



Lakehead
Public
Schools

Committed to the success of *every* student

2019-2020

ANNUAL REPORT

Student Achievement & Well-Being

Learning | Engagement | Environment

You belong here



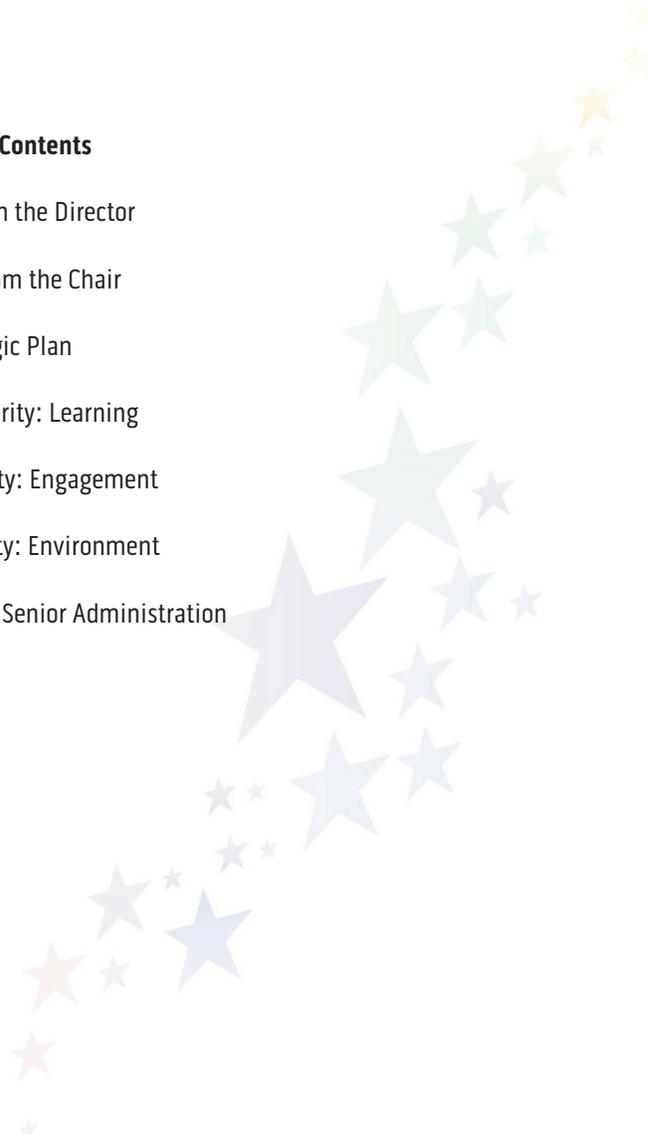


Table of Contents

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' foundation for academic success is rooted in the Strategic Plan and its three Priorities: Learning, Engagement, and Environment. Although success can be measured in a number of ways, Lakehead Public Schools is proud to deliver high quality education that ensures the future achievements of its students. Our Board's professionals inspire through leadership as a result of their own passion for their respective fields of work. I am honoured to help guide Lakehead Public Schools in reaching its objectives and speak to the brimming success of our students year after year.

I am pleased to present the 2019-2020 Annual Report to our school communities. This past year has been unparalleled in terms of our students' and staffs initiative, foresight, and adaptability. The pandemic arrived unforeseen and presented many challenges for students, parents, school staff, and the Board, asking all to rapidly adjust to a new way of life. The disconnect from classmates and colleagues, virtual learning, and working from home were changes we were forced to accept. The new lifestyle called for many to learn and work outside of their comfort zone and to conform to the ever-evolving circumstances. With the unavoidable interruption to the curriculum, I commend the teachers, support staff, and school administration for their resilience in providing our students with the best possible education. I am pleased that schools were able to operate at their highest potential in order to maintain our mission of being committed to the success of every student.

I am very proud of our Grade 12 graduates, students who have both struggled and thrived in achieving their diploma, and who are now exploring the next chapter in their lives. Some have dove right into the workforce with writing résumés, experiencing job interviews, or starting an entrepreneurial endeavour, while others are learning virtually in the areas of physics, political science, and art history. It is Lakehead Public Schools' vision, and my purpose as Director of Education, to ensure that our high school graduates depart with the confidence of academic achievement and personal character development. The accomplishments of our alumni will have a beneficial influence on the community as many will become the next wave of educational workers, emulating the learning, encouragement, and safe environment they learned while in our schools.

