



Office of the Director

Jim McCuaig Education Centre
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REGULAR BOARD MEETING NO. 11
Tuesday, October 24, 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.	Land Acknowledgement		
5.	Delegations/Presentations		
5.1	Trustee Character Award - Mike Judge	T. Tuchenhagen	Verbal
5.2	Trustee Character Award - Malcolm Sutherland	D. LeBlanc	Verbal
6.	Approval of Minutes		
6.1	Regular Board Meeting No.10 - September 26, 2023	E. Chambers	1-4
7.	Business Arising from the Minutes		

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

Resource
Person Pages

MATTERS NOT REQUIRING A DECISION:

8.	Information Reports		
8.1	Ontario Public School Boards' Association (OPSBA) Report	R. Sitch	Verbal
8.2	Student Trustee - October Report	M. De Franceschi	Handout
8.3	Indigenous Student Trustee - October Report	E. Drake	Handout
8.4	Updates from the Chair/Director	E. Chambers/ S. Pharand	Verbal
8.5	Adult Education Report (102-23)	J. Lower	5-8
8.6	Student Achievement (103-23)	J. Lower/ H. Harris	9-18
8.7	Director's Action Plan	S. Pharand	19-24
9.	First Reports		

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

LAKEHEAD DISTRICT SCHOOL BOARD

MATTERS FOR DECISION:

10. Postponed Reports

11. Recommendations from the Board Advisory Committee

D. LeBlanc

25-26

11.1 Appointments to the 2023-2024 Parent Involvement Committee (099-23)

It is recommended that Lakehead District School Board approve the following appointments to the 2023-2024 Parent Involvement Committee effective November 15, 2023, to November 14, 2024:

- *Ahmed Bediwy, parent member;*
- *Chelsea Siver, parent member;*
- *Lorraine Mashongoane, alternate parent member;*
- *Morning Star Tom, Miiniwewinan Indigenous Education Advisory Committee representative;*
- *Tara Ingram, Special Education Advisory Committee representative;*
- *Shannon Jessiman, principal representative;*
- *Laura Prodanyk, community representative;*
- *Fred Van Elburg, teacher representative; and*
- *Connor Pratt, alternate teacher representative.*

11.2. Policy Review – 7060 Staff Training and Professional Development (096-23)

It is recommended that Lakehead District School Board rescind 7060 Staff Training and Professional Development Policy.

11.3 Policy Review – 8011 Use of School Buildings, Facilities and Grounds (097-23)

It is recommended that Lakehead District School Board approve the review of 8011 Use of School Buildings, Facilities and Grounds, as indicated in Report No. 097-23.

11.4 Role of The Finance Committee (100-23)

It is recommended that Lakehead District School Board establish a Finance Committee instead of a Budget Committee with the mandate as outlined in Report No 100-23.

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

	<u>Resource Person</u>	<u>Pages</u>
12. Ad Hoc and Special Committee Reports		
13. New Reports		
13.1 Short-Term Borrowing Resolution (101-23)	K. Alaksa	27-29
<i>It is recommended that Lakehead District School Board approve the Short-Term Borrowing Resolution for the 2023-2024 school year as outlined in Report No. 101-23, Short-Term Borrowing Resolution.</i>		
14. New Business		
15. Notices of Motion		
16. Information and Inquiries		
17. Adjournment		

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

MINUTES OF REGULAR BOARD MEETING NO. 10

Board Room/Microsoft Teams
Jim McCuaig Education Centre

2023 SEP 26
7:30 p.m.

TRUSTEES PRESENT:

Ellen Chambers (Chair)
Donica LeBlanc (Vice Chair)
Ron Oikonen
George Saarinen
Ryan Sitch
Leah Vanderwey
Pat Johansen (Virtual)

Morgann De Franceschi (Student
Trustee)
Emily Drake (Indigenous Student
Trustee)
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
Heather Harris, Superintendent of Education

FEDERATION/UNION REPRESENTATIVES:

Dave Covello, Managers

PUBLIC SESSION:

1. Approval of Agenda

Moved by Trustee Saarinen

Seconded by Trustee Wemigwans

*“THAT the Agenda for Regular Board Meeting No. 10, September 26, 2023,
be approved.”*

CARRIED

2. Resolve into Committee of the Whole – Closed Session

Moved by Trustee Sitch

Seconded by Trustee LeBlanc

“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. 9, June 27, 2023*
- *Personnel Matter*
- *Personnel Matter*
- *Property Matter*

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 Tuchenhagen

Seconded by Trustee Sitch

“THAT the Report of the Regular Board – Committee of the Whole – Closed Session be adopted with the following recommendation therein:

‘THAT Lakehead District School Board approve the Committee of the Whole – Closed Session Minutes of Regular Board Meeting No. 9, June 27, 2023.’”

CARRIED

5. Celebrating Student Achievement- Kingfisher- Outdoor Experiential Learning

Kirsti Alaksa, Superintendent of Education, introduced Kelly Henderson, Lead Instructor, Kingfisher Education Centre, who presented information on the outdoor experiential learning and the facilities at Kingfisher Education Centre. All trustees’ questions were addressed.

6. Approval of Minutes

Moved by Trustee Tuchenhagen

Seconded by Trustee Oikonen

“THAT Lakehead District School Board approve the Minutes of Regular Board Meeting No. 9, June 27, 2023.”

