



Office of the Director

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

BOARD ADVISORY COMMITTEE

Tuesday, September 10, 2024

Jim McCuaig Education Centre

Sherri-Lynne Pharand
Director of Education

Donica LeBlanc
Chair

AGENDA

PUBLIC SESSION

7:30 P.M. – in the Board Room

	<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. Land Acknowledgement		

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>
7.	Delegations/Presentations		
7.1	Introduction of Newly Appointed Leaders	J. Lower/ M. Probizanski/ H. Harris	
	- Becky Krawchuk, Vice Principal, Hammaraskjold High School		
	- Heather Campbell, Vice Principal, Superior Collegiate and Vocational Institute		
	- Neil Workman, Principal, Westgate Collegiate and Vocational Institute		
	- Jennifer Mikus, Vice Principal, Westgate Collegiate and Vocational Institute		
	- Catherine Jonas, Principal, Kakabeka Falls Public School and Whitefish Valley Public School		
	- Leesa McCarville, Principal, Westmount Public School		
	- Angela Delorey, Principal, Vance Chapman Public School		
	- Amanda Gyori, Principal, Ogden Public School		
	- Hillary Howe, Principal, C.D. Howe Public School		
8.	Confirmation of Minutes		
8.1	Board Advisory Committee Meeting - June 11, 2024	D. LeBlanc	1-5
9.	Business Arising from the Minutes		
<u>MATTERS NOT REQUIRING A DECISION</u>			
10.	Information Reports		
10.1	Anishinaabemowin Revitalization Report (091-24)	H. Harris	6-8
10.2	Report on the Activities of the 2023-2024 Supervised Alternative Learning Committee (089-24)	J. Lower	9-11
11.	First Reports		

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

MATTERS FOR DECISION:

12. Postponed Reports

13. Ad Hoc and Special Committee Reports

14. New Reports

14.1 Director Performance Appraisal Ad HOC Committee
(092-24)

S. Pharand

12-19

The Board Advisory Committee recommends the
adoption of the following motion:

1. *"That Lakehead District School Board appoint
Trustees _____ to the
Director Performance Appraisal Committee."*
2. *"That Lakehead District School Board appoint
Trustee _____ as chairperson of the
Director Performance Appraisal committee for
the 2024-2025 school year."*

14.2 Policy Review - 3094 Electronic Meetings Policy
(093-24)

S. Pharand

20

The Board Advisory Committee recommends the
adoption of the following motion:

*"That Lakehead District School Board approve the
review of 3094 Electronic Meetings Policy."*

15. New Business

16. Notices of Motion

17. Information and Inquiries

18. Adjournment

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



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BOARD ADVISORY COMMITTEE

**Tuesday, September 10, 2024
Jim McCuaig Education Centre**

Sherri-Lynne Pharand
Director of Education

Donica LeBlanc
Chair

AGENDA

**COMMITTEE OF THE WHOLE – Closed Session
6:30 p.m. – in the Sibley Room**

	<u>Resource Person</u>	<u>Pages</u>
5.1 Approval of Committee of the Whole - Closed Session Minutes		
5.1.1 Board Advisory Committee Meeting - May 28 - June 11, 2024	D. LeBlanc	1-4
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Personnel Matter	R. Sitch	Verbal
5.3.2 Legal Matter	E. Chambers	Verbal
5.3.3 Legal Matter	S. Pharand	Verbal
5.4 Information and Inquiries		
5.5 Rise and Ask Leave to Sit in Public Session		

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 BOARD ADVISORY COMMITTEE

Board Room/Microsoft Teams
Jim McCuaig Education Centre

2024 Jun 11
7:30 p.m.

TRUSTEES PRESENT:

Donica LeBlanc (Chair)
Ellen Chambers
Pat Johansen
Ron Oikonen

Trudy Tuchenhausen
George Saarinen
Emily Drake (Indigenous Student
Trustee)

ABSENT WITH REGRETS:

Ryan Sitch
Scottie Wemigwans (Indigenous Trustee)
Leah Vanderwey
Morgann De Franceschi (Student Trustee)
Michelle Probizanski, Superintendent of Education

SENIOR ADMINISTRATION:

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

MANAGERS/FEDERATION/UNION REPRESENTATIVES:

Angela Lee-Wiwcharyk, Manager, Lakehead District School Board

PUBLIC SESSION:

1. **Approval of Agenda**

Moved by Trustee Oikonen

Seconded by Trustee Chambers

"THAT the Agenda for Board Advisory Committee Meeting, June 11, 2024, be approved."

