



**Office of the Director**

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**ANNUAL BOARD MEETING**

**Tuesday, December 7, 2021  
Virtual via Microsoft Teams  
6:00 p.m.**

Ian MacRae  
Director of Education

**AGENDA**

- |     |  |                       |       |
|-----|--|-----------------------|-------|
| 1.  | Call to Order  |                       |       |
| 2.  | Land Acknowledgement   |                       |       |
| 3.  | Election of Chair of the Board                                   | Director              |       |
| 4.  | Election of Vice Chair of the Board                              | Chair                 |       |
| 5.  | Election of a Member and Alternate of the Coordinating Committee | Chair                 |       |
| 6.  | Director's Annual Report (001-22)                                | I. MacRae             | 1-35  |
| 7.  | Parent Involvement Committee Annual Report (002-22)              | I. MacRae             | 36-38 |
| 8.  | Trustee Appointments to Board Committees – 2022 (003-22)         | I. MacRae             | 39-40 |
| 9.  | Thunder Bay Public Library Board Annual Report (004-22)          | G. Saarinen           | 41-44 |
| 10. | Aboriginal Education Advisory Committee Annual Report (005-22)   | S. Essex/<br>A. Keene | 45-50 |
| 11. | Special Education Advisory Committee Annual Report (006-22)      | S. Posthumus          | 51-61 |
| 12. | Adjournment  |                       |       |

Trustees (chair and vice chair) and presenters of reports will be available for comment after the Board meeting.

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2021 DEC 07  
Report No. 001-22

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

RE: DIRECTOR'S ANNUAL REPORT 2020-2021

1. Background

1.1 Section 283. (3) of the Education Act states:

“(3) General report of chief executive officer – At the first meeting in December of each year, the chief executive officer of a board shall submit to the board a report in a format approved by the Minister on the action he or she has taken during the preceding 12 months” ... “a copy of such report shall be submitted to the Minister on or before the 31st day of January next following.”

1.2 A memorandum dated February 17, 2012 from Kevin Costante, Deputy Minister, notes that posting the Director's Annual Report to the Board website will satisfy the requirements of the Education Act and the requirement for Directors to report annually on multi-year plans.

2. Situation

It is customary that the Board receive the Director's Annual Report at the Annual or Inaugural meeting.

RECOMMENDATION

It is recommended that Lakehead District School Board receive the Director's Annual Report 2020-2021.

Respectfully submitted,

IAN MACRAE  
Director of Education



# 2020-2021 ANNUAL REPORT

**Student Achievement & Well-Being**

**Learning | Engagement | Environment**

**Committed to the success of every student**



## **Land Acknowledgment**

Lakehead Public Schools is located on the traditional territory of the Ojibwe people of Fort William First Nation, Signatory to the Robinson Superior Treaty of 1850. We also acknowledge all of the First Nations, Métis and Inuit who reside in those territories and across our nation, and are committed to moving forward in the spirit of reconciliation and respect for all Canadians.

A decorative graphic in the bottom right corner of the page, consisting of a trail of stars of various sizes and colors (yellow, green, blue, purple, pink) that curves upwards and to the right.

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Board of Trustees and Senior Administration

## Message from the Director

Lakehead Public Schools prides itself on the delivery of quality education every year. In the 2020-2021 school year, a strong focus was placed on three priority areas: the final accomplishments of the Strategic Plan 2015-2018/19, health and safety during the pandemic, and the launch of the Strategic Plan 2021-2024. I am pleased to present Lakehead Public Schools' Annual Report 2020-2021, and I hope that students and staff feel as honoured as I do to be a part of this very special community.

Realizing the goals of the Strategic Plan 2015-2018/19 in its closing year produced a tremendous feeling of fulfillment within the Board. From goals such as developing students' reading and writing skills, to increasing the graduation rate achievement gaps, our leaders demonstrated notable guidance in the execution of the Operational Plan to ensure the effective completion of the Strategic Plan. The successful sunsetting of the Strategic Plan 2015-2018/19 during the pandemic is a testament to Lakehead Public Schools' unwavering commitment to the success of every student.

The pandemic challenged the education and health systems province-wide and called for both entities to collaborate in the interest of protecting students and staff from the potential dangers of COVID-19. As the health and safety of school communities is of utmost importance, Lakehead Public Schools operated virtually for the last four months of the 2020-2021 school year. In doing so, and with the diligence of families and staff, we are privileged to say that all of our students and staff are well today. I thank all families and staff who have respected, and continue to respect, the health and safety guidelines that keep our school communities safe.

Throughout the pandemic, Lakehead Public Schools recognized the importance of mental health support for students and staff and has since enhanced its mental health services to better meet the needs of students. We are proud to offer emotional and socioeconomic support as part of our comprehensive support services in our commitment to equal opportunity for all students.

Spring 2021 saw the efforts of trustees, leadership, and community members come to fruition with the launch of the Strategic Plan 2021-2024. The Plan identifies five principles – Belong, Achieve, Reconcile, Lead, and Inspire, and encompasses the Indigenous Education Framework. The Framework prioritizes the incorporation of Indigenous education throughout Lakehead Public Schools and is embodied throughout all facets of the Strategic Plan. We believe that for reconciliation to be possible, relationships must be guided by the principles of Relationality, Relevancy, Respect, and Responsibility. As the 2020-2021 school year unfolded, I was pleased to notice Board staff exemplifying the Framework and threading knowledge of Indigenous culture into many areas of learning within the classroom.

It is a sincere privilege to work alongside all Lakehead Public Schools staff. Together, we provide thousands of students each year with quality education, accessible supports, and leaders to turn to. To the Lakehead Public Schools community, thank you for ensuring the wellness and prosperity of children above all else, and for supporting them in their academic journey to be successful lifelong learners.



*Ian MacRae*

Ian MacRae  
Director of Education

## Message from the Chair

Trustees look forward to the Director's Annual Report each year. It comes at a time when we all anticipate the excitement and respite of a coming holiday season. The annual report gives us an opportunity to pause and reflect on the many achievements at Lakehead Public Schools.

As we close out 2021 it is easy to focus on the negative impact of the pandemic, yet it is so important to acknowledge how staff rose to the many challenges that have confronted education. Secondary educators and students faced 'quadrimesters' and hybrid learning, elementary classes adapted to making education fun and meaningful while not being in person, all classes 'pivoted', all staff – educators, custodians, secretarial, Board staff, bus drivers, administration and parents responded to each challenge, nuanced changes and serious situations that COVID-19 presented to our education system. In conversations with staff, everyone has said, "We do what we have to do". We have seen staff respond with grace and determination to do the best for children, because ultimately that is why we are all here. Over this past year, staff made schooling as close to normal as can be. Trustees thank you.

With the return to in-person learning, it is heartwarming to see classes participating in Remembrance Day activities, outdoor education at Kingfisher Lake, students learning of Treaty Day, culinary arts are exciting our Intermediate classes, and field trips enhance learning once again. Sports have returned and protocols are in place for spectators at games. Everyone from administration on down are carefully following all health and safety protocols outlined by the health unit and are keeping students and staff safe.

Community partnerships continued throughout the challenges of the past year, among them - Roots to Harvest, Mino Bimaadiziwin and the Cultural Academies now at both Hammarskjold High School (K-Z Lodge) and Westgate CVI. Parent Councils, the Special Education Advisory Committee, the Aboriginal Education Advisory Committee, the Equity and Inclusive Education Committee and the Parent Involvement Committee are comprised of devoted individuals who play significant roles in student achievement.

Trustees approved a bold new and ground-breaking Strategic Plan in April under the guidance of Niigaan Sinclair and Sheelagh Hendrick. The lengthy process, one of the most important that trustees undertake had input from staff and the community. The Indigenous Education Framework commits Lakehead Public Schools to putting reconciliation at the forefront of all we do and believing that reconciliation is possible. The Indigenous Education Framework is guided by the four principles: Relationality, Relevancy, Respect and Responsibility. The Strategic Plan has five principles that punctuate the five points of our star and embodies everything we do: Belong, Achieve, Reconcile, Lead and Inspire. These five shining points will foster a place where everyone is accepted, every student can achieve excellence, incorporates Indigenous leadership in all aspects of Lakehead Public Schools, empowers student-centred leadership and inspires lifelong leaders.

It is with the hope of our dynamic Strategic Plan to make lasting change, hope in our young people, hope in a new year that will bring new possibilities that I leave you with this heartfelt thank you from all trustees to all of you at Lakehead Public Schools for making our schools the best ever.



Ellen Chambers, Chair



Lakehead District School Board  
**2015-2018/2019**  
**STRATEGIC PLAN**

OUR MISSION:

**Lakehead Public Schools is committed to the success of every student.**

OUR VISION:

**Your Children, Our Students, The Future.**

OUR VALUES:

**Integrity**  
**Acceptance**  
**Responsibility**  
**Empathy**  
**Respect**

Trustees  
2020-2021

Chair  
**Ellen Chambers**

Vice Chair  
**Trudy Tuchenhagen**

**Marg Arnone**

**Sue Doughty-Smith**

**Deborah Massaro**

**Ron Oikonen**

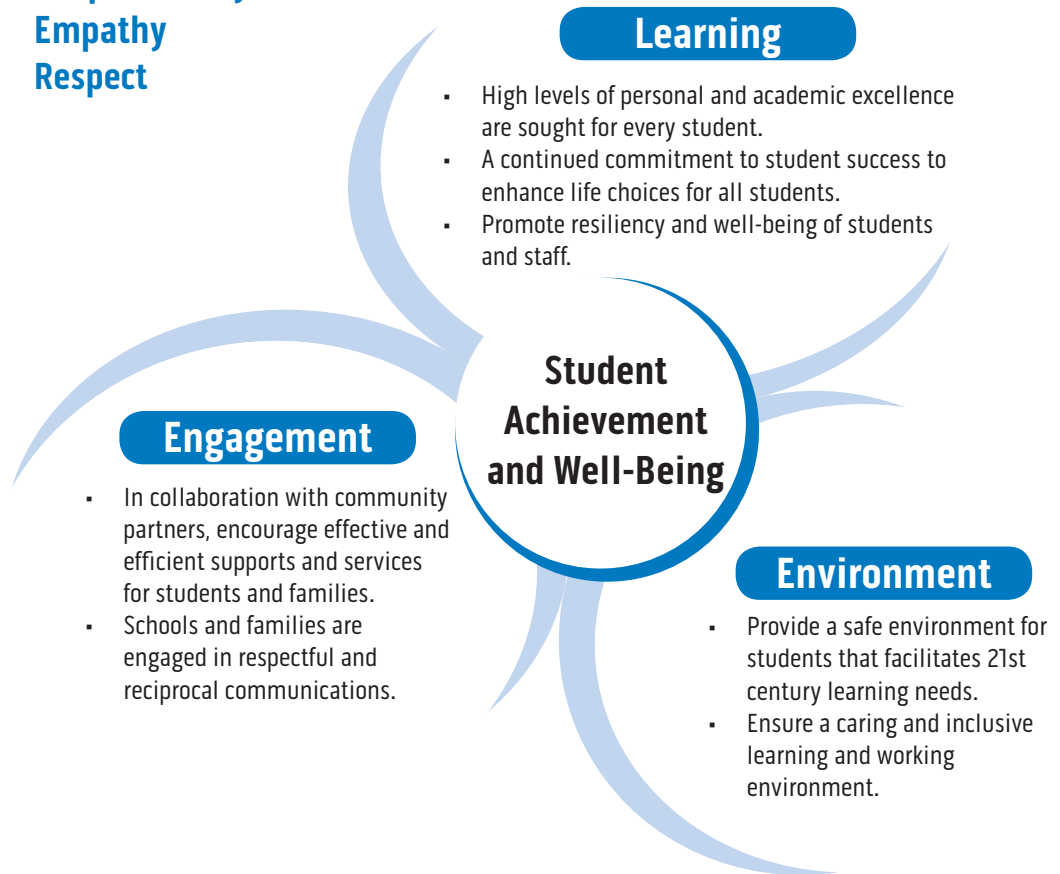
**George Saarinen**

**Ryan Sitch**

**Scott Wemigwans**

Indigenous Student Trustee  
**Kiera Essex (2019-2020)**

Student Trustee  
**Simran Talpade (2020-2021)**



**Building an equitable and inclusive community together.**



# LAKEHEAD PUBLIC SCHOOLS

Lakehead Public Schools educates, encourages, and supports all students to develop a passion for learning, set high personal standards, and become active community members.