CARRIED

MATTERS NOT REQUIRING A DECISION:

7. Indigenous Student Trustee Report

Emily Drake, Indigenous Student Trustee, provided her first report to the Board. Items addressed included: her objectives for the coming year and throughout her 2023-2025 term as Indigenous student trustee. Included in these objectives are, improved awareness/ understanding of celebrated days in the Indigenous culture within the schools, language revitalization, helping to improve on Indigenous curriculum that is available to Lakehead District School Board students and strengthening ties with OSTA-AECO members.

All trustees' questions were addressed.

8. Student Trustee Report

Morgann De Franceschi, Student Trustee, provided her first report to the Board. Items addressed included: her objectives for the coming year and throughout her 2023-2025 term as student trustee. Included in these objectives are, become a recognizable and approachable community figure, provoke student leadership within the schools and the community, work on issues surrounding identity and equity in the LGTBQ2S+ community, and establish good connections with other student trustees in our region.

All trustees' questions were addressed.

9. Summer Learning Programs K-12

Jane Lower, Superintendent of Education, introduced Fred Van Elburg, Elementary Program Coordinator, along with Anika Guthrie, Principal of Indigenous Education, who presented the report to the Board on the Summer Learning Programs K-12. Highlighted in the report were the goals of the programs, including, preventing “summer slide”, working with community food partners for food/ nutrition resources, working with the many community partners to enrich students experiences in the summer programs, Indigenous youth programs (Mino Bimaadiziwin and the Grade 8 First Nation, Métis, Inuit Reach Ahead Credit).

All trustees' questions were addressed.

MATTERS FOR DECISION:

10. Information and Inquiries

- 10.1 Trustee Tuchenhagen inquired about how the new cafeteria program was being received by students. Director Pharand informed the Board that it is a phased approach, so it is still in the early phases; however, feedback on partnering with Roots Community Food Centre has been positive.
- 10.2 Trustee Saarinen inquired if there was any information on bus driver shortages since the start of the school year. Superintendent Alaksa responded that there have been some cancellations but that there have been no concerns expressed from parents.
- 10.3 Chair Chambers informed the Board that the Minister of Education is looking to have standardization of the Director's Performance Appraisal throughout the province. More information will be forthcoming.

11. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Tuchenhagen

"THAT we do now adjourn at 9:10 p.m."

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2023 OCT 24
Report No. 102-23

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

RE: ADULT AND CONTINUING EDUCATION

1. Background

- 1.1 Lakehead District School Board (LDSB) is committed to supporting every student and staff member to be inspired and lifelong learners.
- 1.2 Lakehead Adult Education Centre's (LAEC) mission is to serve a diverse multicultural and multi-aged community with the highest quality of education.
- 1.3 Over the past five school years, LAEC has maintained an average enrolment of 1745 learners per year, and has graduated an average of 154 learners per year.

2. Situation

Lakehead Adult Education Centre currently has 573 learners registered for the 2023-2024 school year. In total, three learners have earned their Ontario Secondary School Diploma (OSSD) to date. Lakehead Adult Education Centre offers a wide variety of programming, both locally and at a distance, with community and regional partners throughout Northwestern Ontario and beyond. Current programming includes:

- self-study and e-learning;
- distance education to Indigenous communities, and Contact North sites across Ontario;
- attendance-based programming including in-person and virtual;
- co-operative education;
- credit-based English as a Second Language (ESL);
- Prior Learning Assessment and Recognition (PLAR) for adult and secondary learners who qualify; and
- International Language programming for elementary learners in Finnish and Mandarin.

3. Update

3.1 Current Projects

- 3.1.1 For the past three years (March 2020 to June 2023), attendance-based classes for all locations were run utilizing a hybrid format (a mixture of learners in-person and virtual) to accommodate adult learners' needs throughout the pandemic and the year following.

The 2023-2024 school year has seen the return of in-person, attendance-based classes at LAEC and at Kiikenomaga Kikenjigewen Employment and Training Services (KKETS), and the introduction of virtual attendance-based classes for all distance education learners, including KKETS, Sandy Lake, Iskatewizaagegan, and all Contact North partner sites.

In-person programming locally, at LAEC and at KKETS, has seen a total of 231 learners register and actively participate in semester one, and a total of 50 learners in virtual classes through off-site locations via Contact North and KKETS.

- 3.1.2 Lakehead Adult Education Centre continues its partnership with the Thunder Bay Correctional Centre (TBCC) for 2023-2024. The current agreement runs until March 31, 2025. Along with our established programming, LAEC and TBCC staff have been working together to develop new programming for our learners.

Since 2022-2023, our teachers have been working with TBCC staff, including the recreation officer, and the program coordinator, to tailor and deliver the following courses for learners in custody:

- PPL30/PPL40 (Healthy Active Living); and
- GPP30 (Leadership and Peer Support).

To date, 55 credits have been earned through this collaboration.

For the 2023-2024 school year, we are looking to expand course offerings to include NBV3E (World Views and Aspirations of First Nations, Métis, and Inuit Communities in Canada) in collaboration with the Indigenous integration liaison officer on-site.

In April of 2023, our teacher at TBCC developed a new attendance-based math program for learners, focusing on math skills for everyday work and life, which resulted in 10 senior credits being granted by June 2023. Based on the success of the first class, the math program is being offered again for the 2023-2024 school year.

- 3.1.3 Lakehead Adult Education Centre's partnership with the Thunder Bay Jail (TBJ) continues for the 2023-2024 school year. Virtual self-study teacher supports were introduced in the 2022-2023 school year and continue for the 2023-2024 school year. Learners in custody can now connect with their teachers two to three times per week via Teams. Learners also continue to have access to guidance supports, and a range of independent study credit offerings.

Based on the success of the math program on-site at the TBCC, the same math programming has been introduced at the TBJ as of September 2023. The teacher is on-site Thursday mornings to deliver math programming to a small group of learners.