CARRIED

2. Resolve into Committee of the Whole- Closed Session

Moved by Trustee Saarinen

Seconded by Trustee Johansen

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

- *Confirmation of Committee of the Whole – Closed Session Minutes*
 - *Board Advisory Committee Meeting*
 - *May 14, 2024*
- *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

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

PUBLIC SESSION:

4. Delegations/ Presentations

Trustee Character Award – Destiny Linklater and Baby Makwa

Indigenous Student Trustee Drake, on behalf of the Board, presented Destiny Linklater and Baby Makwa with the Trustee Character Award. Destiny and Baby Makwa were recognized for their dedication to sharing the traditional knowledge and gifts with Lakehead Public School Students through Tikinagan teachings.

MATTERS NOT REQUIRING A DECISION:

5. Confirmation of Minutes

Moved by Trustee Saarinen

Seconded by Trustee Tuchenhausen

“THAT the Lakehead District School Board approve the minutes of the Board Advisory Committee Meeting, May 14, 2024.”

CARRIED

6. Information Reports

6.1 French as a Second Language (072-24)

Heather Harris, Superintendent of Education, introduced Olivier Doucet, French Resource Teacher, who presented the report. All trustees' questions were addressed.

6.2 Health and Safety Semi-Annual Report (071-24)

Kirsti Alaksa, Superintendent of Business, introduced Kyle Ulvang, Health And Safety Officer, who presented the report. All trustees' questions were addressed.

MATTERS FOR DECISION:

7. New Reports

7.1 Policy Review – 3002 Annual Evaluation of the Director of Education (073-24)

Moved by Trustee Saarinen

Seconded by Trustee Oikonen

The Board Advisory Committee recommends the adoption of the following motion:

“THAT Lakehead District School Board approve 3002 Annual Evaluation of the Director of Education Policy, Appendix A to Report No. 073-24.”

CARRIED

7.2 Policy Review – 8070 Safe Schools – System Expectations, 3093 Electronic Information Security, 3096 Information/Communication Technology Use and 8092 Code of Conduct (070-24)

Moved by Trustee Chambers

Seconded by Trustee Johansen

The Board Advisory Committee recommends the adoption of the following motion:

“THAT Lakehead District School Board 3096 Information/Communication Technology Use Policy and 8092 Code of Conduct Policy, Appendix A and B to Report No. 070-24”

CARRIED

7.3 APPROVAL OF APPOINTMENTS TO THE SUPERVISED ALTERNATIVE LEARNING COMMITTEE 2024-2025 (068-24)

Moved by Trustee Saarinen

Seconded by Trustee Tuchenhausen

The Board Advisory Committee recommends the adoption of the following motion:

“THAT Lakehead District School Board approve the following appointments to the Supervised Alternative Learning (SAL) Committee for the 2024-2025 school year:

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

CARRIED

8. Information and Inquires

8.1 Chair Donica LeBlanc informed the Board that the following events were attended by trustees:

- May 30, 2024 - Superior CVI Cultural Fashion Show- Trustees Chambers, Tuchenhausen, Vanderwey, Saarinen and Indigenous Student Trustee Drake
- May 31, 2024 – Pride Flag Raising Ceremony @ Hammarskjold HS- Trustees Chambers, Saarinen, Superintendents Keene, Lower, Harris, Alaksa, Probizanski, and Director Pharand.
- May 31, 2024 – WE are Westgate Cultural Fair- Trustees LeBlanc and Vanderwey.
- June 2, 2024 – Pride Youth Awareness Brunch- Trustees Chambers, Vanderwey, Johansen, Saarinen, Leblanc, along with Director Pharand and Anthony Jeethan, Human Rights and Equity Advisor.
- June 3, 2024 – Pride Flag Raising @ Board Office- Trustees Chambers, LeBlanc, Vanderwey, Superintendents Keene, Lower, Harris, Alaksa, Anthony Jeethan, Human Rights and Equity Advisor and Director Pharand.
- June 6-7, 2024 – Wizard of OZ performance at Hammarskjold High School- Trustees Chambers, Vanderwey, Johansen, Saarinen, Sith
- June 10, 2024 – LDSB Retirement dinner- Trustees Chambers, Leblanc, Saarinen, Tuchenhausen, Johansen, Vanderwey, Oikonen, Sith, Superintendents Lower, Harris, Probizanski, Keene, Alaksa, and Director Pharand.

- 8.2 Trustee Chambers informed the Board that she received an inquiry from a member of the public wanting to know if the Board received any information regarding the construction of the building next to Vance Chapman Public School prior to the construction. Director Pharand informed the committee members that no information was received by Lakehead District School Board prior to the construction. Follow up question from Trustee Chambers - are construction companies required to consult the Board regarding new construction adjacent to a school? Director Pharand informed the Board members that no they are not required to.
- 8.3 Trustee Saarinen informed the Board that The Gay Straight Alliance Students that participated in the Pride Flag raising ceremonies and Pride Youth Awareness Brunch have been asked to be the Pride Parade Leaders this year.

9. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Johansen

"THAT we do now adjourn at 8:50 p.m."

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2024 SEPT 10
Report No. 091-24

TO THE CHAIR AND MEMBERS OF
THE BOARD ADVISORY COMMITTEE – Public Session

RE: ANISHINAABEMOWIN REVITALIZATION REPORT

1. Background

- 1.1 It is estimated that at the time of first contact with Europeans, there were approximately 450 Indigenous languages and dialects in Canada (Office of the Commissioner of Official Languages, 1992). Today, almost 70 Indigenous languages are still spoken in Canada (Statistics Canada, 2017). The preservation and revitalization of Indigenous languages was central to findings of Truth and Reconciliation Commission's (TRC) Final Report and Calls to Action (2016).
- 1.2 Truth and Reconciliation Commission's Call to Action 14 calls for an Aboriginal Languages Act that incorporates the following principles:
 - Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them;
 - Aboriginal language rights are reinforced by the Treaties;
 - the federal government has a responsibility to provide sufficient funds for Aboriginal-language revitalization and preservation; and
 - the preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by Aboriginal people and communities.
- 1.3 The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), Article 13, affirms that, "Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures...". Article 14 states that, "Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning."
- 1.4 After years of advocacy by First Nations, the Government of Canada now has a legislated commitment to respecting Indigenous languages. On June 21, 2019, the Indigenous Languages Act (ILA) received Royal Assent. The purpose of the ILA is to enable assurance for long-term funding and support for Indigenous-led initiatives to reclaim, revitalize, maintain, and strengthen Indigenous Languages.

- 1.5 Lakehead District School Board (LDSB) is located on Anishinabek territory and has been offering Anishinaabemowin (Ojibwe) Language courses at the secondary level since 2006 and in elementary schools since 2010. The program has grown to include some secondary courses at all three secondary schools and the option to choose Native as a Second Language (NSL) at six elementary schools (Grades 4-8) in the 2023-2024 school year.

