



Lakehead
Public
Schools

Office of the Director

Jim McCuaig Education Centre
2135 Sills Street Thunder Bay ON P7E 5T2
Telephone (807) 625-5131 Fax (807) 622-0961

REGULAR BOARD MEETING NO. 6

Tuesday, March 28, 2023

Jim McCuaig Education Centre

Sherrilynne Pharand
Director of Education

Ellen Chambers
Chair

AGENDA

PUBLIC SESSION

7:30 p.m. – in the Board Room/Microsoft Teams

		<u>Resource Person</u>	<u>Pages</u>
1.	Call to Order		
2.	Disclosure of Conflict of Interest		
3.	Approval of the Agenda		
4.	Resolve into Committee of the Whole – Closed Session		
5.	COMMITTEE OF THE WHOLE – Closed Session – 6:30 p.m. (SEE ATTACHED AGENDA)		
6.	Report of Committee of the Whole – Closed Session		
7.	Land Acknowledgement		
8.	Delegations/Presentations		
8.1	Trustee Character Award - Linda Thingstad, École Gron Morgan Public School	T. Tuchenhagen	Verbal
8.2	Trustee Character Award - Kris Sandberg, McKellar Park Central Public School	R. Oikonen	Verbal
8.3	Paediatric Clinic Presentation	M. Probizanski	Verbal
9.	Approval of Minutes		
9.1	Regular Board Meeting No. 5 - February 28, 2023	E. Chambers	1-4

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

LAKEHEAD DISTRICT SCHOOL BOARD

	<u>Resource Person</u>	<u>Pages</u>
10. Business Arising from the Minutes		
<u>MATTERS NOT REQUIRING A DECISION:</u>		
11. Information Reports		
11.1 Ontario Public School Boards' Association (OPSBA) Report	R. Sitch	Verbal
11.2 Student Trustee - March Report	M. Mago	Handout
11.3 Indigenous Student Trustee - March Report	A. Sagutcheway	Handout
11.4 Special Education – Empower Reading (047-23)	M. Probizanski	5-8
11.5 Student Achievement (045-23)	AJ Keene/J. Lower/ M. Probizanski	9-15
11.6 Bus Transportation Final Costs for 2022-2023 (044-23)	K. Alaksa	16-17
11.7 Special Education Advisory Committee Meeting Minutes – January 11, 2023	M. Probizanski	18-22
11.8 Parent Involvement Committee Meeting Minutes - January 16, 2023	S. Pharand	23-26

12. First Reports

MATTERS FOR DECISION:

- 13. Postponed Reports
- 14. Recommendations from the Board Advisory Committee
- 15. Ad Hoc and Special Committee Reports
- 16. New Reports
- 17. New Business
- 18. Notices of Motion
- 19. Information and Inquiries
- 20. Adjournment

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



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REGULAR BOARD MEETING NO. 6

Tuesday, March 28, 2023

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AGENDA

COMMITTEE OF THE WHOLE – Closed Session
6:30 p.m. – Sibley Room/Microsoft Teams

	<u>Resource Person</u>	<u>Pages</u>
5.1 Approval of Committee of the Whole - Closed Session Minutes		
5.1.1 Regular Board Meeting No. 4 - January 24, 2023	E. Chambers	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Negotiations Update (046-23)	M. Probizanski	3-13
5.3.2 Personnel Matter	S. Pharand	Verbal
5.4 Information and Inquiries		
5.5 Rise and Report Progress		

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

LAKEHEAD DISTRICT SCHOOL BOARD

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF REGULAR BOARD MEETING NO. 5

Board Room/Microsoft Teams
Jim McCuaig Education Centre

2023 FEB 28
7:30 p.m.

TRUSTEES PRESENT:

Ellen Chambers (Chair)
Pat Johansen
Ron Oikonen
George Saarinen (Virtual)
Trudy Tuchenhagen

Scottie Wemigwans
Meahar Mago (Student Trustee)
Alexa Sagutcheway (Indigenous
Student Trustee)

TRUSTEE ABSENT, WITH REGRET:

Donica LeBlanc (Vice Chair)
Ryan Sitch
Leah Vanderwey

SENIOR ADMINISTRATION:

Sherri-Lynne Pharand, Director of Education
AJ Keene, Superintendent of Education
Jane Lower, Superintendent of Education

FEDERATION/UNION REPRESENTATIVES:

Kristi Lees, Lakehead Principals/Vice Principals

PUBLIC SESSION:

1. **Approval of Agenda**

Moved by Trustee Oikonen

Seconded by Trustee Johansen

“THAT the Agenda for Regular Board Meeting No. 5, February 28, 2023 be approved.”

CARRIED

2. **Introduction of Human Rights and Equity Advisor**

Sherri-Lynne Pharand, Director of Education, introduced Anthony Jeethan, Human Rights and Equity Advisor for Lakehead District School Board.

3. **Re-Thinking Traditional Classrooms Post-Pandemic Presentation**

Sherri-Lynne Pharand, Director of Education, and Jane Lower, Superintendent of Education, presented a condensed version of their presentation from the International Congress for School Effectiveness and Improvement (ICSEI) from Vina del Mar, Chile in January 2023. All trustees' questions were addressed.

4. Approval of Minutes

Moved by Trustee Wemigwans

Seconded by Trustee Johansen

“THAT Lakehead District School Board approve the Minutes of Regular Board Meeting No. 4, January 24, 2023.”

CARRIED

MATTERS NOT REQUIRING A DECISION:

5. Ontario Public School Boards’ Association Report

Trustee Saarinen, Ontario Public School Boards’ Association (OPSBA) Northern Region Director, informed the Board that he would be sharing the OPSBA Board of Directors Meeting summary from February 24-25, 2023. The topics that will be shared pertained to a legislative update, OPSBA Advocacy Day, education finance, Indigenous Education/Indigenous Trustees’ Council (ITC) and coalition information.

6. Student Trustee Report

Mehar Mago, Student Trustee, provided a handout as her report. Items addressed included: her and Indigenous Student Trustee Sagutcheway’s attendance at planning sessions for the Student Senate with Jane Lower, Superintendent of Education, and Anne-Marie McMahon-Dupuis, System Principal; her attendance at the Family Literacy Day at Woodcrest Public School on January 26, 2023; her attendance at LDSB Kindergarten Night at École Elsie MacGill Public School on January 30, 2023; and her attendance at the Special Education Advisory Committee (SEAC) meeting on February 15, 2023.

