



**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, November 12, 2024  
Jim McCuaig Education Centre**

Sherri-Lynne Pharand  
Director of Education

Donica LeBlanc  
Chair

**AGENDA**

**PUBLIC SESSION  
7:30 P.M. – in the Board Room**

	<u>Resource Person</u>	<u>Pages</u>
1. Call to Order		
2. Disclosure of Conflict of Interest		
3. Approval of the Agenda		
4. Resolve into Committee of the Whole – Closed Session		
5. <b>COMMITTEE OF THE WHOLE – Closed Session – 7:00 p.m. ( SEE ATTACHED AGENDA)</b>		
6. Land Acknowledgement		Verbal
7. Delegations/Presentations		
7.1 Trustee Character Award – Pat Towell	L. Vanderwey	Verbal
8. Confirmation of Minutes		
8.1 Board Advisory Committee Meeting - October 8, 2024	D. LeBlanc	1-4
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	Legal Representation for 2023-2024 (112-24)	S. Pharand	5-9
10.2	Human Rights, Equity and Inclusive Education (110-24)	J. Lower	10-24
10.3.	Numeracy – Math Achievement Action Plan Report (109-24)	N. Sacevich	25-37

11. First Reports

**MATTERS FOR DECISION:**

12.	Postponed Reports		
13.	Ad Hoc and Special Committee Reports		
14.	New Reports		
14.1	Policy Review – 6065 Prevalent Medical Conditions (113-24)	M. Probizanski	38-76

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

“That Lakehead District School Board approve 6065 Prevalent Medical Conditions Policy, Appendix A to Report No. 113-24”.

14.2	Policy Review – 8015 Display of Flags (108-24)	S. Pharand	77-83
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It is recommended that the Board Advisory Committee refer the following to the Board for approval:

“That Lakehead District School Board approve 8015 – Display of Flags Policy, Appendix A to Report No. 108-24.”

<p>Trustees (Chair and Vice-Chair) and presenters of reports will be available for comment after the Board Meeting.</p>
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	<u>Resource Person</u>	<u>Pages</u>
14.3 Policy Review – English Language Learners’ (111-24)	J. Lower	84-86

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

“That Lakehead District School Board rescind 4005 English Language Learners’ Policy.”

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

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

**LAKEHEAD DISTRICT SCHOOL BOARD**



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**BOARD ADVISORY COMMITTEE**

**Tuesday, November 12, 2024  
Jim McCuaig Education Centre**

Sherri-Lynne Pharand  
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Donica LeBlanc  
Chair

**AGENDA**

**COMMITTEE OF THE WHOLE – Closed Session  
7:00 p.m. – in the Sibley Room**

	<u>Resource Person</u>	<u>Pages</u>
5.1 Approval of Committee of the Whole - Closed Session Minutes		
5.1.1 Board Advisory Committee Meeting - October 8, 2024	D. LeBlanc	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Financial Matter	S. Pharand	Verbal
5.3.2 Legal Matter	E. Chambers	Verbal
5.3.3 Legal Matter	S. Pharand	Verbal
5.4 Information and Inquiries		
5.5 Rise and Ask Leave to Sit in Public Session		

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

**LAKEHEAD DISTRICT SCHOOL BOARD**

LAKEHEAD DISTRICT SCHOOL BOARD

**MINUTES OF BOARD ADVISORY COMMITTEE**

Board Room/Microsoft Teams  
Jim McCuaig Education Centre

2024 OCT 8  
7:30 p.m.

**TRUSTEES PRESENT:**

Ellen Chambers	Emily Drake (Indigenous Student
Pat Johansen	Trustee)
George Saarinen (virtual)	Morgann De Franceschi (Student
Ryan Sitch, Trustee	Trustee)
Leah Vanderwey	
Scottie Wemigwans (Indigenous Trustee)	

**ABSENT WITH REGRETS:**

Donica LeBlanc (Chair)  
Ron Oikonen, Trustee  
Trudy Tuchenhausen  
Jane Lower, Superintendent of Education

**SENIOR ADMINISTRATION:**

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

**MANAGERS/FEDERATION/UNION REPRESENTATIVES:**

Don Porter, Manager, Lakehead District School Board

**PUBLIC SESSION:**

1. **Call to Order**

Meeting called to order by Chair Chambers

2. **Disclosure of Conflict of Interest**

3. **Approval of Agenda**

Moved by Trustee Vanderwey

Seconded by Trustee Johansen

*"THAT the Agenda for Board Advisory Committee Meeting, October 8, 2024, be approved."*

**CARRIED**

4. Resolve into Committee of the Whole- Closed Session

Moved by Trustee Wemigwans

Seconded by Trustee Sitch

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

- *Confirmation of Committee of the Whole – Closed Session Minutes*
  - *Board Advisory Committee Meeting*
  - *September 10, 2024*
- *Legal 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:

5. Committee of the Whole – Closed Session

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

PUBLIC SESSION:

6. Delegations/ Presentations

Chair Chambers informed the Board that the Trustee Character Award to be presented to Pat Towell has been deferred to a later date as she was unable to attend this evening.

MATTERS NOT FOR DECISION:

7. Confirmation of Minutes

Moved by Trustee Vanderwey

Seconded by Trustee Johansen

*“THAT the Board Advisory Committee approve the minutes of the Board Advisory Committee Meeting, September 10, 2024.”*

CARRIED

8. Information Reports

8.1 Lakehead Public Schools Child Care Report (101-24)

Superintendent Harris presented the report. All trustees' questions were addressed.

8.2 Grade 8 Reach-Ahead Program (100-24)

Associate Superintendent Sacevich introduced Meghan Smelow, Student Success Lead and Lori Armstrong, Lakehead Adult Education Centre Teacher, who presented the report. All trustees' questions were addressed.

8.3 Special Education Advisory Committee (SEAC) Meeting Minutes

Superintendent Probizanski presented the minutes from the June 12, 2024 SEAC meeting. All trustees' questions were addressed.

8.4 Parent Involvement Committee (PIC) Meeting Minutes

Director Pharand presented the minutes from the May 16, 2024 PIC meeting. All trustees' questions were addressed.

8.5 Lakehead Public Schools Foundation Report (102-24)

Superintendent Alaksa introduced Jordan Lester, Chair, Lakehead Public Schools Foundation who presented the report with her. All trustees' questions were addressed.

MATTERS FOR DECISION:

9. New Reports

9.1. Procedural By-Laws Ad Hoc Committee (103-24)

Trustee Sitch requests a point of order prior to motion for Report No. 103-24. It was requested that the Board may add trustees not in attendance tonight to this committee if they request before the final motion is approved at the Regular Board meeting on October 22, 2024. Director Pharand advised that before the final motion is passed trustees will be asked if any further members wish to add their name to the committee.

Moved by Trustee Sitch

Seconded by Trustee Johansen

The Board Advisory Committee recommends that the following motions be referred to the Board for approval:

1. Lakehead District School Board appoint Trustees Sitch, Vanderwey, Chambers, Director Pharand, and the executive secretary – office of the director, be appointed to the Procedural By-Laws Ad Hoc Committee.
2. The Procedural By-Laws Ad Hoc Committee report its progress to the Board no later than April 22, 2025.

CARRIED

10. Information and Inquires

10.1 Chair Chambers informed the Board that the following events were attended by trustees and senior administrators:

- October 1, 2024 – Fall Harvest at Algonquin Avenue Public School. Trustee Johansen informed the Board about attending the event.
- October 2, 2024 – Lakehead Public Schools and TBaytel e-sports launch at Superior Collegiate and Vocational Institute. Director Pharand informed the Board about attending the launch.

10.2 Director Pharand updated the Board on the progress of the correspondence from the district's four school boards regarding transportation concerns in the north to MPP Vaugeois. The correspondence content was previously brought before the Board by Superintendent Alaksa at the September 24, 2024 Regular Board meeting. A handout of the letter was provided to the Board for review. All trustees' questions and concerns were addressed.

11. Adjournment

Moved by Trustee Johansen

Seconded by Trustee Saarinen

*"THAT we do now adjourn at 8:31 p.m."*

CARRIED



LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2024 NOV 12  
Report No. 112-24

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

RE: LEGAL REPRESENTATION FOR 2023-2024

1. Background

Lakehead District School Board's 3020 Legal Representation Policy and Procedures, (herewith attached, Appendix A), are designed to assist in the resolution of complex and technical legal matters.

2. Situation

The 2023-2024 legal costs paid from the director's legal/audit account are as follows:

Description	Cost
<b>Cheadles</b>	\$109,270.51
<b>Paquette &amp; Associates</b>	138,553.85
<b>Eric Roher Law</b>	30,065.18
<b>Potestio Law</b>	\$15,000.00
<b>Keel Cottrelle</b>	22,579.41
<b>Hicks Morley</b>	2,523.85
<b>O'Neill Associates</b>	2,533.57
<b>Third Party Costs</b>	27,368.89
<b>OSBIE Reimbursements</b>	-70,171.33
<b>TOTAL</b>	<b>\$277,723.93</b>

3. Conclusion

Total legal expenses vary annually as indicated in the chart below.

<b>Year</b>	<b>Total Legal Expenses</b>
2023-2024	\$277,723.93
2022-2023	191,365.32
2021-2022	170,286.37
2020-2021	257,996.31
2019-2020	368,133.31

Respectfully submitted,

SHERRI-LYNNE PHARAND  
Director of Education

<b>BUSINESS AND BOARD ADMINISTRATION</b>	<b>3000</b>
<b>LEGAL REPRESENTATION POLICY</b>	<b>3020</b>

1. Rationale

There are occasions when legal advice is necessary to assist in resolving very complex and technical problems.

2. The Policy

It is the policy of Lakehead District School Board that all matters requiring professional legal assistance must be approved by the director of education or designate before referral is sought. In the instance that the legal matter is regarding the director of education, legal and human resources counsel shall be sought by the chair of the Board and the matter shall be brought to the Board.

3. Guidelines

3.1 That any solicitor or firm of solicitors so engaged will be recompensed on a fee-for-service basis.

3.2 For specific details concerning this policy, refer to 3020 Legal Representation Procedures. Any questions related thereto may be directed to the superintendent responsible.

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>
_____	February, 1979	_____
_____	<u>Date Revised</u>	_____
	June 22, 2010	
	May 23, 2017	
	February 27, 2024	

<b>BUSINESS AND BOARD ADMINISTRATION</b>	<b>3000</b>
<b>LEGAL REPRESENTATION PROCEDURES</b>	<b>3020</b>

1. The Policy

It is the policy of Lakehead District School Board that all matters requiring professional legal assistance must be approved by the director of education or designate before referral is sought.

2. Implementation Procedures

- 2.1 If legal representation is deemed necessary, by an employee, they should contact their superintendent or, if their superintendent is not available, the director or any other superintendent.
- 2.2 Briefly outline the matter to the superintendent.
- 2.3 The superintendent will decide if the matter requires legal representation. If the matter does not require legal representation, the superintendent will provide the necessary information to allow the matter to be resolved.
- 2.4 If the matter is deemed to require legal representation, the superintendent, in consultation with the director, will engage a solicitor to contact the employee directly and continue until the matter is resolved. All engagements must be confirmed in writing (this does not preclude a verbal engagement, but any verbal engagement must be followed by a written confirmation).
- 2.5 A copy of each referral will be forwarded to the director, who will keep a record of each legal engagement. Such a record will include: the date of engagement, authorizing official, brief description of the matter, the date of completion, and the cost.
- 2.6 The director files a report annually on the year's activities with respect to use of legal firms.
- 2.7 If the matter is regarding the director of education, the chair shall engage legal counsel and external human resources. They will bring the matter to either a Special Board Meeting or bring to the next Regular Board Meeting depending on its urgency and advice from legal counsel.

<b>BUSINESS AND BOARD ADMINISTRATION</b>	<b>3000</b>
<b>LEGAL REPRESENTATION PROCEDURES</b>	<b>3020</b>

3. Review

These procedures shall be reviewed in accordance with 2010 Policy Development and Review Policy.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
_____	February, 1979	_____
_____	<u>Date Revised</u>	_____
	June 22, 2010	
	May 23, 2017	
	February 27, 2024	

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2024 NOV 12  
Report No. 110-24

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

RE: HUMAN RIGHTS, EQUITY, AND INCLUSIVE EDUCATION

1. Background

- 1.1 Lakehead District School Board (LDSB) is committed to providing a safe, welcoming, accessible, and inclusive learning and working environment that upholds human rights and promotes equity of access and outcomes for the benefit of diverse students and staff. Accordingly, facilitation of initiatives is at the core of the equity and inclusive education work within LDSB.
- 1.2 Lakehead District School Board is committed to human rights and equity for the benefit of students, staff, families, and communities. Lakehead District School Board endeavors to identify systemic barriers and discriminatory practices that impede the full participation and success of students and staff. Human rights and equity related planning and initiatives align with Ministry of Education priorities, the initiatives of the Education Equity and Governance Secretariat, and with LDSB's mission, values, and strategic planning efforts.

2. Situation

- 2.1 In support of the implementation of equity and inclusion focused initiatives and practices across the system, LDSB has convened the Equity and Inclusive Education Advisory Committee (EIEAC). This committee exists to provide advice and guidance to the superintendent of education on matters of Equity and Inclusive Education at LDSB.

Mandate of the Committee

Lakehead District School Board aims to foster caring, safe, inclusive, and engaging learning environments that support the well-being and success of diverse students. This committee advises on equity and inclusive education to:

- deepen awareness and understanding of equity and inclusion;
- identify current equity issues that adversely affect students, staff, parents/guardians/community partners; and
- share information about equity and inclusive climate at schools and LDSB.

- 2.2 In consultation with the EIEAC, LDSB has created an Education Equity Plan. The previous iteration of the plan expires this year. The EIEAC has assisted with the development of the 2024-2027 Education Equity Plan, attached to this report as Appendix A.

3. Next Steps

- 3.1 Following approval of this plan, it will be distributed to additional Board committees and stakeholders for further input and development of the operational action plan.
- 3.2 Actions outlined in this plan will be carried out and monitored over the duration of the plan.

4. Conclusion

Lakehead District School Board continues to promote and foster equitable and inclusive learning and working environments through a variety of initiatives. This work is ongoing, and we continue to advance equity in the delivery of education for the benefit of students, staff, and families.

Respectfully submitted,

ANTHONY JEETHAN  
Human Rights and Equity Advisor

JANE LOWER  
Superintendent of Education

SHERRI-LYNNE PHARAND  
Director of Education

## LAKEHEAD DISTRICT SCHOOL BOARD

### EDUCATION EQUITY PLAN: Achieving Equity of Access and Equity of Outcomes

2024 TO 2027

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Lakehead District School Board (LDSB) is committed to providing safe, respectful, accessible, and inclusive working and learning environments. Lakehead District School Board promotes the human rights of all individuals and fosters equity and diversity. It is a shared responsibility across LDSB to foster working and learning environments, where every individual is treated with respect.

At LDSB, well-being and student achievement is of utmost importance. The Board's mission, vision, values, and commitments inform the provision of education and employment.

Our Mission: We are committed to the success of every student.

Our Values: Inclusion, Respect, Integrity, Empathy, Responsibility

Lakehead District School Board recognizes the inherent rights of Indigenous peoples and the need to create and foster a culturally safe environment for Indigenous students and staff. We commit to the four principles of reconciliation - Relationality, Relevancy, Respect and Responsibility, between Indigenous and non-Indigenous communities throughout every aspect of Lakehead Public Schools.

The Education Act sets out the vision to “*provide students with the opportunity to realize their potential and develop into highly skilled, knowledgeable, caring citizens who contribute to their society.*” The Ontario Human Rights Code “*complements the Education Act by confirming that human rights are a necessary precondition and the most effective means to achieve an Ontario where every person enjoys equal rights and opportunities without discrimination and is able to contribute fully to the development and well-being of the community and the province*”, Ontario Human Rights Commission, 2018. Laws and ministerial directives in the form of Policy/Program Memoranda govern the provision of education at Lakehead District School Board.



