



Office of the Director

Jim McCuaig Education Centre
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BOARD ADVISORY COMMITTEE

**Tuesday, September 9, 2025
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	D. LeBlanc	Verbal
2. Disclosure of Conflict of Interest		
3. Approval of the Agenda	D. LeBlanc	Verbal
4. Resolve into Committee of the Whole – Closed Session		N/A
5. COMMITTEE OF THE WHOLE – Closed Session		N/A
6. Land Acknowledgement		Verbal
7. Delegations/Presentations		
7.1 Trustee Character Award – Chris DeDura	L. Vanderwey	Verbal
7.2 Declaration of the 2025-2027 Student Trustee	B. Bruce	Verbal

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>
7.3	Introduction of Newly Appointed Leaders	S. Pharand/ Superintendents	Verbal
	<ul style="list-style-type: none"> - Patti-Jo Pesola-Brunton, Superintendent of Education: Math Lead - Shaun Berst, Vice Principal Kingsway Park Public School - Abbe Charbonneau, Vice Principal Westmount Public School - Sara Curtis, Principal St. James Public School - Andrew Foulds, Vice Principal Superior Collegiate and Vocational Institute - Sari Johnston, Vice Principal Hammaraskjold High School 		
8.	Confirmation of Minutes		
8.1	Board Advisory Committee Meeting – June 10, 2025	D. LeBlanc	1-5
9.	Reports		
9.1	Administrative Reports		
	9.1.1 Kingfisher Outdoor Education Centre Report (080-25)	J. Lower	6-9
	9.1.2 Board Priorities 2025-2026 (083-25) 2025-2026	S. Pharand	10-21
	9.1.3 Order of Policies for Review (081-25)	S. Pharand	22-23
9.2.	Standing Committee Reports		
	9.2.1 Report on the Activities of the 2024-2025 Supervised Alternative Learning Committee (079-25)	J. Lower	24-26
9.3	Other Reports		
10.	Reports of Special (Ad Hoc) Committee		
10.1	Directors Performance Appraisal Ad Hoc Committee (082-25)	S. Pharand	27-28

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>
11.	Special Orders		
12.	Unfinished Business and General Orders		
13.	Notices of Motion		
14.	Announcements		Verbal
15.	Adjournment	D. Leblanc	Verbal

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

2025 JUN 10
7:30 p.m.

TRUSTEES PRESENT:

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

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

ABSENT WITH REGRETS:

Leah Vanderwey (Vice-Chair)
Michelle Probizanski, Superintendent of Education

SENIOR ADMINISTRATION:

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

PUBLIC SESSION:

1. Meeting called to order by Chair LeBlanc
2. Disclosure of Conflict of Interest – None
3. Approval of Agenda

Moved by Trustee Saarinen

Seconded by Trustee Johansen

“THAT the Agenda for Board Advisory Committee Meeting, June 10, 2025, be approved.”

CARRIED

4. Resolve into Committee of the Whole – Closed Session – 7:00 p.m.

Moved by Trustee Wemigwans

Seconded by Trustee Tuchenhausen

RESOLVE INTO COMMITTEE OF THE WHOLE – Closed Session

“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 13, 2025*
- Personnel Matter*
- Legal 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:

5. Committee of the Whole – Closed Session

PUBLIC SESSION

6. Report of Committee of the Whole

Moved by Trustee Saarinen

Seconded by Trustee Chambers

REPORT OF COMMITTEE OF THE WHOLE – Closed Session

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

‘THAT Lakehead District School Board approve the Committee of the Whole – Closed Session Minutes of Board Advisory Committee Meeting, May 13, 2025.’

and

‘THAT all items of the Board Advisory Committee – Committee of the Whole – Closed Session were delt with in their entirety and shall remain in closed session.’”

CARRIED

7. Land Acknowledgement

Trustee Chambers read the Land Acknowledgement.

8. Delegations/Presentations

8.1 Trustee Character Award – Nor’wester View Public School’s Musical Team

Chair LeBlanc, on behalf of the Board, presented the Trustee Character award to Joe Gaudreau, Jen Sutton, Jacqui Nelson, Katie Ostrom, Jon Hotson, and Shawn Jason, members of the Nor’wester View Public School Musical Team, for their exceptional dedication of more than 115 volunteer hours to ensure that over 70 students from grades 4-8 were supported in entertaining more than 7,000 people with the school’s amazing theatrical productions.