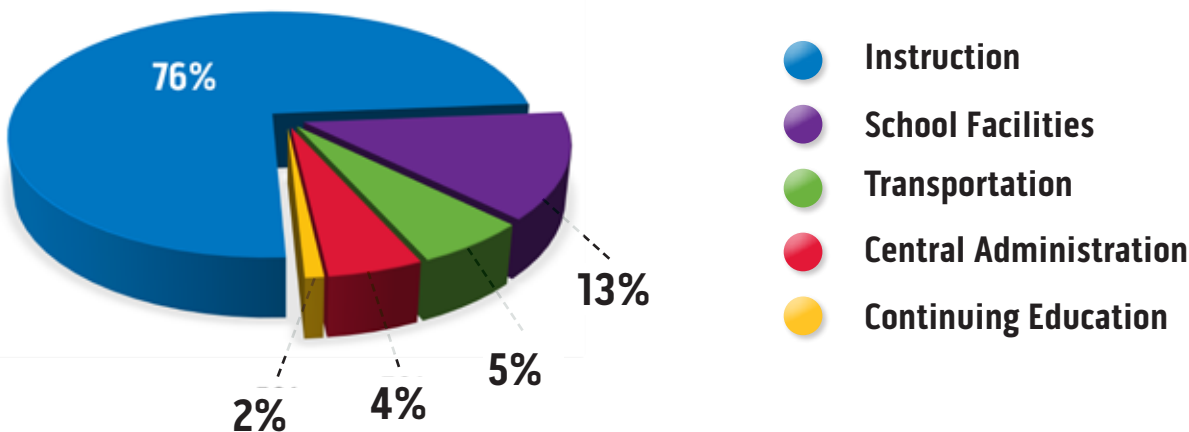
Every student is provided with equal opportunities to learn, in safe schools with many learning choices and innovative programming. We offer consistent high quality core programming from Kindergarten through to Grade 12. Comprehensive adult education is available for students over the age of 18.

At Lakehead Public Schools, we work with parents, community partners, and employees to make great things happen for our students both inside and outside of the classroom.

Lakehead Public Schools is the largest public board in Northwestern Ontario, serving students in the District of Thunder Bay, Armstrong, and Collins. We provide distance and online educational opportunities for students and staff throughout the region.



## 2020-2021 Operating Expenses



## Learning

- High levels of personal and academic excellence are sought for every student.
- A continued commitment to student success to enhance life choices for all students.
- Promote resiliency and well-being of students and staff.

## Student Achievement & Well-Being

# Learning

### GOAL 1

**Increase the graduation rate achievement gaps for students at all grade levels by:**

- providing pathways and programs that support the learning needs and interests of all students;
- supporting literacy and mathematics attainment at provincial standard;
- monitoring credit accumulation, supporting the attainment of volunteer hours, creating programs to re-engage school leavers and providing summer programs;
- implementing programs and services to support students at risk of not graduating; and
- implementing programs and services to meet the needs of First Nations, Métis, and Inuit (FNMI) learners as well as learners with special education needs.

### GLS Evening Credit

In the spring of 2021, an additional virtual GLS evening credit opportunity was offered to students who were identified as being at-risk and being behind on credits. Sixty-three percent of students who were registered were able to complete the credit.

### Summer Learning Programs for English and French Immersion students

Lakehead Public Schools continues to offer several exciting programs where students have safe, supportive, and caring experiences with peers, staff and community partners. Programs were offered this past summer for both elementary and secondary students. Due to the emergency school closure in March 2020, all summer learning programs were offered virtually. Our Elementary Summer Learning Program had 195 students participate in daily online programming provided by Lakehead Public Schools teachers targeting literacy and numeracy. Every student who participated in Summer Learning Programs received a collection of learning materials that were used to support literacy and numeracy learning within the camps and to maintain that learning at home beyond the camps. Lakehead Public Schools staff and community partners also provided numerous virtual experiential learning opportunities for students, including Lakehead University Athletics, Thunder Bay Art Gallery, Thunder Bay Public Library, our Kingfisher Outdoor Education Centre, and a local Indigenous Elder.



## **Grade 8 Reach Ahead**

All Grade 8 FNMI students from our feeder schools were offered the opportunity to earn a Reach Ahead credit at their secondary school over the summer. Reach ahead credits were offered at all three secondary schools for incoming Grade 9 students who identified as FNMI. Seventy-two percent of students registered for the summer course successfully attained the credit prior to starting in Grade 9 in September. The program ran from mid-August until the end of August and allowed students the opportunity to earn a Grade 9 Exploring Family Studies credit (HIF 101) before they started secondary school, as well as the opportunity to visit their future secondary school before September. Credit was delivered with in-person learning. Forty-six Grade 8 students entering our secondary schools this year successfully earned the HIF 101 credit.

## **Secondary School Reach Ahead**

Typically, we offer the Mino Bimaadiziwin program, an Aboriginal Youth Leadership Program in collaboration with the Thunder Bay Friendship Centre. Due to COVID-19 protocols, the program was not able to run in its usual format. In lieu of that opportunity, FNMI students were instead given the option to earn a Grade 10 Careers/ Civics credit via in-person learning in mid-August. Sixteen students from our secondary schools successfully completed the credit, including six Grade 9 students who took it as a Reach Ahead credit and nine Grade 10 students who still required the credit. Additionally, peer mentors were engaged as part of this program and were connected to the Reach Ahead credits to mentor incoming Grade 8 students.

## **Cooperative Education Summer Program**

Nine senior students participated in the Focus on Youth summer program, which is a partnership between the Ministry of Education, Lakehead Public Schools, Lakehead Adult Education Centre and Root to Harvest. The students completed cooperative education credits while growing food at a community garden, as well as harvesting and selling product at the market. This summer, Student Success and LAEC were able to partner to run programming in Whitesand First Nation for secondary students. Fifteen students were given the opportunity to earn two co-op credits each for work they did with an in-community employer.

## **Summer CLASS**

The Summer C.L.A.S.S. (Centre for Learning and Student Success) Program was offered virtually in the summer of 2021. Summer C.L.A.S.S. provided opportunities for students to recover from unsuccessful Grades 9-12 secondary courses. Due to protocols at the time, this program ran virtually during the first three weeks of July. In all, 27 students were referred, with 20 students successfully recovering credits, for a 74% success rate. Some students were able to recover multiple credits, resulting in 27 credits recovered in total.

## **Career and Life Planning**

Grades 7 to 10 educators received training in career and life planning using the online tool Xello. The training was provided for the staff to support and guide students through a series of inventories and lessons to help them make informed decisions on how to achieve their personal goals in education, career, and life.

## **Four Directions**

The Four Directions Program was expanded to include all secondary schools. Graduation coaches work closely with Indigenous students, their families, staff and community partners to ensure that students make a positive transition into Grade 9, overcome barriers that may interfere with success and provide leadership opportunities to strengthen personal skills. Lakehead Public Schools' graduation coaches support and guide students towards achievement of their Ontario Secondary School Diploma (OSSD). Graduation coaches, along with the secondary student success teams, provide a series of workshops for Grade 8 Indigenous students to build confidence and a sense of community within the three Family of Schools. Topics include teambuilding, pathway planning and career exploration and goal setting for education and career/life.

## **Focus on Youth Program**

A six-week summer co-operative education program for secondary students identified by school staff as possibly facing academic, financial, or personal challenges called Focus on Youth ran over the summer. This project provided students with secondary credits and paid employment where they were responsible for growing, harvesting, and marketing food. Nine students took part in this six-week paid co-operative learning program and were partnered with Roots to Harvest. All nine students successfully earned 2 credits each.

## **Supporting English Language Learners**

Lakehead Public Schools has a continuing commitment to implementing an intake and orientation process that will allow for successful integration of English Language Learners (ELL) and their families into our school communities. Elementary and secondary ELL teachers, classroom teachers and resource teachers engage in ongoing professional development to ensure that initial and ongoing assessment informs instruction and that we are supporting the mental health and well-being of all ELLs. ELL teachers work collaboratively with classroom teachers to ensure that the necessary supports (accommodations and/or modifications) are in place in order to ensure success for all ELLs. In order to further promote success for ELLs, Lakehead Public Schools is working to develop a special education protocol for ELLs who may have additional learning needs. As part of this protocol, ELLs have access to Lexia, a personalized reading program, which serves as an intervention tool that helps to identify and close gaps in reading.

## Lakehead Adult Education Centre

Lakehead Adult Education Centre (LAEC) provides adult learners with the necessary skills and supports needed to achieve their Ontario Secondary School Diplomas. Additionally, LAEC also supports students to develop post-secondary goals through a range of diverse and innovative programming. The Student Success department and LAEC partnered with Whitesand First Nation to run programming in Whitesand First Nation for secondary students. The students had the opportunity to earn co-operative credits working with an in-community partner. 15 students participated and 30 credits were granted.

## Adult Education Partnerships

Lakehead Adult Education Centre (LAEC) collaborates with numerous partners each school year to support and to meet the needs of our diverse adult learner population. Current partnerships include:

- The provision of educational programming at the Thunder Bay District Jail and the Thunder Bay Correctional Centre through The Ministry of Community Safety and Correctional Services;
- Distance Education partnerships with Contact North (112 sites across Ontario), Superior North Adult Learning Association in the Superior- Greenstone region, the Thunderbird Friendship Centre in Geraldton, Ontario Works in Armstrong, Sandy Lake First Nation, Shoal Lake 39 First Nation, and Whitesand First Nation;
- The Aboriginal Skills Advancement Program (ASAP), in partnership with Matawa First Nations and Kiikenomaga Kikenjigewen Employment and Training Services (KKETS), which has graduated over 300 students in its six years;
- Northern Mixed Model ESL Delivery Language Training Project in Northwestern Ontario through the Ministry of Children, Community, and Social Services, Citizenship and Immigration Division;
- Specialized Language Training Project with Airline Hotels to deliver English as a Second Language classes with a focus on the culinary arts to employees;
- The Regional Adult Education Strategy (RAES) through the Ministry of Education, which expands access to adult education in the northwest region and facilitates collaboration amongst school boards and;
- Cooking for Credit, a partnership with Roots to Harvest, which allows learners to get experience in the culinary field and to earn co-operative education credits.

## **E-Learning Technology**

For six weeks each summer, LAEC offers the Northern E-School Program to adult and secondary school learners across the province of Ontario. LAEC began offering virtual direct instruction secondary credits to remote communities in Northwestern Ontario in an effort to better assist distance education learners in achieving their OSSD and post-secondary goals.