*“It is the Policy of Lakehead District School Board to promote equity and inclusive education.”*, 1020 Equity and Inclusive Education Policy. Lakehead District School Board is committed to reconciliation, human rights, and equity. This Education Equity plan aligns with Lakehead District School Board’s other initiatives to maximize access and remove barriers, including:

- The Anti-Racism / Cultural Safety framework which establishes the Board’s commitment to ensuring the success of Indigenous students;
- Accessibility Plan;
- Special Education Framework;
- Mental Health Plan; and
- other relevant programs and action plans.

The voices of students, families and community will establish the pathway forward.

Equity of access and equality in outcome is a strategic priority at Lakehead District School Board. We endeavour to meet the needs of increasingly diverse students including Indigenous peoples, racialized groups, members of Two Spirit, Lesbian, Gay, Bisexual, Transgender, Queer, Intersex and Asexual (2SLGBTQIA+) communities, persons with disabilities, multiple-language learners, newcomers, and various faith groups.

**Goal: Lakehead District School Board is committed to upholding the human rights of students and staff and promoting equity of access and outcomes for students. We support inclusive and equitable learning and working environments for students and staff.**

By enacting this Education Equity plan we aim to:

- i) Foster human rights and equity so that all students can belong and can achieve their potential.
- ii) Identify and address discriminatory barriers and practices which unjustly impact individuals based on the protected grounds of race, ancestry, ethnic origin, place of origin, citizenship, colour, creed (religion), sex, marital status, family status, sexual orientation, gender identity, gender expression, age, or disability;
  - In addition to the protected grounds of the Ontario Human Rights Code, we also remain cognizant of barriers to success which are not currently recognized by the Code, such as socioeconomic status.
- iii) Understand and disrupt the harmful effects of different forms of marginalization and oppression, including but not limited to: anti-Indigenous racism, anti-Black racism, anti-Asian racism, anti-Muslim racism (Islamophobia), Anti-Semitism, sexism, heterosexism (homophobia, transphobia, biphobia), ableism, and other “-isms” and “-phobias” that affect the lives of students and staff at the Board.

By achieving this Education Equity Plan we should expect to see the following:

- i) Students and staff experience welcoming, safe, respectful, accessible, inclusive, and healthy learning and working environments.
- ii) The identification and elimination of discriminatory barriers and practices.
- iii) Communication about equity and inclusive education issues and success with addressing them.

There are four areas of focus determined in accordance with Ontario's Education Equity Plan, 2017, and the Board's work in the areas of human rights, equity, and inclusive education.

- 1) Leadership, Governance and Human Resources Practices**
- 2) Organizational Culture**
- 3) School and Classroom Practices**
- 4) Data Sharing**

## **1) Leadership, Governance and Human Resources Practices**

- I. **Enhance the diversity of educators and system staff** to meet the needs of diverse students including Indigenous peoples, racialized groups, members of 2SLGBTQIA+ communities, persons with disabilities, English language learners, newcomers, and various faith groups.
- II. **Provide professional learning** to foster equity and inclusive education. It is a priority to advance human rights and in particular, the human rights of Indigenous peoples.
- III. **Strengthen accountability** for human rights and equity.

The Board will:

- continue to collect and analyze workforce census data on a three-year cycle;
- provide professional learning to management, senior administrators, and school administrators to foster equity and inclusiveness, including anti bias, anti-oppression and anti-racism, the Ontario Human Rights Code and cultural responsiveness;
- ensure human resources and management regularly review hiring decisions and continue to identify barriers in employment and hiring practices;
- ensure application and interview questions for future school and system administrators include evidence of equity work;
- conduct exit interviews with employees who voluntarily leave the organization as part of LDSB's efforts to promote and address equity, diversity and inclusion; and
- distribute external job postings with an intentional focus on underrepresented communities. This includes advertising on social media and on websites across the regions. The Board will communicate with community connections to identify new opportunities for outreach and recruitment.

By engaging in these actions, we hope to see:

- gaps in hiring and training process identified;
- that candidates will experience a transparent hiring process;
- that staff involved in interviewing and hiring will have strategies and deeper understanding of bias and how personal bias impacts management and leadership practices;
- staff census data indicating changes in diversity and changes in staffing where there are increases in new staff hired or promoted who represent marginalized groups;
- an increased number of recruitment activities held in northern communities;
- improved representation of marginalized staff in leadership roles will increase;
- that all staff are more knowledgeable about meeting the needs of diverse student groups;
- school clubs and committees reflect the diversity of the school community; and
- an increase in culturally responsive pedagogy in schools.

## 2) Organizational Culture

- I. **Review education equity related policies and procedures** to ensure they reflect human rights and equity principles.
- II. **Promote a climate of understanding and respect** for the benefit of diverse students, staff, and communities.
- III. **Provide** equity and inclusive education related training and leadership opportunities for students.
- IV. **Conduct climate surveys** to assess and inform planning for safe, welcoming, respectful, accessible, inclusive, and healthy learning and working environments.

The Board will:

- review policies and procedures under revision to ensure compliance with equity, inclusion and human rights and continue to identify gaps in policy review and guidance and establish processes that assess the effectiveness of policies, programs and procedures;
- support schools to centre equity in their School Student Achievement Plans goals;
- provide system wide direction on equity and human rights issues such as appropriate choice and use of resources;
- provide professional learning for educators in areas of anti-racism, anti-oppression, culturally responsive and relevant pedagogy;
- provide professional learning and support for educators on choosing culturally appropriate resources in classrooms;
- review and analyze the selection of literature used in secondary ENG and NBE courses to include an increased number of racialized authors;
- develop and implement a Resource Selection Guide to support IT staff and educators in reviewing, auditing, and selecting texts using an anti-racism and equity stance;
- provide Restorative Practices training in all schools;
- support affiliative networks at LDSB; and

- enhance communication process with parents/guardians/caregivers and partners.

By engaging in these actions, we hope to see:

- School Student Achievement plans reflect equity focused goals;
- a policy review process related to improving equity and inclusiveness;
- expectations for system and schools that are clear and transparent;
- administrators and staff have increased capacity to respond with confidence to issues related to equity, human rights, indigenous rights, and oppression;
- that all classrooms are culturally safe learning environments;
- feedback from affiliative group members;
- staff feedback from professional development sessions;
- student input on safety issues;
- staff engagement in discussion on student safety; and
- a communication plan to promote Indigenous cultural safety within all schools.

### 3) School and Classroom Practices

- I. **Promote Culturally Responsive and Relevant Pedagogies and Universal Design for Learning which emphasizes that all students have varying abilities and needs,** to support diverse learners and diverse learning needs.
- II. **Strengthen parent/guardian/caregiver and community engagement with schools** to be responsive to the needs of diverse students.
- III. **Inclusive curriculum and assessment practices**

The Board will:

- provide professional learning opportunities and resources in areas of equity, anti-oppression, anti-racism and culturally responsive pedagogies;
- support learning for staff and students regarding gender identity and supporting transgender and/or gender non-conforming students;
- include the addition of census questions in school climate surveys;
- improve equity measures and monitor target student achievement goals;
- support and communicate to all staff the Indigenous learning continuum K-12;
- build understanding for land-based learning and experiential learning across the grades;
- support local Gay Straight Alliance (GSA) groups and school-based GSA groups;
- integrate 1:1 devices in secondary school to support student learning and engagement;
- promote opportunities for students to hear the full story of the history of Canada, Northern Ontario, and Thunder Bay;
- demonstrate commitment through actions and resource allocation for ensuring success for Indigenous students and marginalized students;
- commit to identifying and removing barriers to student well-being;
- actively engage students, parents, caregivers and community partners in decision making and programming decisions;
- conduct school climate surveys to assess and foster safe, welcoming, safe, respectful, accessible, inclusive, and healthy learning and working environments;

- continue to encourage participation in Student Senate as a mechanism for student voice and feedback;
- add equity questions to the Grade 8 exit surveys;
- promote positive stories and positive role models of success of Indigenous peoples in Canada, Northern Ontario, and Thunder Bay; and
- assist students and families to make informed decisions about programs and pathways in secondary.

By engaging in these actions, we hope to see:

- improved feedback from students through surveys;
- increased participation in surveys;
- development of goals to monitor student success and equity measures;
- analysis of student demographic data telling us who our students are and enhancement of system supports aligned with data analysis;
- decisions to support student achievement will be informed by demographic data;
- all LDSB staff receive cultural competency training;
- learning opportunities provided for educators on Canadian history which accurately represent the role of colonialism in ongoing marginalization;
- an increase in the number of land-based teaching lessons;
- school professional learning plans that include topics such as anti-racism and anti-oppression; and
- a reduction in suspensions for Indigenous students and other students from marginalized groups.

#### 4) Data Sharing

- I. **Continue to conduct a student census to collect voluntarily provided student identity data** and determine student diversity.
- II. **Continue to conduct an employee census to collect voluntarily provided staff identity data** and to determine staff diversity.
- III. **Share demographic data** to assist with planning including the development of Board and school improvement plans.
- IV. **Commit to increasing the number of self-identified Indigenous staff.**

The Board will:

- aim to integrate demographic collection within current Board surveys;
- share demographic data with staff and community partners;
- provide an anonymous bullying reporting portal on the Board and school websites;
- monitor, analyze and review school incident reports for acts of racism;
- continue to improve the self-identification process to ensure appropriate and responsible use of information; and
- create and promote an Individualized Pathway Plan (IPP) roadmap for students in grades 7-12 as a support for students to plan for future education, career/life goals.

By engaging in these actions, we hope to see:

- an increase in the number of student interactions with positive role models (as evidenced through climate surveys);
- an increase in the number of staff at LPS from marginalized backgrounds and incorporate their lived experiences;
- an overall increase in the number of students who will report that school is safe, and inclusive, which positively influences their mental health, well-being, and sense of belonging;
- an overall increase in the percentage of students at LPS who can read and write by June 2027, with specific focus on gains for students experiencing marginalization; and
- an overall increase in graduation rates by June 2027, with specific focus on gains for students experiencing marginalization.

## 5) Action Plan Timeline

To achieve the goals set forth in this document, the accompanying action plan outlines a timeframe for major actions:

Overall Goal	Year 1 Action (2024-2025)	Year 2 Action(2025-2026)	Year 3 Action (2026-2027)
<b>Leadership, Governance, and Human Resource Practices</b>			
Continue to collect and analyze demographic data to enhance our understanding of barriers in our system.	<p>Implement the second system-wide student data collection (February-March 2025)</p> <p>Present the descriptive statistics of this data collection (June 2025)</p>	<p>Present systemic analysis of student demographic data and indicators of student success &amp; utilize this data for school-based action plans (September 2025)</p> <p>Implement the second employee-wide data collection (November 2025)</p> <p>Present the descriptive statistics of this data collection (January 2026)</p>	<p>Generate departmental action-plans based on employee demographic information (September 2026)</p> <p>Incorporate data from year-over-year analysis into employee training modules for all staff (December – February 2027)</p>
Training for Human Resources, management, and Senior Administrators on Human Rights Code and bias awareness in recruitment, hiring and training programs	<p>Add consistent equitable employment language into all job postings (September 2024)</p> <p>Create and implement an equitable employment matrix for use in the hiring process (November 2024 – January 2025)</p> <p>Legal training on incorporating lived-experience and bona fide job requirements into the employment process (Spring 2025)</p>	<p>Enhance partnerships with community organizations to continue to develop our processes on barrier-free hiring (September 2025)</p> <p>Create specific training groups to meet departmental demands in the training/hiring process (December 2025)</p> <p>Adding additional pathways for equitable hiring and accountability, such as post-interview feedback surveys (Spring 2026)</p>	Establish a policy and procedure that ensures a fully transparent hiring and retention process that is in-place and accepted by all leadership at LPS

	<p>Standardizing exit interviews to continue to assess for barriers and systemic issues (Spring 2025)</p> <p>Ongoing training on recognizing biases and barriers in the employment process (Ongoing)</p>	Continue to refine employment questions to ensure they incorporate equitable practices and do not unfairly privilege certain identities over others (Ongoing)	
Ensuring Equity in Leadership & Demographic Representation	<p>Incorporation of equity-focused goals and questions in leadership promotion (Winter 2025)</p> <p>Distribution of job postings to underrepresented communities and groups (Ongoing)</p>	Heavier focus on equity in leadership development and promotion programs (Fall 2025)	
<b>Organizational Culture</b>			
Policy Review and Development	<p>All policies will be reviewed by the office of the HREA for interpretation under the Ontario Human Rights Code and relevant legislation (Ongoing)</p> <p>Policies involving the ability for members of LPS to report potential human rights complaints will be reviewed at least on an annual basis (Fall 2024 &amp; ongoing)</p>	Establishment of specific policy and procedure on anti-oppression and cultural safety (Winter 2025)	Establishment of equity policy review checklist to be completed prior to human rights review (Fall 2026)
Upholding a Culture of Respect and Inclusion for All	School student achievement plans will contain at least one equity-focused goal (Fall 2024)	Staff will be able to identify how some goals in their school student achievement plan connect to equity (Fall 2025)	Staff will be able to clearly identify how most or all aspects of their school achievement plan relate to equity (Fall 2026)



	<p>All staff will begin to participate in specific training on positionality and identity (Winter 2025 – Summer 2026)</p> <p>Equity-focused training embedded into onboarding for new employees (Spring 2025)</p> <p>Continued establishment and/or funding of affinity groups for staff (Winter 2025)</p> <p>Continued support for student leadership activities and school-based inclusion projects (Fall 2025)</p>	<p>All staff should have completed at least 1 training session on positionality and identity (est. Summer 2026)</p> <p>Development of a system-wide student leadership project on student voice &amp; inclusion (i.e. system wide project led by student senate) (Spring 2026)</p>	<p>An online training module is established for all staff to complete yearly on bias, identity, and anti-oppression (Winter 2027)</p>
<b>School &amp; Classroom-Based Practices</b>			
Culturally Responsive Practices	<p>All staff to begin to take positionality/identity training (starts Winter 2025)</p> <p>Development or procurement of guides/resources that effectively relay the history of Canada, specifically Northern Ontario and the Thunder Bay region (Spring 2025)</p> <p>Training for educators on culturally responsive ways to address the new Holocaust education curriculum (Spring 2025)</p>	<p>Training and resources for educators on culturally responsive ways to incorporate the new Black history curriculum (Fall/Winter 2025)</p>	<p>Audit process to ensure the deployment of culturally responsive pedagogies has been successful in our schools (yearlong 2026-2027)</p>

	Increased opportunities for parent involvement in programming and Board priorities (ongoing, via Strategic Planning Process)		
Enhancing Student Voice & Participation	<p>Continuing student leadership conference (October 2024)</p> <p>Expanding equity-focused leadership opportunities for students at LPS (i.e. SEEDS Anti-Racism Summit, GSA Summit, etc.)</p> <p>Integrating more equity-focused goals into student senate leadership (Fall 2024)</p>	<p>Expand student leadership conference to allow access for more attendees (Fall 2025)</p> <p>Establishment of regular GSA's at all schools without student request (Winter 2026)</p>	
Opportunities for Professional Development	Utilize partnerships to provide more professional learning opportunities for staff on changing demographics and their needs (Spring 2025)	Offer staff funded seats in professional development courses (i.e. Additional Qualifications) and begin to position them as curriculum leaders within their schools (Winter 2026)	

<b>Data Sharing</b>			
Continuing Data Collection Efforts	<p>Second round of student demographic-data collection (Spring 2025)</p> <p>Secondary analysis of all data collected to assess for disparity (i.e. Climate survey demographic analysis shared at August Leadership 2024)</p>	Second round of employee demographic-data collection (Fall 2025)	Fully integrated demographic data collection for all students and staff (centralized data collection for multiple departments) (Spring 2027)
Providing Data Transparency for the Community	Public release of descriptive student demographic data (June 2025)	<p>Internal release of contrasted and analyzed student demographic data (Fall 2025)</p> <p>Public release of descriptive employee demographic data (Spring 2026)</p>	<p>Internal release of contrasted and analyzed employee demographic data (Fall 2026)</p> <p>Centralized data sharing portal for managers and administrators (Spring 2027)</p>

## 6) References

- i. Board Policies, Plans and Related Resources
- ii. Equity and Inclusive Education Policy
- iii. Strategic Plan, Lakehead Public School
- iv. Ontario's Education Equity Action Plan, 2017
- v. Ontario's Indigenous Education Strategy, 2017
- vi. Right to Read Inquiry

DRAFT

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2024 NOV 12  
Report No. 109-24

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

RE: NUMERACY - MATH ACHIEVEMENT ACTION PLAN REPORT

1. Background

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

2. Situation

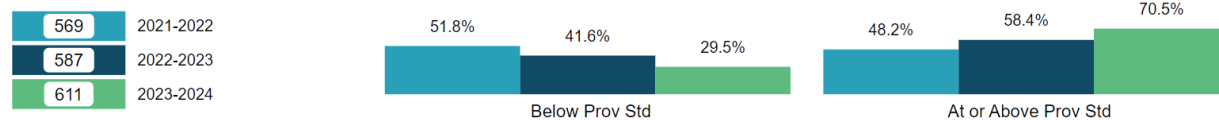
- 2.1 Lakehead District School Board (LDSB) has created a Math Achievement Action plan for mathematics improvement across the system and in priority schools which is in the second year of implementation.
- 2.2 This plan populates the required reports for the Ministry of Education and identifies specific strategies and KPIs used to measure success and growth.
- 2.3 Included in Appendix A are the specific strategies, actions, and key performance indicators to be included in the Ministry of Education report.