2. Situation

- 2.1 Consistent with LDSB's strategic plan, Indigenous education framework, and in response to the TRC Calls to Action and UNDRIP, LDSB has been committed to working with Indigenous community partners to grow Anishinaabemowin Language programs in our schools.
- 2.2 The LDSB Anishinaabemowin Revitalization strategy has three priority areas for the first five years, while working towards the end goal of collaborating with Indigenous community partners to establish an Anishinaabemowin immersion program:
- increase teacher capacity/fluency in Anishinaabemowin;
 - establish mentor-learner model to engage students in Anishinaabemowin programs; and
 - develop family language nests and other engagement opportunities to promote use of Anishinaabemowin in homes.
- 2.3 In August 2023, LDSB received additional Ministry funding to support a strategy for the revitalization of Anishinaabemowin which allowed for several key priorities including the hiring of the Anishinaabemowin Revitalization coordinator, second-language learner teacher release time for language acquisition and professional development, the establishment of a community advisory committee, and student engagement through mentor-learner model.
- 2.4 The development of the Anishinaabemowin Revitalization strategy has been done in partnership with many Indigenous community organizations/representatives as well as regional school boards including Rainy River District School Board, Seven Generations Education Institute, Waking Up Ojibwe/Say It First, Lakehead University, and Confederation College.
- 2.5 Three elementary NSL teachers, who are second-language learners, were released for part of their teaching day to focus on Anishinaabemowin learning. Teachers are working with an instructor through Anishinaabemodaa modules to increase understanding and fluency, as well as meeting together twice a week with language instructors.
- 2.6 Classroom teachers who are second-language learners are supported in their classroom by having a fluent speaker in their classroom to co-teach and support student learning once a week.
- 2.7 Native as a Second Language teachers, along with members of the Community Advisory Committee, attended various Anishinaabemowin professional and cultural learning opportunities across Anishinaabek territory throughout the school year.

- 2.8 Elementary NSL teachers engaged in professional learning community meetings and are working to develop and establish a continuum of learning, in line with curriculum, that will support consistency of program delivery across LDSB schools for Grades 4-8.
- 2.9 Many student engagement events/activities were held at each school individually and in collaboration between programs to grow NSL learning/program engagement where it is offered. This often involved including Indigenous community partners in schools.

3. Next Steps

- 3.1 Work with Lakehead University to complete the writing of additional qualification courses, Teaching Ojibwe, Part 1, 2, and 3 that is within the dialect and priorities of Indigenous communities in our region.
- 3.2 Family engagement to encourage continued Anishinaabemowin learning at home.
- 3.3 Increase/expand Ojibwe (LNO) course offerings at secondary schools to include Level C, D and E.
- 3.4 Continue to collect and analyze data on student engagement/enrollment in Anishinaabemowin programs, family engagement and learning, and teacher fluency development.

4. Conclusion

Lakehead District School Board is committed to partnering with Indigenous communities in a way that honours and values Indigenous language preservation and revitalization to promote reconciliation.

Respectfully submitted,

ANIKA GUTHRIE
Anishinaabemowin Revitalization Coordinator

HEATHER HARRIS
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2024 SEP 10
Report No. 089-24

TO THE CHAIR AND MEMBERS OF
THE BOARD ADVISORY COMMITTEE – Public Session

RE: REPORT ON THE ACTIVITIES OF THE 2023-2024 SUPERVISED ALTERNATIVE
LEARNING COMMITTEE

1. Background

- 1.1 In accordance with the Education Act of Ontario Regulation 374/10, the Board shall establish a Supervised Alternative Learning (SAL) committee.
- 1.2 The role of the SAL committee is to accept and consider applications from parents/guardians of compulsory secondary school age children, who are at least 14 years of age and who wish to be excused from either full-time or part-time attendance at school. Where such applications are approved, the SAL committee, in consultation with a representative(s) from the student's home school and the student's parent/guardian/ caregiver, determines an alternative learning program directed towards the student's needs and interests.
- 1.3 During the 2023-2024 school year, members of the committee included:
 - Donica Leblanc, Trustee;
 - Trudy Tuchenhausen, Trustee (Alternate);
 - Jane Lower, Superintendent of Education;
 - Meghan Smelow, Student Success Lead, SAL Committee Chair;
 - Lorna Hunda, Executive Director, Youth Employment Services (YES) (Alternate);
 - Stacy-Ann Dyer-McNish, Service Delivery Manager, YES; and
 - Tom Nesti, Program Supervisor, YES.

