



Office of the Director

Jim McCuaig Education Centre  
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**BOARD ADVISORY COMMITTEE**

**Tuesday, April 9, 2024**

**Jim McCuaig Education Centre**

Sherrilynne Pharand  
Director of Education

Donica LeBlanc  
Chair

**AGENDA**

**PUBLIC SESSION**

**7:30 p.m. – in the Board Room/Microsoft Teams**

	<u>Resource Person</u>	<u>Pages</u>
1. Call to Order		
2. Disclosure of Conflict of Interest		
3. Approval of the Agenda		
4. Resolve into Committee of the Whole – Closed Session		
5. <b>COMMITTEE OF THE WHOLE - Closed Session – 6:45 p.m. (SEE ATTACHED AGENDA)</b>		
6. Land Acknowledgement		
7. Delegations/Presentations		
7.1 Trustee Character Award- Bonnie Paajanen	T. Tuchenhagen	Verbal
7.2 Celebrating Student Achievement – CD Howe Public School – The Howler Pledge	H. Harris	1-2
8. Approval of Minutes		
8.1 Board Advisory Committee Meeting - February 13, 2024	D. LeBlanc	3-7
9. 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:**

- |      |   |                |      |
|------|---|----------------|------|
| 10.  | Information Reports                                       |                |      |
| 10.1 | Suicide Prevention, Intervention and Postvention Protocol | M. Probizanski | 8-33 |
| 11.  | First Reports   |                |      |

**MATTERS FOR DECISION:**

- |      |  |            |       |
|------|--|------------|-------|
| 12.  | Postponed Reports  |            |       |
| 13.  | Ad Hoc and Special Committee Reports   |            |       |
| 14.  | New Reports  |            |       |
| 14.1 | Policy Development - 3101 Risk Management Policy (048-24)  | S. Pharand | 34-47 |
|      | The Board Advisory Committee recommends the adoption of the following motion:  |            |       |
|      | “That Lakehead District School Board approve 3101 Risk Management Policy, Appendix A to Report No. 048-24.”  |            |       |
| 14.2 | Policy Review – 4040 French Immersion Policy (049-24)  | H. Harris  | 48-51 |
|      | The Board Advisory Committee recommends the adoption of the following motion:  |            |       |
|      | “That Lakehead District School Board approve the 4040 French Immersion Policy, Appendix A to Report No. 049-24”.   |            |       |
| 14.3 | 3002 Annual Evaluation of the Director of Education Policy   | S. Pharand | 52    |
|      | The Board Advisory Committee recommends the adoption of the following motion:  |            |       |
|      | “That Lakehead District School Board approve the review of 3002 Annual Evaluation of the Director of Education Policy, as indicated in Report No. 047-24.” |            |       |

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

Resource  
Person

Pages

- 15. New Business
- 16. Notices of Motion
- 17. Information and Inquiries
- 18. Adjournment

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

**LAKEHEAD DISTRICT SCHOOL BOARD**



**Celebrating Student Achievement**

School: CD Howe Public School

Title of Initiative: The Howler Pledge

Presentation Team: Marley Benninghaus, Sidney Shapwaykeesic, and Lana Deacon

Components of Initiative	School's Details
1. Description of the nature of the initiative to improve student achievement:	<ul style="list-style-type: none"> <li>• to help ensure all students and staff feel welcome and safe;</li> <li>• to add to our positive school culture; and</li> <li>• for students and staff to use a language that can help keep consistency.</li> </ul>
2. Rationale for selecting the initiative:	<ul style="list-style-type: none"> <li>• to have all students and staff create character traits and a pledge to have common language to ensure a positive school culture; and</li> <li>• to ensure a welcoming school environment.</li> </ul>
3. Intended outcomes of the initiative related to improved student achievement:	<ul style="list-style-type: none"> <li>• build confidence in students;</li> <li>• ensure students feel accepted and welcomed at school daily; and</li> <li>• to recognize student and staff voice.</li> </ul>
4. Description of the data used:	<ul style="list-style-type: none"> <li>• less referrals to the office;</li> <li>• working on improving student attendance for some; and</li> <li>• interviewing students and staff.</li> </ul>
5. <b>Brief</b> description of the significant activities or strategies involved with the initiative:	<ul style="list-style-type: none"> <li>• students working together to come up with character traits about how we believe staff and students should be;</li> <li>• students working together to create goals/pledge; and</li> <li>• students and staff given the opportunity to voice their opinions.</li> </ul>
6. <b>One or two</b> highlights of the above activities:	<ul style="list-style-type: none"> <li>• students are proud of the work they did; and</li> <li>• students feel the pledge has helped with honesty.</li> </ul>

7. Description of any unexpected results or “moments of serendipity” related to the initiative:	<ul style="list-style-type: none"> <li>• more students seem to be getting along; and</li> <li>• less referrals to the office.</li> </ul>
8. Description of <b>one or two</b> interesting findings that would be useful or helpful to other schools:	<ul style="list-style-type: none"> <li>• all students (especially younger students) have been encouraging each other to follow the expectations of the Howler Pledge.</li> </ul>
9. Identification of <b>one or two</b> noteworthy hurdles or stumbling blocks:	<ul style="list-style-type: none"> <li>• n/a</li> </ul>
10. Next steps in pursuing the initiative:	<ul style="list-style-type: none"> <li>• each class can discuss the beliefs of the pledge on a regular basis; and</li> <li>• continue to refer to the Howler Pledge to keep consistency.</li> </ul>
11. Lessons learned about the school’s efforts to improve student achievement:	<ul style="list-style-type: none"> <li>• students voicing their opinions helps to create positive change; and</li> <li>• we can create a more positive school community by recognizing things that need to change and encouraging positive character traits.</li> </ul>

LAKEHEAD DISTRICT SCHOOL BOARD

**MINUTES OF BOARD ADVISORY COMMITTEE**

Board Room/Microsoft Teams  
Jim McCuaig Education Centre

2024 FEB 13  
7:30 p.m.

**TRUSTEES PRESENT:**

Donica LeBlanc (Chair)  
Ellen Chambers  
Pat Johansen  
Ron Oikonen  
Trudy Tuchenhagen  
Ryan Sitch  
Scottie Wemigwans

Leah Vanderwey (virtual)  
Emily Drake (Indigenous Student  
Trustee)  
Morgann De Franceschi, Student  
Trustee

**ABSENT WITH REGRETS:**

George Saarinen

**SENIOR ADMINISTRATION:**

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

**MANAGERS/FEDERATION/UNION REPRESENTATIVES:**

Dave Covello, Managers

**PUBLIC SESSION:**

1. Approval of Agenda

Moved by Trustee Oikonen

Seconded by Trustee Tuchenhagen

*“THAT the Agenda for Board Advisory Committee Meeting, February 13, 2024, be approved.”*

**CARRIED**

2. Resolve into Committee of the Whole- Closed Session

Moved by Trustee Johansen

Seconded by Trustee Wemigwans

*“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*
  - *January 9, 2024*
- *Personnel Matters*

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

CARRIED

COMMITTEE OF THE WHOLE – CLOSED SESSION:

3. Committee of the Whole – Closed Session

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

PUBLIC SESSION:

4. Delegations/ Presentations

MATTERS NOT FOR DECISION:

5. Confirmation of Minutes

Moved by Trustee Oikonen

Seconded by Trustee Wemigwans

*“THAT the Board Advisory Committee approve the minutes of the Board Advisory Committee Meeting, January 9, 2024.”*

CARRIED

6. Information Reports



7.5 Policy Review – 3040 Transportation Policy (028-24)

Moved by Trustee Oikonen

Seconded by Trustee Chambers

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

*“THAT Lakehead District School Board approve the 3040 Transportation Policy, Appendix A to Report No. 028-24.”*

CARRIED

Director Pharand addressed a request put forth by trustees to have Craig Murphy from Student Transportation Services Thunder bay, bring forward a report for the trustees further explaining some of their concerns regarding transportation and the definition of hazards when it comes to the consideration of such hazards. It will be brought to Coordinating Committee for scheduling.