- 3.1.4 The KKETS Adult Education Program (KAEP) formerly the Aboriginal Skills Advancement Program (ASAP) is entering its tenth year. Kiiikenomaga Kikenjigewen Employment and Training Services Adult Education Program is an education program in partnership with Matawa First Nations, which has graduated 576 learners to date. Funding for the program is confirmed until August 2024, with the expectation of a new agreement beginning in September 2024.

In addition to local attendance-based, in-person programming on-site at KKETS for 2023-2024, LAEC also offers delivery of remote programming, including self-study/e-learning and virtual attendance-based classes, to learners in their home communities.

- 3.1.5 In February 2022, the Ministry of Education revised the Prior Learning Assessment and Recognition (PLAR) policy (PPM 132) for mature learners. The changes to PPM 132 allowed for the PLAR process to be delivered to secondary learners who are 18 within the school year, and who have less than 26 credits.

Since beginning the PLAR process with secondary learners in March of 2022, a total of 422 secondary learners have been evaluated via the PLAR process. A total of 677 equivalent credits have been granted: 358 PLEs and 319 EQVs.

For the 2023-2024 school year, 108 learners have been evaluated for eligibility. Assessments at all secondary schools and alternative education sites are in progress and dates are booked throughout October and November.

- 3.1.6 Beginning October 31, 2022, LAEC began offering credit-based English as a Second Language (ESL) programming to adult learners. Credit-based ESL programming replaced non-credit ESL. It offers learners the opportunity to earn secondary credits towards their OSSD while improving their language skills in reading, writing, listening, and speaking. A total of 51 learners participated in the program for the 2022-2023 school year. Currently, there are 18 learners participating in semester one.

3.2 New Projects

In April of 2023, LAEC partnered with the Thunder Bay District Social Services Administration Board (TBDSSAB) to offer a new employability skills program on-site at TBDSSAB. Learners gained valuable employability skills and earned credits through placements arranged in conjunction with TBDSSAB's job development officer. The program had a total of 19 participants. Eight learners successfully earned credits, and two learners gained employment via their placements. For the 2023-2024 school year, the program currently has 10 active participants for semester one.

3.3 Summer Programming

3.3.1 Lakehead Adult Education Centre continues to offer the following programming in a five-week summer session each year:

- e-learning programming for adult and secondary learners;
- attendance-based classes for adult learners at Matawa;
- co-operative education for adult and secondary learners; and
- credit recovery for secondary learners.

3.3.2 Lakehead Adult Education Centre registered a total of 291 secondary learners in summer e-learning, including 223 learners from LDSB, and 68 from outside of our school board. A total of 147 credits were granted (124 LDSB, and 23 other).

Lakehead Adult Education Centre registered a total of nine secondary learners in Credit Recovery programming, and a total of six credits were granted.

A total of 40 co-op credits were granted to secondary learners, including six learners participating in a naval summer co-op in partnership with HMCS Griffon, and 10 learners participating in the Focus on Youth (FOY) program.

4. Conclusion

Through the ongoing support of Lakehead District School Board, LAEC continues to provide quality educational opportunities for all learners across the Thunder Bay Region and across Ontario.

Respectfully submitted,

SAMANTHA PEOTTO
Manager, Lakehead Adult Education Centre

JANE LOWER
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2023 OCT 24
Report No. 103-23

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 2022-2023 year-end data is outlined in this report:
 - Primary and Junior EQAO results in reading, writing, and mathematics;
 - 2022-2023 pass rates and marks distribution in Grade 9 mathematics, English, geography, French and science; and
 - Grades 9, 10 and 11 credit accumulation for the 2022-2023 school year.

