



Office of the Director

Jim McCuaig Education Centre
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REGULAR BOARD MEETING NO. 10
Tuesday, September 26, 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 – 6:45 p.m. (SEE ATTACHED AGENDA)		
6. Report of Committee of the Whole – Closed Session		
7. Land Acknowledgement		
8. Delegations/Presentations		
8.1 Celebrating Student Achievement – Kingfisher	K. Alaksa	1-2
9. Approval of Minutes		
9.1 Regular Board Meeting No. 9 - June 27, 2023	E. Chambers	3-8
10. Business Arising from the Minutes		

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

LAKEHEAD DISTRICT SCHOOL BOARD

Resource
Person Pages

MATTERS NOT REQUIRING A DECISION:

- | | | | |
|------|---|------------------|-------|
| 11. | Information Reports | | |
| 11.1 | Indigenous Student Trustee Report No. 094-23 | E. Drake | 9-11 |
| 11.2 | Student Trustee Report No. 095-23 | M. De Franceschi | 12-14 |
| 11.3 | Summer Learning Programs K-12 Report No. 093-23 | J. Lower | 15-18 |
| 12. | First Reports | | |

MATTERS FOR DECISION:

- 13. Postponed Reports
- 14. Recommendations from the Board Advisory Committee
- 15. Ad Hoc and Special Committee 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.

LAKEHEAD DISTRICT SCHOOL BOARD



Celebrating Student Achievement

School: Kingfisher

Title of Initiative: Outdoor Experiential Learning

Presentation Team: Kelly Henderson

Components of Initiative	School's Details
1. Description of the nature of the initiative to improve student achievement	<p>Kingfisher has been operated by the Lakehead District School Board for over 50 years. Outdoor and Experiential Learning is shown to improve student learning and engagement.</p> <ul style="list-style-type: none"> • relieves anxiety, stress and depression; • promotes happiness (boosts endorphin levels and dopamine production); • reduces symptoms related to ADHD; • improves creative thinking; • restores capacity for concentration; • improves sleep quality; • increases coping skills: improved self-awareness, self-concept; and • makes us nicer people
2. Rationale for selecting the initiative	More than ever, the need for Land-Based, Experiential learning opportunities is needed.
3. Intended outcomes of the initiative related to improved student achievement	'Connection to Land', and 'Connection to each other' remain guiding principles of Kingfisher learning experiences. It is the hope that students leave Kingfisher with a great appreciation of the Land, and each other.
4. Description of the data used	<p>J.L Scott & A. Tenneti (2023). <i>Race and Nature in the City; engaging youth of colour in nature-based activities</i></p> <p>A. Foster & G. Linney (2007). <i>Reconnecting children through Outdoor Education: a research summary.</i></p>

5. Brief description of the significant activities or strategies involved with the initiative	Students are given learning opportunities to engage with the natural environment through exploration, inquiry and experience. The intention is that all students have one Kingfisher visit between Ggrade 1 and 6; and all students have the opportunity for an overnight experience in Grades 6 or 7.
6. One or two highlights of the above activities	<p>Most students participate in a Nature Hike when they visit Kingfisher. The hike highlights plants and animals found in the Boreal forest through story-telling, discovery, and games. It is an opportunity for students to connect with nature by learning about the function and adaptations of our natural world.</p> <p>A second program is offered for each class. The program directly relates to curriculum (e.g. habitat study, soil study, skull study etc.) and uses hands-on, interactive learning to explore the science content.</p>
7. Description of any unexpected results or “moments of serendipity” related to the initiative	Students have said the following; “My sister said Kingfisher would be fun, but she didn’t say it would be THIS fun;” “ This is the best day ever;” and, “Can we come to Kingfisher every day?”
8. Description of one or two interesting findings that would be useful or helpful to other schools	Teachers often reflect that students who struggle the most with traditional classroom learning seem to thrive in the outdoor learning environment.
9. Identification of one or two noteworthy hurdles or stumbling-blocks	<p>Thoughtful planning goes into making a visit to Kingfisher successful. Proper supervision ratios are needed, and Kingfisher staff must be highly trained in outdoor skills and experience. It is not possible to host all students each year – but wouldn’t that be wonderful.</p> <p>Presently, there is a “participation fee” associated with the Kingfisher field trip. Schools fundraise or use school funds to cover this fee.</p>
10. Next steps in pursuing the initiative	Continued support of Outdoor (Land-Based) and Experiential Learning through Kingfisher benefits learners and school communities. We are grateful for the opportunity to share Kingfisher with students.
11. Lessons learned about the school’s efforts to improve student achievement	Each class is different. Kingfisher staff work with students “where they are at.” Some students bring their own performance gear, and other times Kingfisher staff spend time making sure each student is properly equipped to spend time outside. We continue to put care and effort into customizing each class experience to best reflect the needs of the group.

