



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. 4
Tuesday, March 26, 2019
Jim McCuaig Education Centre

Ian MacRae
Director of Education

Ellen Chambers
Chair

AGENDA

PUBLIC SESSION
7:00 p.m. – in the Board Room

	<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. COMMITTEE OF THE WHOLE – Closed Session – 6:00 p.m. (SEE ATTACHED AGENDA)		
6. Report of Committee of the Whole – Closed Session		
7. Delegations/Presentations		
7.1 Thunder Bay + Area Food Strategy - <i>School Foods Inventory Project</i>	K. Kerk/ I. Ho	Verbal
7.2 McKellar Park Central Public School - <i>Minecraft - Engaging Learners through Technology</i>	S. Pharand	1-3
7.3 Whitefish Valley Public School - <i>School Wide Science Fair</i>	C. Kappel	4-6
8. Approval of Minutes		
8.1 Regular Board Meeting No. 3 - February 26, 2019	E. Chambers	7-11
9. Business Arising from the Minutes		

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

MATTERS NOT REQUIRING A DECISION:

- | | | | |
|------|--|-------------|---------|
| 10. | Information Reports | | |
| 10.1 | Ontario Public School Boards' Association (OPSBA) Report | E. Chambers | Verbal |
| 10.2 | Student Trustee Report | J. Plater | Handout |
| 10.3 | Semi-Annual Student Achievement Update (029-19) | S. Pharand | 12-19 |
| 10.4 | Bus Transportation Final Costs for 2018-2019 (031-19) | D. Wright | 20-21 |
| 10.5 | Parent Involvement Meeting Minutes
- January 21, 2019 | I. MacRae | 22-24 |
| 11. | First Reports | | |

MATTERS FOR DECISION:

- | | | | |
|------|---|-----------|-------|
| 12. | Postponed Reports | | |
| 13. | Recommendations from the Standing Committee | | |
| 14. | Ad Hoc and Special Committee Reports | | |
| 15. | New Reports | | |
| 15.1 | School Year Calendar 2019-2020 (030-19) | C. Kappel | 25-29 |

It is recommended that Lakehead District School Board:

1. *Approve the proposed 2019-2020 Elementary School Year Calendar, including the opening and closing dates and Professional Activity days, as described in Appendix A of Report No. 030-19.*
2. *Approve the proposed 2019-2020 Secondary School Year Calendar, including the opening and closing dates, Professional Activity days and examination days, as described in Appendix B of Report No. 030-19.*

- | | | | |
|-----|--------------|--|--|
| 16. | New Business | | |
|-----|--------------|--|--|

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

		<u>Resource Person</u>	<u>Pages</u>
17.	Notices of Motion		
17.1	Land Acknowledgement (028-19)	I. MacRae	30
	<i>It is recommended that Lakehead District School Board approve the reading of the Land Acknowledgment at approved Board meetings:</i>		
	<i>Lakehead District School Board is located on the traditional territory of the Ojibwe people of Fort William First Nation. We acknowledge all of the First Nations, Métis and Inuit who reside in this territory and across our Nation; we are committed to moving forward in the spirit of reconciliation and respect for all Canadians.</i>		
18.	Information and Inquiries		
19.	Adjournment		

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



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. 4
Tuesday, March 26, 2019
Jim McCuaig Education Centre

Ian MacRae
Director of Education

Ellen Chambers
Chair

AGENDA

COMMITTEE OF THE WHOLE – Closed Session
6:00 p.m. – in the Sibley Room

	<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. 3 - February 26, 2018	E. Chambers	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Finance Matters	I. MacRae/ D. Wright	Verbal
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.

LAKEHEAD DISTRICT SCHOOL BOARD



Celebrating Student Achievement

School: McKellar Park Central Public School

Title of Initiative: Minecraft - Engaging Learners through Technology

Components of Initiative	School's Details
1. Description of the nature of the initiative to improve student achievement	<p>At McKellar Park Central Public School, we are committed to enhancing and stimulating student creativity, problem solving, self-direction and collaboration. Technology has a natural drawing power for today's youth. It stimulates their interest, curiosity and creativity. Students are naturally inquisitive and explore without fear of failure when using technology. All these traits help them to explore mathematics and reading/writing activities within the game based technology of Minecraft.</p> <p>Student Achievement Goals:</p> <ul style="list-style-type: none"> • clear emphasis on high levels of achievement within the school; • student achievement and well-being are closely connected and equally important; • the unique and individual learning needs of our students are always at the center of our programs; and • our school focuses on the Strategic Plan of Lakehead Public Schools in the areas of learning, engagement and environment.
2. Rationale for selecting the initiative	Minecraft enhances creativity, problem solving, self-direction, collaboration and other life skills. In the classroom, Minecraft compliments reading, writing, math, science and even history learnings.
3. Intended outcomes of the initiative related to improved student achievement	<p>Minecraft stimulates:</p> <ul style="list-style-type: none"> • problem solving, especially in the area of mathematics, reading and writing; • student engagement; • student creativity; • student collaboration; • independence; and • appeals to different learners – visual/kinesthetic/auditory.

<p>4. Description of the data used</p>	<ul style="list-style-type: none"> • school climate surveys; • Strengths Assessment Data; • anecdotal observational data was used to establish the need for strategies to improve student engagement, voice and ownership in learning; • staff utilizes a variety of data to measure the success of our students and ongoing school improvement; • teachers meet regularly as a community of professional learners to review student needs and determine the most urgent learning needs – both for students and for staff; and • we see evidence of the growth of our students’ achievement and well-being through report card data (including both academic and learning skills assessment), attendance data, anecdotal behavioral data, student engagement surveys and student reflection data.
<p>5. Brief description of the significant activities or strategies involved with the initiative</p>	<p>At McKellar Park Central Public School, we implement learning with Minecraft in two ways. One is through classroom activities and the other is through Minecraft Club.</p> <p>In the classroom, we are using Minecraft to talk about area and perimeter, fractions, patterning, storytelling and other curricular areas. This is directly linked to the Ontario curriculum especially in the focus area of mathematics.</p> <p>Through Minecraft Club, we focus on team building, digital citizenship and creativity.</p> <p>Mr. Sandberg, Grade 5/6 teacher and Inspire facilitator for Lakehead Public Schools, runs a Primary Minecraft Club during lunch hour on Tuesdays and a Junior/ Intermediate Minecraft Club every Wednesday.</p>
<p>6. One or two highlights of the above activities</p>	<p>The most powerful highlight of this journey is to talk to students who identify the value of their learning, recognize their own potential and the strengths of themselves and others, and are able to articulate the skills they have learned that have helped them academically, social and emotionally.</p>
<p>7. Description of any unexpected results or “moments of serendipity” related to the initiative</p>	<p>I do not think we thought we would see as much improvement in student collaboration as we did. Collaboration comes naturally to students in Minecraft. The students enjoy having someone else be part of their world or activity.</p> <p>It has also helped showcase students with special needs and has given them an opportunity to have a voice in learning.</p> <p>Finally, we have especially noticed that girls have enjoyed using the technology and being creative in Minecraft.</p>

