



Office of the Director

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

BOARD ADVISORY COMMITTEE

**Tuesday, June 10, 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		
2. Disclosure of Conflict of Interest		
3. Approval of the Agenda		
4. Resolve into Committee of the Whole – Closed Session		
5. COMMITTEE OF THE WHOLE – Closed Session – 7:00 p.m. (SEE ATTACHED AGENDA)		
6. Report of Committee of the Whole – Closed Session		
7. Land Acknowledgement		Verbal
8. Delegations/Presentations		
8.1 Trustee Character Award – Nor'wester View Public School's Musical Team	D. LeBlanc	Verbal
8.2 Trustee Character Award – The Cast of Nor'wester View Public School's Musical "We will Rock You"	D. LeBlanc	Verbal
8.3 Celebrating Student Achievement – Kingsway Park Public School – Kingsway Instrumental Music	J. Lower	1-4

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>
9.	Confirmation of Minutes		
9.1	Board Advisory Committee Meeting – May 13, 2025	D. LeBlanc	5-9
10.	Business Arising from the Minutes		

MATTERS NOT REQUIRING A DECISION

11.	Information Reports		
11.1	Mental Health – Annual Report (053-25)	J. Lower	10-15
11.2	Health and Safety Semi-Annual Report (059-25)	K. Alaksa	16-18
11.3	French as a Second Language (058-25)	H. Harris	19-21
12.	First Reports		

MATTERS FOR DECISION:

13.	Postponed Reports		
14.	Ad Hoc and Special Committee Reports		
15.	New Reports		
15.1	2025-2030 Governance Policy Review Schedule (050-25)	S. Pharand	22-23
	<p>It is recommended that the Board Advisory Committee refer the following to the Board for approval:</p> <p><i>“THAT Lakehead District School Board approve the 2025 to 2030 Governance Policy Review Schedule, Appendix A to Report No. 050-25”.</i></p>		
15.2	Policy Review – 3094 Trustee Attendance at Regular Board and Special Board Meetings (067-25)	S. Pharand	24-40
	<p>It is recommended that the Board Advisory Committee refer the following to the Board for approval:</p> <p><i>“THAT Lakehead District School Board approve 3094 Trustee Attendance at Regular Board and Special Board Meetings, Appendix A to Report No. 067-25.”</i></p>		

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

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

J. Lower

41-42

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 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,
Youth Employment Services (YES); and*
- *Tom Nesti, Program Supervisor,
Youth Employment Services (YES).”*

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

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

LAKEHEAD DISTRICT SCHOOL BOARD



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BOARD ADVISORY COMMITTEE MEETING

Tuesday, June 10, 2025

Jim McCuaig Education Centre

Sherri-Lynne Pharand
Director of Education

Donica LeBlanc
Chair

AGENDA

COMMITTEE OF THE WHOLE – Closed Session

7:00 p.m. – Sibley Room/Microsoft Teams

	<u>Resource Person</u>	<u>Pages</u>
5.1 Approval of Committee of the Whole - Closed Session Minutes		
5.1.1 Board Advisory Committee Meeting – May 13, 2025	D. LeBlanc	1-2
5.2 Consideration of Reports		
5.2.1 Personnel Matter	S. Pharand	Verbal
5.2.2 Legal Matter	S. Pharand	Verbal
5.3 Information and Inquiries		
5.4 Rise and Report Progress		

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

LAKEHEAD DISTRICT SCHOOL BOARD



Celebrating Student Achievement

School: Kingsway Park Public School

Title of Initiative: Kingsway Instrumental Music

Presentation Team: Kingsway School Band

Components of Initiative	School's Details
1. Description of the nature of the initiative to improve student achievement	<p>The Instrumental Music Band at Kingsway Park Public School is a dynamic initiative designed for Grade 7 and 8 students, aimed at enhancing student achievement through music education while fostering a strong sense of belonging and community. Rooted in the expectations of the Ontario Arts Curriculum, this program provides students with opportunities to develop their musical skills through performance, critical thinking, and creative expression.</p> <p>Participation in the school band promotes the development of key competencies such as collaboration, perseverance, and self-regulation skills that directly support student success across all subject areas. Students engage in goal setting, practice routines, and public performance, which strengthen their confidence and sense of accomplishment.</p> <p>Aligned with Lakehead Public Schools' Strategic Plan and its core values, the school band serves as a platform for students to connect with one another, celebrate diversity, and express themselves in a supportive, inclusive environment. The ensemble experience cultivates a shared identity and purpose, which has a direct impact on student well-being and engagement. For many students, the band becomes a safe space where they feel valued, recognized, and part of something meaningful, contributing significantly to a positive school climate and a deeper connection to school life.</p>
2. Rationale for selecting the initiative	<p>The decision to implement the Instrumental Music Band initiative for Grade 7 and 8 students at Kingsway Park Public School is grounded in the belief that music education plays a critical role in fostering academic success, personal growth, and student engagement.</p> <p>Research and educational best practices show that participation in music programs supports the development of literacy, numeracy, memory, and executive functioning skills, all of which are essential for student achievement.</p>

3. Intended outcomes of the initiative related to improved student achievement	The Instrumental Music Band initiative at Kingsway Park Public School is designed to produce both academic and social-emotional outcomes that directly contribute to improved student achievement. The intended outcomes include, Enhanced Academic Skills, Development of Learning Skills and Work Habits, Increased Student Engagement and Well-Being, Sense of Belonging and Equity of Opportunity, Improved Collaboration and Communication Skills. Overall, the school band helps contribute to the development of well-rounded learners who are academically capable, socially connected, and emotionally resilient.
4. Description of the data used	To inform and support the implementation of the Instrumental Music Band initiative at Kingsway Park Public School, a variety of qualitative and quantitative data sources were analyzed. This data helped identify the need for enhanced student engagement, well-being, and alternative pathways to achievement for intermediate students. The data reviewed is Student Voice & Engagement Data, Learning Skills and Work Habits Reports, Attendance and Participation Records, Well-Being and School Climate Surveys, Equity Considerations.
5. Brief description of the significant activities or strategies involved with the initiative	<p>The Instrumental Music Band initiative at Kingsway Park Public School involves a series of structured, inclusive, and curriculum-aligned activities that promote student achievement, engagement, and well-being such as:</p> <ul style="list-style-type: none"> • Weekly Rehearsals and Skill-Building Sessions; • Differentiated Instruction and Student Support; • Performance Opportunities; • Focus on Inclusion and Belonging; and • Integration with Learning Skills and Social and Emotional Learning. <p>These strategies collectively create an engaging and supportive environment where students can develop academically, socially, and emotionally through the power of music.</p>
6. One or two highlights of the above activities	<p>A key highlight of the Instrumental Music Band initiative was the students' participation in a regional music festival, where they had the opportunity to showcase their hard work and talent alongside other school bands. This performance not only celebrated their musical growth but also demonstrated their ability to work together as a cohesive ensemble under real world conditions.</p> <p>An especially proud moment came when the Kingsway Park band received an award for excellence in performance, recognizing their musicality, discipline, and teamwork. For many students, this was their first public performance and receiving formal recognition reinforced their sense of achievement, boosted their confidence, and deepened their connection to school.</p>

<p>7. Description of any unexpected results or “moments of serendipity” related to the initiative</p>	<p>One of the most rewarding and unexpected outcomes of the Instrumental Music Band initiative at Kingsway Park was the genuine joy and camaraderie that developed among students. While the focus was on skill development and performance, what also emerged was a vibrant, supportive team culture where students laughed, struggled, and succeeded together. These moments of serendipity highlighted that beyond technical skills, the band experience nurtured community, leadership, and resilience, all of which contribute to a stronger sense of belonging and support student achievement in powerful ways.</p>
<p>8. Description of one or two interesting findings that would be useful or helpful to other schools</p>	<p>An important insight was how effectively music education builds learning skills, such as responsibility, initiative, collaboration, and self-regulation, all of which directly impact academic success. Participation in band also strengthened mental well-being, especially for intermediate students navigating a critical period of identity formation.</p> <p>For schools looking to enhance student achievement through non-traditional avenues, music programs can serve as a powerful tool to reinforce both academic and social-emotional growth, aligning with the Ontario Curriculum and Lakehead Public Schools’ Strategic Plan pillars.</p>
<p>9. Identification of one or two noteworthy hurdles or stumbling-blocks</p>	<p>While the Instrumental Music Band initiative at Kingsway Park has been a tremendous success, it did come with several challenges that required creativity and perseverance to overcome.</p> <ul style="list-style-type: none"> <p>Limited Practice Time and Scheduling Constraints</p> <p>One major hurdle was finding consistent practice time within an already full school schedule. With only two years of instrumental music instruction available to students in Grades 7 and 8, building foundational skills and ensemble cohesion in a short time frame was difficult. Students often had to balance rehearsals with other academic demands, and progress sometimes felt rushed. The time challenge required careful planning and flexibility from both students and staff.</p> <p>Lack of a Dedicated Music Room</p> <p>Another stumbling block was the absence of a dedicated music room at Kingsway Park. Practices had to take place in shared spaces like classrooms or the gym, which limited access to storage, and a consistent rehearsal environment. Despite these obstacles, staff and students demonstrated resourcefulness and teamwork, adapting to the space they had and staying committed to their goals.</p> <p>These challenges, while significant, became opportunities for growth. They highlighted the need for ongoing support and investment in the arts and underscored how much can be achieved through collaboration, determination, and a shared belief in the value of music education.</p>