2. Situation

- 2.1 Seven SAL meetings were held during the 2023-2024 school year. Eighteen applications were considered and approved. Two of the approved SAL applications were later revoked.
- 2.2 On June 14, 2024, the SAL committee chair met with each school team to consider SAL placements for the 2024-2025 school start up. At that meeting, plans for students presently enrolled in SAL were considered, and appropriate recommendations for students' success occurred. For most students, the recommended placement involved either a return to regular day school or referral to an alternative program (LAPS) for September 2024.

- 2.3 Ten applications were received for 14 and 15 year-old students (four female and six males). Eight applications were received for 16 and 17 year-old students (four females and four males).

2023-2024 Academic Year

Gender		14 & 15 Year Old Students	16 & 17 Year Old Students
Female	8	4	4
Male	10	6	4
Total	18	10	8

Snapshot of previous years for considered SAL applications:

Year	Applications
22/23	20
21/22	11
20/21	13
19/20	16
18/19	43
17/18	36
16/17	45
15/16	75
14/15	94
13/14	88
12/13	112
11/12	77
10/11	65

- 2.4 SAL Specifics (18 students)

Working on Credits	Employment PT	Volunteer	Counselling	Certifications / Workshops	Other
18	10	3	8	0	1

3. Report on Activities Conclusion

Lakehead District School Board's Supervised Alternative Learning committee will continue to monitor and seek to understand students' needs for alternative learning experiences and counselling, while ensuring that students are placed in a program which will afford them success during this transitional period of their lives. Connection to the home school is vital during a student's enrolment in the SAL program.

Respectfully submitted,

MEGHAN SMELOW
Student Success Lead

JANE LOWER
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2024 SEP 10
Report No. 092-24

TO THE CHAIR AND MEMBERS OF THE
BOARD ADVISORY COMMITTEE – Public Session

RE: DIRECTOR PERFORMANCE APPRAISAL AD HOC COMMITTEE

1. Background

- 1.1 Lakehead District School Board (LDSB) has had a strong performance appraisal policy for the director of education since February 2022 and has annually reviewed the performance of the director of education.
- 1.2 In March 2024, the Ministry of Education passed legislation regarding the director of education performance review process.
- 1.3 In June 2024, LDSB updated its policy for the Director Performance Appraisal (DPA) to align with the Ministry legislation. Lakehead District School Board is in the process of transitioning to the new policy.

2 Situation

- 2.1 Lakehead District School Board is required to establish a committee of no fewer than three and no more than seven members, plus the LDSB chair and vice chair, to conduct a performance appraisal for the director of education.
- 2.2 One member shall be elected by the majority of the committee to act as its chair.
- 2.3 This document, Appendix A to Report No. 092-24, articulates the commitment of the director of education to system leadership actions for the school year 2024-2025.

Recommendations:

The Board Advisory Committee recommends the adoption of the following motions:

1. "That Lakehead District School Board appoint Trustees _____ to the Director Performance Appraisal Committee.
2. "That Lakehead District School Board appoint Trustee _____ as chairperson of the Director Performance Appraisal committee for the 2024-2025 school year.

