



**Office of the Director**

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

**REGULAR BOARD MEETING**  
**Tuesday, March 25, 2025**  
**Jim McCuaig Education Centre**

Sherri-Lynne Pharand  
Director of Education

Leah Vanderwey  
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	L. Vanderwey	Verbal
2. Disclosure of Conflict of Interest		
3. Approval of the Agenda		
4. Resolve into Committee of the Whole – Closed Session		
5. <b>COMMITTEE OF THE WHOLE – Closed Session – 7:00 p.m. (SEE ATTACHED AGENDA)</b>		
6. Report of Committee of the Whole – Closed Session		
7. Land Acknowledgement	R. Oikonen	Verbal
8. Delegations/ Presentations		
8.1 Trustee Recognition Award – Shai Loyie	E. Chamber	Verbal
9. Approval of Minutes		
9.1 Regular Board Meeting - February 25, 2025	L. Vanderwey	1-6
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**

**MATTERS NOT REQUIRING A DECISION:**

## 11. Information Reports

11.1	Ontario Public School Boards' Association (OPSBA) Report	R. Sitch	Verbal
11.2	Student Trustee – March Report	M. De Franceschi	Handout
11.3	Indigenous Student Trustee – March Report	E. Genno	Handout
11.4	Updates from the Chair/Director	Leah Vanderwey/ S. Pharand	Verbal
11.5	Mid-Year Student Achievement Update (032-25)	H. Harris/J. Lower	7-12
11.6	Math Achievement Action Plan (029-25)	N. Sacevich	13-17
11.7	Transportation Update 2024-2025 (028-25)	K. Alaksa	18-21
11.8	Jordan's Principle Report (031-25)	H. Harris	22-23
11.9	Student Success (030-25)	J. Lower	24-28
11.10	Parent Involvement Committee Meeting Minutes - November 18, 2024	S. Pharand	29-32
11.12	Trustee Code of Conduct Ad Hoc Committee Update	L. Vanderwey	Verbal

## 12. First Reports

**MATTERS FOR DECISION:**

## 13. Postponed Reports

## 14. Recommendations from the Board Advisory Committee

## 15. Ad Hoc and Special Committee Reports

## 16. New Reports

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

17. New Business

17.1 National Reconciliation Partnership Award Nomination L. Vanderwey Verbal

*It is recommended that Lakehead District School Board  
approve the request to submit a nomination for the  
National Reconciliation Partnership Award 2025.*

18. Notices of Motion

19. Information and Inquiries

20. Adjournment L. Vanderwey

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

**LAKEHEAD DISTRICT SCHOOL BOARD**



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**REGULAR BOARD MEETING**  
**Tuesday, March 25, 2025**  
**Jim McCuaig Education Centre**

Sherri-Lynne Pharand  
Director of Education

Leah Vanderwey  
Chair

**AGENDA**

**COMMITTEE OF THE WHOLE – Closed Session**  
**7:00 p.m. – Sibley Room/Microsoft Teams**

	<u>Resource Person</u>	<u>Pages</u>
5.1 Approval of Committee of the Whole - Closed Session Minutes		
5.1.1 Regular Board Meeting -November 26, 2024	L. Vanderwey	1-2
5.2.1 Regular Board Meeting - January 28, 2025	L. Vanderwey	3-4
5.3 Consideration of Reports		
5.2.1 Personnel Matter	K. Alaksa	Verbal/Handout
5.2.2 Personnel Matter	K. Alaksa/ M. Probizanski	Verbal
5.3 Information and Inquiries		
5.4 Rise and Report Progress		

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

**LAKEHEAD DISTRICT SCHOOL BOARD**

LAKEHEAD DISTRICT SCHOOL BOARD

**MINUTES OF REGULAR BOARD MEETING**

Board Room/Microsoft Teams  
Jim McCuaig Education Centre

2025 FEB 25  
7:30 P.M.

**TRUSTEES PRESENT:**

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

Trudy Tuchenhausen  
Scottie Wemigwans  
Eryn Genno (Indigenous Student  
Trustee) (virtual)  
Morgann De Franceschi (Student  
Trustee)

**ABSENT WITH REGRET:**

**SENIOR ADMINISTRATION:**

Sherri-Lynne Pharand, Director of Education  
Kirsti Alaksa, Superintendent of Business  
Heather Harris, Superintendent of Education  
Jane Lower, Superintendent of Education  
Michelle Probizanski, Superintendent of Education  
Nick Sacevich, Associate Superintendent and Math/ IT Lead

**PUBLIC SESSION:**

1. **Approval of Agenda**

Moved by Trustee Chambers

Seconded by Trustee Tuchenhausen

*"THAT the Agenda for Regular Board Meeting, February 25, 2025 be approved."*

**CARRIED**

## PUBLIC SESSION:

### 2. Approval of Minutes

Moved by Trustee Johansen

Seconded by Trustee Sitch

*“THAT Lakehead District School Board approve the Minutes of Regular Board Meeting, November 26, 2024.”*

CARRIED

### 3. Approval of Minutes

Moved by Trustee Oikonen

Seconded by Trustee Wemigwans

*“THAT Lakehead District School Board approve the Minutes of Regular Board Meeting, January 28, 2025.”*

CARRIED

## MATTERS NOT REQUIRING A DECISION:

### 4. Ontario Public School Boards' Association (OPSBA) Report

Trustee Sitch informed the Board of the following items discussed at the OPSBA Board of Directors Meeting on February 23, 2025:

1. new travel expense policy for OPSBA which will help to provide more clarity on when travel qualifies reimbursement by OPSBA;
2. OPSBA's independent audit;
3. President's Report;
4. Executive Director's Report;
5. Executive Council Reports;
6. Student Success reporting:
  - highlighted a report on the Ontario Poverty Reduction Strategy that has been completed, outlining 20 recommendations to bridge the poverty gaps for students, OPSBA will be looking into advocating for these recommendations;
  - Ministry funded report through Student Mental Health was launched by the Children and Youth Mental Health Services and School Mental Health Ontario, resources and partnerships with OPSBA to be made accessible to everyone; and
  - Student Success, Equity and Wellbeing - a survey on Accessibility and the Accessibility for Ontarians with Disabilities Act (AODA) was sent to all the political parties. All political parties were asked to sign a pledge on accessibility.
7. Local School Governance reporting:
  - OPSBA sent out an overview of the informal and formal complaint procedures to members;
  - a refresh of the Good Governance Guidelines document by Ontario Education Services Corporation, will include an additional 10 modules that will be offered as part of the mandatory training expected of trustees;
  - a governance comparison and education comparison on the OPSBA website regarding the political parties; and
  - online OPSBA Awards nomination is open, and trustees/ school boards are encouraged to submit nominations for these awards.