Trustee Vanderwey requested a letter be sent to MPP Holland and Minister of Education Lecce from trustees expressing concerns regarding transportation funding and the effects changes will have on our students. Director Pharand suggested it be brought to the Communications Committee to create a draft of a letter to be

7.6 Policy Review – 3020 Legal Representation Policy (026-24)

Moved by Trustee Chambers

Seconded by Trustee Sitch

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

*“THAT Lakehead District School Board approve 3020 Legal Representation Policy, Appendix A to Report No. 026-24.”*

CARRIED

7.7 APPOINTMENTS TO THE 2023-2024 PARENT INVOLVEMENT COMMITTEE (024-24)

Moved by Trustee Wemigwans

Seconded by Trustee Oikonen

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

*“THAT Lakehead District School Board approve the appointments of Adora-Lee Nawagesic and Carla Mulholland as alternate parent members to the Parent Involvement Committee effective February 27, 2024, to November 14, 2024 as outlined in Report No. 024-24.”*

CARRIED

8. Information and Inquires

- 8.1 Trustee Johansen informed the Board that she is meeting with the OPSBA Policy Committee tomorrow morning regarding the changes to the Trustee Code of Conduct required by Bill 98. Trustee Johansen will send out a questionnaire for trustee's input.
- 8.2 Trustee Chambers informed the Board that she, along with the other trustees, attended the Math Demo at McKellar Park Public School, organized by Superintendent Keene. The event was a great experience for all in attendance.
- 8.3 Trustee Chambers informed the Board that, while at the Public Education Symposium (PES), she attended a presentation with Marion Thomson Howell. Topics included; governance, roles of the chair and vice chair, etc. Trustee Chambers suggested that in the future the trustees should consider having her attend to do a professional development session with the trustees. Trustee Chambers informed the Board that she also attended a presentation by Njeri Damali Sojourner-Campbell speaking about human rights and equity while dealing with the public during delegations.
- 8.4 Trustee Sitch informed the Board that in addition to Trustees Chambers, Johansen, LeBlanc, Director Pharand and himself were also in attendance at PES. It was an informative conference with sessions on topics such as A.I., food security for students, and emotional intelligence.
- 8.5 Trustee Wemigwans informed the Board that on January 31, 2024, he attended Hammarskjold High School to see the Tiny Home Project. The students are wrapping up their second house and will be starting on their third. The event was attended as well by Trustees Saarinen and LeBlanc.

9. Adjournment

Moved by Trustee Johansen

Seconded by Trustee Tuchenhagen

*"THAT we do now adjourn at 8:56 p.m."*

CARRIED

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2024 APRIL 09  
Report No. 046-24

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

RE: SUICIDE PREVENTION, INTERVENTION AND POSTVENTION PROTOCOL

1. Background

In January 2024, the Ministry of Education released Policy/Program Memorandum 169 which mandates boards to have a Suicide Prevention, Intervention and Postvention Protocol.

2. Situation

Lakehead District School Board's Suicide Prevention, Intervention and Postvention Protocol is attached as Appendix A to Report No. 046-24.

Respectfully submitted,

MEGAN SEMENIUK  
Mental Health Lead

MICHELLE PROBIZANSKI  
Superintendent of Education

SHERRI-LYNNE PHARAND  
Director of Education

# Lakehead District School Board

## Suicide Prevention, Intervention and Postvention Protocol



**Committed to the success of every student**

# Introduction

The Lakehead District School Board believes that all staff members are an essential part of promoting well-being in a safe, welcoming and inclusive learning environment. Suicide is a sensitive and difficult issue that requires a collaborative response.

As part of LDSB's Mental Health and Addition Strategy, this protocol is based on current research and best practice and has been developed to assist staff in knowing how to respond to students who present with suicidal thoughts, feelings and/or behavior in order to help keep them safe and guide them to the appropriate help.

## Guiding Principles Related to Prevention and Intervention

- The safety and well-being of all students is a priority, and response to suicide risk should be considered of utmost priority.
- Suicide behaviours and comments must be taken seriously and responded to immediately.
- Students who disclose suicidal thoughts will be treated with dignity and respect. Although information received regarding suicidal thoughts and/or behaviours will be treated with discretion, it is not appropriate or acceptable to promise confidentiality. Suicidal thoughts or behaviours cannot be kept secret and must be disclosed to the appropriate people, according to this protocol.
- When required and appropriate, a suicide screening should be conducted by a staff member familiar with the Columbia Suicide Severity Rating scale.
- Where a concern related to suicidal risk is present, the student must remain, always, in the presence of a caring adult with whom the student is comfortable.

## Key Terms

**Suicide Thoughts/Ideation:** thoughts of suicide that include both contemplating death by suicide and planning actions that could result in death.

**Suicide Behaviour:** any deliberate action that has potentially life-threatening consequences. Non-suicidal Self-injury: a deliberate attempt to cause injury to one's body without the conscious intent to die.

**Suicide Prevention:** efforts to reduce the risk of suicidal thoughts and behaviour in a systematic way.

**Suicide Intervention:** practices involved in recognizing and responding to students with suicidal ideation or behaviour, and in supporting vulnerable students transitioning to and from professional mental health care.

**Safe Plan:** a concrete plan developed with an individual at risk of suicide that outlines a clear description of how support and contingency planning will be established.

# Suicide Prevention Guidelines

A large part of suicide prevention involves promoting positive mental health and well-being for all children and youth, reducing vulnerabilities, and building protective factors. Schools offer a natural forum for delivering this type of programming.

There are many programs that fall under the banner of “suicide prevention;” however, recent review of the literature points to the relative lack of evidence supporting many of these programs. Schools are encouraged to carefully consider the evidence when choosing programs and to consult with the Mental Health Leadership Team (Mental Health Lead, Superintendent of Education) if uncertain. When making these decisions, schools are also encouraged to access resources from School Mental Health Ontario, specifically the Decision Support Tool: Student Mental Health Awareness Activities: <https://smho-smso.ca/blog/online-resources/school-mental-healthdecision-support-tool-student-mental-health-awareness-activities/>

Early identification of children and youth at risk for suicidal behavior is also a critical factor in prevention. School staff are in an optimal position to notice changes in behavior and other “warning signs,” and to promote or assist students in accessing supports and intervention.

**“It is never advisable to share high impact videos or stories about suicide with students. Messages, stories, videos and images that show or describe methods for suicidal behavior or that glamorize suicide are particularly dangerous. Large-scale assemblies are not an appropriate format for suicide prevention initiatives” ~ School Mental Health Ontario**

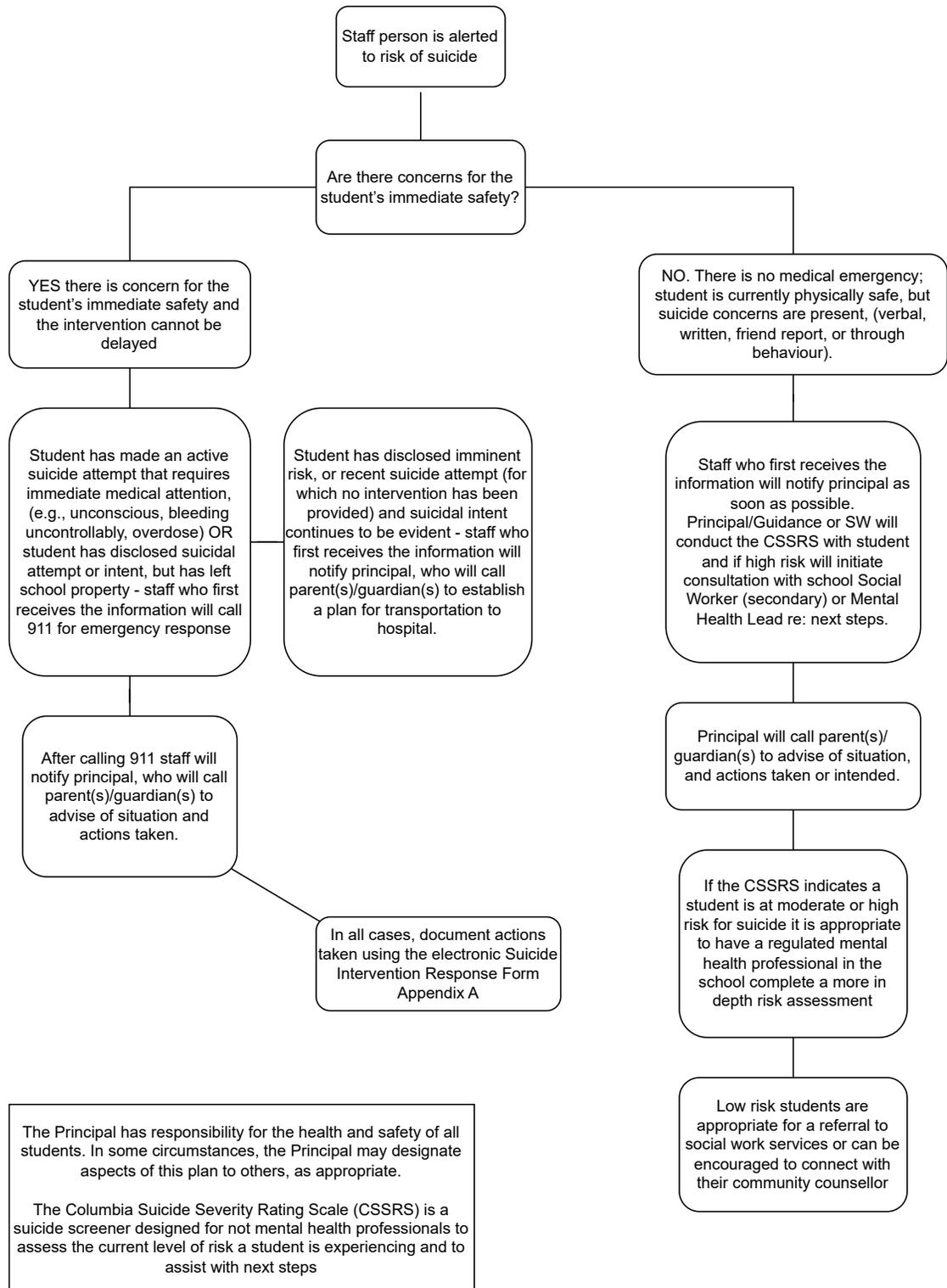
When it is necessary for schools to connect with groups of students about youth suicide, (e.g., following a high-profile death by suicide covered in the media) school staff can provide factual information, drawing links to mental illness and the social determinants of health, and describing the complex nature of this act. They can talk about ways of healthy coping and where to get help when students, or their peers, are struggling (see Appendix E: Talking with Students About Suicide).