Respectfully submitted,

SHERRI-LYNNE PHARAND
Director of Education

Lakehead Public Schools – Director's Implementation Plan

Director’s Name: Sherri-Lynne Pharand

Date of Plan Development: June 20 & 21, 2024

Date(s) Plan was updated: August 21 & 22, 2024, September 3, 2024

Director’s Goals	Alignment with Board and Ministry Priorities	Actions	Measures of Progress	Anticipated Outcomes
<u>Student Achievement</u> By the end of the current academic year, we will increase the percentage of students reading at or above standard by X% through targeted interventions, the use of data and teacher professional development, as measured by the classroom and EQAO reading assessments. By the end of the current academic year, we will increase consistency in writing instruction and assessment through the implementation of writing exemplars, targeted instructional strategies, and regular feedback, as	Core academics <ul style="list-style-type: none">EQAO Language 3,6EQAO Math 3, 6, 9Ontario Secondary School Literacy Test (OSSLT) Pathways <ul style="list-style-type: none">Job SkillsEnrollment in STEMPrepared for Future Indicators <ul style="list-style-type: none">EQAO/OSSLTCredit accumulation – 16 credits earned by age 16 (16/16)Grad rates	See Student Achievement Plan See Math Action Achievement Plan Key Actions document Intentional use Of High Impact Teaching strategies in all classrooms All students complete an Individual Pathways Plan (IPP) Math and Literacy coaches in priority schools Data Literacy PD for administrators, educators, senior team Distributed leadership Forum	Acadience reading screening data Knowledgehook Assessments Report Card Marks EQAO Results Empower data Grades 9 and 10 literacy screener Grade 9 literacy pre-test English destreamed Grade 9 course Marks distribution OSSLT results for First Time Eligible Achievement gaps between Indigenous and non-Indigenous students and students with Special Education needs (EQAO and OSSLT) Student attitudes towards math Math data collection for the ministry	Improved reading outcomes Improved consistency in writing across elementary classrooms Improved math outcomes 100% student completion of IPP Increase in students participating in job skills 100% of school and system leaders will have access to regular and ongoing student achievement data School board departmental goals that contribute to student achievement

Director’s Goals	Alignment with Board and Ministry Priorities	Actions	Measures of Progress	Anticipated Outcomes
<p>reported in attitudinal surveys and through observation.</p> <p>By the end of the current academic year, we will increase the percentage of students achieving at or above standard in math by X%, with a focus on improving fluency in number and algebra, through use of a scope and sequence, targeted instructional strategies, teacher professional development, and use of data, as measured by classroom and EQAO assessments.</p> <p>100% for IPP</p> <p>By the end of the school year, we will increase the number of students actively exploring career pathways by having 100% of students complete Individual Pathways Plans.</p>		<p><u>Business Functions to support student achievement:</u></p> <p>Increase funding opportunities</p> <p>Improve processes to allow more attention by school leaders on student learning.</p> <p>Reduce administrative functions to allow more attention by school leaders on student learning.</p> <p>Develop meaningful reports</p> <p>monthly department meetings to focus on goals</p>	<p>Indigenous youth in job skills programs</p> <p>Departmental goal plans</p> <p>Budget reports</p>	

Director's Goals	Alignment with Board and Ministry Priorities	Actions	Measures of Progress	Anticipated Outcomes
<p>We will increase the number of students taking senior science or Grade 12 math and participating in job skills programs as measured by enrolment and by participation in Ontario Youth Apprenticeship Program, dual credits and Specialist High Skills Major.</p> <p>By the end of the school year, we will contribute to student success by ensuring 100% of senior team and school leaders have ongoing access to student achievement data.</p> <p>Each school board business department will set three goals related to student achievement that will be monitored throughout the year through departmental goal meetings and staff meetings.</p>				
<p><u>Leadership</u></p> <p>By the end of the academic year, 100% of principals and managers</p>	<i>Ontario Leadership Framework</i>	Case studies at operations meetings Agendas out in advance LLTs (whole group and breakouts)	Learning Conversations are consistent and on all agendas	More staff will be interested in taking on leadership roles

Director’s Goals	Alignment with Board and Ministry Priorities	Actions	Measures of Progress	Anticipated Outcomes
<p>will participate in a formalized growth plan process and receive ongoing feedback.</p> <p>We will grow the effectiveness of new leaders through a structured mentorship program as measured by leadership surveys.</p> <p>By the end of the academic year, we will develop aspiring leaders through the implementation of a mentoring/leadership program as measured by the number of participants who participate in the program and apply for leadership positions.</p>	<p>To successfully implement ministry priorities, a strong leadership team is a foundation.</p>	<p>Modelling and debrief Work through scenarios together (i.e., ongoing behaviour questions) Input regarding topics from administrators Strategic mentoring plan Administrator positive role models (ie. Share the best parts of the job) Ongoing professional learning on instructional leadership An intentional focus on superintendent preparation/mentoring and principal preparation/ mentoring Active recruitment Job shadowing Growth plans Create opportunities for system leadership experiences Invite future leaders to leadership events where appropriate Department cross-training</p>	<p>- School Leaders and Supervisors/Managers complete an annual Growth Plan Principal and vice principal pool Surveys Application to leadership positions Achievement of goals identified in growth plans</p>	<p>- Leaders will feel prepared and supported to take on new roles</p> <p>Increased number of leaders in applying to the leadership pools</p> <p>Increased number of internal applicants to leadership positions at the Board Office</p> <p>Stronger leaders through Attendance Toolkit the achievement of leadership goals</p>
<p><u>Attendance</u></p> <p>By the end of the school year, we will work with families to increase by 10% the number of students in Grades 1–8 whose individual</p>	<p>Student Engagement and Well Being Indicator – Grades 1-8 Attendance</p>	<p>Attendance Dashboard Attendance Plan – early intervention and response School and system strategic communication plan Student Engagement</p>	<p>Attendance Data tracking and monitoring SBCI employee absence data Student attendance process is consistent among teachers and schools</p>	<p>Reduced staff and student absences</p>