3. Grades 3, 6, 9 and 10 EQAO Assessments for the 2023-2024 School Year

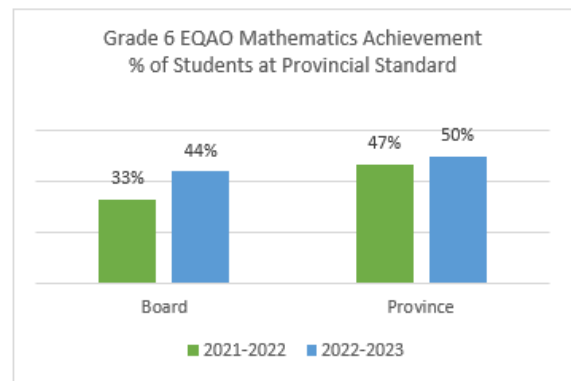
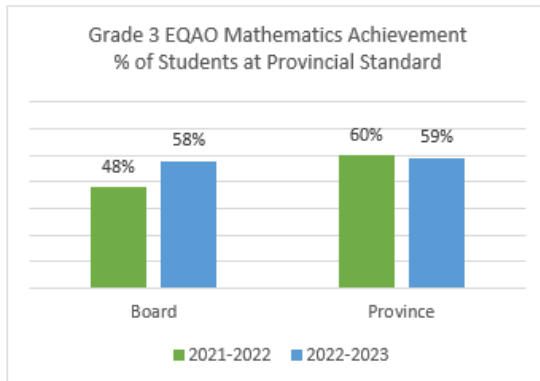
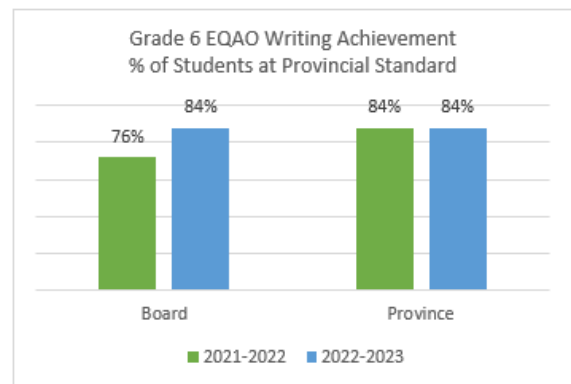
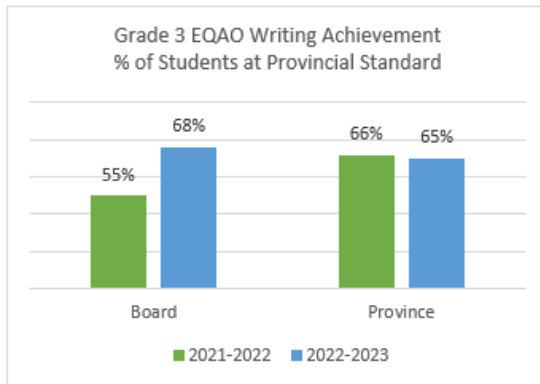
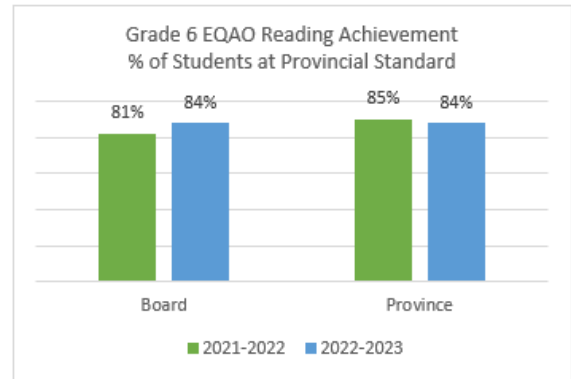
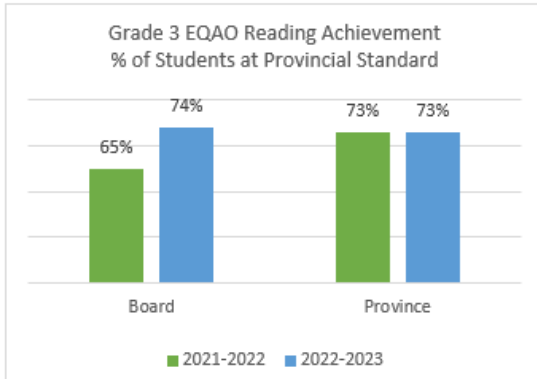
- 3.1 All primary and junior EQAO assessments will be written in an on-line format for the 2023-2024 school year.
- 3.2 Students enrolled in Grade 9 mathematics courses are completing the provincial Grade 9 Assessment of Mathematics in an on-line format in January and June 2024.
- 3.3 The Ontario Secondary School Literacy Test (OSSLT) continues to be written in an on-line format in Fall 2023 and Spring 2024. Grades 10 and 11 cohorts will write the OSSLT this school year.

4. Student Achievement

4.1 Elementary Student Achievement Data

2023 EQAO Assessment Results – Reading, Writing and Mathematics – Board and Provincial Results

Primary and Junior Results



4.1.1 Based on these EQAO assessment results, those students who are achieving at or above the provincial standard in reading, writing, and mathematics are:

- in 2023, Lakehead Public Schools (LPS) students were at or above the provincial average in four of six categories (Grade 3 and 6 reading and writing);
- although significant gains were made in math, our 2023 Grade 3 results were one point below the provincial average, and the Grade 6 results were six points below; and
- in 2021-2022, our students were 11 points below the provincial average in Grade 3 math, and 14 points below the provincial average in Grade 6 math.

4.2 Secondary Student Achievement Data 2022-2023

4.2.1 Students enrolled in the Grade 9 de-streamed math course (MTH 1W) had an 88% pass rate. Fifty percent of students achieved provincial standard, level three or higher.

4.2.2 Students enrolled in the Grade 9 academic English course (ENG 1D) had a 90% pass rate. Sixty-seven percent of students achieved provincial standard, level 3 or higher.

4.2.3 Students enrolled in the Grade 9 academic geography course (CGC 1D) had an 88% pass rate. Sixty-three percent of students achieved provincial standard, level three or higher.

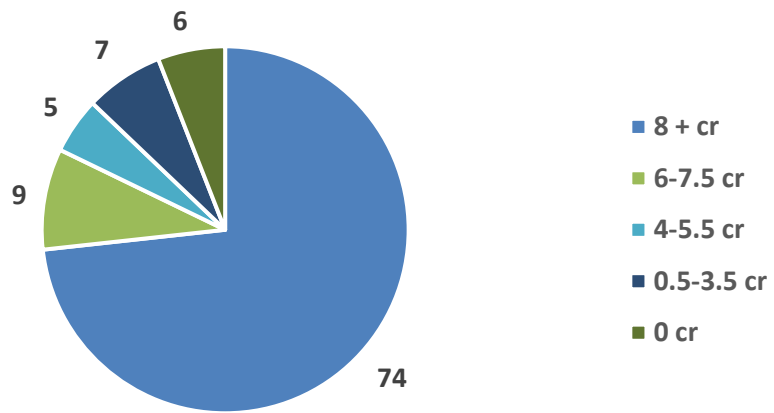
4.2.4 Students enrolled in the Grade 9 de-streamed science course (SNC 1W) had an 89% pass rate. Fifty-four percent of students achieved provincial standard, level three or higher.

