



**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**  
**Tuesday, November 26, 2024**  
**Jim McCuaig Education Centre**

Sherri-Lynne Pharand  
Director of Education

Ellen Chambers  
Chair

**AGENDA**

**PUBLIC SESSION**  
**7:30 p.m. – in the Board Room/Microsoft Teams**

	<u>Resource Person</u>	<u>Pages</u>
1. Call to Order	E. Chambers	
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 – 7:00 p.m. (SEE ATTACHED AGENDA)</b>		
6. Report of Committee of the Whole – Closed Session		
7. Land Acknowledgement	Ron Oikonen	Verbal
8. Delegations/Presentations		
8.1 Trustee Character Award – Ms. Ryne Veldhoen	T. Tuchenhagen	Verbal
8.2 Algonquin Avenue Public School - Experiential and Indigenous Education Focus at Algonquin Avenue Public School	M. Probizanski	Verbal/ 1-3
9. Approval of Minutes		
9.1 Regular Board Meeting - October 22, 2024	E. Chambers	4-9
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**

**MATTERS NOT REQUIRING A DECISION:**

11.	Information Reports		
11.1	Ontario Public School Boards' Association (OPSBA) Report		
11.2	Student Trustee – November Report	M. De Franceschi	Handout
11.3	Indigenous Student Trustee – November Report	E. Drake	Handout
11.4	Updates from the Chair/Director	E. Chambers/ S. Pharand	Verbal
11.5	Bright Beginnings Kindergarten Readiness Program (114-24)	M. Probizanski	10-12
11.6	International Education Report (117-24)	J. Lower	13-14
11.7	2024-2025 Capital Plan (116-24)	K. Alaksa	15-22
11.8	Parent Involvement Committee Minutes - September 9, 2024	S. Pharand	23-25
11.9	Miiniwewinan: Indigenous Education Advisory Committee Minutes – June 13, 2024 and September 26, 2024	H. Harris	26-31
12.	First Reports		

**MATTERS FOR DECISION:**

13.	Postponed Reports		
14.	By-Law No. 125 – 2025 Tax Levy (115-24)	K. Alaksa	32-33

*It is recommended that Lakehead District School Board approve By-Law No. 125 – 2025 Tax Levy (Appendix A) authorizing the 2025 tax levy at the prescribed rates set by Ontario Regulation 400/98 as amended, as outlined in Report No. 115-24.*

Trustees (Chair and Vice-Chair) and presenters of reports will be available for comment after the Board Meeting.
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|------|--|-------------|-------|
| 15.  | Recommendations from the Board Advisory Committee (121-24)   | D. LeBlanc  | 34-41 |
| <br> |  |             |       |
| 15.1 | Policy Review - Display of Flags (108-24)  |             |       |
|      | <i>It is recommended that Lakehead District School Board approve 8015 – Display of Flags Policy, Appendix A to Report No. 108-24.</i>  |             |       |
| <br> |  |             |       |
| 15.2 | Policy Review – 4005 English Language Learners’ Policy (111-24)  |             |       |
|      | <i>It is recommended that Lakehead District School Board rescind 4005 English Language Learners’ Policy.</i>   |             |       |
| <br> |  |             |       |
| 15.3 | Policy Review – 6065 Prevalent Medical Conditions (113-24)   |             |       |
|      | <i>It is recommended that Lakehead District School Board approve 6065 Prevalent Medical Conditions Policy, Appendix A to Report No. 113-24.</i>  |             |       |
| <br> |  |             |       |
| 16.  | Trustee Code of Conduct Report (122-24)  | E. Chambers | 42    |
|      | <i>It is recommended that Lakehead District School Board strike a Trustee Code of Conduct Ad Hoc Committee comprised of trustees, X, X, and X and report its progress back to the Board no later than February, 2025</i> |             |       |
| <br> |  |             |       |
| 17.  | Ad Hoc and Special Committee Reports   |             |       |
| 18.  | New Reports  |             |       |
| 19.  | New Business   |             |       |
| 20.  | Notices of Motion  |             |       |
| 21.  | Information and Inquiries  |             |       |
| 22.  | 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**  
**Tuesday, November 26, 2024**  
**Jim McCuaig Education Centre**

Sherri-Lynne Pharand  
Director of Education

Ellen Chambers  
Chair

**AGENDA**

**COMMITTEE OF THE WHOLE – Closed Session**  
**7:00 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 - October 22, 2024	E. Chambers	1
5.2 Consideration of Reports		
5.2.1 Financial Matter	E. Chambers	Verbal
5.2.2 Legal Matters	E. Chambers K. Alaksa M. Probizanski	Handout/ Verbal
5.3 Information and Inquiries		
5.4 Rise and Report Progress		

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

**LAKEHEAD DISTRICT SCHOOL BOARD**



Lakehead Public Schools

## **Celebrating Student Achievement**

School: Algonquin School

Title of Initiative: Experiential and Indigenous Education focus at Algonquin

Presentation Team: Eilidh Childs and Kari McKeown

<b>Components of Initiative</b>	<b>School's Details</b>
1. Description of the nature of the initiative to improve student achievement	Culturally responsive education and experiential education improve student engagement and student achievement.
2. Rationale for selecting the initiative	This is a major part of our school learning plan and we are seeing a great deal of student success
3. Intended outcomes of the initiative related to improved student achievement	Both experiential education and culturally responsive practice have an extensive research base support for improving both academic success and overall well-being. Data has shown that we are seeing improvement in both areas as well as attendance.
4. Description of the data used	Street data,( Community, Student, Teacher) Triangulation of data (Products, conversation and observation)  EQAO results, Student engagement.

5. <b>Brief</b> description of the significant activities or strategies involved with the initiative	Providing cultural land-based opportunities for students attending, linking their learning to real life opportunities, connections between curriculum and learning opportunities, Teacher training/learning, community connections
6. <b>One or two</b> highlights of the above activities	<ul style="list-style-type: none"> <li>-Maple sugaring learning experience</li> <li>-Trapline experience</li> <li>-Fish Hatchery Experience</li> <li>-George Burke Park (on the land)</li> <li>-Dogsledding experience</li> <li>-Collecting resources from the land ex (traditional tobacco for gifts)</li> </ul>
7. Description of any unexpected results or “moments of serendipity” related to the initiative	<ul style="list-style-type: none"> <li>-Being able to make cross curricular connections</li> <li>-cross-grade/subject involvement</li> </ul> <p>Ex(Intermediate Ojibwe students helping with vocabulary piece in younger grades)</p>
8. Description of <b>one or two</b> interesting findings that would be useful or helpful to other schools	<ul style="list-style-type: none"> <li>-improved attendance</li> <li>-students demonstrating strengths outside the classroom</li> <li>-whole school turtle calendar</li> <li>-Incorporates/ties into Grandfather teachings</li> </ul>
9. Identification of <b>one or two</b> noteworthy hurdles or stumbling-blocks	Supervisors for outings , funding for outings, risks (types of outing permissible).
10. Next steps in pursuing the initiative	Create a wider network of community partners (LU, Connected North(Taking it Global), Spirit North, Knowledge Keepers).

<p>11. Lessons learned about the school's efforts to improve student achievement.</p>	<p>The experiential learning cycle and culturally responsive teaching promotes student engagement and thereby student achievement. When students are engaged in the land-based opportunity they are more excited to participate in classroom connections and extensions.</p>
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LAKEHEAD DISTRICT SCHOOL BOARD

**MINUTES OF REGULAR BOARD MEETING**

Board Room/Microsoft Teams  
Jim McCuaig Education Centre

Date: OCT 22, 2024  
Time: 7:30 P.M.