The end of the school year brought the unbearably sad news of the loss of one of Lakehead Public Schools' long-time senior team members, Bruce Nugent. The positive impact Bruce had on our schools and the broader Thunder Bay community was truly unique. He will be forever missed and always remembered.

I extend my thanks and acknowledgement to the senior team for their long hours, challenging conversations and unprecedented decisions this year which set forth the change mandated to provide students with their right to quality education. Their expertise and natural collaboration with the schools has allowed for system progression and academic advancement within the Board in this transformative time.

The Board's values have been evident at every Board meeting this year. As the governing body of the Board, trustees have demonstrated empathy and responsibility, a balance between sentiment and critical thinking, in supporting the senior team through demanding times. Trustees genuinely empathize with students and their families, and intuitively base decisions with students' best interest in mind.

As the Learning, Engagement, and Environment Priorities of our Strategic Plan were presented in an unconventional manner for most of the year, it demonstrated resourcefulness in educators and admirable ability in support staff and Board Office staff. I promise to continue to ensure safe learning places for students in order that they receive the exemplary education they deserve. I am grateful to Lakehead Public Schools staff as their earnest and dedicated work ethic has surpassed all expectations. Thank you for keeping students' well-being at the heart of all that you do.



Ian MacRae
Director of Education

Message from the Chair

Lakehead Public Schools' Annual Report is always one of celebration and pride. This time last year, we were blissfully unaware of what was just around the corner for us and the whole world. Education has been turned upside down and shaken out like salt from a shaker.

While the past year has been described as unprecedented, challenging, and exhausting, staff have risen to challenge after challenge. I am speaking for every trustee when I say that we are grateful for your determination and flexibility during those dark early days, and today.

Everything changed and continues to change - except it hasn't. Teachers, support professionals, administrators, custodial staff, secretarial staff - ALL staff show their dedication and love of our students every day. Students, parents, and staff have adjusted to changing protocols, guidelines and even concerns about staying healthy.

Here are a few things that have happened during the past year:

We finished building our newest school — École Elsie MacGill Public School, even though the pandemic created unforeseen challenges. What a magnificent learning space for our students!

Our Board continued important partnerships in our community such as Roots to Harvest. Dedicated staff and volunteers made sure that a package was available for those who needed it every Friday while our schools were closed. Our summer learning programs still went ahead; children signed up and students worked on high school credits - all virtually. Our proud graduates accepted their diplomas on their lawns beside a beautiful lawn sign, masking their disappointment in not having a traditional graduation ceremony, but still smiling proudly with parents and family. Hundreds of devices were handed out, WIFI connections were found, paper packages were sent home and SeeSaw and Edsby replaced the classroom. Parents became part of the plan every day.

The Cultural Safety Plan, born out of Aboriginal Education Advisory Committee Co-chair Dolores Wawia's determination to address racism in our schools and community, was developed. The multi-year plan, with its primary focus to look inside, is continuing. Listening to and honouring stories, building on hope and strengthening partnerships are all integral to the plan. Lakehead Public Schools remains indebted to the vision and enduring strength of Dolores Wawia and what she gave to our Board and our community. We are deeply saddened by her passing. Trustees are grateful for the dedication Dolores gave to Indigenous students and all students. Miigwetch, Dolores.

This past year was also a year of firsts. Indigenous Student Trustee Keira Essex is the first Indigenous student trustee to be elected by her peers. Keira sits on Board committees, facilitates student meetings and brings a much-needed voice to the table and to discussions. Trustees are proud of Keira's accomplishments and her contributions.

In July, Lakehead Public Schools was excited to welcome the first Indigenous trustee to our Board of Trustees — Scott Wemigwans. Scott is a member of Fort William First Nation and he completes our Board with a perspective that is needed and a voice that represents all Indigenous voices.

On behalf of all trustees, I want to thank all staff of Lakehead Public Schools for continuing to make our Board the best there is! Thanks also to our students and their families and to all our community partners. I am proud to represent trustees as Chair and more than proud of the work you do.

I want to end this message by dedicating it to Communications Officer Bruce Nugent who passed away in July. Bruce was our voice, our greatest champion and our hero. He made sure he represented Lakehead Public Schools' finest achievements in every way he could. Bruce responded to concerns, small and large, and answered difficult questions about difficult issues. As Chair and as a person, I turned to Bruce to learn, for support and advice (as many did). Thank you, Bruce.