If the topic of suicide is related to course material, this material must be handled with sensitivity. For some, the material may connect to personal experience, and therefore be risky to their well-being. Students should be able to opt out if they choose.

It is not advisable to give permission for suicide to be the sole topic of an essay, debate, play, etc. Whenever possible, try to redirect students who are interested in this topic to focus on positive mental health, coping strategies, reducing stigma, seeking help and accessing support.

# Suicide Intervention Flow Chart

- Suicide behaviours and comments must be taken seriously and responded to immediately.
- Do not promise confidentiality. Suicidal thoughts or behaviour cannot be kept secret.
- Where a concern related to suicide risk is present, the student must remain, at all times, in the presence of a caring adult. Do not release the student from school to go home alone.
- If student is not currently at school, staff will attempt to determine location of student.



# The purpose of Suicide Screening

There is no single predictor of suicide. A central purpose of a suicide screening is to appreciate the complexity of risk factors that contribute to suicidality and increase the student's acute and chronic risk for suicide (Jacobs, 2007; Centre for Applied Research in Mental Health and Addiction, 2007). Students with multiple risk factors occurring concurrently are at highest risk for suicide; however, any estimation of risk is complicated by the fact that the most lethal suicidal actions are often associated with the least explicit communication of ideation (Jacobs, 2007; Centre for Applied Research in Mental Health and Addiction, 2007). There are some clear areas that any staff who encounter a potentially suicidal student should cover.

In the screening, it is essential that the student is asked directly about suicidal ideation, including any plans to attempt suicide, the availability of means to kill himself or herself and deterrents (Jacobs, 2007). Most students will respond honestly when asked this direct question.

Does the student have a suicide plan? How far has the suicide planning process proceeded?

- Specific method, place, time
- Available means
- Planned sequence of events
- Intended goal (e.g., death, self-injury, or another outcome)

What supports are available (how the student interprets supports)

- Friends
- Family
- Church/spiritual traditions

## How to Screen

- Utilize The Columbia-Suicide Severity Rating paper tool or available App (Columbia Protocol) on smart devices.
- Identify a location that is quiet, private, secure, and accessible to additional support if needed.
- Engage the student in a discussion regarding their thoughts, feelings and perceptions about their immediate situation.
- What are the facts? What did the student do or say? Identify the precipitating event(s)
- What else is known about the student? Is she/he popular or withdrawn? Have they experienced major stressors recently? Does the student have support system/resources in place?
- Ask directly if the student has entertained thoughts of suicide. Have you been thinking about suicide? Do you have a suicide plan? Ask directly if student has entertained thoughts of suicide. Children rarely lie when asked directly.
- **Note: Staff members are required to document the conversation with the student. Documentation must be shared with the school's Principal.**

What to Assess:

- Does the student have a suicide plan? Is the plan immediate and achievable?
- Has this student demonstrated prior suicidal behaviour?
- What resources does this student have available to him/her?
- **Note: Staff members are required to document the conversation with the student. Documentation must be shared with the school's Principal.**

## Suicide Intervention Guidelines

Staff Person is Alerted to Risk of Suicide:

Disclosures of suicidal thoughts may be explicit or implicit invitations for help. Staff may be alerted to a student's potential for suicide in a variety of manners including, but not limited to:

- A verbal disclosure of suicidal ideation from the student;
- A report from a friend or family member that a student has expressed suicidal thoughts;
- A student's writing, artwork or social media communications;
- Repeated expressions of hopelessness, worthlessness, loneliness, helplessness or desperation, (e.g. "I can't go on like this anymore," "I should have never been born," "My problems won't end until I die.");
- Signs of depression such as sleeplessness, social withdrawal, loss of appetite, loss of interest in usual activities, change in routine behaviours;
- Actions such as giving away possessions, withdrawal from family or friends, or risky behavior;
- Any significant **changes** in behavior. All reports related to suicidal thoughts and/or behaviours must be taken seriously and responded to immediately, i.e., not at the end of the day after the student has left the building.

**The term "baseline" does not apply in situations where suicide concerns are present**, i.e., each instance or report must be followed up on, even for students who express concern on a regular basis.

Where a concern related to suicide risk is present, **the student will remain, at all times, in the presence of a caring adult**. At no time should the student be left unsupervised at school, or released from school to go home alone. If the student is not currently at school, staff should attempt to determine the location of the student.

Although information received regarding suicidal thoughts and/or behaviours is to be treated with the utmost discretion, **it is not appropriate or acceptable to promise confidentiality**. This information must be shared with the appropriate personnel, as outlined in this protocol.

Provisions to support the staff person in caring for the student and relaying information may need to be put in place (e.g., classroom coverage).

During the course of an intervention, it is important to recognize that the actions may not always occur in a step-by-step manner and that ideally, more than one staff member will be involved, i.e., different staff members may be performing various tasks (supporting student, calling parent(s)/guardian(s), contacting Social Worker simultaneously).

## Are there concerns for the student's immediate safety?

### If Yes

During situations in which there is a concern for the student's immediate safety, **and intervention cannot be delayed**, the student must be transported to the hospital for medical and/or psychiatric intervention.

There are different scenarios to consider when there is concern for the student's immediate safety:

- the student has made an active suicide attempt that requires immediate medical attention, (e.g., unconscious, bleeding uncontrollably, overdose); OR the student has disclosed recent suicide attempt or imminent intent, but has subsequently left school property. In these cases, the staff person first alerted to the information shall call 911 for emergency response. As soon as possible, the Principal (or designate) shall be notified. The Principal shall contact the parent(s)/guardian(s) as soon as possible to notify them of the situation and actions taken.

**Note:** when a student must be transported by ambulance, the system standard is that a staff member, (if possible, one with whom the student is familiar) should follow the ambulance to the hospital and remain with the student until a parent/guardian is present.

- the student has disclosed imminent risk of suicide or a recent suicide attempt, for which no intervention has been provided, and suicidal intent continues to be evident. In these cases, the staff person first alerted to the information will notify the Principal, who will call the parent(s)/guardian(s) to notify them of the situation, and to establish a plan for transportation to the hospital.

When sending a student to the hospital, it is important to share the information we have, related to risk, with hospital staff. The school staff will share this information by ensuring that any screenings and assessments are printed, and copies are shared with staff in the emergency department. Copies can be shared with caregivers who are bringing students to emerge. When safety risk is imminent, this can be done without the written consent of the student or parent(s)/guardian(s). It is best practice to advise the student and parent(s)/guardian(s) that this information is being shared for safety reasons.

### School Procedure for Reporting Suicidal Ideation:

- School Principal or designate must be notified immediately.
- Principal will contact Superintendent of Education and Mental Health Lead.
- If suicidal, acknowledge that you must share that fact
- Meet with the parent(s)/guardian(s) when they arrive. If the parent(s)/guardian(s) are unavailable or unreceptive and the risk is deemed to be high, escort the student to the nearest emergency room. Always ensure that there are two staff members escorting the student. The principal will ensure that the Superintendent of Education is advised.
- If the student refuses to attend the nearest emergency room, or there are circumstances that prevent the student from attending with staff, call emergency services/ambulance to transport student.
- If the student resists or attempts to leave the school, call 911.
- A report must be made to Child Welfare when:
  - the parent(s)/guardian(s) refuse or are reluctant to cooperate with the school in accessing assistance for the student.
  - the principal has background information which leads him/her to believe that the parent(s)/guardian(s) will not follow through on seeking immediate assistance for the student.
- Parent(s)/guardian(s) of students considered at immediate risk of self-harm under the age of 18 should always be

given the opportunity to respond appropriately to their child's needs before a report is made to Child Welfare, unless there is a perceived risk to the student by contacting the parent(s)/guardian(s) (e.g. abuse situation).