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF REGULAR BOARD MEETING NO. 9

Board Room/Microsoft Teams
Jim McCuaig Education Centre

2023 JUN 27
7:30 p.m.

TRUSTEES PRESENT:

Ellen Chambers (Chair)
Donica LeBlanc (Vice Chair)
Pat Johansen
Ron Oikonen
George Saarinen

Leah Vanderwey
Mehar Mago (Student Trustee)
Alexa Sagutcheway (Indigenous
Student Trustee)

TRUSTEE ABSENT, WITH REGRET:

Ryan Sitch
Trudy Tuchenhagen
Scottie Wemigwans

SENIOR ADMINISTRATION:

Sherri-Lynne Pharand, Director of Education
Kirsti Alaksa, Superintendent of Business
AJ Keene, Superintendent of Education
Jane Lower, Superintendent of Education
Michelle Probizanski, Superintendent of Education

FEDERATION/UNION REPRESENTATIVES:

Nancy Nix, ETFO-Elementary Occasional Teachers
Dave Covello, Managers
Nikki Marks, Lakehead Principals/Vice Principals
Angela Delorey, Lakehead Principals/Vice Principals

PUBLIC SESSION:

1. **Approval of Agenda**

Moved by Trustee Saarinen

Seconded by Trustee Vanderwey

“THAT the Agenda for Regular Board Meeting No. 9, June 27, 2023 be approved.”

CARRIED

2. Resolve into Committee of the Whole – Closed Session

Moved by Trustee Vanderwey

Seconded by Trustee Johansen

“THAT we resolve into Committee of the Whole – Closed Session with Trustee Chambers in the chair to consider the following:

- *Confirmation of Committee of the Whole – Closed Session Minutes*
 - *Regular Board Meeting No. 8*
 - *June 5, 2023*
- *Personnel Matters (086-22)*

and that this meeting shall not be open to the public pursuant to Section 207 (2) of the Education Act as amended.”

CARRIED

COMMITTEE OF THE WHOLE – CLOSED SESSION:

3. Committee of the Whole – Closed Session items were dealt with in their entirety.

PUBLIC SESSION:

4. Report of Committee of the Whole – Closed Session

Moved by Trustee LeBlanc

Seconded by Trustee Johansen

“THAT we resolve into Committee of the Whole – Closed Session with Trustee Chambers in the chair to consider the following:

- *Confirmation of Committee of the Whole – Closed Session Minutes*
 - *Regular Board Meeting No. 8*
 - *June 5, 2023*

and that this meeting shall not be open to the public pursuant to Section 207 (2) of the Education Act as amended.”

CARRIED

5. Ontario Public School Boards’ Association Achievement Award

Trustee Vanderwey presented the Ontario Public School Boards’ Association (OPSBA) Achievement Award to Marianne Stewart, Manager, Family and School Health along with Tanya Walker, Senior Public Health Nurse of Thunder Bay District Health Unit. The School and Family Health Team received the award for their commitment to tailoring mental health programming for Lakehead District School Board’s students.