Ellen Chambers, Chair



2019-2020 ANNUAL REPORT

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
2019-2020

Chair
Ellen Chambers

Vice Chair
Trudy Tuchenhagen

Marg Arnone

Sue Doughty-Smith

Deborah Massaro

Ron Oikonen

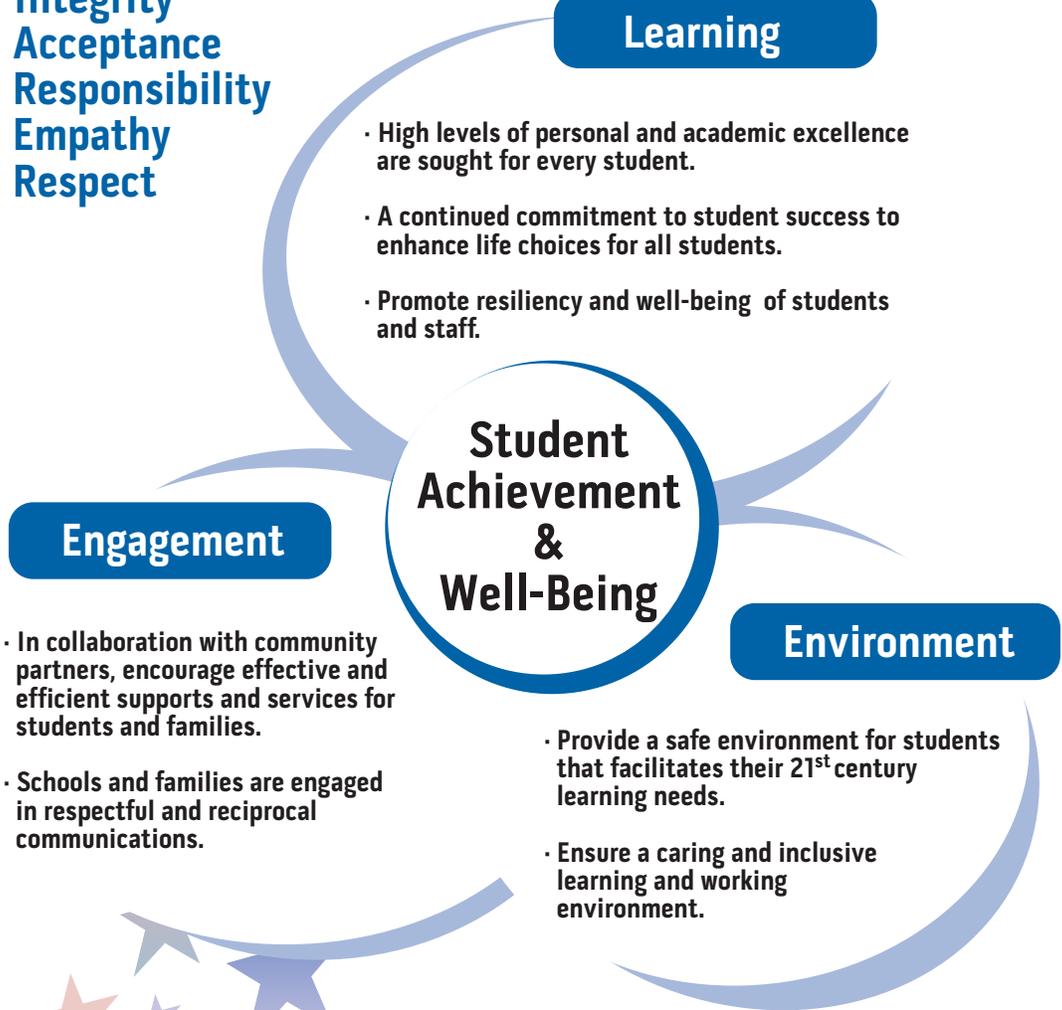
George Saarinen

Ryan Sitch

Indigenous Trustee
Scottie Wemigwans

Indigenous Student Trustee
Keira Essex

Student Trustee
Sierra Gaudreau



Building an equitable and inclusive community together.

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 and reduce 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.

Key Actions

Summer Learning Programs

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.

