



2021-2022
DIRECTOR'S
ANNUAL REPORT

Belong | Achieve | Reconcile | Lead | Inspire

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.

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Message from the Director

Education is my passion! I am very excited to return to Lakehead Public Schools to work together with our staff to implement best practices and to enhance academic excellence for all students. As I continue my journey with Lakehead Public Schools alongside our team of talented staff, I am grateful for the opportunity to lead and inspire the direction of the Board and advance the progress of the Strategic Plan. I am honoured to present to you the Director's Annual Report 2021-2022, a report to the community on program achievements and student success accomplishments as well as improvements to our learning and working environments. This plan outlines our progress on the Strategic Plan's principles of Belong, Achieve, Reconcile, Lead, and Inspire.

Last year, schools and programs focused on creating welcoming environments for students and staff as students returned to schools following the pandemic. Schools were open and operational for most of the year and students and staff strengthened friendships and bonds and reestablished themselves in our welcoming, equitable, accessible, and inclusive environments. Schools were proud to reflect the diversity of their community and, in doing so, encouraged all to feel that they belong.

Academic achievements were seen at every level, from Kindergarten students beginning their journey to becoming bilingual in the French Immersion program, to an increase in outdoor and experiential learning spaces in our schools, to the Grade 12 graduates proudly continuing on the next steps in their chosen pathway with their Ontario Secondary School Diploma in hand. I am pleased to report that in addition to graduation awards, many distinguished achievement awards were presented to both students and staff last year. For example, the esteemed Xavier Michon Memorial Award was presented to Grade 10 Westgate CVI student Amber Fenton in recognition of her leadership abilities and her academic achievement, including her final mark of 99% in her Pre-workplace Program General Learning Strategies class. Superior CVI cooperative education teacher, Mr. Jerry Slobojan, was awarded the Ontario Cooperative Education Association George King Award of Excellence for making long-lasting contributions to cooperative education across Ontario for the past 14 years. These highlights are two examples of many success stories of students and staff at Lakehead Public Schools. I invite you to read the Director's Annual Report 2021-2022 to learn about the many accomplishments and successes achieved by Lakehead Public Schools last year. The report reflects the Board's commitment to the success of every student.

Sherri-Lynne Pharand,
Director of Education

Message from the Chair

It is with great pride that I reflect upon the achievements of Lakehead Public Schools over the past year. As we all know, the pandemic continued to impact schools, teaching, learning, and all aspects of education. Once again, on behalf of all trustees, I thank all staff for their continued dedication and exemplary work under such trying circumstances. Happily, children are back together and experiencing the full spectrum of activities at our schools.

The past school year was the first full year of the implementation of the new Strategic Plan and the Indigenous Education Framework. At the heart of this bold plan is inclusion and belonging, and as the Plan and Framework are implemented, our school Board continues to actively work on reconciliation.

Last year, there was a continued commitment to Indigenous cultural teachings, land-based learning, and Native Language classes. The KZ Lodge cultural academies continued to be well-established at Hammarskjold High School and expanded to Westgate CVI to bring traditional teachings to students in partnerships with the Thunder Bay Indigenous Friendship Centre and others. Students learned the Seven Grandfather Teachings, tanned deer hides, and gathered traditional medicines in a positive and encouraging environment.

Summer learning programs continued to grow with Mino Bimaadiziwin, credit recovery, pre-Kindergarten, and other opportunities. Students benefitted from these important initiatives.

Mental health supports were available for students and staff and our mental health team worked hard to improve services in times of need.