- Emergency Services should be notified when:
  - » the parent(s)/guardian(s) refuse or are reluctant to cooperate with the school in accessing assistance for the student.
  - » the principal has background information which leads him/her to believe that the parent(s)/guardian(s) will not follow through on seeking immediate assistance for the student.

## Are there concerns for the student's immediate safety?

### If No

If there is no medical emergency, i.e., the student is currently physically safe, but suicide concerns have been reported (verbal, written, report from friend or family member, or through behavior) the staff member who initially receives the information will talk privately with the student and connect them with a staff member who had familiarity with the Columbia Suicide Severity Rating Scale (see Appendix D). If the risk level is low on the CSSRS that staff can complete a Coping Plan with the Student (Appendix F).

As soon as possible, the staff member will notify the principal, who will initiate consultation with the school Social Worker, who has the primary function of crisis response. If the school Social Worker is not in the school, the principal will contact the Mental Health Lead regarding next steps.

Following the Social Worker consultation, the Principal will call the parent(s)/guardian(s) to advise them of the situation, and actions taken or intended. (see Appendix C: Guidelines for Supporting and Engaging Parents/Guardians).

Note that when safety is a concern, written consent of the parent(s)/guardian(s) is not required to initiate suicide risk assessment or completion of the CSSRS screener; however, if parent(s)/guardian(s) explicitly indicate that they would prefer to have an external suicide assessment completed, it is their right to do so. In this case, a school staff member will wait with the student until the parent(s)/guardian(s) arrives.

In many cases, when the member of the Social Worker team attends the school they will conduct a more comprehensive suicide risk assessment. When it has been determined that risk level is low on the CSSRS, it may not be necessary for a Social Worker to attend the school; however, in all cases a Social Worker or Mental Health Lead will be consulted to review the screener and the students Coping Plan, and to determine if further action is required.

As much as possible, it is important for the student to feel empowered in the development of the Coping Plan. A student is more likely to commit to and follow a plan that they have cocreated. Whenever possible, the Coping Plan should be written. A written Coping Plan will ensure that those identified in the plan are familiar with and in agreement with the expectations. A Coping Plan may be revised as new information becomes available.

## Suicide Post Intervention: In the event of a death

- School Administrator (or the first person with the news of the student death) will contact their Superintendent of Education and the Director.
- The Superintendent of Education will then contact the appropriate principal, the Mental Health Lead. Superintendent or Director of Education to contact Chair of the Board, who will then contact all Trustees.
- Superintendent to confirm media plan with the Director of Education immediately. Note that the Ministry of Education will likely need to be informed as well.
- The Superintendent of Education (or the school Principal) will contact the student's family directly to confirm

the nature of the student's death and the level of information to be shared with the school community.

- At the time of this communication, confirm names of siblings and name of schools they currently attend. It is important that you explain clearly to the family the school's post intervention response, so they are not 'caught off guard' by the process.
- Offer the family support and contact information of other resources available to provide support within the community.
  - **Kids Help Phone 1-800-668-6868 or text CONNECT to 686868**
  - **Childrens Centre Thunder Bay 1-807-343-5000**
  - **Dilico 1-807-629-7554 or 1-807-624-7908**
  - **Hope for Wellness 1-855-242-3310 (Phone counselling available in: Cree, Ojibway, Inuktitut)**
  - **School Based Mental Health and Addictions Nurses 1-800-626-5406**
  - **Crisis Support Line 1-807-346-8282 (talk or text)**
  - **Big White Wall [www.bigwhitewall.com](http://www.bigwhitewall.com)**
  - **Grief Recovery Method <https://www.griefrecoverymethod.com/>**
  - **School Mental Health Ontario <https://smho-smsso.ca/>**
  - **Children's Mental Health Ontario <https://www.cmho.org>**
- Obtain permission from family to release the cause of death. If the family does not give permission to release the cause of death as a suicide, respect for their wishes should be maintained. (The legal classification of death by suicide is very complex and it must be confirmed not only by the family of the deceased, but by medical experts and police. Statements from students, teachers, and other school staff members should not be accepted without independent verification).
- The Superintendent of Education or their designate will contact the Mental Health Lead, who will initiate the tragic response procedure in which community partners will be contacted for support.
- Contact student's immediate term teachers, guidance counsellors, and any other staff (e.g. team coach, EA, etc.) who taught or worked with the student and/or his/her siblings. It is optimal that this is done in person.
- Convene a staff meeting first thing in the morning to discuss process. Organize a staff meeting to share information with ALL school staff (including, educational assistants, secretarial, custodial, cafeteria, and library staff, etc.).
- Provide staff with copies of speaking notes (refer to Tragic Events Protocol) to take to the classrooms and/or read during announcements. Provide staff with the Child Development and Its Relationship to Grief and Loss. This will aid in helping them navigate children's understanding.
- Organize a central space for the Response Team (order food, drinks, tissues, and notebooks) to facilitate the immediate work with students, teachers, and Parent(s)/guardian(s). Encourage students to access it should they need.
- Check in on the students and staff who have been identified as vulnerable and likely in need of immediate support.
- Ensure that students have access to a First Nations Elder, or minister, or counsellor should that be in their natural support system. If applicable, notify parents/guardians, staff and students about what smudging is, why people smudge, and when and where smudging will be taking place (See LDSB policy on smudging and Indigenous practices).
- Draft a letter with the assistance of the Director to the school community to be sent home with the students.
- Reconnect with the family and discuss funeral plans and arrangements and to determine level of school involvement. Share this information with the family of schools and schools where siblings may be attending.
- Meet with the team at the end of each day for a formal debriefing.

# Appendices

## Appendix A: Tips for Meeting with a Student

Suicide Intervention Response Form  
Confidential (Not for OSR)  
(To be completed for each student)

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
School: \_\_\_\_\_ Grade: \_\_\_\_\_  
Name of Parent(s)/Guardian(s): \_\_\_\_\_  
Contact Number(s): \_\_\_\_\_

School Level Assessment Concerns

Date of Incident: \_\_\_\_\_  
Summary of Concerns (Include what was reported and observed): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Action Taken (Check Those That Apply)

- Columbia Suicide Severity Rating Scale Completed  
Rating \_\_\_\_\_
- Member of Mental Health Team Contacted? Yes  No   
If yes, please specify name: \_\_\_\_\_
- Parent/Guardian Contacted?

Intervention Plan

- Monitoring Only – Parent(s)/guardian(s) Notified
- Need for additional assessment or intervention. Recommendation made to Parent(s)/guardian(s) for further assessment/intervention by \_\_\_\_\_
- Immediate action required:
  - Call Emergency Services
  - Parent/Guardian transporting to hospital

Completed by Principal (or Designate): \_\_\_\_\_  
Name/Position

*In all cases of suicide intervention, whether or not the student has visited the hospital, this form is to be forwarded to the **Mental Health Lead** to be retained in a secure file management system. This form is **NOT** to be retained in the students O.S.R.*

## Appendix B: Tips for Meeting with a Student

As the staff member who first receives the information, your role is to support the student and connect them with a staff that is familiar with and can do the Columbia Suicide Severity Screener, someone who can help keep them safe. It is not your job to specifically ask about a plan, or to probe for further details.

The following are some “dos and don’ts” to consider when talking with a student:

Do:

- Find a quiet and private place to talk
- Take time to hear the student. This may mean making alternate arrangements to cover your other responsibilities
- Remain calm and demonstrate a caring manner
- Establish rapport with your words and your body language
- Listen carefully and avoid interrupting the student; Allow for periods of silence
- Validate the student's concerns and emotional pain
- Paraphrase what the student is saying in order to clarify and to indicate understanding
- Promise privacy but not confidentiality. You must inform someone if there is potential risk to the student or others. You cannot keep suicidal thoughts or behaviour a secret
- Respect the privacy of the student and the sensitivity of the information they have chosen to share with you by only sharing with those, as outlined in the protocol (i.e., Principal)
- Keep the student's perspective in mind (no matter how unrealistic)
- If the student is vague, ask them directly if they're thinking about suicide
- Let the student know that your first priority is to keep them safe
- Make arrangements for student safety, “We need extra help. I will connect you with someone who can help you keep safe”
- Practice self-care

Do Not:

- Do not leave the student unattended
- Do not judge what the student says in terms of moral or adult standards; don't debate whether suicide is right or wrong or whether life is valuable
- Do not argue about suicidal thoughts/behaviours
- Do not panic if the student admits to suicidal thoughts
- Do not allow yourself to be sworn to secrecy; this is a safety issue for the student
- Do not make promises or remarks that might be unrealistic
- Do not assume that the person “isn't the suicidal type” - anyone can be suicidal
- Do not discount the student's problems as minor or suggest they will get over it
- Do not give up if the student just shrugs or is uncommunicative. They may say more given additional time
- Do not act alone. Always reach out for support - 'widen the net.'