8. Truth and Reconciliation reporting:
- Minister Hajdu is responsible for changes in the Jordan's Principle and OPSBA recommends that boards reach out to her to voice any concerns on the recent holds that have been put on Jordan's Principle applications; and
  - calls from the Truth and Recognition reporting that member boards move forward on emerging programs across the province, specifically the Indigenous Trustees Council is hoping that there will be a push for creating Native language programming

There were no questions from trustees.

5. Indigenous Student Trustee Report (Handout)

Eryn Genno, Indigenous Student Trustee, presented her February report to the Board. Items addressed in the report included the following:

- an outline of her goals and objectives as the new Indigenous Student Trustee;
- continuing the Ojibwe Word of the Day initiative started by former Indigenous Student Trustee Drake;
- finding an effective way to utilize the Student Trustees Instagram accounts;
- establishing a Fire Council at each secondary school and bulletin boards in the 4-Directions rooms, to feature important upcoming Indigenous events for students and support resources; and
- making connections with Ontario Student Trustee Association (OSTA-AECO) to help in her role as Lakehead District School Board Indigenous student trustee.

All trustees' questions were addressed.

6. Student Trustee Report (Handout)

Morgann De Franceschi, Student Trustee, presented her February report to the Board. Items addressed in the report included:

- upcoming student trustee interviews; and
- preparing for the transition with a new student trustee while ensuring that current initiatives will continue upon the end of her term.

All trustees' questions were addressed.

7. Updates from the Chair/Director

Sherri-Lynne Pharand, Director of Education, updated the Board on the following:

- the new Strategic Plan will be presented to the Board in April;
- tonight, February 25, 2025 is Kindergarten registration night and visitation at local schools;
- March Break is the week of March 10-14; and
- Graduation celebrations in June.

8. New Teacher Induction Program - NTIP (027-25)

Heather Harris, Superintendent of Education, introduced Kali Bernst, Principal of Indigenous Education and Program and Kathleen Andrews, Student Success Lead, who presented the report. All trustees' questions were addressed.

MATTERS FOR DECISION

9. Recommendations from the Board Advisory Committee (026-25)

Policy Review – 6070 Video Surveillance (019-25)

Moved by Trustee LeBlanc

Seconded by Trustee Saarinen

*“THAT Lakehead District School Board approve 6070 Video Surveillance Policy, Appendix A to Report No. 019-25.”*

CARRIED

10. Recommendations from the Board Advisory Committee (026-25)

Policy Review – 2010 Policy Development and Review (023-25)

Moved by Trustee LeBlanc

Seconded by Trustee Tuchenhausen

*“THAT Lakehead District School Board approve 2010 Policy Development and Review, Appendix A to Report No. 023-25.”*

CARRIED

11. Recommendations from the Board Advisory Committee (026-25)

Policy Review – 7080 Health and Safety (020-25)

Moved by Trustee LeBlanc

Seconded by Trustee Chambers

*“THAT Lakehead District School Board approve 7080 Health and Safety Policy, Appendix A to Report No. 020-25.”*

CARRIED



12. Recommendations from the Board Advisory Committee (026-25)

School Year Calendar 2025-2026 (021-25)

Moved by Trustee LeBlanc

Seconded by Trustee Chambers

*“THAT Lakehead District School Board:*

1. *Approve the proposed 2025-2026 elementary*
  - *school year calendar, including the opening*
  - *and closing dates and professional activity days,*
  - *as described in Appendix A of Report No. 021-25.*
2. *Approve the proposed 2025-2026 secondary*
  - *school year calendar, including the opening and*
  - *closing dates, professional activity days and*
  - *examination days, as described in Appendix B*
  - *of Report No. 021-25.”*

CARRIED

13. Ad Hoc and Special Committee Reports

14. New Reports

15. New Business

16. Notices of Motion

17. Information and Inquiries

- 17.1 Trustee Chambers informed the Board that she attended a black history month event.
- 17.2 Trustee Saarinen informed the Board that he attended the Scotties Tournament of Hearts and was pleased to see all the Lakehead Public Schools students participating in the event.
- 17.3 Director Pharand informed the Board that the students from Claude E. Garton Public School's sign language club attended the Scotties Tournament of Hearts to sign the national anthem. CBC featured the story, and the story was picked up by CBC affiliates.
- 17.4 Indigenous Trustee Wemigwans informed the Board that he attended the Westgate Collegiate and Vocational Institute's Grade 8 open house.

17.5 Trustee LeBlanc informed the Board that tomorrow, February 26, 2025 is Anti-Bullying day and encouraged staff to wear their pink shirts to stand up against bullying and promote kindness.

18. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Sitch

*“THAT we do now adjourn at 8:14 p.m.”*

CARRIED

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2025 MAR 25  
Report No. 032-25

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

RE: MID-YEAR STUDENT ACHIEVEMENT UPDATE

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, enables administrators and teachers to implement and support the LDSB Board Student Achievement Plan. This data helps identify student strengths and areas for growth, guiding teachers, schools, and the system in planning, executing, and monitoring instructional strategies that enhance student learning and well-being.
- 2.2 The following mid-year data is outlined in this report:
  - February interim report card marks in language and mathematics for primary, junior, and intermediate students;
  - mid-year early reading screening data for Year 2 Kindergarten – Grade 2;
  - semester one final report card marks in Grade 9 mathematics and English credits;
  - semester one final report card marks in Grade 9 core French, geography, and science credits; and
  - Grades 9 and 10 credit accumulation at the end of semester one.