7. Indigenous Student Trustee Report

Alexa Sagutcheway, Indigenous Student Trustee, provided a handout as her report. Items addressed included: her attendance at LDSB Kindergarten Night at École Elsie MacGill Public School on January 30, 2023; her attendance at the Trustee Informal Session with Lori Lukinuk to review Robert’s Rules of Order and the Governing By-laws; her participation in the planning for the Student Senate – March 1, 2023; her attendance at the Aboriginal Education Advisory Committee (AEAC) meeting on February 9, 2023; and her attendance at the Special Education Advisory Committee (SEAC) meeting on February 15, 2023.

8. Interim Financial Information – Audit Committee

Scottie Wemigwans, Chair, Audit Committee, presented a verbal report to the Board.

9. Ontario Human Rights Commission Right to Read Response Report (041-23)

AJ Keene, Superintendent of Education, introduced Maggie Fredrickson, System Principal, Special Education, and Inga Anderson-Foster, Elementary Resource Teacher, who presented the report. All trustees’ questions were addressed.

MATTERS FOR DECISION:

10. Recommendations from the Board Advisory Committee (040-23)

School Calendar 2023-2024 (034-23)

Moved by Trustee Johansen

Seconded by Trustee Saarinen

“THAT Lakehead District School Board:

1. *Approve the proposed 2023-2024 elementary school year calendar, including the opening and closing dates and professional activity days, as described in Appendix A in Report No. 034-23.*
2. *Approve the proposed 2023-2024 secondary school year calendar, including the opening and closing dates, professional activity days and examination days, as described in Appendix B in Report No. 034-23.”*

CARRIED

11. Recommendations from the Board Advisory Committee (040-23)

Policy Review – 6010 Emergency Evacuation and Emergency School Closure (036-23)

Moved by Trustee Tuchenhagen

Seconded by Trustee Wemigwans

“THAT Lakehead District School Board approve 6010 Emergency Evacuation and Emergency School Closure Policy as amended, Appendix A to Report No. 036-23.”

CARRIED

12. Recommendations from the Board Advisory Committee (040-23)

Policy Development – 7050 Conflict of Interest (037-23)

Moved by Trustee Oikonen

Seconded by Trustee Johansen

“THAT Lakehead District School Board approve 7050 Conflict of Interest Policy as indicated in Report No. 037-23.”

CARRIED

13. Recommendations from the Board Advisory Committee (040-23)

Policy Review – 7060 Staff Training and Professional Development (038-23)

Moved by Trustee Vanderwey

Seconded by Trustee Johansen

“THAT Lakehead District School Board defer the review of 7060 Staff Training and Professional Development Policy.”

CARRIED

14. Recommendations from the Board Advisory Committee (040-23)

Policy Review – 9015 Facility Partnership (035-23)

Moved by Trustee Tuchenhagen

Seconded by Trustee Wemigwans

“THAT Lakehead District School Board approve 9015 Facility Partnership Policy as amended, Appendix A to Report No. 035-23.”

CARRIED

15. Information and Inquiries

15.1 Trustee Saarinen reported that he attended the Student Transportation Services of Thunder Bay (STSTB) meeting on February 27, 2023 and shared information with the Board.

15.2 Trustee Johansen reported that she, Trustee Chambers, Trustee Vanderwey and Indigenous Student Trustee Sagutcheway were invited to attend an event at McKellar Park Central Public School on February 24, 2023. The trustees participated in a smudging, prayer, blessing and a teaching for rattle making.

15.3 Trustee Chambers reported that trustees and senior administration attended school visits at École Gron Morgan Public School and St. James Public School on February 22, 2023.

16. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Vanderwey

“THAT we do now adjourn at 9:07 p.m.”

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2023 MAR 28
Report No. 047-23

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

RE: SPECIAL EDUCATION - EMPOWER READING

1. Background

- 1.1 Lakehead District School Board (LDSB) complies with the Education Act and the Ontario Human Rights Code.
- 1.2 The Ontario Curriculum is intended for all students, including students with special education needs.
- 1.3 There are a variety of interventions and programs provided by LDSB as we strive to meet the learning needs of all students.
- 1.4 Lakehead District School Board follows a tiered intervention model in supporting students with special education needs.

2. Situation

- 2.1 Research has found that students who struggle with reading have specific processing issues, thus the ability to filter, categorize and prioritize information is very difficult. Instruction needs to filter, categorize and prioritize information for them. They need systematic and explicit instruction that guides them through each phonetic and decoding skill using a step-by-step logical sequence.
- 2.2 The need for a Tier 3 reading intervention in our elementary schools was recognized and different options for reading interventions were explored. Lakehead District School Board decided to move forward with Empower™ Reading – Spelling and Decoding due to its success rate, reputation and use in a variety of schools and districts.
- 2.3 Empower™ Reading Program is a multi-component intervention program that teaches struggling readers effective strategies for decoding and spelling words. The program allows students to experience success in reading and gain confidence in their skills. It helps students become independent readers equipped with multiple strategies. Empower students will become active readers who read independently for meaning, information and pleasure. The Provincial Demonstration Schools for students with learning disabilities (Trillium Lakelands District School Board, Sagonaska Demonstration School and Amethyst Demonstration School) participated in some of the Learning Disabilities Research Program's research studies and saw great success in the program. Empower is now being used in over 500 schools, in over 20 school boards, cross the province.

- 2.4 The Empower™ Reading Program is dedicated to bringing evidence-based literacy instruction to students with reading difficulties. The program includes instructional features shown to address reading disabilities, including:
- balanced and flexible teaching approaches and methodologies;
 - explicit teaching of skills and knowledge needed for decoding and comprehension of different types of text;
 - delivery of instruction at different paces to meet individual student and group needs;
 - a ‘self-talk’ dialogue and an organizational structure that support students to become independent readers;
 - modelling by the teacher of how students can become an expert reader;
 - many activities to practice and solidify the skills and strategies being taught; and
 - retraining of unproductive attitudes and beliefs about success and failure.
- 2.5 In 2015 our first Empower Reading teacher was trained. The program was very successful in reaching the needs of the students in that group. The special education department developed a plan to increase the number of trained Empower teachers.
- 2.6 Every elementary school at LDSB has a designated Empower Reading teacher in Grades 2-5. Lakehead District School Board also has two teachers trained in the Empower Reading in Grades 6-8.
- 2.7 Empower Reading is taught by the designated Empower Reading teacher to a group of students each day for one hour. There are 110 lessons to be covered. Empower Reading teachers are mentored by The Hospital for Sick Kids (SickKids) and they provide assistance and monitor the group to ensure the integrity of the program. An Empower teacher is connected to the Empower mentor as long as they are teaching the program and SickKids provides annual refresher sessions to keep them up to date.
- 2.8 Before a student is considered for Empower Reading, the school team will meet to discuss a plan to assist the student. The team will outline a plan for addressing the needs and support the student with appropriate interventions. After these interventions are implemented and the student is still needing additional supports, the school team investigates if Empower Reading is the best next step for the student. To select students for the Empower™ Reading Program the Empower Reading trained teacher administers screening tests that measure a variety of decoding skills. After these screens are completed, the data is analyzed and students will be select for the Empower Group.