## **GOAL 2**

**Develop students' competence in strategies that will ensure their success both today and in the future by teaching and supporting students to develop good work habits, creativity, collaboration, communication, and critical thinking using tools that will support their participation in a 21st century world.**

### **Edsby**

Edsby is an online school portal that modernizes assessment and evaluation and allows for timely and responsive feedback and communication between students and staff. Lakehead Public Schools now uses Edsby in all secondary schools for assessment purposes and as a communication tool. Lakehead Public Schools secondary staff received training to use Edsby to provide a secure platform for families to connect with and learn about what's happening at school and with their children's education. Edsby pulls together up-to-the-minute information about each student and presents it in a clear, easy to understand and comprehensive format. Students and families can get instant notifications about their learning to engage, enhance and extend opportunities for students to learn outside of their typical school day. More information on Edsby can be found at <https://www.lakeheadschoools.ca/edsby/>



### **Experiential Learning / Pathway Planning**

#### **Experiential Learning**

As a result of the Covid-19 pandemic, opportunities for experiential learning for Lakehead Public Schools' students were limited. While the focus of these programs continues to be on developing skills, knowledge and understanding needed to make informed decisions about the skilled trades and other post-secondary education opportunities and career opportunities, educators were required to find virtual opportunities to support students. Learning Academies at Nor'wester View Public School, Valley Central Public School, Kingsway Park Public School, Westmount

Public, and Claude Garten Public Schools continued for students in both English and French streams, but were re-imagined to find ways in which to connect students to their community. Guest speakers and field trips shifted to virtual formats to ensure students were supported to continue this project-based way of learning.

### GOAL 3

#### **Develop students' reading and writing skills to enable comprehension and the ability to express their thinking both orally and in writing by:**

- using strategies that are successful in teaching students to read;
- providing early years programs that support students' foundation in reading, writing, and oral communication;
- intervening early when students are not achieving reading and writing goals;
- working together with parents to support literacy development at home;
- supporting students at all grade levels to be able to comprehend and use language to think about ideas, form opinions, and support their thinking both orally and in writing; and
- giving students meaningful feedback about their progress and helping them to develop goals.

#### **Balanced Literacy**

A comprehensive or balanced literacy program has been in place for several years at Lakehead Public Schools, ensuring that the key elements of an effective literacy framework are used in response to the diverse and evolving needs of learners while addressing the intended curriculum learning outcomes. The 'balanced' framework has been introduced to secondary English teachers in response to a growing recognition that the gradual release of responsibility model that provides the foundation for this approach to literacy instruction, must continue at the secondary level to meet the needs of those students who require additional support in the development of reading and writing skills.

With a coordinated professional development focus at the secondary level on whole class, small group, one-to-one, and independent instructional strategies, teachers have become better equipped with the tools necessary to provide meaningful literacy programming that will meet the diverse needs of all students from K-12.

## GOAL 4

### Develop student mathematics computation skills and their ability to solve problems by:

- engaging staff in collaborative learning and teaching in order to support students' thinking and their learning needs in mathematics;
- working with teachers to develop an understanding of the connections between and among math concepts from Kindergarten through Grade 12;
- ensuring early years programs that encourage students to be inquisitive about mathematical concepts and ideas and develop a strong foundation for math learning;
- challenging and supporting students to understand mathematical ideas and explain their thinking in mathematical terms;
- connecting mathematics to the world around students so they understand the application of math in the world around them;
- intervening early and as frequently as necessary to ensure students develop understanding; and
- giving students meaningful feedback about their progress and helping them to develop goals.

### MathUP

Lakehead Public Schools is introducing a new mathematics resource called MathUP - a comprehensive, online, K–8 instructional tool that helps to build teacher content knowledge and understanding of mathematics so that they can better help their students. It helps to structure mathematics instruction in a meaningful way to ensure consistency of comprehensive mathematics programming across all elementary schools. Students acquire knowledge and skills through problem solving, computational fluency and independent practice. This initiative is a direct result of assessing student strengths and needs over the past year and responding in a manner that will best develop the skills and knowledge that students need.

### Mathematics in the Early Years

Kindergarten educator teams were trained to use Mathology Little Books, a series of math books that allow teachers to match books to a child's level of math understanding. The "Little Books" provide rich opportunities for teaching and learning and help educators guide student inquiry to develop the foundational skills Kindergarten students need. The Little Books resources were also purchased for French Immersion educators K to 3.



## GOAL 5

### Support the development of a positive attitude towards learning and a student's belief in themselves by:

- ensuring a school and classroom culture where each student can confidently say, "I am valued, I am trusted, I belong"; and
- teaching students a sense of responsibility for self (i.e. getting homework done, attending class), for others (i.e. supporting bullying awareness, treating staff and students with respect, respect for other cultures) and for community (i.e. volunteering, participating in civic responsibilities, developing a global understanding).

### Hour Republic

Hour Republic is an online tool that enables students to submit their community service hours online and track their experiences over time. The app is introduced to students in Grade 8 who are eligible to begin tracking their community service in the summer prior to Grade 9.

### Elementary Student Success

Three elementary guidance counsellors were hired at Lakehead Public Schools and worked with students, families, teachers and administrators to support students with academics, relationship building, well-being and pathway planning for secondary schools. The elementary guidance counsellors collaborated with secondary colleagues to ensure students had a positive transition from Grade 8 to Grade 9.

### Ontario Youth Apprenticeship Program (OYAP)

Lakehead Public Schools worked closely with community partners to enhance opportunities for students to explore pathways in skilled trade. Students in Grades 6 through 12 were exposed to potential careers in skilled trades through community, school-based, and virtual events. Special Projects included:

- Skills Ontario Young Women's Career Exploration Event (Virtual Event) – Seventy-five Grade 8 students had the opportunity to explore careers in the skilled trades by participating in workshops, tours, demonstrations and mentor panels in a virtual delivery.
- KickA\$\$ Careers Women in the Trades (Virtual Event) – Thirty-one Grades 5, 6 and 7 classes participated in a virtual event that promoted skilled trades as a viable career choice for females, as well as educating students and staff of the importance of breaking down the stigma of females entering skilled trades pathway.

- Armstrong Stool Project - Local 1669 and Anishinabek Employment & Training Services (AETS) partnered with LPS to produce a How-To-Video on the construction of a stool which was posted on You Tube. Complete kits were sent to the students of Armstrong Public School to construct at home using the posted video
- Sherbrooke Toolbox Build - Grade 8 students at Sherbrooke Public School constructed their first toolbox using cordless driver, measuring tapes, glue etc. They were also exposed to a presentation on the benefits of a skilled trades pathway as a viable career opportunity.
- Skills Ontario Discovery Day – Grades 7 and 8 students, parents and educators were exposed to the incredible opportunities that exist in skilled trades. Attendees were able to participate in presentations from industry, education, community service providers and Skills Ontario.
- Kick Start Your Skilled Trades Future - A virtual skilled trades and apprenticeship event focused on Grades 7 to 12 classes which included live presentations on OYAP, Skills Ontario and SHSM. An evening Family Event was also organized to enhance parent's awareness of the benefits of a skilled trades pathway.

### **Specialist High Skills Major Programs**

Lakehead Public schools now offers 10 Specialist High Skills Major programs in the three secondary schools. These programs engage students and provides them with the opportunity to focus their secondary school learning while building on strengths, interests and career goals. Students earn sector recognized certifications and explore careers within the sector. Specialist High Skills Major staff organize "reach ahead" experiences for students connected to their post-secondary pathway plans.

### **Pathway and Career Exploration**

Throughout the year, many students participated in workshops, events and activities to expand their understanding of skills for success in post-secondary, apprenticeships and careers. Some examples of the events include:

- Take our Kids to Work Day;
- Women in the Trades events;
- Guest Speakers and community partners sharing their experiences and knowledge to students in Career Studies classes in all schools;
- Grades 7/8 career exploration activities in the secondary schools, Carpenters' Union, Confederation College;
- Tours and activities at Lakehead University; and
- Tours of industry

## GOAL 6

### Strengthen the awareness of the connection between mental health, well-being, and achievement by:

- communicating a shared framework and commitment to student well-being;
- ensuring a mental health champion in each school who will liaise between school staff and the mental health leader;
- providing researched-based information regarding the connection between well-being and achievement during professional learning sessions throughout the year; and
- promoting active living for students and staff.

### Dissemination and promotion of materials endorsed by School Mental Health Ontario

Lakehead Public Schools worked with School Wellness Champions to help implement every day mental health activities to embed into the curriculum to continuously increase the awareness of mental health for our students. We ensured to consistently communicate messaging to school staff by highlighting the importance of mental wellbeing and its important role in a student's ability to learn and absorb information.

### Coping Kits

During the provincial school shut down in the spring of 2021, the Coping Kits initiative called for educators to identify students experiencing challenges in virtual learning. The intention of the initiative was for the Mental Health Team to put together coping kits for over 450 students in our elementary and secondary schools to provide them with methods to release anxiety and tension and redirect stress. The initiative was very successful the coping kits that were distributed to students by school staff were very well received.



## GOAL 7

**Increase the understanding, acceptance, and engagement of students whose well-being may be at risk by:**

- engaging in an anti-stigma campaign in schools;
- strengthening pathways to care by improving the communication of the services provided by school-based staff and community mental health agencies;
- continuing to initiate, support, and track school-based mental health and well-being initiatives; and
- promoting daily attendance at school with parents/guardians and community members.

Lakehead Public Schools strived to keep a focus on the continuing development of pathways to appropriate mental health services for students. These efforts were made while helping staff and educators understand how to recognize students who are at risk and where they fit in the tiered service model, in addition to identifying what opportunities for service are available to them. Attendance counsellors paid special attention to factors external to the school that may be impacting a student's ability to attend. Linking families to community services continued to be a priority to ensure families had all the resources needed to stay engaged in learning.

## GOAL 8

**Provide mental health and well-being literacy training to students, staff and community members with a focus on brain development by:**

- providing system-wide mental health literacy to all staff (e.g. anxiety, depression, self-harm, suicide);
- delivering ongoing staff well-being sessions; and
- enhancing parents' engagement in supporting students' well-being through on-going information sessions for parents.

To increase the knowledge and awareness of mental health literacy, staff were provided with opportunities to take part in the Mental Health Literacy Course through School Mental Health Ontario on professional development days. The school mental health services actively promoted Mental Health Virtual Field Trips which consisted of information for educators to teach students ready-made lessons on mental health, well-being, and coping strategies. Administrators and wellness champions were provided with training on mental health and well-being and were taught to recognize elements which contribute to mental wellness, self-care, and personal resiliency. Trauma was also explored at this training to help educators understand the prevalence of trauma in students' lives as well as the impact trauma can have on behaviour and learning due to changes in the brain that result from traumatic experiences. Grade 3 teachers across the Board's elementary schools were briefed in the Universal SNAP for Schools Program. SNAP helps children to stop and think before they act to allow for better choices in the moment. SNAP is proven to decrease aggression, bullying, rule-breaking, irritability, outbursts, anxiety, and depression while increasing pro-social behaviors such as self-control, executive functioning, and improved relationships.



## Superior CVI IB Programme Generates Major Post-Secondary Success

Article by Lakehead Public Schools  
December 2020

A group of five Superior Collegiate and Vocational Institute IB Programme graduates of 2020 have won a prestigious award, the Digital Inclusion Challenge 2020. The challenge was open to technology leaders worldwide, welcoming an array of digital solutions relating to the United Nations Sustainable Development Goal #4: Quality Education.

The former high school students, now attending McMaster University, University of Waterloo, University of Toronto, and Queen's University, had a limit of 10 days to conceptualize, design and develop their project. The team, called Superior Innovations, created the award-winning product Face to Face, a low-bandwidth video conferencing software created to improve virtual access to mental health services in remote northern communities.