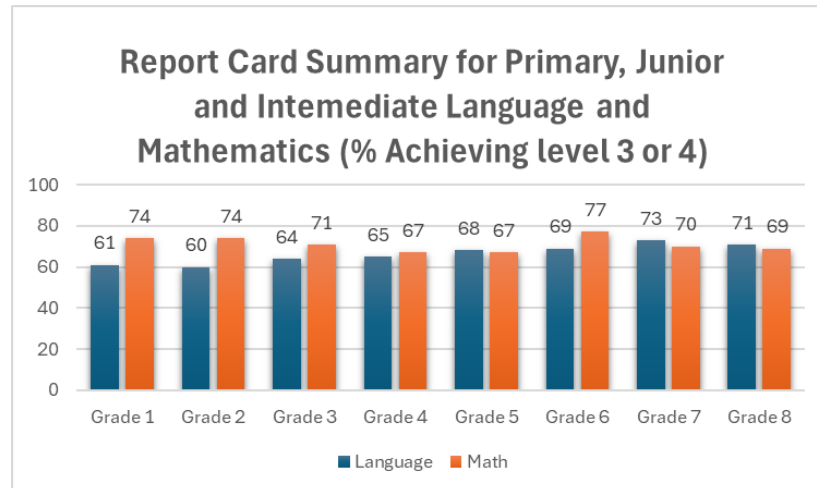
3. Grades 3, 6, 9 and 10 EQAO Assessments for the 2024-2025 School Year

- 3.1 All primary and junior EQAO assessments will continue to be written in an online format for the 2024-2025 school year.
- 3.2 Students enrolled in Grade 9 mathematics courses are completing the provincial Grade 9 Assessment of Mathematics in an online format.
- 3.3 The Ontario Secondary School Literacy Test (OSSLT) continues to be written in an online format for the 2024-2025 school year, and all three secondary schools have cohorts of Grades 10 and 11 students writing the OSSLT.

#### 4. Student Achievement

##### 4.1 Elementary Student Achievement Data

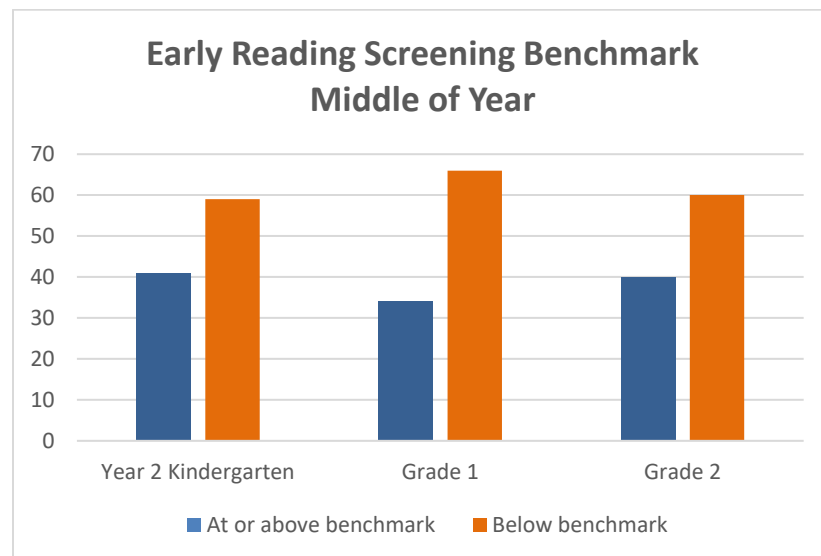
##### Summary and Analysis – Interim Report Card Data – Language and Mathematics February 2025



##### 4.1.1 Language and Mathematics Assessment:

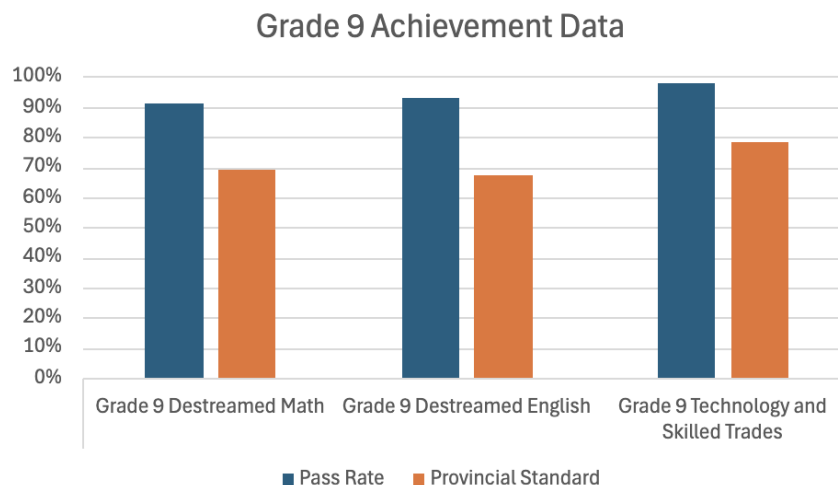
- student achievement in language is reported as one overall grade or mark with supporting comments (2023); and
- to foster a cohesive approach to both instruction and assessment across the elementary mathematics curriculum, achievement in mathematics is reported as one overall grade/mark, with supporting comments.

##### 4.1.2 Early Reading Screening outcomes:

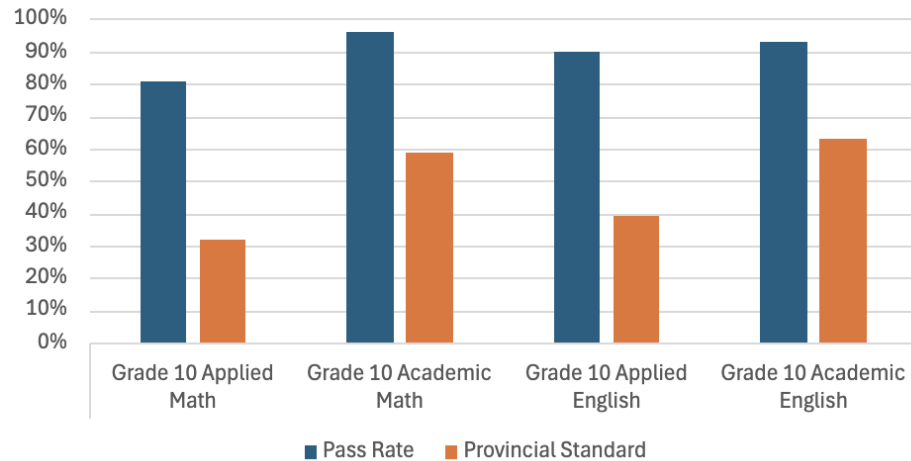


## 4.2 Secondary Student Achievement Data

- Students enrolled in the Grade 9 de-streamed math course (MTH 1W) had a 91% pass rate in semester one. Sixty-nine percent of students achieved provincial standard, level 3 or higher.
- Students enrolled in the Grade 9 de-streamed English course (ENL 1W) had a 93% pass rate in semester one. Sixty-seven percent of students achieved provincial standard, level 3 or higher.
- Students enrolled in the new Grade 9 compulsory Technology and Skilled Trades course (TAS 10) had a 98% pass rate in semester 1. Eighty-seven percent of students achieved provincial standard, level 3 or higher.
- Students enrolled in Grade 10 applied math had an 81% pass rate in semester 1. Thirty-two percent of students achieved provincial standard, level 3 or higher.
- Students enrolled in Grade 10 academic math had a 96% pass rate in semester 1. Fifty-nine percent of students achieved provincial standard, level 3 or higher.
- Students enrolled in Grade 10 applied English had a 90% pass rate in semester 1. Thirty-nine percent of students achieved provincial standard, level 3 or higher.
- Students enrolled in Grade 10 academic English had a 93% pass rate in semester 1. Sixty-three percent of students achieved provincial standard, level 3 or higher.