### 3. Key Performance Indicator Highlights

#### 3.1 Grade 3 EQAO Math Results – Whole Board - Year Over Year

Results Rel. to Provincial Std. at Board Level Over Time

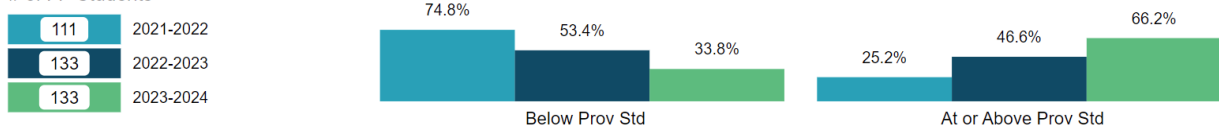
# of FP Students



#### 3.2 Grade 3 EQAO Math Results – Priority Schools - Year Over Year

Results Rel. to Provincial Std. at School Level Over Time

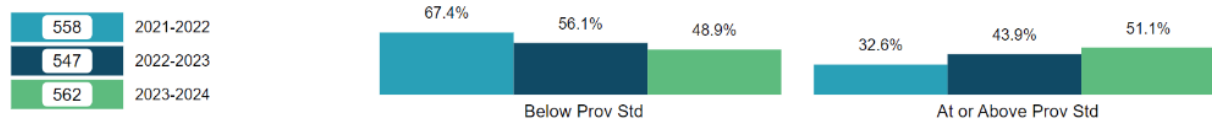
# of FP Students



#### 3.3 Grade 6 EQAO Math Results – Whole Board - Year Over Year

Results Rel. to Provincial Std. at Board Level Over Time

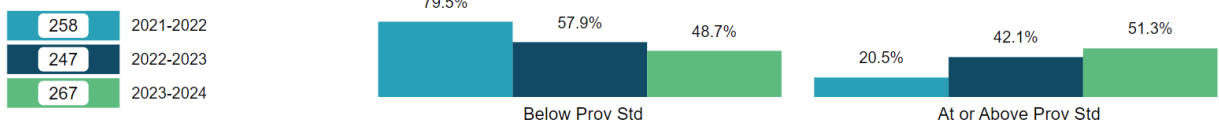
# of FP Students



#### 3.4 Grade 6 EQAO Math Results – Priority Schools - Year Over Year

Results Rel. to Provincial Std. at School Level Over Time

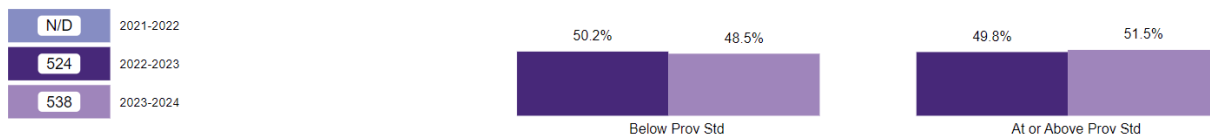
# of FP Students



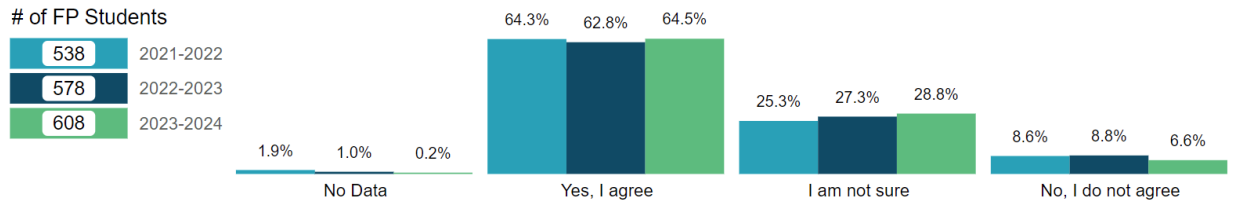
#### 3.5 Grade 9 EQAO Math Results – Whole Board - Year Over Year

Results Rel. to Provincial Std. at Board Level Over Time

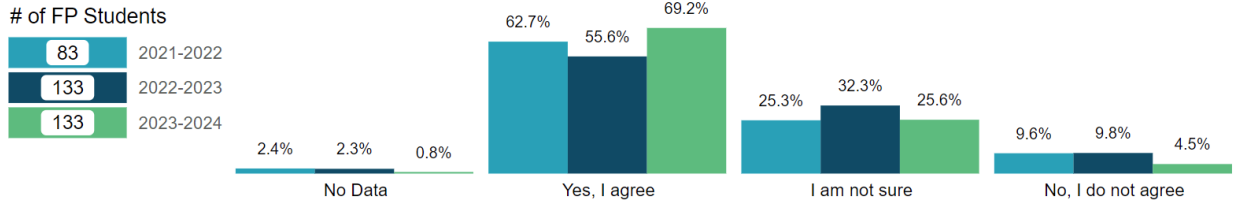
# of FP Students



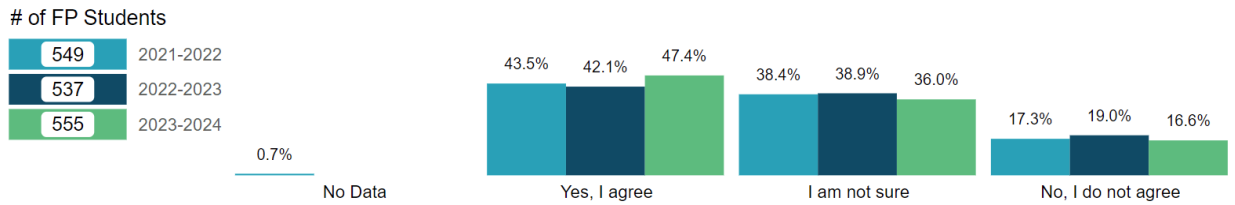
### 3.6 Grade 3 EQAO Math Confidence – Whole Board - Year Over Year



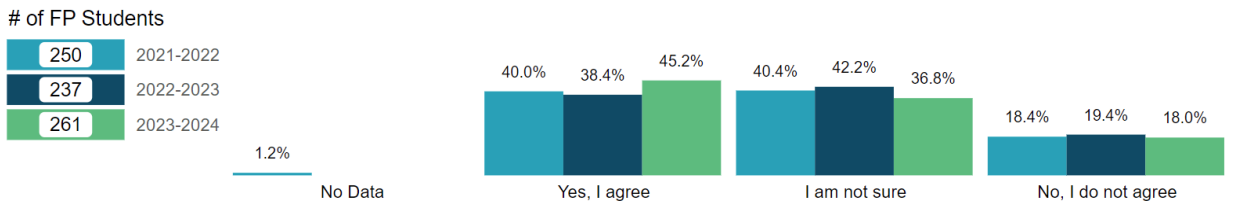
### 3.7 Grade 3 EQAO Math Confidence – Priority Schools - Year Over Year



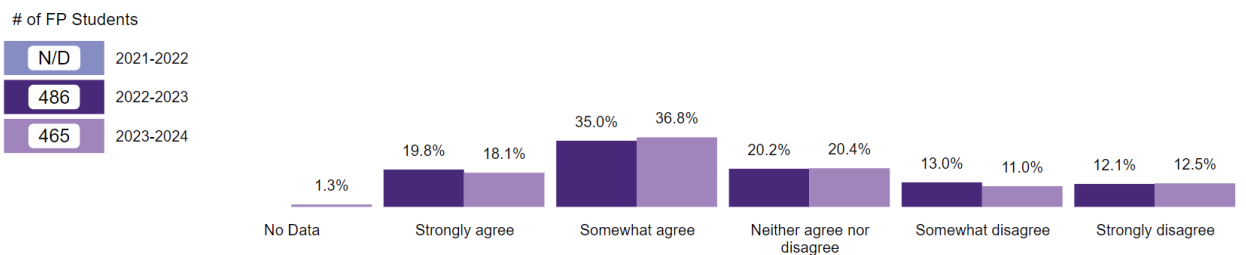
### 3.8 Grade 6 EQAO Math Confidence – Whole Board – Year Over Year



### 3.9 Grade 6 EQAO Math Confidence – Priority Schools – Year Over Year



### 3.10 Grade 9 EQAO Math Confidence – Whole Board – Year Over Year



4. Conclusion

The LSDB Math Achievement Plan is delivering positive results. Comprehensive and ambitious, the plan places students' mathematical learning needs at the forefront of both school achievement teams and classroom practice. While long-term efforts are necessary to bring about substantial improvements in mathematics teaching and learning, the plan offers a solid foundation for classroom teachers, program support staff, and school administrators to build upon. The progress so far demonstrates that this focused approach is beginning to make a meaningful impact.

Respectfully submitted,

NICHOLAS SACEVICH

Associate Superintendent of Education and Board Math Lead

SHERRI-LYNNE PHARAND

Director of Education





## Math Achievement Action Plan – All Schools

**Priority Action 1:** Ensuring fidelity of curriculum implementation including the intentional use of proven strategies that support academic math achievement.

Areas of Need		<ul style="list-style-type: none"><li>- Strengthen Consistency in Curriculum Alignment: Continue refining classroom practices to ensure teachers maintain a cohesive scope and sequence, focusing on embedding instructional standards more deeply across all units.</li><li>- Enhance Implementation of High-Impact Teaching Strategies: Expand the use of effective teaching methods through targeted professional development, with an emphasis on supporting Grades 4, 5, 7 and 8.</li><li>- Expand and Integrate Mathematics Resources: Ensure schools are equipped with the latest mathematics resources, focusing on the expanded use of digital math tools, and integrating these tools effectively into instruction to enhance student engagement and understanding. Provide professional development to administrators on data and progress monitoring.</li></ul>			
Board Level Strategies					
Strategy	Actions	Short-Term Outcome	KPI	Long-Term Outcome	KPI
Align resources, including staffing, with mathematics priorities.	Assign coaches to priority schools in priority grades to develop a strong practice that will then be shared within the school across grades.	Increased % of Grade 3 and 6 teachers and administrators who feel the support of a coach has had a positive influence on teacher instructional practice.	Survey of Grade 3 and 6 teachers and admin in priority schools.	Improved student achievement outcomes.	24-25 EQAO results
	Secure board funding to provide mathematics training to provide key grade levels (3, 4, 5, 6, 7, 8, 9)	Increased % of targeted teachers and admin who feel the training has improved their instruction.	Survey of grade-targeted teachers and administrators.	Improved student achievement outcomes.	24-25 EQAO results RC Data
Prioritize understanding of the curriculum and the continuum of learning across grades.	Continue to train teachers of Grades 1-8 on the use of a scope and sequence to follow for the course of the year, as well as use of central Microsoft Team for LPS Mathematics. Collecting feedback/best practices from educators on the use of the resources to continue to update supporting documents/resources.	Greater consistency in schools and across the system in the delivery of curriculum content and high-impact instructional strategies, increased % of students accessing grade level curriculum, excluding students with modification in Math, as measured by common board assessment.	Survey of school administrators.  KH Usage Data.  KH Assessment Data.	Improved student achievement outcomes. Improved teacher understanding of Mathematics curriculum and more precise implementation of curriculum.	24-25 EQAO results  RC data  KH assessments



## Math Achievement Action Plan – All Schools

	Provide educators with a Mathematics development continuum for Grades 1-8 to self assess and develop growth plans.	Improved communication of educator training and support needs. Ensuring all students are receiving a minimum of 300 minutes of Mathematics instruction per 5-day cycle.	Administrator walkthroughs.	All teachers reaching the target on the developmental continuum. Improved student achievement outcomes.	24-25 EQAO results KH Performance data
Leverage digital math resources to support curriculum-linked practice at home and at school.	Provide teachers professional development opportunities to utilize Knowledgehook as a home support and practice tool.	Families will engage in math learning at home with their children.	KH home usage data.	Improved student achievement and confidence in mathematics and improve home support and engagement for math learning.	EQAO Student attitudinal survey Parent survey
	Provide all teachers in Grades 3- 8 BOY, MOY, and EOY assessments to track student progress throughout the year.	Improved monitoring of student progress and responsiveness to student needs.	KH Usage Data.	Improved student achievement and confidence in mathematics.	24-25 EQAO results EQAO Student attitudinal survey
<b>School Level Strategies</b>					
<b>Strategy</b>	<b>Actions</b>	<b>Short-Term Outcome</b>	<b>KPI</b>	<b>Long-Term Outcome</b>	<b>KPI</b>
Directly connect long-range plans, course outlines, lesson plans, and reporting to current curriculum expectations (e.g. educators consult the Curriculum and Resources website regularly to ensure alignment).	Provide training for all teachers Grades 1-8 on the use of scope and sequence and the use of associated resources (e.g. MathUp, KH, Fosnot, Fact Fluency, etc.).	Greater consistency in schools and across the system in the delivery of curriculum content and high-impact instructional strategies	Survey of school administrators.	Improved student achievement outcomes.	24-25 EQAO results RC data KH assessments
	Dedicate time during PA days to review the use of board-provided resources (such as scope and sequence, course outlines, lessons, curriculum expectations, sample tasks, and the fluency continuum) and to enhance mathematics interventions for students who are struggling.	Greater consistency in all classes in the delivery of curriculum content and high-impact instructional strategies.	Survey of school administrators.	Improved student achievement outcomes.	24-25 EQAO results RC data KH assessments



## Math Achievement Action Plan – All Schools

Engage in ongoing professional learning (e.g. in grade/division/department meetings, learning teams, classroom visits) on the curriculum, including making connections across strands.	Provide mathematics training to key grade levels (3,4,5,6, 7, 8, 9) focused on high-impact instructional strategies and content knowledge development in fluency, number, and proportional reasoning.	Increased % of targeted teachers and admin who feel the training has improved their instruction and content knowledge.	Survey of grade-targeted teachers and administrators.	Improved student achievement outcomes.	24-25 EQAO results RC data
	Devote time at every staff meeting for professional learning in fluency development.	Percentage of Admin/coaches who feel school-level training has improved consistency of math instruction	Survey of administrators and coaches.	Improved student achievement outcomes.	RC Data KH assessments
	Using Math developmental continuum to drive educator conversations and growth plans.	Improved monitoring of educator assessment practices and professional development/support needs.	Surveys of administrators.	Improved student achievement outcomes.	RC Data KH performance data
Make intentional staffing decisions to ensure teachers of key grades have deep understanding of the curriculum, including understanding instructional practices to effectively teach and assess curriculum concepts and skills.	Anchoring strong instruction in key grades (e.g. 3, 6, 8) to provide optimal learning opportunities for students.	Percentage of school administrators who feel strategic staffing has had a positive impact on student outcomes.	Survey of school administrators.	Improved student achievement outcomes.	24-25 EQAO results
<b>Classroom Level Strategies</b>					
<b>Strategy</b>	<b>Actions</b>	<b>Short-Term Outcome</b>	<b>KPI</b>	<b>Long-Term Outcome</b>	<b>KPI</b>
Draw explicit connections to and between mathematical processes and in lesson planning and use proven instructional and assessment practices (e.g. High-Impact Instructional Practices).	Teachers in Grades 3-6 will consistently utilize high-impact strategies with more effectiveness and consistency.	Change in teacher practice results in improved instructional strategies.	Survey of admin and Grades 3-6 teachers	Improved student achievement outcomes.	EQAO results RC data KH assessment data
	Provide targeted training to teachers focused on developing skills in utilizing high-impact teaching strategies.	Increased % of targeted teachers and admin who feel training has improved their skill in utilizing high-impact teaching strategies.	Survey of grade-targeted teachers and administrators.	Improved student achievement outcomes.	24-25 EQAO results RC data