**TRUSTEES PRESENT:**

Ellen Chambers (Chair)  
Donica LeBlanc (Vice Chair)  
Pat Johansen  
Ron Oikonen (virtual)  
George Saarinen (virtual)  
Ryan Sitch  
Trudy Tuchenhausen  
Leah Vanderwey

Emily Drake (Indigenous Student  
Trustee)  
Morgann De Franceschi (Student  
Trustee)

**TRUSTEE ABSENT, WITH REGRET:**

Scottie Wemigwans (Indigenous Trustee)

**SENIOR ADMINISTRATION:**

Sherri-Lynne Pharand, Director of Education (virtual)  
Kirsti Alaksa, Superintendent of Business  
Jane Lower, Superintendent of Education  
Michelle Probizanski, Superintendent of Education, Director Delegate  
Heather Harris, Superintendent of Education  
Nick Sacevich, Associate Superintendent and Math/ IT Lead

**FEDERATION/UNION REPRESENTATIVES:**

Inga Foster-Anderson, Lakehead District School Board Principals/ Vice Principals  
Leesa McCarville, Lakehead District School Board Principals/ Vice Principals  
Nancy Nix, Union Representative, ETFO-Elementary Occasional Teachers  
Jenny Fenton, Lakehead District School Board Managers

**PUBLIC SESSION:**

1. **Approval of Agenda**

Moved by Trustee Johansen

Seconded by Trustee Sitch

*"THAT the Agenda for Regular Board Meeting, October 22, 2024 be approved."*

**CARRIED**



2. Resolve into Committee of the Whole – Closed Session

Moved by Trustee Tuchenhagen

Seconded by Trustee Saarinen

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

- *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. Land Acknowledgement

Trustee Tuchenhagen read the land acknowledgement.

5. Delegations/ Presentations:

- 5.1 Trustee LeBlanc presented a Trustee Character Award to Jack Popowich for his contribution as a Unified Participant in the 2024 Provincial Special Olympics for Westgate Collegiate and Vocational Institute (Westgate CVI).
- 5.2 Trustee Vanderwey announced the presentation of a Trustee Character Award to Ashley Kirkum, who was unfortunately unable to attend to receive the award in person. Ashley was recognized for her contribution as a Unified Participant in the 2024 Provincial Special Olympics for Westgate CVI.
- 5.3 Chair Chambers presented a Trustee Character Award to Nathan Vibert for his contribution as a Unified Participant in the 2024 Provincial Special Olympics for Westgate CVI.
- 5.4 Trustee LeBlanc presented a Trustee Character Award to MacKenna Wright for her contribution as a Unified Participant in the 2024 Provincial Special Olympics for Westgate CVI.
- 5.5 Indigenous Student Trustee Drake presented a Trustee Character Award to Student Trustee Morgann De Franceschi for her contribution as a Unified Participant in the 2024 Provincial Special Olympics for Westgate CVI.

6. Approval of Minutes

Moved by Trustee Sith

Seconded by Trustee Johansen

*"THAT Lakehead District School Board approve the Minutes of Regular Board Meeting - September 24, 2024"*

CARRIED

7. Business Arising from the Minutes

MATTERS NOT REQUIRING A DECISION:

8. Ontario Public School Boards' Association (OPSBA) Report

Trustee Sith reminded the Board that they received a summary from the September OPSBA Board of Directors meeting and should they have questions they can email him. Trustee Sith advised the Board of an upcoming visit from the President and Executive Director of OPSBA on October 26, 2024 for the OPSBA Northern Regional Meeting.

9. Indigenous Student Trustee Report

Emily Drake, Indigenous Student Trustee, presented her October report to the Board. Items addressed in the report included her objectives for the upcoming months, attending a Miiniwewinan meeting and helping a group of students plan Truth and Reconciliation week events at Superior Collegiate and Vocational Institute. All trustees' questions were addressed.

10. Student Trustee Report

Morgann De Franceschi, Student Trustee, presented her October report to the Board. Items addressed in the report included attending a Special Education Advisory Committee meeting and planning for her role as student trustee for the rest of her term. All trustees' questions were addressed.

11. Updates from the Chair/ Director

Sherri-Lynne Pharand, Director of Education, updated the Board that this week is Trustee Governance week and thanked the trustees for their service. A number of trustees will be in schools this week visiting Grade 5 classes to share the role of the trustee with students. Director Pharand informed the Board of a number of professional development opportunities for staff that have occurred over the past month. Director Pharand updated the Board that the Bright Beginnings Program is running again this year at Algonquin Avenue Public School. Lakehead District School Board received funding for a Creative Therapy Partnership classroom which will focus on treatment for students with autism in the early years. Author Jean Pendziwol came to McKellar Park Central School to share her book *"No Dragons for Tea"* with students. The Harmony Movement for Grades 7-10 students focused on student leadership. Director Pharand informed the Board that the annual audit has begun and should be finished by the end of November. Additionally, OPSBA Northern Regional Meeting is in Thunder Bay this weekend. Michelle Probizanski, Superintendent, Maggie Fredrickson, Principal of Special Education, Dr. Bakovic along with Dr. Rawana will be presenting about the Lakehead Public Schools Paediatric Clinic. Darren Lentz, Principal, Algonquin Avenue Public School, will also be presenting a hands on experience making birchbark creations during the OPSBA Northern Regional Meeting.

12. Adult and Continuing Education Report (105-24)

Jane Lower, Superintendent, introduced Samantha Peotto, Manager, Lakehead Adult Education, who presented the report. All trustees' questions were addressed.

13. Student Achievement Report (104-24)

Jane Lower, Superintendent of Education, introduced Kali Bernst, Principal of Indigenous Education and Program, along with Meghan Smelow, Manager Student Success Lead, who presented the report. All trustees' questions were addressed.

**Matters For Decision**

114. Appointments to the 2024-2025 Parent Involvement Committee (094-24)

Moved by Trustee Sith

Seconded by Trustee Tuchenhausen

1. *"That Lakehead District School Board approve the following appointments to the 2024-2025 Parent Involvement Committee effective November 15, 2024 to November 14, 2025:*
  - *Terry Godick, alternate parent member;*
  - *Brittany Kennedy, alternate parent member;*
  - *Carla Mulholland, alternate parent member;*
  - *Tara Ingram, Special Education Advisory Committee representative;*
  - *Kristi Lees, principal representative;*
  - *Laura Prodanyk, community representative;*
  - *Fred Van Elburg, teacher representative; and*
  - *Connor Pratt, alternate teacher representative.*
2. *Approve the appointments of Robin Cawlishaw, Dawn-Marie Francis and Lorraine Mashongoane, parent members, to the 2024-2025 and 2025-2026 Parent Involvement Committee effective November 15, 2024 to November 14, 2026."*

CARRIED

15. Recommendations from the Board Advisory Committee (106-24)

Procedural By-Laws Ad Hoc Committee (103-24)

Moved by Trustee Tuchenhausen

Seconded by Trustee Vanderwey

*“THAT Lakehead District School Board approve the following:*

- 1. THAT Lakehead District School Board appoint Trustees Vanderwey, Sitch, Chambers and LeBlanc, along with Director Pharand, and the executive secretary – office of the director, to the Procedural By-Laws Ad Hoc Committee.*
- 2. THAT the Procedural By-Laws Ad Hoc Committee report its progress to the Board no later than April 22, 2025.*

CARRIED

Trustee Sitch requested to amend the motion to strike out Trustee Sitch and include Trustee Johansen as a member of the committee.