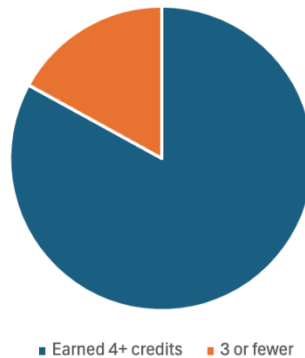


## Grade 10 Achievement



- At the end of semester one, 83% of Grade 9 students have earned four or more credits for completion of their Ontario Secondary School Diploma (OSSD).

### 24-25 Semester 1 Grade 9 Credit Accumulation



- At the end of semester one, 71% of Grade 10 students have earned 12 or more credits for completion of their OSSD.

### 24-25 Semester Grade 10 Credit Accumulation Through Semester 1



- A total of 326 Grade 9 students participated in the Semester 1 Grade 9 Math EQAO assessment. The achievement data will be released to the public by the Ministry of Education this spring.
- A total of 650 students participated in the fall OSSLT assessment window. The results will be combined with those from the upcoming spring assessment, and the achievement data will be provided by the Ministry of Education in late spring.

## 5. Next Steps

- 5.1 Significant system-based supports are in place to support literacy and mathematic development in elementary and secondary schools.
- 5.2 Schools remain committed to sustaining and building upon the progress made in literacy by providing targeted support for new teachers and their mentors. A continued focus on assessment data informs literacy and math programming, ensuring students receive the necessary support to address identified gaps and strengthen their foundational skills. Additionally, schools are emphasizing consistent instruction and assessment practices to promote equitable learning experiences and improve student outcomes.
- 5.3 The special education department remains focused on aligning resources to support all students' success. Collaborating closely with the LDSB program department, they are implementing Right to Read recommendations, including a universal screener, explicit literacy practices, and tiered intervention support. Ongoing training and resources enhance staff capacity to understand student strengths, learning needs, and the importance of differentiated instruction, environment, and assessments. Special Education facilitators and central support staff will continue to play a key role in planning and monitoring strategies to support student learning.
- 5.4 All schools within the system remain committed to strengthening mathematics and literacy instruction, aiming to support students in achieving grade-level proficiency. Each school includes a mathematics and literacy goal in its School Student Achievement Plan.
- 5.5 Professional development will continue to be focused on improving student achievement through a variety of structures:
  - continue to refine diagnostic assessments to identify gaps in literacy and mathematics;
  - continue the focus on building mathematics content knowledge as well as pedagogy;
  - ensure teachers and administrators are aware of and able to implement evidence based instructional strategies; and
  - focus on a deep understanding of assessment and evaluation to improve student success, engagement, and well-being.
- 5.6 Program staff will work collaboratively with administrators and teachers to address targeted, specific needs in each division and transition and provide grade specific training focused on mathematics and literacy strategies.

- 5.7 Access to assistive technology and devices will continue to support the needs of all learners at all grade levels. Literacy and mathematic interventions and differentiated instruction will continue in all schools to support individual student learning needs and inform next steps.

6. Conclusion

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

Respectfully submitted,

KALI BERSNT  
Principal of Indigenous Education and Program

KATHLEEN ANDREWS  
Student Success Lead

FRED VAN ELBURG  
Program Coordinator

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

2025 MAR 25  
Report No. 029-25

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

RE: MATH ACHIEVEMENT ACTION PLAN

1. Background

- 1.1 In the spring of 2023, the Ministry of Education announced a significant investment to improve student achievement in mathematics.
- 1.2 The Math Achievement Action Plan provides details on the amount of investment as well as actionable items for school boards. Included in the actionable items was the hiring of a superintendent to lead the initiative and math facilitators (coaches) to support schools identified by the Ministry of Education as priority schools.
- 1.3 School boards develop their own plan to be reported on three times per year. These plans are to include strategies, data, and key performance indicators (KPIs) to measure the success of specific strategies. The plan must be shared with the board of trustees and approved by the director of education.
- 1.4 The plan requires strategies and actions at the board, school, and classroom level in three priority areas:
  - fidelity to the curriculum;
  - mathematics content knowledge for teaching; and
  - knowing the learner.

2. Situation

- 2.1 Implementation of Lakehead District School Board's (LDSB) Math Achievement Action Plan is well underway. Resources have been developed, training has been provided, and coaches work directly with teachers and students in 11 priority schools.
- 2.2 School boards are required to submit the second plan with updates on KPIs by March 28, 2025.
- 2.3 Included in Appendix A are some highlighted data points gathered from our work to date.

3. Conclusion

Extensive data analysis, consultation, and planning have shaped the LDSB Math Achievement Action Plan. This comprehensive and ambitious plan prioritizes the mathematical learning needs of students, placing them at the forefront of school achievement teams and classroom teachers. Year over year, we have seen significant improvements, and our data indicates a positive trend so far this year. While the improvement of mathematics teaching and learning at Lakehead Public Schools remains a long-term goal, schools and teachers are enthusiastically adopting new resources and practices.

Respectfully submitted,

NICHOLAS SACEVICH

Associate Superintendent of Education and Board Math Lead

SHERRI-LYNNE PHARAND

Director of Education

## Highlights of Data Points in the Math Achievement Action Plan Progress Report

### Priority Action 1 – Ensuring Fidelity of Curriculum Implementation

Key Performance Indicator	Initial Report	Progress Report	Change
The percentage of teachers who believe having diagnostic assessment tools has resulted in more precise and responsive instruction.	65%	85%	+20%
The average percentage of questions answered correctly by students in Grade 3 and 6 in a common assessment administered through Knowledgehook at the beginning, middle, and end of the year.	Gr. 3 - 55%	Gr. 3 - 54%	-1%
	Gr. 6 - 41%	Gr. 6 - 58%	+17%
The percentage of school administrators who agree that having focused conversations with staff about mathematics student data has resulted in greater consistency and quality of mathematics instruction in their building.	44%	55%	+11%
The percentage of school administrators who believe the training their teachers have received (release for PD, PA Day, staff meetings), has improved mathematics instruction and assessment at their school.	67%	68%	+1%