Director’s Goals	Alignment with Board and Ministry Priorities	Actions	Measures of Progress	Anticipated Outcomes
attendance rates is equal to or greater than 90% through the implementation of a tiered system of response, proactive supports, and the regular use of data to identify and address attendance issues, as tracked by monthly attendance reports.		Attendance Training - administrators Monitor the impact of transportation changes to attendance, especially in high needs schools		
By the end of the current year, we will decrease staff absenteeism by X% through the effective implementation of the Attendance Support Program, including monitoring, support, and targeted interventions, as tracked by monthly attendance records.		Staff – attendance support program Staff – EFAP- mental health supports and programs Attendance Toolkit Engage Parent Involvement Committee on focus around attendance		
Culture By the end of the school year, the number of students in Grades 4 – 12 who were suspended at least once will decrease from 4% to 3% through the incorporation of culturally relevant pedagogy,	Student engagement and well being Indicator – Suspension rates Grades 4-8 and Grades 9-12 Truth and Reconciliation Equity Health & Safety Mental Health	Celebrate success Grades 7, 8 and Grade 9 careers Restorative practices training Mental health educator resources and training mental health champions at each school – contribute to staff meetings	Monitor number of suspensions School Climate Surveys Monitor IEP creation Violent incident reports	Reduced suspension rates More students being aware of mental health supports Student Engagement / Attendance and Achievement is improved for students who have been historically marginalized

Director’s Goals	Alignment with Board and Ministry Priorities	Actions	Measures of Progress	Anticipated Outcomes
<p>mental health supports, restorative practices, and anti-bullying initiatives.</p> <p>By the end of the school year the percentage of Grades 6, 9, and 10 students who report being aware of mental health supports and services, in order to seek supports for mental health, will increase to 80%.</p>		<p>Common language to contribute to positive school culture</p> <p>Family/School Communication protocols</p> <p>Training to embed Indigenous perspectives in curricula</p> <p>Community partner student presentations</p> <p>Anti-racism, anti-discrimination, cultural safety training</p> <p>All schools have a bullying prevention/intervention plan and safe schools team</p> <p>Implement violent incident debrief processes</p> <p>Build a culture of learning across all schools with students and staff</p>	<p>Graduation rate for students who have been historically marginalized</p> <p>Cell phone policy implementation</p>	<p>Reduction in violent incidents</p> <p>Use of restorative practices in all schools</p>

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2024 SEP 10
Report No. 093-24

TO THE CHAIR AND MEMBERS OF
THE BOARD ADVISORY COMMITTEE - Public Session

RE: POLICY REVIEW – 3094 ELECTRONIC MEETINGS POLICY

1. Background

The 3094 Electronic Meetings Policy was last updated on June 5, 2023. Due to government changes in legislation regarding trustee attendance, the policy requires updating.

2. Situation

Administration is requesting that 3094 Electronic Meetings Policy be moved to the 2024-2025 policy review schedule.

RECOMMENDATION

The Board Advisory Committee recommends the adoption of the following motion, “That Lakehead District School Board approve the review of 3094 Electronic Meetings Policy.”

Respectfully submitted,

SHERRI-LYNN PHARAND
Director of Education