8.2 Trustee Character Award – The Cast of Nor’wester View Public School’s “We Will Rock You” Production

Chair LeBlanc, on behalf of the Board, presented the Trustee Character award to the incredible cast of Nor’wester View Public School’s “We Will Rock You” production for their spontaneous act of inclusivity when they instinctively welcomed, accepted and encouraged a special guest to join them, a move that made not only Nor’wester View Public School, but all of Lakehead Public Schools proud by embodying empathy, generosity, and a spirit of unity.

8.3 Celebrating Student Achievement – Kingsway Park Public School

Superintendent Lower introduced, Emanuel Iorianni, Principal, Kingsway Park Public School, who introduced the Kingsway Park Public School’s Intermediate Instrumental Band, along with their teacher, Joyce Co Manary, who played for the Board. Three students from the band, Anna, Eliza and Elonzo, spoke about their experiences being members of the band. All trustees’ questions were answered.

9. Confirmation of Minutes

Moved by Trustee Sitch

Seconded by Trustee Oikonen

“THAT the Lakehead District School Board Advisory Committee approve the minutes of the Board Advisory Committee Meeting, May 13, 2025.”

CARRIED

10. Business Arising from the Minutes – None

MATTERS NOT FOR DECISION:

11. Information Reports

11.1 Mental Health – Annual Report (053-25)

Jane Lower, Superintendent of Education, introduced Megan Semeniuk, Mental Health Lead, who presented the report. All trustees’ questions were addressed.

11.2 Health and Safety – Semi-Annual Report (059-25)

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

11.3 French as a Second Language (058-25)

Heather Harris, Superintendent of Education, presented the report. All trustees' questions were addressed.

12. First Reports – None

MATTERS FOR DECISION:

13. Postponed Reports – None

14. Ad Hoc and Special Committee Reports – None

15. New Reports

15.1 2025-2030 Governance Policy Review Schedule (050-25)

Moved by Trustee Johansen

Seconded by Trustee Chambers

It is recommended that the Board Advisory Committee refer the following to the Board for approval:

“THAT Lakehead District School Board approve the 2025 to 2030 Governance Policy Review Schedule, Appendix A to Report No. 050-25”

CARRIED

15.2 Policy Review – 3094 Trustee Attendance at Regular Board and Special Board Meetings (067-25)

Moved by Trustee Oikonen

Seconded by Trustee Saarinen

It is recommended that the Board Advisory Committee defer Policy 3094 Trustee Attendance at Regular Board and Special Board Meetings to allow for clarification from the Ministry of Education on the changes to legislation regarding trustee attendance at Regular and Special Board meetings.

CARRIED

15.3 Approval of Appointments to the Supervised Alternative Learning Committee (057-25)

Moved by Trustee Tuchenhagen

Seconded by Trustee Chambers

It is recommended that the Board Advisory Committee refer the following to the Board for approval:

“That Lakehead District School Board approve the following appointments to the Supervised Alternative Learning (SAL) Committee for the 2025-2026 school year:

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

CARRIED

16. New Business – None

17. Notices of Motion – None

18. Information and Inquires

18.1 Director Pharand informed the Board that the upcoming Canadian School Board Association Conference in Winnipeg has been cancelled, information can be found in the email that was sent out to trustees.

18.2 Chair LeBlanc informed the Board that the following events were attended by trustees, and Senior Administration:

- June 2, 2025 – Pride Flag Raising – Board Office;
- June 3, 2025 – McKenzie Public School Community BBQ;
- June 4, 2025 – Ogden Speech Language Pathology Class;
- June 9, 2025 – Thunder Pride Breakfast Association;
- June 9, 2025 – Westgate Pride Event – Guest Speaker Adrienne Rosen; and
- June 9, 2025 – Retirement Celebration

19. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Johansen

“THAT we do now adjourn at 9:35 p.m.”

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2025 SEP 09
Report No. 080-25

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

RE: KINGFISHER OUTDOOR EDUCATION CENTRE REPORT

1. Background

- 1.1 Lakehead District School Board (LDSB) recognizes the importance of outdoor experiential environmental learning for all students. The Kingfisher Outdoor Education Centre (Kingfisher) provides high quality education where students are able to extend learning beyond the classroom and engage in practical application of skills.
- 1.2 Kingfisher learning aligns with the LDSB Strategic Plan and the Indigenous Education Framework. The outdoor education student program is committed to providing an environment where everyone belongs and supports the principles of relationality, relevance, respect and responsibility. As stated in LDSB 6022 Kingfisher Outdoor Education policy “every effort will be made to include all students for participation in Kingfisher programs”.