<p>10. Next steps in pursuing the initiative</p>	<p>Building on the success of the Kingsway Band we are committed to strengthening and expanding the Instrumental Music Band initiative to deepen its impact on student achievement, well-being, and engagement. The next steps include:</p> <ul style="list-style-type: none"> • increased performance opportunities; • professional learning and cross-school collaboration; • ongoing student voice and equity review; and • community partnerships. <p>Through these next steps, we will continue to use the power of music to inspire students, build community, and support achievement.</p>
<p>11. Lessons learned about the school's efforts to improve student achievement</p>	<p>The Instrumental Music Band initiative at Kingsway Park Public School reinforced several important lessons about improving student achievement in a holistic and inclusive way. Some of the lessons are Student Achievement Thrives in a Culture of Belonging, Alternative Pathways to Success Are Essential, Well-Being and Learning Are Interdependent, Student Voice and Leadership Drive Engagement.</p> <p>Ultimately, the band initiative showed us that improving student achievement is not solely about test scores or content mastery it's about creating learning experiences that are inclusive, empowering, and deeply human.</p>

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF BOARD ADVISORY COMMITTEE

Board Room/Microsoft Teams
Jim McCuaig Education Centre

2025 MAY 13
7:30 p.m.

TRUSTEES PRESENT:

Donica LeBlanc (Chair)
Pat Johansen
Ron Oikonen
Ryan Sitch, Trustee
George Saarinen
Leah Vanderwey (virtual)

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

ABSENT WITH REGRETS:

Trudy Tuchenhausen, Trustee
Ellen Chambers, Trustee
Jane Lower, Superintendent of Education

SENIOR ADMINISTRATION:

Sherri-Lynne Pharand, Director of Education
Kirsti Alaksa, Superintendent of Business
Heather Harris, Superintendent of Education
Michelle Probizanski, 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 Oikonen

“THAT the Agenda for Board Advisory Committee Meeting, May 13, 2025, be approved.”

CARRIED

4. Resolve into Committee of the Whole – Closed Session – 7:10 p.m.

Moved by Trustee Sitch

Seconded by Trustee Johansen

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*
 - *January 14, 2025*
- *Personnel 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. Chair LeBlanc introduced Breanna Bruce, the incoming student trustee for 2025-2027, who will begin her term in September.

7. Report of Committee of the Whole

Moved by Trustee Johansen

Seconded by Trustee Oikonen

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, January 14, 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

8. Land Acknowledgement

Trustee Saarinen read the Land Acknowledgement.

9. Chair LeBlanc requested that the Board pause for a moment of silence in memory of Lakehead Public School Student Teegan Gibbon.

10. Delegations/Presentations

10.1 Trustee Character Award – Laurel Smyk and Janice Sweitzer

Trustee Johansen, on behalf of the Board, presented the Trustee Character award to Laurel Smyk, Elementary Teacher and Janice Sweitzer, Elementary Itinerant Hearing Resource Teacher. They were recognized for their hard work and dedication as not only staff but long-time volunteers, running the Sign Clubs at Woodcrest Public School and Claude E. Garton Public School.

10.2 Celebrating Student Achievement - Claude E Garton Public School – Empower to Achieve – Voices of Tomorrow Through Leadership and Learning

Superintendent Harris introduced Andrea Pugliese, Principal and Nicky Barrett, Vice Principal, who presented the report. There were no questions from trustees.

11. Confirmation of Minutes

Moved by Trustee Saarinen

Seconded by Trustee Wemigwans

“THAT the Lakehead District School Board Advisory Committee approve the minutes of the Board Advisory Committee Meeting, April 8, 2025.”

CARRIED

12. Business Arising from the Minutes – None

MATTERS NOT FOR DECISION:

13. Information Reports

13.1 Human Rights, Equity and Inclusive Education Report (049-25)

Michelle Probizanski, Superintendent of Education, introduced Anthony Jeethan, Human Rights and Equity Advisor, who presented the report. All trustees' questions were addressed.

13.2 Parent Involvement Committee Meeting Minutes

Sherri-Lynne Pharand, Director of Education, presented the March 3, 2025, minutes. There were no questions from trustees.

14. First Reports - None

MATTERS FOR DECISION:

15. Postponed Reports – None

16. Ad Hoc and Special Committee Reports – None

17. New Reports

17.1 Policy Review – 7040 Violence in the Workplace (047-25)

Moved by Trustee Saarinen

Seconded by Trustee Oikonen

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

“THAT Lakehead District School Board approve 7040 Violence in the Workplace Policy, Appendix A to Report No. 047-25.”

CARRIED

17.2 Review and Development of Governance and Administrative Policies (048-25)

Moved by Trustee Johansen

Seconded by Trustee Oikonen

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

“THAT Lakehead District School Board approve the separation of governance and administrative policies, as per Appendix A to Report No. 048-25.”

CARRIED

17.3 Policy Review – 8014 Advertising in the Schools (046-25)

Moved by Trustee Johansen

Seconded by Trustee Sith

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

“THAT Lakehead District School Board approve 8014 Advertising in the Schools Policy, Appendix A to Report No. 046-25.”

CARRIED

17.4 2025-2026 Board Advisory Committee and Regular Board Meeting Schedule (051-25)

Moved by Trustee Saarinen

Seconded by Trustee Wemigwans

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

“THAT Lakehead District School Board approve the 2025 – 2026 Board Advisory Committee and Regular Board Meeting Schedule, as set out in Appendix A to Report No. 051-25.”

CARRIED

18. New Business - None

19. Notices of Motion - None

20. Information and Inquires

- 20.1 Trustee Oikonen inquired as to how the Hammarskjold High School community is doing after the tragic event on the weekend. Director Pharand informed the Board that the tragic events team attended the high school. She thanked Children's Centre Thunder Bay for all of their hard work, and informed the Board that Senior Administration will continue to monitor the needs of the students and staff throughout the coming weeks.
- 20.2 Morgan De Franceschi, Student Trustee, informed the Board of the Grade 8 reach ahead virtual class she attended today with Indigenous Student Trustee Genno and Trustee Saarinen.
- 20.3 Chair LeBlanc informed the Board that she attended the Nor'wester View Public School Musical today, May 13, 2025.
- 20.4 Chair LeBlanc informed the Board that the following events were attended by trustees, and Senior Administration:
- April 23, 2025 – Member of Parliament Bonnie Crombie visit to Superior Collegiate and Vocational Institute (CVI);
 - April 24, 2025 – Link up Concert at Thunder Bay Community Auditorium;
 - April 25, 2025 – Culinary Arts High Skills Major program at Westgate CVI;
 - April 30, 2025 – Special Olympics Ontario Sports Festival at Lakehead University Hanger;
 - May 1, 2025 – Creative Movement Jamboree @ Fort William Gardens;
and
 - May 13, 2025 – Grade 8 Virtual Reach Ahead Class

21. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Oikonen

"THAT we do now adjourn at 8:23 p.m."

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2025 JUN 10
Report No. 053-25

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

RE: MENTAL HEALTH – ANNUAL REPORT

1. Background

- 1.1 Lakehead District School Board (LDSB) is committed to student achievement and aims to promote resiliency and well-being of students and staff and to ensure caring and inclusive learning/working environments.
- 1.2 The Board continues to employ regulated and non-regulated mental health professionals to service students in our schools.
- 1.3 The first year of the three-year mental health strategy (2024-2027) has been successfully completed. This strategy is aligned with the objectives outlined in Policy/Program Memorandum (PPM) 169, issued by the Ministry of Education in January 2024, and incorporates numerous resources and initiatives advocated by School Mental Health Ontario. The strategy was presented at the Regular Board meeting on May 28, 2024.