## Math Achievement Action Plan – All Schools

Use a variety of assessment tools to inform next steps in curriculum implementation (e.g. teacher prompts on the Curriculum and Resources website, exit cards to inform lesson planning in response to student needs).	Train teachers in Grades 4, and 5 to utilize various diagnostic tools to determine student needs	Percentage of students in Grade 4 and 5 achieving level 3 or more in common assessment administered through KH at beginning, middle and end of the year.	KH Assessment data.	More precise and responsive teaching based on student needs, resulting in improved student achievement outcomes.	24-25 EQAO results RC data
	Provide training and support to teachers to utilize Knowledgehook as an assessment/diagnostic tool.	Increase the number of teachers using Knowledgehook as a diagnostic tool (BOY/MOY/EOY, unit cluster missions).	Usage data	More precise and responsive teaching based on student needs, resulting in improved student achievement outcomes.	EQAO results RC data KH assessment data



## Math Achievement Action Plan – All Schools

**Priority Action 2:** Engaging in ongoing learning on mathematics content knowledge for teaching.

Areas of Need	<ul style="list-style-type: none"><li>- Increase Certification and Professional Development in Mathematics: Continue efforts to increase access to certification programs and targeted professional development, aiming to raise the percentage of teachers with specialized math training.</li><li>- Support for Early-Career Teachers in Mathematics Instruction: Focus on providing structured support and collaboration opportunities to ensure that new educators are well-prepared to deliver strong math programs.</li><li>- Deepen Content Knowledge for Enhanced Student Understanding: Continue building teachers’ understanding of math content knowledge, with a particular emphasis on developing strategies for operational and procedural fluency, proportional reasoning, and fractions.</li></ul>				
Board Level Strategies					
Strategy	Actions	Short-Term Outcome	KPI	Long-Term Outcome	KPI
Prioritize mathematics content knowledge for teaching in professional learning opportunities and in the allocation of resources, including staffing.	Provide training (release time and PA Days) focusing on problem-solving, assessment and monitoring, and developing key mathematical concepts (e.g. fluency, fractional understanding, proportional reasoning).	Increased teacher content knowledge and confidence in developing key mathematical concepts and strategies.	Survey of teachers in Grades 4,5,6,7,8.	Improved student achievement outcomes.	24-25 EQAO results  RC data
	Partnership with Lakehead University to offer P/J Math ABQ Parts 1, 2, and 3. Course taught by LPS staff and tailored to LPS resources and tools (e.g. KH, Scope and Sequence, Math UP)	Increased teacher confidence and knowledge in mathematical concepts and teaching strategies.	AQ registration numbers.	Improved student achievement outcomes, increased mathematical content knowledge among educators.	24-25 EQAO results  Survey of teacher AQ participants
Utilize student achievement data and student work to establish focus areas for mathematics professional learning	Provide training to administrators on the use of Knowledgehook data to implement short term learning cycles in Math as part of school data conversations.	Improved monitoring of student progress and interventions to students’ knowledge gaps.	KH Usage Data.	Improved student achievement and confidence in mathematics.	KH performance data
School Level Strategies					
Strategy	Actions	Short-Term Outcome	KPI	Long-Term Outcome	KPI
Engage in regular collaborative meetings to deepen knowledge of mathematics, curriculum,	Provide targeted training and allocate dedicated time during PA days to thoroughly review content areas and curriculum, including scope and	Increased percentage of teachers in Grades 3 and 6 who feel that the training focused on lesson planning and high impact	Survey of teachers in Grades 3 and 6.	Improved student achievement outcomes.	24-25 EQAO results  RC data



## Math Achievement Action Plan – All Schools

instructional starting points, and interventions.	sequence, professional development, and assessment strategies to ensure effective implementation.	teaching strategies has significantly improved their mathematics instruction.			
Collaborate with Board Math Lead to identify school/division/grade mathematics content knowledge focus areas, including planning and monitoring associated professional learning.	Engage in regular visits and check-ins with the Board Math Lead at priority math schools to provide ongoing support, monitor progress, and ensure alignment with targeted mathematics improvement goals.	Increase in the percentage of students in Grade 3 and 6 achieving level 3 or 4 on common math assessments over the course of the school year.	Survey of teachers in Grades 3 and 6.  Survey of administrators.	Improved student achievement outcomes.	24-25 EQAO results  RC data
<b>Classroom Level Strategies</b>					
<b>Strategy</b>	<b>Actions</b>	<b>Short-Term Outcome</b>	<b>KPI</b>	<b>Long-Term Outcome</b>	<b>KPI</b>
Access resources (e.g. teacher supports on the Curriculum and Resources website), experts (e.g. curriculum consultant, school math facilitator), and professional learning to continuously develop content knowledge for teaching.	Continue to train teachers on the use of scope and sequence and supporting slide decks that include “front matter” that connects activities and curriculum to the appropriate content knowledge for teacher professional development	Teachers will increase their content knowledge for curriculum-specific areas.	Survey of Grades 3 and 6 teachers	Improved student achievement outcomes.	24-25 EQAO results  RC data
	Support Priority schools with an at-the-elbow coach to provide instructional and content-knowledge co-learning opportunities.	Increased % of school admin who believe that having a coach has improved teacher practice and content knowledge.	Survey of school administrators.	Improved student achievement outcomes.	24-25 EQAO results  RC data



## Math Achievement Action Plan – All Schools

**Priority Action 3:** Knowing the mathematics learner, and ensuring mathematical tasks, interventions, and supports are relevant and responsive.

Areas of Need	<ul style="list-style-type: none"><li>- Refine and Implement Enhanced Diagnostic/Screening Tools: With the implementation of a new diagnostic tool last year, the focus now shifts to refining its use and ensuring consistency across classrooms. Emphasis placed on using data from these tools to accurately assess students' levels of understanding and thinking, allowing for more targeted support.</li><li>- Expand Use of Responsive Intervention Strategies: Develop the use of responsive intervention strategies, incorporating insights from the diagnostic tools to tailor support for individual student needs. Provide additional training and resources for teachers to effectively use these strategies and tools, ensuring that interventions are timely and aligned with students' learning gaps.</li></ul>				
Board Level Strategies					
Strategy	Actions	Short-Term Outcome	KPI	Long-Term Outcome	KPI
Provide a digital math tool to support student mathematics learning at home and/or at school, that can be used by teachers to understand current student learning levels and provide targeted supports for students.	Provide training and support to teachers to utilize Knowledgehook as an assessment/diagnostic tool.	Increase the number of teachers using Knowledgehook as a diagnostic tool (BOY/MOY/EOY, unit missions).	KH Usage data	More precise and responsive teaching based on student needs, resulting in improved student achievement outcomes.	24-25 EQAO results  RC data  KH assessment data
	Provide training and support to teachers to utilize fact fluency resource documents, assessments, and deliberate practice opportunities that align with grade level curriculum expectations.	Increase the number of teachers using fact fluency assessments as a diagnostic and progress monitoring tool.	Survey of grade-targeted teachers and administrators	More precise and responsive teaching based on student needs, resulting in improved student achievement outcomes.	24-25 EQAO results  KH assessment data
Build capacity in data analysis resources to understand mathematics achievement from a variety of sources, including alignment between EQAO, report	Provide training to administrators on the use of data to drive improved instructional practices in schools.	Increase the number of focused conversations about mathematics student data.	Survey of administrators	Greater consistency and quality of mathematics instruction in schools leading to improved student achievement outcomes.	RC Data  KH assessment data



## Math Achievement Action Plan – All Schools

cards, and locally developed assessment tools/tasks.					
<b>School Level Strategies</b>					
<b>Strategy</b>	<b>Actions</b>	<b>Short-Term Outcome</b>	<b>KPI</b>	<b>Long-Term Outcome</b>	<b>KPI</b>
Determine key content areas, informed by EQAO data, including Strands and Skills reports, to determine where students may be struggling most and if there are gaps between classroom and EQAO achievement.	Provide and train teachers in the use of board-created slide decks that have curriculum-aligned, open-ended tasks to engage all learners.	Increased % of targeted teachers and admin who feel the training has improved their instruction.	Survey of grade-targeted teachers and administrators.	Improved student achievement outcomes.	24-25 EQAO results RC data
	Run Grades 7-9 professional learning groups to better align Building Thinking Classrooms practices cross panel.	Increased % of targeted teachers and admin who feel training has improved their instruction	Survey of grade-targeted teachers and administrators.	Improved student achievement outcomes.	24-25 EQAO results RC data
Monitor and respond to students' perception of and confidence in math (e.g. written surveys, student conferencing, family, and community engagements).	Check-ins with students on their attitudes and mindset with math.	Increased % of students in targeted grades who feel they are good at math.	Survey of students.	Improved student achievement outcomes.	24-25 EQAO results RC data
	Including attitudinal student survey data in common BOY, MOY, EOY assessments so that schools can track changes in perceptions and attitudes towards math.	Improved student engagement and attitudes towards math learning.	KH attitudinal survey data.	Improved student interest in STEM fields. Improved student attitudes towards math.	24-25 EQAO attitudinal data
	Tier 2 intervention program administered by math coaches at priority schools.	Improved student achievement.	KH Assessment data.	Improved student achievement outcomes.	24-25 EQAO data





## Math Achievement Action Plan – All Schools

Classroom Level Strategies					
Strategy	Actions	Short-Term Outcome	KPI	Long-Term Outcome	KPI
Adapt lesson planning in response to data collected from multiple, frequent assessment opportunities (e.g. interviews, conversations, student agendas, exit tickets, portfolios, surveys).	Train teachers in Grades 3, 6, 7 and 8 to utilize various diagnostic tools to determine student needs.	Increase in % of teachers in targeted grades who believe that collecting data from multiple, frequent assessments (observations, conversations, exit cards/Knowledgehook, products, performance tasks) has resulted in improved responsiveness in planning and student achievement levels.	Survey of grade-targeted teachers.	Improved student achievement outcomes.	24-25 EQAO results RC data
Understand and respond to student mathematics strengths, needs and interests using a variety of sources, including the Curriculum and Resources website, Individual Education Plans (IEPs), and collaboration with special education teachers and educational assistants.	Using student data from formative assessments, teachers will identify and respond to student strengths, needs, and interests in mathematics, ensuring instruction is responsive and tailored to individual student needs.	Improved student achievement and teaching practices.	Survey of grade-targeted teachers. Student Math Attitudinal Surveys.	More precise and responsive teaching based on student needs, resulting in improved student achievement outcomes.	KH assessment data 24-25 EQAO results 24-25 EQAO Math attitudinal results

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2024 NOV 12  
Report No. 113-24

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

RE: POLICY REVIEW – 6065 PREVALENT MEDICAL CONDITIONS

1. Background

1.1 It is the policy of Lakehead District School Board that policies will be developed or reviewed in accordance with Policy Development and Review Policy 2010.

1.2 Prevalent Medical Conditions Policy 6065 was last revised on April 23, 2019.

2. Situation

2.1 At the June 25, 2024, Regular Board Meeting, the Prevalent Medical Conditions Policy was approved for review on the 2024-2025 policy development and review schedule.

2.2 On September 18, 2024, the policy and procedures were posted on the board website and distributed to constituent groups for review and comment, with input to be received by October 23, 2024.

2.3 There was no input received from constituent groups.

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

2.5 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 6065 Prevalent Medical Conditions Policy, Appendix A to Report No. 113-24”.

Respectfully submitted,

MICHELLE PROBIZANSKI  
Superintendent of Education

SHERRI-LYNNE PHARAND  
Director of Education

<b>STUDENT SERVICES</b>	<b>6000</b>
<b>DRAFT NOVEMBER 12, 2024</b>	
<b>PREVALENT MEDICAL CONDITIONS POLICY</b>	<b>6065</b>

1. Rationale

- 1.1 In compliance with Sabrina's Law, Ryan's Law and all other relevant legislation, the Lakehead District School Board (LDSB) recognizes the seriousness of prevalent medical conditions.
- 1.2 ~~It is the policy of LDSB to establish and maintain policies and procedures that ensure the safety of students with prevalent medical conditions, while supporting these students as they access school in a safe, accepting and healthy way. The safety of students with prevalent medical conditions is a shared responsibility of the Board, school, family, health care provider and community partners.~~

2. Policy

~~It is the policy of LDSB that staff members are aware of prevalent medical conditions, minimize the risks of an occurrence of a medical exacerbation/reaction and respond accordingly to emergency situations as laid out in the medical management plans.~~ **to support students with prevalent medical conditions to fully access school in safe, accepting, and healthy learning environments that support well-being. It is the policy of LDSB to empower students as confident and capable learners, to reach their full potential for self-management of their medical condition(s), according to their Medical Management Plans.**

3. Guidelines

- 3.1 ~~All procedures related to prevalent medical conditions for students must be administered in a manner that respects, to the degree possible in the circumstances, the student's privacy, dignity and cultural sensitivity.~~ **Each school principal shall ensure that there is a mechanism to identify students with prevalent medical conditions. Each school shall be responsible for developing a Medical Management Plan for managing the prevalent medical conditions of all students. This plan shall be developed in conjunction with parents/guardians/caregivers and health professionals upon registration or upon a new diagnosis and should be reviewed yearly.**
- 3.2 ~~Each school principal shall ensure that there is a mechanism to identify students with prevalent medical conditions. Each school shall be responsible for developing a Medical Management Plan/Emergency Action Plan for managing the prevalent medical conditions of all students. This plan shall be developed in conjunction with parents/guardians/caregivers and health professionals upon registration or upon a new diagnosis and should be reviewed yearly.~~ **Lakehead District School Board must comply with applicable privacy legislation and will obtain caregiver consent on the individual Medical Management Plan prior to sharing student health information with school staff or other students.**

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- 3.3 ~~Each school principal shall empower students to reach their full potential for self-management of their medical condition(s) according to their Medical Management Plan.~~ **All staff members are made aware of prevalent medical conditions, to minimize the risks of an occurrence of a medical exacerbation/reaction and respond accordingly to emergency situations as laid out in Medical Management Plans.**
- 3.4 ~~In preventing the potential for an exacerbation or life-threatening allergic reaction, the principal shall identify strategies to reduce the risk of exposure to allergens or known triggers in classrooms and common school areas.~~ **All procedures related to prevalent medical conditions for students must be administered in a manner that respects, to the degree possible in the circumstances, the student's privacy, dignity and cultural sensitivity.**
- 3.5 ~~In responding to emergency situations, staff and third-party employees are acting according to the principle of "in loco parentis" and not as health professionals. These individuals who provide supports to students in an emergency situation shall have full coverage under the Board's liability policies.~~ **In 2001, the government passed the Good Samaritan Act, which protects individuals from liability, with respect to voluntary emergency medical or first-aid services. As well, Sabrina's Law and Ryan's Law each provide provisions limiting the liability of individuals who respond to an emergency relating to anaphylaxis or asthma, respectively.**
- 3.6 ~~On an annual basis, the principal will arrange regular training in dealing with prevalent medical conditions for all employees and others who are in direct and regular contact with identified students.~~

#### **4. Roles and Responsibilities**

##### **4.1 Parents/Guardians/Caregivers of Children with Prevalent Medical Conditions**

**As primary caregivers of their child, parents/guardians/caregivers are expected to be active participants in supporting the management of their child's medical condition(s) while the child is in school. At a minimum, caregivers should:**

- **educate their child about their medical condition(s) with support from their child's health care professional, as needed;**
- **guide and encourage their child to reach their full potential for self-management and self-advocacy;**
- **inform the school of their child's medical condition(s) and co-create the Medical Management Plan for their child with the principal or the principal's designate;**
- **communicate changes to the Medical Management Plan, such as changes to the status of their child's medical condition(s) or changes to their child's**

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ability to manage the medical condition(s), to the principal or the principal's designate;

- confirm annually to the principal or the principal's designate that their child's medical status is unchanged;
- initiate and participate in annual meetings to review their child's Medical Management Plan;
- supply their child and/or the school with sufficient quantities of medication and supplies in their original, clearly labelled containers, as directed by a health care professional and as outlined in the Medical Management Plan, and track the expiration dates if they are supplied; and
- seek medical advice from a medical doctor, nurse practitioner, or pharmacist, where appropriate.