6. Kingsway Park Public School - Unpacking the Reading Rope

Jane Lower, Superintendent of Education, introduced Kali Bernst, Principal, Nicole Walter-Rowan, Vice Principal and Joyce Co Manary, Grade 6/7 teacher of Kingsway Park Public School, who presented the information regarding their *Unpacking the Reading Rope* initiative. All trustees' questions were addressed.

7. Approval of Minutes

Moved by Trustee LeBlanc

Seconded by Trustee Saarinen

"THAT Lakehead District School Board approve the Minutes of Regular Board Meeting No. 8, June 5, 2023."

CARRIED

MATTERS NOT REQUIRING A DECISION:

8. Ontario Public School Boards' Association Report

Trustee Sitch, Ontario Public School Boards' Association Director and voting delegate, sent his regrets.

9. Student Trustee June Report

Mehar Mago, Student Trustee, presented her final report to the Board. Items addressed included: a year in review, highlights, regrets, and suggestions for the future.

10. Indigenous Student Trustee Report

Alexa Sagutcheway, Indigenous Student Trustee, presented her final report to the Board. Items addressed included: a year in review, highlights, regrets, and suggestions for the future.

11. Updates from the Chair/ Director

Director Pharand thanked Student Trustee Mago and Indigenous Student Trustee Sagutcheway for all their contributions to Lakehead District School Board. Director Pharand informed the trustees that the first day of school is a Professional Development Day for LDSB Staff on September 5, 2023 and the first day of school for students is September 6, 2023. Congratulations were expressed to Deputy Minister of Education Nancy Naylor on her retirement. Director Pharand informed the Board of the 'Red for Riker' walk she attended at C.D. Howe Public School on June 26, 2023 for former student Riker McKelvey. She advised that there was a very large turn out for the walk. Congratulations were extended to all the graduates of LDSB.

Chair Chambers expressed to the Board that it has been a privilege to work with Director Pharand in her first year as director and that she is looking forward to the years ahead.

12. English Language Learners (083-23)

Jane Lower, Superintendent of Education, and Inga Foster-Anderson, English Language Learners Resource Teacher, presented the report. All trustees' questions were addressed.

13. Human Rights, Equity and Inclusive Education (081-23)

Jane Lower, Superintendent of Education, and Anthony Jeethan, Human Rights and Equity Advisor, presented the report. All trustees' questions were addressed.

14. Annual Review of the Plan to Deliver Special Education Programs and Services: 2023-2024 (085-23)

Michelle Probizanski, Superintendent of Education, introduced Maggie Fredrickson, System Principal- Special Education, who presented the report. All trustees' questions were addressed.

15. Audit Committee Report (088-23)

Kirsti Alaksa, Superintendent of Education, presented the report, in the absence of Trustee Wemigwans. All trustees' questions were addressed.

16. 2021-2024 Strategic Plan Report (088-23)

Sherri-Lynne Pharand, Director of Education, introduced Superintendents of Education Alaksa, Keene, Probizanski and Lower, who presented the report along with Director Pharand. All trustees questions were addressed.

17. Special Education Advisory Committee Meeting Minutes – May 17, 2023

Michelle Probizanski, Superintendent of Education, presented the May 17, 2023 minutes for information.

18. Aboriginal Education Advisory Committee Meeting Minutes – May 11, 2023

AJ Keene, Superintendent of Education, presented the May 11, 2023 minutes for information.

MATTERS FOR DECISION:

19. Recommendations from the Board Advisory Committee (082-23)

Approval of Appointments to the Supervised Alternative Learning Committee
2023-2024 (070-23)

Moved by Trustee Vanderwey

Seconded by Trustee Johansen

“THAT Lakehead District School Board amend the original motion, to replace Linda Grassia, Student Success Lead with Meghan Smelow, Student Success Lead.”