2. Situation

- 2.1 The three-year mental health strategy is aligned with PPM 169 which outlines requirements for school boards and school authorities, to provide culturally responsive, evidence-informed student mental health promotion, prevention and early intervention services that respect students as complex individuals and provide appropriate supports for their diverse needs. As well, this memorandum outlines the importance of school boards working within the broader provincial system of care to help provide clear pathways to and from more intensive community and hospital-based mental health services, when needed.
- 2.2 The aim is to enhance the quality and consistency of mental health promotion, prevention, and early intervention programming in schools by utilizing resources provided by School Mental Health Ontario (SMHO). School Mental Health Ontario serves as the intermediary organization between the Ministry of Education and school boards across Ontario, focusing on developing a systematic and comprehensive approach to school mental health. School Mental Health Ontario provides leadership and guidance about best practices in school mental health, implementation coaching, with tailored, co-created resources for students, parents/guardians/caregivers, and educators. They also provide mental health literacy for educators and school/system leaders, and training for school mental health professionals.

- 2.3 Collaborative efforts with community partners continue to ensure that students receive the right care at the right time. This includes system mapping and pathway development between community agencies and school boards.
 - 2.4 There are currently six social worker positions, with three servicing all elementary schools and one in each secondary school. The social workers provide clinical counselling services with a brief solution focused therapy model. Two attendance counsellors continue to be committed to student engagement, retention, and the success of elementary and secondary students. The social workers are clinically supervised by the mental health lead. Lakehead District School Board social workers continue to meet the needs of their schools by also providing classroom, staff, and parent presentations on topics contextually relevant based on school requests.
 - 2.5 Currently, there is one permanent full-time position for a child and youth worker, focusing on universal health promotion and prevention, classroom programming, including programs such as Little Spot, Stop Now and Plan (SNAP), Mental Health Plus, and other mental health promotion topics.
3. Additional Information
- 3.1 School Mental Health Ontario continues to offer direction and training on appropriate school social work interventions. Social workers can access training on structured psychotherapy approaches that have evidence-based effectiveness in schools.
 - 3.2 Mental health staff at LDSB are committed to partnering with educators in the classroom to ensure we are building capacity in evidence based proactive, tangible, whole classroom interventions. This helps educators to learn and continue independently and easily once the structured program has been completed.
 - 3.3 There is focus with intentionality and purpose on social emotional learning and early intervention in our kindergarten and primary grades. Evidence based classroom programs have been chosen and are being delivered with a targeted approach.
 - 3.4 Lakehead District School Board has an ongoing partnership with the Child Development Institute and their Universal Stop Now and Plan (SNAP) for our schools' program. This program is delivered to students between the ages of six to eleven, using cognitive behavioral therapy strategies. The program focuses on helping participants develop SNAP skills to promote a positive change in behaviour. In the 2024-2025 school year, our students from 15 classrooms participated in the SNAP program.
 - 3.5 A new Grade 10 civics and career mental health module released this year. This is in addition to the Grade 7 and Grade 8 Ministry of Education mandated mental health modules that align with the physical health and education curriculum. Training was provided to educators in both semesters. Regular check-ins are conducted with educators of Grade 7 and Grade 8 to ensure they have the necessary information and resources for effective implementation.

- 3.6 Staff wellness champions have been selected to attend monthly learning sessions on various mental health topics. The champions include staff in various roles such as: educators, guidance counsellors and student support professionals. Staff wellness champions are instrumental in making a change in their schools by sharing knowledge and supporting their colleagues, who in turn support the mental health of students.
- 3.7 There is continued collaboration with Thunder Bay Counselling and the CHOICES Program. This life skills program supports youth between the ages of 12 to 17, to make positive choices and was offered this year at the following schools:
- Westgate Collegiate and Vocational Institute;
 - Superior Collegiate and Vocational Institute;
 - Hammarskjold High School;
 - Nor'wester View Public School; and
 - Kakabeka Falls Public School.
- 3.8 We are working collaboratively with the Northwestern Ontario Eating Disorder Prevention initiative to expand staff and educator awareness in schools. In addition to the clinical information sessions that are offered to social workers, staff wellness champions at each school participated in a day allyship training focusing on anti-weight stigma and weight science foundation training.
- 3.9 The mental health team at LDSB continues to collaborate with Dr. Aislin Mushquash from Dilico Anishinabek Family Care on working to implement the "JoyPop application" for students who are waiting for individual school based mental health services. The JoyPop application targets emotion regulation and builds resilience through the development of healthy stress management skills. Plans are in progress to move this application forward and implement it in the Grade 10 career and civics classes, aligning with the curriculum mental health modules.
- 3.10 Lakehead District School Board fully implemented the greenspace mental health measurement-based care platform in September 2024 to track client progress throughout treatment, using consistent patient-reported outcome measures. The goals of measuring outcomes in client care include incorporating data and insights into clinical discussions, helping our social workers make evidence based clinical decisions, and empowering students who are receiving services by giving them more opportunities to see their progress and the decision-making process on the care they receive. Greenspace analytics reported 100% therapist engagement, a 67% recovery rate in students who began treatment with clinically significant symptoms, and a 41% overall recovery rate which confirms that our brief, focused interventions are yielding strong outcomes.
- 3.11 We continue to work with child and youth mental health agencies and programs in our community for joint local planning, with a goal to implement a coordinated mental health care system. This includes standardized partnerships, protocols and processes, clarifying roles and responsibilities, and establishing clear pathways to and from school services.

- 3.12 Numerous informal community partnerships have been established to offer counseling services to students within our schools, including:
- Sullivan + Associates clinical psychology, delivering services to students who qualify for services under non-insured health benefits;
 - Venture Wellness North, delivering services to students who qualify for services under non-insured health benefits;
 - Holistic Minds Counselling, delivering services to students who qualify for services under non-insured health benefits; and
 - Anishnawbe Mushkiki delivering services to Indigenous students in some elementary schools and the four directions rooms in secondary schools.
- 3.13 Lakehead District School Board has signed a declaration of support for Planet Youth Thunder Bay. This collaborative initiative with United Way and other community partners is in the early stages of exploration in our community. This initiative learns from the Icelandic prevention model and aims to foster positive youth development and prevent substance use.
- 3.14 The secondary school climate survey, COMPASS (cannabis use, obesity, mental health, physical activity, alcohol use, smoking and sedentary behaviour), was completed in February 2025. This survey is administered yearly through the Canadian Institute of Health Research and University of Waterloo. Data from these surveys is used to help school administrators and family health teams with the Thunder Bay District Health Unit (TBDHU), determine needs for programming in the upcoming school year.
- 3.15 Lakehead District School Board, in collaboration with TBDHU, is continuing to engage in a partnership development grant (valued at \$194,813) funded by the Social Sciences and Humanities Research Council of Canada (SSHRC). This partnership development grant, led by Dr. Emily Belita at McMaster University, intends to establish and evaluate an interdisciplinary and intersectoral partnership. This partnership is between three academic institutions (McMaster University, Brock University, University of Waterloo), two Ontario school boards and health units (including LDSB and TBDHU), and two knowledge mobilization expert organizations (Institute for LifeSpan Development Research; National Collaborating Centre for Methods and Tools). Across three years, partners will co-develop and provide knowledge mobilization tools/resources (school health profiles; systematic reviews), activities (knowledge brokering services), and knowledge mobilization training (interpreting and applying research to practice) for education and public health partners. This will support the mobilization and uptake of research evidence on youth mental health and wellbeing. Project findings will establish a knowledge mobilization partnership framework that can be applied at the local setting or scaled up provincially. This will guide the effective collaboration of intersectoral partners in using research evidence to make decisions on school-based mental health programs and interventions.

- 3.16 School Mental Health Ontario and the Ministry of Education continue requiring yearly school board data collection including the School Mental Health Ontario Board Scan and Ministry of Education end of year reporting on mental health initiatives. Lakehead District School Board uses EMHware (a case management and software solution) to collect and record client information. Lakehead District School Board continues to purchase an EMHware license to securely collect and house students' clinical files. EMHware is a secure, cloud-based software developed for mental health and addictions service agencies.
- 3.17 Lakehead District School Board remains committed to addressing the requirements set forth by the Ministry of Education's PPM 169. In addition to implementing a suicide prevention, intervention and postvention protocol, training was developed that is housed on LDSB's Vector training solutions platform. This training is available for all educators and administrators to access when onboarding. Administrators were required to facilitate the training during staff meetings in the fall of 2024. This protocol and training were developed in consultation and collaboration with our local partners on the Youth Suicide Prevention Committee. The intent is for all school administrators, educators, and guidance teacher-counsellors, to have a working knowledge of these protocols and know how to reach out for help immediately on behalf of students as part of the PPM.
- 3.18 Active engagement continues at community tables and committees focused on the mental health of our students. Our mental health team is currently represented at the following tables:
- Youth Gang Prevention;
 - Child and Youth Mental Health and Addiction Table;
 - Youth Suicide Prevention Committee;
 - Youth Tragic Events Response Team;
 - Youth Wellness Hubs Ontario Local Planning Team;
 - Parenting and Screen Impact Awareness Workgroup;
 - Thunder Bay Situation Table;
 - Eating Disorders Community Group; and
 - Youth Violence Prevention Programming.