2. Situation

- 2.1 Learning at the Kingfisher offers a unique context for curriculum linked, outdoor experiential learning opportunities. Programming for students focuses on key areas such as canoeing, orienteering, hiking, cross country skiing, snowshoeing, climate change, orientation to the Boreal Forest, water studies, ecosystems, the earth’s physical and biological systems, and the critical connection of the environment to all living things.
- 2.2 Students in Grades 1 to 12 visit the site and have access to the instructional buildings, a science and kitchen space, and several out buildings. Students and staff who participate on an overnight experience stay in well maintained cabins.
- 2.3 Kingfisher Outdoor Education Centre meets expectations of accessibility, including ramps into main teaching buildings and accessible washrooms. The infrastructure exists to support the safety and well-being of students. Lakehead District School Board and Kingfisher staff strive to provide a space and programming which meets the needs of all learners.

3. Update

- 3.1 During the 2024-2025 school year Kingfisher hosted approximately 3000 students between September and June.
- 3.2 There were approximately 150 day trips and 35 overnight trips to Kingfisher during the 2024-2025 school year.
- 3.3 Secondary students who visit the site acquire and build on knowledge and skills by participating in activities such as orienteering, canoeing, benthic study and climate change hikes. Students participate in team-building and leadership activities in addition to outdoor recreation and environmental learning programs.
 - 3.3.1 Students who are part of the Kendomang Zhagodenamnon Lodge (KZ Lodge) frequently spend time at Kingfisher connecting to the land and one another. Indigenous student leadership remains a priority for LDSB and KZ Lodge teachers, in partnership with the Thunder Bay Indigenous Friendship Centre.
 - 3.3.2 Student leadership groups regularly schedule times during the school year to travel to Kingfisher Outdoor Education Centre where they participate in team-building and activities to strengthen and develop skills and positive relationships. A focus on mental-health and well-being is emphasized along with leadership and relationship building.
 - 3.3.3 Students in Special Education programs enjoy annual outings to Kingfisher. Students attend either for the day, or for an overnight two-day experience. The focus is on connecting and well-being.
 - 3.3.4 Lakehead Adult Education Centre and Alternative Education sites visit the centre each year providing opportunities for students to try new activities such as cross-country skiing or snowshoeing while they build friendships outside the traditional classroom learning environment.
 - 3.3.5 Secondary students studying science, geography, physical education or who are part of the Environmental Specialist High Skills Major program extend their classroom learning to include rich and active experiences at Kingfisher such as orienteering, canoeing, benthic study, and climate change hikes.
 - 3.3.6 International students from all three secondary schools participate in team building and an orientation to the Boreal Forest. The outcomes of this visit include connection between learners and comfort in a new learning environment.
 - 3.3.7 Many elementary students visit Kingfisher annually for a day trip due to the rich and meaningful connections to the classroom curriculum. Students explore life cycles and discover the amazing adaptations of the boreal forest as they meet expectations related to Ontario Science and Technology curricula.

- 3.3.8 The overnight program at Kingfisher is a rite of passage for many Lakehead Public School (LPS) elementary school students. The trip is an opportunity for students to develop critical-thinking skills, problem-solving skills and relationship building tools. Students are supported in learning “real life skills” and work together to problem solve through challenges.
- 3.4 Community partners play an important role at Kingfisher Outdoor Education Centre. Staff invite Indigenous community partners to share knowledge, cultural teachings and guidance and are able to connect to Indigenous histories, cultures and perspectives in the natural environment at Kingfisher Lake. Community partners, Elders and Knowledge Keepers work with staff and students to encourage connections to each other and all living things. Partners such as Confederation College, Lakehead University, and the Ministry of Natural Resources often support student learning at Kingfisher.
- 3.5 Site upgrades and maintenance ensure the physical structures of Kingfisher exist for generations of learners. This includes the instructional buildings, cabins, science/kitchen site and several out-buildings. Kingfisher Outdoor Education Centre provides equipment, supplies, and ensures that all students are equipped and supported for time spent outdoors.

4. Next Steps

- 4.1 Expand access to land-based learning for all students, recognizing its importance in experiential and outdoor education and its foundational role in Indigenous teaching and learning approaches.
- 4.2 With a commitment to Reconciliation, and upholding our strategic plan, Lakehead Public Schools will hire a Land-Based Learning Instructor to strengthen cultural and community connection at Kingfisher and within school communities.
- 4.3 Kingfisher Outdoor Education Centre staff will continue to work with community partners and LPS programs such as Alternative Education, Four Directions, KZ Lodge, International Student program and Special Education programs identifying barriers and to ensure equitable access to the centre for all students system wide.
- 4.4 Kingfisher Outdoor Education Centre staff will continue to participate in training to ensure safety and to expand programming for students at LDSB.