CARRIED

Moved by Trustee LeBlanc

Seconded by Trustee Saarinen

THAT Lakehead District School Board approve the following appointments to the Supervised Alternative Learning (SAL) Committee for the 2023-2024 school year:

- *Donica LeBlanc, Trustee;*
- *Trudy Tuchenhausen, Trustee (Alternate);*
- *Jane Lower, Superintendent of Education;*
- *Meghan Smelow, Student Success Lead;*
- *Lorna Hunda, Executive Director, Youth Employment Services (YES) (Alternate);*
- *Stacy-Ann Dyer-McNish, Service Delivery Manager, YES; and*
- *Tom Nesti, Program Supervisor, YES.”*

CARRIED

20. Policy Review – 8062 Voluntary Aboriginal Student Self-Identification (076-23)

Moved by Trustee LeBlanc

Seconded by Trustee Johansen

“THAT Lakehead District School Board approve 8062 Voluntary First Nations, Metis, and Inuit Student Self-Identification Policy, Appendix A to Report No. 076-23.”

CARRIED

21. Policy Review – 8065 Voluntary Aboriginal Staff Self-Identification (080-23)

Moved by Trustee LeBlanc

Seconded by Trustee Vanderwey

“THAT Lakehead District School Board rescind 8065 Voluntary Aboriginal Staff Self-Identification Policy.”

CARRIED

22. Policy Update – 3096 Information Communication Technology (072-23)

Moved by Trustee LeBlanc

Seconded by Trustee Saarinen

“THAT Lakehead District School Board approve 3096 Information Communication Technology Policy, Appendix A to Report No. 072-23.”

CARRIED

23. Recommendation from the Budget Committee (087-23)

Moved by Trustee Saarinen

Seconded by Trustee Vanderwey

“THAT Lakehead District School Board approve the 2023-2024 operating and capital budget of \$160,920,734 as presented.”

CARRIED

24. Trustees’ Communications Committee Request for Approval of Correspondence (084-23)

“THAT Lakehead District School Board approve the request from the Trustees’ Communications Committee to send correspondence of support to the minister of education as outlined in Report No. 084-23.

25. Information and Inquiries

25.1 Chair Chambers informed the Board that she attended the Hammarskjold High School graduation ceremonies on June 20, 2023

26. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Oikonen

“THAT we do now adjourn at 9:55 p.m.”

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2023 SEP 26
Report No. 094-23

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

RE: INDIGENOUS STUDENT TRUSTEE – SEPTEMBER REPORT

1. Introduction

My name is Emily Drake. I am an Anishinaabekwe from Fort Hope FN. I currently attend Superior Collegiate Vocational Institute, and previously attended Nor'wester View Public School. I will be serving two terms as Indigenous student trustee, 2023-2025, and I am so grateful for this opportunity. The anecdote as follows will give a brief insight into some current issues and why I want to solve them. In elementary school, I always knew I was Native. There were no other Native students in the grades close to mine for a long time, so I never saw other Native people apart from my family. One day, in Grade 3, we got a new student, a brown-skinned girl. I went home and told my dad to which he suggested I go and tell her I'm Native and ask if she is too. I did so the following day, and she said she was not. She was. There are a few reasons why she may have denied it, but they come back to shame or ignorance. She may have been trying to hide the fact or didn't understand what Native meant. In high school, I have seen many more examples of things like this, kids not knowing which reserve they are from, what their status means, anything about treaties, bands, chiefs, and the list goes on. I view this as a great injustice and evidence of how well the old systems have worked, carrying into today. My hope is to work with the Lakehead District School Board (LDSB) to further enrich our learning so that shame and ignorance can stay in the past, and so that those affected have a chance to learn about who they are and what their people have been through.

2. Objectives

2.1 My first goal is to improve communication between schools, ensuring that everyone is well-informed about the great events for celebrated days. Creating better communication between schools through student council and student senate is a step towards improving this issue and creating more opportunities for all.