Grades 9/10 R4 Program (Community Connected Learning)

Grades 9 and 10 students were able to gain a head start on community service hours by participating in the Ready 4 Program which focused on experiential learning, community service and exploration of future pathways.

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 high school over the summer. The program ran in August and allowed students the opportunity to earn a Grade 9 Food and Nutrition Credit (HIF 101) before they started high-school, as well as the opportunity to come to visit their future high-school before September. This program helps students feel more confident about the transition to secondary school as they establish relationships with peers, graduation coaches, teachers and community partners and learn about skills to be successful in secondary school.

Cooperative Education Summer Program

Seven 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 for Secondary students. Twenty-three students had the opportunity to earn the GLD or the GLN credit. The programming was a combination of activities within the community that related to life and workplace skills and curriculum-based assignments delivered by the teacher.

Summer CLASS

The Summer C.L.A.S.S. Program was offered virtually this summer. Summer C.L.A.S.S. provided opportunities for students to recover unsuccessful Grades 9-12 secondary courses as well as opportunities for students to earn one of four dual credit courses. This program ran during the first three weeks of July.

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. Many opportunities were provided for students to learn outside of the

classroom through partnerships with community experts and by exploring post-secondary pathways on-site at the college, the university, and other training institutions.

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.

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.

Adult Education Partnerships

- 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.



Learning

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.

Key Actions

Technology Innovation Summit

Two hundred and twenty Lakehead Public Schools students in Grades 6-8 had the unique opportunity to attend the Innovation Summit at Superior Collegiate and Vocational Institute. The Summit is an annual interactive learning day for students that is focused on the technology that is currently being utilized in classrooms throughout the Lakehead Public Schools system. This exciting event is made possible through a partnership between the Microsoft Educator Network, Fair Chance Learning and Lakehead Public Schools.

Participating students experienced a true conference like setting complete with keynote speakers and breakout sessions with hands-on activities to explore the exciting technology in our schools. Following the keynote address, students attended a Microsoft Core Learning Session led by Fair Chance Learning where they learned about technologies such as Programming, Minecraft, Robotics, Makerspaces, 3D Printing and Virtual Reality.

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



Learning

Learning Academies

Students at Lakehead Public Schools have had many opportunities to participate in experiential learning opportunities in order to develop the skills, knowledge and understanding needed to make informed decisions about the skilled trades and other post-secondary education opportunities and career aspirations. Students participate in Learning Academies at Nor'wester View Public School, Valley Central Public School, Kingsway Park Public School, Westmount Public School, and Claude Garton Public School for students in both the English and French streams. Participating intermediate students meet the requirements of the Ontario curriculum through a community connected project-based way of learning.

Through learning academies, students will:

- have choice in their education;
- be provided with opportunities to interact with and learn from community partners;
- learn in a supportive and rigorous environment with high expectations;
- experience authentic and relevant learning through inquiry and/or project-based activities;
- apply their learning to their individual pathways plan; and
- engage in the use of technology while demonstrating problem-solving, creativity and innovation.

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.

Key Actions

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 students' computational fluency 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.

Key Actions

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.

Thinking about Children's Experiences with Math

Positive math experiences happen beyond the classroom. Students at Lakehead Public Schools had the opportunity to participate in the Northwestern Ontario Math Olympics, with some of the participants moving on to the provincial competition afterwards. Strong relationships with community partners, like the local Carpenters' Union, provided experiential math opportunities for both elementary and secondary students, where practical hands-on skill development was combined with classroom math learning. Many secondary students competed in a number of math competitions held throughout the year, and many of Lakehead Public Schools summer camps, both elementary and secondary, had a focus on mathematics.

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.

High Impact Instructional Strategies

Grades 7 to 10 teachers participated in lesson studies where they were able to

co-learn, co-teach and share effective instructional strategies to improve student performance, confidence and understanding of the fundamentals of math. A Learning Strategies course was piloted in two secondary schools to provide students with gaps an opportunity to build numeracy skills and self- efficacy in mathematics prior to their initial secondary math course.

Goal 5

Support the development of a positive attitude towards learning and a student's belief in his/herself 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).

Key Actions

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 7 through 12 were exposed to potential careers in skilled trades through community and school-based events. Special Projects included:

- Skills Ontario Cardboard Boat Race – 38 Grade 7/8 students and 20 secondary students built cardboard boats and competed against their peers in a fun competition designed to promote skilled trades.

