns and complaints; and
- members of the Leadership at LPS group participated in a book study, *Culturally Responsive School Leadership*.

### 3.2 Student Leadership

#### 3.2.1 Gay Straight Alliance/Gender and Sexuality Alliance (GSA)

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.

#### 3.2.2 Gay Straight Alliance/Gender and Sexuality Alliance Activities

Gay Straight Alliance/Gender and Sexuality Alliance clubs at many schools undertook the facilitation of equity related activities during the school year. Some examples include the White Ribbon Campaign, 16 Days of Action (No violence Against Women), and activities related to the International Day Against Racial Discrimination. Representatives from all three secondary schools' GSA clubs attended the Pride breakfast in June and students from Westgate Collegiate and Vocational Institute ran attendees through a social location activity.

#### 3.2.3 The KZ Lodge Introduced at Westgate Collegiate and Vocational Institute

The highly successful experiential learning program, in partnership with the Indigenous Friendship Centre, has expanded to offer a partner program at Westgate Collegiate and Vocational Institute.



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

During the month of June 2022, LDSB continued to proudly recognize the flying of the Pride flag at all schools of LDSB. Lakehead District School Board continued to raise 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 Education Equity Plan – 2021-2024

Lakehead District School Board is committed to reconciliation, human rights and equity. This Education Equity Plan provides the necessary direction to make progress with upholding rights and fostering education equity at LDSB (Appendix A).

##### 5.2 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, 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.

### 5.3 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 Complete a three-year professional learning plan.
- 6.2 Provide professional learning at each meeting of the Equity and Inclusive Education Advisory Committee.
- 6.3 Administrators of schools were all given a copy of *Culturally Responsive School Leadership*. As a team, we will continue working towards being comfortable as equity leaders in schools and work towards performing equity audits.

## 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,

MICHELLE PROBIZANSKI  
Superintendent of Education

SHERRI-LYNNE PHARAND  
Director of Education

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2022 NOV 22  
Report No. 017-23

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

RE: 2022-2023 DIRECTOR'S ACTION PLAN

1. Background

- 1.1 Following the presentation of the 2022-2023 Operational Plan at the Standing Committee Board Meeting held June 14, 2022, the Director's annual Action Plan was developed.
- 1.2 This document, Appendix A to Report No. 017-23, articulates the commitment of the director of education to system leadership actions.

2. Situation

The 2022-2023 Director's Action Plan is herewith presented.

Respectfully submitted,

SHERRI-LYNNE PHARAND  
Director of Education



**2022-2023**  
**ACTION PLAN**

**Sherri-Lynne Pharand**  
**Director of Education**

**Committed to the success of every student**

# 1. RECOVERY LEARNING

## KEY ACTIONS:

- 1.1 Identify timely, evidence-based measures of student achievement to identify student learning needs.
- 1.2 Align the content of professional training with the capacities needed for district and school improvement.
- 1.3 Implement a system wide re-engagement strategy for early leavers.
- 1.4 Align goals, assessment, instructional practices, and teaching resources K – 2 with the Science of Reading.
- 1.5 Support the functional literacy needs of all students.
- 1.6 Continue to provide resources and training in order to improve student achievement and confidence in math.
- 1.7 Use the best available evidence to inform instructional decisions.
- 1.8 Support students for transitions.

# 2. EQUITY

## KEY ACTIONS:

- 2.1 Hire new Human Rights and Equity Advisor.
- 2.2 Promote the human rights statement for the Board.
- 2.3 Successful implementation of Grade 9 de-streaming across all subjects.
- 2.4 Special Education review of programs and services.
- 2.5 Implementation of Equity Action Plan.
- 2.6 Implementation of Restorative Practices.
- 2.7 Review of policies and practices within departments that contribute to systemic barriers.
- 2.8 Review of census data for equity.
- 2.9 Accessibility action plan implementation 2022-2023.

### 3. INDIGENOUS EDUCATION

#### KEY ACTIONS:

- 3.1 Hire a new Principal of Indigenous Education to support implementation of the Indigenous Education Framework and Strategic Plan.
- 3.2 Develop an anti-Indigenous racism strategy.
- 3.3 Expand reciprocal partnerships with First Nation communities.
- 3.4 Expand land based and experiential learning programs.
- 3.5 Continue to develop an understanding amongst staff of the intergenerational impacts of Residential Schools.