4.2.5 Students enrolled in the Grade 9 academic core French course (FSF 1D) had a 98% pass rate. Eighty-five percent of students achieved provincial standard, level three or higher.

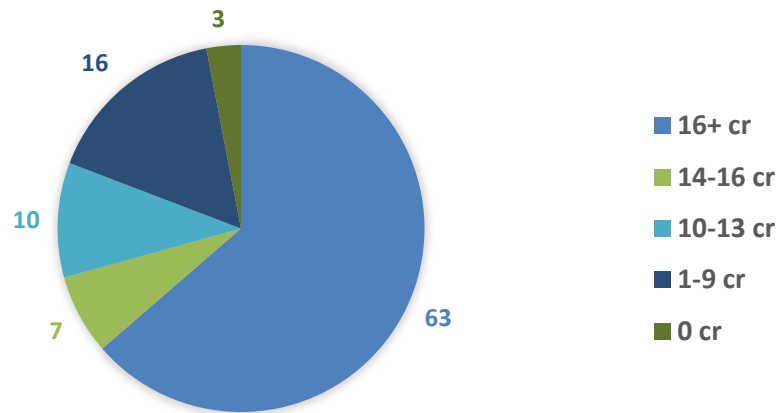
4.2.6 2022-2023 Credit Accumulation towards an OSSD:

- 74% of Grade 9 students earned eight or more credits;
- 63% of Grade 10 students earned 16 or more credits; and
- 64% of Grade 11 students earned 23 or more credits.

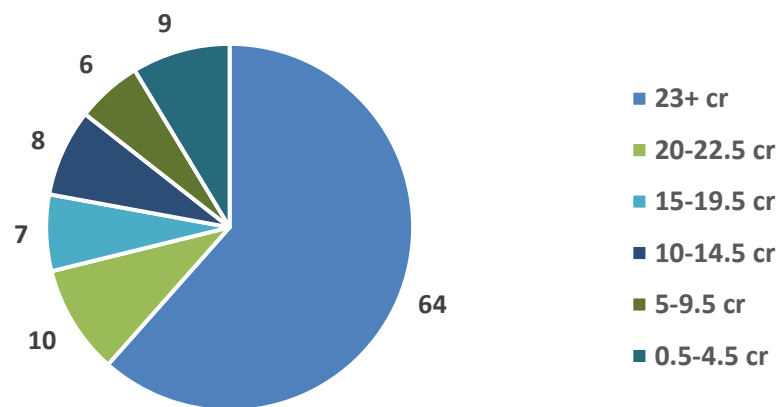
2022-2023 Grade 9 Credit Accumulation (%)



2022-2023 GRADE 10 CREDIT ACCUMULATION)



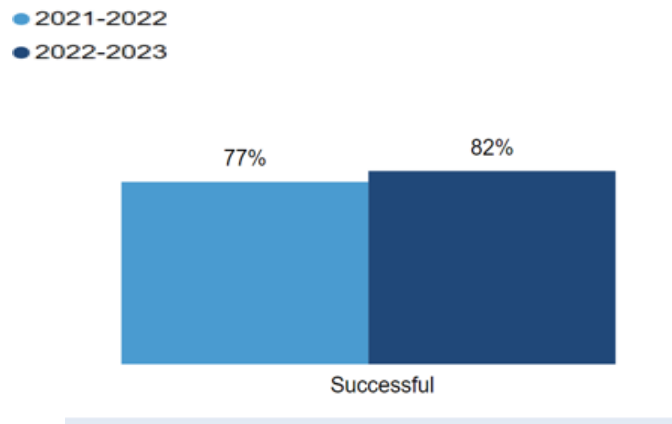
2022-2023 Grade 11 Credit Accumulation (%)



5. Secondary EQAO Data

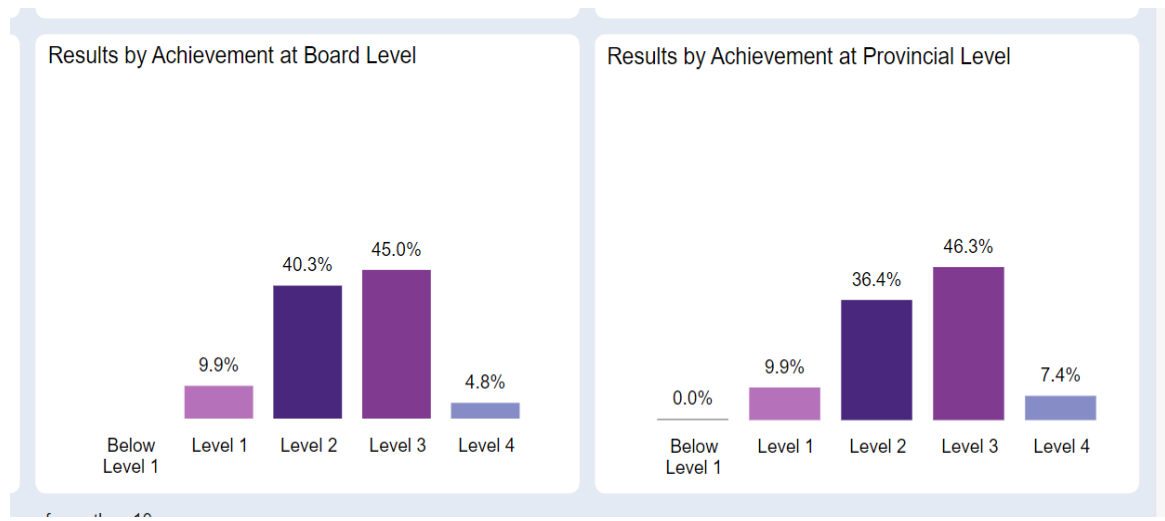
- 5.1 Lakehead District School Board is committed to ensuring the success of every student and to supporting all learners in being able to comprehend and use language to think about ideas, form opinions, and support their thinking both orally and in writing. Literacy includes the ability to read and write proficiently but also includes the ability to access, analyze, and communicate information in a variety of formats and for a variety of purposes.
- 5.2 Ontario Secondary School Literacy Test data for 2022-2023 indicates that LDSB improved by 5% moving from 77% in 2021-2022 to 82% in 2022-2023.