Moved by Trustee Sitch

Seconded by Trustee Vanderwey

*“THAT Lakehead District School Board amend the Procedural By-Laws Ad Hoc Committee motion by striking out Trustee Sitch as a committee member and adding Trustee Johansen.”*

CARRIED

Moved by Trustee Sitch

Seconded by Trustee Vanderwey

*“THAT Lakehead District School Board approve the following:*

- 1. THAT Lakehead District School Board appoint Trustees Vanderwey, Johansen, Chambers and LeBlanc, along with Director Pharand, and the executive secretary – office of the director, to the Procedural By-Laws Ad Hoc Committee.*
- 2. THAT the Procedural By-Laws Ad Hoc Committee report its progress to the Board no later than April 22, 2025.*

CARRIED

16. Short-Term Borrowing Resolution (101-23)

Moved by Trustee Johansen

Seconded by Trustee Saarinen

*“THAT Lakehead District School Board approve the Short-Term Borrowing Resolution for the 2023-2024 school year as outlined in Report No. 101-23, Short-Term Borrowing Resolution.”*

CARRIED

17. Ad Hoc and Special Committee Reports

18. New Reports

19. New Business

20. Notices of Motion

21. Information and Inquiries

21.1 Chair Chambers informed the board of the following events attended by trustees and senior administrators:

October 21, 2024 –Westmount Public Schools Secret Path Assembly

October 21-25, 2024 – Local Government Week- Ogden Community PS and McKenzie PS Presentations by trustees to students on the role of a trustee.

22. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Tuchenhausen

*“THAT we do now adjourn at 8:54 p.m.”*

CARRIED

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2024 NOV 26  
Report No. 114-24

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

RE: BRIGHT BEGINNINGS KINDERGARTEN READINESS PROGRAM

1. Background

- 1.1 As identified in the Strategic Plan, Lakehead District School Board (LDSB) seeks high levels of personal and academic excellence for every student. The Ontario Kindergarten Program is structured around four broad learning areas - belonging and contributing, self-regulation and well-being, demonstrating literacy and mathematics behaviour, and problem solving and innovating. These areas emphasize essential aspects of child development and foster learning through play and inquiry. They also align with Ontario's four foundations of early learning: belonging, engagement, expression, and well-being.
- 1.2 Lakehead District School Board continues to provide high quality programs and professional learning in the early years to enhance student outcomes and support teacher learning.

2. Situation

- 2.1 Kindergarten classrooms across LDSB are experiencing challenges with Kindergarten readiness, impacting both students and educators. Many incoming students are entering Kindergarten without foundational skills in self-regulation and social-emotional skills, which are essential for a smooth transition into the school environment. Teachers observe that many students struggle to follow routines, manage emotions, and engage in group activities. This has resulted in increased time dedicated to social-emotional support and individualized instruction.
- 2.2 The impact of COVID-19 on children born between 2018 and 2020 has exacerbated Kindergarten readiness challenges. Pandemic related disruptions - such as limited access to early childhood education, reduced social interaction, and increased screen time - have amplified these readiness gaps, especially among children from underserved communities. Many children missed out on key early learning experiences and social interactions, which has affected their ability to adapt to the structured school setting.

### 3. Program Overview

- 3.1 In response to the growing challenges in Kindergarten readiness - particularly following the pandemic's impact on early development - LDSB has introduced the Bright Beginnings program, an Education and Community Partnership Program (ECPP). This targeted Kindergarten readiness class is designed to support students facing difficulties in their transition to the Kindergarten environment, while also providing parent education in topics related to child development and wellness. Bright Beginnings focuses on individualized, small-group instruction to meet the unique needs of each child and bridge the readiness gap for children entering school.
- 3.2 Bright Beginnings partners with a variety of community agencies that share information and support each family at Bright Beginnings. These agencies include key community partners, including George Jeffrey Children's Centre and Children's Centre Thunder Bay. These partnerships enhance the program's capacity to address a wide range of developmental needs, ensuring each child is supported in multiple aspects of their growth.
- 3.3 Bright Beginnings also partners with Dilico Anishinabek Family Care to provide culturally responsive support for Indigenous students and their families. Bright Beginnings educators work with Dilico Anishinabek Family Care to create an inclusive environment that respects and celebrates Indigenous heritage and traditions, ensuring that Indigenous children feel seen, valued, and connected.
- 3.4 Through structured activities, students receive explicit instruction in self-regulation, helping them to manage emotions, adapt to routines, and build resilience. Strategies include mindfulness exercises, personalized behavior supports, and guided practice in routine-following to develop a sense of security and routine.
- 3.5 To foster cognitive flexibility and creativity, Bright Beginnings incorporates play-based and inquiry-driven problem-solving activities and experiences. Students are encouraged to explore, ask questions, and collaborate, building foundational critical thinking and innovation skills essential for academic success.
- 3.6 Given the observed gaps in social interaction, the program includes targeted social-emotional learning (SEL) sessions that help children practice empathy, cooperation, and relationship-building skills. Activities are designed to improve students' confidence in interacting with peers, fostering a supportive peer environment.

4. Conclusion

The Bright Beginnings program is both proactive and supportive and addresses the readiness challenges faced by incoming Kindergarten students. By providing targeted instruction in self-regulation, problem-solving, and social-emotional learning, Bright Beginnings aligns with the holistic approach outlined in the Ontario Kindergarten Program (2016). By equipping students with these foundational skills, Bright Beginnings prepares students for success in kindergarten and sets a strong groundwork for lifelong learning and development.

Respectfully submitted,

JOLENE WILHELM  
Early Years Resource and Support Teacher

MAGGIE FREDRICKSON  
Principal, Special Education

MICHELLE PROBIZANSKI  
Superintendent of Education

SHERRI-LYNNE PHARAND  
Director of Education



LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2024 Nov 26  
Report No. 117-24

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 2023-2024 school year was the seventh 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.

We have three part-time homestay coordinators hired by LPSI partner, Muskoka Language International (MLI) Homestay. MLI Homestay is the legal custodian to LPSI students and oversees the operation of the local homestay program, which includes reviewing applications, interviewing host families, and setting up detailed family profiles in the MLI database. The international student coordinator and homestay coordinator work together to match the students and families. For the 2024-2025 school year an additional homestay program (Harmony Homestay) was introduced.

2. Situation

- 2.1 The 2023-2024 school year continued to build on the previous year's successful international student enrollments. Lakehead Public Schools International enrolled a head count of 40 students throughout the school year. These 40 students also represented a diverse group, with students from Germany, Spain, France, Mexico, China, Brazil and Vietnam. Last year's recruitment efforts continued strengthening ties within the European market; Spain and Germany continue to drive the growth and success of this program.

- 2.2 Lakehead Public Schools International still maintains its membership with Canadian Association of Public Schools – International (CAPS-I) and the Ontario Association of School Districts International (OASDI).
- 2.3 In 2023 the TrueNorth Application portal was integrated with our website and has been an excellent tool to onboard students and agencies. TrueNorth is the most widely utilized application portal in Canada for international students. We also have our Medical Insurance Platform (Study Insured) and a payment integration (Flywire) embedded in the TrueNorth Portal.
- 2.4 Economic and geo-political factors remain issues in the K-12 international student industry. Many students continue to look for more affordable solutions across Canada often opting for short term stays versus full year stays. The recent updates to immigration rules in Canada will also have a potential impact on some of our applications.

### 3. Next Steps

- 3.1 Much of 2024-2025 will be focused on strengthening these relationships with agencies in our key markets in Germany and Spain. Focused agent visits in these key markets will ensure that we continue to build and reinforce these relationships.
- 3.2 Development and enhancement of documentation materials. These include our marketing materials, student handbook and website.
- 3.3 Improve communication between our homestay providers, students, families and school staff.
- 3.4 Development of a 3 to 5-year plan for growth, particularly in the Asian market. The specific target of 40 full-time equivalent (FTE) students with an overarching goal of reaching 50 to 60 students aligns with the intention to expand and diversify the student body.

