



Office of the Director

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

REGULAR BOARD MEETING NO. 8

**Tuesday, May 24, 2022
Jim McCuaig Education Centre
Virtual via Microsoft Teams**

Ian MacRae
Director of Education

Ellen Chambers
Chair

AGENDA

PUBLIC SESSION
7:30 p.m. – via Microsoft Teams

	<u>Resource Person</u>	<u>Pages</u>
1. Call to Order		
2. Disclosure of Conflict of Interest		
3. Approval of the Agenda		
4. Resolve into Committee of the Whole – Closed Session		
5. COMMITTEE OF THE WHOLE – Closed Session – 7:05 p.m. (SEE ATTACHED AGENDA)		
6. Report of Committee of the Whole – Closed Session		
7. Land Acknowledgement		
8. Delegations/Presentations		
8.1 Trustee Character Award - Rebecca Cross, Crestview Public School	R. Sith	Verbal
9. Approval of Minutes		
9.1 Regular Board Meeting No. 7 - April 26, 2022	E. Chambers	1-5
10. Business Arising from the Minutes		

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

Resource
Person Pages

MATTERS NOT REQUIRING A DECISION:

- | | | | |
|------|--|----------------|---------|
| 11. | Information Reports | | |
| 11.1 | Ontario Public School Boards' Association (OPSBA) Report | R. Sitch | Verbal |
| 11.2 | Indigenous Student Trustee May Report | J. Friday | Handout |
| 11.3 | Student Trustee May Report | M. Mago | Handout |
| 11.4 | Aboriginal Education (056-22) | A. Keene | 6-9 |
| 11.5 | Safe and Accepting Schools Committee Update (058-22) | M. Probizanski | 10-14 |
| 11.6 | Mental Health Report (059-22) | M. Probizanski | 15-25 |
| 11.7 | COVID-19 General Update | I. MacRae | Verbal |
| 12. | First Reports | | |

MATTERS FOR DECISION:

- | | | | |
|------|--|----------------|-------|
| 13. | Postponed Reports | | |
| 14. | Recommendations from the Standing Committee (057-22) | T. Tuchenhagen | 26-27 |
| 14.1 | Approval of Standing Committee and Regular Board Meeting Schedule 2022-2023 (047-22) | | |
| | <i>It is recommended that Lakehead District School Board approve the revised Standing Committee and Regular Board Meeting Schedule 2022-2023, as set out in Appendix A to Report No. 047-22.</i> | | |
| 14.2 | 2022-2030 Policy Review Schedule (049-22) | | |
| | <i>It is recommended that Lakehead District School Board approve the 2022 to 2030 Policy Review Schedule, Appendix A to Report No. 049-22.</i> | | |

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

LAKEHEAD DISTRICT SCHOOL BOARD

- 14.3 Appointment of an External Member to the Audit Committee (052-22)

It is recommended that Lakehead District School Board appoint Mr. Jason Flint as an external member to the Audit Committee to serve a three-year term commencing May 10, 2022 and ending May 10, 2025.

- 14.4 Policy Review – 8091 Use of Volunteers in Schools (048-22)

It is recommended that Lakehead District School Board revoke 8091 Use of Volunteers in Schools Policy, Appendix A, as outlined in Report No. 048-22.

- 14.5 Policy Review – 8071 Bullying Prevention and Intervention (051-22)

It is recommended that Lakehead District School Board approve 8071 Bullying Prevention and Intervention Policy, Appendix A to report 051-22.

- 14.6 Policy Review – 3093 Electronic Information Security (053-22)

It is recommended that Lakehead District School Board approve 3093 Electronic Information Security Policy, Appendix A to Report No. 053-22.

- 14.7 Policy Review – 3096 Information/Communication Technology Use (054-211)

It is recommended that Lakehead District School Board approve 3096 Information/Communication Technology Use Policy, Appendix A to Report No. 054-22.

15. Ad Hoc and Special Committee Reports

16. New Reports

17. New Business

18. Notices of Motion

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

Resource
Person

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19. Information and Inquiries

20. 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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REGULAR BOARD MEETING NO. 8
Tuesday, May 24, 2022
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Ian MacRae
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Ellen Chambers
Chair

AGENDA

COMMITTEE OF THE WHOLE – Closed Session
7:05 p.m. – Microsoft Teams

	<u>Resource Person</u>	<u>Pages</u>
5.1 Approval of Committee of the Whole - Closed Session Minutes		
5.1.1 Regular Board Meeting No. 7 - April 26, 2022	E. Chambers	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.4 Information and Inquiries		
5.5 Rise and Report Progress		

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

LAKEHEAD DISTRICT SCHOOL BOARD

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF REGULAR BOARD MEETING NO. 7

Virtual
Via Microsoft Teams

2022 APR 26
7:30 p.m.

TRUSTEES PRESENT:

Ellen Chambers (Chair)
Trudy Tuchenhagen (Vice Chair)
Marg Arnone
Sue Doughty-Smith
Deborah Massaro
Ron Oikonen

George Saarinen
Ryan Sitch
Scottie Wemigwans
Jesslynn Friday (Indigenous Student
Trustee)
Mehtar Mago (Student Trustee)

SENIOR ADMINISTRATION:

Ian MacRae, Director of Education
Kirsti Alaksa, Superintendent of Business
Michelle Probizanski, Superintendent of Education
AJ Keene, Superintendent of Education

FEDERATION/UNION REPRESENTATIVES:

Erin Aylward, Lakehead Principals/Vice Principals
Lori Carson, Lakehead Principals/Vice Principals
Dave Covello, Managers

PUBLIC SESSION:

1. Approval of Agenda

Moved by Trustee Saarinen

Seconded by Trustee Wemigwans

“THAT the Agenda for Regular Board Meeting No. 7, April 26, 2022, be approved.”

CARRIED

2. Resolve into Committee of the Whole – Closed Session

Moved by Trustee Tuchenhagen

Seconded by Trustee Doughty-Smith

“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 of:

- Regular Board Meeting No. 5 – March 22, 2022;

- 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:

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

PUBLIC SESSION:

4. Report of Committee of the Whole – Closed Session

Moved by Trustee Doughty-Smith

Seconded by Trustee Tuchenhagen

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

‘THAT Lakehead District School Board approve the Committee of the Whole – Closed Session Minutes of Regular Board Meeting No. 5 – March 22, 2022.

CARRIED

5. 2022-2026 Indigenous Trustee

Ellen Chambers, Chair, announced that Trustee Wemigwans has been appointed as the 2022-2026 Indigenous Trustee by Fort William First Nation.

6. Approval of Minutes

Moved by Trustee Sitch

Seconded by Trustee Massaro

“THAT Lakehead District School Board approve the Minutes of:

- Regular Board Meeting No. 5, March 22, 2022; and

- Board Meeting (Special) No. 6, March 11, 2022.”

CARRIED

MATTERS NOT REQUIRING A DECISION:

7. Ontario Public School Boards' Association Report

Trustee Sitch, Ontario Public School Boards' Association (OPSBA) Director and voting delegate, informed trustees that he will be attending the upcoming OPSBA Board of Directors' meeting by teleconference. Trustee Chambers added that she had attended the recent Northern Regional meeting and that there was a motion discussed for the Annual General Meeting. This motion was regarding having more virtual meetings to make things more equitable and reduce the impact on the environment. Trustee Chambers also mentioned that the Northern Regional Chair, Sheryl Evans, would not be running again in the next OPSBA election.

8. Student Trustee April Report

Mehar Mago, Student Trustee, provided a handout for her April report. Items addressed included: Student Senate, community organization assisting students with special learning abilities, incoming Indigenous Student Trustee Sagutcheway, and visit from the Honourable Patty Hajdu at Superior Collegiate and Vocational Institute.

9. Indigenous Student Trustee April Report

Jesslynn Friday, Indigenous Student Trustee, provided a handout for her April report. Items addressed included: Aboriginal Education Advisory Committee meeting, Indigenous Student Survey, Regional Multicultural Youth Council Student Working Group, Youth Indigenous Voices Panel, Ontario Student Trustees' Association Indigenous Relations Working Group, April 12, 2022 Standing Committee meeting, and visit from the Honourable Patty Hajdu at Hammarskjold High School.

10. COVID-19 General Update

Ian MacRae, Director of Education, introduced AJ Keene, Superintendent of Education, who provided a verbal update on COVID-19 related matters affecting Lakehead District School Board.

Trustee Chambers left the meeting at 7:45 PM and Trustee Tuchenhagen assumed the position of chair for the remainder of the meeting.

MATTERS FOR DECISION:

11. Recommendations from the Standing Committee (046-22)

Policy Development – 8066 Safe Arrival (037-22)

Moved by Trustee Sitch

Seconded by Trustee Massaro

“THAT Lakehead District School Board approve 8066 Safe Arrival Policy, Appendix A to Report No. 037-22.”

CARRIED

Policy Review – 3001 Governance (042-22)

Moved by Trustee Massaro

Seconded by Trustee Sitch

“THAT Lakehead District School Board approve the review of 3001 Governance Policy as indicated in Report No. 042-22.”

CARRIED

Policy Review – 3060 Leasing of Space (043-22)

Moved by Trustee Doughty-Smith

Seconded by Trustee Sitch

“THAT Lakehead District School Board approve 3060 Leasing of Space Policy, Appendix A to Report No. 043-22.”

CARRIED

Policy Review – 7020 Equitable Employment (045-22)

Moved by Trustee Wemigwans

Seconded by Trustee Sitch

“THAT Lakehead District School Board approve 7020 Equitable Employment Policy, Appendix A to Report No. 045-22.”