### 4. LEADERSHIP

#### KEY ACTIONS:

- 4.1 Continue implementation of the Strategic Plan and Indigenous Education Framework.
- 4.2 Performance appraisal process for superintendents.
- 4.3 Develop equity as a foundational skill for school and system leadership with a view to renew principals, vice principals, manager, and supervisor performance appraisal processes to include equity competencies.
- 4.4 Increase student voice in our schools and at the system level.
- 4.5 Support student trustees in goal attainment.
- 4.6 Enhance professional learning opportunities for non-union leadership and staff.
- 4.7 Support succession planning for all areas of the organization.

## 5. MENTAL HEALTH

### KEY ACTIONS:

- 5.1 Implementation of the Mental Health one year action plan.

## 6. FISCAL RESPONSIBILITY

### KEY ACTIONS:

- 6.1 Review alignment of revenue with expenses.
- 6.2 Align resources with the Strategic Plan.
- 6.3 Measure effectiveness of programs and services funded to ensure alignment with intended outcomes.

## 7. COMMUNICATION


### KEY ACTIONS:

- 7.1 Development of a communication plan for both internal and external stakeholders that support cohesion, alignment, and transparency at both the system and school levels.

## 8. TRUSTEES



### KEY ACTIONS:

- 8.1 Regular timely communication.
  - 8.2 Regularly report to the Board achievements in the Strategic, Operational and Director's Action Plans.
  - 8.3 Collaboratively identify policy priorities.
  - 8.4 Work with Board Development Committee to provide professional learning for the Board.
- 



LAKEHEAD DISTRICT SCHOOL BOARD

**SPECIAL EDUCATION ADVISORY COMMITTEE**

Boardroom  
Hybrid via Microsoft Teams

2022 SEP 14

**MEMBERS PRESENT:**

Lesley Harding  
Trustee Marg Arnone  
Miranda Myers  
Trustee Trudy Tuchenhagen  
Mike Otway

Sarah Niles  
Liz Tod  
Michelle Blackburn  
Wendy Carrol

**OTHERS PRESENT:**

Michelle Probizanski  
Christine Jones

Maggie Fredrickson

**ABSENT WITH REGRETS:**

Carey Murphy  
Suzanne Posthumus, Chair  
Anne Antenucci, Vice-Chair

Kelly Matyasovszky  
Angela Hill

1. **Call to Order**

Suzanne Posthumus, Chair of SEAC, and Anne Antenucci, Vice-Chair of SEAC were both absent, therefore Michelle Probizanski, Superintendent of Education, called the meeting to order at 6:00 p.m.

2. **Welcome and Introductions**

There were no introductions.

3. **Approval of the Agenda**

Moved by Trustee Arnone

Seconded by Trustee Tuchenhagen

*“THAT the agenda for the September 14, 2022, SEAC meeting be approved.”*

**CARRIED**

4. **Declarations of Conflict of Interest**

There were no declarations of conflict of interest.

5. **Presentations**

5.1 Maggie Fredrickson, System Principal, Special Education, introduced the Special Education team of 2022-2023 school year. All questions were addressed.

5.2 Michelle Probizanski, Superintendent of Education, presented Lakehead District School Board's Equity Plan. All questions were addressed.

5.3 Michelle Probizanski, Superintendent of Education, presented Lakehead District School Board's Operational Plan. All questions were addressed.

6. Approval of the Minutes

Moved by Michelle Blackburn

Seconded by Liz Tod

*"THAT the minutes of the June 15, 2022, SEAC meeting be approved."*

CARRIED

7. Business Arising from the Minutes

There was no business arising from the minutes.

8. Correspondence

Michelle Probizanski, Superintendent of Education, reviewed the following correspondence sent to all SEAC members:

- Accessible Sports Expo, George Jeffrey Children's Centre;
- 0-6 CMH Northern Network Adverse Childhood Experience Presentation, Dilico Anishinabek Family Care.

9. New Business

9.1 Maggie Fredrickson, System Principal, Special Education, provided an update on the multi-disciplinary team. Interviews continue for the Student Support Professional hiring; we are hopeful this will continue to help manage the shortages. Programming will start up SNAP first week of October and we are also continuing to provide students with strategic class placements. All members' questions were addressed.

9.2 Michelle Probizanski, Superintendent of Education, provided the special education update. The amount of hiring completed before the start of school that our Human Resources team provided did not go unnoticed. A Special Education review will be performed this year. Principals will be asked to complete a review of their schools' Individual Education Plans (IEP), and a review of our equitable practices. We continue to register students and run the Lakehead District School Board's (LDSB) pediatric clinic. All members' questions were addressed.