The group is now being pursued by universities and industry partners to advance the project. All five students attended Superior CVI's International Baccalaureate Programme (IB Programme) and are now advancing academically at an accelerated speed among their pupils in their respective top-ranking universities.

The IB Programme is offered in over 100 countries and designed for students who are looking for a challenge as they enter high school and an influential diploma as they graduate. The IB Programme curriculum consists of six subjects: Studies in Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, and the Arts. The IB Programme also employs three core elements proven to broaden students' understandings and encourages tactical learning and skill development: 1. Theory of knowledge; 2. The extended essay; 3. Creativity, activity, and service.

Upon graduation, the IB Diploma meets the highest standards required by any university in the world and graduates place themselves at an advantage as they enter university as a result of accustomation to the substantial demands of university. The IB Programme is open to all students in the world, regardless of elementary school. Lakehead Public Schools is proud to make the IB Programme available for its students.

Congratulations to the five Superior CVI IB Programme graduates:

Alexander Harris, attending McMaster University;  
Harasees Singh, attending McMaster University;  
Fuyang Deng, attending University of Waterloo;  
Euan Pound, attending University of Toronto; and  
Amir-Ali Golrokhian-Sani, attending Queen's University.

Learning

## Engagement

- In collaboration with community partners, encourage effective and efficient supports and services for students and families.
- Schools and families are engaged in respectful and reciprocal communications.

## Student Achievement & Well-Being

### GOAL 1

**Strengthen and broaden communication with students, staff, and community members through enhanced communications methods and practices by:**

- continuing to refine and further develop the ongoing social media strategy to meet the needs of our stakeholders;
- continuing to develop the website to ensure that it meets the needs of stakeholders and is consistent with technological trends;
- encouraging reciprocal communication between home and school;
- enhancing communication through the strengthening of community relationships;
- formalizing communication practices with schools and system regarding the use of technology;
- supporting schools to identify target audiences for communication;
- enhancing the student voice in our communication with the community; and
- promoting specialized programs to target audiences using the appropriate communication methods.

### Media Relations

A strong and positive rapport with local media sources continued to be an effective method of dissemination of Lakehead Public Schools information to the Thunder Bay community. Information is shared with the media through media releases, media advisories, the website, social media posts, and if needed - public service announcements.

### Social Media

Lakehead Public Schools continued to actively use social media as a means of communications with students, parents, guardians, staff, and partners in education. Facebook, Twitter, and Instagram provided excellent opportunities to share information with interested individuals and was used to invite important dialogue from stakeholders. Elementary and secondary schools enjoy using social media to provide updates, notices, and success stories to parents and guardians.

# Engagement

## Website

The Lakehead Public Schools website [www.lakeheadschoools.ca](http://www.lakeheadschoools.ca) remained the main source of up-to-date information of the Lakehead Public Schools digital communication approach. Important updates are always front and center on the homepage for stakeholders to find the information they are seeking in a timely manner.

## School Messenger

The School Messenger program was used regularly to inform parents, guardians, and stakeholders of important messages. The email function is used to report COVID-19 related notices, memorandums, and special events. The texting function is reserved for urgent communication with parents and guardians such as weather-related closures and the initiation of evacuation protocols.

## Next Steps

### Continued Use of Social Media

Social media will continue to be used as a primary communication tool between the Board and stakeholders to encourage a welcoming and inclusive learning environment and to promote Board activities.

### Website Redesign

The Lakehead Public Schools website and its subsites will undergo a design update in the 2021-2022 school year to improve visual appeal and user accessibility. The Board website, elementary schools, secondary schools, Lakehead Adult Education Centre, Kingfisher Outdoor Education Centre, and the Staff Portal will be included in this project.

## GOAL 2

### Support a communication plan that focuses on student and staff achievement by:

- developing an ongoing and comprehensive communication plan that promotes and celebrates the commitment to the vision, mission, and values, and enhances communication with our stakeholders; and
- continuing to work with stakeholder and staff groups to promote student, staff, and system achievements.

## Community Partnerships

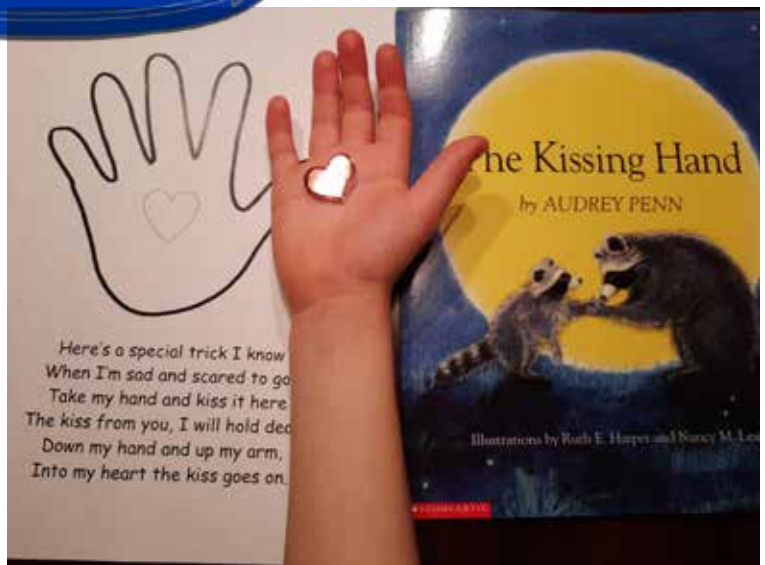
Special school events continued to host the participation of community partners to demonstrate Lakehead Public Schools' strong commitment to the community and to teach students the importance of collaboration and engagement.

## You Belong Here! Campaign

Lakehead Public Schools' central marketing campaign "You Belong Here!" successfully publicized the welcoming and inclusive learning environments we provide. The campaign was featured in digital and print formats and reached a vast audience in the District of Thunder Bay.

## Kindergarten Registration

The annual Kindergarten Registration activities were once again prioritized as a main attraction event for January and February 2021. With across-the-board advertising, the event proved very successful with participation from parents, guardians, Kindergarten educators, and most importantly - the future Kindergarteners themselves. The event was delivered virtually and comprised of a book reading by a Kindergarten educator team, a Kindergarten activity using school materials, and a video sequence for parents welcoming them to our school Board and demonstrating Lakehead Public Schools' commitment to health and safety.





## GOAL 3

### Expand and strengthen community partnerships and pathways to care by:

- providing input to the Coordinated Service Planning Committee which is responsible for creating a more coordinated system of service delivery in Thunder Bay; and
- working with community partners, parents/guardians, and students to improve supports for students and enhance transitions for students with special needs.

The Special Education Advisory Committee (SEAC) continued to provide input related to programs and services for students with special education needs. Additionally, SEAC hosted virtual presentations throughout the year, including presentations for caregivers on learning disabilities, anxiety in youth and social media.

## GOAL 4

### Engage parents as key partners in mental health and well-being initiatives by:

- strengthening parent outreach and support through the Parent Involvement Committee, School Councils, monthly newsletter, Twitter, and website.

#### **Positive Parenting Session with the SNAP Team**

Lakehead Public Schools Mental health partnered with Dilico Aishinabek Family Care's Community SNAP (Stop Now and Plan) Team to run four biweekly one hour long virtual parenting sessions in May and June 2021. These sessions centered around tips and strategies parents could use to facilitate effective problem solving, limit setting and behaviour follow up with their children who might be having difficulty managing their behaviour.

#### **Virtual Summer Parent Education Sessions**

These sessions took place in the summer and included topics such as, getting your child ready to go back to in person learning, helping your child with their back-to-school anxiety and gender and sexuality - what every care giver needs to know.

#### **NEXT STEPS**

In the 2021/2022 school year, we will continue to place an emphasis on the mental health and wellness of staff and students by expanding training opportunities that have taken place to include all staff in all schools so they are aware of what factors influence positive mental wellbeing and how to recognize individuals who may be struggling and what they can do in their roles to help. We will continue to implement programs that assist staff and students in making helpful positive connections when seeking help as well as learning the skills they need to recognize stress responses and improve emotional regulation and personal resilience. Collaborative work will continue with community partners to develop opportunities that complement existing internal process and programming for students and staff. There will be a continued focus on dissemination and implementation of materials from School Mental Health Ontario to increase capacity of educators and school staff.



### Where I'm From...

by: Gizhiiyaash – Kenai Tom  
Lakehead Public Schools student, 2021

I am from the heat of the PlayStation  
Escaping from reality into the pixel world.

I am from the good smell of frybread grease, the dough soft, but crunchy  
It looks good, I take a bite, the sound it makes is satisfying.

I am from the birch, the pine, and the maple trees  
The bark, the roots, and the sap  
Rough and sticky.

I am pow-wows and long hair  
I come from my Shomis, Roy, and my Kokum, Jane.

I'm from pulling of the string, careful not to lift the rod too soon  
I'm from the crunching sticks and rocks as I walk in the bush to hunt.

I am from the stories carried down to my generation  
I'm from the tobacco offerings that we put down after we are done our prayers.

I'm from Big Grassy and the circle of the pow wow grounds  
I'm from wild rice soup and moose meat.

From the residential school my Shomis survived  
The hard work my mother went through.

From the pictures from Manitou Rapids and Big Grassy First Nation  
I am from the cuts, and scratches of thorns as I run on the rez.

I am from the sound of dogs barking at bears at night,  
and the sound of a train passing through every four hours.

# Engagement



## Student Achievement & Well-Being

### Environment

- Provide a safe environment for students that facilitates their 21<sup>st</sup> century learning needs.
- Ensure a caring and inclusive learning and working environment.

# Environment

## GOAL 1

### Develop a deeper understanding of equity and inclusive education practices at the school and classroom level by:

- increasing awareness and knowledge of equity and inclusive education practices;
- supporting staff initiatives and student leadership; and
- developing school-based key actions that promote a safe and caring learning environment.

### Professional Learning about Human Rights and Equity

This year the Board's ongoing efforts to uphold rights and foster equitable learning and working environments included sessions on human rights, supervisory responsibilities, and procedures for remediation of discrimination complaints for administrators and managers at the Board. Employees play an integral role in the delivery of equitable education for the benefit of all students. Hence, a session on deepening awareness about human rights and responsibilities was also provided to all employees. We continue to strengthen capacity to promote a safe, respectful, inclusive, and welcoming climate for diverse students and staff including those who identify as Indigenous, Black, people of colour, persons with disabilities, members of 2SLGBTQIA+ communities, newcomers, and members of different faith groups. Members of the Equity and Inclusive Committee engaged in a session on Brave Conversations to foster dialogue about their equity mandate.

### Student Census Pilot

The population in Ontario is changing and the Board needs to be positioned to serve the needs of the increasingly diverse student body as well as the needs of future students. To that end we undertook a pilot study to learn more about student identity, to know the whole child. This demographic data collection pilot was conducted at two schools. Data collection is essential to know the students at Lakehead District School Board as well as to identify and address system barriers to equity of access and outcomes in the provision of education. Students and families responded well to the survey. Based on the success of the pilot a full census is being developed for the next school year.

## Holy Day Listing

A list of the holy days of diverse faith groups was created and posted on the Board website. This information is shared to foster inclusion, facilitate awareness about religious diversity and support the accommodation needs of various faiths groups that learn or work at Lakehead District School Board. Days of Significance Listing - A list of important days of significance, in particular those that are recognized within Canada and those identified by the United Nations was created and shared to further awareness about rights and equity. The list is available on the Board's website.