4. Conclusion

School social workers, attendance counsellors, child and youth workers, and the mental health lead are highly respected and valued by students, parents/guardians/caregivers, staff, and community agencies. Their contributions significantly enhance student outcomes, leading to improved academic performance, increased attendance, and better classroom conduct.

Respectfully submitted,

MEGAN SEMENIUK
Mental Health Lead

MICHELLE PROBIZANSKI
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2025 JUN 10
Report No. 059-25

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

RE: HEALTH AND SAFETY SEMI-ANNUAL REPORT

1. Background

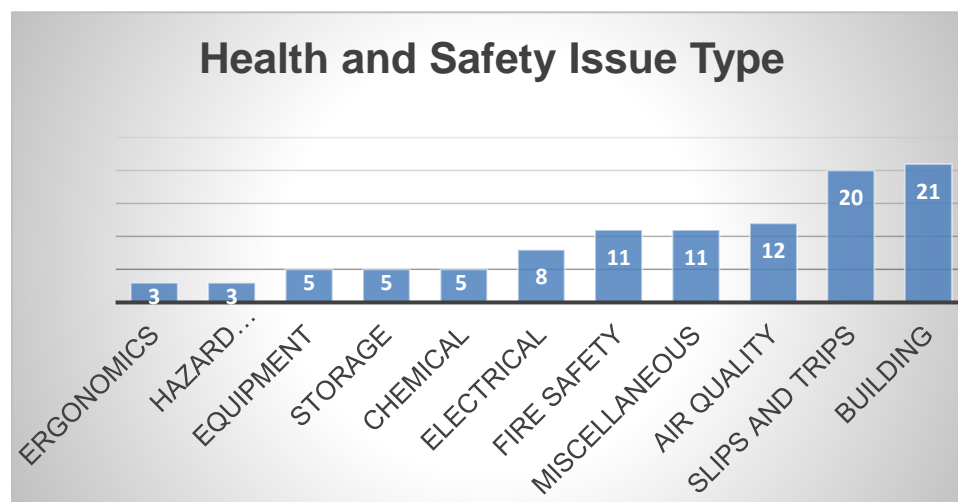
This semi-annual report is to inform the Board of the status of Lakehead District School Board's (LDSB) Health and Safety Program and significant related activities. The Occupational Health and Safety Act requires directors and officers of corporations to take all reasonable care to ensure that the corporation complies with the act and its regulations.

2. Situation

2.1 Online Health and Safety Inspection Forms:

Lakehead District School Board has launched a complete online joint health and safety inspection form in September 2024. The platform empowers organizations to conduct comprehensive inspections, ensuring a safe and secure environment. It also helps track health and safety monthly and annual inspections, easily generate reports and records, and address issues with efficiency. With the proactive approach of identifying and owning issues the moment they arise until resolution; this module ensures that no concerns are overlooked or left unresolved.

Below is a summary for the 2024-2025 school year:



Issue Type	Examples
Ergonomics	Workstations, lifting, specialized equipment
Hazard Controls	Exhaust fans, eyewash stations
Equipment	Repair required, inspections tags
Storage	Housekeeping, heavy objects, shelving
Chemical	WHMIS labels, SDS sheets
Electrical	Panel clearance, emergency lights, extension cords
Fire Safety	Combustibles, egress routes, fire safety plans, extinguishers
Miscellaneous	Pest control, first aid kits, health & safety signage, noise concern
Air Quality	Odors, scents, possible mold, ventilation
Slips, Trips and Falls	Uneven ground, railings, cords, ice/snow, stairs
Building	Ceiling tiles broken/stained, door locks, blinds, temperature, plumbing, IT

2.2 Emergency Medical Devices and Medications:

Lakehead District School Board strives to provide a safe school environment for students, staff and the public. An important part of that protection is having essential, readily available, emergency medical devices and medications. All schools are now equipped with Automated External Defibrillators (AEDs), LifeVac anti-choking devices, NARCAN kits, and EpiPens.

To ensure the devices and medications are always accessible and available LDSB has provided standardized displays for the storage of the products. Below are images showcasing the storage solutions for emergency medical devices and medications.



2.3 Annual Lead Water Sampling

Lakehead Public Schools adheres to Ontario Water Regulations 170/09 and 243/07 of the Safe Drinking Water Act. The regulations ensure we maintain drinking water. The regulations include sampling to be completed monthly, quarterly, annually and five-year sampling intervals depending on the parameters.

On December 15, 2016, the Ministry of Environment filed an amended regulation. The amended regulation came into effective on July 1, 2017, as O. Reg. 243/07 (schools, private schools and childcare centers). To further protect children from lead in drinking water, the amended regulation includes updated requirements for lead sampling, filter and flushing.

Lakehead Public Schools operates an ongoing sampling program of all designated drinking water fixtures at our facilities. Water quality is continuing to be improved by maintenance and capital project work, targeting the replacement of existing cold water supply lines and/or fixtures.

The current years lead sampling commenced May 1, 2025, and has no exceedances to date.

The 2025 school year requires five-year sampling for schedule 23 (inorganic) and schedule 24 (organic) parameters. The testing was completed in May 2025 and yielded two exceedances for sodium at Five Mile Public School and Whitefish Valley Public School.

3. Conclusion

Lakehead District School Board is committed to achieving its strategic and operational plan goals of providing a safe environment for students and staff that facilitates their learning needs.

Respectfully submitted,

KYLE ULVANG
Health and Safety Officer

KIRSTI ALAKSA
Superintendent of Business

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2025 JUN 10
Report No. 058-25

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

RE: FRENCH AS A SECOND LANGUAGE

1. Background

- 1.1 French as a Second Language (FSL) programming at Lakehead Public Schools, in accordance with the Board's Strategic Plan, provides programs and supports so that every student can achieve high levels of personal and academic excellence in inclusive environments that reflect the diversity of our community.
- 1.2 There exists a considerable body of research indicating that second-language learning provides significant cognitive and academic benefits. It is known to enhance first-language and overall literacy skills and to provide a foundation for the learning of additional languages. There is also evidence that learning another language can help in the development of interpersonal and social skills.
- 1.3 Lakehead District School Board has demonstrated its commitment to FSL by offering Core French in all elementary and secondary schools. French Immersion is offered in three elementary schools and one secondary school. French as a Second Language programming pathways enable all students to continue to develop their French-language skills as they work towards a postsecondary destination in an apprenticeship, college, university, or the workplace.
- 1.4 A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12 (2013), was developed by the Ministry of Education to help school boards and schools in Ontario maximize opportunities for students to reach their full potential in FSL.

2. Situation

- 2.1 As required by the Ministry of Education, LDSB has developed a three-year FSL plan to guide progress in the following priority areas:
 - increasing student achievement in Grade 8 Core French (speaking strand) and in Grade 9 Core French;
 - increasing student confidence when interacting in French outside of school;
 - increasing the percentage of students who remain in a French program until Grade 12; and
 - increasing the percentage of students and parents/guardians/caregivers who recognize the advantages and benefits of learning French.

- 2.2 Ontario's French as a Second Language Curriculum is rooted in the Common European Framework of Reference (CEFR). The CEFR provides guidelines that support effective teaching, learning and assessment of second-language learning, including the action-oriented approach where students learn to communicate in French using social activities designed to accomplish purposeful, actionable tasks.

Professional development in FSL for 2024-2025 has focused on the pedagogical shift towards the action-oriented approach, including examining strategies and CEFR-aligned tasks that will support learners to build confidence and skill in oral production.

- 2.3 The Diplôme d'études en langue française (DEL F) is an internationally recognized certification of proficiency in French for those learning French as an additional language. French language skills are evaluated in the four areas of oral comprehension, oral expression, written comprehension, and written expression. Obtaining DEL F certification can open doors to post-secondary and employment opportunities, and it also serves as an official, internationally recognized testament to a student's language learning journey and accomplishments.