### Priority Action 2 – Ongoing Learning on Mathematics Content Knowledge for Teaching

Key Performance Indicator	Initial Report	Progress Report	Final Report
The percentage of school administrators who agree that having a mathematics facilitator working with Grade 3 and 6 teachers has resulted in significant improvement of teacher practice.	66%	81%	+15%
The percentage of teachers who feel that the training focused on lesson planning and high-impact teaching strategies has significantly improved their mathematics instruction.	61%	63%	+2%
The percentage of teachers who believe focused professional development has improved their mathematics content knowledge for teaching.	57%	70%	+13%

**Priority Action 3 – Knowing the Mathematics Learner**

Key Performance Indicator	Initial Report	Progress Report	Final Report
The percentage of teachers who feel their use of Knowledgehook as a diagnostic tool has positively impacted their ability to assess and address student mathematical needs.	22%	74%	+52%
The percentage of teachers who believe having diagnostic assessment tools has resulted in more precise and responsive instruction.	65%	85%	+20%
The percentage of school administrators who agree that having focused conversations with staff about mathematics student data has resulted in greater consistency and quality of mathematics instruction in their building.	44%	55%	+11%

**Mathematics Report Card Data – Historical vs. 2024-2025 R1**

Grade	2022-2023 Level 3/4 Combined	2023-2024 Level 3/4 Combined	2024-2025 R1 Level 3/4 Combined
1	73%	75%	72%
2	68%	72%	73%
3	69%	66%	69%
4	70%	68%	67%
5	69%	68%	66%
6	66%	68%	66%
7	64%	68%	68%
8	64%	63%	66%
ALL	66%	67%	68%

**Mathematics Report Card Data – June 2024 vs. January 2025**

	Level 1 or below	Level 2	Level 3	Level 4
Priority Schools June 2024	16%	29%	41%	14%
All Schools June 2024	10%	23%	45%	22%
Priority Schools January 2025	12%	28%	43%	17%
All Schools January 2025	8%	24%	47%	21%

**Knowledgehook Strand Data**

Strand	Beginning of Year Percent Correct	Middle of Year Percent Correct	Change in Percent Correct
Data Literacy	31.03%	48.37%	17.34%
Financial Literacy	41.90%	0.00%	N/A
Geometric Reasoning	48.26%	63.74%	15.47%
Measurement	41.45%	44.62%	3.17%
Number Sense	53.37%	56.03%	2.66%
Operations	57.57%	42.24%	-15.33%
Patterns	54.65%	61.41%	6.75%
Coding	40.17%	0.00%	N/A
Probability	57.58%	67.47%	9.89%
Equations and Inequalities	45.73%	44.20%	-1.53%

**Attitudinal Data**

Question	Beginning of Year Percent Agree	Middle of Year Percent Agree	Change in Percent
Everyone can do well in math.	73%	69%	-4%
I feel confident in math class.	53%	52%	-1%
I am good at math.	53%	49%	-4%

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2025 MAR 25  
Report No. 028-25

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

RE: TRANSPORTATION UPDATE 2024 – 2025

1. Background

School bus transportation services for Lakehead District School Board (LDSB) are operated through Student Transportation Services of Thunder Bay (STSTB). STSTB supports LDSB's strategic plan through demonstrating fiscal responsibility, improving efficiencies, introducing and facilitating programs supporting active transportation that promote leadership opportunities for students, while providing safe and welcoming environments.

2. Situation

- 2.1 With respect to fiscal responsibility, LDSB has secured, through a formal procurement process, transportation contracts for busing services administered through STSTB.
- 2.2 Student transportation in 2024-2025 continues to have challenges caused by the ongoing school bus driver shortage affecting delivery of service. However, we are seeing year-over-year improvements in the average number of daily cancellations and are encouraged by a positive trend in our contracted operator's ability to service our routes.
- 2.3 2024-2025 is the first year of new contracts with both bus operators, as well as the first year of our new transportation system, necessitated by the changes to our eligibility policies. As a result, a significant shuffling of routes and the number of each type of vehicle contracted has occurred. The total number of vehicles contracted remains the same as 2023-2024 at 84, due to the reduction in full-size school buses being matched by an increase in specialized transportation vehicles contracted. These specialized transportation vehicles are contracted to LDSB, the cost of these vehicles are offset by utilizing them to also service students at the coterminous school boards.
- 2.4 Utilization of our dedicated transportation software for route planning, accurately measures the distance and time of all routes for calculating daily rates, adjusted annually for new, departing and changes to student addresses. In 2024-2025, LDSB experienced an overall increase in both contracted route distances and times, as a net result of 5 full-sized school buses being removed and 5 specialized vehicles being added. Ridership has decreased by 12.3% this year due to changes in eligibility distance policies. For 2024-2025, the total daily distance travelled, combined for all contracted routes is 11,645 km, an increase of 144 km and total daily time travelled combined for all contracted routes is 19,756 minutes, an increase of 145 minutes over last year.

- 2.5 The 2024-2025 contracted rates and transportation funding formula both contain a *fuel escalator/de-escalation clause* to help provide additional funding stability despite market volatility of fuel prices. Under the new funding formula established last year, the Ministry of Education has pegged the funded fuel price at \$1.50 per liter plus a two percent Northern Fuel Adjustment, plus or minus three percent. If fuel prices are above or below this spread in any month within the fiscal year, a funding adjustment will apply.
- 2.6 The 2024-2025 transportation funding formula also contains flow through funding for a Driver Retention and Recruitment (R&R) bonus, which is \$2000.00 paid in \$1000.00 increments to drivers with a minimum 95% attendance record. This cost, along with payroll administrative fees paid to the contracted bus operators, accounts for 2.7% of this year's total transportation funding amount.
- 2.7 The 2024-2025 fully tendered and audited routing resulted in the following daily contract amounts, new required fuel, and R&R costs (amounts do not include HST):

<b>DAILY PAYMENT</b>	
First Student Canada – Contracted Routes	\$ 15,867
First Student Canada – R&R Bonus	\$ 413
Iron Range Bus Lines – Contracted Routes	\$ 21,523
Iron Range Bus Lines – R&R Bonus	\$ 671
<b>TOTAL</b>	<b>\$ 38,474</b>

### 3. Pilot Program

- 3.1 Over the years, STSTB has initiated and supported active transportation programs for LDSB schools. In 2024-2025, STSTB introduced the Wayfinders Program, the CAA Safety Patroller Program and the Intertrain School Bus Safety Program. The Wayfinders Pilot Program was introduced to provide a safer option for students walking to school, encourage leadership opportunities, and foster greater community engagement. It was decided that two schools would be selected for the pilot program with École Elsie MacGill Public School being a willing participant early in the selection process, starting the pilot program in June 2024. A second school from the conterminous board was also selected. Surveys were recently conducted to assess the program's impact, effectiveness, and seek feedback on areas for improvement.