Results by Achievement at Board Level Over Time



- 5.3 Secondary math chairs have been allotted time to support math teachers with instruction and curriculum and to support students with math content. Each secondary school has one section of math support (GLS1) to help students with learning gaps in mathematics be confident and develop the skills required for their next grade and level of mathematics. These supports, along with professional development for math teachers, ensure shared understanding of high impact strategies, curriculum expectations and a coherent approach with a focus on curriculum fidelity, math content, knowing students, and improving math achievement.

5.4 Grade 9 mathematics EQAO data indicates that 49.8% of LDSB achieved level three or four in comparison to the Provincial data which shows 53.7% of students achieving level three or four.



6. Ongoing Supports and Next Steps

6.1 System and school-level supports for literacy and numeracy development in elementary:

Literacy

- Heggerty Phonemic Awareness program used in all Kindergarten to Grade 2 classrooms and Pratique Phonémique used in all Kindergarten to Grade 2 French Immersion classrooms;
- Jolly Phonics used in all Kindergarten and Grade 1 classes;
- English and French decodable texts to support structured literacy instruction are being used in all schools;
- Equipped for Reading Success and Bridge the Gap are used as Tier 2 interventions for Grades 3 and above;
- University of Florida Literacy Institute (UFLI) Foundations training provided to teachers in Grades 1 and 2 to teach students foundational skills necessary for proficient reading;
- Acadience screening tool training has been provided on a voluntary basis to more than 100 primary teachers;
- Lexia Core 5 is used as a Tier 1 intervention for all Grade 2 students in the system, and can be accessed, as required, as a Tier 2 intervention for students beyond Grade 2;
- school-based literacy intervention support at the classroom level in targeted schools;
- we will continue our work on deepening teacher and administrator understanding of the components of structured literacy instruction with three distributed leadership forums this year; and
- de-streaming coaches working with teachers in targeted schools to support literacy instruction in intermediate grades.

Numeracy

- targeted math training for teachers in Grades 3, 6, 7, and 8;
- scope and sequence slide decks, along with training, have been provided to teachers in Grades 1 to 8 to support consistency and the use of high-impact teaching strategies across the system;
- math coaches work at the elbow with teachers and students in Grades 3 and 6 in focus schools as identified by the Ministry of Education;
- Knowledgehook digital resource has been purchased for all grades, providing diagnostic and ongoing assessments to support student learning; and
- de-streaming coaches working with teachers in targeted schools to support math instruction in intermediate grades.

6.2 System and school-level supports for literacy and numeracy development in secondary:

- de-streaming coaches provide learning sessions for teachers of Grade 9 single stream courses, tailored to address course and classroom needs, while focusing on high-impact instructional strategies;
- school-based literacy leads provide practice and targeted interventions for students preparing to write the OSSLT;
- each secondary school has developed a literacy plan to meet the needs of students in preparation for the OSSLT and for success in literacy for all pathways and life beyond secondary school;
- Chairs Forum remains an opportunity to coordinate professional learning for teachers, focusing on high-impact instructional strategies, literacy strategies across the curriculum, and a structured approach to adolescent literacy instruction;
- program department staff continue to provide professional learning sessions, resources, and strategies to support the implementation of new curriculum, particularly the Language Curriculum (7-8) and Grade 9 English (ENL1W);
- At-the-Elbow coaching support is available for teachers of single stream Grade 9 courses in literacy and numeracy;
- one section of Literacy Support (ELS201) is now offered at each secondary school for students with identified literacy gaps and for students where English is the secondary language; and
- Lexia Power Up is available as support and intervention for select Grade 9 and 10 students.

6.3 System and school-level supports for Indigenous student success:

- First Nations, Métis and Inuit student support workers working full time in elementary schools with high population of self-identified Indigenous students and all secondary schools;
- new position will be hired this school year, Indigenous student wellness and engagement coordinator. Will focus on providing culturally relevant learning opportunities to engage students and families;
- First Nations, Métis, and Inuit graduation coaches at each secondary school, a second grad coach is being hired for Westgate Collegiate and Vocational Institute this year;
- Summer Reach Ahead Credit for self-identified students entering Grade 9;
- Kendomang Zhagodenamnon Lodge at Westgate Collegiate and Vocational Institute and Hammarskjold High School support student transition to Grade 9 and build necessary learning skills for success in mainstream;
- Embedding Indigenous Perspectives professional development with all Grade 4 to 8 staff and administrators; and
- Connecting Anishinaabe and Western Ways of Knowing in Mathematics project in Grade 6 at McKellar Park Central Public School and Grade 10 at Westgate Collegiate and Vocational Institute (locally developed).