Lakehead District School Board provides Grade 8 French Immersion students with the opportunity to challenge the DEL F exam to receive Level A2 certification. Secondary students in all French pathways are encouraged to challenge the DEL F in their Grade 12 year, and may become certified in Levels A2, B1 or B2.

- 2.4 Students who are enrolled in French Immersion participate in early reading screening. In Year 2 Kindergarten and Grade 1, students are screened in French. Beginning in Grade 2, students are screened in both English and French. Teachers use the data from early reading screening (in conjunction with classroom-based assessments) to provide targeted, evidence-based reading instruction to all students, and to prevent or quickly address reading difficulty.
- 2.5 The elementary French resource teacher works with the literacy team to support student achievement and build teacher capacity in FSL programs. At the secondary level, two student success periods (one per semester) at Hammar skjold High School, support student success and retention in French, as well as system and cross-panel professional development for teachers.

3. Next Steps

Data collection in FSL programs at LDSB identifies areas of success and areas for continued growth. In order to support and enhance student success in FSL programs we will:

- use FSL data to identify growing needs and challenges and develop strategies to address them. Ensure that personnel and resources are directed towards areas of greatest need and highest impact. Monitor programs, interventions and supports to ensure they are having a positive impact on student achievement and well-being;
- renew the three-year FSL plan, ensuring goals and strategies are aligned with the Board's Strategic Plan as well as Ministry of Education priorities for FSL;
- continue to support educators and administrators to provide exemplary FSL programming through distributive leadership, professional development, and training opportunities that reflect the identified needs of the system; and
- work collaboratively with business departments and human resources to recruit and retain qualified French teachers.

4. Conclusion

Lakehead District School Board recognizes that teaching and learning French, as one of Canada's two official languages, is valued as an integral component of Ontario's education system. Learning French as a Second Language is a life-long journey that strengthens literacy skills, as well as cognitive and metacognitive development. French pathways at LDSB will continue to ensure that students develop the confidence and ability to use French effectively in their daily lives.

Respectfully submitted,

WHITNEY LUNDSTROM
French Resource Teacher

FRED VAN ELBURG
Program Coordinator

KALI BERNST
Principal of Indigenous Education and Program

HEATHER HARRIS
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2025 JUN 10
Report No. 050-25

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

RE: 2025 to 2030 GOVERNANCE POLICY REVIEW SCHEDULE

1. Background

- 1.1 Policy 2010 Policy Development and Review, section 5.3 *Identification of Policies Requiring Development and/or Review* identifies that “Senior Administration prepares an annual plan of action that outlines the process for managing policies for development and for review”.
- 1.2 At the Regular Board Meeting on May 27, 2025, the Board approved the Review and Development of Governance and Administrative Policies (048-25) in order to improve alignment, eliminate redundancies and enhance overall efficiency with Lakehead District School Board.

2. Situation

- 2.1 Section 5.5 *Identification of Policies Requiring Development and/or Review* of Policy 2010 Policy Development and Review states “The Board Advisory Committee will recommend all Policies to be reviewed or developed to the Board for approval”.
- 2.2 The 2025 to 2030 Governance Policy Review Schedule (Appendix A) is attached for the Board Advisory’s consideration.

RECOMMENDATION:

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”.

Respectfully submitted,

SHERRI-LYNNE PHARAND
Director of Education

ANNUAL GOVERNANCE POLICY DEVELOPMENT AND REVIEW PLAN September 2025 to June 2030			
Year	Policy #	Title	Superintendent
1 2025-2026	1011	Access to System Programs	H. Harris
	3001 8080	Governance School Council	S. Pharand
	3074 8050	Expense and Travel Reimbursement Naming and Opening of New or Consolidated School	K. Alaksa
	7030	Human Rights and Workplace Harassment	J. Lower
	7040 5010	Violence in the Workplace Special Education	M. Probizanski
2 2026-2027	1020 7030	Equity & Inclusive Education Human Rights and Workplace Harassment	J. Lower
	3002 3095	Annual Evaluation of the Director of Education Student Trustees	S. Pharand
	3092	Privacy and Information Management	H. Harris
	3093 3040	Information Security Transportation	K. Alaksa
	3100 7040	Accessibility Standards for Customer Service Violence in the Workplace	M. Probizanski
3 2027-2028	3094 3072	Electronic Meetings Advocacy	S. Pharand
	7030	Human Rights and Workplace Harassment	J. Lower
	7040 7050	Violence in the Workplace Conflict of Interest	M. Probizanski
	8061	Miiniwewinan: Indigenous Education Advisory Committee	H. Harris
	8092	Code of Conduct	K. Alaksa
4 2028-2029	3101 7090	Risk Management Accountability	S. Pharand
	7030	Human Rights and Workplace Harassment	J. Lower
	7040	Violence in the Workplace	M. Probizanski
	9010	Pupil Accommodation	K. Alaksa
	7060	Staff Training and Professional Development	H. Harris
5 2029-2030	2010 3005 3020	Policy Development and Review Ontario Student Record Legal Representation	S. Pharand
	3026 3061	Budget Variance Reclamation of Properties	K. Alaksa
	4005 7030	English Language Learners Human Rights and Workplace Harassment	J. Lower
	7040 8074	Violence in the Workplace Student Concussion Management	M. Probizanski
	8062	Voluntary First Nations, Métis and Inuit Student Self-Identification	H. Harris

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2025 JUN 10
Report No. 067-25

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

RE: POLICY REVIEW – 3094 TRUSTEE ATTENDANCE AT REGULAR AND SPECIAL BOARD MEETINGS

1. Background

- 1.1 At the September 24, 2024, Regular Board Meeting, 3094 Electronic Meetings Policy was approved for review during the 2024-2025 school year due to changes in Ontario Regulation 463/97 that will go into effect on September 1, 2025.

2. Situation

- 2.1 The 3094 Electronic Meeting Policy was renamed to 3094 Trustee Attendance at Regular and Special Board Meetings Policy to better reflect its focus on the participation of trustees in both regular and special board meetings.
- 2.2 We have added a procedure to reflect further guidance in accordance with the recent changes from the ministry.
- 2.3 The revised policy attached as Appendix A and procedures as Appendix B.
- 2.4 Upon final approval, the policy will be distributed according to Board procedures.

RECOMMENDATION

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

“That Lakehead District School Board approve the 3094 Trustee Attendance at Regular and Special Board Meetings Policy as attached as Appendix A to Report No. 067-25”.

Respectfully submitted,

SHERRI-LYNNE PHARAND
Director of Education

BUSINESS AND BOARD ADMINISTRATION**3000****DRAFT****TRUSTEE ATTENDANCE AT REGULAR
AND SPECIAL BOARD MEETINGS POLICY****3094****1. Rationale**

Ontario Regulation 463/97 Section 2(1) requires:

Every board shall develop and implement a policy providing for the use of electronic means for the holding of meetings of a board and meetings of a committee of a board, including a committee of the whole board.

2. The Policy

It is the policy of Lakehead District School Board (LDSB) that trustees and student trustees who participate in a meeting through electronic means, in accordance with Ontario Regulation 463/97 under the Education Act, shall be deemed to be present at the meeting.

3. Guidelines

- 3.1 — No later than 24 hours prior to a meeting, the secretary of the Board shall be notified of a trustee's or student trustee's requirements for electronic communication at the meeting. Lakehead District School Board may refuse to provide a member with electronic means of participation in a meeting of LDSB or a meeting of the committee of the whole Board, if required, in order to comply with section 3.6 of this policy.
- 3.2 — The electronic means shall permit the member or student trustee to hear and be heard by all other participants in the meeting.
- 3.3 — Trustees and student trustees shall have copies of the meeting agenda and package while participating electronically.
- 3.4 — Electronic connection to the meeting shall ensure clear communication.
- 3.5 — Trustees and the student trustees participating in electronic meetings, in closed session, shall ensure confidentiality and this shall be noted by the secretary. Student trustees participating in electronic meetings, in closed session, shall not participate in any closed session under section 207(2) (b) of the Education Act.
- 3.6 — The Governing By-Laws and the most current edition of Robert's Rules of Order shall apply to electronic meetings of LDSB.
- 3.7 — The chair of the Board, or designate, one additional trustee, and the director of education, or designate, must physically be present in the meeting room of the Board at every meeting of the Board or a committee of the whole Board (including closed session) at which there is a quorum.
- 3.8 — At every committee meeting of a committee of the Board, except a committee of the whole Board, the chair of the committee, or designate, and the director of education, or designate, shall be physically present in the meeting at which there is a quorum.