### 3.2 Benefits to Students:

- leadership & increased participation: students involved as "Wayfinders" developed new leadership skills and increased their levels of participation in the school community. The program provided an opportunity for students to take an active role in promoting safer travel to and from school;
- enhanced school readiness & punctuality: early signs of improvement in punctuality and student preparedness for learning were identified;
- strong community & parental support: both schools reported positive feedback from parents and staff regarding the program's implementation and early successes. Increased community engagement was highlighted as a key success, with families appreciating the program's structure; and
- safer routes to school: one of the most well received aspects of the program was the provision of safer walking routes. This addresses both student safety and concerns about alternative transportation options.

### 3.3 Challenges to the Program:

- inconsistent participation: encouraging students to participate regularly was a challenge, as some continued to rely on car transportation;
- weather & communication issues: concerns about weather conditions impacting participation were noted. Some families did not receive updates due to limited access to social media or school communication platforms;
- parental perceptions & understanding: some parents were frustrated with the lack of bus service and did not fully understand the program's objectives; and
- both schools highlighted the need for better messaging to explain the program's benefits and necessity.

## 4. Next Steps

STSTB is moving forward with developing the Wayfinders pilot into a permanent program and offering it to other interested elementary schools starting this spring. However, we will need to take the following steps to grow Wayfinders into a healthy, and consistent active transportation program within our schools:

- enhance parent communication & outreach: develop clearer messaging about the program's goals, safety measures, and benefits. Utilize multiple communication channels (brochures, newsletters, school websites, direct outreach) to ensure all families receive information;
- address participation challenges: offer incentives or recognition for consistent participation to encourage student engagement. Work with families and parent committees to identify barriers and offer solutions;
- improve community buy-in: schools in the early stages of implementation need additional support in building community trust in the program. Developing more thorough case studies from these pilot schools to demonstrate impact and encourage wider adoption; and
- begin gradual rollout to additional schools: introduce the program in a phased approach to more urban schools based on both need and interest. Ensure each new site has adequate resources and community support before full implementation.



5. Conclusion

Through continually monitoring and addressing the ongoing and unprecedented challenges to student transportation over the last several years, LDSB continues to provide safe, efficient, and cost-effective transportation services to students in Thunder Bay and the surrounding region. In addition, the promotion of active transportation programs, like the Wayfinder program, remains a priority. Programs like this can be an asset to improving student safety, student attendance, and promote successful learning in our schools.

Respectfully submitted,

CRAIG MURPHY  
Consortium Manager  
Student Transportation Services of Thunder Bay

KIRSTI ALAKSA  
Superintendent of Business

SHERRI-LYNNE PHARAND  
Director of Education

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2025 MAR 25  
Report No. 031-25

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

RE: JORDAN'S PRINCIPLE REPORT

1. Background

- 1.1 Jordan's Principle is named in honour of Jordan River Anderson, a First Nations child from Norway House Cree Nation in Manitoba. Jordan was born with a rare disorder that required hospitalization from birth. At age two, doctors approved Jordan to live in a home with necessary care near a hospital.
- 1.2 Federal and provincial governments engaged in a jurisdictional dispute and could not resolve who was financially responsible for the necessary home care in order for Jordan to leave the hospital. After spending over two years in hospital while governments disputed who should pay for his at-home care, Jordan died at age five.
- 1.3 Jordan's Principle was established in December 2007. It is the government of Canada's obligation under Jordan's Principle to ensure substantive equality in the provision of services to the child, to ensure culturally appropriate services, and to safeguard the best interests of the child.

2. Situation

- 2.1 The Jordan's Principle Service Coordinator position supports the pillar of achieve in the board's Strategic Plan by providing programs and supports so that every student can achieve high levels of personal and academic excellence.
- 2.2 Beginning in 2023-2024, funding received through Jordan's Principle was used to establish the role of service coordinator. The goals of the service coordinator position are to:
  - increase awareness of the supports that are available to meet unmet social, health, and educational needs of students through Jordan's Principle; and
  - engage and work collaboratively with families, schools, First Nations communities, and service providers to facilitate access to interventions, services and supports for students.

2.3 Examples of the types of unmet student needs addressed through individual Jordan's Principle applications include:

- speech and language therapy;
- occupational therapy;
- psycho-educational and other assessments;
  - life skills and social skills supports;
  - recreation programs; and
  - education professional support.

2.4 In addition to individual applications, two group applications to deliver programming in partnership with Creative Therapy have been approved for Jordan's Principle funding to date:

- Building Blocks Therapy Support Program at Ogden Community Public School supports unmet needs in speech and language acquisition for First Nations students; and
- Reaching for Independence through Structured Education (RISE): Early Years Autism Spectrum Disorder (ASD) Classroom at Sherbrooke Public School supports unmet therapy needs for First Nations students who have been diagnosed with ASD.

### 3. Next Steps

3.1 Continue to submit individual and group applications to Jordan's Principle to provide programming and supports for First Nations students that will address unmet needs that are not addressed through current education funding.

3.2 Continue to collect data to determine whether the services and supports provided through Jordan's Principle can be linked to the intended outcomes of increased student success and well-being.

### 4. Conclusion

Lakehead District School Board believes that all children should have access to the supports and services they require. Jordan's Principle is a child-first initiative that accounts for the unique historical, geographical and cultural needs and circumstances of First Nations children. The Jordan's Principle Service Coordinator at Lakehead District School Board will continue to support students and families to access the supports, programs, and services they require in a manner that meets their particular needs and circumstances.

Respectfully submitted,

KAREN HONAN  
Jordan's Principle Service Coordinator

HEATHER HARRIS  
Superintendent of Education

SHERRI-LYNNE PHARAND  
Director of Education

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2025 MAR 25  
Report No. 030-25

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

RE: STUDENT SUCCESS

1. Background

1.1 As outlined in the Strategic Plan, Lakehead District School Board (LDSB) offers a variety of high-quality programs and supports that reflect a continued commitment to student success and to the achievement of high levels of personal and academic excellence.