### 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.

Respectfully submitted,

JON-DAVID DOWDELL  
International Student Coordinator

JANE LOWER  
Superintendent of Education

SHERRI-LYNNE PHARAND  
Director of Education

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2024 NOV 26  
Report No. 116-24

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

RE: 2024-2025 Capital Plan

1. Background

- 1.1 On an annual basis, administration identifies Board priorities and develops an action plan that is presented to the Board. This plan directly supports the 2021-2024 Strategic Plan and one of the general objectives is to “Provide a safe, welcoming, equitable, accessible and inclusive environment that reflects the diversity of our community”.
- 1.2 The Capital Committee was established to coordinate the effective delivery of this priority as it relates to facilities. The 2024-2025 committee is comprised of the following members:
  - Don Porter, Manager of Property Services;
  - Mark Hakala, Capital Projects Coordinator;
  - Kyle Ulvang, Health and Safety Officer; and
  - John Loovere, Supervisor of Computer Services.
- 1.3 The committee’s mandate is to focus on the following items, which correspond with board priorities, as well as the 2021-2024 Strategic Plan:
  - to develop a capital plan for schools with a focus on academic achievement;
  - to continue to reduce greenhouse gas emissions measured; and
  - to continue to improve classroom teaching and learning environment.
- 1.4 A major component of system success is the development of the capital plan. The capital plan is to include the development of a plan for safety and security, beautification for schools/school sites, and a development plan for schools with a focus on academic achievement.

1.5 Executive Council has established the 2024-2025 capital project priorities. This list was developed with input from:

- Information Technology Committee;
- Accessibility Committee;
- Safe Schools Committee;
- building and energy consultants;
- Property Services Department; and
- annual school visits.

It also incorporates projects required to satisfy legislated requirements of the Occupational Health and Safety Act, Ministry of Labour, Ministry of Environment, Ontario Fire Marshall, and the Accessibility for Ontarians with Disabilities Act.

1.6 In order to effectively manage the implementation of the Capital Plan, the work has been broken down into the following categories:

- Program Needs;
- Inviting Schools;
- Energy Management;
- Electrical;
- Sitework;
- Accessibility; and
- Buildings.

## 2. Summary of 2023-2024 Capital Plan

The following summary highlights the major capital plan accomplishments of the 2023-2024 fiscal year. The Board reported a spending of \$8,364,509.00 in capital expenditures for the fiscal year ending August 31, 2024.

### 2.1 Program Renewal

- new sensory room at Vance Chapman Public School.

### 2.2 Inviting Schools

- interior and exterior painting of Nor'wester View Public School; and
- new play structure for Nor'wester View Public School.

### 2.3 Energy Management

- ongoing steam to hot water conversion at Westgate Collegiate and Vocational Institute;
- new LED lighting retrofits at Crestview Public School, Five Mile Public School; and Superior Collegiate and Vocational Institute (phase 1);
- new Building Automation Systems (BAS) & crawlspace ventilation for Sherbrooke Public School and duct cleaning;
- three new Heat Recovery Ventilators (HRV) at Five Mile Public School; and
- new BAS and unit ventilators for C. D. Howe Public School (ongoing to be complete August of 2025).

#### 2.4 Electrical

- back-up power system for Gorham and Ware Community School;
- new over current and surge protection for Gorham and Ware Community School; and
- new exterior lighting at the Kiss' n Go area of Westmount Public School.

#### 2.5 Site Work

- new play area improvements for Nor'wester View Public School;
- sidewalk improvements at Kakabeka Falls Public School; and
- new pavement for student drop-off and traffic flow at Crestview Public School to alleviate traffic congestion on Oliver Road.

#### 2.6 Accessibility

- new accessible surface for play area at Westmount Public School;
- new paved play area around the back of the school at Whitefish Valley Public School;
- new accessible surface for play area at Whitefish Valley Public School;
- new multi-needs washroom at Westmount Public School; and
- new video surveillance entry system for Jim McQuaig Education Center.

#### 2.7 Building

- asbestos abatement in 4 rooms at Crestview Public School;
- upgrades to second floor boys and girls washrooms at McKellar Park Central Public School;
- new floor tiling for Nor'wester View Public School and Algonquin Avenue Public School;
- refurbish well water intake system at Five Mile Public School;
- office and meeting room renovation in atrium area at Woodcrest Public School and;
- an audit of 10 schools for Reinforced Autoclaved Aerated Concrete as per direction of Ministry of Education.

### 3. Lakehead District School Board 2024-2025 Capital Plan

The following represents the capital enhancements in the 2024-2025 school year of the Long-Term Capital Plan. These projects will ensure Lakehead District School Board students continue to have access to safe and secure facilities that will meet the changing requirements of the curriculum.

#### 3.1 Program Renewal

- upgrade the outdoor play area for multi-needs students at Vance Chapman Public School.

### 3.2 Inviting Schools

- new front entrance and siding improvements to Hammarskjold High School;
- painting of exterior at Vance Chapman Public School; and
- upgrading the lecture theater at Hammarskjold High School.

### 3.3 Energy Management

- new (BAS) and unit ventilators for Vance Chapman Public School;
- new LED lighting retrofit at Superior Collegiate and Vocational Institute (phase 2);
- upgrade to LED lighting at Valley Central Public School, move on from fluorescents;
- new replacement Heat Recovery Ventilator (HRV 3) for multi-needs room at Hammarskjold High School;
- install new windows in office area at Kingsway Park Public School;
- add dimmers to all new LED lighting at Whitefish Valley Public School; and
- new HVAC unit over daycare at Woodcrest Public School.

### 3.4 Electrical

- new HRV unit for smudging at Ogden Community Public School.

### 3.5 Site Work

- new fencing along Leslie Avenue and the parking lot at Claude E. Garton Public School;
- sidewalk and ramp repairs/replacement at Hammarskjold High School;
- replace parking lot along St. James Street at St. James Public School;
- install drainage under the south side turf area at Ogden Community Public School; and
- new JK/SK play area improvements for Whitefish Valley Public School.

### 3.6 Accessibility

- barrier free washroom in the basement at Five Mile Public School; and
- four new sets of exterior doors with openers and push buttons at Hammarskjold High School;

### 3.7 Building

- new steam boiler at St. James Public School;
- remove PCB transformer out of Hammarskjold High School;
- new keyless entry at C. D. Howe Public School;
- new mechanical lifts for the gym nets at Hammarskjold High School and Westgate Collegiate and Vocational Institute;
- upgrade stairwell railings at McKellar Park Central Public School and C. D. Howe Public School;
- new roof over original section of Kingsway Park Public School;
- new roofs over the gyms at École Gron Morgan and Claude E. Garton Public Schools;

- new roof over math wing and multi-needs room at Hammarskjold High School;
- washroom upgrades for main floor at McKellar Park Central Public School;
- relocate injector pump to mechanical room, replace two sewage pumps and lid at Whitefish Valley Public School;
- install ventilation in daycare kitchen at Kingsway Park Public School;
- re-route ductwork in multi-needs room at Kingsway Park Public School; and
- renovate the cafeteria kitchen at Hammarskjold High School.

#### 4. 2024-2025 Funding

The 2024-2025 capital projects will be funded by the following capital grants:

- Ministry of Education School Renewal Funding (\$2,962,578.00); and
- Ministry of Education School Condition Improvement Grant (\$9,992,422.00).

#### 5. Long-Term Capital Plan

- 5.1 Appendix A details the capital projects planned for next year to support the Board's Long-Term Capital Plan and reflects the input received from school communities and stakeholders.
- 5.2 The amount of capital investment required in an existing school to achieve a like-new status is known as the facility condition index. It is the goal of the long-term capital plan to achieve a Facility Condition Index (FCI) < 25% average for all schools. In 2012 the board average FCI was 48%, in 2017 the board FCI was 39% and the current FCI for the board is 27%.

#### 6. Conclusion

The quality of program delivery to all students, remains first and foremost in all decisions when completing the Capital Plan while continuing to focus on the strategies as outlined in the 2021-2024 Strategic Plan.