9.3 Michelle Probizanski, Superintendent of Education, advised the members that an email was sent with a list of LDSB 2022-2023 policies and procedures that are being reviewed this school year. Members were reminded to email Christine Jones, Executive Secretary, of any policies they would like to have presented to SEAC.

- 9.4 Michelle Probizanski, Superintendent of Education, informed the members that SEAC follows the Trustee Election schedule and therefore all members will be receiving a letter that includes the nomination form that will need to be submitted. Michelle Probizanski, Superintendent of Education, expressed the value and importance of the SEAC members continued support of this committee.

10. Information/Inquires & Association Reports

- 10.1 Michelle Blackburn, George Jeffrey Children’s Centre, shared that in the Spring of 2022, the Ministry of Children Community and Social Services announced that there would be Smart Stub Hubs installed in the 21 treatment centers. This will provide families that may have concerns with their children’s development, to be connected with the proper resources required. Training still to be rolled-out and a presentation to SEAC is scheduled for December 14, 2022 meeting.
- 10.2 Michelle Probizanski, Superintendent of Education, asked if there was any advocacy completed this month and reminded SEAC members to report all advocacy, allowing the proper data to be collected.

11. SEAC Budget Update

Michelle Probizanski, Superintendent of Education, reported that current 2022-2023 SEAC budget is at \$11,567. Parent Information Committee approved the carry-over of funds not spent in 2021-2022 school year. Funds will be used for advertising for the SEAC election.

12. Board Update

Trustee Tuchenhagen provided the following Board update:

At the June 28, 2022, Regular Board meeting, the following reports were presented:

- Ontario Public School Boards’ Association (OPSBA) – Award of Excellence and Achievement Award – Erin Kahkonen, President, Gorham and Ware Home and School Association;
- Trustee Character – Superintendents, Lakehead District School Board;
- Approval of Appointments to the Supervised Alternative Learning Committee 2022-2023;
- Revised Trustee Appointments to Board Committees 2022;
- Policy Review – 3001 Governance;
- Policy Development – 8092 Code of Conduct;
- Recommendation from the Procedural By-Law Ad Hoc Committee; and
- Recommendation from the Budget Committee.

At the September 13, 2022, Board Advisory Committee, the following reports were presented:

- Introduction of Newly Appointed Leaders;
- Report on the Activities of the 2021-2022 Supervised Alternative Learning Committee; and
- Compliance Audit Committee.

Trustee Tuchenhagen, informed SEAC that Trustee Arnone will not be running in the next trustee election and therefore, October's SEAC meeting will be her last meeting.

13. Adjournment

Moved by Liz Tod

*"THAT we do now adjourn at 7:22 p.m."*

CARRIED



**ABORIGINAL EDUCATION ADVISORY COMMITTEE MINUTES**



**DATE:** Thursday, September 15, 2022 – 9:30 am – 12:00pm – Boardroom/Virtual Meeting via Microsoft Teams

**CO-CHAIR:** AJ Keene  
Serena Essex

**MEMBERS PRESENT:** Shelby Ch’ng, Elliot Cromarty, Pauline Fontaine, Anna Fern Kakegamic, Sharon Kanutski, Cheryl King-Zewiec, Elder Gerry Martin, Trustee George Saarinen, Indigenous Student Trustee Alexa Sagutcheway, Yolanda Wanakamik, Indigenous Trustee Scottie Wemigwans

**ALTERNATES:** Trustee Ellen Chambers

**RESOURCES:** Maureen Abbott, Linda Grassia, Anika Guthrie, Ashley Nurmela, Jasmine Sgambelluri, Fred Van Elburg

**GUESTS:** Jenn L. Johnson, Anne Marie McMahon-Dupuis, Sherri-Lynne Pharand, Director of Education

**ABSENT WITH REGRETS:** Kathy Beardy, Kristy Boucher, Brittany Collins, Keli Cristofaro, Crystal Donohue, Trustee Susan Doughty-Smith, Dinah Jung, Leanna Marshall, Dave Paddington, Patti Pella, Education Officer, Indigenous Education Office, Ministry of Education, Elder/Knowledge Keeper Renee Tookenay

	<b>AGENDA ITEM</b>	<b>DISCUSSION</b>	<b>ACTION</b>
1.	Opening Ceremonies	Elder Gerry Martin called the meeting to order.	Elder Gerry Martin
2.	2.1 Land Acknowledgement	Co-chair Keene acknowledged the lands and traditional territory.	AJ Keene
	2.2 Welcome and Introductions	Co-chair Essex welcomed everyone to the meeting and had all members introduce themselves.	Serena Essex