<p>8. Description of one or two interesting findings that would be useful or helpful to other schools</p>	<p>Student engagement and attendance has definitely increased since using Minecraft in the classroom. Students do not want to miss Minecraft Club or be away when we are going to use Minecraft in the classroom. Children are also more engaged in activities when using Minecraft for their learning especially in the area of mathematics. They problem solve and persevere naturally in the Minecraft world and work until the task is completed.</p>
<p>9. Identification of one or two noteworthy hurdles or stumbling-blocks</p>	<p>Minecraft has evolved since Lakehead Public Schools first purchased our licenses for it. Gameplay updates, terrain updates such as aquatic and the built in coding, have brought a lot of change to the game and have created learning opportunities with technology. Another issue can be time management. It can be hard to stop children when they are invested in the Minecraft world. Sometimes the curriculum or written part of the assignment has to wait to another day.</p>
<p>10. Next steps in pursuing the initiative</p>	<p>We need to systemically build resources for all schools to use. Every teacher in our Board needs to know how Minecraft can be implemented into the curriculum to enhance student learning and achievement. As a system, we need to create lesson plan ideas from K-8 to facilitate its use for teachers in different subject areas.</p>
<p>11. Lessons learned about the school's efforts to improve student achievement</p>	<p>This initiative has been extremely beneficial in engaging students in their learning and at the same time promoting student collaboration, problem solving and creativity. There are multiple opportunities and activities for students to explore and the Minecraft "game" reaches a variety of learners. It is more than just a "game". There is learning value in every activity you run in Minecraft. We are continuing to build capacity with teachers and understanding its value across the grades.</p>



Celebrating Student Achievement

School: Whitefish Valley Public School

Title of Initiative: School Wide Science Fair

Components of Initiative	School's Details
1. Description of the nature of the initiative to improve student achievement	<p>As part of Whitefish Valley Public School's Science, Technology, Engineering and Math (STEM) implementation, we have a school-wide JK-8 Science Fair.</p> <p>This engages the students in the scientific process and engages the parent community in the student centered work.</p>
2. Rationale for selecting the initiative	<p>We are using this process as a culminating activity for the students in their science program. The JK-3 students have strong teacher directed activities to model the process for a scientific exploration and the Grades 4-8 students work on independent experimentation in a student's area of interest.</p> <p>The various projects demonstrate to students and the school community that science is found in all aspects of our lives.</p>
3. Intended outcomes of the initiative related to improved student achievement	<p>We intend for the students to demonstrate their understanding of the scientific process and presentation methods. Students share their work with their peers, other grades and then the school community during a science fair evening. This allows each student to use skills from their entire curricular experiences in development of the final product.</p> <p>Grades 4-8 students, who have reached an appropriate level, can voluntarily attend the Northwestern Ontario Regional Science Fair in April at Lakehead University.</p>

<p>4. Description of the data used</p>	<p>Teachers use the data gathered in the assessment and evaluation process.</p> <p>We ensure that all materials and work are completed here at the school.</p> <p>There is an expectation that the parents will be supportive but are at arm's length during the process. As well, we ensure that there is no cost to families. Parents are invited to come and volunteer in the school during various work afternoons to support all the students, not just their child.</p>
<p>5. Brief description of the significant activities or strategies involved with the initiative</p>	<p>Students are involved in the following:</p> <ul style="list-style-type: none"> • research topic; • develop project idea; • engage in hands-on project work; • gather data; • develop presentation; and • inform community of the outcome of their project. <p>Teachers gather a great deal of authentic learning evaluation data to use for student feedback for improvement and guidance.</p> <p>There is a developed understanding that many science experiments do not turn out as expected and that is just part of the process of science.</p> <p>Failure is part of the process and encourages students to explore what they could do next time.</p> <p>There is a great deal of peer support and discussion during the process as students work towards the completion of their project.</p>
<p>6. One or two highlights of the above activities</p>	<p>The greatest highlight would be the across grade conversations with the students and the great interest each project ignites in the students.</p> <p>The school community is now hearing students use their academic vocabularies (math, science) that they learn in class to explain their project to others.</p> <p>Students are also finding links to the various projects in the real world. (i.e.: Sterling engine from the 1840's - student discovered that the Swedish navy coastal submarine uses this engine to recharge their batteries; magnetic levitation and how it is used in the Hyperloop transportation system; how electricity can be produced from a wide range of energies).</p>

7. Description of any unexpected results or “moments of serendipity” related to the initiative	Students are surprised by the interest of other students in what they are working on. Older students are explaining their projects to younger students and are often surprised at the interest and the questions that the younger students ask. This sharing of knowledge with others is the greatest outcome.
8. Description of one or two interesting findings that would be useful or helpful to other schools	<p>This is part of the science evaluation process.</p> <p>All schools have science labs that have been outfitted to meet the needs of most student projects.</p> <p>Teachers see students using their knowledge in completing the task and are then able to give feedback to the students to assist them in solving issues with their process.</p> <p>It allows use of the math and science vocabulary in authentic conversations on topics of interest for the students.</p>
9. Identification of one or two noteworthy hurdles or stumbling-blocks	<p>It is messy and does use up a large number of minutes during the day, although the process is spread out over a number of weeks.</p> <p>Some projects require space to allow some experiments to continue to run over time.</p>
10. Next steps in pursuing the initiative	<p>Continue to look for opportunities to enhance the process.</p> <p>We ban certain common projects because they have weak scientific value (volcanoes, slime, etc.). We just ask “What is the science involved in your project? “</p>
11. Lessons learned about the school’s efforts to improve student achievement	<p>This is the third year for the Science Fair at Whitefish Valley Public School. Students tend to be focused and engaged in the projects; many students thought about what they wanted to focus on for a number of months by the time the process begins. They have discovered...everything is science.</p> <p>Students are interested in competing in the Northwestern Ontario Regional Science Fair. We have had a number of successful projects over the last two years with 40 students attending the Fair and seven different projects winning in various categories.</p> <p>This year 11 projects and 15 students will be attending the Fair.</p> <p>This allows our students to meet other students in Northwestern Ontario who are interested in science.</p>

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF REGULAR BOARD MEETING NO. 3

Board Room
Jim McCuaig Education Centre

2019 FEB 26
7:00 p.m.

TRUSTEES PRESENT:

Ellen Chambers (Chair)
Marg Arnone
Sue Doughty-Smith
Ron Oikonen (via teleconference)

Ryan Sitch
Trudy Tuchenhagen
Jaimi Plater (Student Trustee)

TRUSTEES ABSENT, WITH REGRETS:

George Saarinen (Vice Chair)
Deborah Massaro

SENIOR ADMINISTRATION:

Ian MacRae, Director of Education
Colleen Kappel, Superintendent of Education
David Wright

FEDERATION/UNION REPRESENTATIVES:

Michael Oades – Lakehead Principals/Vice Principals
Elaine Oades – Lakehead Principals/Vice Principals
Helen Valnycki – Managers
Nancy Nix - ETFO - Elementary Occasional Teachers
Michael Judge - LETO

PUBLIC SESSION:

1. Approval of Agenda

Moved by Trustee Tuchenhagen

Seconded by Trustee Sitch

“THAT the Agenda for Regular Board Meeting No. 3, February 26, 2019 be approved.”