3. Evidence and Data

- 3.1 The data for each Empower Reading group is collected centrally. Empower Reading teachers are required to complete the Empower Reading assessments at the beginning, middle and end of the Empower™ Reading Program for each group. This assessment will include the Empower Reading screens and a reading baseline.

3.2 The data over the last five years has indicated that every student who has completed the Empower Spelling and Decoding Program have shown significant growth in their reading skill.

3.3 The chart below outlines the growth of Empower Reading at LDSB:

Year	# of schools receiving the Empower™ Reading Program	# of teachers received Empower Reading training	# of students receiving the Empower™ Reading Program
2015	1	1	8
2016	1	1	8
2017	2	1	8
2018	2	0	12
2019	7	5	30
2020	11	5	46
2021	16	5	40 Covid recovery, +25 new students
2022	22	5	102
Totals	22	23	231

4. Next Steps

4.1 The special education department will continue to work collaboratively with the program department to ensure efficient and effective alignment of training and resources. We know that enhancing our literacy practices in the early years will meet the needs of more of our students.

4.2 Lakehead District School Board is committed to the recommendations found in the Right to Read report including the recommendation that every school has an evidence-based reading intervention program that can be implemented with students. We will continue to have a designated Empower Reading teacher assigned to each of our elementary schools.

4.3 Lakehead District School Board will investigate potential Tier 3 intervention programs for senior elementary and secondary school students.

5. Conclusion

Literacy skills are critical to the success of our students. Ensuring that we continue to focus on early intervention strategies, including evidence-based classroom teaching instruction founded on the science of reading, as well as responding to the Right to Read recommendations will continue to be a focus for the LDSB. We know that there will be students that require more consistent, targeted Tier 2 and Tier 3 interventions and we are committed to providing the Empower™ Reading Program in our elementary schools.

Respectfully submitted,

RUTH ANN FAY
Special Education Resource Teacher

MAGGIE FREDRICKSON
System Principal - Special Education

MICHELLE PROBIZANSKI
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2023 MAR 28
Report No. 045-23

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

RE: STUDENT ACHIEVEMENT

1. Background

- 1.1 Lakehead District School Board's (LDSB) Strategic Plan places student achievement and well-being at the centre of our ongoing pursuit of excellence and our commitment to every student.
- 1.2 The Education Quality and Accountability Office (EQAO) assesses students' skills and knowledge in reading, writing and mathematics at key points in their education.

2. Situation

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

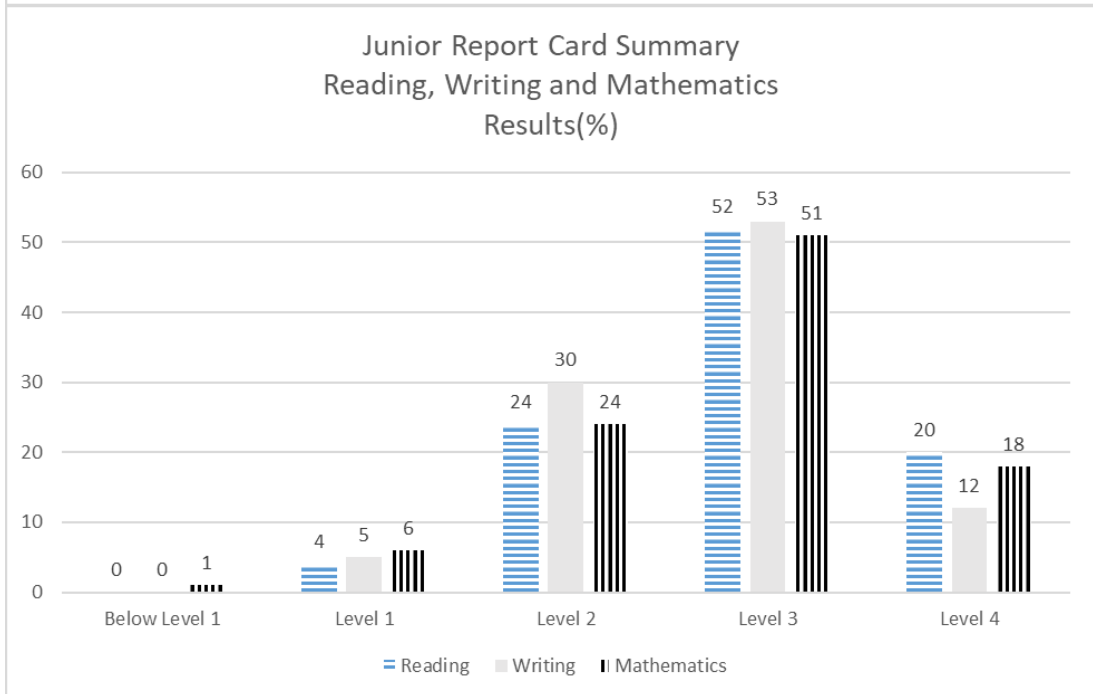
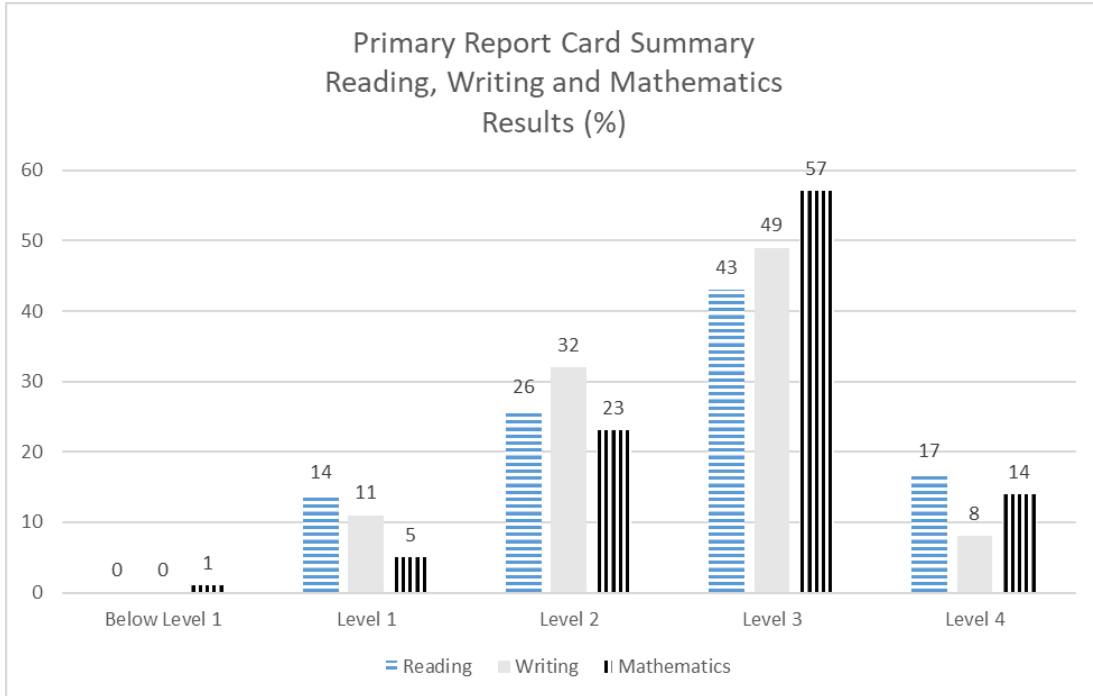
3. Grades 3, 6, 9 and 10 EQAO Assessments for the 2022-2023 School Year