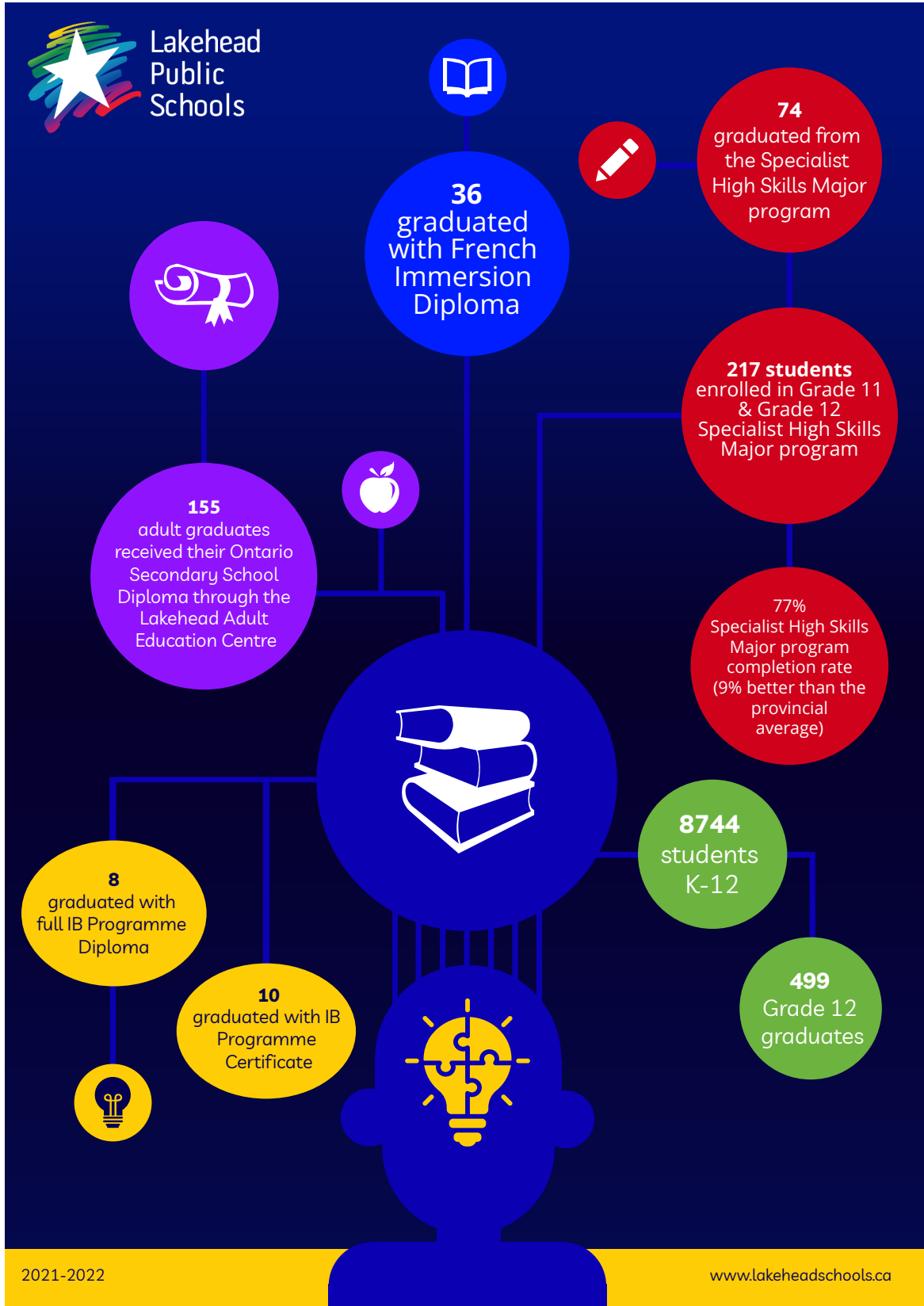
For Pride Month in June, schools recognized Pride by flying the Progress Pride flag or the Pride flag, and the Progressive Pride flag was raised at the Jim McCuaig Education Centre. Each school celebrated Pride with special activities. Students could feel and see what inclusion means.

Lakehead Public Schools is a dynamic place. During the last year, students benefitted from the outdoor learning at Kingfisher Education Centre and many outdoor classrooms, as well as hands-on programs such as the Specialist High Skills Major program. Modern science labs and specialty classrooms – such as our exemplary art, cooking, and theatre classrooms – were proudly utilized.

With the excellence we see in our schools and throughout Lakehead Public Schools, trustees regularly recognize staff, volunteers, and students with the Trustee Award of Excellence. We welcome nominations and look forward to recognizing exciting and dedicated excellence.

Trustee responsibilities include policy development and approval, developing and monitoring the Strategic Plan, hiring the director of education, and passing the budget. This year we are very proud to introduce our new director of education, Sherri-Lynne Pharand. We are equally proud of having passed a balanced budget. Trustees look forward to visiting schools and staff at school events and learning of the fantastic work that parents, volunteers, staff, and the community contribute to our incredible organization. We thank you and appreciate you all. We know we all belong here together.

Ellen Chambers,
Chair



At Lakehead Public Schools, we are committed to providing a safe, welcoming, equitable, accessible, and inclusive environment that reflects the diversity of our community. We are committed to equity, anti-racism, and anti-oppression to foster a school community within which every student and staff feels accepted and welcomed to be actively engaged, and to promote an environment for students to express themselves and their identities.

In 2021-2022, Lakehead Public Schools developed equity, diversity and inclusion resources including the Education Equity Plan 2021-2024, the Holy Days list, and the Days of Significance list. These resources are important reminders of rights-based issues, equity, diversity, and inclusion, and serve as a valuable tool for education. Additional work that was done over the past year in the areas of equity, anti-racism, and anti-oppression include beginning the work on a professional learning plan in collaboration with the human rights and equity officer, continuing the work of the Equity and Inclusive Education Committee, and implementing a Disability Support Program to facilitate accessibility accommodation plans and return to work plans for employees with disabilities.

Lakehead Public Schools values its community partnerships, as many joint initiatives contribute to creating a safe and welcoming environment for students and staff. The Board continues to be a proud member of the City of Thunder Bay Anti-Racism and Inclusion Accord; it stands by its belief that hate has no place here. The Board also continued its partnership with Diversity Thunder Bay to celebrate difference and end racism and discrimination in Thunder Bay. As a member organization, Lakehead Public Schools gains knowledge and shares expertise through engagement with key expert community agencies. The Board encourages students and staff to express themselves and their identities.

BELONG



During the month of June, Lakehead Public Schools facilities raised the Progress Pride flag to demonstrate its support for members of 2SLGBTQQIA communities and for all students to know that they belong and have a safe space in our schools.

The Board offered various cultural training opportunities for staff to enhance the awareness of the importance of culture. Stolen Lives training was organized for 50 staff members, École Elsie MacGill Public School established a Professional Learning Book Club with over 20 staff volunteering their time to participate, and First Nation, Métis, and Inuit (FNMI) education program staff worked with schools to support



FNMI education learning goals. In addition, the Board partnered with Lakehead University to offer FNMI Studies, Part 1 AQ course for Lakehead Public Schools staff.

Throughout the Kindergarten registration campaign, we were pleased to showcase our schools' welcoming environments by highlighting our commitment to accessibility, our caring and comprehensive Special Education program, and our firm belief of You Belong Here.