CARRIED

2. Resolve into Committee of the Whole – Closed Session

Moved by Trustee Arnone

Seconded by Trustee Doughty-Smith

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

- *Confirmation of Committee of the Whole – Closed Session Minutes*
 - *Regular Board Meeting No. 2*
 - *January 22, 2019*
- *Personnel Matter*
- *Finance Matter*
- *Finance 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. The land acknowledgement was shared by Chair Chambers.

5. Report of Committee of the Whole – Closed Session

Moved by Trustee Tuchenhagen

Seconded by Trustee Doughty-Smith

“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. 2, January 22, 2019.’”

CARRIED

6. Trustee Character Awards – Carys Sabaz and Kathy Shyiak – Kingsway Park Public School

Trustee Arnone, on behalf of the Board, presented Carys Sabaz, Facilitator, and Kathy Shyiak, Student Support Person (SSP), Kingsway Park Public School, with Trustee Character Awards. They were recognized for their commitment and dedication to Lakehead Public Schools’ students.

7. Edgewater Park Public School – Walking at the Edge – Walking Program/Global Challenge

Colleen Kappel, Superintendent of Education, on behalf of Sherri-Lynne Pharand, Superintendent of Education, introduced Vicki Shannon, Principal, Edgewater Park Public School and Murray Magill, Grade 5 Teacher, who presented information regarding *Walking at the Edge – Walking Program/Global Challenge*. All trustees' questions were addressed.

8. Approval of Minutes

Moved by Trustee Arnone

Seconded by Trustee Sitch

“THAT Lakehead District School Board approve the Minutes of Regular Board Meeting No. 2, January 22, 2019.”

CARRIED

MATTERS NOT REQUIRING A DECISION:

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

Trustee Chambers, Ontario Public School Boards' Association Director and voting delegate, informed the Board that she attended the OPSBA Directors' Meeting in Toronto from February 22-23, 2019.

10. Student Trustee Report

Jaimi Plater, Student Trustee, provided a handout as her report. Items addressed included: attending the OPSBA Public Education Symposium in Toronto; holding a Secondary Senate Meeting; attending the School Year Calendar meeting; attending the Ontario College of Teachers' Professional Advisory on Supporting Students' Mental Health; holding an Elementary Student Senate Mentor Meeting; attending the Trustees' Orientation Session on Governance; planning the Youth Empowerment in Activism/Volunteerism (YEA) Conference and attending the Ontario Student Trustees' Association's (OSTA-AECO) Board Council Conference in Ottawa.

11. Safe Schools Report (027-19)

Colleen Kappel, Superintendent of Education, and Jeff Upton, Education Officer, presented the report. All trustees' questions were addressed.

12. Director's Action Plan (008-19)

Ian MacRae, Director of Education, presented the report.

MATTERS FOR DECISION:

13. Recommendations from the Standing Committee (026-19)

Policy Review – 6050 Food and Beverage (018-19)

Moved by Trustee Tuchenhagen

Seconded by Trustee Oikonen

“THAT Lakehead District School Board defer the review of the 6050 Food and Beverage Policy, from the 2018-2019 school year to the 2019-2020 school year.”

CARRIED

14. Recommendations from the Standing Committee (026-19)

Policy Review – 6065 Prevalent Medical Conditions (022-19)

Moved by Trustee Doughty-Smith

Seconded by Trustee Sitch

“THAT Lakehead District School Board amend the 6065 Prevalent Medical Conditions Policy during the 2018-2019 school year.”

CARRIED

15. Recommendations from the Standing Committee (026-19)

Policy Review – 4030 Territorial Student Program Transportation and Services (023-19)

Moved by Trustee Sitch

Seconded by Trustee Tuchenhagen

“THAT Lakehead District School Board approve 4030 Territorial Student Program – Transportation and Services Policy and Procedures, Appendix A and B, to Report No. 023-19.”

CARRIED

16. Recommendations from the Standing Committee (026-19)

Policy Review – 4035 Board and Lodging – Payment (024-19)

Moved by Trustee Arnone

Seconded by Trustee Sitch

“THAT Lakehead District School Board approve 4035 Board and Lodging – Payment Policy and Procedures, Appendix A and B, to Report No. 024-19.”

CARRIED

17. Recommendations from the Standing Committee (026-19)

Appointment of an External Member to the Audit Committee (019-19)

Moved by Trustee Tuchenhagen

Seconded by Trustee Arnone

“THAT Lakehead District School Board appoint Ms. Christy McClelland as an external member to the Audit Committee to serve a three-year term commencing February 26, 2019 and ending February 28, 2022.”

CARRIED

18. Recommendations from the Standing Committee (026-19)

Approval of Appointment to the Special Education Advisory Committee (SEAC) (014-19)

Moved by Trustee Doughty-Smith

Seconded by Trustee Arnone

“THAT Lakehead District School Board approve the appointment of Lesley Harding as alternate member to the Special Education Advisory Committee representing Dilico Anishinabek Family Care, for the term ending November 30, 2022.”

CARRIED

19. Notices of Motion

Trustee Sitch presented Chair Chambers with the following Notice of Motion:

Moved by Trustee Sitch

Seconded by Trustee Arnone

“THAT trustees approve reading the land acknowledgment at approved Board meetings.”

CARRIED

20. Information and Inquiries

20.1 Superintendent Kappel informed trustees that Education Officer Rutter is organizing an event with Jeremy Dias, Founder, The Canadian Centre for Gender and Sexual Diversity on March 29, 2019 at Westgate Collegiate and Vocational Institute and Superior Collegiate and Vocational Institute.

21. Adjournment

Moved by Trustee Sitch

Seconded by Trustee Doughty-Smith

“THAT we do now adjourn at 8:20 p.m.”