**Note: staff members are encouraged to take familiarize themselves with the CSSRS and take the boards Suicide Prevention Life Promotion Training to build confidence with these initial steps.**

## Appendix C: Guidelines for Supporting and Engaging Parent(s)/Guardian(s)

The following guidelines can help support and engage parent(s)/guardian(s):

- Ensure that you've consulted with the school Social Worker and that a plan is in place for intended actions/next steps, including the intent to involve LDSB staff trained in Suicide Intervention screening and/or school Social Worker
- Document all contacts with parent(s)/guardian(s)
- Align yourself with the parent(s)/guardian(s) if possible
- Acknowledge the emotional state of the parent(s)/guardian(s), including anger, if present
- Acknowledge that no one can do this alone - appreciate their presence
- Invite the perspective of the parent(s)/guardian(s). State what you have noticed in their child's behavior and ask how that fits with what they have observed
- Remind parent(s)/guardian(s) that they are the most vital link in keeping their child safe
- Emphasize safety, e.g., advise parent(s)/guardian(s) to remove lethal means from the home
- If the Parent(s)/guardian(s) expresses reluctance to accept a mental health referral, address those issues, explain what to expect and if necessary, offer a phone call with the school Social Worker to explore reluctance further

## Appendix D: Columbia Suicide Severity Rating Scale

**COLUMBIA-SUICIDE SEVERITY RATING SCALE**  
Screen with Triage Points for Schools

	Past month	
<b>Ask questions that are in bold and underlined.</b> (Please ask questions exactly as they are written including the italicized examples when necessary for clarification.)	Yes	No
<b>Ask Questions 1 and 2</b>		
<b><u>1) Have you wished you were dead or wished you could go to sleep and not wake up?</u></b>		
<b><u>2) Have you had any actual thoughts of killing yourself?</u></b>		
<b>If YES to 2, ask questions 3, 4, 5, and 6. If NO to 2, go directly to question 6.</b>		
<b><u>3) Have you been thinking about how you might do this?</u></b> e.g. "I thought about taking an overdose but I never made a specific plan as to when where or how I would actually do it....and I would never go through with it."		
<b><u>4) Have you had these thoughts and had some intention of acting on them?</u></b> as opposed to "I have the thoughts, but I definitely will not do anything about them."		
<b><u>5) Have you started to work out or worked out the details of how to kill yourself? Do you intend to carry out this plan?</u></b>		
<b><u>6) Have you ever done anything, started to do anything, or prepared to do anything to end your life?</u></b> Examples: Collected pills, obtained a gun, gave away valuables, wrote a will or suicide note, took out pills but didn't swallow any, held a gun but changed your mind or it was grabbed from your hand, went to the roof but didn't jump; or actually took pills, tried to shoot yourself, cut yourself, tried to hang yourself, etc.  If YES, ask: Was this within the past 3 months?	Lifetime	
	Past 3 months	

**Response Protocol to C-SSRS Screening**

**Item 1 Social Work Referral**

**Item 2 Social Work Referral**

**Item 3 Social Work Referral and Consider Consultation with Social Worker and Student Safety Precautions**

**Item 4 Student Safety Precautions and psychiatric evaluation by crisis team/EMT/Emergency room**

**Item 5 Student Safety Precautions and psychiatric evaluation by crisis team/EMT/Emergency room**

**Item 6 Social Work Referral and Consider Consultation with Social Worker and Student Safety Precautions**

**Item 6 3 months ago or less: Student Safety Precautions and psychiatric evaluation by crisis team/EMT/Emergency room**

**COLUMBIA-SUICIDE SEVERITY RATING SCALE**  
 Screen with Triage Points for Schools  
**FOR AGES 6-11**

	Past month
<b>Ask Questions 1 and 2</b>	
1) Have you wished that you could go to sleep and never wake up or that you were dead?	
2) Have you thought about killing yourself?	
<b>If YES to 2, ask questions 3, 4, 5, and 6. If NO to 2, go directly to question 6.</b>	
3) Did you think about ways you could kill yourself?	
4) Some people think about killing themselves but know they would NEVER do it. Others think about killing themselves and think that they might do something. Was there a time when you thought about killing yourself and it was something you MIGHT do, even if you weren't completely sure?	
5) Did you make a plan for how you would kill yourself (things like when, how, and where) and, even if you weren't completely sure when you made this plan, was it something that you thought you MIGHT do?	
6) Have you EVER tried to kill yourself, started to do something to kill yourself or done anything to get ready to kill yourself? If YES, was this in the past 3 months?	Lifetime
Examples: took pills, tried to shoot yourself, cut yourself or hang yourself, took out pills but didn't swallow any, held a gun but changed your mind or it was grabbed from your hand, went to the roof but didn't jump, wrote, or sent a goodbye message, did research on the internet about killing yourself, or got what you needed to kill yourself, etc	
	Past 3 months

**Response Protocol to C-SSRS Screening**

**Item 1 Social Work Referral**

**Item 2 Social Work Referral**

**Item 3 Social Work Referral and Consider Consultation with Social Worker and Student Safety Precautions**

**Item 4 Student Safety Precautions and psychiatric evaluation by crisis team/EMT/Emergency room**

**Item 5 Student Safety Precautions and psychiatric evaluation by crisis team/EMT/Emergency room**

**Item 6 In their lifetime Social Work Referral and Consider Consultation with Social Worker and Student Safety Precautions**

**Item 6 3 months ago or less: Student Safety Precautions and psychiatric evaluation by crisis team/EMT/Emergency room**

## Appendix E: Talking with Students About Suicide

In a small group or class setting, students may ask about suicide and/or want to discuss recent events or media coverage.

**It is important to talk about suicide, but how we talk about suicide is of critical importance:** Talking about suicide in helpful ways can raise awareness of mental health and mental health problems, reduce stigma about mental health concerns, assist us to identify (or self-identify) concerns, encourage/promote coping skills, promote caring and connectedness in our relationships and get help for students in need. If the topic of suicide is featured in curriculum or associated readings, question any portrayal of suicide as romantic, heroic or tragic. The following recommendations regarding discussions with students in groups about suicide are intended as a supportive guide for educators. Educators can also speak with school-based mental health providers to review these recommendations.

**Talking About Suicide:** When we talk about suicide, we need to stress the link between suicidal thoughts and behaviours and mental health; for example, “Most people who are experiencing suicidal thoughts and behaviours have a mental health problem, but having a mental health problem like depression doesn’t mean that the person will become suicidal. It’s important to know that there is help available for mental health problems, and that people can and do get better.”

**We need to stress that suicide, and the reasons for it, are not simple:** Explain that: “Suicide is a complicated reaction to a number of overwhelming factors. There is no one single cause for suicide.” “Suicide is not caused by a single event such as bullying, fighting with parent(s)/guardian(s), a bad grade, or the break-up of a relationship.”

**Provide clear information about bullying and suicide:** Bullying may be linked to someone having thoughts of suicide. Bullying behavior may increase vulnerability for suicide, but the link is not simple. Our message about bullying and suicide needs to acknowledge this; for example: “Victims of bullying behaviour frequently experience social isolation from peers, decreased self-worth, loneliness, and withdrawal. Sometimes being bullied can result in new or increased feelings of depression and anxiety. Being the victim of bullying can become a risk factor for suicidal thoughts and actions, particularly when added to other major stressors and/or mental health problems.” Again, there is no one cause of suicide.

**Provide information about mental health problems:** Let students know that some feelings require immediate help such as threats of suicide, talking about wishing to die or having a plan. Talk about, provide information and reinforce helpful problem-solving, coping and stress management skills. Ask students about their coping strategies and encourage them to use strategies that help them to feel better and solve the problem. Discuss stress management strategies.

**Promote resiliency in students:** Help students to identify their areas of strength (skills and abilities); the people in their lives who provide support and understanding; and healthy living skills, such as hobbies, sports, exercise, nutrition, proper sleep, and having a positive attitude.