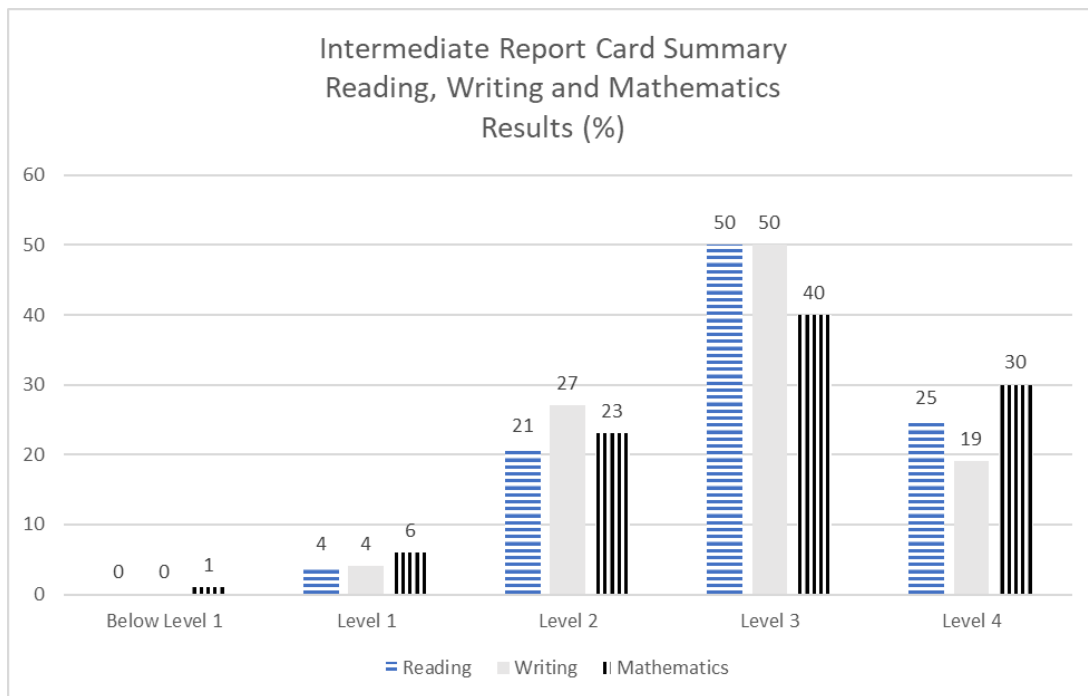
- 3.1 All primary and junior EQAO assessments will be written in an on-line format for the 2022-23 school year.
- 3.2 Students enrolled in Grade 9 mathematics courses are completing the provincial Grade 9 Assessment of Mathematics in an on-line format.
- 3.3 The Ontario Secondary School Literacy Test (OSSLT) continues to be written in an on-line format for the 2022-2023 school year, and all three secondary schools have cohorts of Grades 10 and 11 students writing the OSSLT.

4. Student Achievement

4.1 Elementary Student Achievement Data

Summary and Analysis – Interim Report Card Data – Reading, Writing and Mathematics February 2023





- 4.1.1 Based on these interim report card marks, those students who are achieving at or above the provincial standard in reading, writing and mathematics are:
- primary – reading: 60%, writing: 57% and mathematics: 71%;
 - junior – reading: 72%, writing: 65% and mathematics: 69%; and
 - intermediate – reading: 75%, writing: 69% and mathematics: 70%.

4.2 Secondary Student Achievement Data

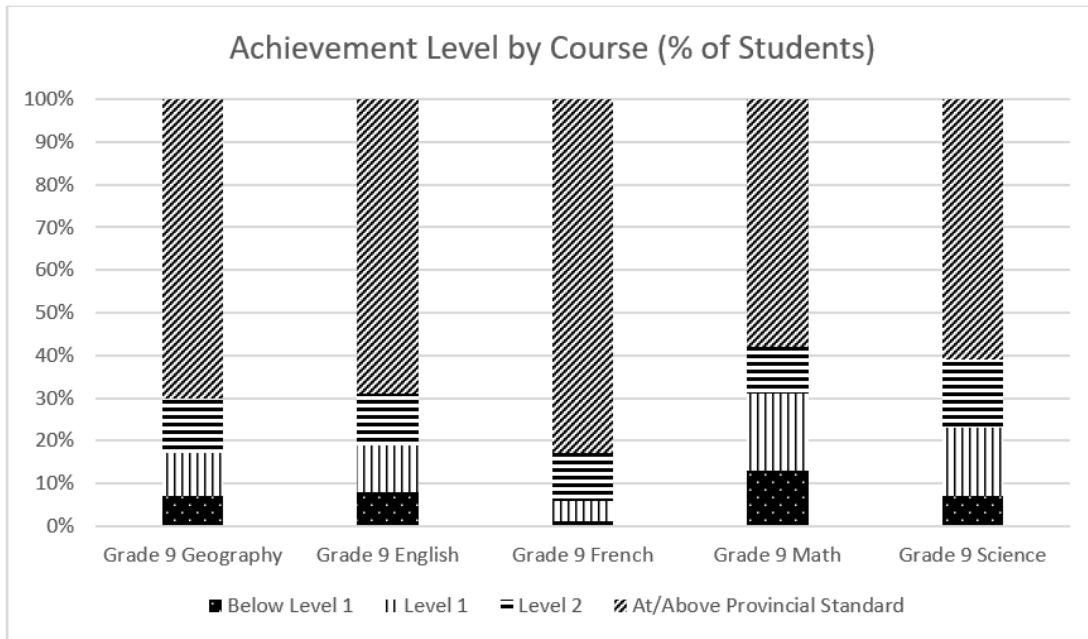
- 4.2.1 Students enrolled in the Grade 9 de-streamed math course (MTH 1W) had a 77% pass rate in semester one, with self-identified First Nations, Métis and Inuit (FNMI) students achieving a pass rate of 72% Board-wide. Fifty-eight percent of students achieved provincial standard, level 3 or higher.