- 6.4 System and school-level supports for students with special education needs:
- tiered intervention supports provided by special education facilitators including Empower Reading, a Tier 3 reading intervention program, in all elementary schools;
 - special education math resource teacher providing intervention to students and supporting educators in the development of programming;
 - continued and on-going professional development on supports, strategies and resources for students with Autism Spectrum Disorder, to ensure students achieve to their full potential; and
 - assistive technology training provided to students, educators, and school staff to ensure students are able to access the curriculum and demonstrate their learning using assistive technology when appropriate.
- 6.5 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 learning gaps. Based on assessment data, primary literacy programming is being implemented to support students.
- 6.6 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, and mental health and well-being.
- 6.7 Professional development will continue to be focused on improving student achievement through a variety of structures:
- continue to refine diagnostic assessments to identify learning needs 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.

- 6.8 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.
- 6.9 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.

7. 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

MEGHAN SMELOW
Student Success Lead

HEATHER HARRIS
Superintendent of Education

JANE LOWER
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2023 OCT 24
Report No. 105-23

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

RE: 2023-2024 DIRECTOR'S ACTION PLAN

1. Background

1.1 Following the presentation of the 2022-2023 Operational Plan at the Board Advisory Committee Meeting held September 13, 2023, the Director's annual Action Plan was developed.

1.2 This document, Appendix A to Report No.105-23, articulates the commitment of the director of education to system leadership actions.

2. Situation

The 2023-2024 Director's Action Plan is herewith presented.

Respectfully submitted,

SHERRI-LYNE PHARAND
Director of Education



2023-2024 ACTION PLAN

Sherri-Lynne Pharand
Director of Education

Committed to the success of every student

1. RIGHT to READ

KEY ACTIONS:

- 1.1 Identify timely, evidence-based measures of student achievement through the implementation of a new primary screen. Use the screen to identify student learning needs.
- 1.2 Continue the work to align goals, assessment, instructional practices, and teaching resources K – 2 with the Science of Reading.
- 1.3 Hire intervention teachers to support students not reading at grade level.
- 1.4 Support the functional literacy needs of all students.
- 1.5 Use the best available evidence to inform instructional decisions.
- 1.6 Align the Board Improvement Plan with the Ministry legislated Student Achievement Plan.
- 1.7 Plan, Act, Assess, Reflect.
- 1.8 Regular support and monitoring from superintendents in schools.

2. MATH

KEY ACTIONS:

- 2.1 Establish a baseline for math on key performance indicators.
- 2.2 Hire superintendent lead and additional coaching staff to support student and staff learning.
- 2.3 Provide specific, intentional support for priority schools.
- 2.4 Provide support for teachers to take additional Qualifications in math.
- 2.5 Align electronic tools to support teaching and learning.
- 2.6 Develop and implement a comprehensive math plan.
- 2.7 Provide a scope and sequence for teachers to use to support classroom instruction.
Use the best available evidence to inform instructional decisions.
- 2.8 Align the board improvement plan with the ministry legislated Student Achievement Plan
- 2.9 Plan, Act, Assess, Reflect.
- 2.10 Regular support and monitoring from superintendents in schools.

3. EQUITY

KEY ACTIONS:

- 3.1 Engage students in learning and leadership regarding human rights and equity.
- 3.2 Continued monitoring and support for the implementation of Grade 9 de-streaming across all subjects to raise both credit accumulation and marks distribution.
- 3.3 Special Education review of IEPs and in particular modified program.
- 3.4 Continued implementation of Lakehead DSB's Equity Action Plan.
- 3.5 Review of policies and practices to ensure students and staff have safe, welcoming environments at Lakehead Public Schools.
- 3.6 Accessibility Action Plan implementation 2023-2024.
- 3.7 The Equity Action Plan is ending this year and we will be developing a new plan for the next three-year cycle.
- 3.8 Training for human resources on recognizing and responding to systemic discrimination with Njeri Sojourner-Campbell.
- 3.9 Establishing data collection procedures on a two-year cycle.

4. INDIGENOUS EDUCATION

KEY ACTIONS:

- 4.1 Develop an anti-Indigenous racism strategy.
- 4.2 Implement Jordan's Principle to support student need at Lakehead Public Schools.
- 4.3 Expand land based and experiential learning programs, in particular, the RELC.
- 4.4 Explore the possibility of RELC and/or reach ahead credits for Armstrong and/or students living in First Nations Communities to support their transition to Grade 9.
- 4.5 Continue to develop and support successful transitions from Grade 8 – 9 and from First Nation communities who are attending school in Thunder Bay.

5. LEADERSHIP

KEY ACTIONS:

- 5.1 Continue implementation of the Strategic Plan and Indigenous Education Framework
- 5.2 Develop equity as a foundational skill for school and system leadership with a view to renew principals, vice principals, manager, and supervisor performance appraisal processes to include equity competencies.
- 5.3 Continue to increase student voice in our schools and at the system level.
- 5.4 Support student trustees in goal attainment for the year 2023-2024.
- 5.5 Complete performance appraisals for managers.
- 5.6 Continue to support succession planning for all areas of the organization.
- 5.7 Implementation of the Accountability Policy & Procedures.

6. MENTAL HEALTH

KEY ACTIONS:

- 6.1 Implementation of the Mental Health one-year action plan.
- 6.2 Attendance support as a means of supporting employee mental health and well-being.
- 6.3 Implement PPM 169 – work with community partners to continue to provide pathways and multi-tiered systems of support.

7. FISCAL RESPONSIBILITY

KEY ACTIONS:

- 7.1 Continue the alignment of revenue with expenses.
- 7.2 Align resources with the Strategic Plan and the Student Achievement Plan.
- 7.3 Review transportation policies, procedures, funding, and tenders for service.

8. COMMUNICATION

KEY ACTIONS:

- 8.1 Implement the communication plan for both internal and external stakeholders that supports cohesion, alignment, and transparency at both the system and school levels.