#### **4.2 Students with Prevalent Medical Conditions**

Depending on their cognitive, emotional, social, and physical stage of development and their capacity for self-management, students are expected to actively support the development and implementation of the Medical Management Plan. Students should:

- take responsibility for advocating for their personal safety and well-being that is consistent with their cognitive, emotional, social, and physical stage of development and their capacity for self-management;
- participate in the development of their Medical Management Plan;
- participate in meetings to review their Medical Management Plan;
- carry out daily or routine self-management of their medical condition to their full potential, as described in their Medical Management Plan (e.g., carry their medication and medical supplies; follow school board policies on disposal of medication and medical supplies);
- set goals on an ongoing basis for self-management of their medical condition, in conjunction with their parents/guardians/caregivers and health care professional(s);
- communicate with their parents/guardians/caregivers and school staff if they are facing challenges related to their medical condition(s) at school; and
- if possible, inform school staff and/or their peers if a medical incident or a medical emergency occurs.

#### **4.3 School Staff**

School staff should:

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- review the contents of the Medical Management Plan for any student with whom they have direct contact;
- participate in training, during the instructional day, on prevalent medical conditions, at a minimum annually, as required by the school board;
- share information on a student's signs and symptoms with other students, if the parents/guardians/caregivers give consent to do so and as outlined in the Medical Management Plan and authorized by the principal in writing;
- follow school board strategies that reduce the risk of student exposure to triggers or causative agents in classrooms, common school areas, and extracurricular activities, in accordance with the student's Medical Management Plan;
- support inclusion by allowing students with prevalent medical conditions to perform daily or routine management activities in a school location (e.g., classroom), as outlined in their Medical Management Plan, while being aware of confidentiality and the dignity of the student; and
- enable students with prevalent medical conditions to participate in school to their full potential, as outlined in their Medical Management Plan.

#### 4.4 Principal

In addition to the responsibilities outlined above under 4.3, the principal should:

- on an annual basis, the principal will arrange regular training in dealing with prevalent medical conditions for all employees and others who are in direct and regular contact with identified students;
- clearly communicate to parents/guardians/caregivers and appropriate staff the process for parents/guardians/caregivers to notify the school of their child's medical condition(s), as well as the expectation for parents/guardians/caregivers to co-create, review, and update a Medical Management Plan with the principal or the principal's designate. This process should be communicated to parent(s)/guardian(s)/caregiver(s), at a minimum:
  - during the time of registration;
  - each year during the first week of school; and
  - when a child is diagnosed and/or returns to school following a diagnosis.
- co-create, review, or update the Medical Management Plan for a student with a prevalent medical condition with the parent(s)/guardian(s)/

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caregivers(s), in consultation with school staff (as appropriate) and with the student (as appropriate);

- maintain a file with the Medical Management Plan and supporting documentation for each student with a prevalent medical condition;
- provide relevant information from the student's Medical Management Plan to school staff and others who are identified in the Medical Management Plan (e.g., food service providers, transportation providers, volunteers, occasional staff who will be in direct contact with the student), including any revisions that are made to the plan; and
- communicate with caregivers in medical emergencies, as outlined in the Medical Management Plan.

#### 5. 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>
Ministry of Education Policy & Program Memorandum No. 161, Supporting Children and Students with Prevalent Medical Conditions	June 27, 2017	Ministry of Education Policy & Program Memorandum No. 161, Supporting Children and Students with Prevalent Medical Conditions
6061 Administration of Oral Medication Policy and Procedures		Ministry of Education Policy & Program Memorandum No. 81, Provision of Health Support Services in School Settings
6020 Extended Field Trip Policy and Procedures		Good Samaritan Act, 2001
6021 Day Field Trip Policy and Procedures		Bill 3 Sabrina's Law, 2005 – An act to protect anaphylactic pupils
6050 Food And Beverage Policy and Procedures		Bill 20 Ryan's Law, 2015 – Ensuring Asthma Friendly Schools
8075 Service Animals in Schools Policy and Procedures	<u>Date Revised</u>	

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Ministry of Education Policy & Program Memorandum No. 81, Provision of Health Support Services in School Settings, July, 1984	April 23, 2019	

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**STUDENT SERVICES****6000****DRAFT- NOVEMBER 12, 2024****PREVALENT MEDICAL CONDITIONS  
PROCEDURES****6065**1. Policy Statement

~~It is the policy of Lakehead District School Board (LDSB) that staff, students and parents/guardians/caregivers collaborate to ensure the safety of students with prevalent medical conditions in compliance with Sabrina's Law, Ryan's Law and all other relevant legislation.~~

**It is the policy of LDSB to support students with prevalent medical conditions to fully access school in safe, accepting, and healthy learning environments that support well-being. It is the policy of LDSB to empower students, as confident and capable learners, to reach their full potential for self-management of their medical condition(s), according to their Medical Management Plans.**

2. Definitions

- 2.1 Allergies - Allergies occur when the immune system becomes unusually sensitive and overreacts to substances that are normally harmless, e.g., pollens, dust, foods, etc. These substances are called allergens.
- 2.2 Asthma - Asthma is described as a chronic inflammatory disease of the airway. When in the presence of triggers, the airways react by narrowing or obstructing which can make breathing difficult.
- 2.3 Asthma Inhaler - Commonly known as a puffer. A hand held portable device that delivers medication to the lungs. Available types include a dry powder tube inhaler, a powder disk inhaler and a single dose powder disk inhaler.
- 2.4 Anaphylaxis - As defined by Sabrina's Law, 2005, anaphylaxis means a severe systemic allergic reaction that can be fatal, resulting in circulatory collapse or shock, and "anaphylactic" has a corresponding meaning.
- 2.5 Consent - Means consent given by an individual with the capacity to provide consent to treatment for the purposes of the Health Care Consent Act, 1996.
- 2.6 Diabetes - Diabetes is a chronic, often debilitating and sometimes fatal disease, in which the body either cannot produce insulin or cannot properly use the insulin it produces. Insulin is a hormone that controls the amount of glucose (sugar) in the blood.
- 2.7 Emergency - Emergency refers to those medical related issues that require an immediate response such as, but not limited to, anaphylaxis, asthma, diabetes, seizures and may be life threatening.
- 2.8 Epilepsy - Epilepsy is a condition of the brain causing seizures. A seizure is a disruption of the electrical communication between neurons.

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- 2.9 Epinephrine - The medication that treats anaphylaxis. It is available in a preloaded syringe or auto-injector more commonly known as the EpiPen®.
- 2.10 In Loco Parentis - A legal term, meaning in the place of a parent or with a parent's rights, duties and responsibilities.
- 2.11 Medication - Refers to medications that are prescribed by a health care provider and, by necessity, may be administered to a student, or taken by the student during school hours or school related activities. A number of safe and effective medicines are available to help control prevalent medical conditions. These medications are prescribed and typically involve a personalized medical management plan.
- 2.12 Seizure - A seizure is a brief episode caused by a transient disruption in brain activity that interferes with one or more brain functions.

### 3. Identification and Medical Management Plans/~~Emergency Action Plans~~ and **Grab and Go Kits**

- 3.1 At the time of registration, or upon diagnosis, all parents/guardians/caregivers are required to inform the school administration of the student's prevalent medical condition.
- 3.2 Procedures related to medical/health needs of individual students will include physician or health care professional prescribed plans of care.
- 3.3 Detailed information must be provided with regard to the student's prevalent medical condition (i.e., signs/symptoms, triggers, prevention/avoidance strategies, treatment, staff responsibilities, changes to the student's condition, authorized medical intervention, storage of medication or equipment, record of administration of medication, relevant consents of parents/guardians/caregivers). Emergency contact information must always be kept up to date.
- 3.4 The school will maintain a file including a Medical Management Plan (**Appendix A**) ~~/Emergency Action Plan~~ **a Grab and Go Kit** and **will store** relevant correspondence in the Ontario Student Record (OSR) of the student with the prevalent medical condition. Educators and/or support staff of the student will also retain a copy of the Medical Management Plan/~~Emergency Action Plan~~. In order to keep supply staff informed, educators and/or support staff will leave detailed information about the management care of students who have prevalent medical conditions in their day books.
- 3.5 A clearly visible display area or a binder system must be maintained in the school office, cafeteria and/or staff room showing students with prevalent medical conditions attending the school. Materials for implementing the Medical Management Plan shall be kept in a clearly identified and secured area for quick access. **When appropriate**, students should carry their own equipment/materials.

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- 3.6 **A Grab and Go Kit will be created for each student who has a Medical Management Plan. This will be used for field trips and any other circumstance where information and/or materials/equipment must leave the school.**
- 3.7 Parents/guardians/caregivers are responsible to provide an up-to-date supply of necessary materials. Unused medications/materials must be returned at year's end to the student with the prevalent medical condition or their parent/guardian/caregivers as per Policy and Procedures 6061 Administration of Oral Medication, Med Form 6 (Appendix A).
- 3.8 Physical properties of the school, class schedules, exam/EQAO schedules, extra-curricular activities, field trips and transportation must be taken into consideration when creating the Medical Management Plan.
- 3.9 In the event of an emergency, an evaluation of the **plan procedure or protocol** shall be undertaken, responsive changes made, and the staff notified of the changes.
- 3.10 The original Medical Management Plan must be created in consultation with and signed by the physician or health care professional. Upon annual review, only changes to the original plan will require updated authorization from the physician. Parents must indicate, in writing, that no changes to the original plan are required. A health care professional will be requested to demonstrate the correct procedures, if necessary.
4. Administration of Medication
- 4.1 In exceptional cases in which a student must have prescribed medication administered during school hours, the principal will arrange to have the medication administered at school as per Policy and Procedures 6061 Administration of Oral Medication.
- 4.2 Parents/guardians/caregivers must provide the school with the prescribed health supports, including but not limited to, epinephrine auto-injectors, asthma medications (i.e., relievers, inhalers), diabetes medications and supplies (i.e., insulin, fast acting glucose, glucometer) etc. Medication expiry dates must be monitored appropriately.
- 4.3 Written notification will be provided in Med Forms 1 and 2 (Appendix A) which must be completed by the student's physician and parent/guardian/caregiver.
- 4.4 Med Forms 1, 2, and 5 (Appendix A) must be completed in order to release medical information in an emergency.
- 4.5 Med Forms 1, 2, and 5 (Appendix A) will be placed in the student's Ontario Student Record (O.S.R.)

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## 5. Prevention and Minimizing Risk

- 5.1 All reasonable precautions shall be taken to provide a safe environment for students with prevalent medical conditions, with consideration that it is not possible to provide an absolute guarantee or elimination of all risks.
- 5.2 With respect to anaphylaxis and severe allergies, the school administration, in consultation with health care professionals and their school council, shall determine and implement safe school policies.
- 5.3 Students who are formally identified to the school by a physician as being at risk of severe life threatening anaphylaxis or other risks as a result of the ingestion of or exposure to certain foods or allergens, will not be provided or exposed to such known foods or allergens by Lakehead District School Board staff.
- 5.4 Each school shall implement the Diabetes Management Plan (**Appendix A**), for students with diabetes in order to provide for the needs of students with this condition.
- 5.5 Each school shall implement the Epilepsy/Seizure Management Plan (**Appendix A**), for students with Epilepsy/Seizure Disorder, in order to provide for the needs of students with this condition.
- 5.6 **Each school shall implement the Asthma Management Plan (Appendix A), for students with Asthma, in order to provide for the needs of students with this condition.**
- 5.7 Each school shall develop and implement strategies to reduce the risk of exposure to known common asthma triggers in classrooms and common school areas.

## 6. Training

- 6.1 It is the responsibility of the principal, on an annual basis, to notify the student, parents/guardians/caregivers and staff within the school of their responsibilities under this policy.
- 6.2 It is the responsibility of the teacher to educate their students regarding the relevant components of a classmate's Medical Management Plan **according to the policy** in case of an emergency.
- 6.3 At the start of the school year, all students with prevalent medical conditions attending the school shall be identified to all appropriate staff members including the location of the prevalent medical condition student information board or binder and the location of necessary equipment.

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- 6.4 The Board shall provide regular training on how to recognize symptoms i.e., anaphylaxis, asthma exacerbations, hyperglycemia/hypoglycemia, etc., for all employees, including supply staff and others who are in direct contact with students. Additional training will be provided on an as needed basis, where appropriate.
- 6.5 The principal will coordinate training for all staff. Training will be available to all individuals in the school; for example, but not limited to, administrators, teachers, coaches, lunchroom supervisors, cafeteria staff, custodians, secretaries, student support professionals, and designated early childhood educators. Training shall occur annually at or around the beginning of the school year.
- 6.6 For any specific medical procedure, a minimum of two staff members should be trained i.e., first aid.
- 6.7 The principal will co-ordinate, with local health agencies, the development, management and delivery of in-service concerning specific health conditions. Parents/guardians/caregivers of students with prevalent medical conditions may wish to be involved in training staff members in the appropriate emergency procedures.

## 7. Non-Routine Events/Field Trips

- 7.1 The principal, in co-operation with the school staff, parents/guardians/caregivers and the student, will develop the necessary accommodations for when a student with a prevalent medical condition is expected to participate in special events within or outside of the classroom or excursions that are off school premises or out of town, province or the country.
- 7.2 When planning extended field trips, more than one emergency medication must be available (i.e., two epi-pens) and hospital, police, fire or ambulance services must be accessible.
- 7.3 Where excursions are out of cell phone range and no land line is available, consideration for the age, maturity and responsibility level of the student, the severity of the prevalent medical condition, the level of support through a trained supervisor and the overall safety of the student will be taken into account before a parent/guardian/caregiver is requested to accompany the student.

## 8. Transportation

- 8.1 It is required that each bus company is to direct its drivers to respond to a medical emergency with respect to a student with a prevalent medical condition riding its vehicles and take reasonable steps to prevent a medical emergency.

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- 8.2 The principal, with the cooperation of Student Transportation Services Thunder Bay, will ensure that the bus drivers are informed of students with prevalent medical conditions and will provide a copy of the relevant components of the students' Medical Management Plans to bus drivers in case of an emergency. It is the responsibility of the bus companies to provide appropriate training for their employees.
- 8.3 The principal, with the cooperation of Student Transportation Services Thunder Bay will ensure that the bus drivers are aware of the location (i.e., backpack, lunch kit) of medication/equipment of each student with a prevalent medical condition. Students with prevalent medical conditions must have their medication or equipment with them while riding the bus.
- 8.4 The principal, with the cooperation of Student Transportation Services Thunder Bay, will ensure that bus drivers are reminded that students identified with diabetes will need permission to eat or drink juice while riding the bus, when needed.

## 9. Review

These procedures shall be reviewed in accordance with 2010 Policy Development and Review Policy.