3.	Agenda and Minutes	.	
	3.1 Approval of Agenda - September 15, 2022	Moved by Trustee Saarinen and seconded by Indigenous Trustee Wemigwans that the agenda for the September 15, 2022, AEAC meeting be approved as written.  <b>Carried</b>	AJ Keene
	3.2 Approval of Minutes – June 9, 2022	Moved by Pauline Fontaine and seconded by Shelby Ch’ng that the minutes for the June 9, 2022 AEAC meeting be approved as written.  <b>Carried</b>	AJ Keene
4.	Business Arising from the Minutes	There was no business arising from the minutes.	
5.	New Business		
	5.1 Committee Membership/ Meeting Schedule	Co-chair Keene discussed the committee’s membership requirements to be compliant to AEAC’s procedures. The committee discussed the changes in membership makeup that will take place at the new term in November. Discussion will continue at the next meeting. The committee discussed the possibility of changing the meeting time.  All members’ questions were addressed.	AJ Keene
	5.2 Committee Name	Co-chair Essex started a discussion about the possibility of changing the committee’s name to Indigenous Education Advisory Committee (IEAC).  All members’ questions were addressed.	Serena Essex
	5.3 PIC Representative	Co-chair Essex asked for a volunteer from the committee to be PIC representative. Co-chair Essex volunteered to be the interim representative until another volunteer is found.  All members’ questions were addressed.	Serena Essex
	5.4 Self-ID Numbers	Anika Guthrie discussed the discrepancies between the number of self-identified First Nation, Metis, and Inuit (FNMI) students and the actual number of FNMI students attending our schools. Anika shared how accurate numbers help focus our work and provide proper supports in schools. Anika shared an old Voluntary Aboriginal Student Self Identification document and asked for feedback from the committee to update it.  All members’ questions were addressed.	Anika Guthrie

6.	Presentations		
	6.1 Summer Programming Presentations	<p>Maureen Abbott shared a presentation with the committee outlining the elementary summer learning programs that took place in 2022. All members' questions were addressed.</p> <p>Anika Guthrie shared a presentation with the committee outlining the Mino Bimaadiziwin Indigenous Youth Leadership Program that took place August 21-26, 2022. All members' questions were addressed.</p> <p>Anne Marie McMahon-Dupuis and Jenn Johnson shared a presentation with the committee outlining the Summer Learning Credit Program that took place in 2022. All members' questions were addressed.</p>	<p>Maureen Abbott</p> <p>Anika Guthrie</p> <p>Anne Marie McMahon-Dupuis Jenn L. Johnson</p>
7.	Ongoing Business		
	7.1 COVID-19 Update	Co-chair Keene shared with the committee a COVID-19 update.	AJ Keene
	7.2 Indigenous Student Trustee Update	Indigenous Student Trustee, Alexa Sagutcheway, gave a brief introduction to the committee.	Alexa Sagutcheway
	7.3 Community Relations Update	Ashley Nurmela, Aboriginal Liaison Officer, provided an update to committee members	Ashely Nurmela
8.	Information and Inquiries	<p>Co-chair Keene discussed the Ministry of Education's directions for all school boards to take a moment of silence to commemorate the passing of Queen Elizabeth II. Direction will be provided to the schools to help with questions that students might have.</p> <p>Anika Guthrie shared with the committee the activities planned for Truth and Reconciliation Day.</p>	
9.	Closing	Elder Gerry closed the meeting.	
10.	Next Meeting	Thursday, November 3, 2022.	
11.	Adjournment	The meeting was adjourned at 12:08 p.m.	

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2022 NOV 22  
Report No. 011-23

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

RE: BY-LAW NO. 122 – 2023 TAX LEVY

1 Background

- 1.1 Section 257.7(1) of the Education Act requires that the English language public district school boards levy education taxes for all boards in those areas without municipal organization, within our present jurisdiction.
- 1.2 Sect 257.7(1.1) of the Education Act states that the Ministry of Finance shall collect the amount levied under the provincial Land Tax as if they were taxes imposed under that Act.

2 Situation

Ontario Regulation 400/98 and subsequent amendments to this regulation prescribes the tax rates for education purposes under subsection 257.12(1) of the Education Act.

RECOMMENDATION

It is recommended that Lakehead District School Board approve By-Law No.122 – 2023 Tax Levy (Appendix A) authorizing the 2023 tax levy at the prescribed rates set by Ontario Regulation 400/98 as amended, as outlined in Report No. 011-23.