## GOAL 2

**Provide safe and clean learning and working environments for students and staff by:**

- Communicating the results of Quality Maintenance Inspections (QMI) to all schools;
- Working with custodians and administrators to focus on areas for improvement; and
- Implementing enhanced cleaning and disinfecting capabilities for common childhood ailments and infections.

QMI results are communicated to staff, both administrative and custodial, resulting in a conversation with the plant department about successes and strategies for improvement. When focusing on new areas of improvement, we ensure that the activities undertaken align with Board priorities.

## GOAL 3

**Develop a capital plan for schools, focusing on supporting academic achievement by gathering input on needs from school stakeholders, and prioritizing work based on student success.**

Capital plan accomplishments of the 2020-2021 fiscal year:

### Program Renewal

- new outdoor classrooms at Armstrong Public School, Claude E. Garton Public School, and McKenzie Public School;
- new stage lighting for Westgate CVI and Hammarskjold High School;
- new gymnasium flooring at Sherbrooke Public School; and
- open concept classrooms converted to enclosed classrooms at Kakabeka Falls Public School, Whitefish Valley Public School, and Sherbrooke Public School.

## Inviting Schools

- new front entrance enhancements and fencing at CD Howe Public School;
- new playground structures at Kakabeka Falls Public School, CD Howe Public School and Armstrong Public School;
- new line painting and fencing for new bus lane at Superior CVI; and
- new roof painting at Westgate CVI.

## Electrical

- new fire alarm panels at CD Howe Public School, Valley Central Public School, Whitefish Valley Public School, Woodcrest Public School and Superior CVI;
- new phone systems for Claude E. Garton Public School and Kakabeka Falls Public School; and
- new exterior lighting at Gorham and Ware Community School and St. James Public School.

## Site Work

- new paving for student parking at Westgate CVI;
- new widened front parking at Nor'wester View Public School;
- new parking pavement and basketball hard surface at McKenzie Public School;
- new drainage and field improvements at Kingsway Park Public School;
- new baseball backstop at McKellar Public School and McKenzie Public School; and
- new hard surface play area at CD Howe Public School.

## Accessibility

- new indoor entrance control systems installed at Kingsway Park Public School, Whitefish Valley Public School, Gorham and Ware Community School, Valley Central Public School and Woodcrest Public School;
- new interior key fobs installed at Superior CVI, Ecole Gron Morgan Public School, and Claude E. Garton Public School;
- new parking improvements at Nor'wester View Public School with accessible parking spaces and curb cuts for increased accessibility; and
- new accessibility ramp for child care entrance at Vance Chapman Public School.

## Building

- new hallway flooring and washroom upgrade at St. James Public School;
- new windows at Whitefish Valley Public School and Algonquin Avenue Public School;
- new boys washroom at Sherbrooke Public School and St. James Public School;
- hand washing sinks installed in classrooms at Ogden Community Public School;
- new flooring in hallway at Crestview Public School; and
- new bottle filling stations installed at all sites (65 new stations installed).

## GOAL 4

### Lakehead Public Schools will further reduce its carbon footprint by:

- reducing greenhouse gas emissions;
- continuing to promote and support Green Teams and environmental activities in schools; and
- continuing with a long-term energy management strategy that guides capital investments in schools.

### Key Actions

#### Energy Management

- new HVAC building automation system (BAS) and unit ventilators at Gorham and Ware Community School;
- new boiler at Kingsway Park Public School;
- new boiler heating system at Nor'wester View Public School and Crestview Public School;
- engineering completed for steam to water conversion at Hammarskjold High School;
- new unit ventilator for Kindergarten Year One and Year Two classroom at Kakabeka Falls Public School;
- new roofing at Kakabeka Falls Public School;
- new LED lighting in academic wing at Westgate CVI; and
- new LED lighting for classroom renovations at Sherbrooke Public School, Kakabeka Falls Public School and Whitefish Valley Public School.

### NEXT STEPS

#### QMI

The Plant Department will continue to ensure Board facilities are maintained at a high level through the QMI process. The QMI inspection results highlight areas requiring improvement.

#### Energy Management

Capital plans will continue to be developed to support the Board's priorities, including long-term energy management. The Board is in the process of converting sites with steam heat to more efficient hydronic heating systems. Investments are being made to new building automation systems at various sites to better control the use of energy. Efforts are being made to investigate available incentives from various energy suppliers to replace older, inefficient equipment with energy efficient upgrades.

# Environment

## CAPITAL

The Plant Department continues to make and facilitate significant capital investments. The 2021-2022 capital season is poised to be another large dollar investment in our facilities. The capital plan includes projects at 24 separate sites with work focused on improving the learning experience at Lakehead Public Schools.



# Board of Trustees



**ELLEN CHAMBERS**  
Chair



**TRUDY TUCHENHAGEN**  
Vice Chair



**MARG ARNONE**  
Trustee



**SUE DOUGHTY-SMITH**  
Trustee



**DEBORAH MASSARO**  
Trustee



**RON OIKONEN**  
Trustee



**GEORGE SAARINEN**  
Trustee



**RYAN SITCH**  
Trustee



**SCOTTIE WEMIGWANS**  
Indigenous Trustee



**KEIRA ESSEX**  
Indigenous Student Trustee



**Simran Talpade**  
Student Trustee



# Senior Administration



**IAN MACRAE**  
Director



**MICHELLE PROBIZANSKI**  
Superintendent of Education



**AJ KEENE**  
Superintendent of Education



**KIRSTI ALAKSA**  
Superintendent of Business



### **Mission, Vision, and Values**

Lakehead District School Board's mission, vision, and values were developed in collaboration with our valued stakeholders both inside our organization and within the broader community. Our mission, vision, and values shape all of our actions and decisions across the school system.

#### **Our Mission:**

**Lakehead Public Schools is committed to the success of every student.**

#### **Our Vision:**

**To be the school board of choice, renowned for:  
academic achievements and character development of our students; open  
channels of communication kept with parents; and our dedicated and caring staff.**

#### **Our Values:**

**Integrity, Acceptance, Responsibility, Empathy, Respect**



**“At our school, there is something for everyone”**



**You belong here**

Committed to the success of *every* student | lakeheadschoos.ca





**You belong here**



LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2021 DEC 07  
Report No. 002-22

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

RE: PARENT INVOLVEMENT COMMITTEE ANNUAL REPORT

1. Background

- 1.1 On December 1, 2005, the Ministry of Education released the Ontario Parent Involvement Policy which outlined the need for the establishment of Board level Parent Involvement Committees (PICs). Lakehead District School Board established its first Parent Involvement Committee in June 2006.
- 1.2 In September 2010, the Ministry of Education adopted Ontario Regulation 330/10 School Councils and Parent Involvement Committees requiring each school board to establish a Parent Involvement Committee that adheres to the requirements outlined in legislation.
- 1.3 The Parent Involvement Committee operates under the By-Laws that were established in 2011 and are reviewed bi-annually.
- 1.4 Sec. 50. (1) of Regulation 330/10 requires that *“A parent involvement committee of a board shall annually submit a written summary of the committee’s activities to the Chair of the Board and to the Board’s Director of Education.”*

## 2. Situation

2.1 The 2020-2021 Parent Involvement Committee was comprised of the following members:

Member's Name	Group Represented
Sharon Kanutski Serena Essex	Aboriginal Education Advisory Committee (AEAC) Alternate AEAC Representative
Robin Cawlishaw Laura Prodanyk	Community Representative Community Representative
Erin Waddington	School Council Representative
Chitra Jacob Julie Morin	Parent Member Parent Member
Michael Otway	Special Education Advisory Committee (SEAC)
Shannon Jessiman- MacArthur Eric Fredrickson	Principal Representative Alternate Principal Representative
Fred Van Elburg Kathleen Andrews	Teacher Representative Alternate Teacher Representative
Trudy Tuchenhagen Ellen Chambers	Trustee Representative Alternate Trustee Representative
Ian MacRae	Director of Education
Judy Hill	Executive Assistant

2.2 Six meetings were held this year.

2.3 Regular meetings included opportunities to receive information and to give feedback on topics such as:

- Kindergarten Information evening;
- Mental Health update;
- 2021-2022 School Year Calendar;
- 8072 Sexual Orientation & Gender Identity Policy;
- PIC Budget Deputation;
- PIC By-Law Review;
- Secondary Schools Promotional Videos;
- 7021 Teacher Hiring Policy;
- New Teacher Induction Program (NTIP);
- 2021-2024 Strategic Plan;
- Student Census;
- OPSBA 2021 Awards Program;
- Equity Plan; and
- Director's Report (an item on all agendas).

2.4 The Parent Involvement Committee provided input to the Board's 2021-2022 Budget.

- 2.5 Funding was provided to the Special Education Advisory Committee (SEAC) and the Aboriginal Education Advisory Committee (AEAC) to support activities for parents.

The Special Education Advisory Committee held three online speaker/workshops to cover various topics related to special education parents and students: Todd Cunningham on January 13, 2021, Jim Lees on January 20, 2021, and Chris Mushquash on January 27, 2021.

The Aboriginal Education Advisory Committee hosted a live virtual event for families on the evening of June 2, 2021 with Métis author David Bouchard. Eighty copies of his latest book, Meet your Family, were purchased and mailed to families that attended and were shared with each elementary school to have in their school libraries. Mr. Bouchard read the book during the event. The event was well attended with over 50 families joining the livestream event.

- 2.6 The Parent Involvement Committee continued to focus on the enhancement of communication strategies and exchange of information with parents and school councils. This included supporting information for school newsletters and school council chairs, regular updates to the Parent Involvement Committee and school council sections of the Lakehead Public Schools website and a school council email network.
- 2.7 During the year, the Parent Involvement Committee was represented by Robin Cawlishaw as PIC representative on the School Year Calendar Committee.

3. Conclusion

The Parent Involvement Committee acknowledges the Board for its support of parent involvement.

The Parent Involvement Committee members are to be commended for the time and commitment they have given to the activities of the committee.

The 2021-2022 Parent Involvement Committee held its first meeting on November 15, 2021.

Respectfully submitted,

IAN MACRAE  
Director of Education

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2021 DEC 07  
Report No. 003-22

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

RE: TRUSTEE APPOINTMENTS TO BOARD COMMITTEES - 2022

1. Background

- 1.1 Trustee appointments to Board committees take place in December of each year.
- 1.2 Trustees meet informally to determine a balanced representation on the Board committees.
- 1.3 Annual appointments to Board committees are brought to the Board for approval.

2. Situation

Appointments to Board committees for 2022 have been determined and are included as Appendix A to Report No. 003-22.

RECOMMENDATION

It is recommended that Lakehead District School Board approve the Trustee Appointments to Board Committees - 2022 as set out in Appendix A to Report No. 003-22.