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Lakehead Public Schools

2135 Sills Street  
Thunder Bay, Ontario P7E 5T2  
Telephone (807) 625-5100  
Fax (807) 623-5833

<b>ADMINISTRATION OF MEDICATION</b>		<b>MED FORM 1</b>
<b>PARENT/GUARDIAN REQUEST/RELEASE</b>		
STUDENT:	D.O.B:	
ADDRESS:	HOME PHONE:	
PARENT/GUARDIAN:	WORK PHONE:	
EMERGENCY CONTACT:	PHONE:	
SCHOOL:	GRADE:	PRINCIPAL:
PRESCRIBING PHYSICIAN:		
ADDRESS:	PHONE:	
<p>I/We, the parents/guardians of the above-named student, hereby request and give permission to Lakehead District School Board to provide for the administration of prescribed medication to our child during school hours, according to Policy and Procedures 6060 adopted by the Board, which we have read, understood and acknowledge receiving a copy.</p> <p>I/We release Lakehead District School Board, its employees and agents, from any liability for loss, damage or injury, howsoever caused, to our child's person or property arising out of the administration of prescribed medication under the Board's Administration of Medication Policy.</p> <p>I/We give permission to Lakehead District School Board to release medical information on the above-named student in case of a medical emergency.</p>		
_____ Parent/Guardian (signature)	_____ Date	
_____ Witness (signature)	_____ Date	

Please retain the original of this form in the student's OSR.

Appendix A to 6065 Prevalent Medical Conditions Procedures  
APPENDIX 2



Lakehead Public Schools

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Telephone (807) 625-5100  
Fax (807) 623-5833

ADMINISTRATION OF MEDICATION		MED FORM 2
<b>PHYSICIAN INFORMATION</b>		
STUDENT:	D.O.B:	
ADDRESS:	HOME PHONE:	
PARENT/GUARDIAN:	WORK PHONE:	
SCHOOL:	GRADE:	
PRESCRIBING PHYSICIAN:	PHONE:	
ADDRESS:		
MEDICAL CONDITION REQUIRING MEDICATION:		
<u>MEDICATION PRESCRIBED:</u>		
DOSAGE: _____		
FREQUENCY OR TIME SPECIFIED FOR ADMINISTRATION: _____		
METHOD OF ADMINISTRATION: _____		
POSSIBLE SIDE EFFECTS OR REACTION: _____		
SUGGESTED RESPONSE TO SIDE EFFECTS: _____		
DURATION OF MEDICATION TO BE GIVEN: _____		
_____ Prescribing Physician (signature)		_____ Date

Please retain the original of this form in the student's OSR.

**N.B.:** Any fees charged for the completion of this form are the responsibility of the student's parent(s)/guardian(s).



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Fax (807) 623-5833

<b>ADMINISTRATION OF MEDICATION</b>		<b>MED FORM 3</b>
<b>CONSULTATION FOR SERVICE</b>		
STUDENT:	D.O.B:	
ADDRESS:	HOME PHONE:	
SCHOOL:	GRADE:	
<p>I/We, the parents/guardians of the above-named student, hereby give permission to:</p> <ul style="list-style-type: none"> <li>Lakehead District School Board to release information on Med Forms 1 and 2 to the specified health professional.</li> <li>The health professional to consult regarding the administration of prescribed medication to our child.</li> </ul>		
<div style="border-bottom: 1px solid black; width: 100%;"></div> <p>Name of Health Professional</p>		
<div style="border-bottom: 1px solid black; width: 100%;"></div> <p>Parent/Guardian (signature)</p>		<div style="border-bottom: 1px solid black; width: 100%;"></div> <p style="text-align: right;">Date</p>
<div style="border-bottom: 1px solid black; width: 100%;"></div> <p>Witness (signature)</p>		<div style="border-bottom: 1px solid black; width: 100%;"></div> <p style="text-align: right;">Date</p>
<b>CONFIRMATION OF TRAINING</b>		
<p>An assessment has been conducted and staff have been trained in the administration of the prescribed medication to the above-named student.</p>		
<div style="border-bottom: 1px solid black; width: 100%;"></div> <p>Health Professional (signature)</p>		<div style="border-bottom: 1px solid black; width: 100%;"></div> <p style="text-align: right;">Date</p>
<div style="border-bottom: 1px solid black; width: 100%;"></div> <p>Staff member(s) (signature)</p>		<div style="border-bottom: 1px solid black; width: 100%;"></div> <p style="text-align: right;">Date</p>

**FREEDOM OF INFORMATION**

Personal information for assessment is collected under the authority of the Education Act, R.S.O., 1990, c. E 2, R.S.O. 1990, c. M. 56, and will be used in the administration of prescribed medication to a student. Questions regarding the collection of this information should be directed to the school principal.

Please retain the original of this form in the student's OSR.



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APPENDIX 4

2135 Sills Street  
Thunder Bay, Ontario P7E 5T2  
Telephone (807) 625-5100  
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ADMINISTRATION OF MEDICATION						MED FORM 4
<b>RECORD OF ADMINISTRATION</b>						(picture)
STUDENT:			D.O.B:			
SCHOOL/GRADE:			TEACHER:			
PARENT/GUARDIAN:			HOME PHONE: WORK PHONE:			
PRESCRIBING PHYSICIAN:			PHONE:			
Date	Name of Medication	Colour/ Manufacturer	Amount/ Dosage	Time Given	Staff Signature	Comments/Observations/ Reactions
Date	Name of Medication	Colour/ Manufacturer	Amount/ Dosage	Time Given	Staff Signature	Comments/Observations/ Reactions

ADMINISTRATION OF MEDICATION						MED FORM 4
RECORD OF ADMINISTRATION						

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Appendix A to 6065 Prevalent Medical Conditions Procedures  
APPENDIX 5



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ADMINISTRATION OF MEDICATION		MED FORM 5
<b>EMERGENCY SERVICES</b>		(picture)
STUDENT:	D.O.B:	
ADDRESS:	PHONE:	
SCHOOL/GRADE:	TEACHER:	
PARENT/GUARDIAN:		WORK PHONE:
EMERGENCY CONTACT:		PHONE:
PRESCRIBING PHYSICIAN:		PHONE:
ADDRESS:		
<b>SPECIFIC MEDICAL EMERGENCY:</b> (give a detailed description of the condition and possible symptoms) <hr/> <hr/>		
<b>MEDICATION PRESCRIBED:</b> _____ <hr/>		
Location of Medication: _____		
Method of Administration: _____		
Possible Side Effects/Reaction: _____		
<b>ACTION-EMERGENCY PLAN:</b> _____ <hr/> <hr/> <hr/>		

(Supersedes September 3, 1996)



Lakehead Public Schools

Appendix A to 6065 Prevalent Medical Conditions Procedures  
APPENDIX 6

2135 Sills Street  
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Telephone (807) 625-5100  
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ADMINISTRATION OF MEDICATION		MED FORM 6
RETURN OF MEDICATION FORM		
STUDENT:	D.O.B:	
PARENT/GUARDIAN:		
SCHOOL:	GRADE:	PRINCIPAL:
<p>I/We, the parents/guardians of the above-named student, acknowledge that the following medication has been returned to us:</p> <p>MEDICATION:</p> <p>QUANTITY:</p>		
Parent/Guardian (signature)	Name (please print)	Date
Witness (signature)	Name (please print)	Date

Appendix A to 6065 Prevalent Medical Conditions Procedures  
APPENDIX 7



Lakehead Public Schools

2135 Sills Street  
Thunder Bay, Ontario P7E 5T2  
Telephone (807) 625-5100  
Fax (807) 623-5833

<b>ADMINISTRATION OF MEDICATION</b>		<b>MED FORM 7</b>
<b>PARENTAL/GUARDIAN REQUEST TO TERMINATE ADMINISTRATION OF MEDICATION</b>		
STUDENT:	D.O.B:	
PARENT/GUARDIAN:		
SCHOOL:	GRADE:	PRINCIPAL:
<p>I/We, the parents/guardians of the above-named student, hereby request and give permission to Lakehead District School Board to terminate the administration of prescribed medication to our child during school hours, according to Policy and Procedures 6060 adopted by the Board, which we have read, understood and acknowledge receiving a copy.</p>		
<p>I/We release Lakehead District School Board, its employees and agents, from any liability for loss, damage or injury, howsoever caused, to our child's person or property arising out of the termination of the administration of prescribed medication under the Board's Administration of Medication Policy.</p>		
Parent/Guardian <i>(signature)</i>	Name <i>(please print)</i>	Date
Witness <i>(signature)</i>	Name <i>(please print)</i>	Date



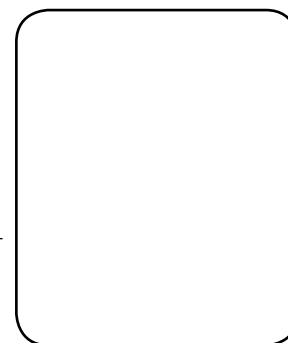


Lakehead  
Public  
Schools

# Anaphylaxis

## Medical Management Plan

Students with a Prevalent Medical Condition



Student Photo

School \_\_\_\_\_ Date \_\_\_\_\_

Secondary School Schedule Attached

### Student Information

Name \_\_\_\_\_

Date of Birth \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_  
yyyy/mm/dd

Student Health Card # \_\_\_\_\_

Teacher (Classroom or Homeroom) \_\_\_\_\_

### Allergies

### Known Triggers & Symptoms

#### Usual Triggers

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### Usual Symptoms

Flushing of the skin  
Rash (hives)  
Sense of impending doom  
Swelling of the throat and mouth  
Difficulty in swallowing or speaking  
Alterations in heart rate  
Severe asthma  
Abdominal pain, nausea and vomiting

Other

#### Action Required

#### Administration of Epinephrine - Use of Auto-injector

**BLUE TO THE SKY**

**ORANGE TO THE THIGH**

### Supplies

Supplies for this student will be located

On the student \_\_\_\_\_ Other \_\_\_\_\_

Back-up Auto-injector Location \_\_\_\_\_ Labelled \_\_\_\_\_ Unlocked \_\_\_\_\_

In order to respond in emergency situations, it is highly recommended that inhalers/auto-injectors are readily available (not locked in lockers)

#### After Use

Carefully place used auto-injector, needle first into storage tube.  
Screw cap of carrying case on completely (this bends the needle back and secures pen).  
Give any used auto-injectors to emergency responders or emergency room personnel.

# Anaphylaxis

## Medical Management Plan | Students with a Prevalent Medical Condition

Student \_\_\_\_\_

*Anaphylaxis is a potentially life-threatening allergic reaction that can occur quickly (as fast as within a couple of minutes of exposure to the allergen).*

### Emergency Procedures - Call 911

*Instructions/Use of Auto-injector*

Remove cap from carrying case  
Grasp auto-injector with tip pointing downward  
Pull off safety cap  
Place tip against mid-outer thigh and press firmly until auto-injector activates  
Hold while counting for several seconds, then remove  
Massage the injected area for 10 seconds.

Notify parent/guardian/caregiver

Other \_\_\_\_\_

### MMP Student Care

Recognize symptom(s)  
Care for the student first  
Locate medications & supplies  
Call parent/guardian/caregiver  
Determine if 911 is to be called  
Action determined  
Administer epinephrine  
Calm and quiet spot  
Never alone  
Follow up

### Emergency Contacts

*List in priority of contact*

Name	Relationship	Daytime Telephone	Alternate Telephone
1 _____	_____	_____	_____
2 _____	_____	_____	_____
3 _____	_____	_____	_____

### Acknowledgment, Agreement and Authorization for Information Sharing of Medical Management Plan

As the parent/guardian/caregiver of the student names in this Medical Management Plan, I understand that vital information in this plan will be shared directly with school administrators, facilitators, classroom or homeroom teachers, school staff and students when required.

I agree, as indicated with the checks (✓) below that the information in this plan may be shared for student safety with:

School volunteers      Student transportation provider      Third party program personnel  
Before school program personnel      After school program personnel  
Other \_\_\_\_\_

Comments \_\_\_\_\_

Parent/Guardian/Cargiver	Signature _____	Date _____
Student	Signature _____	Date _____
Principal	Signature _____	Date _____

Families with children who have Anaphylaxis are urged to establish a strong, two-way communication plan with the school. Administration and educators need to be aware of all the complexities of a child's care to ensure prompt, effective and confident action when necessary. In order to ensure adequate care for the student, it is imperative that the parents/guardians/caregivers communicate with the school when the student has been unwell while at home.

## Non-Emergency Communication

*Non-Emergency Contacts are the contacts both at school and at home for updates to health, concerns to be addressed, etc.*

### Home Contact

Name \_\_\_\_\_  
Relationship to Student \_\_\_\_\_  
Contact # \_\_\_\_\_

### School Contact

Teacher \_\_\_\_\_  
Facilitator \_\_\_\_\_  
Principal \_\_\_\_\_

## Athletic Events | Field Trips & Excursions | Special Events

Parent/guardian/caregiver will be informed of excursions as early as possible in order to research excursion sites for allergic risks

Other \_\_\_\_\_

Two (2) auto-injectors must accompany the student on all excursions

All necessary supplies should be with the student or teacher on the site of the excursion

Teacher-coaches and staff advisors are aware of all students with Medical Management Plans

Temporary amendments to Medical Management Plans reflect the change in educational environment

Meal(s) and/or treats must be planned in advance and must be communicated to parent/guardian/caregiver

If excursion is out of cell range and no land line is available, a parent/guardian/caregiver may be required to accompany the student

## Resources

## Transportation

Bus driver is aware of student's medical condition

Other

Bus driver has the student's medical condition identified in supply notes

Bus driver is aware of where the student stores required supplies

## Fire Safety & Fire Drill | Safe Schools Threat Response Protocol

*In the event of a fire drill or threat response school action (Shelter in Place, Hold and Secure, Lockdown), the Grab and Go Kit should be with the student.*

*In the event of an extended period of threat response, the student should have these supplies available:*

Auto-injector

Other

## Additional Information and Comments

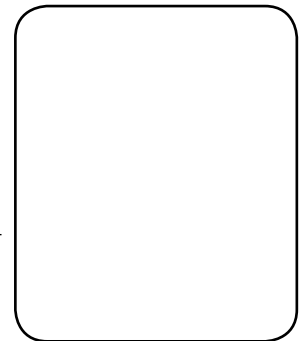


Lakehead  
Public  
Schools

## Asthma

### Medical Management Plan

Students with a Prevalent Medical Condition



Student Photo

School \_\_\_\_\_ Date \_\_\_\_\_

Secondary School Schedule Attached

### Student Information

Name \_\_\_\_\_

Date of Birth \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_  
yyyy/mm/dd

Student Health Card # \_\_\_\_\_

Teacher (Classroom or Homeroom) \_\_\_\_\_

### Known Triggers & Symptoms

#### Usual Triggers

Colds/flu/illness  
Physical activity/exercise  
Pet dander  
Smoke  
Pollen  
Mould  
Dust  
Cold weather  
Strong smells  
Change in weather  
Other  
\_\_\_\_\_

#### Usual Symptoms

Continuous coughing  
Trouble breathing  
Chest tightness  
Wheezing (whistling sound in chest)  
Breathing is difficult and fast (+25/minute)  
Cannot speak in full sentences  
Lips or nail beds blue or grey  
Skin, neck or chest sucked in with breath  
Restlessness  
Irritable  
Quiet  
Other  
\_\_\_\_\_

#### Trigger Avoidance Instructions

### Reliever Inhaler Use

Reliever inhaler is a fast-acting medication (usually blue in colour) that is used when a student is having asthma symptoms

The reliever should be used \_\_\_\_\_ When student is experiencing asthma symptoms

Other \_\_\_\_\_

### Supplies

Supplies are sent to school by parents/guardians/caregivers

In order to respond in emergency situations, it is highly recommended that inhalers/auto-injectors are readily available (not locked in lockers)