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2019 MAR 26
Report No. 029-19

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

RE: SEMI-ANNUAL STUDENT ACHIEVEMENT UPDATE

1. Background

- 1.1 Lakehead District School Board is committed to improving student learning and achievement. Comprehensive Strategic and Operational Plans have been developed to reflect the Board's commitment to student success.
- 1.2 The Ministry of Education will be publishing five-year board graduation rates in 2018. The published rate will reflect performance of secondary students who entered Grade 9 during the 2013-2014 school year and completed their Ontario Secondary School Diploma (OSSD) by August 31, 2018. Seven hundred twenty-five (725) students remained with the Board from the seven hundred eighty-nine (789) students in the 2013-2014 cohort. The Ministry defines a graduation rate as the percentage of students that graduate within four or five years of starting Grade 9. Five hundred fifty-five (555) students graduated within five years which represents a 75% graduation rate. This is a 5% increase from the previous year's graduation rate.

2. Situation

- 2.1 Assessment data, aligned with Board goals, allows administration and teachers to implement and support the Board's Improvement Plan. This information is used to identify student strengths and areas of need early in the year. It assists teachers, schools and the system in planning, implementing and monitoring instructional strategies that support student learning.
- 2.2 The following mid-year data is outlined in this report:
 - February interim report card marks in reading, writing and number sense and numeration for primary, junior and intermediate students;
 - final report card marks in Grade 9 applied and academic mathematics and English credits; and
 - Grades 9 and 10 credit accumulation at the end of semester one.

3. Literacy and Mathematics K-12

The 2018-2019 Lakehead District School Board Improvement Plan for Student Achievement (BIPSA) aligns with the following Ministry of Education key priorities:

- high levels of student achievement;
- reduced gaps in student achievement;
- increased confidence in public education; and
- promoting well-being.

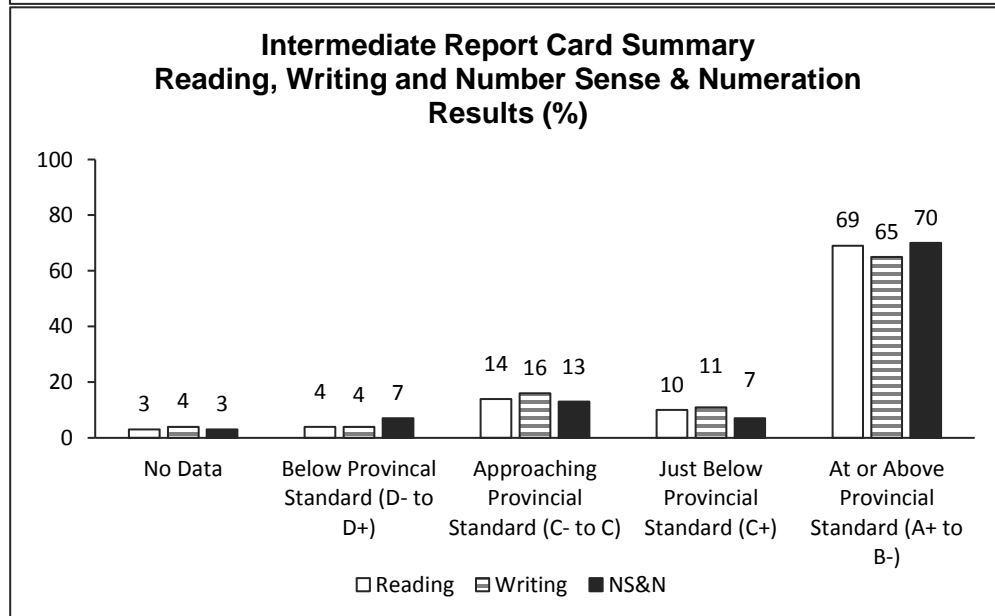
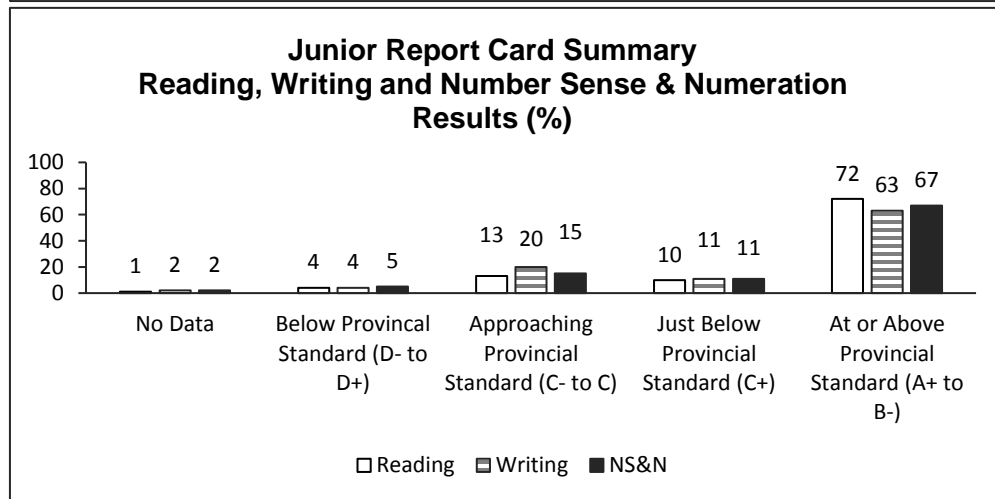
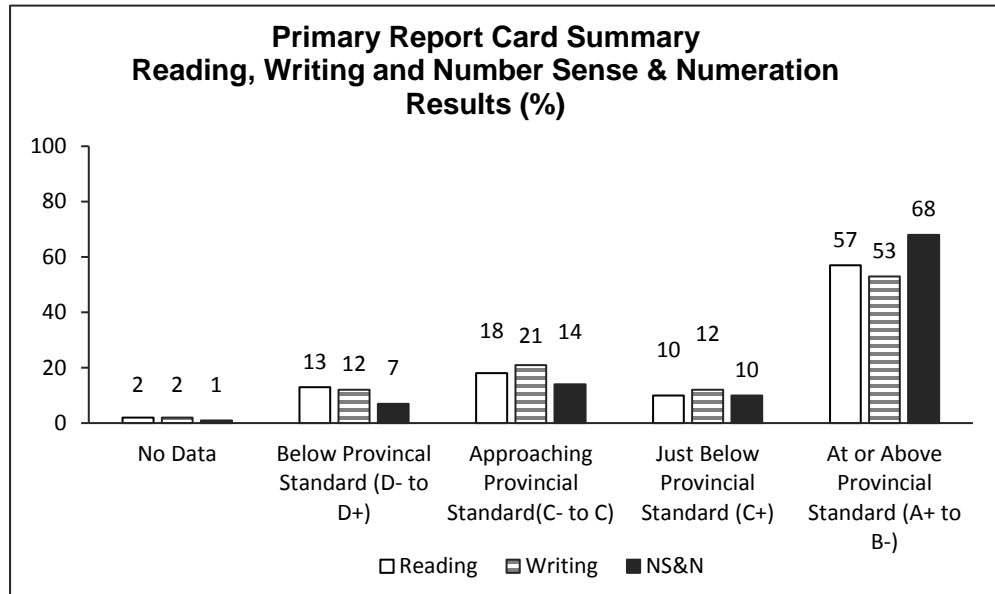
4. Interim Report Card Data

4.1 The interim report card is given to students after the fall progress report. It is based on assessment information obtained by classroom teachers through a variety of means which may include formal and informal observations, discussions, portfolios and conferences.