Respectfully submitted,

KIRSTI ALAKSA  
Superintendent of Business

SHERRI-LYNNE PHARAND  
Director of Education



**LAKEHEAD DISTRICT SCHOOL BOARD**

**BY-LAW NO. 122**

A by-law to provide for a 2023 tax levy.

WHEREAS subsection 257.7(1) of the Education Act (the “Act”) requires the Board to levy the tax rates prescribed under section 257.12 of the Act;

AND WHEREAS Ontario Regulation 400/98 prescribes the tax rates under subsection 257.12(1) of the Act;

NOW THEREFORE Lakehead District School Board of Thunder Bay, Ontario enacts the following:

The rates set out in Ontario Regulation 400/98 for 2023 are hereby levied in localities within the area of jurisdiction of the Board on the property indicated in section 257.7 of the Act.

This by-law shall come into force and take effect upon the final passing hereof.

READ, ENACTED, AND MADE AS OF THE 22ND day of November 2022.

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Ellen Chambers  
Chair

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Sherri-Lynne Pharand  
Secretary

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2022 NOV 22  
Report No. 008-23

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

RE: APPROVAL OF APPOINTMENTS TO THE SPECIAL EDUCATION ADVISORY COMMITTEE

1. Background

1.1 According to Reg. 464/97 of the Education Act, every district school board must establish a Special Education Advisory Committee (SEAC) consisting of:

- one representative from each of the local associations that operates locally within the area of jurisdiction of the Board;
- one alternate for each representative appointed from each of the local associations;
- one or two persons to represent the interest of Indian Pupils; and
- members from among the Board's own members.

The Board may also appoint one or more additional members who are neither representatives of a local association nor member of the Board or other communities of the Board.

1.2 On September 27, 2022, the Board approved the process and application form to select community representatives and alternate representatives to SEAC.

1.3 The term of office for representatives coincides with the term of office of the Board.

1.4 Nominations were invited by:

- writing a letter to each association/agency and community representative previously represented on SEAC; and
- placing an advertisement in the local newspapers, social media and on the Board's website.

2. Situation

Ten local associations/agencies and one community representative submitted nominations for membership to the Special Education Advisory Committee for the next four-year term. The nominees are as follows:

<b>ASSOCIATIONS/AGENCY COMMUNITY REPRESENTATIVE</b>	<b>NOMINATIONS - Representative</b>	<b>NOMINATIONS - Alternate</b>
Anishnawbe Mushkiki Community Health and Wellness	Wendy Carroll	Brandon Robb
Autism Ontario, Northern Region	Anne Antenucci	
Children's Centre Thunder Bay	Amy Massalin	
Dilico Anishinabek Family Care	Sarah Niles	Leslie Harding
Fetal Alcohol Support Information Network	Miranda Myers	
Learning Disabilities Association of Ontario	Liz Tod	Carey Murphy
OPTIONS Northwest	Suzanne Posthumus	Rose Marie MacLean
Easter Seals	Tara Ingram	
Voice for Deaf & Hard of Hearing Children	Michael Otway	
George Jeffrey Children's Centre	Michelle Blackburn	Andrea Stach
Community Representative	Alina Cameron	

RECOMMENDATION

It is recommended that Lakehead District School Board approve the appointments of nominations for membership to the Special Education Advisory Committee for the next four-year term as indicated in Report No. 008-23, Approval of Appointments to the Special Education Advisory Committee.

Respectfully submitted,

MICHELLE PROBIZANSKI  
Superintendent of Education

SHERRI-LYNNE PHARAND  
Director of Education

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2022 NOV 22  
Report No.012-23

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

RE: POLICY UPDATE – 3096 INFORMATION/COMMUNICATION TECHNOLOGY USE  
AND ELECTRONIC MONITORING

1. Background

- 1.1 On March 9, 2022, the policy was posted on the Board website and distributed to constituent groups for review and comment with input to be received by April 20, 2022.
- 1.2 At the May 24, 2022, Regular Board Meeting, the 3096 Information/Communication Technology Use policy was approved and distributed according to Board procedures.
- 1.3 On April 11, 2022, Bill 88, the Working for Workers Act, 2022, became law, and enacted a Digital Platform Workers' Rights Act, 2022, and makes amendments to the Employment Standards Act, 2000, the Occupational Health and Safety Act, 1990.