BUSINESS AND BOARD ADMINISTRATION**3000****DRAFT****TRUSTEE ATTENDANCE AT REGULAR
AND SPECIAL BOARD MEETINGS POLICY****3094**

~~3.9 In spite of section 3.5 and 3.6 of this policy, in accordance with the regulation, the chair of the Board or a committee of the Board may participate in a meeting of the Board or a committee of the Board by electronic means if:~~

- ~~• the distance from the chair's or designate's current residence to the meeting location is 200 km or more;~~
- ~~• weather conditions do not allow the chair or designate to travel to the meeting location safely;~~
- ~~• the chair or designate cannot be physically present at a meeting due to health-related issues; and~~
- ~~• the chair or designate must be physically present for at least half of the meetings of the board for any 12-month period beginning November 15.~~

~~3.10 Lakehead District School Board shall provide members of the public with electronic means for participating in meetings to the extent and manner outlined for public participation in the LDSB Governing By-Laws.~~

~~4. Review~~

~~This policy shall be reviewed in accordance with 2010 Policy Development and Review Policy.~~

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Lakehead District School Board 2022 Governing By-Laws	June 16, 1998	Education Act 228(1)e
	<u>Date Revised</u>	Education Act 208.1(1)b
	February 27, 2007 September 22, 2015 June 5, 2023	O. Reg. 463/97

BUSINESS AND BOARD ADMINISTRATION**3000****DRAFT****TRUSTEE ATTENDANCE AT REGULAR
AND SPECIAL BOARD MEETINGS POLICY****3094**1. Rationale

School board trustees are elected officials whose role is to oversee the governance function of the school board. Trustees are responsible for:

- hiring the director of education and conducting annual performance appraisals;
- holding the director of education accountable for the goals and commitments as outlined in the Multi-Year Strategic Plan;
- ensuring financial accountability by participating in the budget process;
- assisting the public to navigate operational concerns with the appropriate staff members; and
- attending and participating in board meetings, committee meetings, and committee of the whole meetings to support public accountability and transparency related to the actions and decisions of the board.

To support the integrity of the elected office of the trustee, to encourage rich dialogue and respectful debate, and to ensure education is visible and operating within the standards established by the province, trustees are expected to attend Regular Board and Special Board Meetings in-person, unless otherwise approved under *Regulation 463/97 Electronic Meetings and Meeting Attendance*, or, where permissible, are absented by board motion.

2. Policy Statement

It is the policy of the Lakehead District School Board, that trustees be physically present at each meeting of the Regular Board or Special Board, unless exemptions under this policy/procedure apply.

3. Terms and Definitions

Board Meetings: Public board meetings are formal ways that trustee members of the school board gather to discuss issues and make policy decisions. Board meetings are held in accordance with LDSB's Governing By-Laws and are accessible to the public to attend in-person as observers or to view via electronic means.

Designate: An individual engaged by request in a specific purpose, office, or duty. In reference to this procedure, an individual who has been requested to carry out specified functions of the chair or director in order to meet a requirement (e.g., attend a physical meeting location in the chair or director's stead).

BUSINESS AND BOARD ADMINISTRATION**3000****DRAFT****TRUSTEE ATTENDANCE AT REGULAR
AND SPECIAL BOARD MEETINGS POLICY****3094**

Disability: Disability is defined by the Accessibility for Ontarians with Disabilities Act (AODA) as affecting how people's bodies move, or how they perceive or communicate, and may be a physical, mental, developmental, learning, mental health, or injury-related disability. Further detail is available in the Ontario Human Rights Code (OHRC).

Electronic means of attendance (for trustee members): The provision of electronic access to a board or a Committee of the Whole meeting for the trustee means that the trustee(s) joining electronically must be able to visually see, and hear all other members of the committee, that members must be able to visually see, and hear the trustee joining the meeting and that two-way simultaneous and timely communication is possible in order to allow the trustee(s) attending electronically to fully participate in the meeting.

Electronic access to a meeting (for the public): The provision of electronic access to a public board meeting for members of the public requires that the public must be able to visually see and hear all members of the proceedings. Two-way communication is only required in the case of an approved delegation.

Family-related responsibilities: In alignment with the Ontario Employment Standards Act and the Canada Labour Code, 'responsibilities' typically refer to the constraint imposed by moral or social rules to take care of someone, in this case, individuals defined as family. This would include responsibilities related to the health or care of family members for reasons such as an illness, injury, medical emergency, or urgent matter relating to a prescribed list of individuals.

Health-related reason: Related to the health and wellness of an individual.

In-Camera (closed session): Meeting that occurs in private session (closed to the public) for reasons as outlined under section 207 in the Education Act.

Statutory Committees: Statutory Committees have specific membership and attendance requirements which are defined in their respective regulations. These Committees include Audit Committee, Parent Involvement Committee, Special Education Advisory Committee, Supervised Alternative Learning (SAL), Committee for Suspension Appeals and Expulsion Hearings and Director's Performance Appraisal Committee.

Student Trustee: A student representative, as elected by the outgoing student trustee and representatives of the secondary school's Student Activities Councils (SAC), who participates in and reports at public Board Meetings with the goal of bringing student voice to the board table.

Trustee: Elected representatives who are not employees of the school board but are considered office holders under provincial legislation. The role of the trustee is to manage and oversee effective, accountable, and transparent governance of the school board. Trustees are not responsible for day-to-day operations of the board.

BUSINESS AND BOARD ADMINISTRATION**3000****DRAFT****TRUSTEE ATTENDANCE AT REGULAR
AND SPECIAL BOARD MEETINGS POLICY****3094**4. Review

This policy shall be reviewed in accordance with 2010 Policy Development and Review Policy.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Lakehead District School Board Governing By-Laws	June 16, 1998	Education Act 228(1)b
Trustee Code of Conduct		Education Act 228(1)e
3001 Governance Policy	<u>Date Revised</u>	Education Act 208.1(1)b
3092 Privacy and Information Management Policy and Procedures	February 27, 2007	O. Reg. 463/97
OPBSA Guide to Good Governance	September 22, 2015	O. Reg. 313/24
	June 5, 2023	O. Reg. 234/04
		O. Reg. 293/18
		O. Reg. 268/06
		O. Reg. 632/20

BUSINESS AND BOARD ADMINISTRATION	3000
DRAFT	
TRUSTEE ATTENDANCE AT REGULAR AND SPECIAL BOARD MEETINGS PROCEDURE	3094

1. Governance Procedure

In alignment with the Boards' Governance By-laws, the *Education Act*, and *Regulation 463/97* the following Administrative Procedure outlines the requirements for trustee attendance at Public Board Meetings (regular or special) and Committee of the Whole Meetings.

1.1 Minimum number of trustee members required to be physically present at meetings.

Notwithstanding O. Reg 463/97, under the education act there is a requirement for board meetings to be open to the public to attend in person, and for there to be a minimum number of trustee attendees in-person at the meeting location along with the director of education.

- a) Requirement for minimum number of trustee members attending public board meetings, including a Committee of the Whole meeting, in-person:
 - i. The chair of the board or their designate shall be physically present in the meeting room of every regular meeting of the board and each meeting of a Committee of the Whole except when all schools are closed (see 1.2(h));
 - ii. The director of education or their designate shall be physically present in the meeting room of every regular meeting of the board and each meeting of a Committee of the Whole except when all schools are closed (see 1.2(h)); and
 - iii. At least one other trustee must be physically present in the meeting room for each meeting of the board and each meeting of a Committee of the Whole, except when all schools are closed (see 1.2(h)).
- b) Requirement for attendance at other meetings (meetings not subject to O. Reg 463/97: *Electronic Meetings and Meeting Attendance* requirements)
 - i. Requirements related to trustee member attendance at Statutory Committee Meetings is outlined in the applicable regulation for each committee; and
 - ii. Requirements related to trustee member attendance at Advisory Committee Meetings or Ad Hoc Committee meetings is included in the Trustee Reference Manual.