Students enrolled in the Grade 9 academic English course (ENG 1D) had a 92% pass rate in semester one, with self-identified FNMI students achieving a pass rate of 82% Board-wide. Sixty-nine percent of students achieved provincial standard, level 3 or higher.

- 4.2.2 Students enrolled in the Grade 9 academic geography course (CGC 1D) had a 93% pass rate in semester one, with self-identified FNMI students achieving a pass rate of 82% Board-wide. Sixty-nine percent of students achieved provincial standard, level 3 or higher.

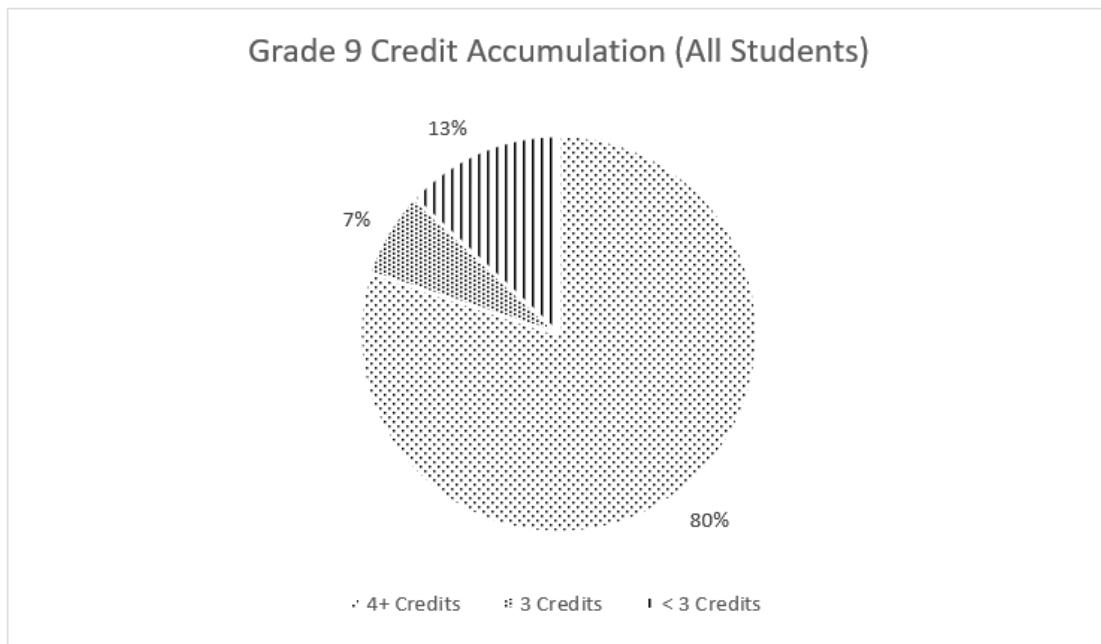
Students enrolled in the Grade 9 academic core French course (FSF 1D) had a 99% pass rate in semester one, with self-identified FNMI students achieving a pass rate of 100% Board-wide. Eighty-three percent of students achieved provincial standard, level 3 or higher.

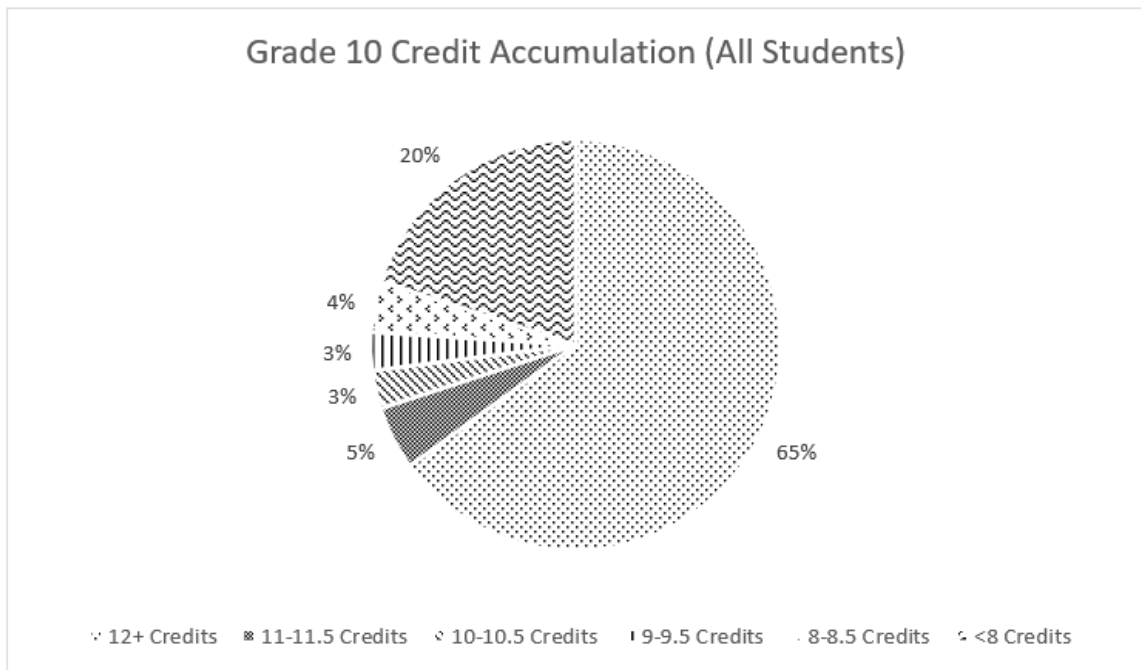
Students enrolled in the Grade 9 de-streamed science course (SNC 1W) had a 93% pass rate in semester one, with self-identified FNMI students achieving a pass rate of 82% Board-wide. Sixty-one percent of students achieved provincial standard, level 3 or higher.