Reliever Inhaler	Use/administer _____	Name of Medication _____		in the dose of _____		# of Puffs _____
Spacer (valve holding chamber) provided	YES	NO				
Type of reliever inhaler used	Salbutamol (e.g., Ventolin)	Airomir	Ventolin	Bricanyl	Other	_____
Reliever inhaler is kept	Teacher/supervisor	Location _____	Other _____			
	Student Locker	Combination _____				
Student carries reliever at all times	Pocket	Case/Pouch	Backpack/Fanny pack	Other	_____	
Student requires assistance to administer reliever inhaler	YES	NO	Spare reliever inhaler is located	Main Office	Exact Location _____	
				Locker	Other	_____

# Asthma

## Medical Management Plan | Students with a Prevalent Medical Condition

Student \_\_\_\_\_

*Asthma is an allergic disorder characterized by spasms of the bronchi (the airway tubes); swelling of the mucus lining of the lungs; and excessive production of a thick, viscous mucus. The major concern with asthma is that it can lead to respiratory failure - the inability to breathe.*

**Action Required**  
*If asthma symptoms occur:*  
**Immediately use fast-acting inhaler (use spacer if required).  
 Check symptoms.  
 Only return to normal activity when all symptoms are gone.  
 Notify parent/guardian/caregiver, open line of communication.  
 If symptoms get worse or do not improve within 10 minutes, this become an emergency, Call 911**

### Emergency Procedures - Call 911

**Immediately use fast-acting inhaler (use spacer if required).**

**Call 911 for an ambulance. Follow the 911 communication protocol with emergency responders.**

**If symptoms continue, use reliever inhaler every 5-15 minutes until medical attention arrives.**

Have student sit up with arms resting on a table  
 (do not have student lie down unless it is an anaphylaxis reaction)  
 Encourage the student to breathe slowly and deeply  
 Do not have the student breathe into a bag  
 Stay calm, reassure the student and stay by side

**Notify parent/guardian/caregiver**

### MMP Student Care

Recognize symptom(s)  
 Care for the student first  
 Locate medications & supplies  
 Call parent/guardian/caregiver  
 Determine if 911 is to be called  
 Action determined  
 Administer reliever inhaler  
 Calm and quiet spot  
 Never alone  
 Follow up

### Emergency Contacts

*List in priority of contact*

Name	Relationship	Daytime Telephone	Alternate Telephone
1 _____	_____	_____	_____
2 _____	_____	_____	_____
3 _____	_____	_____	_____

### Acknowledgment, Agreement and Authorization for Information Sharing of Medical Management Plan

As the parent/guardian/caregiver of the student names in this Medical Management Plan, I understand that vital information in this plan will be shared directly with school administrators, facilitators, classroom or homeroom teachers, school staff and students when required.

I agree, as indicated with the checks (✓) below that the information in this plan may be shared for student safety with:

School volunteers      Student transportation provider      Third party program personnel  
 Before school program personnel      After school program personnel  
 Other \_\_\_\_\_

Comments \_\_\_\_\_

Parent/Guardian/Cargiver	Signature _____	Date _____
Student	Signature _____	Date _____
Principal	Signature _____	Date _____

Families with children who have Asthma are urged to establish a strong, two-way communication plan with the school. Administration and educators need to be aware of all the complexities of a child's care to ensure prompt, effective and confident action when necessary. In order to ensure adequate care for the student, it is imperative that the parents/guardians/caregivers communicate with the school when the student has been unwell while at home.

### Non-Emergency Communication

*Non-Emergency Contacts are the contacts both at school and at home for updates to health, concerns to be addressed, etc.*

#### Home Contact

Name \_\_\_\_\_  
Relationship to Student \_\_\_\_\_  
Contact # \_\_\_\_\_

#### School Contact

Teacher \_\_\_\_\_  
Facilitator \_\_\_\_\_  
Principal \_\_\_\_\_

### Controller Medication Use at School and During School Activities

*Controller medications are usually taken regularly every day to control asthma. Usually they are taken in the morning and at night, so generally not taken at school (unless the student will be participating in an overnight activity).*

Use/administer \_\_\_\_\_ in the dose of \_\_\_\_\_ at the following times \_\_\_\_\_  
Name of Medication # of Puffs

Use/administer \_\_\_\_\_ in the dose of \_\_\_\_\_ at the following times \_\_\_\_\_  
Name of Medication # of Puffs

Use/administer \_\_\_\_\_ in the dose of \_\_\_\_\_ at the following times \_\_\_\_\_  
Name of Medication # of Puffs

### Consent to Carry and Self-Administer Asthma Medication

We agree that \_\_\_\_\_

Name of Student

can carry prescribed medications and delivery devices to manage asthma while at school and during school-related activities

can self-administer prescribed medications and delivery devices to manage asthma while at school and during school-related activities

requires assistance with administering prescribed medications and delivery devices to manage asthma while at school and during school-related activities

we will inform the school of any change in medication or delivery device(s)

The medication cannot be beyond the expiration date.

### Parent/Guardian/Caregiver

Name \_\_\_\_\_

Daytime Contact # \_\_\_\_\_ Evening Contact # \_\_\_\_\_

Cell # \_\_\_\_\_ Alternate \_\_\_\_\_

Parent/Guardian/Cargiver \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Student \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

### Physical Activity Considerations

*To avoid triggers and reduce asthma symptoms, indicate what is required to support the student*

Before physical activity \_\_\_\_\_

During physical activity \_\_\_\_\_

After physical activity \_\_\_\_\_

Other \_\_\_\_\_

### Athletic Events | Field Trips & Excursions | Special Events

All necessary supplies should be with the student or teacher on the site of the excursion.

Teacher-coaches and staff advisors are aware of all students with Medical Management Plans.

Temporary amendments to Medical Management Plans reflect the change in educational environment.

If excursion is out of cell range and no land line is available, a parent/guardian/caregiver may be required to accompany the student.

### Transportation

Bus driver is aware of student's medical condition

Bus driver has the student's medical condition identified in supply notes

Bus driver is familiar with where the student stores required supplies

### Fire Safety & Fire Drill | Safe Schools Threat Response Protocol

*In the event of a fire drill or threat response school action (Shelter in Place, Hold and Secure, Lockdown), the Grab and Go Kit should be with the student.*

*In the event of an extended period of threat response, the student should have these supplies available:*

Reliever Inhaler

Other \_\_\_\_\_

### Resources

### Additional Information and Comments



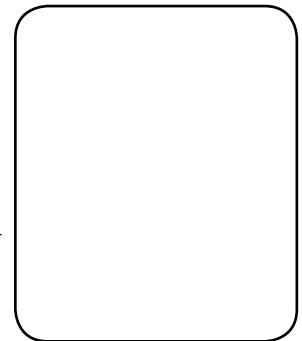


Lakehead  
Public  
Schools

## Diabetes

### Medical Management Plan

Students with a Prevalent Medical Condition



Student Photo

School \_\_\_\_\_ Date \_\_\_\_\_

Secondary School Schedule Attached

#### Student Information

Name \_\_\_\_\_

Date of Birth \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_ Diabetes Type \_\_\_\_\_

yyyy/mm/dd

Student Health Card #

Teacher (Classroom or Homeroom) \_\_\_\_\_

#### Hypoglycemic | Low Blood Sugar Management

Blood sugars below \_\_\_\_\_

*Student will be allowed extra juice/snacks any time they feel low as per hypoglycemic plan. Emergency action may be required.*

##### Causes

- Insufficient carbohydrates due to delayed or missed food
- Too much insulin
- More exercise than usual without a corresponding increase in food

##### Usual Symptoms

- |                              |                     |
|------------------------------|---------------------|
| Cold, clammy, sweaty skin    | Reports feeling low |
| Lack of concentration        | Quietness           |
| Irritability, poor behaviour | Blurred vision      |
| Shakiness, poor coordination | Hungry              |
| Dizziness                    | Fatigue             |
| Other _____                  |                     |

Predicted times/activities common to low blood sugar \_\_\_\_\_

*Should the student report feeling unwell and vomiting occurs while at school, the parents/guardians/caregivers must be informed immediately. Blood Glucose (BG) levels should be checked if possible*

#### Hyperglycemic | High Blood Sugar Management

Blood sugars above \_\_\_\_\_

*This does not require immediate emergency action unless student is feeling unwell.*

##### Causes

- |                        |                                    |
|------------------------|------------------------------------|
| Too many carbohydrates | Less than usual amount of activity |
| Not enough insulin     | Illness                            |

##### Usual Symptoms

- |                             |                |
|-----------------------------|----------------|
| Thirsty                     | Fatigue        |
| Need for frequent urination | Blurred vision |
| Weakness                    | Mood swings    |
| Other _____                 |                |

Predicted times/activities common to high blood sugar \_\_\_\_\_

#### Action Required

#### Action Required

# Diabetes

## Medical Management Plan | Students with a Prevalent Medical Condition

Student \_\_\_\_\_

*Diabetes is a disease in which the body either cannot produce insulin or cannot properly use the insulin it produces. This leads to high levels of glucose in the blood, which can damage organs, blood vessels and nerves.*

### Emergency Procedures - Low BG Level or High BG Level

*Follow BG Management (Action Required) for the following*

BG reading below \_\_\_\_\_ BG reading above \_\_\_\_\_  
 Nausea/Vomiting \_\_\_\_\_  
 Feeling low \_\_\_\_\_  
 Feeling unwell \_\_\_\_\_  
 Other \_\_\_\_\_

*Notify parents/guardians/caregivers (listed below)*

*Call 911 if any of the following occur*

BG reading below \_\_\_\_\_ BG reading above \_\_\_\_\_  
 Loss of consciousness \_\_\_\_\_  
 Unable to take BG reading \_\_\_\_\_  
 Other \_\_\_\_\_

*Notify parents/guardians/caregivers (listed below)*

Student delivers syringe insulin injections  
 Student is on an insulin pump  
 Student requires assistance from health care professional for insulin injections  
 Other \_\_\_\_\_

Location of Supplies \_\_\_\_\_

### MMP Student Care

Recognize symptom(s)  
 Care for the student first  
 Locate medications & supplies  
 Take BG level  
 Call parent/guardian/caregiver  
 Determine if 911 is to be called  
 Action determined  
 Insulin  
 Food  
 Fast acting sugar  
 Calm and quiet spot  
 Never alone  
 Follow up

### Emergency Contacts - Low BG Level or High BG Level and/or for Other Concerns

*List in priority of contact*

Name	Relationship	Daytime Telephone	Alternate Telephone
1 _____	_____	_____	_____
2 _____	_____	_____	_____
3 _____	_____	_____	_____

### Acknowledgment, Agreement and Authorization for Information Sharing of Medical Management Plan

As the parent/guardian/caregiver of the student names in this Medical Management Plan, I understand that vital information in this plan will be shared directly with school administrators, facilitators, classroom or homeroom teachers, school staff and students when required.

I agree, as indicated with the checks (✓) below that the information in this plan may be shared for student safety with:

School volunteers \_\_\_\_\_ Student transportation provider \_\_\_\_\_ Third party program personnel \_\_\_\_\_  
 Before school program personnel \_\_\_\_\_ After school program personnel \_\_\_\_\_  
 Other \_\_\_\_\_

Comments \_\_\_\_\_

Parent/Guardian/Cargiver	Signature _____	Date _____
Student	Signature _____	Date _____
Principal	Signature _____	Date _____

Families with children who have Diabetes are urged to establish a strong, two-way communication plan with the school. Administration and educators need to be aware of all the complexities of a child's care to ensure prompt, effective and confident action when necessary. In order to ensure adequate care for the student, it is imperative that the parents/guardians/caregivers communicate with the school when the student has been unwell while at home.

## Non-Emergency Communication

*Non-Emergency Contacts are the contacts both at school and at home for updates to health, concerns to be addressed, etc.*

### Home Contact

Name \_\_\_\_\_  
Relationship to Student \_\_\_\_\_  
Contact # \_\_\_\_\_

### School Contact

Teacher \_\_\_\_\_  
Facilitator \_\_\_\_\_  
Principal \_\_\_\_\_

## Blood Glucose (BG) Monitoring | Testing Blood Sugar

*Tracking of all blood glucose levels must be recorded in a log book with dates, times, and actions taken in response to lows and highs.*

Before morning snack  
Before lunch/nutrition break  
Before going home

Before afternoon snack  
Before gym/activity  
Other \_\_\_\_\_

Student prefers to do Blood Glucose Check In

Classroom  
At locker  
Other \_\_\_\_\_

Office  
Washroom

### Location of Monitor and Supplies

## Insulin Delivery System *School-based staff do not give injections*

Student delivers syringe insulin injections

Student is on an insulin pump

Student requires insulin injections at school

Complete A or B

A Syringe insulin delivery times and insulin type \_\_\_\_\_

B Insulin pump bolus Before each nutrition break (snacks/lunch) of carbohydrates Carbohydrate | Insulin Ratio

Student may unhook pump for a maximum of one hour during intense physical activity YES NO \_\_\_\_\_

When disconnected, pump is stored \_\_\_\_\_

Pump/Syringe Delivery

Student must be able to eat according to daily schedule

Supervision Required

YES

NO

Student must be able to eat all required food sent by parents/guardians/caregivers or if using a pump, student may independently adjust bolus to accommodate amount of food.

### Instructions/Comments

## Supplies

Carbohydrates

Fast Acting Sugar Juice boxes Glucose tablets Individual honey packets Other \_\_\_\_\_

Fast Acting Sugar Storage

Short Term Emergency In Classroom In Office In Gymnasium Other \_\_\_\_\_

Extended Time Emergency In Classroom In Office In Gymnasium Other \_\_\_\_\_

Supplies

Blood Glucose metre/strips Sharps disposal container Ketone testing metre/strips Lancing device/lancets

Glucagon *Must be administered by a health care professional*

Complete A or B A Syringe delivery Insulin pen/syringe Insulin

B Pump delivery Supplies

Provide specific locations (not locked up if possible) \_\_\_\_\_

### Storage of Supplies

### Managing Food | Meals | Snacks Considerations

Morning Snack	Time	a.m.	Independent	<i>Student requires</i>	Prompt	Supervision
Lunch/Nutrition Break	Time	a.m./p.m.	Independent	<i>Student requires</i>	Prompt	Supervision
Afternoon Snack	Time	p.m.	Independent	<i>Student requires</i>	Prompt	Supervision
Extra Snack	YES	NO	Independent	<i>Student requires</i>	Prompt	Supervision
Instructions/Comments						

### Physical Activity Considerations

*To prevent low blood sugar, indicate what is required to support the student*

Before physical activity \_\_\_\_\_

During physical activity \_\_\_\_\_

After physical activity \_\_\_\_\_

Other \_\_\_\_\_

### Athletic Events | Field Trips & Excursions | Special Events

All necessary supplies should be with the student or teacher on the site of the excursion.

Teacher-coaches and staff advisors are aware of all students with Medical Management Plans.

Temporary amendments to Medical Management Plans reflect the change in educational environment.

If excursion is out of cell range and no land line is available, a parent/guardian/caregiver may be required to accompany the student.

Meals or treats must be planned in advance and must be communicated to the parents/guardians/caregivers.

### Transportation

Bus driver is aware of student's medical condition

Bus driver has the student's medical condition identified in supply notes

Bus driver understands the need to eat/drink on the bus depending on activity level during the day

Bus driver is familiar with where the student stores required supplies

### Fire Safety & Fire Drill | Safe Schools Threat Response Protocol

*In the event of a fire drill or threat response school action (Shelter in Place, Hold and Secure, Lockdown), the Grab and Go Kit should be with the student.*

*In the event of an extended period of threat response, the student should have these supplies available:*

Glucometer/Lance and Testing Strips

Pen/Pump and Fast Acting Glucose - to treat

Insulin

Other

### Additional Information and Comments



## PREVALENT MEDICAL CONDITION — EPILEPSY

### Plan of Care

### STUDENT INFORMATION

Student Name \_\_\_\_\_ Date Of Birth \_\_\_\_\_

Ontario Ed. # \_\_\_\_\_ Age \_\_\_\_\_

Grade \_\_\_\_\_ Teacher(s) \_\_\_\_\_

Student Photo (optional)

### EMERGENCY CONTACTS (LIST IN PRIORITY)

NAME	RELATIONSHIP	DAYTIME PHONE	ALTERNATE PHONE
1.			
2.			
3.			