4.2 For Grades 1 to 6, student achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using letter grades. For Grades 7 to 12, student achievement will be reported using percentage marks. The following conversion chart shows how the four levels of achievement are aligned to letter grades and percentages.

Achievement Level	Letter Grade	Percentage	Achievement Level	Letter Grade	Percentage
4+	A+	95-100	2+	C+	67-69
4	A	87-94	2	C	63-66
4-	A-	80-86	2-	C-	60-62
3+	B+	77-79	1+	D+	57-59
3	B	73-76	1	D	53-56
3-	B-	70-72	1-	D-	50-52

4.3 Summary and Analysis – Interim Report Card Data – Reading, Writing and Number Sense and Numeration February 2018



Interim report card marks in number sense and numeration indicate that more than 67% of all primary, junior and intermediate students are achieving at or above the provincial standard in the foundational area of mathematics. In reading and writing, over 53% of all primary students, 63% of all junior students and 65% of all intermediate students are achieving at or above the provincial standard. This information drives instructional decisions for the remainder of the school year.

4.4 Next Steps

4.4.1 Significant system based supports are in place to support numeracy development:

- professional learning for Kindergarten, Grades 3, 6, 7/8 teachers provided by Program staff;
- Grades 4/5 training provided by Lakehead University instructors;
- lead teachers and administrators; and
- focused school based supports at the classroom level in targeted schools.

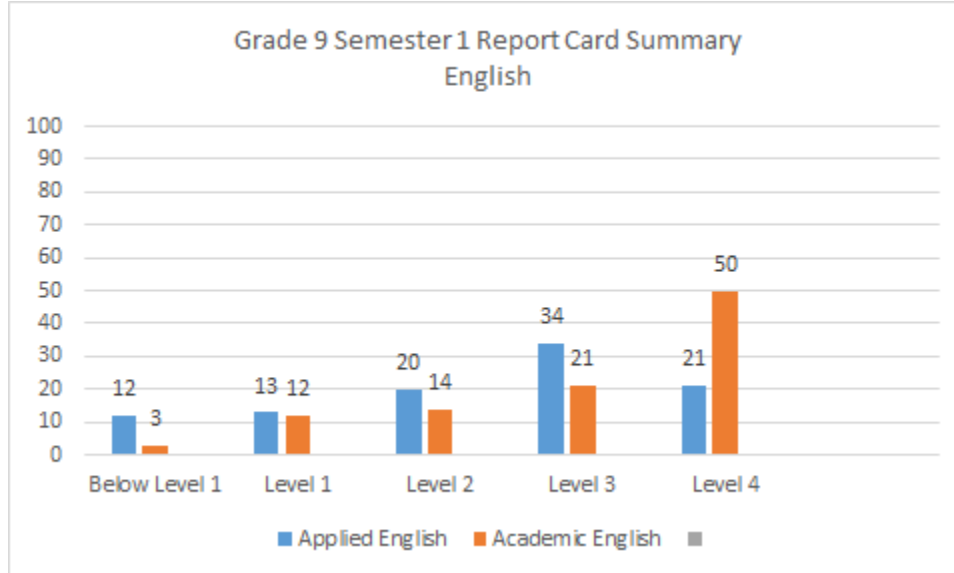
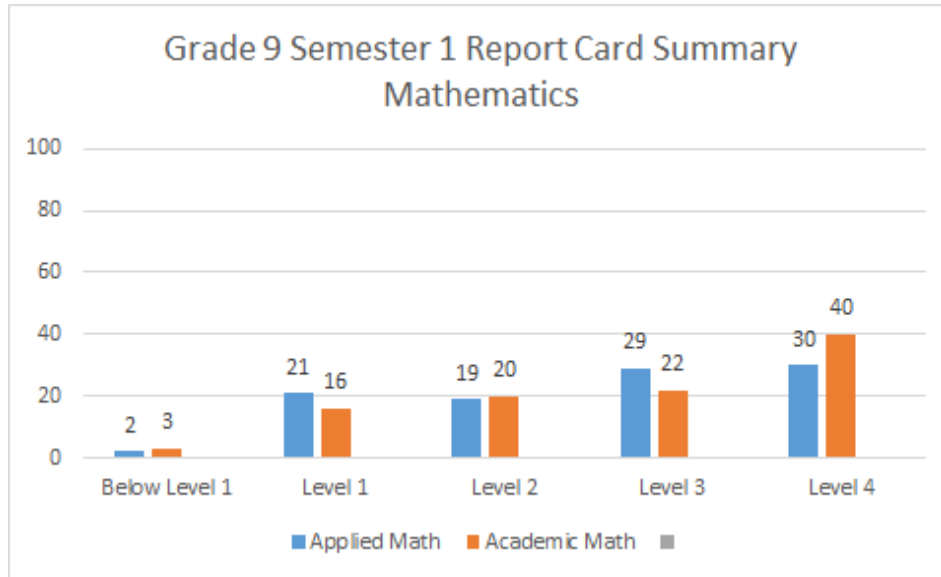
4.4.2 Schools remain focused on sustaining and continuing to improve on gains made in literacy with a focus on new teachers and their mentors along with targeted supports to identify and respond to gaps. Leveled Literacy Intervention, an early intervention strategy designed to ensure that the needs of all students are identified, addressed and monitored early on, has seen expanded use in later grades to respond to gaps in learning. Through such strategies, we continue to impact and support student learning at all grade levels.

4.4.3 The Special Education Department continues to focus on efficient alignment and use of resources to support success for all students. Ongoing training and resources have been dedicated to enhancing staff capacity to better understand individual student strengths and needs, and how to meet those individual needs using tools such as the Individual Education Plan, Student Support Plan as well as programs like Lexia and Empower. Special Education facilitators and central support staff will continue to play a role at the school level, through Professional Learning Community meetings (PLCs) in order to assist in the planning and monitoring of strategies and interventions to support learning for all students.