1.2 Lakehead District School Board student success is guided by the provincial priorities of the Student Achievement Plan and the trustee approved multi-year strategic plan that includes:

- achievement of learning outcomes in core academic skills;
- preparation of students for future success; and
- student engagement and well-being.

Lakehead District School Board is focused on increasing student participation in job skills programs, as measured by enrollment in the Ontario Youth Apprenticeship Program (OYAP), Dual Credits, and Specialist High Skills Majors (SHSM). Engaging students in these specialized programs has a direct, positive impact on their achievement and overall success.

1.3 Lakehead District School Board has multiple initiatives and plans to support student achievement and ensure students have the skills they need to succeed. Experiential learning and specialized programs provide opportunities for students to participate in authentic experiences connected to community and industry. Students participate in a rich experience, reflect on the experience to derive meaning and apply their learning.

1.4 Providing authentic experiences and supporting students with future career/life planning helps students develop the knowledge and skills they need to make informed choices for their education, career and life outside school. Lakehead District School Board provides a variety of programs for students interested in experiential learning opportunities. Local partnerships and outreach increase opportunities for experiential learning so that students can participate in rich experiences that support the pathway planning process.

## 2. Situation

- 2.1 The OYAP, SHSM, and Dual Credits, provide secondary students opportunities to acquire knowledge and skills needed to make informed education and career/life choices. These specialized programs support students to gain clarity about post-secondary and future career pathways.
- 2.2 Lakehead District School Board continues to build and strengthen community and industry partnerships which is a key factor in enhancing programs such as SHSM, OYAP, co-operative education and pathway exploration for LDSB students.

## 3. Lakehead District School Board Skilled Trades Pathway

- 3.1 Ontario Youth Apprenticeship Program allows a co-op student to begin learning a skilled trade while completing the requirements for a secondary school diploma. In 2023-2024, approximately 133 LDSB students were signed up as OYAP participants while completing their co-op placements. Three of the students secured a Registered Training Agreement with Ministry of Labour, Immigration, Training and Skills Development (MLTSD).
- 3.2 The SHSM program offers students in Grades 11 and 12, the opportunity to focus on their strengths and interests by concentrating their learning on a specific economic sector, while also fulfilling the requirements for the Ontario Secondary School Diploma (OSSD). Students involved in this program acquire specialized skills, knowledge, and training related to their chosen sector, along with education and career/life planning support. This helps ease their transition from high school to apprenticeship programs, college, university, or the workforce. The SHSM program allows students to tailor their education and gain insight into potential career paths.

Students receive the SHSM seal on their diploma when they complete the required program components, which include a specific bundle of 8-10 courses and industry recognized certifications and training.

Lakehead District School Board SHSM program choices include:

- Arts and Culture;
- Aviation;
- Business;
- Construction;
- Environment;
- Health and Wellness;
- Hospitality and Tourism;
- Justice, community safety & emergency services;
- Manufacturing; and
- Transportation.

- 3.3 Lakehead District School Board celebrates the continued growth and success of its SHSM programs. In 2023-2024, the completion rate reached 83%, surpassing the provincial average of 74%. For the 2024-2025 school year, 275 students are working toward earning the SHSM seal of distinction on their diploma, marking a 35% increase in enrollment.
- 3.4 The Ministry of Education (MOE) allocated additional funding to boards to expand SHSM programs and boost student engagement. In 2023-2024, LDSB received \$70,000 to develop SHSM Maker Spaces in each secondary school. The funds were used to purchase 3D printers, computer numerical control (CNC) routers, laser cutters, and to provide teacher training.
- 3.5 In 2023-2024, LDSB successfully secured two new SHSM programs: Westgate Collegiate and Vocational Institute (CVI) Construction SHSM and the Superior CVI Environment SHSM program.
- 3.6 Dual credit opportunities under the School College Work Initiative (SCWI) and the College Now Program continue to provide students the opportunity to earn a secondary school credit and a college credit, concurrently, while attending their respective secondary school and/or Confederation College.

Team taught dual credit courses include construction, manufacturing, transportation, and aviation. During the 2023-2024 school year, 73 students participated in SCWI team taught dual credits in their schools.

College Now Program is a distinctive dual credit program offered by Confederation College to secondary school students from both LDSB and Thunder Bay Catholic District School Board. This program helps students earn credits toward their secondary school diploma while exploring post-secondary education and preparing for their transition to college. In the 2023-2024 school year, 74 LDSB students participated in the College Now program across ten different subject areas.

- 3.7 A Ministry of Education Skilled Trades Bursary is awarded each year to 11 graduating LDSB students who will be pursuing the trades in their future. These students have participated in cooperative education connected to the skilled trades. The bursary helps students to overcome barriers to future education success.
- 3.8 The Ministry of Education allocated additional funding to help guidance counsellors deepen their understanding of the skilled trades pathway. As a result, 20 LDSB guidance counsellors (both secondary and elementary) participated in industry tours, skilled trades competitions, and Ontario technology conferences.

- 3.9 Targeted experiential learning opportunities, along with community and school events, are designed to increase awareness of the skilled trades pathway and career opportunities. In 2023-2024, students participated in a variety of activities, including career fairs, post-secondary pathway visits, Skills Ontario competitions, skilled trades-focused experiential learning events, and summer reach-ahead programs.

4. Next Steps

- 4.1 Starting in September 2025, LDSB will focus on implementing the Ministry's recently announced OYAP-Focused Apprenticeship Skills Training (FAST) initiative. Eligible students can choose to participate in OYAP-FAST, earning 8 to 11 co-op credits through a skilled trades placement and securing a Registered Training Agreement by the eighth credit. Upon meeting all requirements, students will receive a OYAP-FAST Seal of Distinction on their OSSD.
- 4.2 Additionally, Westgate CVI technology department has added a new course offering in culinary for the 2024-2025 school year. A Red Seal Chef has been hired to deliver the culinary credit which will also compliment the requirements for the Travel and Tourism SHSM.
- 4.3 Program staff will remain committed to providing support and professional learning for educators as they enhance experiential learning opportunities for students and ensure their understanding of post-secondary programs, skilled trades, apprenticeship pathways and labour market needs.
- 4.4 Community partnerships that support student pathways will continue to be developed and sustained.
- 4.5 Relevant data and feedback from students, parents/guardians/caregivers, educators and industry partners will continue to be used to inform decisions and monitor the success of SHSM, OYAP, and Dual Credit programs.
- 4.6 As a means of helping students plan their education and career pathways, the Individual Pathway Plan (IPP) will be used to provide a framework for students to explore and align experiential opportunities with their long-term goals. The IPP is being actively implemented in classrooms from Grades 7-10, ensuring it is linked to the curriculum. This year, the IPP played a key role in the course selection process, helping students make informed decisions about their academic and career pathways.