BUSINESS AND BOARD ADMINISTRATION	3000
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TRUSTEE ATTENDANCE AT REGULAR AND SPECIAL BOARD MEETINGS PROCEDURE	3094

- 1.2 Requirement for trustees regarding in-person or electronic attendance (as approved under Ontario Regulation 463/97) at meetings.
- a) In-person attendance requirements effective until August 31, 2025 [to be revoked September 1, 2025]:
 - i. The chair of the Board or designate shall be physically present in the meeting room of the board for at least half of the meetings of the Board during each 12-month period beginning November 15, 2025; and
 - ii. A trustee shall be physically present in the meeting room of the board for at least 3 regular meetings of the board during each 12-month period beginning November 15, 2025 (and pro-rated for trustees elected or appointed to fill a vacancy on the Board in accordance with ss. 7(9) ss. 7(9) and ss. 11(2) of Ontario Regulation 463/97).
 - b) In-person attendance requirements effective September 1, 2025:
 - i. Effective September 1, 2025, all trustees *must* be present in person for all meetings of the Board (regular or special) or Committee of the Whole Board Meetings (regular or special) unless authorized to attend via electronic means in line with 1.2(c) or unless absence has been approved by Board motion in alignment with section 1.3; and
 - ii. Failure to attend a meeting in-person, or, by electronic means (with approval), or, as authorized by Board motion, may result in the trustee vacating their seat.
 - c) Electronic attendance requirements:

O. Reg 463/97 Electronic Attendance at Meetings specifies that trustees may *only* participate in Board, or Committee of the Whole meetings via electronic means for one of five specific reasons:

 - i. The distance from the trustee's primary place of residence within the area of jurisdiction of the Board to the meeting location is 125 kilometres or more;
 - ii. Weather conditions do not allow the trustee to travel to the meeting location safely;
 - iii. The trustee cannot be physically present at a meeting due to health-related issues;
 - iv. The trustee has a disability that makes it challenging to be physically present at the meeting; and/or

BUSINESS AND BOARD ADMINISTRATION**3000****DRAFT****TRUSTEE ATTENDANCE AT REGULAR
AND SPECIAL BOARD MEETINGS PROCEDURE****3094**

- v. The trustee cannot be physically present due to family responsibilities in respect of:
- The trustee's spouse;
 - A parent, step-parents, or foster parent of the trustee or the trustee's spouse;
 - A child, step-child, foster child, or child who is under legal guardianship of the trustee or the trustee's spouse;
 - A relative of the trustee who is dependent on the trustee for care or assistances; and/or
 - A person who is dependent on the trustee for care of assistance and who considers the trustee to be like a family member.

Trustees must request, through the chair of the Board or in the case of the chair, through the vice-chair, permission to attend a meeting via electronic means in alignment with section '1.4(a) *Process to request electronic meeting attendance.*' A trustee who is approved to participate in a meeting through electronic means in accordance with Ontario Regulation 463/97 is deemed to be present at the meeting.

- d) Meeting schedules:
- i. Public Board meeting schedules are approved by trustees in May each year for the following school year and are posted on the LDSB website; and
 - ii. Special board meetings or Committee of the Whole Meetings are convened as required and advance notice is provided to trustees via email and is shared on the LDSB website.
- e) Request for electronic participation *can be denied* if approval results in the minimum trustee in-person attendance threshold (as outlined in 1.1(a) of (b)) not being met:
- i. The chair shall not approve a request for a trustee to participate by electronic means in a regular board meeting or regular committee of the whole board meeting if the request would result in fewer than one trustee of the board, in addition to the chair of the board or their designate, being physically present in the meeting room; and
 - ii. The vice-chair or other member of the board shall not approve a request for the chair of the board to participate by electronic means in a regular board meeting or regular committee of the whole board meeting unless the chair's designate will be physically present in the meeting room.

BUSINESS AND BOARD ADMINISTRATION**3000****DRAFT****TRUSTEE ATTENDANCE AT REGULAR
AND SPECIAL BOARD MEETINGS PROCEDURE****3094**

f) Weather:

There is no allowance for all trustees to attend electronically under 1.2(b)(ii) re: weather conditions. If the minimum threshold for members attending in person under 1.1(a) cannot be met due to weather conditions, the meeting should be cancelled with as much notice to the public as possible.

g) Exceptions for Student Trustees:

Student trustees may participate in any board meeting via electronic means and are not required under O. Reg 463/97 to obtain advance permission, nor is their reason for advance participation limited to the reasons outlined in the regulation.

h) Exceptions for school board closures:

If all schools of the Board are closed under an order made in accordance with Ontario Regulation 463/97(9)(1) then the requirement for the physical attendance at any meetings by a trustee or the director of education is not required in accordance with that Regulation and all trustees and student trustees may participate electronically as of right and without complying with 1.2(b) above. In those circumstances, the meeting room of the Board will not be open to permit physical attendance by members of the public.

i) Confirmation of attendance:

- i. Every public meeting of the Board or Committee of the Whole, the secretary of the Board shall record the attendance including who is present electronically as approved under O. Reg 463/97, in alignment with this procedure who is absent via approved board motion, and who is absent;
- ii. During the approval of the minutes of the next Regular Board meeting, the attendance as recorded will be approved; and
- iii. If a trustee has requested to be absent at a current or future public board meeting alignment with section 228(1)(b) of the Education Act and section 1.3 of this procedure, a motion related to requests for approval of current or future absences can be brought forward for consideration under the Special Orders section of the agenda.

BUSINESS AND BOARD ADMINISTRATION**3000****DRAFT****TRUSTEE ATTENDANCE AT REGULAR
AND SPECIAL BOARD MEETINGS PROCEDURE****3094**

- 1.3 Request for Absence as Approved by Motion (applicable *only* to public regular or special board meetings).

Section 228(1)(b) of the *Education Act* allows that *despite* any regulations that may be made respecting use of electronic means for participation in meetings (section 208.1 of the education act), that in certain circumstances, a complete absence from a Board meeting may be approved via Board motion.

The following considerations should be made in relation to considering absences as approved by motion:

i. Duties of the Trustee:

- trustees are considered public office holders; in taking the oath of office, trustees are committing to the public to uphold their duties, which include participation in board meetings. Any absence approved by Board motion should be in alignment with the values of the Board and respect the integrity of the office of trustee.

ii. Requesting an absence be approved by Board motion:

- in requesting any absence to be approved by Board motion, the trustee must accept that:
 - if the absence is approved, the minutes will reflect that the trustee is absent via Board motion in alignment with the Education Act section 228(1)(b); and/or
 - if the absence is not approved and the trustee does not attend in person, the minutes will reflect the trustee is absent; and
 - there is no allowance for trustee participation in a meeting via electronic means for any reason other than those specified under Regulation 463/97.

iii. Approved absences should be considered for:

- emergency or urgent situations, or unavoidable circumstances that were not previously anticipated or planned. Examples may include but are not limited to:
 - traffic jam;
 - traffic accident;
 - other travel issues (e.g., vehicle breakdown etc.); and
 - personal or family medical emergency.
- important pre-planned personal or exceptional circumstance. Examples may include but are not limited to:
 - wedding;
 - funeral;
 - graduation; and
 - planned medical procedure.

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- iv. Process for consideration of circumstances to be approved by board motion:
- in the event of emergency or unavoidable circumstances: Often the nature of the emergency will necessitate that the notice to the chair will be last minute. As soon as able, the trustee should advise the chair of the absence, and the reason for the absence so the chair is able to request that a motion be tabled to authorize the absence under the Special Orders section of the agenda; and
 - in the event of a personal or exceptional circumstance: Typically, these events would be known about well in advance. A request in writing to the chair should be issued in time for the motion to be considered at the next public meeting of the Board.
- v. Consideration of request for absence approved by Board motion:
- the chair of the Board may provide feedback to or request clarification from the requesting trustee in advance of the meeting related to the reason for the request for absence approved by Board motion;
 - in alignment with section 1.2(i) *Confirmation of Attendance* the requesting trustee (or a designate), shall state the reason for the requested absence;
 - in relation to health or medical circumstances the extent of provided detail and/or any questions asked should respect an individual right to confidentiality and to protection of personal health information under PHIPPA;
 - following presentation of the request, along with any necessary discussion, a motion that states that *'that trustee [name] shall be absent from the public meeting of the board on [date] in alignment with s. 228(1)(b) of the Education Act and with applicable reasons as outlined in 3094 Trustee Attendance at Regular and Special Board Meetings'* can be brought forward; and
 - the motion will be considered and passed or defeated by Trustees in alignment with the LDSB Governing By-laws for Rules for Meetings of the Board and for Voting.

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vi. Notation in minutes regarding a request for absence approved by Board motion:

- if a motion to approve the absence is put on the table and is passed, the motion should be included in the minutes of the meeting, and, at the meeting for which the trustee is approved to be absent, a notation should be made stating that the absence was approved by Board motion in alignment with section 228(1)(b) of the Education Act, along with a reference to the date of the meeting that the motion was approved; and
- if the motion to approve the absence is put on the table and defeated, the notation will be made in the minutes that the motion to approve the absence under 228(1)(b) was lost and the trustee will be marked absent if they are not in attendance in-person at the affected meeting.

vii. Responsibility for trustees to monitor their own attendance:

- it is the responsibility for each individual trustee to consider their attendance in alignment with the potential implications for vacating a seat.