4.2.3 At the end of semester one, 80% of Grade 9 students have earned four or more credits for completion of their OSSD.

At the end of semester one, 65% of Grade 10 students have earned 12 or more credits for completion of their OSSD.





5. Next Steps

5.1 Significant system-based supports are in place to support literacy and numeracy development:

- Heggerty Phonemic Awareness program purchased for all K-2 classrooms and Pratique Phonémique purchased for all K-2 FI teachers;
- Jolly Phonics for the Whiteboard purchased for all schools as well as Jolly Phonics support materials;
- purchased sets of different decodable texts to pilot in classrooms at seven schools to gather feedback about each;
- equipped for Reading Success and Bridge the Gap as a Tier 2 Intervention for Grade 3 and above;
- acadience screening tool being piloted in nine schools;
- Lexia Core 5 in Grade 2 as a Tier 1 intervention for all Grade 3 students in the system;
- Lexia as a Tier 2 intervention for students beyond Grade 2;
- Empower as a Tier 3 intervention;
- focused school-based support at the classroom level in targeted schools;
- have had two distributed leadership forums this year which have focused on building understanding of the components of structured literacy instruction;
- System Professional Learning Communities meetings are on-going;
- At-the-Elbow coaching support for teachers of single stream Grade 9 courses;
- in-school tutor supports to support math programming were available at all secondary sites throughout semester one;
- secondary experiential learning experiences are scheduled to increase student engagement;
- Chairs Forum remains an opportunity to coordinate professional learning for teachers, focusing on high-impact instructional strategies;
- Lexia PowerUp available as a Tier 1 intervention for select Grade 9 students;

- FNMI graduation coaches and student support workers assist with the learning needs of Indigenous students;
 - de-streaming coach provides learning sessions for teachers of Grade 9 single stream courses, tailored to address course and classroom needs, while focusing on high-impact instructional strategies;
 - secondary school literacy leads provide practice and targeted interventions for students preparing to write the OSSLT; and
 - student success teachers and classrooms are available at all secondary sites for students requiring one-on-one support.
- 5.2 Schools remain focused on sustaining and continuing to improve on gains made in literacy with a focus on new teachers and their mentors along with targeted supports to identify and respond to gaps. Based on assessment data, primary literacy programming is being implemented to support students.
- 5.3 The special education department continues to focus on efficient alignment and use of resources to support success for all students. The special education department has been, and will continue to, work closely with LDSB program department to implement the recommendations of the Right to Read which includes a universal screener, systematic and explicit literacy practices, and a tiered support for interventions. Additionally, continued training and resources have been dedicated to enhancing staff capacity to better understand student strengths, unique learning needs and the importance of differentiation in instruction, environment, and assessments. Special education facilitators and central support staff will continue to be integral to the planning and monitoring of strategies and interventions to support the learning for all students.
- 5.4 All schools, system-wide, continue to have a focus on improving mathematics and literacy learning and teaching for all students and ensuring that students are achieving at grade level. Every school in the system includes a mathematics and/or literacy goal in their School Learning Plan as well as a goal in Indigenous education, mental health and well-being.
- 5.5 Professional development will continue to be focused on improving student achievement through a variety of structures:
- continue to refine diagnostic assessments to identify gaps in literacy and numeracy;
 - continue the focus on building mathematics content knowledge as well as pedagogy;
 - ensure teachers and administrators are aware of and able to implement evidence based instructional strategies; and
 - focus on a deep understanding of assessment and evaluation to improve student success, engagement, and well-being.
- 5.6 Program staff will work collaboratively with administrators and teachers to address targeted, specific needs in each division and transition and provide grade specific training focused on numeracy and literacy strategies.
- 5.7 Access to assistive technology and devices will continue to support the needs of all learners at all grade levels. Literacy and numeracy interventions and differentiated instruction will continue in all schools to support individual student learning needs and inform next steps.

6. Conclusion

Improving student learning and achievement will continue to be the focus at LDSB. Through targeted professional learning, data analysis, At-the-Elbow coaching, Ministry support and research-based instructional strategies, LDSB will continue to support the learning of all students.

Respectfully submitted,

FRED VAN ELBURG
Program Coordinator

LINDA GRASSIA
Student Success Lead

AJ KEENE
Superintendent of Education

MICHELLE PROBIZANSKI
Superintendent of Education

JANE LOWER
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2023 MAR 28
Report No. 044-23

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

RE: BUS TRANSPORTATION FINAL COSTS FOR 2022-2023

1. Background

School bus transportation contracts for Lakehead District School Board (LDSB) are based on a formal procurement process and negotiated efforts with the coterminous board and our service providers. References to changes in the 2022-2023 contract amounts refer to the previous year.

2. Situation

2.1 With respect to the 2022-2023 transportation contracts, the LDSB has secured fully tendered routing for busing services through Student Transportation Services of Thunder Bay (STSTB).

2.2 Student transportation in 2022-2023 has unique challenges due to the ongoing national school bus driver shortage which has been exacerbated by the continuing effects of the COVID-19 pandemic and the current overall labour market shortage affecting delivery of service, routing and costs.

2.3 Utilization of our dedicated transportation software for route planning accurately measures the length of all routes adjusted annually for new, departing and changes to student addresses. This year saw a slight overall increase to contracted route lengths as a net result of a 6.6% increase in ridership, the elimination of five contracted school buses and the addition of two contracted special needs minivans.

For 2022-2023, the total daily kilometers travelled, combined for all contracted routes, is 11,596 km, an increase of 117 km per day over last year.

2.4 The 2022-2023 transportation funding formula contains a *fuel escalator/de-escalation clause* to help provide additional funding stability despite market volatility of fuel prices. The Ministry of Education has established the fuel funding price at \$0.957 per liter, plus or minus three percent. If fuel prices are above or below this spread in any month within the fiscal year, a funding adjustment will apply.