- 2.2 This leads to my next point of placing greater importance on “celebrated days”, for example, Bear Witness Day. Often students are unaware of days like Bear Witness Day, Missing and Murdered Indigenous Women and Girls 2 Spirit and gender diverse people (MMIWG2S) Awareness Day or Moosehide Campaign Day. I noticed that important Indigenous advocacy days were left unrecognized, so for Indigenous History month I put together an announcement featuring Ojibwe language and invited the school to a cultural lunch and learn about clan systems. This is a small step and an example of what I would like to do this term regarding this issue. Connecting and working with other schools will also ensure that every school is on the same page regarding celebrated days.
- 2.3 Another goal I have is language revitalization. With Canada’s dark history, Indigenous language has become complicated and hard to find. Here, in Thunder Bay, most speakers are Ojibwe or Cree. Strengthening our language programs, based on demographics, will help to provide the best education to students. Outside of language courses, Indigenous language can be integrated into the school through initiatives like ‘word of the day’, something I’ve seen done by the Assembly of First Nations. This would mean posting a word in either Cree or Ojibwe, translating it into English, and sending it out to the student body. Choosing the words could be done through a secondary school group, getting Indigenous language speakers involved. Implementing Indigenous language will provide a stronger sense of community in schools for the people involved, Indigenous language speakers, Indigenous peoples, students coming from First Nation communities, as well as the appreciation and understanding of Indigenous culture from non-Indigenous students.
- 2.4 I also would like to improve Indigenous curriculum. I acknowledge the improvements that have been made over the years; however, there is still a long way to go. The ways that Indigenous learning is currently integrated differs from school to school and class to class. If teachers have more opportunities to learn, they will be more comfortable with the content, be able to connect it to the curriculum and incorporate it into assessment and evaluation practices. Sending out a newsletter with helpful information to teachers may be a step in the right direction on improving Indigenous learning in classrooms. Overall, this is another objective that will require time and research, but I hope to see improvement this term.

2.5 Lastly, I want to strengthen my ties with OSTA-AECO members as well as leaders in our community. Since August, I have been in regular contact with members from OSTA-AECO, both Indigenous student trustees as well as non. Morgann and I have already met to discuss our goals, and we also attended a United Way breakfast on September 12, 2023, with strong community members. The Indigenous student trustee group has already laid out plans for the year, and I aim to be a strong voice in the group. I plan to continue steady communication throughout this term, benefitting student-led change in Ontario, as well as benefitting this Board from ideas I have in collaboration with them.

3. Conclusion

Throughout this term I aim to improve communication and strengthen community and cultural ties in our schools. With the help of staff, peers, and community members, I will do my best to improve the LDSB for our current and future youth. As Murray Sinclair says, "Education got us into this mess and education will get us out of it". Thank you all for providing me with this opportunity. I will make the most of it.

Respectfully Submitted,

EMILY DRAKE
Indigenous Student Trustee

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2023 SEP 26
Report No. 095-23

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

RE: STUDENT TRUSTEE – SEPTEMBER REPORT

1. Introduction

I am honoured and thoroughly grateful to have been chosen as the Lakehead District School Board's (LDSB) 2023-2025 student trustee. This is an amazing opportunity I have been granted with, as it has been a dream of mine for as long as I can remember. My goals for the next two terms are to provoke student leadership in our schools, as well as show students how to be engaged in their education while still having their best interests at heart. This past month has been thrilling as I see all the opportunities that will come my way. I understand it will be a busy year, but I am excited for the challenges and to see all I can accomplish during my upcoming terms.

2. Objectives

- 2.1. During my terms as student trustee, a goal of mine is to establish myself as a recognizable and approachable figure within the community. I know that it can be intimidating when giving your opinion on something for fear of being judged. That is why I plan to make numerous school visits to both elementary and secondary schools; to let the students know that they can come to me if they need anything or if they have any ideas they would like to share.
- 2.2. One of my main goals is to provoke student leadership in our schools and community. I plan to do this by continuing with the Virtual Student Senate program. Although this program is newer than others, there has already been a visible difference. This program is a fun way to enable students to use their voices and develop their leadership skills, as well as make connections and produce ideas on how to make our schools a better experience for them. By continuing this program, we can look forward to positive changes in our student's leadership and school experiences.