Lakehead Public Schools believes in fostering school communities within which every student and staff feels accepted and welcome to be actively engaged. Several initiatives were created to invite FNMI students and staff to feel more involved in their school communities. Resource documents were shared with educators for the National Day for Truth and Reconciliation, Treaties Awareness Week, and National Indigenous Peoples History Month. The FNMI Education Team continued to create and share resources with educators, and Indigenous community members and Elders were invited into schools to work directly with students. Also, the Four Directions Program in secondary schools, which includes graduation coaches and FNMI student support workers, continued to provide a safe space for students.

To ensure the safe operations of all facilities and programs, many initiatives were completed throughout the year, including the application of all Ministry mandated COVID-19 health and safety measures, the procurement of mobile HEPA air filtration units and disinfecting mobile units, the installation of water bottle filling stations, and the completion of HVAC improvements. In addition, we provided various health and safety related training sessions throughout the year ensuring all sites had appropriately trained staff. Some examples include First Aid and Joint Health and Safety Committee training, as well as ensuring the annual completion of all legislated training. The Board ensured compliance with the Occupational Health and Safety Act and the Safe Drinking Water Act and their Regulations. Quality Maintenance Inspections continued during the 2021-2022 school year ensuring consistent practices throughout the Board.



BELONG





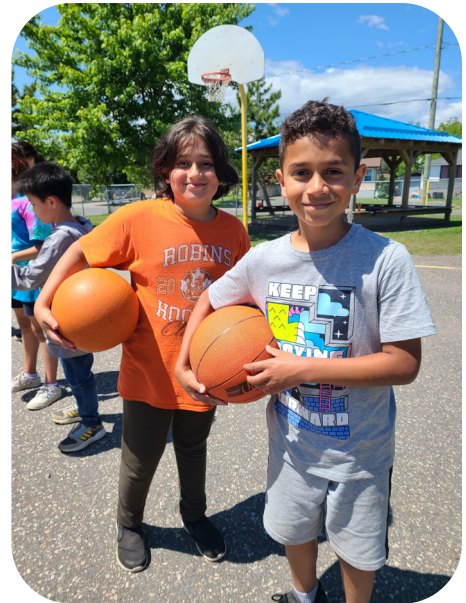
Lakehead Public Schools completed capital improvements in Board facilities to ensure the health and safety of students and staff, while ensuring facilities are well maintained.

Many Capital Plan accomplishments came to fruition during the 2021-2022 fiscal year. Examples include: new outdoor classrooms; new playstructures; new play areas; new sportsfield; roof upgrades; HVAC refurbishments; steam conversions; new Building Automation Systems; bathroom upgrades; additional classroom sinks; bottle filling stations; new windows; and new flooring.

The Board prioritized the importance of recognizing the unique needs of every student to provide them with the opportunities and supports to succeed, including providing specific and targeted training for staff to better understand unique student needs. We ensure to provide central multi-disciplinary staff to support both elementary and secondary students for meaningful opportunities and supports to be available.

The learning recovery plan at Lakehead Public Schools included student mental health and well-being initiatives, tutoring supports, a focus on early reading and math skills, and individualized, student-centred learning. In addition, after school supports, Grade 8 to Grade 9 transition events, and extracurricular and community-building activities contributed to increased student engagement and sense of belonging.

The population in Ontario is changing and the Board needs to be positioned to serve the needs of the increasingly diverse demographics. Last year, the Student Census was conducted in all schools to better understand the student body as well as the needs of future students. Last year, we continued to learn more about student identity through a full census. Demographic data collection is essential to know the students at Lakehead Public Schools as well as to identify and address system barriers to equity of access and outcomes in the provision of education.



BELONG



ACHIEVE

Lakehead Public Schools provides programs and supports so that every student can achieve high levels of personal and academic excellence. Relevant, inclusive, accessible, engaging, and responsive learning environments are important, and implementing Indigenous worldviews and knowledges throughout the curriculum is a priority.

Lakehead Public Schools collaborates with Children's Aid Society of the District of Thunder Bay, Dilico Anishinabek Family Care, and area counselling centres to respect and work within the Joint Protocol for Student Achievement (JPSA). The JPSA outlines the scope of important collaborative practices and processes to guide agencies and school boards as they develop and implement local protocols to support the educational success for students involved in child protection services.



Capacity building and leadership related sessions were provided to staff to advance professional education and leadership skills and to increase the awareness of human rights and equity. The Board celebrated the achievements of staff and supported the many employee and committee training opportunities offered. Some examples of staff and committee education include Anti-Racism/Anti-Discrimination training, Understanding Learning Disabilities, Culturally Responsive School Leadership book study, and Equity, Diversity, and Inclusion and Hiring Practices. In addition, Indigenous education professional development opportunities were explored and designed and are planned for implementation in 2022-2023.



Several capital investments were made to enhance opportunities for student-centred growth and development. Modifications and renovations of building structures and systems were implemented to meet the cultural and diversity needs of the students and staff, including renovations to Kingfisher Outdoor Education Centre to ensure students could see themselves reflected in school experiences. Lakehead Public Schools classes regularly accessed

the Kingfisher Outdoor Education Centre for day trips and overnight excursions to provide distinct learning opportunities for all grade levels. The program curriculum integrated and complemented the Ontario curriculum, and activities were planned in collaboration with classroom teachers to ensure curricular relevance and developmental appropriateness.

During the 2021-2022 school year, infrastructure was installed to ensure stable

connectivity while providing teaching staff with technical and implementation assistance to support in-person and remote learners.