Respectfully submitted,

DON PORTER  
Manager of Property Services

MARK HAKALA  
Capital Project Coordinator

KIRSTI ALAKSA  
Superintendent of Business

SHERRI-LYNNE PHARAND  
Director of Education

Location	Project	Brief Description	Cost
C.D. Howe Public School	HVAC Improvements	Update BAS to Johnson Controls, replace unit ventilators	\$685,000
C.D. Howe Public School	Safety Improvements	Upgrade stairwell railings	\$50,000
C.D. Howe Public School	Security Improvements	Keyless entry	\$75,000
Claude E. Garton Public School	New roof	Replace roof over gymnasium and classrooms	\$500,000
Claude E. Garton Public School	Safety Improvements	Install strobes in specified area	\$50,000
Claude E. Garton Public School	New fence	Replace Leslie Avenue fence line and along parking lot	\$100,000
Five Mile Public School	Bathroom Installation	Install new bathroom in basement for child care	\$250,000
École Grön Morgan Public School	New roof	Replace roof over gym	\$700,000
Hammar skjold High School	New roof	Replace roof over math wing and MN room	\$700,000
Hammar skjold High School	New front entrance	Increase curb appeal, new siding, sidewalks ramps etc.	\$400,000
Hammar skjold High School	HVAC upgrade	Replace and upgrade SN HRV-3	\$85,000
Hammar skjold High School	Building envelope improvements	Replace 4 sets of exterior doors.	\$125,000
Hammar skjold High School	Space renovation	Make improvements to lecture theater.	\$750,000
Hammar skjold High School	Space renovation	Remove PCB transformer	\$250,000
Hammar skjold High School	Space renovation	Cafeteria Upgrade	\$30,000
Hammar skjold High School	Site improvements	Upgrade new mechanical lifts for gymnasium nets	\$60,000



Location	Project	Brief Description	Cost
Kingsway Park Public School	New roof	Replace ballasted roof	\$1,000,000
Kingsway Park Public School	HVAC improvements	Install ventilation in the DC kitchen.	\$25,000
Kingsway Park Public School	HVAC improvements	Re route duct work in special needs area.	\$15,000
Kingsway Park Public School	Building envelope improvements	Install windows in office area.	\$45,000
McKellar Park Central Public School	Bathroom Renovation	Upgrade to main floor bathrooms	\$175,000
McKellar Park Central Public School	Safety Improvements	Upgrade stairwell railings	\$25,000
Ogden Community Public School	HVAC upgrade	Install HRV unit for smudging	\$200,000
Ogden Community Public School	Exterior play area (turf)	Pull up existing turf and install playground drainage	\$40,000
St. James Public School	Site improvements	Replace parking lot on St. James St	\$200,000
St. James Public School	HVAC Improvements	New Steam Boiler	\$125,000
Superior Collegiate and Vocational Institute	LED lighting upgrade	Upgrade lighting to energy efficient LEDs (phase 2)	\$400,000
Valley Central Public School	LED lighting upgrade	Upgrade lighting to energy efficient LEDs with dimmers. Move on from fluorescents.	\$300,000
Vance Chapman Public School	HVAC improvements	Update BAS to Johnson Controls, replace unit ventilators	\$700,000
Vance Chapman Public School	Exterior play area MN	Upgrade outdoor play area for MN students	\$35,000
Vance Chapman Public School	Building Exterior	Paint exterior of building	\$75,000

Location	Project	Brief Description	Cost
Westgate Collegiate and Vocational Institute	HVAC upgrade	Year 3 of heating upgrade. (steam conversion)	\$4,000,000
Westgate Collegiate and Vocational Institute	Site improvements	Upgrade new mechanical lifts for gymnasium nets	\$60,000
Whitefish Valley Public School	Mechanical upgrades	Relocate injector pump into mechanical room, install 2 new pumps and replace lid	\$20,000
Whitefish Valley Public School	LED lighting upgrade	Add dimmers to all new led lighting	\$15,000
Whitefish Valley Public School	Site improvements	Pave JK/SK play area	\$40,000
Woodcrest Public School	HVAC upgrade	Replace daycare HRV unit	\$100,000
Various Locations	Accessibility	Power door upgrades, washrooms, ramps & Idor	\$100,000
Various Locations	Accessibility	Install accessible padding or turf under existing play structures	\$100,000
Various Locations	Security Improvements	Interior Keyless entry, door strikes, controller & new doors	\$100,000
Various Locations	IT Infrastructure	Purchase view sonics	\$50,000
Various Locations	Program	Miscellaneous program needs	\$100,000
Various Locations	Security Improvements	New security cameras, vape sensors, cell communication, Kantech batteries	\$100,000
<b>TOTAL YEAR CAPITAL PLAN</b>			<b>\$12,955,000</b>

LAKEHEAD DISTRICT SCHOOL BOARD

**MINUTES OF PARENT INVOLVEMENT COMMITTEE**

Board Room  
Jim McCuaig Education Centre

2024 SEP 09  
6:00 p.m.

**MEMBERS PRESENT:**

Ellen Chambers  
Dawn-Marie Francis  
Tara Ingram  
Kristi Lees  
Sherri-Lynne Pharand  
Laura Prodanyk  
Michelle Riemer

Chelsea Siver  
Fred Van Elburg

**RESOURCE:**

Judy Hill, Executive Assistant  
Jamie Smith, Communications Supervisor

**MEMBERS ABSENT, WITH REGRET:**

Robin Cawlishaw  
Lorraine Mashongoane  
George Saarinen  
Jena Samakese  
Morning Star Tom

**GUESTS:**

Kali Bernst, Principal of Indigenous Education and Program

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

Chair Siver called the meeting to order and welcomed Kristi Lees, Principal representative on the committee and Kali Bernst, Principal of Indigenous Education and Program.

2. **Land Acknowledgement**

Chair Siver acknowledged the lands and traditional territory.

3. **Disclosures of Conflict of Interest**

There were no disclosures of conflict of interest.

4. **Approval of the Agenda**

The agenda was approved by consensus.

5. Confirmation of Minutes – May 6, 2024

The minutes of May 6, 2024 were approved by consensus.

6. Business Arising from the Minutes

Director Pharand indicated that students are being trained on the Wayfinder program.

7. Summer Programs Presentation

Kali Bernst, Principal of Indigenous Education and Program, shared a power point presentation on the programs that took place over the summer. Programs were well attended and a number of credits were earned. Questions from the group were addressed.

8. PIC Recruitment

Chair Siver reminded members that if their term is up on the committee, and they are interested on being on the committee again, they need to submit their application by Wednesday, September 25, 2024.

9. 2024-2025 PIC Meeting Schedule

There was consensus from the group to approve the 2024-2025 meeting schedule with the following change:

September 8, 2024 meeting will be cancelled and replaced with October 6, 2024.

10. Miiniwewinan: Indigenous Education Advisory Committee Funding Report

The Miiniwewinan: Indigenous Education Advisory Committee requested approval to carry forward the funding from PIC. There was consensus from the committee to approve the request.

11. Special Education Advisory Committee Funding Report

The Special Education Advisory Committee requested approval to carry forward the funding from PIC. There was consensus from the committee to approve the request.

12. Special Education Advisory Committee Report

Report deferred to next meeting.

13. Miiniwewinan: Indigenous Education Advisory Committee Report

Report deferred to next meeting.

14. Director's Report

Director Pharand shared the following with the committee:

- completion of collective agreements with all of our groups, locally and provincially;
- Math Achievement Action Plan – positive results;
- passing of the 2024-2025 budget;
- presentation of the Director's Implementation Plan for 2024-2025;
- cell phone ban in schools – social interaction of students has improved, students being respectful to one another;
- transportation – data will be collected on attendance of students who were eligible for bussing last school year and not eligible this school year.

15. Next Meeting

Monday, November 18, 2024.

16. Adjournment

The meeting adjourned at 6:55 p.m.