Has an emergency rescue medication been prescribed? ☐ Yes ☐ No

If yes, attach the rescue medication plan, healthcare providers' orders and authorization from the student's parent(s)/guardian(s) for a trained person to administer the medication.

Note: Rescue medication training for the prescribed rescue medication and route of administration (e.g. buccal or intranasal) must be done in collaboration with a regulated healthcare professional.

### KNOWN SEIZURE TRIGGERS

CHECK (✓) ALL THOSE THAT APPLY

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Stress  | <input type="checkbox"/> Menstrual Cycle             | <input type="checkbox"/> Inactivity  |
| <input type="checkbox"/> Changes In Diet                               | <input type="checkbox"/> Lack Of Sleep               | <input type="checkbox"/> Electronic Stimulation<br>(TV, Videos, Florescent Lights) |
| <input type="checkbox"/> Illness                                       | <input type="checkbox"/> Improper Medication Balance |  |
| <input type="checkbox"/> Change In Weather                             | <input type="checkbox"/> Other _____                 |  |
| <input type="checkbox"/> Any Other Medical Condition or Allergy? _____ |  |  |

<b>DAILY/ROUTINE EPILEPSY MANAGEMENT</b>	
DESCRIPTION OF SEIZURE (NON-CONVULSIVE)	ACTION:
	(e.g. description of dietary therapy, risks to be mitigated, trigger avoidance.)
DESCRIPTION OF SEIZURE (CONVULSIVE)	ACTION:
SEIZURE MANAGEMENT	
<p>Note: It is possible for a student to have more than one seizure type. Record information for each seizure type.</p>	
SEIZURE TYPE	ACTIONS TO TAKE DURING SEIZURE
<p>(e.g. tonic-clonic, absence, simple partial, complex partial, atonic, myoclonic, infantile spasms)</p> <p>Type: _____</p> <p>Description: _____</p>	
<p>Frequency of seizure activity: _____</p> <p>_____</p>	
<p>Typical seizure duration: _____</p>	

## BASIC FIRST AID: CARE AND COMFORT

First aid procedure(s): \_\_\_\_\_

Does student need to leave classroom after a seizure? ☐ Yes ☐ No

If yes, describe process for returning student to classroom: \_\_\_\_\_

### BASIC SEIZURE FIRST AID

- Stay calm and track time and duration of seizure
- Keep student safe
- Do not restrain or interfere with student's movements
- Do not put anything in student's mouth
- Stay with student until fully conscious

### FOR TONIC-CLONIC SEIZURE:

Protect student's head  
Keep airway open/watch breathing  
Turn student on side

## EMERGENCY PROCEDURES

Students with epilepsy will typically experience seizures as a result of their medical condition.

Call 9-1-1 when:

- Convulsive (tonic-clonic) seizure lasts longer than five (5) minutes.
- Student has repeated seizures without regaining consciousness.
- Student is injured or has diabetes.
- Student has a first-time seizure.
- Student has breathing difficulties.
- Student has a seizure in water
- ★ Notify parent(s)/guardian(s) or emergency contact.

## HEALTHCARE PROVIDER INFORMATION (OPTIONAL)

**Healthcare provider may include:** Physician, Nurse Practitioner, Registered Nurse, Pharmacist, Respiratory Therapist, Certified Respiratory Educator, or Certified Asthma Educator.

Healthcare Provider's Name: \_\_\_\_\_

Profession/Role: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Special Instructions/Notes/Prescription Labels:

If medication is prescribed, please include dosage, frequency and method of administration, dates for which the authorization to administer applies, and possible side effects.

★ This information may remain on file if there are no changes to the student's medical condition.

## AUTHORIZATION/PLAN REVIEW

### INDIVIDUALS WITH WHOM THIS PLAN OF CARE IS TO BE SHARED

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

Other Individuals To Be Contacted Regarding Plan Of Care:

Before-School Program ☐ Yes ☐ No \_\_\_\_\_

After-School Program ☐ Yes ☐ No \_\_\_\_\_

School Bus Driver/Route # (If Applicable) \_\_\_\_\_

Other: \_\_\_\_\_

**This plan remains in effect for the 20\_\_ — 20\_\_ school year without change and will be reviewed on or before:** \_\_\_\_\_. (It is the parent(s)/guardian(s) responsibility to notify the principal if there is a need to change the plan of care during the school year).

Parent(s)/Guardian(s): \_\_\_\_\_ Date: \_\_\_\_\_  
Signature

Student: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature

Principal: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature



LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2024 NOV 12  
Report No. 108-24

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

RE: POLICY REVIEW – 8015 DISPLAY OF FLAGS POLICY

1. Background

- 1.1 It is the policy of Lakehead District School Board that policies will be developed/reviewed in accordance with Policy Development and Review Policy 2010.
- 1.2 At the June 25, 2024 Regular Board Meeting, 8015 Display of Flags Policy was approved for review on the 2024 - 2025 policy schedule.
- 1.3 On September 18, 2024, the draft policy and procedures were posted on the Board website and distributed to constituent groups for review and comment with input to be received by October 23, 2016. There was no input received.

2. Situation

- 2.1 Administration has concluded its review of the existing policy and there are no changes to the policy.
- 2.2 The policy is attached as Appendix A and the procedures as Appendix B.
- 2.3 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 8015 – Display of Flags Policy, Appendix A to Report No. 108-24.”

Respectfully submitted,

SHERRI-LYNNE PHARAND  
Director of Education

**SCHOOL-COMMUNITY RELATIONS****8000****DRAFT NOVEMBER 12, 2024****DISPLAY OF FLAGS POLICY****8015**1. Rationale

- 1.1 Canadian individuals and organizations may fly or display Canada's National Flag as long as the flag is treated with dignity and respect, and flown or displayed properly.
- 1.2 Ontario schools are required to display, in the school, the National Flag of Canada and the Provincial Flag of Ontario.
- 1.3 The study of flags, their history, meaning and use, is a relevant component of social and environmental curricula.
- 1.4 It is traditionally recognized as proper to fly flags at half-mast as a sign of mourning.

2. The Policy

It is the policy of Lakehead District School Board to display flags with dignity, respect and generally established etiquette.

3. Guidelines

- 3.1 All operating Lakehead District School Board schools and administrative buildings shall fly, on an external flagpole, the National Flag of Canada.
- 3.2 All Lakehead District School Board schools shall display, inside the school, both the National Flag of Canada and the Provincial Flag of Ontario, as required by Ontario Regulation 298, s. 5(2).
- 3.3 Lakehead District School Board facilities may fly or display, in addition to the National Flag and Provincial Flag, local municipal flags or special purpose flags.
- 3.4 Flags of political parties or religious groups, or flags espousing political or religious causes, may not be flown or displayed on Lakehead District School Board property.
- 3.5 The National Flag of Canada shall be flown at half-mast as a sign of mourning.
- 3.6 The specific details for these guidelines are outlined in the 8015 Display of Flags Procedures.

<b>SCHOOL-COMMUNITY RELATIONS</b>  <b>DRAFT NOVEMBER 12, 2024</b>	<b>8000</b>
<b>DISPLAY OF FLAGS POLICY</b>	<b>8015</b>

4. Review

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

<u>Cross Reference</u>	<u>Date Approved</u> September 23, 1993  <u>Date Revised</u> April 27, 2010 November 22, 2016 November 26, 2019	<u>Legal Reference</u> Ont. Reg. 298 – Operation of Schools – General Section 5.(1), (2)
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<b>SCHOOL-COMMUNITY RELATIONS</b>		<b>8000</b>
<b>DRAFT NOVEMBER 12, 2024</b>		
<b>DISPLAY OF FLAGS PROCEDURES</b>		<b>8015</b>

1. Policy

It is the policy of Lakehead District School Board to display flags with dignity, respect and generally established etiquette.

2. Implementation Procedures

2.1 National and Provincial Flags

- 2.1.1 The National Flag shall be flown on an exterior flagpole during normal hours of each school or working day. The flag may be flown by night as well as by day.<sup>4-1</sup>
- 2.1.2 New buildings shall be equipped with an exterior flagpole at the time of construction. Any existing buildings not so equipped shall be provided with an exterior flagpole.
- 2.1.3 The National Flag of Canada and Provincial Flag of Ontario shall be displayed in a prominent place inside each school.
- 2.1.4 Principals and building managers are responsible for monitoring the condition of, requesting the replacement of and disposing of flags.

"When a flag becomes tattered and is no longer in a suitable condition for use, it should be destroyed in a dignified way."<sup>2</sup>

***The disposal of a flag may be handled in the following manner:***

- ***Flags made of natural fibres (wool, cotton, linen) should be burned in a dignified manner, privately, without ceremony or public attention being drawn to the destruction of the material.***

<sup>4</sup> ~~From Ceremonial and Canadian Symbols Promotion, 'Rules for Flying the Flag,' Department of Canadian Heritage~~

<sup>1</sup> Government of Canada, Rules for Flying the National Flag of Canada

<sup>2</sup> ~~From Ceremonial and Canadian Symbols Promotion, 'Disposal of Flags', Department of Canadian Heritage~~

<sup>2</sup> Government of Canada, Disposal of National Flag of Canada

<b>SCHOOL-COMMUNITY RELATIONS</b>		<b>8000</b>
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<b>DISPLAY OF FLAGS PROCEDURES</b>		<b>8015</b>

- *Flags made of synthetic material (nylon or polyester) should not be burned due to environmental damage and potential fire hazard. They should be respectfully torn into strips, with each element of the flag reduced to a single colour, so that the remaining pieces do not resemble a flag. The individual pieces should then be placed in a bag for disposal – the shreds of fabric should not be reused or fashioned into anything.*

2.1.5 The National Flag must receive prominence at all times when displayed with other flags.

## 2.2 Other Flags

2.2.1 The flag of the local municipality or other special purpose flag may be flown outside or displayed inside at schools, the Education Centre and other Board facilities. Schools may fly or display additional flags following consultation with the school's superintendent. The Education Centre and other Board facilities may fly or display additional flags at the discretion of the Director of Education or designate.

The flag of the local municipality or other special purpose flag may be flown or displayed provided:

2.2.1.1 The flag meets acceptable community standards.

2.2.1.2 The flag is not directly connected with any political or religious group, or cause.

2.2.1.3 The flag supports initiatives which align with the Board's values, supports the principles and expectations of the Board's Safe Schools Policy and is consistent with the Ontario Human Rights Code.

2.2.2 Where there is only one flagpole, one additional flag may fly under the National Flag. The additional flag cannot be larger than the National Flag.

2.2.3 Where there are two flagpoles, the National Flag shall fly alone on its own flagpole. Two flags may fly at the same time on the additional pole, ***if possible***.

<b>SCHOOL-COMMUNITY RELATIONS</b>		<b>8000</b>
<b>DRAFT NOVEMBER 12, 2024</b>		
<b>DISPLAY OF FLAGS PROCEDURES</b>		<b>8015</b>

## 2.3 Half-masting of Exterior Flags

### 2.3.1 Throughout the System

2.3.1.1 Exterior flags throughout the system shall be lowered to half-mast on the death of:

- the sovereign or a member of the royal family related in the first degree to the sovereign (husband or wife, son or daughter, father, mother, brother or sister);
- the governor general or a former governor general;
- the prime minister of Canada or a former prime minister;
- the lieutenant governor of Ontario or a former lieutenant governor;
- the premier of Ontario or a former premier;
- the member of the federal or provincial electoral riding; and
- the chairman or a member of the Board.

2.3.1.2 Exterior flags throughout the system shall be lowered to half-mast on April 28, the National Day of Mourning.

2.3.1.3 The director of education may order the lowering of flags to half-mast throughout the system or at an individual location, in addition to the foregoing, on the death of any person held in special regard in the system.

2.3.1.4 Flags shall be lowered to half-mast at all locations on direction received from the Ministry of Education.

## 2.3.2 Administrative Buildings

2.3.2.1 Exterior flags at system administrative buildings shall be lowered to half-mast on the death of a present employee in the system.

### 2.3.3 Individual Schools

2.3.3.1 Exterior flags at individual schools shall be lowered to half-mast on the death of:

- a present staff member; and
- a present student.

2.3.3.2 Principals may lower exterior flags to half-mast on the death of any non-employee such as volunteers and community resource persons who are held in special regard in the school or community.

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2.3.3.3 Exterior flags shall be lowered briefly at 11:00 a.m. **lowered to half-mast from sunrise to sunset**, on Remembrance Day, **November 11**, in memory of the war dead.

**2.3.3.4 Exterior flags shall be lowered to half-mast on September 30, the National Day for Truth and Reconciliation, on November 8, Indigenous Veterans' Day, and on May 5, National Day of Awareness for Missing and Murdered Indigenous Women.**

3. Half-masting Protocol

3.1 The position of the flag when flying at half-mast will depend on its size, the length of the flagstaff and its location, but as a general rule, the centre of the flag should be exactly halfway down the staff. When hoisted to or lowered from half-mast position, a flag should first be raised to the masthead.

3.2 For the purpose of half-masting, death shall be taken to include the day of death, and up to and including the day of the funeral.

4. Review

These procedures shall be reviewed in accordance with 2010 Policy Development and Review Policy.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
	September 23, 1993	
	<u>Date Revised</u>	
	April 27, 2010	
	November 22, 2016	
	November 26, 2019	

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2024 Nov 12  
Report No. 111-24

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

RE: POLICY REVIEW – 4005 English Language Learners’ Policy

1. Background

- 1.1 The 4005 English Language Learners’ Policy was last revised on April 25, 2017.
- 1.2 On September 18, 2024, the 4005 English Language Learners’ Policy was posted on the Board’s website and distributed to constituent groups for review and comment with input to be received by October 23, 2024. There was no input received.

2. Situation

It was determined that 4005 English Language Learners’ Policy is no longer necessary given that the intent of the policy is captured through other means at Lakehead District School Board.

RECOMMENDATION

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

“That Lakehead District School Board rescind 4005 English Language Learners’ Policy.”

Respectfully submitted,

Jane Lower  
Superintendent of Education

SHERRI-LYNNE PHARAND  
Director of Education



**CURRICULUM AND INSTRUCTION****4000****DRAFT OCTOBER 23, 2024****ENGLISH LANGUAGE LEARNERS' POLICY****4005**1. Rationale

Lakehead District School Board has students from diverse and varied linguistic and cultural backgrounds. It is important that English Language Learners (ELL) become proficient in the language of instruction in English language schools at the same time as they are working towards meeting the curriculum expectations.

2. The Policy

It is the policy of Lakehead District School Board that schools shall be provided with consistent direction and support to meet the needs of English Language Learners so that these students can develop the proficiency in English that is necessary for success in school.

3. Definitions

English Language Learners are students in provincially funded English language schools whose first language are a language other than English or are a variety of English that is significantly different from the variety used for instruction in Ontario Schools, and who may require focused educational supports to assist them in attaining proficiency in English.

4. Guidelines

Students who may require ELL support include:

- Canadian born or recently arrived from outside Canada. They may come from diverse backgrounds and school experiences and have a wide variety of strengths and needs.
- First Nation, Metis and Inuit learners whose first language is a language other than English.
- Children born in communities that have maintained a distinct cultural and linguistic tradition whose first language is not English and who attend English language schools.
- Children who were born in immigrant communities in which languages other than English was primarily spoken.
- Children who have arrived in Canada with their families. They may have some English learning; others may have had limited access to schools.
- Children new to Canada from countries in war or in crisis. These children may or may not have had schooling.
- International visa students who paid fees to attend school in Ontario.

**CURRICULUM AND INSTRUCTION****4000****DRAFT OCTOBER 23, 2024****ENGLISH LANGUAGE LEARNERS POLICY****4005**5. 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>
Procedures 4000	January 26, 2010	
	<u>Date Revised</u>	
	April 25, 2017	