5. Conclusion

Lakehead District School Board remains committed to making informed decisions that support the achievement and well-being of all students. Kingfisher Outdoor Education Centre continues to promote and provide student experiential learning opportunities and land based learning opportunities supporting environmentally knowledgeable and responsible students who have an appreciation for the world around them.

Respectfully submitted,

KELLY HENDERSON
Kingfisher Outdoor Education Centre Lead

JANE LOWER
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2025 SEP 9
Report No. 083-25

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

RE: 2025-2026 BOARD PRIORITIES

1. Background

- 1.1 Following the presentation of the 2025-2029 Strategic Plan at the Board Advisory Committee Meeting on April 8, 2025, and its approval at the April 22, 2025, Regular Board Meeting, the 2025-2026 Board Priorities were developed.
- 1.2 The attached document, Appendix A to Report No. 083-25, articulates the commitment of the director of education to system leadership actions.

2. Situation

The 2025-2026 Board Priorities is herewith presented.

Respectfully submitted,

SHERRI-LYNNE PHARAND
Director of Education

Lakehead Public Schools – Board Priorities 2025-2026

Director's Implementation Plan

Director's Name: Sherri-Lynne Pharand

Date of Plan Development: May 20, 2025 & June 18, 2025

Date(s) Plan was updated: August 20, 2025

SUCCEED					
Alignment with board and ministry priorities:	<div>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</div>				
Director's Goals	Actions	Measures of Progress	Anticipated Outcomes	Feb 2026 Progress	June 2026 Progress
LITERACY Increase the percentage of students reading at or above the provincial standard by 3% through the implementation of targeted reading interventions, data-informed instruction, and ongoing educator professional development. Increase the percentage of full-time equivalent (FTE) student success of the OSSLT provincial assessment by 3% through the implementation of targeted reading interventions, data-informed instruction, and ongoing educator professional development. LITERACY	 Provide training to strengthen Tier 1 instruction using research-based instructional strategies. (e.g., early reading screening, diagnostic assessment, Universal Design for Learning (UDL), direct instruction, small group instruction, feedback, moderated marking) Progress will be measured using classroom-based assessments and EQAO reading scores to ensure consistent monitoring and evaluation. Provide training to increase consistency across the system for curriculum standards and assessment practices in grade 9/10 core academic courses.	 Educator and administrator surveys (KPI) in literacy. Evidence of core principles of Universal Design for Learning in Kindergarten classrooms. Educator observations of Kindergarten student engagement and participation in learning. Student reading results as measured in progress monitoring/other class assessments. EQAO results.	 Teachers will report increased confidence using reading instruction pathways in Year 2 Kindergarten to Grade 6 https://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:27377df9-77eb-4429-b8f9-15b8c039be52 . Students in kindergarten will show increased engagement and participation in their learning. Increased educator confidence in teaching and assessing reading. Increased number of students will achieve L3/L4 in ENL1W1 from 61% (24 – 25) to 65% in 25-26. OSSLT results for FTE will increase from 80% (24-25) to 83% in 25-26.		

SUCCEED					
Alignment with board and ministry priorities:	<div>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</div>				
Director's Goals	Actions	Measures of Progress	Anticipated Outcomes	Feb 2026 Progress	June 2026 Progress
We will continue to increase consistency in writing instruction and assessment through the ongoing implementation of the LPS writing continuum, Grades 1 to 9.	Provide training to increase knowledge, and provide for consistency, in the development and implementation of IEPs for students with special education needs.	students with special education needs citing assessment data that drive the goals which drive the instruction and assessment strategies.	will lead to increased success for students with special education needs as shown in qualitative and quantitative data.		
	Intentional planning for targeted interventions for students who require additional support in literacy.	Acadience screening and progress monitoring data. Classroom assessments.	More students are screened in reading during the middle and end of year assessment windows. Tier 2 and tier 3 interventions have a positive impact on student skill acquisition in reading.		
			Improved reading outcomes for students in Year 2 Kindergarten to Grade 8.		
	Aggregate special education and FNM data to inform planning, professional development and classroom instruction.	Number of classes (teachers and students) supported by FNM Literacy, Intervention and Engagement Teacher.	Teachers use progress monitoring to assess student progress and adjust instruction/intervention as needed. Increased number of students with special education needs and students who identify as First Nation, Metis and Inuit achieving L3/L4 in core academic subjects/credits. Gap between achievement data of non-Indigenous and Indigenous students will narrow.		
	Increase administrator capacity in instructional leadership to improve instruction and student outcomes.	Specific instructional leadership goals identified in administrator growth plans.	Administrators will report increased confidence in instructional leadership.		
	Provide instructional leadership mentoring and development opportunities to administrators.	Progress towards goals updated twice per year during meetings with SO.	Time for classroom visits is purposefully scheduled by admin. Administrators will use data to monitor and track student progress.		