Respectfully submitted,

IAN MACRAE  
Director of Education





**LAKEHEAD DISTRICT SCHOOL BOARD  
OFFICE OF THE DIRECTOR OF EDUCATION**

<b>TRUSTEE REPRESENTATIVES ON BOARD COMMITTEES - 2022</b>		Arnone	Chambers	Doughty-Smith	Massaro	Oikonen	Saarinen	Sitch	Tuchenhagen	Wemigwans
<b>1.</b>	<b>STATUTORY COMMITTEE</b>									
1.1	Special Education Advisory Committee (SEAC) <i>(2 Trustees + 2 Alternates)</i>	X		A				X	A	
1.2	Supervised Alternative Learning Committee (SAL) <i>(1 Trustee + 1 Alternate)</i>					A			X	
1.3	Suspension Appeal Hearing/Expulsion Hearing Committee <i>(3 Trustees + 3 Alternates)</i>	X	A	A			X	X	A	
1.4	Parent Involvement Committee <i>(1 Trustee + 1 Alternate)</i>	X	A							
1.5	Audit Committee <i>(3 Trustees)</i>					X			X	X
<b>2.</b>	<b>OTHER BOARDS</b>									
	Ontario Public School Boards' Association (OPSBA) Delegate <i>(1 Trustee + 1 Alternate)</i>		A					X		
<b>3.</b>	<b>OTHER COMMITTEES</b>									
3.1	Principal Selection Process Committee <i>(1 Trustee + 1 Alternate)</i>	X				A				
3.2	Aboriginal Education Advisory Committee <i>(2 Trustees (one of which is the Indigenous Trustee) + 2 Alternates)</i>		A	A			X			X
3.3	OPSBA Awards Selection Committee <i>(3 Trustees)</i>					X			X	X
3.4	Success Advisory Committee <i>(1 Trustee + 1 Alternate)</i>	A						X		
3.5	OPSBA Director Liaison Committee <i>(All Trustees)</i>	X	X	X	X	X	X	X	X	X
3.6	Student Transportation Services of Thunder Bay Committee (STSTB) <i>(1 Trustee + 1 Alternate)</i>					X	A			
3.7	School Year Calendar Committee <i>(1 Trustee)</i>			X						
3.8	Equity and Inclusive Education Committee <i>(1 Trustee + 1 Alternate)</i>	X	A							
3.9	<b>Lakehead Public Schools International (1 Trustee + 1 Alternate – two year term) December 2021 – December 2023</b>							X	A	
<b>4.</b>	<b>ELECTED COMMITTEE MEMBERS AT ANNUAL MEETING</b>									
	Coordinating Committee <i>(Chair, Vice Chair + 1 Elected Trustee + 1 Elected Alternate)</i>									

\* A = Alternate, C = Chair, VC = Vice Chair, X = Member

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2021 DEC 07  
Report No. 004-22

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

RE: THUNDER BAY PUBLIC LIBRARY BOARD ANNUAL REPORT

1. Statistical Overview

Type:	Annual Stats				
	2020	2019	2018	2017	2016
Total Uses	2,076,027	2,975,876	3,347,656**	3,462,111	3,327,096
New registrants - Children* (Sept 1 / 18 - Aug 31 / 19)	273	263	910	816	864
New registrants - Youth* (Sept 1 / 18 - Aug 31 / 19)	77	70	139	110	108
Total Children's Members*	5,233	13,043	12,962	12,332	12,019
Total Youth Members*	5,600	5,732	5,701	5,729	6,172
Children and Youth Programs	67	1,365	1,384	1,131	1,139
Children and Youth Program Attendance	2,199	30,412	27,889	24,670	24,166
Average C&Y program attendance per program	32.8	22.2	20.1	21.8	21.2
Class Visits - Public Schools	70	13	56	55	36
Class Visit Participants	2,526	385	2,082	1,902	1,796

\* includes juvenile limit and non-resident members commencing 2009

\*\* Total Uses restated in 2018

COVID-19 has impacted a number of our normal services and procedures this year, including interactions with schools. This is reflected in the lower numbers for some items in the chart on page one.

## 2. Thunder Bay Public Library and Lakehead District School Board – Key Strategic Partner

### 2.1 Class Visits

#### Elementary Schools:

During the 2020-2021 school year, virtual class visits began in April of 2021 and lasted until the end of the school year. During that time, four staff members were able to hold 70 virtual class visits throughout the city with an average of 36 attendees per visit. In total, 2,526 students and teachers attended these sessions.

Of the 70 virtual class visits, 60 were to elementary schools in the Lakehead District School Board. The majority of visits were for JK - Grade 2 classes.

#### Secondary Schools:

During the 2019-2020 school year, six in-class research and information literacy workshops were held with Hammarskjold High School, Westgate Collegiate and Vocational Institute, and Superior Collegiate and Vocational Institute. A total of 110 students and teachers participated. The focus of most workshops was on research methods, accessing library resources in the library and online, and building information literacy skills.

For the 2020 - 2021 school year, a total of four virtual class visits were conducted between April 2021 and June 2021.

### 2.2 Outreach

Outreach to schools will resume in the future.

### 2.3 Cooperative Placements and Volunteer Opportunities at the Library

During the COVID-19 pandemic, we are not accepting placements as part of our risk mitigation procedures, but we expect to be able to resume this post-pandemic.

Our Youth Action Council (YAC) provides volunteer opportunities for secondary students to develop their critical thinking and leadership skills in an inclusive and engaging environment. The students provide a youth perspective on library services, participate in purchasing materials for the library's collection, and help to plan and promote special programs for youth and young adults. Youth Action Council meetings were held virtually during this time period.

YOUth reviews are another opportunity for teens to develop critical thinking by contributing to the Thunder Bay Public Library (TBPL) Off the Shelf blog, found at [tbplofftheshelf.com/tag/youth-review](http://tbplofftheshelf.com/tag/youth-review). Our Youth Knitting program supplies materials to teens who then knit or crochet hats and scarves for community members experiencing homelessness.

The Readers are Leaders program also provides volunteer opportunities for older students who act as reading mentors to younger children.

#### 2.4 Ontario Library Association - Forest of Reading Programs

Many schools participating in the programs were able to find the program books at the Thunder Bay Public Library, as we purchased the titles for the Blue Spruce, Silver Birch, and Red Maple reading programs. We also offered the program for children who could not participate through a school. Participation introduced children to some of the best recent Canadian literature written for their age and grade level. All voting was completed online this year due to the pandemic.

#### 2.5 Northern Nature Trading

Northern Nature Trading is a special kind of swap shop located at the Mary J. L. Black Branch Library. Children of all ages can bring in the natural things they have found and trade them for things in our collection. This ongoing program inspires students to learn more about the natural world and is attractive to classes when planning visits to the library while they cover Environmental Education sections of the curriculum. Due to COVID-19 and the drastic changes that happened as a result, the library was unable to offer this popular service in 2021.

#### 2.6 Readers are Leaders

This popular program supports children in Grades 1, 2, and 3 who need some extra help with reading. They are matched with trained volunteers who provide one-on-one coaching, share reading, model good reading, and play literacy-based games. This program fosters early literacy and inspires children to enjoy reading as they grow and develop into adults. This program will resume in the future.

#### 2.7 Research Opportunities at the Library

Students from all Lakehead Public Schools have free access to research material and online databases via the Thunder Bay Public Library. Library staff are available to provide guidance and support in accessing reliable information; as well as to conduct research workshops in the classroom at the request of a teacher or educator.

#### 2.8 New Online Resources

In 2021, we added two new online products: Kanopy/Kanopy Kids (documentaries, educational videos, animated storybooks and more) and ComicsPlus (digital comics, graphic novels, and manga). Both are accessible from a PC or via mobile and tablet apps for iPhone and Android.

#### 2.9 TD Summer Reading Club

TD Summer Reading Club looked very different this year with a full online program. To work in conjunction with the program, we offered a Facebook reading challenge and a Beanstack reading challenge as we were unsure of how the online portal would be received. Beanstack is a new program for us and allows us the ability to run adult and teen reading challenges in addition to our regular children's reading club. Total participation in all our online reading programs was 70.

3. Closing

We thank the staff and members of the Board for their support and willingness to pursue opportunities to enhance our partnerships in order to achieve the best outcomes for the community we serve.

Respectfully submitted,

GEORGE SAARINEN  
Lakehead Public Schools Representative  
on the Thunder Bay Public Library Board

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2021 DEC 07  
Report No. 005-22

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

RE: ABORIGINAL EDUCATION ADVISORY COMMITTEE ANNUAL REPORT

1. Background

- 1.1 On June 22, 2004, the 8061 Aboriginal Education Advisory Committee policy was approved by Lakehead District School Board (LDSB) authorizing the establishment of a committee to make recommendations to the Board on matters relating to the education of Aboriginal students. The policy was reviewed and updated during the 2020-2021 school year.
- 1.2 The Aboriginal Education Advisory Committee (AEAC) is required to report to the Board on its activities. Minutes of meetings are included in Board agendas.

2. Situation

- 2.1 The co-chairs for the 2020-2021 school year were Anika Guthrie and Serena Essex.
- 2.2 The cultural spirit of this unique committee is reflected in the integration of Aboriginal protocols such as opening and closing words by an Aboriginal Elder or Knowledge Carrier.
- 2.3 The Aboriginal Education Advisory Committee held seven virtual meetings during the 2020-2021 school year.
- 2.4 The Aboriginal Education Advisory Committee was comprised of the following individuals from September 2020 to June 2021:

<b>NAME</b>	<b>AFFILIATION</b>
<b>MEMBERS:</b>	
BEARDY, Kathy	Community/Agency
BOUCHER, Kristy	Parent/Guardian
CHAMBERS, Ellen	Trustee
CRISTOFARO, Keli	Community/Agency
CROMARTY, Elliot	Community/Agency
ESSEX, Serena	Co-Chair
ESSEX, Keira	Indigenous Student Trustee
FONTAINE, Pauline	Elementary Principal
GUTHRIE, Anika	Co-Chair
KAKEGAMIC, Anna Fern	Community/Agency
KANUTSKI, Sharon	Parent/Guardian
KING-ZEWIEC, Cheryl	Parent/Guardian
MARSHALL, Leanna	Community/Agency
MARTIN, Gerry	Elder
METATAWABIN, Skylene	Community/Agency
WANAKAMIK, Yolanda	Parent/Guardian
WEMIGWANS, Scottie	Indigenous Trustee
<b>ALTERNATES:</b>	
ARNONE, Marg	Trustee
JUNG, Dinah	ETFO representative
KAMINAWASH, Emma	Student Representative
SITCH, Ryan	Trustee
SUTHERLAND, Sophie	Student Representative
TOOKENAY, Renee	Elder/Knowledge Keeper
<b>RESOURCES:</b>	
COLLINS, Brittany	Community/Agency
EBRAHIM, Mahejabeen	Human Rights & Equity Advisor
FLASZA, Donna	Secondary Vice Principal
FREDRICKSON, Eric	Early Years and Program Principal
JUDGE, Mike	ETFO President
KEENE, AJ	Superintendent of Education
NURMELA, Ashley	FNMI Community Liaison Officer
SACEVICH, Nick	Secondary Program
SGAMBELLURI, Jasmine	FNMI Education Resource Teacher
TAVARES, Michelle	Executive Secretary

- 2.5 The chair is elected annually at the December meeting.
- 2.6 The following presentations have been shared at the regular meetings for committee feedback:

<b>Topic</b>	<b>Presenter(s)</b>
Student Census	AJ Keene
Summer Learning Programs September 17, 2020	Eric Fredrickson Nick Sacevich Kieran McMonagle
Student Census Video November 5, 2020	Mahejabeen Ebrahim Ashley Nurmela
KZ Lodge – HerStory Project Hammaraskjold High School February 11, 2021	Lisa MacLeod Tanya Moses
Budget Presentation March 25, 2021	Kirsti Alaksa Angela Lee-Wiwcharyk Stephanie Ryynanen
Mental Health 2020-2021 Action Plan March 25, 2021	Megan Tiernan
NAN Youth Panel May 13, 2021	Kathy Beardy
Strategic Plan 2021-2024 May 13, 2021	Ellen Chambers
NEW 7021 Teacher Hiring Policy and Procedures/NEW Conflict of Interest – Teacher Hiring Policy and Procedures June 10, 2021	Mahejabeen Ebrahim
Indigenous Reads Book Club June 10, 2021	Jasmine Sgambelluri Kathleen Andrews
Aboriginal Education Board Report June 10, 2021	Anika Guthrie

- 2.7 The Aboriginal Education Advisory Committee provided input to the Board's 2020-2021 budget and would like to thank trustees for their ongoing support of First Nation, Métis, and Inuit (FNMI) priorities at LDSB.
- 2.8 Lakehead District School Board confirmed financial support to AEAC by providing a working budget for the committee. Lakehead District School Board supports the continuation of this work through the positions of the FNMI community liaison officer, the FNMI education resource teacher, and the support for many Aboriginal education priorities, including Aboriginal achievement tutors and FNMI graduation coaches.
- 2.9 Native Language and First Nations, Métis, and Inuit Studies (FNMI) courses continue to be a priority for the committee. FNMI Studies courses are offered at all three secondary schools. Elementary Native Language programs continued at Armstrong Public School, École Gron Morgan Public School, Algonquin Avenue Public School, McKellar Park Central Public School, and Ogden Community Public School. With the support of a fluent speaking community



member, the program expanded to include Sherbrooke Public School for the 2019-2020 school year.