**MIIKWEWINANAN  
INDIGENOUS EDUCATION ADVISORY COMMITTEE MINUTES**

**DATE:** Thursday, June 13, 2024 – 9:00 am – 12:00pm – Boardroom/Virtual Meeting via Microsoft Teams

**CO-CHAIR:** Serena Essex  
Heather Harris

**MEMBERS PRESENT:** Kathleen Andrews, Kathy Beardy, Sheri Boucher, Elliott Cromarty, Emily Drake, Indigenous Student Trustee, Trustee Pat Johansen, Anna Fern Kakegamic, Elder Gerry Martin, Morning Star Tom, Indigenous Trustee Scottie Wemigwans

**ALTERNATES:** Trustee Ellen Chambers

**RESOURCES:** Anika Guthrie, Tanya Moses, Sherri-Lynne Pharand, Director of Education Jasmine Sgambelluri, Meghan Smelow

**ABSENT WITH REGRETS:** Myra Bannon, Kali Bernst, Shelby Ch'ng, Kristy Boucher, Anthony Jeethan, Michelle Kakegamic, Sharon Kanutski, Jane Lower, Leanna Marshall, Dave Paddington, Brett Parres, Patti Pella, Education Officer, Indigenous Education Office, Ministry of Education, Stephanie Petiquan, Angelina Tassone, Trustee Trudy Tuchenhagen (Alternate), Leland Waboose

AGENDA ITEM	DISCUSSION	ACTION
1. Opening	Elder Gerry Martin called the meeting to order.	Elder Gerry Martin
2. 2.1 Land Acknowledgement	Co-chair Serena Essex acknowledged the lands and traditional territory.	Serena Essex
2.2 Welcome and Introductions	Co-Chair Heather Harris welcomed everyone to the meeting and had all members introduce themselves.	Heather Harris

3.	Agenda and Minutes		
	3.1 Approval of Agenda - June 13, 2024	Moved by Trustee Pat Johansen and seconded by Indigenous Trustee Scott Wemigwans, that the agenda for the June 13, 2024 Miiniwewinan meeting be approved as written <b>Carried</b>	Serena Essex
	3.2 Approval of Minutes – April 25, 2024	Moved by Trustee Pat Johansen and seconded by Elliott Cromarty, that the minutes for the April 25, 2024 Miiniwewinan meeting be approved as written. <b>Carried</b>	Serena Essex
4.	Presentations		
	4.1 13 Moons Resource Sharing	Jasmine Sgambelluri, FNMI Resource Teacher, shared the 13 Moons resource and a video featuring teachings from Elder Gerry that were created to share with educators.  All members' questions were addressed.	Jasmine Sgambelluri
	4.2 Indigenous Education Board Report	Jasmine Sgambelluri, FNMI Resource Teacher, shared the Indigenous Education Board Report that was presented at the April 23, 2024 Regular Board meeting.  All members' questions were addressed.	Jasmine Sgambelluri
5.	Business Arising from the Minutes		
	5.1 Trustee Recognition Award	Co-chair Heather Harris shared that Destiny Linklater and Baby Mukwa were presented with the Trustee Recognition Award at the June 11, 2024 Regular Board meeting.	Heather Harris
	5.2 PIC Funding for Fall Event	Co-chair Heather Harris shared that she has confirmed it is possible for the 2023-2024 PIC funding to be carried over into the 2024-2025 school year and used towards a Fall event run by the committee.  All members' questions were addressed	Heather Harris
	5.3 Communications	Co-chair Heather Harris updated the committee that discussions around possibly translating the Miiniwewinan Policy into Anishinaabemowin will continue in the Fall with Jamie Smith, Communications Supervisor.	Heather Harris

	5.4 Smudging	Co-chair Serena Essex shared that if the committee decides to smudge at meetings, those who wish to participate can join outside and that the purchase of liquid smudge will be investigated to provide an alternative that can be used inside in case of cold weather.	Serena Essex
6.	New Business		
	6.1 Elder Gerry Martin – recognition and thanks	Sherri-Lynne Pharand, Director of Education presented Elder Gerry with a gift from the committee as a recognition of thanks for his contributions to the Miiniwewinan Committee.	Sherri-Lynne Pharand
7.	Ongoing Business		
	7.1 Indigenous Student Trustee Update	Emily Drake, Indigenous Student Trustee shared an update about initiatives she has worked on during the school year and goals for next year.	Emily Drake
	7.2 Community Updates	Tanya Moses, FNMI Partnership Coordinator, shared an update on activities she has worked on ,and goals for next year.  All members' questions were addressed.	Tanya Moses
	7.3 Anishnaabemowin Revitalization	Anika Guthrie, Anishnaabemowin Revitalization Coordinator summarized the strategies that have been worked on this year and events that have been attended as well as Revitalization Project goals for next year.  All members' questions were addressed.	Anika Guthrie
8.	Information and Inquiries	Co-chair Serena Essex shared the Miiniwewinan Committee 2024-2025 meeting schedule.  Co-Chair Heather Harris shared an article on the Government of Canada website that listed the 2024 Prime Minister Award for Teaching Excellence recipients which included Jasmine Sgambelluri as the award winner for Ontario.	
9.	Closing	Elder Gerry closed the meeting.	
10.	Next Meeting	Thursday, September 26, 2024	
11.	Adjournment	The meeting was adjourned at 12:00 p.m.	





**MIIKWEWINAN  
INDIGENOUS EDUCATION ADVISORY COMMITTEE MINUTES**

**DATE:**

Thursday, September 26, 2024 – 9:00 am – 12:00pm – Boardroom/Virtual Meeting via Microsoft Teams

**CO-CHAIR:**

Serena Essex  
Heather Harris

**MEMBERS PRESENT:**

Kathleen Andrews, Kathy Beardy, Sheri Boucher, Shelby Ch'ng, Elliott Cromarty, Emily Drake, Indigenous Student Trustee, Trustee Pat Johansen, Angelina Tassone, Morning Star Tom, Indigenous Trustee Scottie Wemigwans

**ALTERNATES:**

Trustee Ellen Chambers, Elder Sheila DeCorte, Elder Melissa Roberts

**RESOURCES:**

Kali Bernst, Anika Guthrie, Anthony Jeethan, Jane Lower, Tanya Moses, Sherri-Lynne Pharand, Director of Education, Jasmine Sgambelluri

**GUESTS:**

Josh Fullan, Maximum City Consulting, Eryn Genno, Student Representative, Shai Loyie, Devshri Shah, Maximum City Consulting, Patti Pella, Education Officer, Indigenous Education Office, Ministry of Education

**ABSENT WITH REGRETS:**

Myra Bannon, Kristy Boucher, Dinah Jung, Akansha Kaur, Anna Fern Kakegamic, Michelle Kakegamic, Miranda Lesperance, Elder Gerry Martin, Dave Paddington, Brett Parres, Trustee Trudy Tuchenhagen (Alternate)

AGENDA ITEM	DISCUSSION	ACTION
1. Opening	Elder Melissa Roberts opened the meeting.	Elder Melissa Roberts
2. 2.1 Land Acknowledgement	Co-chair Heather Harris acknowledged the lands and traditional territory.	Heather Harris
2.2 Welcome and Introductions	Co-Chair Serena Essex welcomed everyone to the meeting and had all members introduce themselves.	Serena Essex