SUCCEED					
Alignment with board and ministry priorities:	<div>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</div>				
Director's Goals	Actions	Measures of Progress	Anticipated Outcomes	Feb 2026 Progress	June 2026 Progress
			Admin will use data to inform instructional decisions and resource allocation; <ul style="list-style-type: none">Executive Council (EC) to identify key performance indicators (KPI) to be measuredIT to create monitoring reportsAdmin to review program impacts, staffing/student needs, financial resources.		
MATHEMATICS By the end of the current academic year, we will increase the percentage of students achieving at or above standard in math by 3% in grade 3, 5% in grade 6 and 3% in grade 9, with a focus on improving assessment practices and teacher use of the assessments to be responsive to student needs as measured by classroom data and EQAO assessments.	Provide training to strengthen Tier 1 instruction using research-based instructional strategies. (e.g., diagnostic assessment, UDL, explicit direct instruction, small group instruction, feedback, moderated marking)	Educator and administrator surveys (KPI) in math Knowledgehook assessment data – beginning, middle, and end of year assessment data, 2025-26 EQAO results 2025-26 Report Card data.	Teachers using diagnostic data from Knowledgehook and classroom assessments to assess student progress and adjusting instruction/intervention as needed. Improved math performance for students. Improve # of students in MTH1W1 who achieve L3L4 from 57% (24 25) to 62% in 25-26. Increased educator confidence in developing and implementing IEPs which will lead to increased success for students with special education needs as shown in qualitative and quantitative data.		
	Intentional planning for targeted interventions for students who require additional support in mathematics.	Knowledgehook assessment data. 25-26 EQAO Data.	Reduction in the numbers of students needing tier 3 intervention in Mathematics. Teachers at priority schools able to provide more targeted tier 2 intervention to their students.		

SUCCEED					
	Core academics <ul style="list-style-type: none">• EQAO Language 3, 6• EQAO Math 3, 6, 9• Ontario Secondary School Literacy Test (OSSLT) Pathways <ul style="list-style-type: none">• Job Skills• Enrollment in STEM• Prepared for Future				
Alignment with board and ministry priorities:					
Director's Goals	Actions	Measures of Progress	Anticipated Outcomes	Feb 2026 Progress	June 2026 Progress
	Aggregate special education and FNMI data to inform planning, professional development and classroom instruction. Monitor progress of students who are not achieving at standard.	Number of training sessions offered with a special education and FNMI pieces. 25-26 EQAO Data. Report card data. Student level data – diagnostic, formative assessments.	Improved math performance for self-identified FNMI students and students with special education needs. Increased number of students registered in academic and advanced placement math courses in grade 9 and 10 math courses. Increased number of students will achieve L3/L4 Grade 9 and 10 math courses.		
	Provide instructional leadership mentoring and development opportunities to administrators.	Math Achievement Action Plan (MAAP), KPI Administrator Surveys.	Administrators are better able to identify teacher training/learning needs based on math classroom look fors. Administrators better able to track student data.		
		Number of training sessions offered on instructional leadership and data tracking in Math.	Increase administrator capacity in instructional leadership to improve instruction and as a result, student outcomes.		
	Provide training to improve consistency across system for curriculum standards and assessment practices in grade 9/10 core academic courses.	Report card data. 25-26 EQAO data.	Increased success rates for students in grade 9 and 10 math courses. Increased percentage of students achieving level 3 or 4 in grade 9 and 10 math courses.		