9. TRUSTEES

KEY ACTIONS:

- 9.1 Regular, timely communication.
- 9.2 Regularly reports to the Board on achievements in the Strategic and Director's Action Plans.
- 9.3 Begin the process to update Lakehead District School Board's Strategic Plan.
- 9.4 Replace the Budget Committee with a Finance Committee to facilitate ongoing dialogue with the Board on finance related matters.
- 9.5 Work with Board Development Committee to provide professional learning for the Board.

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2023 OCT 24
Report No. 104-23

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

RE: RECOMMENDATIONS FROM THE BOARD ADVISORY COMMITTEE

Background

The following reports were received at the Board Advisory Committee Meeting of October 10, 2023, and have been referred to the Board for approval. The recommendations are as follows:

APPOINTMENTS TO THE 2023-2024 PARENT INVOLVEMENT COMMITTEE (099-23)

It is recommended that Lakehead District School Board approve the following appointments to the 2023-2024 Parent Involvement Committee effective November 15, 2023, to November 14, 2024:

- *Ahmed Bediwy, parent member;*
- *Chelsea Siver, parent member;*
- *Lorraine Mashongoane, alternate parent member;*
- *Morning Star Tom, Miiniwewinan Indigenous Education Advisory Committee representative;*
- *Tara Ingram, Special Education Advisory Committee representative;*
- *Shannon Jessiman, principal representative;*
- *Laura Prodanyk, community representative;*
- *Fred Van Elburg, teacher representative; and*
- *Connor Pratt, alternate teacher representative.*

POLICY REVIEW – 7060 STAFF TRAINING AND PROFESSIONAL DEVELOPMENT (096-23)

It is recommended that Lakehead District School Board rescind 7060 Staff Training and Professional Development Policy, as indicated in Report No. 096-23

POLICY REVIEW – 8011 USE OF SCHOOL BUILDINGS, FACILITIES AND GROUNDS (097-23)

It is recommended that Lakehead District School Board approve the review of 8011 Use of School Buildings, Facilities and Grounds, as indicated in Report No. 097-23.

ROLE OF THE FINANCE COMMITTEE (100-23)

It is recommended that Lakehead District School Board establish a Finance Committee instead of a Budget Committee with the mandate as outlined in Report No. 100-23.

Respectfully submitted,

Donica LeBlanc
Chair
Board Advisory Committee

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2023 OCT 24
Report No. 101-23

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

RE: SHORT-TERM BORROWING RESOLUTION

1. Background

To approve the Board's borrowing resolution for the 2023-2024 school year (Appendix A).

2. Situation

Each year the Board must ensure a line of credit, or access to funds, to meet current obligations until such time as provincial grants and local tax levies are received.

RECOMMENDATION

It is recommended that Lakehead District School Board approve the Short-Term Borrowing Resolution for the 2023-2024 school year as outlined in Report No. 101-23, Short-Term Borrowing Resolution.

Respectfully submitted,

KIRSTI ALAKSA
Superintendent of Business

SHERRI-LYNNE PHARAND
Director of Education

RESOLUTION OF LAKEHEAD DISTRICT SCHOOL BOARD

BORROWING RESOLUTION

WHEREAS Lakehead District School Board in the Province of Ontario (herein called "the Board") deems it necessary to borrow from time to time the sums that the Board considers necessary to meet the current expenditures of the Board until the current revenue has been received.

AND WHEREAS the Board deems it necessary to meet debt charges payable in any fiscal year until cash has been received.

AND WHEREAS the amount authorized to be borrowed by this resolution together with the total of any similar borrowings that have not been repaid and any accrued interest on those borrowings, shall not exceed the unreceived balance of the estimated current revenues of the Board.

BE IT THEREFORE RESOLVED THAT:

1. For the purposes aforesaid the Board be authorized to borrow an amount not to exceed the sum of ten million dollars at one time or sixty-five million dollars cumulatively by way of a promissory note of the Board payable not later than the 31st day of August 2024 and bearing interest at the Bank Prime Rate or less.
2. The treasurer, together with the chair or vice chair of the Board, be hereby authorized and empowered for and on behalf of the Board to sign such promissory notes as may be necessary and to affix thereto the Board's corporate seal.
3. The treasurer of the Board is hereby authorized and directed to apply in payment of all or any sums borrowed as aforesaid, together with interest thereon, all or any of the current revenues (as hereinbefore defined) of the Board collected or received by the Board and all or any other monies which may lawfully be applied for such purpose.
4. The treasurer of the Board is hereby authorized and directed to furnish to the bank or other financial institutions, at the time any amount is borrowed under this resolution, a statement showing the amount of the estimated revenues of the current year not yet collected, or, where the estimates for the current year have not been adopted, a statement showing the estimated revenues of the Board as set forth in the estimates adopted for the next preceding year and the amount of the revenues of the current year already collected, and also showing the total of any amounts borrowed under Section 243 of The Education Act in the current year that have not been repaid.

5. The bank or other financial institutions shall not be bound to establish the necessity of the borrowing authorized by this resolution or their application for the purposes aforesaid and may rely on a certified copy of this resolution as proof that the borrowing is validly authorized and on any statement furnished by the treasurer under paragraph 4 of this resolution as proof of the facts stated therein.

We hereby certify that the foregoing is a true and accurate copy of a resolution of the above-mentioned Board duly passed at a meeting thereof, duly convened and held at Thunder Bay, Ontario on the 24th day of October, 2023, and that the said resolution is in full force and effect, unamended.

As witness, the Corporate Seal of the Board this 24th day of October, 2023.

Chair

Treasurer

Seal