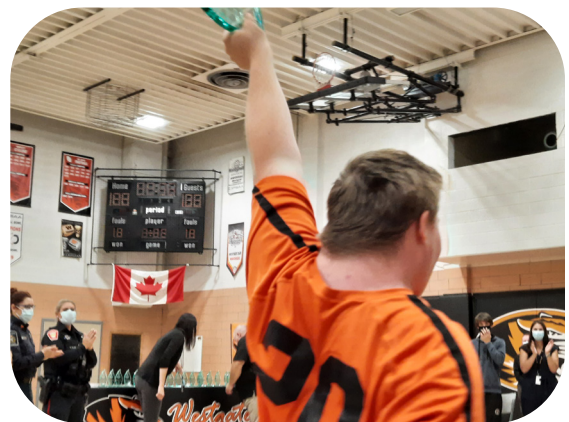
The Board's information technology plan for 2021-2022 included several new professional development initiatives and financial investments including \$475,000 to equip over 500 classroom teaching staff with devices, \$500,000 to provide devices and connectivity for all students to directly support remote learners, and \$50,000 in-classroom technology to deliver a hybrid teaching environment.



At Lakehead Public Schools, we are passionate about Special Education and strive to continuously enhance the learning experience for students with special needs. The Right to Read report was received and included results from thousands of peer-reviewed studies and meta-analyses that used rigorous scientific methods to outline how reading develops, why many students have difficulties learning to read, and how to teach early reading to prevent reading failure, among other things. As a result of this study, teachers used the resource Heggerty as a Tier 1 intervention for students in Kindergarten and Grade 1. Teachers spent at least 10 minutes each day working in whole group

and small group settings. Focusing on phonemic awareness, students were taught to hear and manipulate the sounds of language and were taught which letters are associated with the sounds of the language. Both skills are crucial to reading mastery and are foundational reading skills. For French Immersion schools, the resource Pratique Phonémique was piloted at École Gron Morgan Public School.

To continue to enhance the achievement opportunities for all students, including students with special needs, all Grade 2 teachers received training and support with the resource Lexia. Lexia® Core5® Reading is an adaptive blended learning program that accelerates the development of literacy skills for students of all abilities, helping them make that critical shift from learning to read to reading to learn. The use of Empower, a Tier 3 intervention tool, was also implemented as it teaches struggling readers effective strategies for decoding and spelling words and understanding text. It allows students to experience success in reading and gain confidence in their skills.



For our English Language Learners, Lakehead Public Schools has a continuing commitment to implementing an intake and orientation process that allows for successful integration of English Language Learners (ELL) and their families into our school communities.

ACHIEVE



ACHIEVE

To enhance student appreciation and achievement in the Arts, primary planning teachers and itinerant music teachers received training to provide a dynamic learning environment for students. We are proud to report that over 600 students from the junior grades attended LinkUp at the Thunder Bay Community Auditorium along with the Thunder Bay Symphony Orchestra. The Carnegie Hall's LinkUp program introduced students in Grades 3 to 5 to the orchestra by helping them to become a part of it. It also provided resources to teachers to deliver the music curriculum.



All Grade 8 First Nation, Métis, and Inuit students from our elementary schools were offered the opportunity to earn a Reach Ahead credit at their secondary school over the summer. The program ran for three weeks in August and provided students with 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 school before start-up in order to reduce any anxiety associated with transitioning to secondary. Students also had the opportunity to meet staff, including their graduation coaches, and form relationships before entering secondary school. Forty Grade 8 students entering our secondary schools this year successfully earned the HIF 101 credit.

Lakehead Public Schools is pleased to report that the Cooperative Education Summer Program was very successful. The Focus on Youth Project ran and was a six-week summer cooperative education program for secondary students and a partnership between the Ministry of Education, Lakehead Public Schools, Lakehead Adult Education Centre, and Roots Community Food Centre. Eleven senior students completed the Focus on Youth program, earning cooperative education credits and paid employment while growing food at a community garden, as well as harvesting and selling products at the market.



Over the summer months, the program department and Lakehead Adult Education Center were able to partner to run programming in Whitesand First Nation for secondary students. Students had the opportunity to earn a General Learning Strategies credit in either Discovering

the Workplace (GLD201) or Navigating the Workplace (GLN401). The programming was a combination of activities within the community that related to life and workplace skills and curriculum-based assignments delivered by an on-site teacher. There were 23 secondary students who participated, and 19 credits were granted for a success rate of 83%.

The Summer C.L.A.S.S. Program was offered virtually last summer and 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. Thirteen students were successful in recovering a credit from a variety of subject areas and variety of grades. Summer Learning Programs for both English and French Immersions students were offered this past summer as well. We saw more than 340 students participate in the three weeks of programming at five schools.

Our schools also saw achievements in the area of mathematics, as the new 2022 mathematics curriculum was part of a four-year math strategy designed to improve student performance in math, help students solve everyday math problems, and increase students' employability to attain the jobs of the future. Through the use of resource staff and math resources (MathUP), teachers built their content knowledge and understanding of mathematics so that they can better help their students.

Achievements at our Board can often be credited to the valuable partnerships we hold with community organizations. Last year, we continued our meaningful partnership with Lakehead University to offer the Student Achievement Program. This continuing program offered support and incentive for select candidates facing challenges to pursue a university pathway after secondary school. We saw the first Lakehead Public School graduates of the program move on to Lakehead University with their first year's tuition paid for by the Achievement Program.

ACHIEVE





Lakehead Public Schools is committed to working with Indigenous peoples in the spirit of reconciliation to provide quality education. We strive to embody the principle that Indigenous education is for all peoples and to incorporate Indigenous communities and leadership in all aspects of the Board. As part of supporting FNMI education learning goals in schools, administrators examined the goals closely to identify how they connect to and reflect the principles of relationality, relevancy, respect, and responsibility.