5. Secondary Numeracy and Literacy

5.1 Summary and Analysis – 2018-2019 Grade 9 Semester One Report Card Summary

First semester report card marks in mathematics and English indicate that the majority of students in applied and academic courses achieve at or above the provincial standard in both mathematics and English.



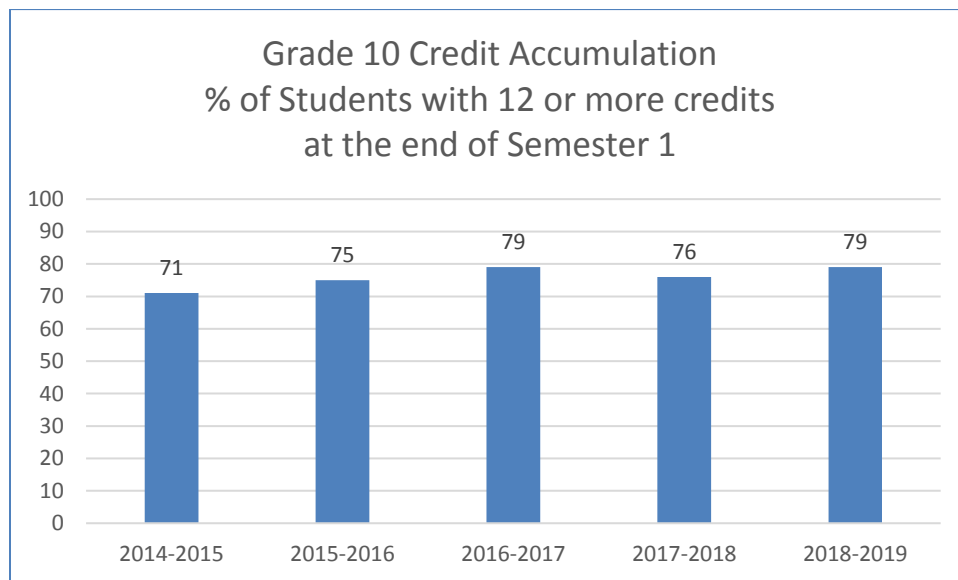
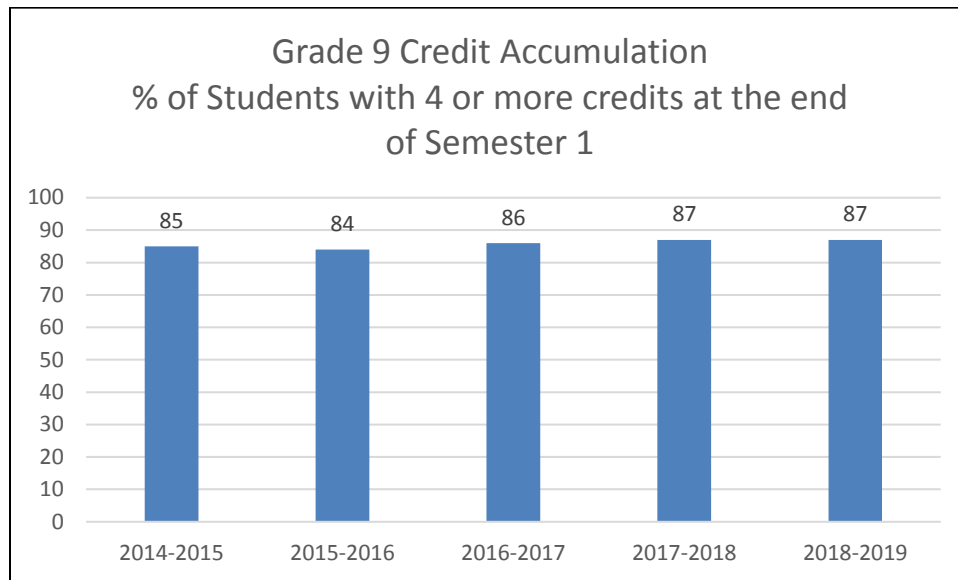
5.2 Next Steps

5.2.1 The following steps are in addition to those outlined in Report No. 031-18 Literacy/Numeracy Report:

- Literacy Professional Learning Groups (PLG) will continue their work on research-based instructional strategies that will improve reading skills for students who have been identified with gaps in literacy, enhance a consistent approach to literacy skill development for students in Grades 7 to 10 and deepen the understanding of Assessment *for* and *as* Learning;
- Professional Learning Groups for mathematics teachers Grades 7 to 10 will continue to meet to develop a common, consistent language for explaining mathematical concepts to students in Grades 7 to 10, to better understand the connections of the essential expectations in the Ontario mathematics curriculum grades and support student well-being in mathematics by ensuring a positive transition from the elementary math classroom to the secondary math classroom;
- Balanced Literacy professional development will continue for all Grade 9 English teachers. These teachers will learn about and make use of the essential components involved in a comprehensive literacy approach and adapt to suit the needs of a secondary classroom;
- department leaders will continue to participate in collaborative professional learning to acquire a deeper understanding of assessment and evaluation strategies and engage in evidence informed practice to improve student achievement in all subject areas;
- secondary administrators will continue to enhance instructional practice that addresses the needs of the students in the classroom;
- departments in secondary schools will continue to meet regularly to discuss student work with an emphasis on marker students, instructional strategies, and effective assessment in order to improve student achievement and close the gap between academic and applied level courses; and
- Cross Curricular and Cross Panel teams will continue to meet to ensure successful outcomes for all students across subject areas, grades and in the transition from Grade 8 to Grade 9.

6. Secondary Credit Accumulation Data

6.1 Credit accumulation continues to be a leading indicator of student achievement towards graduation.



6.2 Summary and Analysis - Credit Accumulation

Lakehead District School Board credit accumulation reflects an improvement in performance over time.

6.3 Next Steps

- Student Success and Student Services will continue to monitor all students and offer programming to students in an effort to rescue credits, recover credits and re-engage early leavers;
- school leaders will continue to utilize the School Effectiveness Framework and School Improvement Plans to goal set, track and monitor evidence to support student learning and achievement;
- students will have opportunities to investigate programs and pathways in secondary school, post-secondary and the workplace through on-line planning tools and experiential learning opportunities;
- professional learning opportunities and supports for teachers will be provided in order to maximize success for all students;
- summer learning opportunities will continue to provide our students with additional opportunities to develop skills and knowledge required for success in secondary, post-secondary and life; and
- Lakehead District School Board will continue to monitor graduation outcomes and ensure early interventions are in place for those who may be at risk of not graduating.

7. Conclusion

Improving student success continues to be the focus at Lakehead District School Board. Through Board and Ministry support, professional learning, at-the-elbow-coaching, evidence informed decisions, enhanced learning opportunities and research based best practices, Lakehead District School Board will continue to take a proactive approach to support the learning of all students.