Learning

- Skills Ontario Young Women's Career Exploration Event – Female mentors presented 45 students and staff skilled trades pathways, through activities, networking and breakout sessions.
- Day in the Trades for Grade 7/8 students – Westmount Public School, Algonquin Avenue Public School and McKellar Park Central Public School. Students received hands on exposure to carpentry, plumbing and welding pathways.
- Grade 8 Welding Day at Confederation College – In partnership with SCWI (School College Work Initiative) three elementary schools had the opportunity to have a hands-on experience in the welding sector at Confederation College.
- Math in Skilled Trade Event – Mathematics classes from Hammarskjold High School and Westgate Collegiate & Vocational Institute had the opportunity to see the practical use of mathematics in the construction sector through a hands-on building project.
- TOKWD (Take Our Kids to Work Day) was an event for Lakehead Public Schools Grade 9 students from northern communities to have the opportunity to tour Rolute Sawmill as well as a hands-on building project at Carpenter Local 1669.
- Indigenous Day in the Trades – In partnership with Carpenters Local 1669, 50 students from three secondary schools worked alongside mentors to construct dog houses which were then donated to Northern Dog Rescue.

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.

Key Actions

Human Rights and Equity and Well Being

At Lakehead District School Board, we are embedding human rights and equity principles into policies and practices to advance equity and inclusive education to benefit diverse students, staff and communities. The Board community includes Indigenous peoples, racialized groups, persons with disabilities and members of GLBTQ2S+ communities. To support the efforts at Lakehead District School Board to foster safe caring, equitable and inclusive environments, we have been working on:

- The Indigenous Cultural Safety Project that focused on “ensouling”, healing and sustaining cultural safety at Lakehead District School Board. “Reconciliation in schools means educating for change, equity in education, and reclaiming identity for Indigenous students and for all Canadians. In bringing us together, reconciliation enriches the lives of all of us” Kevin Lamoureux, Jennifer Katz, Ensouling Our Schools, 2018. The project included the following.
 - a. Professional learning sessions for staff to deepen understanding about Indigenous Cultural safety, equity and human rights and included:
 - i. Walking in a Good Way Together: Schools as Places of Healing;
 - ii. Taking Trauma Informed Approaches in Education; and

iii. Working with Indigenous Students and Families: Walking in Solidarity.

b. An Indigenous Youth Leadership pilot to support aspiring leaders.

c. The Bundled Credit Program at Westgate pilot to enhance belonging, learning and engagement of Indigenous students.

Goal 7

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

- promoting daily attendance at school with students, parents and community members;
- ensuring students are aware of school based and community supports for mental health and well-being; and
- engaging in an anti-racism campaign.

Key Actions

- the gender and sexuality alliance at Westgate Collegiate and Vocational Institute hosted a summit in the Fall of 2019 providing a variety of guest speakers and exciting activities for student representatives from all secondary schools
- the White Ribbon Campaign and Student Conference was held which focused on anti-gender based violence

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);
- enhancing parents' engagement in supporting students' well-being through on-going information sessions for parents.

Key Actions

Mental Health and Well Being

The 2019-2020 school year saw many successful initiatives in regards to Mental Health and Wellness. The Board's Mental Health Action Plan moved ahead and succeeded to achieve targeted outcomes despite the unique circumstances that impacted the Board on many different levels. Some of these outcomes included

training initiatives for staff and social workers. In particular, staff were provided the opportunity to attend and become certified in Safetalk by way of two sessions that were led by a Safetalk certified facilitator from Teach for Canada as well as participate in Training on Mental Health Literacy modules, a self-led educational series developed and promoted through School Mental Health Ontario. Social Workers contracted through our ongoing partnership with Children's Centre Thunder Bay as well as our Board employed High School social workers had the opportunity to participate in trainings including Brief Digital Interventions, Brief Intervention for School Clinicians, and Cognitive Behavioural Therapy. Our ongoing partnership with Children's Centre Thunder Bay allowed us to maintain our elementary social work services through contracted employees and provided our Board employed high school social workers the opportunity to utilize and become fully trained and fluent in EMHWare, a cloud based client management software that eliminates the physical storage and security of confidential client social work records. By way of partnerships, pathways were developed through elementary school social workers to the Community SNAP (Stop Now And Plan program) and membership was confirmed with the Northbeat Collaborative which allows our Board the opportunity to take part in the pilot of educational modules related to identifying symptoms and screening for psychosis as well as how to support youth in our community.