The Board's Four Directions program flourished and provided a positive impact on many Indigenous students. The program continued its partnership with Biwaase'aa to provide a safe and nurturing environment for Indigenous students and promote successful outcomes. The Kendomang Zhagodenamonon (KZ) Lodge, originally only available at Hammarskjold High School, expanded and was introduced at Westgate Collegiate and Vocational Institute. The experiential learning program is highly successful and works in close partnership with the Thunder Bay Indigenous Friendship Centre. It is an alternative secondary school program that is offered in a mainstream school setting and is designed to incorporate specialized programming related to Indigenous land-based learning and life skill building. The main goal of the program is to provide added support to Indigenous youth by providing a 'soft landing' that helps ease their transition into a mainstream Secondary School setting.



To include and empower Indigenous students as leaders and advocates who contribute to the collective identity of all learning communities, we encouraged student participation in several groups including the Mino Bimaadiziwin Youth Leadership Program, Indigenous student leadership groups, active Indigenous student voice in Gay/Straight Alliances, and the involvement of an Indigenous student trustee.



The Board supported instructing and facilitating learning in Indigenous languages by expanding the elementary Native as a Second Language (NSL) program to include an additional school. We also established/promoted professional learning communities for NSL teachers and

RECONCILE



arranged their attendance at two conferences. The Board has submitted a Ministry funding proposal to support language revitalization and has provided professional learning opportunities for staff connected to destreamed Grade 9 mathematics.

We supported, instructed, and facilitated learning in Indigenous languages by modifying building systems to facilitate cultural activities such as smudging.

RECONCILE



Lakehead Public Schools strives to empower collaborative and student-centred leadership by encouraging all students, including students who are Indigenous, Black, people of colour, persons with disabilities, and members of 2SLGBTQQIA communities, to be leaders and advocates who contribute to the collective identity of all learning communities.



During the 2021-2022 school year, 24 students and four mentors participated in the Mino Bimaadiziwin Youth Leadership Program. The program is open to all elementary FNMI students within Lakehead Public Schools and helps students discover and develop leadership skills.

To engage students, parents, guardians, and caregivers in learning about global citizenship including Indigenous worldviews and knowledges, we arranged for the Aboriginal Education Advisory Committee to host virtual Anishnaabemowin Family Language Nights. Lakehead Public Schools also believes that socializing outside of regular school hours is beneficial in developing youth leadership; therefore, Lakehead Public Schools promoted a wide variety of extracurricular and prosocial activities at every school.

Students had the opportunity to choose to participate in clubs, leadership groups, mentoring roles, and sports. These opportunities enhance self-confidence and foster the natural leadership qualities in students.

All secondary schools, and some elementary schools, ran Gay/Straight Alliances or Gender and Sexuality Alliances coordinated by students. The students utilize their leadership skills to plan meetings and coordinate and facilitate events to provide a safe place for all students.

Secondary school community service has always been a relevant way to expose students to leadership in their community. Last year, students were able to track their hours of leadership and community service by utilizing the online tool Hour Republic. The application was also introduced to Grade 8 students who were eligible to begin tracking their community service in the summer prior to Grade 9.

French Language programs remain a priority at the Board. The goal of French Immersion and Core French programs is to develop proficiency in French and English, and to have an understanding and appreciation of French culture. The ability to speak and understand French allows students to communicate with French-speaking people in Canada and around the world, and to benefit from a competitive advantage in the workplace. Learning French not only strengthens students' ability to communicate but also helps to develop appreciation and respect for the diversity of Canadian and global societies. In 2021-2022, 36 Grade 12 graduates were granted a French Immersion Certificate, having completed the required number of courses in French. Twenty students graduated having completed Core French in Grades 9 to 12.

Lakehead Public Schools is a proud partner in the Centre DELF-DALF du Nord Ouest Ontario (Accredited Testing Centre) providing the opportunity for Grade 12 students

LEAD





to challenge the DELF exam. The DELF is an internationally recognized certificate awarded by the French National Ministry of Education to certify the French-language competency of candidates whose first language is not French. In 2021-2022, 51 DELF certificates were awarded to students at Lakehead Public Schools. Of all students registered in a Grade 12 French as a second language course, 90% challenged the DELF, and 91% who took the exam were successful.

Grade 10 Career Studies educators received training in career and life planning using the online tool Xello. The training was provided 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.

Providing professional training opportunities for staff encourages staff to achieve personal and leadership goals and demonstrates and fosters leadership and service excellence in education. We are pleased to report that 30 teachers participated directly in the Effective De-streamed Instructional Practices training and planning sessions in preparation for the rollout of de-streamed Grade 9 courses. They received training on grading for equity, culturally responsive pedagogy, and began co-planning low floor high ceiling assessment activities that would engage all learning levels and allow collaboration in class. As a result, all teachers in the de-streamed subject areas benefited from the programming and planning.

Other forms of professional training that took place last year included the Secondary Professional Learning Teams which involved data-driven professional learning focused on learning recovery and student mental health and well-being. Also, mentorship programs for new administrators focused on developing the skills of operational and curriculum instructor leaders. It permitted the collaboration and mentorship with experienced administrators while keeping the present and emerging needs of students at the focus.



Lakehead Public Schools supported the goal of the Strategic Plan of demonstrating fiscal responsibility by implementing capital projects through a fair and competitive tendering process.