1.4 Considerations for Electronic Meeting Attendance.

a) Process to request electronic meeting attendance for reasons listed under section 1.2(c):

i. Submission of request in writing:

- if a trustee proposes to participate in a Board meeting for a reason as described in section 1.2(c) by electronic means, the trustee shall submit a request in writing and the reason for the request to the chair of the Board and the secretary of the Board before the meeting begins;
- if the trustee making a request under section 1.2(c) is the chair of the Board, the chair shall submit the request and reasons to the vice-chair of the Board before the meeting begins; and
- unless for emergency circumstances related to 1.2(c)(ii), (iii), or (v) trustees should provide their written request with as much advance notice as possible. For circumstances not listed in 1.2(c) non-emergency requests should be submitted at minimum not later than the Board meeting prior to the meeting the trustee is requesting to be absent for so a motion related to the absence can be considered prior to the affected meeting.

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ii. Review of request:

- the chair, or vice-chair if it relates to the chair, may approve a request if they are satisfied that one or more of the circumstances identified in section 1.2(c) exist;
- the chair may provide feedback to or ask for clarification from the requesting trustee in advance of the meeting to the reason for the request; and
- in relation to health or medical circumstances, any questions asked should respect an individual right to confidentiality and privacy under MFIPPA, and to protection of personal health information under PHIPPA.

iii. Response to request in writing:

The chair or vice-chair will respond, in writing, to the trustee with a cc to the secretary of the Board, advising whether the request to attend via electronic means has been approved.

- if the absence is approved, at the impacted meeting, during roll call the chair will direct that the minutes will reflect that the trustee is absent in alignment with Regulation 463/97; and
- if the absence is not approved and the trustee does not attend in person, the chair will direct that the minutes will reflect that the trustee is absent.

b) Standing Exceptions:

The chair or vice-chair if it relates to the chair, has the ability to approve in writing, upon request from a trustee in writing, a standing exception for electronic participation if one of the listed exceptions is a permanent or long-term circumstance for the trustee.

- for example, if a trustee lives more than 125km from a meeting location, the chair can approve that every time a meeting is held at that location, the trustee will have the option for electronic participation.

It is the responsibility of the affected trustee, for each meeting that the absence is approved for, to advise the chair and the secretary of the Board whether they are planning on attending the meeting in person or whether they require electronic access arranged per their standing exemption.

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- c) Required technology and infrastructure for access to the meeting:
- LDSB provides trustees with a laptop, headphones, a laptop camera and a mobile device. It is the responsibility of the trustee to check that the equipment is accessible and in working order prior to the commencement of any meeting that they have applied to participate in via electronic means.
 - Assistance with connection or equipment set up can be provided by the Technology Services with reasonable notice.
 - Lakehead District School Board provides trustees with means for home internet access, as well as access to a mobile device that includes data and hotspot capabilities.

- d) Expectations for Participation in Electronic Meetings:

Any trustee approved to participate in a public board meeting or Committee of the Whole Board Meeting shall ensure that they fully participate in the meeting by:

- leaving their laptop camera on so they can be seen by other trustees and members of the public;
- participating in the voting process by clearly raising a hand if they support the motion being called for vote; and
- providing reports, posing questions, and participating in discussion as they would if they had attended the meeting in-person.

The chair must ensure that any trustee attending a meeting via electronic means is offered the opportunity to meaningfully participate.

- e) Declarations of Conflict of Interest and electronic participation in meetings:

At all meetings at which a trustee, including a student trustee, participates by electronic means, it is the responsibility of those trustees to comply with the requirements of the *Municipal Conflict of Interest Act*, including, in the case of a meeting that is closed to the public, to disconnect from the electronic participation for so long as is necessary in order to so comply.

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- f) Security and confidentiality of electronic means of participation in an In-Camera (closed session) meeting the Board shall ensure that appropriate processes are put in place to ensure the security and confidentiality of electronic participation in proceedings held during meetings that are closed to the public, including ensuring student trustees who participate through electronic means do not participate in any proceedings that are closed to the public under clause 207(2)(b) of the *Education Act* (subject matter under consideration involves the disclosure of intimate, personal or financial information in respect of a trustee of the Board or member of a committee, an employee or prospective employee of the Board or a pupil or their parent or guardian).

1.5 Unauthorized Trustee absences from Board Meetings.

- a) Unauthorized absence under *O. Reg. 463/97*

Effective September 1, 2025, if a trustee fails to be physically present at a regular meeting of the board or a regular meeting of the committee of the whole board *unless their request to attend electronically is approved* as set out above and in accordance with Ontario Regulation 463/97, the trustee's seat is considered vacated (section 228(1)(e) of the *Education Act*.

- b) Unauthorized absences under the *Education Act*

A trustee vacates their seat if they absent themselves *without* being authorized by resolution of the board entered in the minutes, from three consecutive regular meetings of the board (s.228(1)(b) of the *Education Act*). Any requested absence under section 228(1)(b) of the education act must be approved by board motion.

1.6 Public versus In-Camera (closed session) Meetings.

In accordance with s.207(1) of the *Education Act*, all meetings of the board and all meetings of committees of the board, shall be open to the public, *except* when a meeting of a board or a committee of the board is closed to the public in accordance with s.207(1) or s.207 (2) of the *Education Act*.

- a) In-Camera (closed session) meetings:

Closed session meetings are also referred to as 'In-Camera' meetings and may only be called as need arises to discuss matters listed under s. 207(2) of the *Education Act*:

- i. The security of the property of the LDSB;
- ii. The disclosure of intimate, personal or financial information in respect of a member of the Board or committee, an employee or prospective employee of the LDSB or a pupil or parent/guardian;

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- iii. The acquisition or disposal of a school site;
 - iv. Decisions in respect of negotiation with employees of the LDSB; and
 - v. Litigation affecting the LDSB.
- b) In-Camera (closed session) meetings may also be called if a breach of the Trustee Code of conduct occurs that involves one of the matters listed above in section 1.6(a), or when the subject matter for consideration involves an ongoing investigation under the *Ombudsman Act*, 2014,c. 13.
- 1.7 Public Access to Public Board Meetings and Committee of the Whole Meetings.
- a) Access for the public in-person or for electronic viewing
- i. public Board meetings and/or public Committee of the Whole Meetings must be open for the public to attend as observers in-person at the designated meeting site as listed on the agenda (unless schools are closed under 1.2(h)) and via electronic viewing wherein members of the public can see and hear the proceedings via a link or platform provided; and
 - ii. unless attending as part of an approved delegation, members of the public are not participants in public Board meeting and/or public Committee of the Whole Meetings and there is no requirement for the provision of two-way communication via electronic means.
2. Review
- This policy shall be reviewed in accordance with 2010 Policy Development and Review Policy.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Lakehead District School Board Governing By-Laws	June 16, 1998	Education Act 228(1)e Education Act 228(1)e
Trustee Code of Conduct		Education Act 208.1(1)b
3001 Governance Policy	<u>Date Revised</u>	O. Reg. 463/97
3092 Privacy and Information Management Policy and Procedures	February 27, 2007 September 22, 2015 June 5, 2023	O. Reg. 313/24 O. Reg. 234/04 O. Reg. 293/18 O. Reg. 268/06 O. Reg. 632/20
OPBSA Guide to Good Governance		

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2025 JUN 10
Report No. 057-25

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

RE: APPROVAL OF APPOINTMENTS TO THE SUPERVISED ALTERNATIVE LEARNING
COMMITTEE 2025-2026

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.
 - 1.1.1 The SAL Committee shall be composed of no fewer than three persons to be appointed by the Board.
 - 1.1.2 The members of the SAL Committee shall include: a trustee of the Board; a supervisory officer; and at least one person who is not an employee of the Board.
 - 1.1.3 Trustee appointments to the SAL Committee are approved at the Annual Meeting in December.
- 1.2 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

The role of the SAL Committee is to accept and consider applications from parents/guardian/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.

3. Conclusion

A recommendation to approve the SAL Committee appointments for 2025-2026 is included in this report.

RECOMMENDATION

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

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

- 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, Youth Employment Services (YES); and
- Tom Nesti, Program Supervisor, Youth Employment Services (YES).”

Respectfully submitted,

KATHLEEN ANDREWS
Student Success Lead

JANE LOWER
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education