- 2.5 The 2022-2023 fully tendered and audited routing resulted in the following daily contract amounts plus the enhanced cleaning labour costs shown (amounts do not include HST):

DAILY PAYMENT	
First Student Canada – Contracted Routes	\$ 23,506
First Student Canada – Enhanced Cleaning Labour	\$ 285
Iron Range Bus Lines – Contracted Routes	\$ 9,947
Iron Range Bus Lines – Enhanced Cleaning Labour	\$ 156
TOTAL	\$ 33,894

3. Conclusion

Through continually monitoring and addressing the ongoing and unprecedented challenges to student transportation over the last several years, LDSB continues to provide safe, efficient and cost-effective transportation services to students in Thunder Bay and the surrounding region.

Respectfully submitted,

CRAIG MURPHY
Consortium Manager
Student Transportation Services of Thunder Bay

KIRSTI ALAKSA
Superintendent of Business

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE

Vance Chapman Public School

2023 JAN 11

MEMBERS PRESENT:

Amy Massalin
Andrea Stach
Liz Tod
Rosemarie MacLean
Sarah Niles
Suzanne Posthumus, Chair
Trustee Leah Vanderwey
Trustee Pat Johansen
Student Trustee Alexa Sagutcheway

Brandon Robb
Alina Cameron
Tara Ingram
Miranda Myers
Trustee Trudy Tuchenhagen
Student Trustee Mehar Mago
Michelle Blackburn
Mike Otway – Teams

OTHERS PRESENT:

Michelle Probizanski
Christine Jones
Melissa Stolz – Guest

Maggie Fredrickson
Corrine Russell – Guest
Lydia Wiita – Guest

ABSENT WITH REGRETS:

Carey Murphy
Lesley Harding

Wendy Carroll
Trustee Donica LeBlanc

1. **Call to Order**

Suzanne Posthumus, Chair, called the meeting to order at 6:00 p.m.

2. **Welcome and Introductions**

Suzanne Posthumus, Chair, welcomed the following:

- Brandon Robb, Alternate Member, Anishnawbe Mushkiki;
- Corrine Russell, Principal, Vance Chapman Public School;
- Lydia Wiita, Special Needs Resource Teacher, Vance Chapman Public School; and
- Melissa Stolz, George Jeffrey Children’s Centre.

3. Elections

Election of Vice Chair

Suzanne Posthumus, Chair of SEAC, announced Anne Antenucci, Autism Ontario, has left the committee and a new vice chair election will take place tonight. Maggie Fredrickson, System Principal, Special Education and Christine Jones, Executive Secretary, were introduced as scrutineers. Since there were no pre-nominations, Suzanne Posthumus called for nominations from the floor. Trustee Tuchenhagen nominated Liz Tod; Ms. Tod declined the nomination. Suzanne Posthumus, called for further nominations from the floor three times. There were no further nominations. Members were asked to reconsider this opportunity to run as vice Chair of SEAC.

4. Approval of the Agenda

Moved by Sarah Niles

Seconded by Trustee Vanderwey

“THAT the agenda for the January 11, 2023, SEAC meeting be approved.”

CARRIED

5. Declarations of Conflict of Interest

There were no declarations of conflict of interest.

6. Presentations

6.1 Corrine Russell, Principal, and Lydia Wiita, Special Education Resource Teacher, Vance Chapman Public School, presented their Special Education Class program. All members' questions were addressed.

6.2 Amy Stach and Melissa Stolz, George Jeffrey Children's Centre (GJCC), provided a presentation on GJCC's Entry into School program. A copy of the presentation was requested. Christine Jones, Executive Secretary, will forward to all SEAC members. All members' questions were addressed.

6.3 Michelle Blackburn, George Jeffrey Children's Centre (GJCC), presented GJCC's Smart Start Hub program. All members' questions were addressed.

7. Approval of the Minutes

Moved by Alina Cameron

Seconded by Trustee Tuchenhagen

“THAT the minutes of the December 17, 2022, SEAC meeting be approved.”

CARRIED

8. Business Arising from the Minutes

8.1 Maggie Fredrickson, System Principal, Special Education, presented the new SEAC promotional items and confirmed that a revised Transition to High School for students with Individual Education Plans (IEP) is coming.

- 8.2 Maggie Fredrickson, System Principal, Special Education, confirmed SEAC will have a table at the following secondary open houses:
- February 8, 2023 – Superior Collegiate Vocational Institute;
 - February 15, 2023 – Hammarskjold High School; and
 - February 16, 2023 – Westgate Collegiate Vocational Institute.
- A SEAC table will also be present at LDSB Kindergarten open house on January 30, 2023, at École Elsie MacGill Public School from 6:00pm to 8:00pm

Members were reminded to email Christine Jones if they are able to assist with representing SEAC at any of the events.

- 8.3 Suzanne Posthumus, Chair of SEAC, asked for suggestions on future speakers for the upcoming SEAC parent evening. Sarah Niles, Dilico Anishinabek Family Care, suggested Dr. Mushquash and offered to reach out to confirm a date. Trustee Tuchenhausen suggested a presentation on Entry into School from GJCC. The idea of having an open speaker and keynote speaker on anxiety was mentioned.
- 8.4 Suzanne Posthumus, Chair of SEAC, asked for input on the advocacy role of SEAC, and the material that was emailed to them from Christine Jones, Executive Secretary. This is not a legislated requirement of SEAC. Discussion ensued and the following motion was passed:

Moved by Liz Tod

Seconded by Alina Cameron

“THAT some SEAC members will volunteer their services to act as navigators or advocates to parents and guardians of children with Special Education needs.”

CARRIED

SEAC members are asked to email Christine Jones, Executive Secretary, if they are willing to be a navigator or advocate. A sub-committee will be created to review the existing advocacy material.

- 8.5 Amy Massalin, Children’s Centre Thunder Bay (CCTB), provided the committee with information on Parents Lifeline of Eastern Ontario (PLEO). The group is a parent led, non-profit organization, comprised of parents of children with special education needs. Amy Massalin, CCTB, will reach out to see if PLEO is able to provide a presentation to SEAC. Christine Jones, Executive Secretary, will email the website to the committee for further information.

9. Correspondence

Suzanne Posthumus, Chair of SEAC, reviewed the following correspondence sent to all SEAC members:

- Northern Network; Dilico Anishinabek Family Care; and
- Diversity Thunder Bay, LDSB.