2. Situation

- 2.1 The policy has been reviewed that reflected the changes in Bill 88, Working for Workers Act, 2022.
- 2.2 The policy is attached as Appendix A and the procedures as Appendix B.
- 2.3 Upon final approval, the policy and procedures will be distributed according to Board procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 3096 Information/Communication Technology Use and Electronic Monitoring Policy, Appendix A to Report No. 012-23.

Respectfully submitted,

KIRSTI ALAKSA  
Superintendent of Business

SHERRI-LYNNE PHARAND  
Director of Education

<b>BUSINESS AND BOARD ADMINISTRATION</b>	<b>3000</b>
<b>INFORMATION/COMMUNICATION TECHNOLOGY USE AND ELECTRONIC MONITORING POLICY</b>	<b>3096</b>

1. Rationale

- 1.1 Information and communication technology plays a significant role in teaching and learning and in the administration of Board business.
- 1.2 Technology has changed the educational environment in many positive ways. These technologies also bring challenges to maintaining a safe, caring, and orderly learning environment. This policy serves as a basis for ensuring technology is used, **and monitored** appropriately and to the benefit of students and employees.

2. Policy

- 2.1 It is the policy of Lakehead District School Board (LDSB) to recognize the use of information and communication technologies as productivity enhancement tools by LDSB students and employees in support of teaching and learning and LDSB related business activities. These technologies may include both LDSB-owned devices as well as personal mobile devices.
- 2.2 It is the policy of LDSB that the use of personal mobile devices during instructional time is permitted under the following circumstances: for educational purposes, as directed by an educator (student use) or administrator (staff use); for health and medical purposes; and to support special education needs.

3. Guiding Principles

Lakehead District School Board supports and encourages responsible use of technology through the following guiding principles.

3.1 Supporting Learning

Information technology presents an opportunity for students and teachers to enable authentic learning experiences that interact with the global community and encourage students to be lifelong learners.

3.2 Digital Citizenship

Users are expected to use technology responsibly and ethically. Lakehead District School Board will ensure students learn about digital citizenship in school.

3.3 Equity

Lakehead District School Board will ensure that all students have equitable access to all required technologies.

<b>BUSINESS AND BOARD ADMINISTRATION</b>	<b>3000</b>
<b>INFORMATION/COMMUNICATION TECHNOLOGY USE AND ELECTRONIC MONITORING POLICY</b>	<b>3096</b>

3.4 Privacy and Ownership

All data stored on LDSB technology are owned and may be accessed by LDSB. Users should have no expectation of privacy with respect to information created, stored, sent, or received using LDSB technology.

3.5 Security

Users must take reasonable precautions to ensure that data they use is safe and secure. Data should be used for the intended purposes.

3.6 Compliance

Users are required to comply with federal and provincial legislation and all related LDSB policies and procedures.

4. Failure to Comply

Individuals who do not comply with this policy will be subject to appropriate consequences in accordance with the circumstances of the event and within the parameters of any applicable legislation.

5. Review

This policy shall be reviewed according to 2010 Policy Development and Review Policy.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
3096 Information/ Communication Technology Procedures	June 24, 2003	<b><i>Bill 88, Working for Workers Act, 2022</i></b>
	<u>Date Revised</u>	
	June 26, 2007 September 24, 2013 May 26, 2020 May 24, 2022	

<b>BUSINESS AND BOARD ADMINISTRATION</b>	<b>3000</b>
<b>INFORMATION/COMMUNICATION TECHNOLOGY USE AND ELECTRONIC MONITORING PROCEDURES</b>	<b>3096</b>

1. Policy

It is the policy of Lakehead District School Board (LDSB) to recognize the use of information and communication technologies as productivity enhancement tools by LDSB students and employees in support of teaching and learning and LDSB related business activities.

2. Definitions

2.1 Technology

Technology resources include, but are not limited to, computers, mobile devices, servers, networks, Internet services, computer applications, data, email, and collaboration tools. These resources include both LDSB-owned devices as well as personal mobile devices.

2.2 User

A user is any individual granted authorization to access LDSB technology. User may include students, parents/guardians, employees, volunteers, visitors, contractors, or individuals employed by service providers.