- 2.3. Secondary school visits are one project I am looking forward to. I am very eager to collaborate with Indigenous Student Trustee Drake to build on this group's tremendous work on the issue of equity, and I aim to include more BIPOC and LGBTQ2S+ perspectives in the group's learning and discussion.
- 2.4. I am aware that the next two years are going to be especially important and busy for me. That is why one of my most important goals is to have a well-established comprehensive plan for my terms. This will allow me to set goals for the month and the entire term to keep me organized and focused on what I need to do.
- 2.5. In addition, I plan to keep in contact and reach out to the student trustees in our region. This will allow me to relate with them and ask questions about things which we have similarly experienced or are currently experiencing. Being in contact with other student trustees will allow us to exchange ideas and support each other and will prove invaluable.

3. Situation

- 3.1. On Thursday, September 1, 2023, Trustee Drake and I met at a local Starbucks to go over our plans for our terms as student trustees. This meeting proved quite valuable, as we discussed topics such as our goals and ambitions for the students of the LDSB, as well as sharing knowledge of the role itself.
- 3.2. On Tuesday, September 12, 2023, Trustees Saarinen, LeBlanc, Chambers, Johansen, Indigenous Student Trustee Drake, Superintendents Keene and Alaksa, Director Pharand, and I attended a breakfast fundraiser hosted by United Way. It was amazing to see all the various organizations come out and support this wonderful program. United Way is an organization which we can already see the positive impact in our community, and I am very grateful to be a part of it. This truly shows the character of LDSB and the collaborative teamwork which makes it an open, inviting place.

4. Conclusion

Lastly, I would like to reiterate how excited I am to be the 2023-2025 student trustee for the LDSB. I am looking forward to presenting the student voice and to making sure that the students of the LDSB are reaching their potential. I am grateful for the experience to build upon my leadership abilities and role in the community. This is an amazing opportunity and once again, I am enthusiastic about working with the Board and trustees alongside the students of the LDSB.

Respectfully submitted,

MORGANN DE FRANCESCHI
Student Trustee

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2022 SEP 26
Report No. 093-23

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

RE: SUMMER LEARNING PROGRAMS K-12

1. Background

- 1.1 Lakehead District School Board (LDSB) is committed to student success and providing opportunities for students to be successful takes many forms in all of our schools. Summer can be a much needed break from the rigors of school for some students, but for others it can be a source of “learning loss”. Almost all children lose some academic skills during long periods away from school. The Summer Learning Programs, at LDSB, helps students bridge those gaps.
- 1.2 Quinn and Polikoff, 2017, tells us that to best address the summer gap the following conditions need to be in place: centre the program around evidence-based curriculum, include hands-on and recreational activities, provide sufficient time on task, encourage consistent attendance, and invest in hiring the most effective teachers.
- 1.3 While research on the direct impact of Summer Learning Programs on academic achievement is inconclusive, it is clear that low-income students learn less than their wealthier peers over an entire school year, and that part of the disadvantage occurs over the summer (Augustine, McCombs et al 2016).
- 1.4 Research indicates that a coherent, high quality continuum of supports and interventions involving learning outside the school day, including credit bearing courses in summer, can build on the strengths and address the learning gaps of students, particularly those transitioning to Grades 7-9 (Ministry of Education, Ontario, December 2016). Summer Learning Programs continue to address student learning needs within LDSB.

2. Situation

- 2.1 Lakehead District School Board was invited, once again, to participate in the Summer Learning Program 2023. The program took place at five elementary schools: Claude E. Garton Public School, St. James Public School, McKellar Park Central Public School, Kingsway Park Public School, and Sherbrooke Public School.
- 2.2 Mino Bimaadiziwin, Indigenous Youth Leadership Program, was attended by 32 students from Grades 7-10 with four youth mentors who were recent graduates from Lakehead Public Schools (LPS). The program was hosted August 13-18, 2023, at Fort William Historical Park with an overnight trip to Kingfisher Outdoor Education Centre.