Staff Wellness Fair

The Lakehead District School Board prioritizes staff wellness. In 2019-2020 a Wellness Fair was organized that offered a variety of presentations and information booths from our community partners.

Next Steps

Focused Indigenous Learning

Staff members will continue to have the opportunities to visit northern communities and build relationships with students and their families as well as share information about the many programs and courses that are available at Lakehead Public Schools.

Bundled programs will be available to Indigenous students who may have difficulty making the transition from elementary to secondary or from northern communities to the city. Students will learn with and from community partners and elders and have opportunities for land based experiences.

In response to Calls to Action #62 and #63, professional development and learning opportunities will continue to be provided to staff to support teachers in their own learning and understanding in order to build intercultural understanding and confidence when delivering updated curriculum and/or embedding Indigenous perspectives into their course content.

Secondary English teachers will build their knowledge and understanding of Indigenous culture and perspectives, as all communication departments are offering NBE3U as a compulsory Grade 11. Award winning Canadian journalist, Niigaan Sinclair, will support staff and guide our work in the implementation of Indigenous literature in courses.

Literacy

Balanced literacy will continue to be supported in all classrooms, Kindergarten through Grade 9. In addition, the Empower Reading program has been expanded in elementary and Lexia Power Up will be offered to secondary students based on student needs. Lakehead Public Schools will continue to monitor and explore current trends in Assistive Technology.

MathUP

The MathUP initiative has been expanded to include all remaining schools (15) and 135 teachers SK/1 - 8. The use of the MathUP pre-topic diagnostics and the assessment of learning evaluations will provide teachers with the feedback necessary for instructional purposes to support students in developing key mathematical ideas.

FOUR DIRECTIONS

Summer programs which will continue to be offered designed to meet the needs of students and build on skills that are beneficial for success in secondary school and beyond. Graduation coaches focus on building relationships with students and their families and provide a welcoming environment for all.

Assessment and Evaluation

Teachers will continue to deepen their understanding of assessment and evaluation that aligns with the Growing Success Policy. Teachers will continue to expand their understanding of the Edsby assessment tool and use it for responsive and timely communication with students and parents/guardians.

Experiential Learning

All students in Grades 7 to 12 will have opportunities to participate in experiential learning which will help them to plan for future education or training programs and career goals. Students will have access to online programs including the Xello program to help them as they plan for future education, career / life goals.

Skilled Trades and OYAP

A number of workshops and events will continue to be offered to students in

Grades 7-12 to ensure students have an understanding of the apprenticeship pathway and what is entailed in pursuing a career in the skilled trades.

English Language Learners

Kindergarten to Grade 12 teachers will continue to work collaboratively with ELL teachers, to provide differentiated assessment and instruction to support English language acquisition and the overall learning of English Language Learners. Classroom and ELL teachers will continue track student progress with the STEP continuum as an ongoing assessment tool, using it to inform whether accommodations and/or modifications will be necessary. Lakehead Public Schools will continue to work on developing a special education protocol for ELLs who may have additional learning needs. As part of this protocol, elementary and secondary ELLs will have access to Lexia, a personalized reading program, which serves as an intervention tool that helps to identify and close gaps in reading. This, along with other classroom interventions, will be used to inform whether further academic assessment is required to determine if the ELL has additional learning needs.

Learning



Kingfisher Outdoor Education Centre

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 communications with students, staff, and community members through enhanced communications methods and practices.

Key Actions

Media Relations

The local media continues to be a valuable partner in the dissemination of Lakehead Public Schools information to the Thunder Bay community. Information is shared with the media through media releases, media advisories, the website, and social media posts.

Social Media

Lakehead Public Schools has been actively using social media as a means of communications with stakeholders. Facebook and Twitter provide excellent opportunities to share information and engage in important dialogue with parents/guardians. Elementary and secondary schools are enjoying using social media to provide information to parents/guardians.

Website

The Lakehead Public Schools website www.lakeheadschoools.ca continues to be the basis of the Lakehead Public Schools digital communication approach. Parents/guardians and other stakeholders can access current information to remain informed.

School Messenger

Through the School Messenger program, parents/guardians and registered stakeholders can immediately receive urgent information by recorded message, email, and text. The texting option has proven to be a critical communication tool during weather related closures and other emergency situations.