GRADUATION RATES We will increase the number of students who graduate from secondary school within 5 years from 78% to 80% and have the skills and competencies to be successful in future education and career /life plans.	100% of grades 7-12 students will have the opportunity to set goals for future education, career / life plans with support from staff. Provide increased opportunities for students to participate in experiential learning as a means to explore education, career pathways and set goals to pursue future aspirations (Individual Program Plan (IPP), Locally Developed Compulsory Credits (LDCC) and workplace courses, coop for students with spec ed needs).	% of students who update their IPP by June 2026. EQAO/OSSLT Attendance Rates. Credit accumulation: 16 credits earned by age 16 (16/16) Grad rates.	Increase the percentage of students who believe their learning has prepared them for the next steps and for future success. Higher graduation rates for 4 and 5 year grads. 75% of students will achieve 16 credits by the end of their grade 10 year. Narrow the gap for Credit Accumulation in Grade 9 and 10 for cohorts of students.		
CENTRAL BUSINESS AND DEPARTMENT SUPPORT Improve efficiency and responsiveness of support services to schools.	Set measurable departmental goals that support the strategic plan and board priorities while seeking to improve efficiency, communication and responsiveness to stakeholders. Leverage Artificial Intelligence (AI) to support business functions.	Identify and track measurable KPI's in each department. Survey of school administrators and other identified staff regarding responsiveness.	Improve departmental efficiencies, reduce manual work and errors, improve communication and responsiveness.		

BELONG						
Alignment with board and ministry priorities:	Student Engagement and Well Being Indicator – Grades 1-8 Attendance					
	Student engagement and Well Being Indicator – Suspension rates Grades 4-8 and Grades 9-12					
	Truth and Reconciliation Equity Health & Safety Mental Health Ontario Equity Action Plan Ontario’s Human Rights Code Employment Standards Act Ontario curriculum					
	Director’s Goals	Actions	Measures of Progress	Anticipated Outcomes	Feb 2026 Progress	June 2026 Progress
	By June 2026, increase the student daily attendance rate by 5% in all designated Priority Schools by implementing targeted, equity-informed strategies that address barriers to attendance, including enhanced family engagement, culturally responsive supports, and community partnerships.	Increase the number of priority attendance schools from 6 to 12 based on attendance data.	Student attendance data.	Priority attendance schools show improvements in monthly student data reports in comparison to 24-25.		
		Enhance student leadership opportunities within schools at LPS.	Increased #of students who are not traditionally involved in a leadership capacity in school participating and leading.	Improved voice will result in better attendance.		
		You belong here campaign and messaging to be shared by all schools with their communities.	Verify on Facebook, Instagram and Edsby that schools have shared video, but also any additional messaging.	Public education campaigns improve awareness overtime time and commitment to the message. In the long term, attendance will improve.		
		Establish a comprehensive attendance communication plan.	Feedback from students, families and community partners indicate that students feel supported and confident in LPS schools.	Increased attendance across the system.		
			Student attendance data.			

BELONG						
Alignment with board and ministry priorities:	Student Engagement and Well Being Indicator – Grades 1-8 Attendance					
	Student engagement and Well Being Indicator – Suspension rates Grades 4-8 and Grades 9-12					
	Truth and Reconciliation Equity Health & Safety Mental Health Ontario Equity Action Plan Ontario’s Human Rights Code Employment Standards Act Ontario curriculum					
Director’s Goals	Actions	Measures of Progress	Anticipated Outcomes	Feb 2026 Progress	June 2026 Progress	
By June 2026, we will decrease the number of staff sick days lost to an average of 13 days through effective implementation of the Attendance Support Program, including monitoring, support, and targeted interventions, as tracked by monthly attendance records.	Continue implementation of attendance support plan – introduce mental health and resilience training as part of implementation.	Evidence of feedback from students, families and community partners indicate that students feel supported and confident in LPS schools. Monthly reports will show a gradual decrease in the use of staff sick days.	Consistency in staff will result in better outcomes in all areas of the Board priorities and ultimately student success.			
By June 2026, 100% of school and system administrators will participate in leadership training and capacity building.	Enhance Leadership opportunities at LPS.	Self-reported confidence.				
	Provide training to administrators, managers and supervisors at Operations on identified areas of focus.	Number of training opportunities.				
	Increase the capacity of administrators, managers and supervisors to apply human rights and human resource principles to address arising issues.	Track number of incidents and/or concerns addressed by HREA with regular reporting to senior team.	We will see a reduction in the number of concerns brought forward as they will be addressed before reaching central.			