2.3 Grade 8 First Nation, Métis, Inuit (FNMI) Reach Ahead Credit

All students entering Grade 9 in September 2023, who self-identify as First Nations, Métis or Inuit, were offered the opportunity to earn a Reach Ahead credit over the summer. The program ran for three weeks from August 14, 2023 to September 1, 2023 and provided students with an opportunity to earn the Individual and Family Living Credit (HIF1O1), as well as build familiarity with their school and build relationships with staff before September.

2.4 Focus on Youth Project

The Focus on Youth Project is a six-week summer cooperative education program for secondary students identified by school staff as possibly facing academic, financial, or personal challenges. This project provided students with secondary credits and paid employment where they were responsible for growing, harvesting, and marketing food.

2.5 Secondary students participated in credit recovery at their home school with an assigned teacher.

3. Student Results

3.1 Elementary Summer Learning:

- The Elementary Summer Learning Program had 191 students participate in daily programming provided by LDSB teachers targeting literacy and numeracy. Lakehead District School Board staff and community partners also provided numerous experiential learning opportunities for students both onsite and out in the community.
- Students were provided the opportunity to enhance their literacy and numeracy skills through a variety of engaging activities, tailored instruction, and supportive learning environment. The summer learning programs underscore the value of continued education and engagement during the break.

3.2 Grade 8 Reach Ahead:

- This course took place at all three secondary schools and a total of 50 students entering our secondary schools this year received the credit. This reach-ahead opportunity was offered to all incoming Grade 9 FNMI students coming from elementary feeder schools. These 50 students successfully obtained a credit towards their Ontario Secondary School Diploma (OSSD).
- Students had the opportunity to visit their secondary school in order to reduce any fear/anxiety associated with transitioning to secondary, as well as the opportunity to meet staff, including their graduation coaches, and form relationships entering high school.

- 3.3 Focus on Youth Project:
- There were 14 students that took part in this six-week paid cooperative learning program, and were partnered with Roots to Harvest and 10 students successfully earned two credits each. Students strengthened employability skills and developed life skills while participating in this unique learning environment.
- 3.4 Secondary Summer Credit Recovery Programs
- Six students were successful in recovering a credit from a variety of subject areas. This program is designed to help secondary students meet expectations of a course they have completed but were unsuccessful in achieving all of the expectations of the course.
- 3.5 Special Education Programming:
- Summer Learning Program: Students with needs were supported by SSPs who supported the individual learning needs of students in the Summer Learning Program. There were SSPs in almost every Summer Learning Program classroom. These educators worked as part of the team with the other educators, assisting students in both academic and non-academic learning opportunities.
 - Kindergarten Summer Learning Program (Second Year): One site offered a Kindergarten Summer Learning Program that was staffed by a teacher, early childhood educator, as well as student support professionals. Students that might require additional transition time prior to starting school for the first time or students that required additional time in a Kindergarten classroom were invited to this summer learning opportunity. Students that attended the camp were entering both year 1 and year 2 of Kindergarten.

4. Next Steps

- 4.1 Lakehead District School Board will continue to offer summer programs based on funding so that every student has extended opportunities to succeed.
- 4.2 Lakehead District School Board will continue to focus on closing gaps in credit accumulation and strengthen academic skills to ensure students at risk have increased opportunities to engage in learning and gain credits.
- 4.3 Lakehead District School Board will continue to promote opportunities for students to plan for future education, career/life goals, and to build on skills necessary for future success through summer programming.

5. Conclusion

Lakehead District School Board summer learning opportunities provide new friendships, confidence, independence, and a sense of belonging for students. All of these things contribute to the healthy development of a student as they become a strong, considerate, competent adult. Through a focus on literacy and numeracy programs and community partnerships, LDSB will continue to focus on closing achievement gaps and support graduation for all students.

Respectfully submitted,

FRED VAN ELBURG
Elementary Program Coordinator

ANIKA GUTHRIE
Principal of Indigenous Education

MAGGIE FREDRICKSON
Principal of Special Education

JANE LOWER
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education