	AGENDA ITEM	DISCUSSION	ACTION
3.	Agenda and Minutes		
	3.1 Approval of Agenda - September 26, 2024	Moved by Trustee Pat Johansen and seconded by Shelby Ch'ng, that the agenda for the September 26, 2024 Miiniwewinan meeting be approved with the following amendment:  That a Community Update be added to 7.3.  <b>Carried</b>	Serena Essex
	3.2 Approval of Minutes – June 13, 2024	Moved by Indigenous Trustee Scott Wemigwans and seconded by Elliott Cromarty, that the minutes for the June 13, 2024 Miiniwewinan meeting be approved as written.  <b>Carried</b>	Serena Essex
4.	Presentations		
	4.1 Maximum City Consulting	Josh Fullan, Maximum City Consulting and Devshri Shah, Strategist and Project Facilitator, shared information explaining their roll, the process involved in creating the Board's updated Strategic Plan and requested input from the committee.  All members' questions were addressed.	Josh Fullan Devshri Shah
	4.2 Mino Bimaadiziwin	Anika Guthrie, Anishnaabemowin Revitalization Coordinator and Shai Loyie, Indigenous Student Wellness and Engagement Coordinator, shared a presentation about the Mino Bimaadiziwin Indigenous Youth Leadership Program that took ran August 11-16, 2024, at Fort William Historical Park and Kingfisher Outdoor Education Centre.  All members' questions were addressed.	Anika Guthrie Shai Loyie
5.	Business Arising from the Minutes		
	5.1 13 Moons Staff Training and September 30 Resources/Activities	Jasmine Sgambelluri, FNMI Resource Teacher, shared the final interactive 13 Moons resource, Mashkiki Mikinaak, Seasonal Celebrations and Commemorations Related to Indigenous Educations.  All members' questions were addressed.	Jasmine Sgambelluri

	5.2 Fall Parent Involvement Event	Sherri-Lynne Pharand asked the committee for suggestions for the PIC Fall Event. Will revisit at next meeting.	Sherri-Lynne Pharand
	5.3 Parent Involvement Committee	All members' questions were addressed Co-chair Serena Essex asked the committee for a volunteer to sit on the Parent Involvement Committee as the Miiniwewinan Committee Representative.	Serena Essex
6.	New Business		
	6.1 Four Directions and Grad Coaches	Jane Lower, Superintendent of Education shared an update about the Four Directions room and Grad Coaches and changes that have been implemented.	Jane Lower
	6.2 2024-2025 Board Priorities	Sherri-Lynne Pharand, Director of Education shared the 2024-2025 Board Priorities with the committee and spoke to each section of the plan. All members' questions were addressed.	Sherri-Lynne Pharand
	6.3 Terms of Reference	This item was deferred.	
	6.4 Timing of Meetings	This item was deferred.	Heather Harris
7.	Ongoing Business		
	7.1 Indigenous Student Trustee Update	Emily Drake, Indigenous Student Trustee shared feedback regarding the changes that have been implemented in the Four Directions Rooms and suggestions she would like to see moving forward. All members' questions were addressed.	Emily Drake
	7.2 Anishnaabemowin Revitalization Update	Anika Guthrie, Anishnaabemowin Revitalization Coordinator shared goals for the 2024-2025 school year and that she will be working full-time as the Anishnaabemowin Revitalization Coordinator which will allow her to begin work within the secondary schools.	Anika Guthrie
	7.3 Community Update	Tanya Moses, FNMI Partnership Coordinator, shared information about the Fall Harvest will occur on October 25, 2024.	Tanya Moses
8.	Information and Inquiries	Co-chair Serena Essex shared decals from the Indigenous Friendship Centre with the committee.	
9.	Closing	Elder Melissa Roberts closed the meeting.	
10.	Next Meeting	Thursday, November 7, 2024	
11.	Adjournment	The meeting was adjourned at 12:13p.m.	

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2024 NOV 26  
Report No. 115-24

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

RE: BY-LAW NO. 125 – 2025 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.125 – 2025 Tax Levy (Appendix A) authorizing the 2025 tax levy at the prescribed rates set by Ontario Regulation 400/98 as amended, as outlined in Report No. 115-24.

Respectfully submitted,

KIRSTI ALAKSA  
Superintendent of Business

SHERRI-LYNNE PHARAND  
Director of Education

**LAKEHEAD DISTRICT SCHOOL BOARD**

**BY-LAW NO. 125**

A by-law to provide for a 2025 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 2025 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 26TH day of November 2024.

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Ellen Chambers  
Chair

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Sherri-Lynne Pharand  
Secretary

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2024 NOV 26  
Report No. 121-24

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

RE: RECOMMENDATIONS FROM THE BOARD ADVISORY COMMITTEE

Background

The following reports were received at the Board Advisory Committee Meeting on November 12, 2024, and have been referred to the Board for approval. The recommendations are as follows:

**POLICY REVIEW - DISPLAY OF FLAGS (108-24)**

*It is recommended that Lakehead District School Board approve 8015 – Display of Flags Policy, Appendix A to Report No. 108-24.*

**POLICY REVIEW – 4005 ENGLISH LANGUAGE LEARNERS’ POLICY (111-24)**

*It is recommended that Lakehead District School Board rescind 4005 English Language Learners’ Policy.*

**POLICY REVIEW – 6065 PREVALENT MEDICAL CONDITIONS (113-24)**

*It is recommended that Lakehead District School Board approve 6065 Prevalent Medical Conditions Policy, Appendix A to Report No. 113-24.*

Respectfully submitted,

Donica LeBlanc  
Chair  
Board Advisory Committee

<b>SCHOOL-COMMUNITY RELATIONS</b>	<b>8000</b>
<b>DISPLAY OF FLAGS POLICY</b>	<b>8015</b>

1. Rationale

- 1.1 Canadian individuals and organizations may fly or display Canada's National Flag as long as the flag is treated with dignity and respect, and flown or displayed properly.
- 1.2 Ontario schools are required to display, in the school, the National Flag of Canada and the Provincial Flag of Ontario.
- 1.3 The study of flags, their history, meaning and use, is a relevant component of social and environmental curricula.
- 1.4 It is traditionally recognized as proper to fly flags at half-mast as a sign of mourning.

2. The Policy

It is the policy of Lakehead District School Board to display flags with dignity, respect and generally established etiquette.

3. Guidelines

- 3.1 All operating Lakehead District School Board schools and administrative buildings shall fly, on an external flagpole, the National Flag of Canada.
- 3.2 All Lakehead District School Board schools shall display, inside the school, both the National Flag of Canada and the Provincial Flag of Ontario, as required by Ontario Regulation 298, s. 5(2).
- 3.3 Lakehead District School Board facilities may fly or display, in addition to the National Flag and Provincial Flag, local municipal flags or special purpose flags.
- 3.4 Flags of political parties or religious groups, or flags espousing political or religious causes, may not be flown or displayed on Lakehead District School Board property.
- 3.5 The National Flag of Canada shall be flown at half-mast as a sign of mourning.
- 3.6 The specific details for these guidelines are outlined in the 8015 Display of Flags Procedures.

<b>SCHOOL-COMMUNITY RELATIONS</b>	<b>8000</b>
<b>DISPLAY OF FLAGS POLICY</b>	<b>8015</b>

4. Review

This policy shall be reviewed in accordance with 2010 Policy Development and Review Policy.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
	September 23, 1993	Ont. Reg. 298 – Operation of Schools – General Section 5.(1), (2)
	<u>Date Revised</u>	
	April 27, 2010 November 22, 2016 November 26, 2019 November 26, 2024	



<b>STUDENT SERVICES</b>	<b>6000</b>
<b>PREVALENT MEDICAL CONDITIONS POLICY</b>	<b>6065</b>

1. Rationale

- 1.1 In compliance with Sabrina's Law, Ryan's Law and all other relevant legislation, the Lakehead District School Board (LDSB) recognizes the seriousness of prevalent medical conditions, which includes but are not limited to anaphylaxis, asthma, epilepsy and diabetes.

2. Policy

It is the policy of LDSB to support students with prevalent medical conditions to fully access school in safe, accepting, and healthy learning environments that support well-being. It is the policy of LDSB to empower students as confident and capable learners, to reach their full potential for self-management of their medical condition(s), according to their Medical Management Plans.