- 2.10 The Aboriginal Education Advisory Committee continues to be instrumental in guiding and supporting initiatives in Aboriginal education such as the expansion of the Aboriginal Achievement Tutors programs, community partnerships, cultural awareness through professional development, cultural programming, Aboriginal role models, surveys to assess the feasibility for additional Native Language classes, welcoming school environments, and increasing First Nations, Métis and Inuit presence in our schools.
- 2.11 With generous funding from the Parent Involvement Committee, the AEAC committee was able to organize and host a virtual event for families. Métis author David Bouchard shared stories and his latest book with families on the evening of June 2, 2021. Copies of the book, *Meet Your Family*, were purchased and given to all families that attended the event as well as shared to be included in school libraries.
- 2.12 Community Involvement
  - 2.12.1 The ongoing community relationships and success for students comes through working alongside community committees including Indigenous Youth Achievement and Recognition Awards (IYARA) and Community Coalition Unified for the Protection of Children and Youth (CCUPCY) who initiate annual events such as Fall Harvest (every September). The National Indigenous Peoples Day committee works towards the nationally celebrated event on June 21, annually, with an Education Day component, to celebrate First Nations, Métis, and Inuit culture.
  - 2.12.2 Collaboration with Matawa Education Partnership Program, Nishnawbe Aski Nation (NAN) Education Partnership Programs, and individual First Nations Communities' Education support staff offer LDSB the opportunity to hear the collective and individual voices of Reciprocal Education Service Agreements and offers opportunities to work collaboratively with communities and band councils regarding the transition of students into Thunder Bay and Lakehead Public Schools.
  - 2.12.3 Collaboration with the following community partners continued: Fort William First Nation, Whitesand First Nation, Kiashke Zaaging Anishinaabek (Gull Bay), NAN Education Partnership Program, Matawa Learning Centre, Confederation College, Lakehead University, Thunder Bay District Health Unit, Ontario Physical Health Education Association, City of Thunder Bay, Thunder Bay Indigenous Friendship Centre, Roots to Harvest, Thunder Bay Police, and Thunder Bay Art Gallery for curriculum collaboration.

## 2.13 Board Involvement

- 2.13.1 Elementary, secondary and program resource staff regularly attend meetings as a resource to the committee to provide information and receive input from the committee on various initiatives.
- 2.13.2 The First Nations, Métis, and Inuit education resource teacher acts as a resource to the Aboriginal Education Advisory Committee. This role provided support for elementary and secondary teachers, support for Native Studies and Native Language teachers and Aboriginal achievement tutors.
- 2.13.3 The position of the First Nation, Métis, and Inuit (FNMI) community liaison officer supports the implementation of Board initiatives and activities in FNMI education. This role focuses on nurturing relationships and creating partnerships between community/First Nations and the Board/schools (K-12) that support student learning related to FNMI education and Aboriginal student success.

The FNMI community liaison officer promotes and utilizes the First Nation, Métis, and Inuit Presence in Our Schools booklet. Printed copies continue to be provided to all schools and educators as requested. It is also available online.

The First Nation Métis, and Inuit liaison was instrumental in the creation and ongoing support of satellite classrooms in First Nations communities during the pandemic in 2020. The Board was successful in providing instruction in Kiashke Zaaging Anishinabek (Gull Bay), Whitesand First Nation. The Board also worked collaboratively with Eabametoong First Nation (Fort Hope) and had an Aboriginal achievement tutor who resided in the community through the last quadmester to assist secondary in the community.

Visits to First Nation communities also have helped to strengthen these relationships and provide additional opportunity for knowledge and needs sharing.

Welcome to Kindergarten booklets were distributed to parents and included tips for parents to support the transition of their children into Kindergarten. The FNMI education team also provided information on the importance of self-identification. Self-identification is the voluntary, confidential declaration of First Nation, Métis, or Inuit ancestry. All new registrants are asked to self-identify regardless of ancestry. Parents are not required to show proof of ancestry at any point in time.

The First Nation Métis, and Inuit liaison launched the pilot student census at Woodcrest Public School and Superior Collegiate and Vocational Institute with the human rights and equity advisor. The Student Census is expected to be Board wide in February 2022.

3. Conclusion

The Aboriginal Education Advisory Committee members are to be commended for the time and commitment they have given to the activities of the committee. The committee will continue to act in an advisory role to fulfill its mandate as outlined in 8061 Aboriginal Education Advisory Committee Procedures. The committee extends its thanks to LDSB for its support of the committee and commitment to Aboriginal education.

Miigwetch.

Respectfully submitted,

SERENA ESSEX  
Co-Chair, Aboriginal Education Advisory Committee

AJ KEENE  
Co-Chair, Aboriginal Education Advisory Committee  
Superintendent of Education

ANIKA GUTHRIE  
First Nations, Métis, and Inuit Education Coordinator

IAN MACRAE  
Director of Education

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2021 DEC 07  
Report No. 006-22

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

RE: SPECIAL EDUCATION ADVISORY COMMITTEE ANNUAL REPORT

1. Background

- 1.1 On January 18, 1983, in accordance with Regulation 464/97 of the Education Act, Lakehead District School Board (LDSB) established the Special Education Advisory Committee (SEAC) to make recommendations to the Board relating to matters affecting the establishment and development of special education programs and services in respect to exceptional students of the Board.
- 1.2 To qualify as a representative, a person must be:
  - a Canadian citizen;
  - the full age of eighteen years;
  - a resident within the jurisdiction of the Board; and
  - a public school elector.
- 1.3 A SEAC Member cannot be an employee of the Board.
- 1.4 The term of office for representatives of associations or organizations coincides with the term of the Board.
- 1.5 The Special Education Advisory Committee is required to report annually to the Board on its activities.

2. Situation

- 2.1 As the term of office for SEAC members coincides with the term of the Board, an advertisement was placed in the Chronicle Journal and the Source inviting agencies/organizations to nominate representatives, and parents/guardians community members to self-nominate for the community representative positions for the term of office December 2018 to November 2022.
- 2.2 The current SEAC has been active since December 2018. The current chair is Suzanne Posthumus and the vice chair is Anne Antenucci.

- 2.3 In December 2018, trustees passed a motion to appoint members to SEAC for the period December 2018 - November 2022. During 2020-2021, SEAC included members appointed for the term and included the following:

<b>Name</b>	<b>Association/Organization</b>
Wendy Carroll	Anishnawbe Mushkiki
Anne Antenucci	Autism Ontario - Thunder Bay & District Chapter
Angela Hill	Children's Centre Thunder Bay
Wilma Kleynendorst Lesley Harding, Alternate	Dilico Anishinabek Family Care
Miranda Myers	Fetal Alcohol Support Information Network
Liz Tod Carey Murphy, Alternate	Learning Disabilities Association of Ontario
Suzanne Posthumus	OPTIONS Northwest
Kelly Matyasovszky	VIEWS For the Visually Impaired – Thunder Bay Region
Mike Otway	VOICE for Hearing Impaired Children
Michelle Blackburn	George Jeffrey Children's Foundation
Currently vacant	Community Representative
Sue Doughty-Smith Ryan Sitch, Alternate	Trustee
Marg Arnone Trudy Tuchenhagen, Alternate	Trustee

- 2.4 According to legislation, SEAC meetings occur monthly from September to June during the school year. There are no meetings scheduled during July and August.

2.5 September 2020 - June 2021:

<b>Topic</b>	<b>Presenter(s)</b>
Introduction of Special Education and Mental Health Teams	Lori Carson
1020 Human Rights and Workplace Harassment Policy	Michelle Probizanski
Introduction of Special Class Placement Committee	Lori Carson
4020 Alternative Schools Policy	Michelle Probizanski
OHRC, Right to Read Audit	Liz Tod
8072 Sexual Orientation & Gender Identity Policy	Michelle Probizanski
Mental Health	Megan Tiernan
Confederation College	Jenna Kelos
Budget Presentation	Kirsti Alaksa
Accessibility Standards for Customer Service Policy	Kirsti Alaksa and Mahejabeen Ebrahim
Hiring Policy	Mahejabeen Ebrahim
Special Education Plan	Lori Carson and Anne Marie McMahon-Dupuis
Special Education Audit	Anne Marie McMahon-Dupuis

2.6 Professional Development

Special Education Advisory Committee members are always encouraged to participate in workshops and events specifically geared to SEAC members and their roles. Time was also set aside on each agenda to allow members to inform the rest of the group about any workshops/events that their respective associations may be hosting and to promote interest in workshops/events coming up in the community. Additionally, members have the opportunity to share resources that may be of interest to SEAC members.

The following are some of the resources, workshops, and events shared with SEAC members:

- Children's Mental Health Ontario conference;
- Confederation College, Community Integration Through Cooperative Education Program;
- LDSB 2021-2022 Budget presentation; and
- LDSB 2021-2022 SEAC budget deputation;

## 2.7 Special Education Advisory Committee Participation and Input

Due to the COVID-19 pandemic, participation was limited in person. Special Education Advisory Committee members were engaged in the process of providing information at the following events/input to inquiries:

- Westgate Collegiate and Vocational Institute School Council, December 14, 2020;
- École Elsie MacGill Public School – School Council, December 15, 2020;
- C.D. Howe Public School - School Council, February 10, 2021;
- Kingsway Park Public School - School Council, February 23, 2021;
- Minister's Advisory Council on Special Education (MACSE), October 2, 2020 and May 25, 2021;
- provided the SEAC Leadership Award to all three LDSB secondary schools for the second year; and
- representation on the Parent Involvement Committee and the Equity and Inclusive Education Advisory Committee.

## 2.8 Work Plan

Each school year, a SEAC Work Plan is developed outlining objectives, key actions, timelines and intended results. Attached, as Appendix A, is the 2020-2021 SEAC Work Plan.

## 2.9 Provincial and Board Involvement

Common issues regarding special education funding are shared with the Board of Trustees, Minister's office, Ontario Public School Boards' Association (OPSBA), and the provincial Special Education Advisory Committees.

To communicate the role of SEAC to the schools and our community, the following actions were taken:

- articles from SEAC members associations were forwarded to the schools for their monthly newsletters, and sharing on social media platforms; and
- information posted to the SEAC website.

Information sharing amongst SEAC representatives and their organizations was ongoing in order to keep updated on the activities and workshops of children with special needs within our community.

Special Education Advisory Committee members presented a budget deputation to the LDSB 2020-2021 budget meeting.