BELONG						
Alignment with board and ministry priorities:	Student Engagement and Well Being Indicator – Grades 1-8 Attendance					
	Student engagement and Well Being Indicator – Suspension rates Grades 4-8 and Grades 9-12					
	Truth and Reconciliation Equity Health & Safety Mental Health Ontario Equity Action Plan Ontario’s Human Rights Code Employment Standards Act Ontario curriculum					
Director’s Goals	Actions	Measures of Progress	Anticipated Outcomes	Feb 2026 Progress	June 2026 Progress	
	Provide professional development, small group mentoring, and coaching sessions to administrators and supervisors on identified areas of leadership growth.	Number of attendees at professional development sessions. Number of participants in small group sessions. Number of leaders that participate in coaching.	We will see learning from sessions reflected in leadership growth plans.			
By June 2026, all schools with newcomer populations will implement targeted instructional supports and culturally responsive teaching strategies for Multilingual Language Learners (MLL).	Support MLL students and families new to the community from kindergarten through to post-secondary transition.	Steps to English Proficiency (STEP) assessment. EQAO assessment.	To ensure that MLL students receive comprehensive support throughout the school year, facilitating their academic success and smooth integration into the school community. Educators will report increased confidence in applying MLL strategies to support students. Improved academic achievement of multilingual language learners.			
	Add an MLL instructional coach in the elementary panel to support students. Provide professional development to teachers to build capacity to incorporate effective strategies for classroom instruction and engagement with families.	Observation.	Administrators will observe educators incorporating effective MLL strategies in the classroom. Educators will report increased confidence in applying			

BELONG					
Alignment with board and ministry priorities:	Student Engagement and Well Being Indicator – Grades 1-8 Attendance				
	Student engagement and Well Being Indicator – Suspension rates Grades 4-8 and Grades 9-12				
	Truth and Reconciliation				
	Equity				
	Health & Safety				
By June 2026, the board will implement a consistent and coordinated communication strategy to enhance family engagement and strengthen staff connectedness across the system and all schools.	Mental Health				
	Ontario Equity Action Plan				
	Ontario’s Human Rights Code				
	Employment Standards Act				
	Ontario curriculum				
Director’s Goals	Actions	Measures of Progress	Anticipated Outcomes	Feb 2026 Progress	June 2026 Progress
	Implement monthly staff meetings for all board office departments to enhance coordinated communication.	Attendance at staff meetings.	Increased cross-departmental collaboration.		
	EDSBY implemented as a board-wide communication tool from K to 12.	Number of system level posts via EDSBY.	Increased communication with families through central and school-based communication.		
		Number of school level posts shared via EDSBY.			
	Communication supervisor will revisit existing communication strategy, revise as necessary and share with system and school leaders.		Increase in communication between communication supervisor and system and school leaders to promote and celebrate Lakehead Public Schools.		
	An intentional focus on internal stories that re-ignite pride in being an employee of Lakehead Public Schools.				

RECONCILE						
	Student Engagement and Well Being Indicator – Grades 1-8 Attendance					
Alignment with board and ministry priorities:	Truth and Reconciliation Equity Cultural Safety Cross-curricular and Integrated Learning					
Director's Goals	Actions	Measures of Progress	Anticipated Outcomes	Feb 2026 Progress	June 2026 Progress	
By June 2026, the Board will implement the short-term strategies identified in the Cultural Safety Strategy—co-developed with Indigenous parents, families, and communities.	Implement the cultural safety strategy.	See cultural safety strategy document for measures.	Schools with students on Reciprocal Education.			
	Re-align the 4D program with responsibilities and goals focused on graduation.	All 3 high schools have an intentionally focused program on removing student barriers to graduation and meet every 4-6 weeks as a team to review student progress towards graduation.	Agreements will increase communication with the First Nation communities. Consideration of welcoming and culturally-appropriate spaces in capital planning and budgets.			
	Provide anti-racism staff training.	100% of student-facing staff will have completed all 5 modules.	Staff will be more confident in addressing racism in schools.			
		Students will indicate an improvement in incidents of bullying over the previous compass survey.	Students, staff and families will report feeling culturally safe.			
	Use data to align resources to ensure impact on FNMI student achievement and well-being.	EQAO results. Acadience results. Knowledgehook results. Gr 9&10 credit accumulation and mark distribution.	Improving achievement levels of Indigenous youth.			
Increase land-based and experiential opportunities for students to connect with the natural environment.	Expand land-based programming available at Kingfisher.	Feedback from classes who participate with new land-based focus at Kingfisher.	Including Indigenous ways of knowing authentically in the curriculum at Kingfisher.			