3. Guidelines

- 3.1 Each school principal shall ensure that there is a mechanism to identify students with prevalent medical conditions. Each school shall be responsible for developing a Medical Management Plan for managing the prevalent medical conditions of all students. This plan shall be developed in conjunction with parents/guardians/caregivers and health professionals upon registration or upon a new diagnosis and should be reviewed yearly.
- 3.2 Lakehead District School Board must comply with applicable privacy legislation and will obtain caregiver consent on the individual Medical Management Plan prior to sharing student health information with school staff or other students.
- 3.3 All staff members are made aware of prevalent medical conditions, to minimize the risks of an occurrence of a medical exacerbation/reaction and respond accordingly to emergency situations as laid out in Medical Management Plans.
- 3.4 All procedures related to prevalent medical conditions for students must be administered in a manner that respects, to the degree possible in the circumstances, the student's privacy, dignity and cultural sensitivity.
- 3.5 In 2001, the government passed the Good Samaritan Act, which protects individuals from liability, with respect to voluntary emergency medical or first-aid services. As well, Sabrina's Law and Ryan's Law each provide provisions limiting the liability of individuals who respond to an emergency relating to anaphylaxis or asthma, respectively.

<b>STUDENT SERVICES</b>	<b>6000</b>
<b>PREVALENT MEDICAL CONDITIONS POLICY</b>	<b>6065</b>

#### 4. Roles and Responsibilities

##### 4.1 Parents/Guardians/Caregivers of Children with Prevalent Medical Conditions

As primary caregivers of their child, parents/guardians/caregivers are expected to be active participants in supporting the management of their child's medical condition(s) while the child is in school. At a minimum, caregivers should:

- educate their child about their medical condition(s) with support from their child's health care professional, as needed;
- guide and encourage their child to reach their full potential for self-management and self-advocacy;
- inform the school of their child's medical condition(s) and co-create the Medical Management Plan for their child with the principal or the principal's designate;
- communicate changes to the Medical Management Plan, such as changes to the status of their child's medical condition(s) or changes to their child's ability to manage the medical condition(s), to the principal or the principal's designate;
- confirm annually to the principal or the principal's designate that their child's medical status is unchanged;
- initiate and participate in annual meetings to review their child's Medical Management Plan;
- supply their child and/or the school with sufficient quantities of medication and supplies in their original, clearly labelled containers, as directed by a health care professional and as outlined in the Medical Management Plan, and track the expiration dates if they are supplied; and
- seek medical advice from a medical doctor, nurse practitioner, or pharmacist, where appropriate.

##### 4.2 Students with Prevalent Medical Conditions

Depending on their cognitive, emotional, social, and physical stage of development and their capacity for self-management, students are expected to actively support the development and implementation of the Medical Management Plan.

<b>STUDENT SERVICES</b>	<b>6000</b>
<b>PREVALENT MEDICAL CONDITIONS POLICY</b>	<b>6065</b>

Students should:

- take responsibility for advocating for their personal safety and well-being that is consistent with their cognitive, emotional, social, and physical stage of development and their capacity for self-management;
- participate in the development of their Medical Management Plan;
- participate in meetings to review their Medical Management Plan;
- carry out daily or routine self-management of their medical condition to their full potential, as described in their Medical Management Plan (e.g., carry their medication and medical supplies; follow school board policies on disposal of medication and medical supplies);
- set goals on an ongoing basis for self-management of their medical condition, in conjunction with their parents/guardians/caregivers and health care professional(s);
- communicate with their parents/guardians/caregivers and school staff if they are facing challenges related to their medical condition(s) at school; and
- if possible, inform school staff and/or their peers if a medical incident or a medical emergency occurs.

#### 4.3 School Staff

School staff should:

- review the contents of the Medical Management Plan for any student with whom they have direct contact;
- participate in training, during the instructional day, on prevalent medical conditions, at a minimum annually, as required by the school board;
- share information on a student's signs and symptoms with other students, if the parents/guardians/caregivers give consent to do so and as outlined in the Medical Management Plan and authorized by the principal in writing;
- follow school board strategies that reduce the risk of student exposure to triggers or causative agents in classrooms, common school areas, and extracurricular activities, in accordance with the student's Medical Management Plan;
- support inclusion by allowing students with prevalent medical conditions to perform daily or routine management activities in a school location (e.g., classroom), as outlined in their Medical Management Plan, while being aware of confidentiality and the dignity of the student; and
- enable students with prevalent medical conditions to participate in school to their full potential, as outlined in their Medical Management Plan.

<b>STUDENT SERVICES</b>	<b>6000</b>
<b>PREVALENT MEDICAL CONDITIONS POLICY</b>	<b>6065</b>

#### 4.4 Principal

In addition to the responsibilities outlined above under 4.3, the principal should:

- on an annual basis, the principal will arrange regular training in dealing with prevalent medical conditions for all employees and others who are in direct and regular contact with identified students;
- clearly communicate to parents/guardians/caregivers and appropriate staff the process for parents/guardians/caregivers to notify the school of their child's medical condition(s), as well as the expectation for parents/guardians/caregivers to co-create, review, and update a Medical Management Plan with the principal or the principals designate. This process should be communicated to parent(s)/guardian(s)/caregiver(s), at a minimum:
  - during the time of registration;
  - each year during the first week of school; and
  - when a child is diagnosed and/or returns to school following a diagnosis.
- co-create, review, or update the Medical Management Plan for a student with a prevalent medical condition with the parent(s)/guardian(s)/caregivers(s), in consultation with school staff (as appropriate) and with the student (as appropriate);
- maintain a file with the Medical Management Plan and supporting documentation for each student with a prevalent medical condition;
- provide relevant information from the student's Medical Management Plan to school staff and others who are identified in the Medical Management Plan (e.g., food service providers, transportation providers, volunteers, occasional staff who will be in direct contact with the student), including any revisions that are made to the plan; and
- communicate with caregivers in medical emergencies, as outlined in the Medical Management Plan.

<b>STUDENT SERVICES</b>	<b>6000</b>
<b>PREVALENT MEDICAL CONDITIONS POLICY</b>	<b>6065</b>

5. Review

This policy shall be reviewed in accordance with 2010 Policy Development and Review Policy.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
6061 Administration of Oral Medication Policy and Procedures	June 27, 2017	Ministry of Education Policy & Program Memorandum No. 161, Supporting Children and Students with Prevalent Medical Conditions
6020 Extended Field Trip Policy and Procedures		Ministry of Education Policy & Program Memorandum No. 81, Provision of Health Support Services in School Settings
6021 Day Field Trip Policy and Procedures		Good Samaritan Act, 2001
6050 Food And Beverage Policy and Procedures		Bill 3 Sabrina's Law, 2005 – An act to protect anaphylactic pupils
8075 Service Animals in Schools Policy and Procedures		Bill 20 Ryan's Law, 2015 – Ensuring Asthma Friendly Schools
	<u>Date Revised</u>	
	April 23, 2019 November 26, 2024	

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2024 NOV 26  
Report No. 122 -24

TO THE CHAIR AND MEMBERS OF  
THE BOARD ADVISORY COMMITTEE – Public Session

RE: TRUSTEE CODE OF CONDUCT AD HOC COMMITTEE

1. Background

- 1.1 Revisions to the Trustee Code of Conduct were completed during the 2021-2022 school year.
- 1.2 Due to government changes in legislation regarding Trustee Code of Conduct, some areas of Lakehead District School Board's (LDSB) Trustee Code of Conduct have been identified for further revision.
- 1.3 Article 1 - Definitions - line 13 of the 2022 Procedural By-Laws defines an Ad Hoc Committee as *"a committee struck by the Board, Board Advisory Committee, or other committee, to consider a specific matter and report back to the striking body by a date fixed by the striking body"*.

2. Situation

- 2.1 A Trustee Code of Conduct Ad Hoc Committee should be established to conduct a review of the LDSB's Trustee Code of Conduct.

RECOMMENDATIONS

It is recommended that Lakehead District School Board strike a Trustee Code of Conduct Ad Hoc Committee comprised of trustees, X, X, and X and report its progress back to the Board no later than February, 2025

Respectfully submitted,

ELLEN CHAMBERS  
Chair, Lakehead District School Board