Lakehead Public Schools also ensured the financial sustainability of the organization by continuing to ensure resource allocation which supported the strategic and operational plans while continuing to improve efficiencies.

Initiatives such as property management, energy efficiencies, program collaboration, and realignment of operations supported a balanced budget for 2022-2023.

LEAD



Toward the end of the school year, Lakehead Public Schools demonstrated its leadership by launching a newly designed accessible website with straightforward navigation and pertinent information. Each school acquired its own accessible website, as did Kingfisher Outdoor Education Centre, Lakehead Adult Education Centre, Lakehead Virtual Elementary School, and the Lakehead Public Schools Foundation.



LEAD

Lakehead Public Schools recognizes that to be inspired and successful learners, students need to be safe, healthy, and happy. As mental health is a prominent element of overall wellness, the Board has made immense progress in the quality and delivery of mental health services to students.



Students and teachers from 119 classrooms from Kindergarten to Grade 8 received presentations on mental health, stress management, and anxiety. Through a partnership with the Thunder Bay District Health Unit, public health nurses delivered 58 Mental Health Plus educational opportunities in Grades 4 to 8. Every classroom in Grades 4 to 8 were provided the opportunity to join a virtual presentation on mental health and the effect of social media, and a similar session was provided separately for parents, guardians, and caregivers. Also, parents, guardians, and caregivers were offered the opportunity to join a free presentation on helping to manage and reduce vaccine anxiety in children.

The Multi-Disciplinary School Support Team delivered Mental Health Action Kit presentations across 50 elementary classrooms. The Stop Now And Plan (SNAP) program was delivered across 11 classrooms and 485 students received individual clinical services.

The Board continued to promote mental health literacy resources, everyday mental health activities, literacy courses, and virtual field trips so that educators could be comfortable seeking them out and integrating them into their classroom curriculums. All elementary schools were equipped with Social Emotional Learning pathways for primary with strategies on how to use them effectively. All elementary schools have been provided several copies of posters promoting every day mental health practices for students.

In addition, Lakehead Public Schools administered the climate survey to all elementary schools in Grades 4 to 8 with assistance in data compilation from the Thunder Bay District Health Unit and administered the Compass survey to all students in secondary schools.

Lakehead Public Schools worked closely with community partners to enhance opportunities for students to explore pathways in skilled trades through the Ontario Youth Apprenticeship Program (OYAP). Students in Grades 6 through 12 were exposed to potential careers in skilled trades through community, school-based, and virtual events. Special Projects included the building of toolboxes, picnic tables, garden boxes, and various presentations and workshops. Lakehead



INSPIRE



Public Schools also offered 10 Specialist High Skills Major programs in the three secondary schools. These programs engaged students and provided them with the opportunity to focus their secondary school learning while building on strengths, interests, and career goals. Students earned sector recognized certifications and explored careers within the sector. Specialist High Skills Major staff organized “reach ahead” experiences for students connected to their post-secondary pathway plans. In addition, throughout the year, many students participated in workshops, events, and activities to expand their understanding of skills for success in post-secondary institutions, apprenticeships, and careers. Some examples of the events included Take our Kids to Work Day, Women in the Trades events, presentations by guest speakers, and tours of industry.



Last year, the Board also implemented improvements in administration processes and systems, including a new Student Information System (SIS). The new SIS is a key component that drives Board data and interrelated systems. This is a multi-year project that is expected to result in improved interfaces, accuracy of data, and reporting.

Lakehead Public Schools believes in inspiring students and staff by celebrating success stories. Special events, accomplishments, and achievements were featured on social media, on the website, and in the media. We are continuously proud of our school communities and hope to always inspire the feeling of *You Belong Here*.

INSPIRE



Article: Bay Village Coffee Serves Acceptance at Westmount

March 22, 2022

The local business owners of a popular northside coffee shop, Bay Village Coffee, were welcomed guest speakers yesterday at Westmount Public School. Alan Forbes and Gary Mack were invited by the Grade 8 class to discuss acceptance and positivity in light of the recent vandalism to the coffee shop. The couple and business owners explained that shortly after enduring the damage to the building, they received a hurtful letter of a homophobic nature. The uplifting presentation discussed the community's astounding support and imparted the notion that negative events do not always have to hold harmful outcomes.

A student asked the business owners how they react to hate. Gary Mack believes kindness is the answer. "Dealing with hate with more hate is not a good thing. The best thing to do is be a beacon of love. If you think this world needs more love, give it love. If you think it needs more kindness, be kind. That's what we try to show every day. We try to create a positive environment in a not-always-so positive world."



The class interlaced their business plan projects into the day's event by taking advantage of the presence of entrepreneurs. The students asked business related questions and discussed commerce, competition, and the importance of a good product. "When you're thinking about the business that you're creating, how do you want your business to make a difference? How do you want people to feel about your business? Is it possible to make a living and make a difference at the same time? I say yes and it is really important," said Mack.

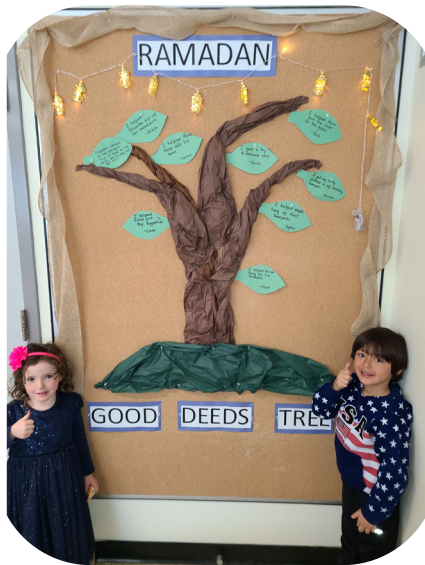
Earlier this year, the front door to Bay Village Coffee was shattered in a break-in. The business owners resolved to rise above the offense and transform the tool used to cause the damage – a large rock – into a work of art. The painted rock was donated to the Our Hearts at Home campaign to be auctioned off to raise money for the Thunder Bay Regional Health Sciences Foundation to support cardiovascular care in the Northwest.