Goal 2

Support a communication plan that focuses on student and staff achievement.

Engagement

Key Actions

COVID-19 Communications Plan

This year, a COVID-19 communication plan was established to ensure clear and concise information is presented to the Lakehead Public Schools community and stakeholders in a timely and efficient fashion. The streamlined process for communicating important COVID-19 related information includes the collaboration between members of Senior Administration and local health care partners to permit for the dissemination of relevant and accurate information to the community.

Next Steps

Improved Website

Lakehead Public Schools will explore options to improve its website to increase functionality and provide a better user experience.

Increased use of Social Media

Social media will continue to be an effective means of communication to and with parents / guardians and community stakeholders.

Continued Assessment and Evaluation of Communications

The nature and practice of communications continue to evolve. As such, the communications efforts of Lakehead Public Schools will be assessed and evaluated at regular intervals.



St. James Public School

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.

Key Actions

Human Rights and Equity

- Professional learning for staff on human rights and equity related topics to uphold rights and support the creation of learning and working environments that are safe, equitable and inclusive. The following sessions were provided this year:
 - a. implementing the Service Animal Policy and Guidelines was provided for administrators;
 - b. Human Rights in Education for staff, to understand anti-discrimination and anti-racism;
 - c. supporting transgender employees; and
 - d. conducting a Student Census Pilot at the Board.

The Equity and Inclusive Education Committee

- met regularly and redefined their terms of reference and moved from a working committee to an advisory committee

Bullying Prevention and Intervention

- a bullying prevention and intervention plan template has been standardized for all schools. This creates a consistent response across the system while providing a common template for school specific prevention and intervention strategies

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

QMI inspections are conducted at all Board sites bi-annually with results communicated to both administrative and custodial staff. Plant Department continues to work with staff to identify and share best practices and provide strategies for improvement as required.

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.

Key Actions

Major Capital Projects, 2019-2020 Completion

Program Renewal

- new fencing and front entrance at Whitefish Valley Public School;
- new play structures installed at Crestview Public School and St. James Public School; and
- new front entrance and fencing at Algonquin Avenue Public School.

Inviting Schools

- New fencing and front entrance at Whitefish Valley Public School
- New play structures installed at Crestview Public School and St. James Public School
- New front entrance and fencing at Algonquin Avenue Public School

Energy Management

- new domestic water at Ogden Community Public School;
- new heating system at Westmount Public School;
- new heating system at McKellar Park Central Public School;
- complete steam trap assessment and repairs for all steam heating systems;
- new building automation system (BAS) at McKellar Park Central Public School and Westmount Public School; and
- new roofing at Kakabeka Falls Public School, Whitefish Valley Public School, Westmount Public School, École Gron Morgan Public School and McKenzie Public School.

Environment

Electrical

- new fire alarm panels at Sherbrooke Public School, Kakabeka Falls Public School and Norwester View Public School;
- new phone systems for Westmount Public School, McKellar Park Central Public School and Algonquin Park Public School;
- new exterior lighting at Crestview Public School; and
- new LED exit lighting at Algonquin Avenue Public School and McKellar Park Central Public School.

Site Work

- new paving for ring road at Hammarskjold High School;
- new parking lot extension at Algonquin Avenue Public School;
- new fencing and sidewalk repairs at Kakabeka Falls Public School;
- new drainage and field improvements at Kingsway Park Public School;
- new baseball backstop and mini soccer goals at Westmount Public School; and
- playing field and drainage improvements at St. James Public School.

Accessibility

- new accessible doors for Whitefish Valley Public School;
- new entrance ramp at Westmount Public School;
- new accessible ramps and docks at Kingfisher Outdoor Education Centre; and
- new accessible doors at Kingfisher Outdoor Education Centre.

Building

- new hallway flooring at Five Mile Public School;
- new window at Ogden Community Public School;
- new waterline and bottle filling stations for Sherbrooke Park Public School;
- new interior keyless entry installed at Hammarskjold High School;
- completion of Westgate Collegiate and Vocational Institute's addition; and
- new boy's washroom at Sherbrooke Public School.

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



SIERRA GAUDREAU
Student Trustee

Senior Administration



IAN MACRAE
Director



AJ KEENE
Superintendent of Education



MICHELLE PROBIZANSKI
Superintendent of Education



KIRSTI ALAKSA
Superintendent of Business