**Encourage help-seeking behavior:** Let students know that help is available and where they, or someone they know, can get help. Sometimes students might be unsure of where to turn for help. Helpful websites include: [www.ementalhealth.ca](http://www.ementalhealth.ca) | [www.mindyourmind.ca](http://www.mindyourmind.ca) | [www.kidshelpphone.ca](http://www.kidshelpphone.ca).

**Help Students Develop a List of Caring Adults in Their Lives:** If suicide is raised in a classroom discussion, remind students of helpful adults that are available. For example, “There are people here to help you through any problem, no matter what. Who are the people you would go to if you or a friend were feeling worried, depressed or had thoughts of suicide? Parent(s)/guardian(s), extended family members, and religious leaders can be a source of support and help. There are also people here at school who care about you and are here to help. I am willing to support you and/or there are these people here at our school who can help.” (List Student Services staff, Guidance staff, Student Success and Administration, as appropriate).

Remind students to talk to an adult if concerned about a friend. “If you have a friend that you are worried about tell a trusted adult. Friends don’t let friends get hurt.

## **Do No Harm: What to Avoid When Talking About Suicide**

- Watching or showing a video of someone discussing their suicidal thoughts or discussing images or media coverage about a specific instance of death by suicide when the coverage is glamorized, sensationalized or graphic in nature is known to heighten the risk for vulnerable students.
- Discussing the means or method of how someone died by suicide increases risk for vulnerable students.
- Allowing suicide to be the sole topic of an essay, debate, play, etc. is strongly discouraged. Try to redirect students who are interested in this topic to focus on positive mental health, coping strategies, reducing stigma, seeking help and accessing support.
- Talking with students about suicide in large assemblies has been found to have harmful effects for students and is not recommended. This kind of format “does not provide enough exposure to the messages of suicide prevention, nor do they allow for monitoring of student reactions.” Media depictions of suicidal behaviours or speeches by teens who have made suicide attempts should not be used, as they could have modeling effects for at-risk teens. As well, there is risk of students being exposed to unsupportive and/or stigmatizing and judgmental comments made by peers.

# Appendix F



**What healthy activities can calm and comfort me during times of distress?  
(e.g., listen to music, talk to a Parent(s)/guardian(s), write in my journal, go for a walk, play with a pet etc.)**

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**What specific skills can I learn and practice to lower my distress?**

> Deep breathing/box breathing

> Muscle tense and release

> Visualization/mental vacation

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>

**What healthy habits will help me to prevent distress?  
(consider your sleep and exercise routines as well as your eating habits. How can you incorporate these into your schedule?)**

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>



<b>What have I done in the past that was helpful when I was feeling distressed? (e.g., talked with a parent, called a help line etc.)</b>
>
>
>
<b>When I need help, I can contact the following people for support: (consider adults in your life who will listen – e.g., a parent, teacher, guidance counsellor, or coach)</b>
Who:
When:
How:
Who:
When:
How:
Who:
When:
How:

# Supportive community resources

**Kids Help Phone**  
24 hrs, 7 days per week  
[kidshelpphone.ca](http://kidshelpphone.ca)  
1-800-668-6868  
or text "CONNECT" to 686868

**LOCAL CRISIS LINE/SERVICE**  
Canadian Mental Health  
Association Crisis Line  
807-346-8282



LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2024 APR 09  
Report No. 048-24

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

RE: POLICY DEVELOPMENT - 3101 RISK MANAGEMENT POLICY

1. Background

On February 7, 2024, the draft policy was posted on the Board website and distributed to constituent groups for review and comment with input to be received by March 20, 2024. There was no input received.

2. Situation

2.1 Risk is a part of any organization. A risk management framework assists decision makers to consider the risks and opportunities and then evaluate which ones are the most significant.

2.2 These risks are then evaluated to arrive at an understanding of the main risks and opportunities associated with the decision used to understand the risk-benefit overall and the decision recommendation more clearly. Resource implications are also considered. This helps with the forward plan to implement the decision.

2.3 The Strategic Risk Management Framework has five main benefits to Lakehead District School Board:

- help strengthen public trust and confidence;
- supports the achievement of the strategic plan;
- improve consistency and transparency in resource allocation decisions;
- better able to anticipate risks and opportunities more consistently; and
- enriches leadership discussions on both risk and opportunity.

2.4 The policy is attached as Appendix A and the procedures as Appendix B.

2.5 Upon final approval, the policy and procedures will be distributed according to LDSB procedures.

RECOMMENDATION

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

“That Lakehead District School Board approve 3101 Risk Management Policy, Appendix A to Report No. 048-24.”

Respectfully submitted,

SHERRI-LYNNE PHARAND  
Director of Education

**DRAFT-April 9, 2024****RISK MANAGEMENT POLICY****3101**

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1. Rationale

The Lakehead District School Board (LDSB) is committed to achieving its stated objectives and, in pursuit of its objectives, ensuring the best possible information about uncertainty is used to inform resource allocation and decision making.

2. Policy

This policy sets the guiding principles to be followed in managing risk and uncertainty at LDSB.

3. Guiding Principles

- 3.1 Lakehead District School Board is committed to achieving its objectives and recognizes it operates in a context with internal and external uncertainties.
- 3.2 Lakehead District School Board shall consider both risks and opportunities as a natural part of considering uncertainty or “risk” in decision making.
- 3.3 Lakehead District School Board needs to take risks in pursuit of its objectives. The Board’s risk appetite towards considering uncertainty associated with achieving objectives will differ depending on internal and external factors and regulatory requirements. The LDSB is more willing to consider risks in pursuit of creativity, innovation, and learning, and less willing to consider risks for areas impacting safety, compliance, and regulatory requirements.
- 3.4 The LDSB is committed to a model of operational leadership and continuous improvement, which is consistent with the Education Act, Ministry of Education direction, and the principles of good governance, as described in the LDSB By-laws.
- 3.5 Risk Management is considered as a key part of the strategic, operational, and budget planning processes.

**DRAFT-April 9, 2024**

**RISK MANAGEMENT POLICY**

4. Overview of Responsibility

Governance of risk management applies to the following:

- the Board of Trustees establishes the direction for risk management and risk appetite, fosters a culture of risk-informed decision making and understands significant risks and management’s assessment of their impact on strategic objectives;
- the Audit Committee oversees the risk management approach as delegated by the Board of Trustees including monitoring of significant risks, adequacy of insurance and Board reporting; and
- the director of education establishes the LDSB approach for design and implementation of risk management across the organization, ensures a risk-aware culture and ensures the LDSB has the process, tools, and training to support implementation. The director of education monitors and reports on significant risks to the Audit Committee and Board of Trustees.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Trustee Code of Conduct	_____	_____
Audit Committee		
3002 Annual Evaluation of the Director of Education		
3092 Privacy and Information Management Policy		
District School Board Multi-Year Plan		
Education Act		
Ontario Regulation 361/10: Audit Committees		
ISO 31000(2018) Risk Management Guidelines		
_____	<u>Date Revised</u>	_____

**DRAFT – April 9, 2024****RISK MANAGEMENT PROCEDURES****3101**

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**1. Policy**

This Risk Management Procedure supports the Risk Management Policy.

The Board of Trustees believes that strategic risk management (SRM) is integral to both good management and good governance practice, forming an integral part of the Lakehead District School Board's (LDSB) decision-making and be incorporated within strategic and operational planning.

**2. Purpose**

2.1 This Risk Management Procedure provides the Board of Trustees and the director of education with direction on the operational leadership of risk management at LDSB..

2.2 The objectives of the risk management procedure are to:

- establish the approach for determining the risk attitude and risk tolerance of LDSB;
- assign accountability to the director of education for the implementation of the Risk Management Policy to manage risks that are within the control of management, and to provide a structured approach for risk to be consistently considered, prioritized, reported, and acted upon, throughout LDSB;
- identify the key responsibilities of the Board of Trustees, Audit Committee, and management;
- develop and apply a current understanding of the Top Risks (both threats and opportunities) in relation to district objectives, that can be used to inform resource allocation decisions;
- provide tools, training and guidance that encourage risk-informed decision making at LDSB;
- outline the frequency, form, and content of monitoring and reporting requirements of Top Risks; and
- continuously improve risk management practices, learning from district applied experience that also considers an ever-changing and dynamic organizational setting.

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**3. Legal Framework**

The office of trustee is created under the *Education Act*. The governance responsibilities of the Board of Trustees are outlined at Section 169.1 of the *Act*. Trustees are elected or appointed to occupy the office in accordance with the provision of the *Municipal Elections Act 1996*<sup>1</sup> and the *Education Act*<sup>2</sup>.