Lakehead Public Schools fosters an environment of acceptance and inclusion in all its schools. Creating and maintaining an atmosphere of belonging for all students and staff is of utmost importance and continues to be one of the Board's strategic plan goals.

DIRECTOR'S ANNUAL REPORT

Article: Ramadan Inspires Philanthropy at École Gron Morgan Public School

April 14, 2022



This week, a Senior Kindergarten class at École Gron Morgan Public School launched a donation campaign to help those in need at Shelter House Thunder Bay. The five- and six-year-olds happened upon the idea after a brief discussion on Ramadan and its emphasis on community and charity sparked the class-wide interest in performing good deeds.

A giant good deeds tree was posted to a classroom wall and became the donation centre. Families donated non-perishable food items, new and used clothing, winterwear, housewares, and money to support individuals in the community. The endeavor by the Senior Kindergarten class has exemplified goodwill and has provided the students with an excellent philanthropic experience.

Michelle Morgan, Interim Executive Director of Shelter House Thunder Bay, was delighted to learn about the donations and knows that this kind gesture will bring a smile to many faces this weekend. "Thank you so much to the families of École Gron Morgan Public School for thinking of us. This

will help the Shelter House feed clients this weekend and remind them that the community thinks of them and supports them," said Morgan.

Lakehead Public Schools recognizes the many cultures, ethnicities, and religions of the world and embraces stimulating discussions stemming from the curious minds of students.

Mrs. Cristine Sillen, Senior Kindergarten teacher leading the donation campaign, said it's meaningful to honour cultures in the school. "We have a large community of Muslim families in the school and it's nice that everyone got to learn more about Ramadan and acknowledge other cultures and traditions in our school community. The students learned lots about charity and giving," said Mrs. Sillen.



Lakehead Public Schools fosters environments of respect and encourages self-expression and an appreciation for diversity in all its classrooms. We wish observant students and families Ramadan Mubarak.

Article: Day at LakeheadU Strengthens Post-Secondary Ambitions

May 27, 2022

Today, nearly 50 Lakehead Public Schools students in Grades 4 to 12 enjoyed a full day of recreational activities at Lakehead University. The annual Achievement Day on Campus event celebrated students enrolled in the Achievement Program – a partner-program shared between Lakehead Public Schools and Lakehead University which provides post-secondary academic opportunities to students who experience socioeconomic barriers.

The Achievement Program offers financial support to students who may not have the resources to attend university upon secondary school graduation. The students earn their first year of university enrollment through nine years of creative and engaging programming beginning in Grade 4. The Achievement Program is offered to eligible students at Algonquin Avenue Public School, McKellar Park Central Public School, Ogden Community School, St. James Public School, and Sherbrooke Public School, and follows the students through secondary school.



Indiana Martell, Grade 4 student at St. James Public School, said this was his first year of enrollment in the Achievement Program and he is looking forward to today's fun activities with Lakehead University. Indiana has big plans for his future and will complete the Achievement Program through to Grade 12 graduation. "The Achievement Program is helping me get closer to my dream of being a journalist and of going to this university," said Martell.

The day's event was held at the CJ Sanders Fieldhouse gymnasium and on the outdoor campus and featured welcoming remarks from AJ Keene, superintendent of education.

"Lakehead Public Schools is both honoured and humbled by our continued partnership with Lakehead University and the programs and opportunities that many Lakehead Public Schools students access throughout the year. The LakeheadU

Achievement Program is the crown jewel of this partnership – a program that provides our students with rich opportunities during their elementary and secondary school careers, and most importantly puts post-secondary studies within reach for students," said Keene.

The day was spent enhancing the students' leadership skills, sense of teamwork, and academic knowledge through educational activities led by various LakeheadU departments such as the Department of Chemistry, the Faculty of Engineering, and the Nijjii Indigenous Mentorship Program.

Lakehead Public Schools values its partnership with Lakehead University for the lifechanging opportunities it offers students and for helping youth believe the program's ever-important motto of Dream It. Believe It. Achieve It.



Article: United in Reconciliation

September 30, 2022

Our schools are committed to reconciliation and exemplify this dedication in their respective ways every day in the classroom, and especially during Truth and Reconciliation Week. This year, to honour the National Day for Truth and Reconciliation, all our school communities were invited to come together in a united partaking of the local initiative Honouring our Children: Reconciliation Run in Support of Mazinaajim Children's Foundation.



Students, families, and staff ran, walked, rolled, or strolled around Boulevard Lake alongside community members, businesses, and organizations who all have the cooperative goal of recognizing truth and reconciliation in Canada and harmonizing Northwestern Ontario. The Honouring our Children: Reconciliation Run in Support of Mazinaajim Children's Foundation event spoke volumes with immense participation and support from innumerable community members. All proceeds from the event will be directed to Mazinaajim Children's Foundation to support Anishinabek children and families with a focus on fostering happiness and well-being.