Respectfully submitted,

FRED VAN ELBURG
Program Coordinator

AJ KEENE
Early Years and Program Principal

JANE LOWER
Student Success Lead

SHERRI-LYNNE PHARAND
Superintendent of Education

COLLEEN KAPPEL
Superintendent of Education

IAN MACRAE
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2019 MAR 26
Report No. 031-19

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

RE: BUS TRANSPORTATION FINAL COSTS FOR 2018-2019

1. Background

School bus transportation contracts for Lakehead District School Board were based on a formal procurement process and negotiated efforts with the coterminous board and our service providers. References to changes in the 2018-2019 contract amounts refer back to the previous year.

2. Situation

2.1 With respect to the 2018-2019 contracts, Lakehead District School Board has secured fully tendered routing for busing services through Student Transportation Services of Thunder Bay (STSTB).

2.2 Utilization of the VEO Transportation software for route planning accurately measures the length of all routes adjusted annually for new, departing and changes to student addresses. This year saw changes to route lengths due to changes to routing practices approved by STSTB Governance. There was a decrease in the daily distance by 655 km/day bringing the daily distance total to 11,931 km for 2018-2019.

2.3 The 2018-2019 transportation funding formula contains a *fuel escalator/de-escalation clause* to help provide additional funding stability despite market volatility of fuel prices. The Ministry of Education has established the fuel-funding price at \$0.957 per liter, plus or minus three percent. If fuel prices are above or below this spread in any month within the fiscal year, a funding adjustment will apply.

2.4 The 2018-2019 fully tendered and audited routing, resulted in the following daily contract amounts (not including HST):

DAILY PAYMENT	
First Student Canada	\$19,902
Iron Range Bus Lines	\$10,434
TOTALS	\$30,336

3. Conclusion

The changes to this year's bus transportation contract rates allow Lakehead District School Board to continue to provide safe, efficient, high quality transportation services to students in Thunder Bay and the surrounding region.

Respectfully submitted,

BRUCE SAUDER
Administrative Services Supervisor

CRAIG MURPHY
Consortium Manager, Student Transportation Services of Thunder Bay

DAVID WRIGHT

IAN MACRAE
Director of Education

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF PARENT INVOLVEMENT COMMITTEE

Board Room
Jim McCuaig Education Centre

2019 JAN 21
6:30 p.m.

MEMBERS PRESENT:

Robin Cawlishaw
Jennifer Davis
Sue Doughty-Smith
Robert Eady
Serena Essex
Chitra Jacob
Shannon Jessiman-MacArthur
Ian MacRae
Michael Otway

Krista Power
Laura Prodanyk
Fred Van Elburg
Ruth Vannieuwenhuizen

RESOURCE:

Judy Hill, Executive Assistant
Bruce Nugent, Communications Officer

MEMBERS ABSENT, WITH REGRET:

Sharon Kanutski
Shaun Peirce
Laura Walker

GUESTS:

Colleen Kappel, Superintendent of Education
Renee Monsma, Mental Health Lead

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

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

2. **Disclosure of Conflict of Interest**

There were no disclosures of conflict of interest.

3. Election of Parent Involvement Committee Chair

Director MacRae called for nominations for chair of the Parent Involvement Committee. As no nominations were forthcoming, this item was deferred to the next meeting.

4. Mental Health Presentation

Colleen Kappel, Superintendent of Education, introduced Renee Monsma, Mental Health Lead, who provided a power point presentation on the Well Being Strategy and an update on mental health. Three new social workers were hired in September in partnership with Children's Centre Thunder Bay. This year's focus will be on trauma informed schools and there will be ongoing trauma training for staff. The first Mental Health & Well Being newsletter, "Mindmatters", was shared with staff and has been well received. Questions from the group were addressed.

5. Director's Report

Director MacRae highlighted recent reports to the Board that included Lakehead Public Schools International, Director's Annual Report and The Arts. Director MacRae reported that Ellen Chambers was elected Chair of the Board and George Saarinen, Vice Chair at the Inaugural meeting on December 4, 2018. Director MacRae provided information on the Kingsway Elementary Public School roof issue with regards to snow load and the evacuation of Westgate CVI on January 10, 2019.

6. Confirmation of Minutes – November 19, 2018

The minutes were confirmed by consensus.

7. Student Absence Reporting

Bruce Nugent, Communications Officer, advised that the Student Absence Reporting App has been moved to a more prominent location on the Board website.

8. 2019-2020 School Year Calendar

Vice Chair Davis, PIC representative on the School Year Calendar committee, asked the group for feedback on having back to back elementary PA days at semester turnaround to coincide with secondary PA days. By consensus, the group did not support this. Jenn will share this feedback with the committee.

9. Kindergarten Information Evening

Bruce Nugent, Communications Officer, reported that Kindergarten Registration Week will be held from February 4 to 8, 2019, with an information night for interested parents at the Valhalla Inn on Monday, February 4, 2019 and school information nights on February 6, 2019.

10. PIC Representatives at Kindergarten Information Evening

Bruce Nugent, Communications Officer, asked for volunteers for the Kindergarten Information Evening. Serena Essex put her name forward to volunteer. Anyone else wishing to volunteer was asked to email Judy.

11. Aboriginal Education Advisory Committee Report

Serena Essex reported that at the December 13, 2018 AEAC meeting, there was a presentation of the Sacred Circle Blanket to Sherri-Lynne Pharand, Superintendent of Education and co-chair of AEAC, for her remarkable work and efforts on behalf of First Nations, Métis and Inuit students.

12. Special Education Advisory Committee Report

Michael Otway reported on the following topics from the January 16, 2019 SEAC meeting:

- presentation by Ruth Ann Fay on the Lexia and Empower programs;
- SEAC video update;
- parent/community engagement sessions;
- advocacy tracking;
- 2018-2019 SEAC work plan;
- Kindergarten registration;
- review of Special Education Policy; and
- trustee update.

13. Other Business

Krista Power commended Westgate administration on the way they handled the evacuation of the school on January 10, 2019 due to a suspected gas leak.

14. Next Meeting

The next meeting will be held on Monday, March 4, 2019 at 6:30 p.m.

15. Adjournment

The meeting adjourned at 8:10 p.m.