2.3 Cyber-bullying

Cyber-bullying is the repeated use of email, cell phones, social media, text, internet, and websites to threaten, harass, embarrass, socially exclude, or damage reputations or friendships. Cyber-bullying includes:

- creating a web page or blog in which the creator assumes the identity of another person;
- impersonating another person as the author of content or messages posted on the Internet; and
- communicating negative material electronically to more than one individual or posting negative material on a website that may be accessed by one or more individuals. (Policy/Program Memorandum No. 144 released by Ministry of Education, December 5, 2012)

<b>BUSINESS AND BOARD ADMINISTRATION</b>	<b>3000</b>
<b>INFORMATION/COMMUNICATION TECHNOLOGY USE AND ELECTRONIC MONITORING PROCEDURES</b>	<b>3096</b>

3. Guiding Principle #1

Supporting Learning

Information technology presents an opportunity for students and teachers to enable authentic learning experiences that interact with the global community and encourage students to be lifelong learners.

Lakehead District School Board technology is provided for educational and administrative purposes; technology should be used for these intended purposes. Users should use technology resources responsibly and not waste resources. Users should also respect the need of others to work in an environment that is conducive to teaching and learning, including by ensuring that personal mobile devices are only used during instructional time for educational purposes, or for medical needs or to support special education needs.

3.1 Prohibited uses of LDSB technology include, but are not limited to:

- personal use that is not occasional or interferes with productivity;
- use that violates federal or provincial laws;
- use for commercial or political party purposes;
- use that contravenes LDSB or school policies or procedures;
- theft of resources including electronic data theft;
- attempts to circumvent any measures that LDSB may take to restrict access and protect data;
- unauthorized access, alteration, destruction, removal and/or disclosure of data; this includes LDSB email addresses, distribution lists and user account information;
- displaying, storing, sending or creating fraudulent, harassing, sexually explicit, profane, obscene, intimidating, defamatory or otherwise inappropriate or unlawful material;
- cyber-bullying;
- copying, downloading, transferring, renaming, adding or deleting information protected under copyright law;



<b>BUSINESS AND BOARD ADMINISTRATION</b>	<b>3000</b>
<b>INFORMATION/COMMUNICATION TECHNOLOGY USE AND ELECTRONIC MONITORING PROCEDURES</b>	<b>3096</b>

- use that could reasonably be expected to impair LDSB’s computing facilities or interfere with others’ use of LDSB technology (e.g., knowingly transmitting a virus or spam); and
- agreeing to license or download material for which a fee is charged to LDSB without obtaining express written permission from LDSB’s information technology staff. Purchasing of materials and services must comply with all procurement policies and procedures.

- 3.2 Technology resources are shared and limited. Users must use resources responsibly and should not waste resources. Lakehead District School Board reserves the right to limit any activity that consumes a high level of resources that may impact LDSB services or other users (e.g., file storage, bandwidth, Internet access).
- 3.3 Personal materials not relevant to educational and administrative purposes will not be stored on LDSB servers or services.

4. Guiding Principle #2

Digital Citizenship

Users are expected to use technology responsibly and ethically. Lakehead District School Board will ensure that students learn how to become good digital citizens.

- 4.1 Lakehead District School Board has a responsibility to ensure that schools provide the instruction necessary to use technology responsibly and ethically. This includes where, when, and how the use of social media is appropriate and what constitutes cyber-bullying.
- 4.2 Teachers will permit the use of personal electronic devices for academic purposes where their use does not conflict with current classroom activities. Students will be encouraged to Bring Your Own Device (BYOD) (Appendix A) to enhance the learning experience.
- 4.3 Online and digital resources will be incorporated into teachers’ lessons.
- 4.4 Students will accept all terms and conditions of the LDSB network and internet use (Appendix B).
- 4.5 Students will have credit opportunities both in person and online.

<b>BUSINESS AND BOARD ADMINISTRATION</b>	<b>3000</b>
<b>INFORMATION/COMMUNICATION TECHNOLOGY USE AND ELECTRONIC MONITORING PROCEDURES</b>	<b>3096</b>

5. Guiding Principle #3

Equity

Lakehead District School Board will ensure that all students have equitable access to all required technologies. This includes providing access to devices for those students who cannot bring their own to school, as well as ensuring sufficient bandwidth to schools regardless of their location.

6. Guiding Principle #4

Privacy and Ownership

All data stored on LDSB technology are owned and may be accessed by LDSB. Users should have no expectation of privacy with respect to information created, stored, sent, or received using LDSB technology.

6.1 Data stored on LDSB technology, including email, electronic files, and information in computer systems, are LDSB property and may be reviewed, monitored, and accessed by authorized individuals, as required. Data is also subject to relevant legislation and may be accessed through Freedom of Information requests.