**4. Risk Attitude**

The LDSB, like any organization, is surrounded by uncertainty and must take risks within its risk tolerance informed by laws, and regulations to pursue its mission and mandate. The LDSB, with input from the trustees at the Board Advisory Committee, has carefully considered its attitude toward risk taking and offers the following guidance to all decision makers:

- there is a low level of comfort with risks dealing with decisions that impact Equity & Inclusion, Mental Health & Well-Being, and Indigenous Perspectives & Awareness; and
- there is a greater level of confidence and comfort with risks dealing with decisions that impact learning and achievement, stewardship, and leadership.

The sum of all threats and opportunities associated with a decision should fall within these parameters or be escalated within LDSB governance structure as appropriate for further review and consideration.

**5. Roles & Accountabilities for Risk Management****The Board of Trustees:**

- establish the overall direction for Risk Management, including setting the attitude for risk taking, ensuring there is Risk Management leadership and resources;
- participate in and foster a culture of risk-informed decision-making throughout LDSB;
- understand significant risks and management's assessment of their impact on school board objectives; and
- review LDSB risk management policy and procedures to ensure that the approach remains relevant and helpful to the district. The review frequency and form determined at LDSB discretion with Audit Committee/director and management input.

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<sup>1</sup> SO 1996, c32 Sch

<sup>2</sup>

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The Audit Committee:

The Audit Committee of the Board of Trustees is responsible for reviewing financial reporting process, compliance matters, internal controls, risk management practices, and the processes and findings of the internal and external auditor, in accordance with the specific requirements identified in Ont. Reg. 361/10 and the LDSB Audit Committee procedure. The Audit Committee shall:

- carry out oversight of the strategic risk leadership function, as delegated by the Board of Trustees;
- ensure an effective control environment;
- report to the Board of Trustees on whether the LDSB risk management approach is effective and helpful to the organization in meeting its objectives; and
- the Audit Committee will report to LDSB on its review of risk management activities, including the status of any significant current and emerging exposures and trends.

The Director of Education:

The Act states that “The chief executive officer of a board shall, within policies established by the board, develop and maintain an effective organization and the programs required to implement such policies.” The director shall:

- establish the Risk Management Framework or approach and support departments in its implementation in key business processes to ensure risk-informed decision making occurs;
- ensure compliance with LDSB Risk Management Policy and alignment with the strategic plan; and
- embed a risk-aware culture throughout LDSB.

For LDSB top risks (risks and opportunities):

Assign accountability:

- ensure that LDSB resources are allocated to respond to the top risks as the primary risk management strategy;
- monitor LDSB top risks once per term to establish any change or improvement.

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Regularly report to the Audit Committee and the Board of Trustees on significant risks and the status of the strategic Risk Management Policy implementation:

- the nature of significant risks and opportunities including those risks that exceed LDSB risk attitude and the plan to bring risks within approved risk levels;
- any new or emerging significant risks including their risk assessment, risk response, and management activities;
- status report on SERM implementation including challenges and successes, extent of use in LDSB decision making, training; and
- status of continuous learning and improvement of strategic risk management.

Senior Management:

Senior management will assist the director of education by:

- supporting the development of the attitude for risk taking;
- understanding LDSB top risks (risks and opportunities);
- being accountable for top risks as assigned including allocation of resources within operational plans and budgets, once per term monitoring, and reporting;
- ensures that tools and training for strategic risk management implementation, support departmental and executive needs are used within their area of responsibility;
- promptly identify and escalate risks that exceed their delegated level of authority and/or LDSB risk attitude;
- apply the risk management tools so that decisions are always risk-informed; and
- assists the director of education with monitoring and reporting on LDSB significant risks as assigned.

All staff will:

- identify threats and opportunities that may impact district objectives escalating, as appropriate, within the district governance structure and delegated authorities;
- be familiar with the district's top threats and opportunities;
- participate in risk management training as and when required; and
- use the district's risk management resources and tools, as needed, in decision making support.

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**RISK MANAGEMENT PROCEDURES**

**3101**

6. Implementation

- 6.1 This procedure is applied for all key decisions. The appendices of this procedure include detailed step by step guidance for use by decision makers on how and when to apply.
- 6.2 All decisions will consider the top threats and opportunities that LDSB currently faces (“Corporate Risk Profile” or “Strategic Risk Assessment”) to show how or if the proposed decision helps to address any top risk.

7. Evaluation & Continuous:

- 7.1 The LDSB will periodically review its approach to risk-informed decision making using all outputs, challenges, and successes.
- 7.2 The review will determine how helpful the Risk Management Policy, Procedures and training are to helping LDSB achieve its objectives.
- 7.3 The LDSB is committed to continuously learn and improve and will identify specific adjustments that are required to improve the ease of use and utility to its decision makers and their teams.
- 7.4 The review will be coordinated by the Chief Financial Officer drawing on internal and/or external resources as appropriate.

<u>Cross Reference</u>	<u>Date Received</u>	<u>Legal Reference</u>
_____	_____	_____
_____	<u>Date Revised</u>	_____

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**DECISION MAKING GUIDE**

<i>Establish the Decision Context</i> <b>STEP 1</b>	<i>Decision Example</i>
<p>a. Clarify the decision to be made.</p> <p>b. Does the decision fall within our mandate?</p> <p>c. Which strategic outcome is most affected by the decision?</p> <p>d. What role would our Board play in this decision? (Lead, supporter, sponsor, etc.)</p> <p>e. How significant is the decision in relation to our strategic outcomes?</p> <p>f. Which of our internal and external stakeholders could be impacted by the decision? (See below)</p> <p><b>Internal Stakeholders</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Trustees</li> <li><input type="checkbox"/> Senior Executive</li> <li><input type="checkbox"/> Principals</li> <li><input type="checkbox"/> Educators</li> <li><input type="checkbox"/> Educator Support</li> <li><input type="checkbox"/> Management</li> <li><input type="checkbox"/> Staff</li> </ul> <p><b>External</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students</li> <li><input type="checkbox"/> Parents</li> <li><input type="checkbox"/> Regulators</li> <li><input type="checkbox"/> Contractors</li> <li><input type="checkbox"/> Suppliers</li> <li><input type="checkbox"/> Communities</li> <li><input type="checkbox"/> Interest</li> </ul>	<p>a. _____</p> <p>b. ___ Yes or ___ No</p> <p>c. which strategic outcome(s) is/are most affected by this decision?</p> <p>d. what role would our Board play in this decision?</p> <p>e. How significant is the decision in relation to our strategic objectives?</p> <p>f. Which of our internal and external stakeholders could be impacted by this decision?</p>



<p><b>Identify, Assess &amp; Prioritize the Associated Threats and Opportunities 2</b></p>	<p>a. What are the threats that might arise from the decision: consider the existing people, processes and systems in place already to help prevent the threat or its impact</p> <p>b. What are the opportunities that might results from the decision: consider the existing people, process and systems in place today to help realize and optimize identified opportunities?</p> <p>c. Rate each threat using the Risk Attitude on the reverse</p> <p>d. Rate each opportunity using the Risk Attitude on the reverse</p> <p>e. What are the top threats and opportunities associated with the decision?</p>		<p>T1: That .....</p> <p>(What's already in place to prevent this or minimize the impact:)</p> <p>T2: That .....</p> <p>T3: That.....</p> <p>O1: That .....</p> <p>O2: That .....</p> <p>O3: That .....</p> <p>Are there any of these threats and opportunities that fall outside of the risk attitude? If so, take those specific ones to the next step.</p>
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<p><b>Respond to Top Threats &amp; Opportunities 3</b></p>	<p>a. Look at the operational plan, projects and priorities: what actions could you take within your existing commitment to help respond to the top threats and opportunities identified</p> <p>b. What additional action should be taken?</p> <p>c. If additional action (resources, time and budget) are required to respond to the top threats and opportunities, what existing adjustments should be made to the existing plans, projects or priorities?</p> <p>d. If your school board knows them, what Top Corporate Threats or Opportunities are impacted?</p>		
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<p><b>Escalate, Monitor, Communicate &amp; Consult as Appropriate 4, 5, 6</b></p>	
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### **How to Use this Risk Rating Guide**

- a) For all Board decisions, use Part A to ensure the decision taken carries threats and opportunities within the Board Risk Attitude.
- b) Option: Use Part B – Board Risk Rating Scales (Likelihood and Impact) at your option to assess specific threats and opportunities associated with a decision.

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### **Part A: Board Risk Attitude**

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To foster a culture of innovation and continuous improvement, the school District accepts a higher level of risk within risk tolerance levels it can bear for the pursuit of opportunities that create additional benefits in areas such as:

- Teaching and learning opportunities to improve student outcomes
- Actions which encourage innovative thinking that enables creativity
- Financial sustainability
- Stewardship of assets and resources
- Relationships with business partners and communities to build capacity.