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2019 MAR 26
Report No. 030-19

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

RE: SCHOOL YEAR CALENDAR 2019-2020

1. Background

- 1.1 Ministry of Education Regulation 304 requires that District School Boards prepare, adopt and submit a proposed school year calendar to the minister for the 2019-2020 school year by May 1, 2019.
- 1.2 If a proposed school year calendar is considered “modified” (that is, it consists of days outside of September 1, 2019 – June 30, 2020, or if the winter break or spring break differs from those proposed by the Ministry) the request for approval of a proposed modified calendar must be made to the Minister by March 1, 2019.
- 1.3 Regulation 304 indicates that the school year shall consist of a minimum of 194 school days, of which at least three days must be designated as Professional Activity (PA) days. In addition, the Board may designate up to four extra days as Professional Activity days. Criteria and topics for Professional Activity days are set out in Policy Program Memorandum (PPM) 151.
- 1.4 Professional Activity days for elementary schools are referred to in the collective agreement. Two days are to be designated for the purpose of assessment and completion of report cards, one day each, prior to the first and second report card dates.
- 1.5 Regulation 304 allows up to ten exam days for secondary schools. Five exam days are traditionally allocated in each semester.

2. Situation

2.1 The School Year Calendar Committee is comprised of the following individuals who provided input and direction into the consultation process on behalf of their constituent groups:

Mike Judge	LETO
Nancy Nix	Lakehead Elementary Occasional Teachers
Rich Seeley	OSSTF Teachers
Kari Simpson	OSSTF Student Support Persons'
Shelley Crupi	OSSTF Early Childhood Educators'
Diana Baker	COPE
Rod McGee	CUPE
Corey Dagenais	Armstrong Public School
Isaac Hoddle	Bernier-Stokes Public School
Jennifer Davis	Parent Involvement Committee
A.J. Keene	OPC (Elementary)
Michelle Probizanski	OPC (Secondary)
Ryan Sitch	Trustee
Bruce Sauder	Corporate Services - Transportation
Jaimi Plater	Student Trustee
Jeff Upton	Education Officer – Chair

2.2 Proposed calendars were shared between coterminous boards.

2.3 Professional Activity Days devoted to provincial education priorities (elementary and secondary) will be held on September 27, 2019, November 15, 2019 and February 28, 2020.

2.4 The calendars submitted by Lakehead District School Board to the Ministry of Education will not be modified calendars based on the proposed school year calendar template from the Ministry of Education, and are to be submitted to the minister by May 1, 2019.

2.5 Proposed school year calendars for the 2019-2020 school year are attached.

- Elementary School Year Calendar - Appendix A
- Secondary School Year Calendar - Appendix B

RECOMMENDATIONS

It is recommended that Lakehead District School Board:

1. Approve the proposed 2019-2020 Elementary School Year Calendar, including the opening and closing dates and Professional Activity days, as described in Appendix A of Report No. 030-19.
2. Approve the proposed 2019-2020 Secondary School Year Calendar, including the opening and closing dates, Professional Activity days and examination days, as described in Appendix B of Report No. 030-19.

Respectfully submitted,

JEFF UPTON
Education Officer

COLLEEN KAPPEL
Superintendent of Education

IAN MACRAE
Director of Education

SEPTEMBER 2019

SUN	MON	TUES	WED	THUR	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER 2019

SUN	MON	TUES	WED	THUR	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER 2019

SUN	MON	TUES	WED	THUR	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER 2019

SUN	MON	TUES	WED	THUR	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY 2020

SUN	MON	TUES	WED	THUR	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY 2020

SUN	MON	TUES	WED	THUR	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

MARCH 2020

SUN	MON	TUES	WED	THUR	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2020

SUN	MON	TUES	WED	THUR	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		


MAY 2020


SUN	MON	TUES	WED	THUR	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24 31	25	26	27	28	29	30

JUNE 2020

SUN	MON	TUES	WED	THUR	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				


 **First Day of School for Students**
Wednesday, September 4, 2019

 **Holidays** *Schools Closed on Holidays & Breaks*
Labour Day: September 2, 2019
Thanksgiving Day: October 14, 2019
Family Day: February 17, 2020
Good Friday: April 10, 2020
Easter Monday: April 13, 2020
Victoria Day: May 18, 2020

 **Winter Break**
December 23 - 27 & 30 - 31, 2019
January 1 - 3, 2020

Spring Break
March 16 - 20, 2020

 **Professional Activity Day (PA Day)**
Students do not attend school
Tuesday, September 3, 2019
Friday, September 27, 2019
Friday, November 15, 2019
Friday, January 24, 2020
Friday, February 28, 2020
Friday, May 1, 2020
Friday, June 12, 2020

 **Final Day of School for Students**
Friday, June 26, 2020

2019-2020 SECONDARY

Committed to the success of every student

SEPTEMBER 2019

SUN	MON	TUES	WED	THUR	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER 2019

SUN	MON	TUES	WED	THUR	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER 2019

SUN	MON	TUES	WED	THUR	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER 2019

SUN	MON	TUES	WED	THUR	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY 2020

SUN	MON	TUES	WED	THUR	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY 2020

SUN	MON	TUES	WED	THUR	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

MARCH 2020

SUN	MON	TUES	WED	THUR	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2020

SUN	MON	TUES	WED	THUR	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2020

SUN	MON	TUES	WED	THUR	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24 31	25	26	27	28	29	30

JUNE 2020

SUN	MON	TUES	WED	THUR	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

 **First Day of School for Students**

Wednesday, September 4, 2019

 **Holidays** *Schools Closed on Holidays & Breaks*

Labour Day: September 2, 2019

Thanksgiving Day: October 14, 2019

Family Day: February 17, 2020

Good Friday: April 10, 2020

Easter Monday: April 13, 2020

Victoria Day: May 18, 2020

 **Winter Break**

December 23 - 27 & 30 - 31, 2019

January 1 - 3, 2020

 **Spring Break**

March 16 - 20, 2020

 **First Day Semester 2**

Monday, February 3, 2020

 **Professional Activity Day (PA Day)**

Students do not attend school

Tuesday, September 3, 2019

Friday, September 27, 2019

Friday, November 15, 2019

Thursday, January 30, 2020

Friday, January 31, 2020

Friday, February 28, 2020

Friday, June 26, 2020

 **Examinations**

January 23, 24, 27, 28, & 29, 2020

June 19, 22, 23, 24 & 25, 2020

 **Final Day of School for Students**

Thursday, June 25, 2020

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2019 MAR 26
Report No. 028-19

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

RE: NOTICE OF MOTION – LAND ACKNOWLEDGEMENT

1. Background

At the Regular Board Meeting on February 26, 2019, the following Notice of Motion was brought forth by Trustee Sitch:

It is recommended that Lakehead District School Board approve the reading of the Land Acknowledgment at approved Board meetings:

Lakehead District School Board is located on the traditional territory of the Ojibwe people of Fort William First Nation. We acknowledge all of the First Nations, Métis and Inuit who reside in this territory and across our Nation; we are committed to moving forward in the spirit of reconciliation and respect for all Canadians.

2. Situation

This motion will be considered at the Regular Board Meeting on March 26, 2019.

Respectfully submitted,

IAN MACRAE
Director of Education