6.2 Information stored on personally owned devices is the responsibility of the device owner/user. However, personally owned devices on LDSB property which are used for displaying, storing, sending, or creating fraudulent, harassing, sexually explicit, profane, obscene, intimidating, defamatory or otherwise inappropriate or unlawful materials will result in a full investigation and necessary action will be taken where appropriate.

6.3 Lakehead District School Board collects data to assist in monitoring the health and usage of systems. Examples include network, application, and internet access logs. These logs may be reviewed periodically.

7. Guiding Principle #5

Security

Users must take reasonable precautions to ensure that data access and storage are secure and safe. Data should be used for the intended purposes.

7.1 Staff are provided access to data to perform their roles.

<b>BUSINESS AND BOARD ADMINISTRATION</b>	<b>3000</b>
<b>INFORMATION/COMMUNICATION TECHNOLOGY USE AND ELECTRONIC MONITORING PROCEDURES</b>	<b>3096</b>

- 7.2 Data may include, but is not limited to, student records, employee records, confidential assessments, and other personal information.
- 7.3 Users are responsible for managing their accounts and passwords that provide access to data and to any personal device that accesses or holds LDSB data. Users must not disclose their passwords to any unauthorized persons.
- 7.4 Users must exercise reasonable care to ensure the safety of the data entrusted to them. All confidential data not held on LDSB owned servers must be fully encrypted. This applies to all confidential data stored on LDSB and personally owned computers. The storage of confidential LDSB data on servers not owned by LDSB is strictly prohibited without prior approval by the appropriate superintendent.
- 7.5 Users will not connect devices to the wired or wireless network without prior LDSB approval.
- 7.6 Users must comply with all security measures implemented by LDSB. Users are responsible for implementing appropriate security measures such as virus scanning on personally owned devices that hold or access LDSB technology.
- 7.7 Remote access or wireless access to LDSB resources is only permitted through LDSB's approved infrastructure. Users will not attempt to by-pass LDSB's security.

8. Guiding Principle #6

Compliance

Users are expected to comply with all federal and provincial legislation and all related LDSB policies and procedures.

- 8.1 The storage of unlawful materials on LDSB property or premises is strictly prohibited. Lakehead District School Board resources may not be used in any manner to create, store, send, display, or make available to others, material that contravenes federal or provincial laws or regulations.
- 8.2 Users must comply with the school Code of Conduct and adhere to the principles of academic integrity.
- 8.3 Users must comply with any restrictions on access to LDSB's technology resources.
- 8.4 Personal materials not relevant to educational and administrative purposes will not be stored on LDSB servers. Lakehead District School Board may impose retention periods for various types of data, either temporarily or permanently.

<b>BUSINESS AND BOARD ADMINISTRATION</b>	<b>3000</b>
<b>INFORMATION/COMMUNICATION TECHNOLOGY USE AND ELECTRONIC MONITORING PROCEDURES</b>	<b>3096</b>

9. Failure to Comply

Individuals who do not comply with this policy will be subject to appropriate consequences in accordance with the circumstances of the event and within the parameters of any applicable legislation.

10. Review

These procedures shall be reviewed according to 2010 Policy Development and Review Policy.

<u>Cross Reference</u>	<u>Date Received</u>	<u>Legal Reference</u>
3096 Information/ Communication Technology Policy	June 24, 2003  <u>Date Revised</u>  June 26, 2007 September 24, 2013 May 26, 2020 May 24, 2022	<b><i>Bill 88, Working for Workers Act, 2022</i></b>

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2022 NOV 22  
Report No. 018-23

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

RE: ABORIGINAL EDUCATION ADVISORY COMMITTEE HONORARIUM REPORT

1. Background

- 1.1 Trustees who are the voting delegate on statutory committees receive a stipend to attend the meeting.
- 1.2 While AEAC is not a statutory committee, in the *Ontario First Nation, Métis and Inuit Education Policy Framework (2007)*, the ministry states, “that boards will strive to: establish First Nation, Métis, and Inuit Education Advisory Committees that include representation from First Nations, community members, and local Aboriginal service delivery organizations, such as Friendship Centres.”

2. Situation

Lakehead District School Board (LDSB) has 26% of its student population who voluntarily self-identify as Indigenous, and because LDSB has First Nations students who pay tuition, this is an important committee. The trustees who attend this committee should receive the stipend in accordance with statutory committees.

RECOMMENDATION

It is recommended that the trustee members of the Aboriginal Education Advisory Committee receive the meeting attendance stipend.

Respectfully submitted,

SHERRI-LYNNE PHARAND  
Director of Education