RECONCILE						
	Student Engagement and Well Being Indicator – Grades 1-8 Attendance					
Alignment with board and ministry priorities:	Truth and Reconciliation Equity Cultural Safety Cross-curricular and Integrated Learning					
	Director's Goals	Actions	Measures of Progress	Anticipated Outcomes	Feb 2026 Progress	June 2026 Progress
		Expand land-based programming for students.	Expand the KZ Lodge program to Superior.	Students enrolled and gaining credits in the grade 9 program Partnership with friendship centre to address land-based ways of knowing.		
		Training for teachers to be able to provide land-based learning opportunities. Include assessment strategies for land-based learning in the training.	LPS will focus on priority classes to begin to expand land-based learning in curriculum content. (specifically SHSM Envt and Science @ Superior CVI as a starting point). Some teachers will have “at the elbow” professional learning on land-based practices and have opportunities to participate in land-based learning along with students.			
Prioritize connections between school/board staff and communities. Central office will provide a framework and list of community contacts.		Communities identify enhanced communication from schools.				
By June 2026, each school with students on a Reciprocal Education Agreements in Lakehead Board will establish a connection with the First Nation communities.						

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2025 SEP 9
Report No. 081-25

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

RE: 2025-2026 ORDER OF POLICIES FOR REVIEW

1. Background

1.1 On June 24, 2025, the Board approved the 2025 to 2030 Governance Policy Review Schedule.

1.2 Section 4.4.1 of the 2010 Policy Development and Review Procedures states “A specified review date will be established for all policies”.

2. Situation

The 2025-2026 order of policies for review, as developed by Executive Council, is attached as Appendix A to Report No. 081-25.

Respectfully submitted,

SHERRI-LYNNE PHARAND
Director of Education

2025–2026 ORDER OF POLICIES FOR REVIEW

2025–2026 ORDER OF POLICIES FOR REVIEW						
Draft Policy to Constituents	Policy Input Due Date	Board Advisory Committee Meeting	Regular Board Meeting	Policy #	Name of Policy	Superintendent
September 25	October 23	November 11	November 25	1011	Access to System Programs	H. Harris
				3074	Expense and Travel Reimbursement	K. Alaksa
				8080	School Council	S. Pharand
December 10	January 22	February 10	February 24	3001	Governance	S. Pharand
February 5	March 29	April 14	April 28	5010	Special Education	M. Probizanski
				7030	Human Rights and Workplace Harassment	J. Lower
				7040	Violence in the Workplace	M. Probizanski
March 5	April 16	May 12	May 26	8050	Naming and Opening of New or Consolidated Schools	K. Alaksa

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2025 SEP 09
Report No. 079-25

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

RE: REPORT ON THE ACTIVITIES OF THE 2024-2025 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/caregivers 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 2024-2025 school year, members of the committee included:
 - Donica Leblanc, Trustee;
 - Trudy Tuchenhausen, Trustee (Alternate);
 - Jane Lower, Superintendent of Education;
 - Kathleen Andrews, Student Success Lead, SAL Committee Chair;
 - Lorna Hunda, Executive Director, Youth Employment Services (YES);
 - Stacy-Ann Dyer-McNish, Service Delivery Manager, YES; and
 - Tom Nesti, Program Supervisor, YES.

2. Situation

- 2.1 Eight SAL meetings were held during the 2024-2025 school year. Forty applications were considered and approved.
- 2.2 In June 2025, the SAL committee chair met with each school team to consider SAL placements for the 2025-2026 school start up. At that meeting, plans for students presently enrolled in SAL were considered, and appropriate recommendations for students' success were made. For most students, the recommended placement involved either a return to regular day school or referral to an alternative program (LAPS) for September 2025.

- 2.3 Eleven applications were received for 14- and 15-year-old students (four female and seven males). Twenty-nine applications were received for 16- and 17-year-old students (14 females, 14 males, and one non-binary).

2024-2025 Academic Year

Gender		14 & 15 Year Old Students	16 & 17 Year Old Students
Female	18	4	14
Male	21	7	14
Non-Binary	1		1
Total	40	11	29

Snapshot of previous years for considered SAL applications:

Year	Applications
23/24	18
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 (40 students)

Working on Credits	Employment PT	Volunteer	Counselling	Certifications / Workshops
39	16	2	8	0

3. Report on Activities Conclusion

Lakehead District School Board's SAL 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,

KATHLEEN ANDREWS
Student Success Lead

JANE LOWER
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2025 SEP 9
Report No. 082-25

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

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 the annual 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 and one as vice-chair.

Recommendations:

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

1. "That Lakehead District School Board appoint all Trustees to the Director Performance Appraisal Ad Hoc Committee; and
2. That Lakehead District School Board appoint Trustee _____ as chair and Trustee _____ as vice-chair of the Director's Performance Appraisal Ad Hoc Committee for the 2025-2026 school year."

Respectfully submitted,

SHERRI-LYNNE PHARAND
Director of Education