



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.



Table of Contents

Message from the Director

Message from the Chair

Strategic Plan

Strategic Priority: Learning

Strategic Priority: Engagement

Strategic Priority: Environment

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 'quadmesters' 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.

A handwritten signature in black ink that reads "E Chambers". The signature is written in a cursive, flowing style.

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)

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 and Well-Being

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.

Environment

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



Lakehead
Public
Schools

**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.

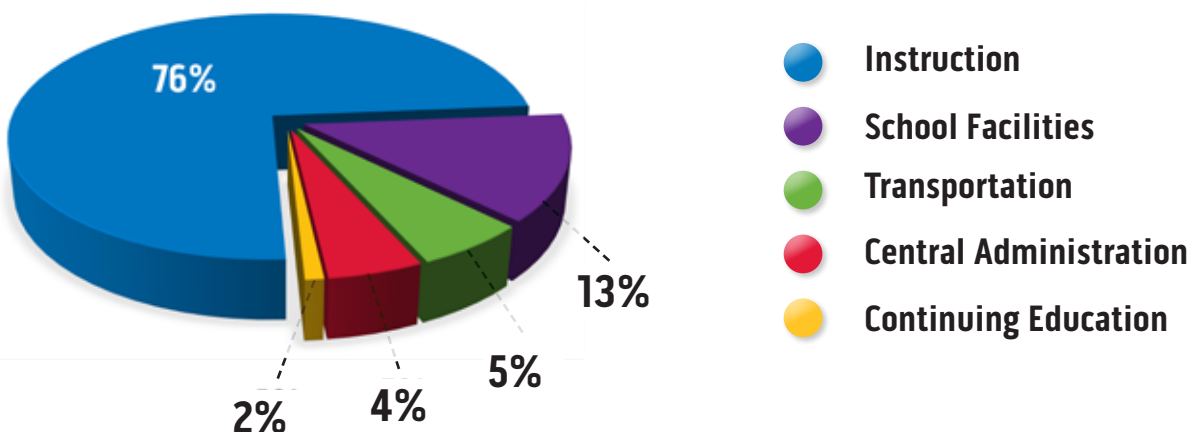
Every student is provided with equal opportunities to learn, in safe schools with many learning choices and innovative programming. We offer consistent high quality core programming from Kindergarten through to Grade 12. Comprehensive adult education is available for students over the age of 18.

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 Kiiikenomaga 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 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.

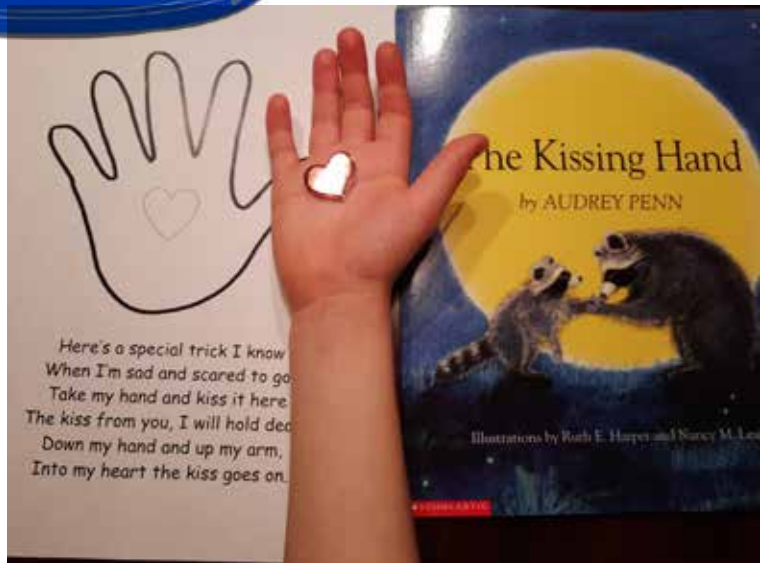


You Belong Here! Campaign

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 21st 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.

Environment

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.



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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 | lakeheadschoools.ca





You belong here