10. New Business

- 10.1 Maggie Fredrickson, System Principal, Special Education, provided an update on the Special Education Review:
- Special Education review in progress and currently receiving input from five other boards. Next week, focus groups will be drafting questions. Expect to have the final report to present to SEAC in May 2023;
 - Student Support Professional (SSP) Conference is scheduled for April 28, 2023. The following motion was passed:

Moved by Trustee Vanderwey

Seconded by Miranda Myers

“THAT SEAC will monetarily contribute to the conference for Student Support Professionals in the amount of \$1000”.

CARRIED

- Transition to Secondary School, Special Education Placement Committee meeting scheduled for beginning of February.
- Kindergarten registration, the process for students with special education needs will be shared at the next principals meeting.

All members' questions were addressed.

- 10.2 Suzanne Posthumus, Chair of SEAC, asked if any members would be interested in becoming a Parent Involvement Committee (PIC) representative for SEAC, as Anne Antenucci had stepped down. Tara Ingram, Easter Seals, expressed interest at the end of the meeting. Christine Jones, Executive Secretary, will connect Ms. Ingram with PIC.

11. Information/Inquires & Association Reports

- 11.1 Michelle Blackburn, George Jeffrey Children's Centre, shared Partners for Planning, from Toronto, Ontario, a non-profit organization that has some very good resources for planning. Christine Jones, Executive Secretary, will forward the website. This might be a good resource for our schools' newsletters.
- 11.2 Michelle Probizanski, Superintendent of Education, reported that ONSIS is not complete to date but hopes to have the data sent out within the next month.
- 11.3 Alina Cameron, Community Member, shared that she is now the President of the Ontario Autism Coalition, and that it's the first time that Northern Ontario advocates have the floor provincially.

12. SEAC Budget Update

Michelle Probizanski, Superintendent of Education, reported the budget currently sits at \$13,284.

13. Board Update

There was no Board meeting report.

14. Adjournment

Moved by Trustee Vanderwey

Second by Sarah Niles

“THAT we do now adjourn at 7:50 p.m.”

CARRIED

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF PARENT INVOLVEMENT COMMITTEE

Board Room
Jim McCuaig Education Centre

2023 JAN 16
6:30 p.m.

MEMBERS PRESENT:

Robin Cawlishaw
Ellen Chambers
Tara Ingram
Chitra Jacob (virtual)
Shannon Jessiman
Sherri-Lynne Pharand
Laura Prodanyk

Stephanie Rea
Rae-Ann Rees
Jena Samakese (virtual)
Fred Van Elburg

RESOURCE:

Judy Hill, Executive Assistant

MEMBERS ABSENT, WITH REGRET:

Serena Essex
George Saarinen

GUESTS:

AJ Keene, Superintendent of Education (virtual)
Jane Lower Superintendent of Education (virtual)
Michelle Probizanski, Superintendent of Education
Alexa Sagutcheway, Indigenous Student Trustee
Megan Semeniuk, Mental Health Lead

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

Chair Rees called the meeting to order and welcomed Tara Ingram, new SEAC representative on the Parent Involvement Committee, Superintendents Keene, Lower and Probizanski, and Megan Semeniuk, Mental Health Lead.

2. **Land Acknowledgement**

Chair Rees acknowledged the lands and traditional territory.

3. **Disclosures of Conflict of Interest**

There were no disclosures of conflict of interest.

4. Approval of the Agenda

The agenda was approved by consensus with the following change:

Item 7.5 New e-Learning Requirements for Graduation be received first on the agenda.

5. Confirmation of Minutes – November 21, 2022

The minutes were approved by consensus.

6. Business Arising from the Minutes

There was no business arising from the minutes.

7. New e-Learning Requirements for Graduation

Superintendent of Education, Jane Lower, provided a power point presentation on the requirements. Every student who entered Grade 9 in the 2020-2021 school year will be required to earn two online eLearning credits to graduate. The exception to this is for students who were in Grade 9 during the province-wide school closure from April 2021 to June 2021. One secondary school credit that was completed at this time may be counted towards the graduation requirement. This cohort of students will only require one additional eLearning credit. Parents who wish to opt out or exempt their child from the online graduation requirement must complete the Lakehead Public Schools eLearning Student Opt-Out form. Exemption from the online learning graduation requirements may be requested by:

- the parent or guardian of the secondary student;
- students who are 18 years of age or older; and
- students who are 16 or 17 years of age and have withdrawn from parental control.

Questions from the group were addressed.

8. 7060 Staff Training and Professional Development Policy & Procedures

Superintendent Keene presented the policy for feedback. Questions from the group were addressed.

9. 6010 Emergency Evacuation and Emergency School Closure Policy & Procedures

Superintendent Probizanski presented the policy for feedback. Questions from the group were addressed.

10. Mental Health Update

Megan Semeniuk, Mental Health Lead, shared a power point presentation on:

- Mental Health Promotion;
- School Mental Health Ontario Caregiver Specific Resources;
- Training and Initiatives;
- Community Collaborations;
- Thunder Bay District Health Unit Initiatives;
- SNAP Program;
- Community Tables;
- Social Work Services; and
- School Mental Health Data Capture (September 2022 to the present).

Questions from the group were addressed. Director Pharand thanked Megan for her very informative presentation.

11. Parent Involvement Committee/Mental Health Symposium Planning

There was discussion on the logistics of the event. Fred Van Elburg and Shannon Jessiman will develop a survey to be shared with parents on whether they would like an in-person or virtual event, what they would be interested in, etc. Survey will go out to all families.

12. Special Education Advisory Committee Report

Tara Ingram, SEAC representative, reported on the following:

- January 11, 2023 meeting was held at Vance Chapman Public School;
- presentation from George Jeffries Children' Centre on Entry into School Program and Smart Start Hub Program;
- Board-wide special education review; and
- Upcoming SSP conference April 28, 2023.

13. Aboriginal Education Advisory Committee Report

Deferred to next meeting.

14. Director's Report

Director Pharand reported on the following:

Reports to the Board included:

- International Education;
- Human Rights, Equity and Inclusive Education;
- EQAO Report;
- Director's Action Plan;
- Health & Safety Semi Annual Report;
- Policy Reviews: Information/Communication Technology Use and Electronic Monitoring, Use of Personal Vehicle, Access to System Programs and Library Resource Centre; and

- Work From Home Practice.

Director Pharand provided information on the upcoming Kindergarten Registration Night being held at Ecole Elsie MacGill Public School and Secondary Information Evenings.

15. Other Business

There was no other business.

16. Next Meeting Date

Monday, March 6, 2023.

17. Adjournment

The meeting adjourned at 8:20 p.m.