David DePiero, an occasional secondary teacher with Lakehead Public Schools, said today is a very important day across Canada. "For me, I want to contribute to the awareness of the importance of this day, even if it helps in the smallest way in moving forward in reconciliation," said DePiero. Anika Guthrie, Indigenous Education Lead, says that providing staff with an opportunity to participate in the local initiative allows them to engage in a community-based act of learning, relationship building, and reconciliation.

"Supporting the Mazinaajim Children's Foundation is a tangible way to honour the strength of Survivors and their families. Their goal of ensuring Anishnaabek children and youth have opportunities to reach their full potential aligns with our vision and mission at Lakehead Public Schools", said Guthrie.

Every Child Matters T-shirts were available for purchase at the event and all proceeds will go to the Mazinaajim Children's Foundation. The design of the T-shirt was created by a student from Nor'wester View Public School and displays a child's handwriting. This symbolizes the willing commitment of youth in reconciliation and the healing mindset and positive progress that is being passed down to younger generations. Kelton Bradley, Grade 2 student at Woodcrest Public School, joined his mother in a walk around Boulevard Lake and spoke from the heart when he said "every child matters and everyone should be kind to the Indigenous People who lived here first". His mother and student support professional at École Gron Morgan Public School, Jennifer Bradley, said "Every child matters regardless of race, religion, or colour of skin".



In schools this week, students and staff commemorated the Indigenous children who were lost and the healing journey of residential school survivors and their families. Lakehead Public Schools looks to the future in its commitment to reconciliation. Academic excellence, well-being, and the safety of First Nation, Métis, and Inuit Peoples remains at the forefront as every student's academic journey is supported and encouraged.

DIRECTOR'S ANNUAL REPORT

Article: Bilingual Students Become Leaders With #TryLikeTerry**September 27, 2022**

Last Friday at École Gron Morgan Public School, the Grade 8 students of this incredibly family-oriented French Immersion school were offered an impressive bilingual leadership opportunity. The 12- and 13-year-olds were stationed at challenge centers throughout the school yard to coordinate the day's Terry Fox fundraising activities. Equipped with clipboards, Terry Fox t-shirts, and a natural resourcefulness, the intermediate students coached their young peers through a variety of races.

The school consistently provides leadership opportunities to its Grade 8 students. These leaders-in-the-making learn to manage busy situations and make sensible decisions, often expressing themselves fluently in both French and English. École Gron Morgan Public School believes it is important to enable growth opportunities for its students so they may acquire life building skills and resume building experience.

Principal Erin Aylward said the races were designed with challenges built in. "We created each station to have an intentional challenge so that the children could work to overcome it because that's what Terry Fox did. He persisted in the face of adversity and worked to overcome his challenges."

Terry Fox is a prominent hero in many school communities and continues to be a strong source of motivation for youth. The École Gron Morgan Public School community raised over \$5,000 in support of The Terry Fox Foundation. Thank you, and congratulations!



Article: Westgate CVI Makes Peace Pledges on Day of Peace for Ukraine

March 9, 2022

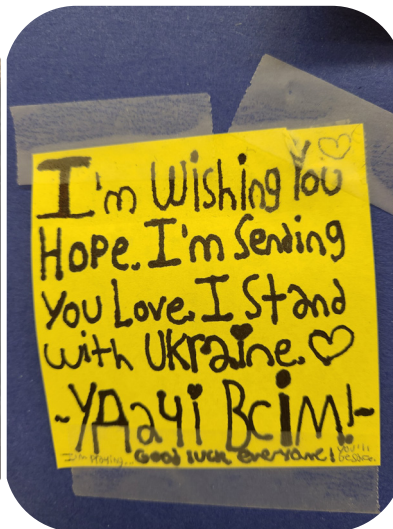
Today, hundreds of students and staff at Westgate Collegiate and Vocational Institute made peace pledges amid the political events unfolding in Ukraine. The objective of the Day of Peace was to provide individuals with the opportunity to voice their promise to promote peace in all that they do. Through positivity and compassion, the peace effect is expected to leave a lasting impact on the community.

The initiative was inspired by the will to support the school's Ukrainian international student and to express encouragement to all Ukrainians and those affected by the war. Students and staff were invited to wear blue and yellow, blue and yellow ribbons were handed out to wear, and the food and nutrition course students prepared blue- and yellow-frosted cookies. The school fundraised for the Canada Ukraine Foundation and all funds raised will help the Ukrainian refugees.

Daria Buhaiova, Ukrainian international student currently studying at Westgate CVI, discussed the impact of the conflict on her home country and relatives. "Most of my family is in the east part of Ukraine. I'm worried about my parents, my family, and of course about my country. I'm really surprised by the amount of support we have around Canada, around all over the world, support for refugees, and financial support for our army," said the Grade 12 student. Daria Buhaiova's message to Ukrainian civilians is one of reassurance and strength. "They're going to fight for our victory, for our land. Stay strong."

Mayor Bill Mauro was in attendance and delivered a thought-provoking message for the audience. "It's an opportunity to remember how lucky we are to live where we live and to not take it for granted. We are blessed in Canada."

At Lakehead Public Schools, we offer education that surpasses the curriculum; we believe in teaching values and principles as well. The Westgate CVI school community acted on the Board's value of Empathy and responded collaboratively as an influential group to support one of their own.



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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:

We promote and support equity of opportunities and outcomes for students, in an environment that is accessible, safe, inclusive, and respectful. We support every student and staff member to be inspired and successful lifelong learners.

Our Values:

Inclusion, Respect, Integrity, Empathy, Responsibility.



You belong here

A horizontal brushstroke underline in a rainbow spectrum of colors, matching the colors used in the Lakehead Public Schools logo.