Special Education Advisory Committee members participated on committees when required. Mike Otway represents SEAC on the Parent Involvement Committee and the Equity and Inclusive Education Advisory Committee.

#### 2.10 Special Events

As a result of the Parent Involvement Committee (PIC) funding, SEAC virtually presented the following three special evenings with experts for our communities' parents and caregivers:

- January 13, 2021, Dr. Todd Cunningham on "Supporting parents with children with learning disabilities";
- January 20, 2021, Dr. Jim Lees on "Talk with the Experts Series, Kids and Social Media: The COVID Impact"; and
- January 27, 2021, Dr. Christopher Mushquash on "Parents on Coping and COVID-19".

#### 2.11 Special Education Advisory Committee Input

On a regular basis, at SEAC meetings, input is requested of members on various topics. During the 2020-2021 school year, input was requested and provided by SEAC on the following:

- 1020 Equity & Inclusive Education Policy and Procedures;
- 7030 Human Rights Policy and Procedures;
- 4020 Alternative Schools Policy and Procedure;
- 8072 Sexual Orientation and Gender Identity Policy and Procedure;
- 7021 Teacher Hiring Policy and Procedure;
- 7022 Conflict of Interest Teacher Hiring Policy and Procedure;
- 2020-2021 Budget deputation; and
- Special Education Plan.

### 3. Areas of Focus

The Special Education Advisory Committee will continue to promote and review the following:

- increase awareness of SEAC and its role of providing advice on the provision of services and programs for students with special education needs;
- transition committees input/participation;
- Accessibility Plan;
- communication with community and system;
- Equity and Inclusive Education;
- professional development of facilitators, student support professionals, teachers, SEAC members and other staff dealing with children with special needs;
- Safe Schools;
- advocacy;



- implementation of activities related to programs and services supporting the learning of students with special needs;
- decisions of the current government as it affects children with special needs and all children in the province;
- community workshops and activities geared toward parents/guardians, caregivers, teachers and students;
- Special Education Advisory Committee link through Special Education on Lakehead Public Schools website;
- Special Education Advisory Committee Work Plan;
- goals and mandate of SEAC within Lakehead Public Schools; and
- input to current policies under review.

4. Recognition

The recipients of the SEAC Awards for 2020-2021 were given to the following students:

- Mia Surkan from Hammarskjold High School;
- Kendra Tienhaara from Westgate Collegiate and Vocational Institute; and
- Simran Talpade from Superior Collegiate and Vocational Institute.

5. Conclusion

The Special Education Advisory Committee supports the direction that Lakehead District School Board is taking in promoting parent/guardian partnerships and involvement.

The Special Education Advisory Committee acknowledges Lakehead District School Board for putting students first. The promotion of student success by meeting the unique needs of all learners ensures that each individual can achieve success.

The Special Education Advisory Committee members are to be commended for the time and commitment they have given to the activities of the committee.

Respectfully submitted,

ANNE ANTENUCCI  
Vice Chair  
Special Education Advisory Committee

SUZANNE POSTHUMUS  
Chair  
Special Education Advisory Committee

## Special Education Advisory Committee (SEAC) Work Plan 2020-2021

<b>Goal 1</b>	<b>Increase SEAC Awareness and Understanding of Schools and Special Education Programs and Services</b>		
<b>Strategies</b>	<ul style="list-style-type: none"> <li>• Invite two schools to present information on how they support students and provide a tour of facility</li> <li>• Hold SEAC meetings at schools that present</li> </ul>		
<b>Indicators of Success</b>	<ul style="list-style-type: none"> <li>• SEAC members increase knowledge and understanding of services offered within the school community</li> </ul>		
<b>Timeline</b>	September 2020 – June 2021	<b>Responsible</b>	Chair, Vice Chair, Superintendent, Executive Secretary
<b>Record of Progress</b>			
<p>Lakehead Public Schools received an invitation to learn more about SEAC at their next School Council on November 3, 2020. SEAC presented to the following schools:</p> <ul style="list-style-type: none"> <li>• December 14, 2020 – Westgate Collegiate and Vocational Institute;</li> <li>• December 15, 2020 – École Elsie MacGill Public School;</li> <li>• February 10, 2021 – C.D. Howe Public School; and</li> <li>• February 23, 2021 – Kingsway Park Public School.</li> </ul>			

## Special Education Advisory Committee (SEAC) Work Plan 2020-2021

<b>Goal 2</b>	<b>Advocate for Students with Special Needs</b>		
<b>Strategies</b>	<ul style="list-style-type: none"> <li>• Respond to current opportunities to advocate for students and families (i.e. transition committees, other initiatives)</li> <li>• Advocate for students and families through the SEAC Advocacy Program</li> <li>• Review and provide input into LDSB policies and corresponding procedures which are relevant to SEAC from September 2020 to June 2021 as outlined in the “Order of Policies for Development and Review”</li> <li>• Invite policy review leads to attend and present policies and procedures at SEAC meetings</li> </ul>		
<b>Indicators of Success</b>	<ul style="list-style-type: none"> <li>• SEAC members have access to a platform which allows them to provide input into LDSB policies and procedures</li> </ul>		
<b>Timeline</b>	September 2020 – June 2021	<b>Responsible</b>	All SEAC Members
<p><b>Record of Progress</b></p> <ul style="list-style-type: none"> <li>• The committee selected to receive the below LDSB Policies &amp; Procedures for constituent input by email:             <ul style="list-style-type: none"> <li>○ 1020 Equity and Inclusive Education Policy and Procedures, emailed on September 17, 2020;</li> <li>○ 7030 Human Rights and Workplace Harassment Policy and Procedures, emailed on September 17, 2020;</li> <li>○ 4020 Alternative Schools Policy and Procedure, emailed on November 6, 2020;</li> <li>○ 8072 Sexual Orientation and Gender Identity Policy and Procedure, emailed December 2020</li> <li>○ 7021 Teacher Hiring Policy and Procedure, emailed May 7, 2021; and</li> <li>○ 7022 Conflict of Interest Teacher Hiring Policy and Procedure, emailed on May 7, 2021.</li> </ul> </li> <li>• The following policies were presented at SEAC meetings from September 2020-June 2021;             <ul style="list-style-type: none"> <li>○ 7030 Human Rights and Workplace Harassment Policy and Procedures on September 16, 2020;</li> <li>○ 4020 Alternative Schools Policy and Procedures on November 18, 2020;</li> <li>○ 8072 Sexual Orientation and Gender Identity Policy and Procedure on January 20, 2021;</li> <li>○ 3100 Accessibility (formerly Accessibility Standards for Customer Service) Policy and Procedure on May 19, 2021; and</li> <li>○ 7021 Teacher Hiring Policy and Procedure on May 19, 2021.</li> </ul> </li> </ul>			

## Special Education Advisory Committee (SEAC) Work Plan 2020-2021

<b>Goal 3</b>	<b>Improve Parent / Guardian Knowledge of Special Education and SEAC, and Engage Parents in Supporting Their Child / Children</b>		
<b>Strategies</b>	<ul style="list-style-type: none"> <li>• Connect with Parent Involvement Committee and School Council Chairs to arrange presentation(s) about SEAC</li> <li>• Inform Parents / Guardians of Current Board Initiative</li> <li>• In collaboration with the Parent Involvement Committee (PIC), host a joint parent / community engagement event in 2020-2021</li> <li>• Finalize video(s) related to student supports and accommodations</li> <li>• Include SEAC meeting dates under “Upcoming Events” on the main page of Lakehead Public Schools’ website</li> <li>• Send SEAC information out to community organizations (i.e. role, meeting dates)</li> </ul>		
<b>Indicators of Success</b>	<ul style="list-style-type: none"> <li>• Feedback through event evaluation, presenter, and SEAC Members</li> <li>• Participation level in SEAC events</li> <li>• Complete the development of videos and post to the Board website</li> <li>• Broader distribution of SEAC information within the community</li> </ul>		
<b>Timeline</b>	September 2020 – June 2021	<b>Responsible</b>	All SEAC Members, Superintendent, Executive Secretary
<p><b>Record of Progress</b></p> <ul style="list-style-type: none"> <li>• At the October 21, 2020, SEAC meeting, a sub-committee was created to work with the PIC sub-committee to create an online speakers event for community engagement that would rollout in Winter 2021(Jan/Feb) and Spring 2021 (Apr/May);</li> <li>• At the October 21, 2020, a SEAC sub-committee was created to work with Stephanie Rae, Communications Officer, to work on a video regarding the role of SEAC. A list of sub-committee names was emailed to Stephanie Rae, Communications Officer, on November 3, 2020;</li> <li>• The 2020-2021 SEAC meeting schedule was emailed to LDSB webmaster on October 15, 2020 to be posted in Lakehead Public Schools’ calendar;</li> <li>• On January 13, 2021, Dr. Todd Cunningham presented a virtual online presentation on “Supporting parents with children with learning disabilities”, to all LDSB parents and guardians. Questions and answer period at the end of the presentation were all addressed and online stream showed 28 participants;</li> <li>• On January 20, 2021, Dr. Lees presented a virtual online presentation “Talk with the Experts Series, Kids and Social Media: The COVID Impact” to all LDSB parents and guardians. Questions and answer period at the end of the presentation were all addressed. Online stream had 66 unique viewers, with a peak of 33 Concurrent viewers; and</li> <li>• On January 27, 2021, Dr. Christopher Mushquash presented a virtual online presentation “Parents on Coping and COVID-19” to all LDSB parents and guardians. Question and answer period at the end of the presentation were all addressed.</li> </ul>			

## Special Education Advisory Committee (SEAC) Work Plan 2020-2021

<b>Goal 4</b>	<b>Ensure SEAC and Materials are Current</b>		
<b>Strategies</b>	<ul style="list-style-type: none"> <li>• Review and update binders on an annual basis (as needed)</li> <li>• Review and update advocacy memo; share with schools, community partners and post on the Board website</li> <li>• Maintain SEAC advocacy information, and other materials, which can be shared with students, parents / guardians and schools.</li> </ul>		
<b>Indicators of Success</b>	<ul style="list-style-type: none"> <li>• SEAC materials are current and available for easy access</li> </ul>		
<b>Timeline</b>	September 2020 – June 2021	<b>Responsible</b>	All SEAC Members, Superintendent, Executive Secretary
<p><b>Record of Progress</b></p> <ul style="list-style-type: none"> <li>• Lakehead District School Boards website updated the SEAC 2020-2021 meeting schedule on October 15, 2020;</li> <li>• The SEAC website is continuously updated throughout the school year, including:             <ul style="list-style-type: none"> <li>• members;</li> <li>• forms; and</li> <li>• events.</li> </ul> </li> </ul>			

**Special Education Advisory Committee (SEAC) Work Plan 2020-2021**

<b>Goal 5</b>	<b>Provide Input to the Board, organizations, agencies and committees as requested.</b>		
<b>Strategies</b>	<ul style="list-style-type: none"> <li>• Engage with other bodies to support special needs students</li> </ul>		
<b>Indicators of Success</b>	<ul style="list-style-type: none"> <li>• Requests for SEAC engagement have been addressed.</li> </ul>		
<b>Timeline</b>	Ongoing	<b>Responsible</b>	All SEAC Members, Superintendent, Executive Secretary
<p><b>Record of Progress</b></p> <ul style="list-style-type: none"> <li>• On February 17, 2021, Shannon DeGiacomo-Brown &amp; Rose Bortolon from Confederation College presented their community Integration Through Co-operative Education Program. All member's questions were addressed.</li> </ul>			