The school District accepts a very low appetite for risks in areas that may have an adverse impact on high quality education:

- Significant/sustained under achievement by Board and Ministry of Education curriculum expectations for students
  - Educators that do not meet professional standards and qualifications;
  - Staff and student safety;
  - Safeguard of confidential and personal information;
- 
- Ineffective business continuity planning and management;
  - Fraud and corruption;
  - Unethical governance and business practices; and,
  - Compliance with legislative and/or regulatory requirements.

## Part B: BOARD Risk Rating Scales

Likelihood Scale			
Score	Probability	Threat	Opportunity
1	Unlikely	It would be surprising if the threat occurred and would require a combination of events. Not to worry about it occurring.	Some chance of favourable outcome in future years. Likelihood of success of opportunity low given the people, processes and systems in place.
2	Possible	May occur within the next 2-5 years. Just as likely to occur as not.	Reasonable prospects of favorable results in 2 to 5 years but opportunity will require careful management.
3	Likely	Almost certain to occur in the next year. Almost certain it will occur.	Favorable outcome is likely to be achieved within the next year based on current people, processes and systems in place.
4	Almost Certain	Certain to occur at least once or possibly multiple times in the next year It is expected to occur.	Favorable outcome is certain to be achieved within the next year based on current people, processes and systems in place

BOARD THREAT IMPACT SCALE				
	Minor - 1	Moderate - 2	Serious - 3	Major - 4
Student Impact	Low or no impact on enrolment metrics	Minor decline in Enrolment metrics	Enrolment metrics begin to show some decline	Substantial change in enrolment metrics
	Low or no impact on student achievement	Student achievement metrics begin to show a decline	Some decline in student achievement.	Significant decline in student achievement
	Inconvenience but no interruption to programs and services.	Limited disruption to programs and services but manageable	Significant disruption to programs and services	School board is unable to provide program and services;
Employee Impact	Low or No impact on employee metrics	Limited impact on employee metrics	Significant impact on one or more employee metrics	Sustained impact on one or more employee metrics
	Low or No impact on health, safety and wellbeing of staff and students	Limited impact on health, safety and wellbeing metrics for staff and students	Significant impact on health, safety and wellbeing metrics for staff and students	Sustained impact on health, safety and wellbeing metrics for staff and students
Reputational Impact	Unfavourable media attention unlikely	Limited negative media attention	Some significant negative media attention.	Sustained negative media attention.
	Low or no impact on Stakeholder trust and public confidence	Minor setback in Stakeholder trust and public confidence	Some criticism from stakeholders and public.	Significant loss of and criticism by stakeholders and the public
	No regulatory consequence expected	Minor non-compliance	Regulatory non-compliance with sanctions	Crisis management; critical system failure;
	Minor audit findings	Moderate audit findings: Audit caution issued, and corrective action taken	Audit findings require important system / program changes	Ongoing Ministry monitoring of audit findings
Corporate Impact	Slightly slows progress of achieving strategic goals	Progress stopped on one strategic goal	Progress stopped on more than one strategic goal	Progress eroded on one or more strategic goal
	Financial fluctuation less than 0.25% of operational budget	Financial fluctuation more than 0.25% less than 1.0% of operational budget	Financial fluctuation more than 1.0% but less than 5% of operational budget	Financial fluctuation of more than 5% of operational budget

	Minor legal liability exposure	Manageable legal liability exposure	Serious legal liability exposure	Severe legal liability exposure
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BOARD OPPORTUNITY IMPACT SCALE				
	Minor - 1	Moderate - 2	Serious - 3	Major - 4
Student Impact	Minor improvement in enrolment and retention	Moderate improvement in enrolment and retention	Significant improvement in enrolment and retention	Meet or exceeds enrolment and retention goals
	Minor increase in student achievement metrics	Some increase in Student achievement metrics	Significant improvement in student achievement metrics	Meets or exceeds most or all student achievement metrics
	Minor benefit to programs and services	Some benefit to some programs and services	Benefits many programs and services	Benefits most programs and services
Employee Impact	Limited benefit to our human resources targets	Some improvement in meeting our human resources targets	Improvement in achieving most of our human resources targets	Meets or exceeds all of our human resources targets
	Nominal help in improving our health, safety and wellbeing metrics	Some improvement toward our health, safety and wellbeing targets	Significant improvement toward our health, safety and wellbeing targets	Meet or exceed our health, safety and wellbeing targets
Reputational Impact	Unfavourable media attention unlikely	Limited negative media attention	Some significant negative media attention.	Sustained negative media attention.
	No or low impact on improving stakeholder trust and public confidence	Some impact on improving stakeholder trust and public confidence	Significant improvement in stakeholder trust and public confidence	BOARD is recognized by its school community, the public and external stakeholders for its excellence and sector leadership
	a minor improvement in regulatory compliance targets	Some improvement in regulatory compliance targets	Significant improvement in regulatory compliance targets	Meets or exceeds BOARD regulatory compliance targets
Corporate Impact	Minor progress or impact on achieving strategic goals	Some effect on achieving on one or more strategic goals	Significantly helps to achieve one or more strategic goals	Could result in the achievement of most strategic goals
	The opportunity would generate little revenue or savings	Some added revenues or savings are possible	Significant revenues or savings of 1-5%	The opportunity would generate revenues 5%+
	No or low effect on helping to meet board performance target	Some effect on helping to meet board performance targets	Significantly helps the achieve one or more of our strategic goals	The opportunity could result in all board and provincial Student Achievement targets met

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2024 APR 09  
Report No. 049-24

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

RE: POLICY REVIEW – 4040 FRENCH IMMERSION POLICY

1. Background

- 1.1 The 4040 French Immersion Policy was last revised on June 28, 2016.
- 1.2 On February 7, 2024, the 4040 French Immersion Policy was posted on the Board's website and distributed to constituent groups for review and comment with input to be received by March 20, 2024. There was no input received.

2. Situation

- 2.1 The revised policy is attached as Appendix A.
- 2.2 Upon final approval, the policy will be distributed according to Board procedures.

RECOMMENDATION

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

“That Lakehead District School Board approve the 4040 French Immersion Policy, Appendix A to Report No. 049-24”.

Respectfully submitted,

HEATHER HARRIS  
Superintendent of Education

SHERRI-LYNNE PHARAND  
Director of Education

<b>CURRICULUM AND INSTRUCTION</b>	<b>4000</b>
DRAFT- April 9, 2024	
<b>FRENCH IMMERSION POLICY</b>	<b>4040</b>

1. Rationale

Lakehead District School Board (LDSB) operates a Core Program from Grades 4 to 12 which allows students to develop communication skills in French and an understanding of the culture of French speaking societies.

A French Immersion Program goes further and allows ~~children~~ **students** to become functionally bilingual. **Upon completion of a French Immersion Program, Children students** will be able to ~~take~~ **choose** further education with French as the language of instruction at the post-secondary level or accept employment using French as the working language.

An immersion program is offered to parents **and guardians** who desire this alternative for their children in education.

2. The Policy

It is the policy of LDSB to operate an Early French Immersion program intended for children whose first language is not French, and to offer programs suitable for students graduating from the Early French Immersion program and to any other students deemed capable of profiting from the continuing French Immersion programs.

3. Definitions

Early French Immersion - is a program in which a child enrolls in Senior Kindergarten and requires that all instruction in the first two years be carried on in French. English is introduced for approximately one quarter of the day through the remainder of the primary and lower junior divisions, until ~~it reaches approximately one-half the day in~~ Grades 6, 7 and 8 where the instruction is in English for approximately one half of the day.

Continuing French Immersion - is a term applied to the continuation of French Immersion at the secondary school level.

The Ontario Curriculum expectations apply, but the language of instruction is fully or partially in French.

4. Guidelines

Early French Immersion

- 4.1 The Early French Immersion program (Elementary) will be considered a Senior Kindergarten - Grade 8 program.





LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2024 APR 09  
Report No. 047-24

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

RE: 3002 ANNUAL EVALUATION OF THE DIRECTOR OF EDUCATION POLICY

1. Background

The 3002 Annual Evaluation of the Director of Education Policy was approved on February 22, 2022.

2. Situation

- 2.1 The Ministry of Education released Ontario Regulation 83/24 in March of 2024.
- 2.2 The purpose of the regulation is to ensure clear, consistent, and transparent director of education performance appraisals for all school boards in Ontario.
- 2.3 As a result of the new legislation, updates to 3002 Annual Evaluation of the Director of Education Policy are required.

RECOMMENDATION

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

“That Lakehead District School Board approve the review of 3002 Annual Evaluation of the Director of Education Policy, as indicated in Report No. 047-24.”

Respectfully submitted,

SHERRI-LYNNE PHARAND  
Director of Education