5. Conclusion

Lakehead District School Board remains committed to offering high-quality programs and opportunities that foster student success and support graduation. Pathways planning will continue to be a priority at both the school and system levels, helping students set and achieve their goals as they transition to the right post-secondary destination.

Respectfully submitted,

ROGER DRCAR  
Ontario Youth Apprenticeship Recruiter / SHSM / SCWI  
Student Success Resource Teacher

KATHLEEN ANDREWS  
Student Success Lead

JANE LOWER  
Superintendent of Education

SHERRI-LYNNE PHARAND  
Director of Education



LAKEHEAD DISTRICT SCHOOL BOARD

**MINUTES OF PARENT INVOLVEMENT COMMITTEE**

Board Room  
Jim McCuaig Education Centre

2024 NOV 18  
6:00 p.m.

**MEMBERS PRESENT:**

Ellen Chambers  
Dawn-Marie Francis  
Tara Ingram  
Kristi Lees  
Sherri-Lynne Pharand  
Laura Prodanyk

Fred Van Elburg  
Robin Cawlishaw  
Terry Godick  
Brittany Kennedy  
George Saarinen  
Michelle Riemer

**RESOURCE:**

Brenda Barradell, Executive Assistant  
Jamie Smith, Communications Supervisor

**MEMBERS ABSENT, WITH REGRET:**

Carla Mulholland  
Connor Pratt  
Chelsea Siver  
Lorraine Mashongoane

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

Director Pharand called the meeting to order in the absence of Chair Siver.  
Introductions were made around the table and new members were welcomed.

2. **Land Acknowledgement**

Director Pharand acknowledged the lands and traditional territory.

3. **Disclosures of Conflict of Interest**

There were no disclosures of conflict of interest.

4. **Approval of the Agenda**

The agenda of November 18, 2024, was approved by consensus.

5. **Election of Vice Chair**

Director Pharand, explained the role of Vice Chair and called for nominations from the floor. Michelle Riemer, School Council, volunteered and was acclaimed by consensus.

6. **Confirmation of Minutes – September 9, 2024**

The minutes of the September 9, 2024, were approved by consensus.

7. Business Arising from the Minutes

There was no business arising from the minutes.

8. New Business

8.1 Kindergarten Registration Evening

Jamie Smith, Communications Supervisor, shared that the kindergarten registration evening on January 13, 2025, at Ecole Elsie MacGill Public School will be same format as previous years. Children will receive a book and t-shirt, with many prizes and booths sponsored by our partners in education. Individual schools will host open houses in the spring. Committee members shared the following suggestions for Jamie to take back to the committee;

- advertising at city run childcare centres prior to the registration night;
- supporting families who don't have transportation;
- an information booth at inter-city mall;
- a possible earlier start time; and
- having a booth at Marina Park during their Winter Fun Days to share information.

8.2 Miiniwewinan, Indigenous Education Advisory Committee (IEAC) and Special Education Advisory Committee (SEAC) Funding for 2024-2025

Director Pharand, shared that the funding is available for IEAC and SEAC of \$2,000.00 each for the purpose of parent engagement. The Parent Involvement Committee agreed, by consensus, to fund. Letters will be sent to IEAC and SEAC chairs advising of this decision and requesting a final report by the end of August 2025.

8.3 Parent Involvement Committee Representative on School Year Calendar Committee

Director Pharand, explained what the work of a representative on the School Year Calendar committee would entail before asking for a volunteer. The committee meets once in December and once in January. Dawn-Marie Francis volunteered to be the PIC representative and Brittany Kennedy volunteered to be the Alternate.

8.4 Miinewewinan - Indigenous Education Advisory Committee Report

Report deferred to next meeting.

Trustee Chambers sits on this committee and shared the committee recently met with consultants to provide input into the strategic plan redevelopment. Also, the Seasonal Celebrations & Commemorations Related to Indigenous Education, 13 moons of the year/seasons resource, was shared with all schools and has been well received.

## 8.5 Special Education Advisory Committee Report

Tara Ingram, SEAC Representative, reported the following:

- a community event is being held on November 20, 2024, at Superior Collegiate Vocational Institute, and will also be live streamed. The guest speaker on Autism is Kate Swenson, founder of “Finding Cooper’s Voice” and co-founder of “The More Than Project” and Author of “Forever Boy”; and
- will be developing a ‘map’ to assist parents navigate the supports available to families with special needs children.

Director Pharand shared that the November 13, 2024, SEAC meeting was held at Westgate Collegiate Vocational Institute which included a tour of the special needs classrooms and resources available. The class has developed a business called “Special Brew”, they take orders and make various beverages for staff (coffee, hot chocolate, juice). Students had the opportunity to serve the new Minister of Education, Jill Dunlop, when she visited Westgate Collegiate Vocational Institute earlier this year.

## 8.6 Director’s Report

Director Pharand shared the development of the Strategic Development Plan. On October 29, 2024, a planning meeting was held at DaVinci Centre with all committees represented. The consultants hired to assist in the development of the plan. A on-line survey will be open December 15, 2024 to January 10, 2025. Jamie Smith, Communications Supervisors, will send reminders to everyone in an effort to maximize responses

Directed Pharand also reported on the following:

- Language Revitalization funding received;
- EQAO Math and Literacy results showed improvement over previous years;
- LDSB became a certified Childcare provider at Five Mile Public School, for before and after school and Gorham & Ware Public School, for after school childcare and thanked the hard work of Superintendent Harris. Michelle Riemer, Vice Chair, shared that all parents and children at her school are extremely happy with the program;
- Lakehead Public Schools Foundation hosted their annual Bruce Nugent Memorial Golf Tournament. Funds raised are used to support students in various ways; ie. Grade 8 Awards Night, essentials such as clothing and meals for disadvantaged students, and students who go to Kingfisher without proper clothing;
- Grade 8 Reach-Ahead program piloted at Westgate Collegiate Vocational Institute, allows students to receive a credit before entering high school. This same program was held at Armstrong Public School this summer virtually and are plans to expand the program this year; and
- Fred Van Elburg, Teacher, presented an excellent presentation on the Math Achievement Action Plan.

All questions were answered.

9. Other Business

There was no other business.

10. Next Meeting Date:

Monday, March 3, 2025

11. Adjournment:

The meeting adjourned at 8:15 p.m.