CARRIED

12. By-Law No. 121 – 2022 Municipal Election – Alternative Voting Methods (044-22)

The report presenter was having technical difficulties joining the meeting. As a result, trustees moved to have the report received at the next Board meeting. The presenter was then able to fix their technical issues. The presenter indicated that the report was time sensitive and should be presented at this Board meeting. Trustees then moved to rescind the previous motion to allow for the report to be presented at the current meeting. Both motions are listed below along with the motion recommended by the original report.

Postpone Report

Moved by Trustee Tuchenhagen

Seconded by Trustees

“THAT Lakehead District School Board move Report No. 044-22 to the next Board meeting for approval.”

CARRIED

Rescind Previous Motion

Moved by Trustee Sitch

Seconded by Trustee Arnone

“THAT Lakehead District School Board rescind the previous motion to postpone Report No. 044-22 to the next Board meeting.”

CARRIED (met threshold of 2/3rd vote in favour)

By-Law No. 121 – 2022 Municipal Election – Alternative Voting Methods (044-22)

Moved by Trustee Sitch

Seconded by Trustee Arnone

“THAT:

1. *Lakehead District School Board rescind By-Law No. 115 authorizing the use of an alternative voting method for the 2018 election of trustees.*
2. *Lakehead District School Board adopt By-Law No. 121, Alternative Voting Methods for Municipal Elections, authorizing the use of an alternative voting method for the 2022 election of trustees for the Province of Ontario localities - Auden, Armstrong, Collins, Ferland, Kashabowie, and Lakehead (areas without municipal organization) as outlined in Appendix A of Report No. 044-22.”*

CARRIED

13. Information and Inquiries

- 13.1 Trustee Sitch informed trustees that he is stepping down from the Special Education Advisory Committee due to scheduling conflicts. Trustee Tuchenhagen indicated that she, as the SEAC alternate, would be taking on the role of primary member to replace Trustee Sitch.
- 13.2 Trustee Tuchenhagen updated trustees on the visits from the Honourable Patty Hajdu to Superior Collegiate and Vocational Institute and Hammarskjold High School.

14. Adjournment

Moved by Trustee Sitch

Seconded by Trustee Arnone

“THAT we do now adjourn at 8:10 p.m.”

CARRIED

LAKEHEAD PUBLIC SCHOOLS

OFFICE OF THE DIRECTOR OF EDUCATION

2022 MAY 24
Report No. 056-22

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

RE: ABORIGINAL EDUCATION

1. Background

- 1.1 Lakehead District School Board (LDSB) is committed to the success of every student and to the building of an equitable and inclusive community where all students feel they belong. The goal is to work with Indigenous peoples in the spirit of reconciliation to provide quality education.
- 1.2 Our work in Indigenous education continues to align with the truth telling and reconciliation process of the Truth and Reconciliation Commission of Canada. This commitment to establishing the principles of relationality, relevancy, respect, and responsibility will forge a brighter future for all students and staff of Lakehead Public Schools.

2. Situation

- 2.1 In line with the Ministry of Education's outline for the Board Action Plan on Indigenous education, we continue to focus on four areas: supporting Indigenous student well-being, Indigenous student transitions and safety, Indigenous parent and community engagement, and continuing to build system and educator capacity.

Lakehead District School Board continues to work towards identifying and addressing factors contributing to the gap in achievement between self-identified students and non-Indigenous students and implement effective strategies to meet the needs of diverse learners.

- 2.2 Lakehead District School Board continues to act in response to the Truth and Reconciliation Commission of Canada Calls to Action; in particular, focusing on Calls 53, 62, 63, and 65 as they relate to public education:
 - provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations (Call 53);

- in collaboration with survivors, Aboriginal peoples, and educators, LDSB is working to (Call 62):
 - make age-appropriate lessons on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada; and
 - educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
- maintain an annual commitment to Aboriginal education issues, including (Call 63):
 - developing and implementing Kindergarten to Grade 12 learning resources on Aboriginal people in Canadian history, and the history and legacy of residential schools;
 - sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history;
 - building student capacity for intercultural understanding, empathy, and mutual respect; and
 - identifying teacher-training needs relating to the above.
- in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, establish a program to advance understanding of reconciliation (Call 65).

3. Education for Reconciliation

Currently, LDSB is responding to the *Truth and Reconciliation Commission of Canada: Calls to Action* in a number of ways:

- educators are participating in professional development using the resource *Stolen Lives: The Indigenous Peoples of Canada and the Indian Residential Schools*;
- First Nations, Métis and Inuit Studies AQ courses and other learning opportunities related to Indigenous histories, cultures, and perspectives have been offered for reimbursement to educators;
- Indigenous Reads Book Club being offered to all secondary teachers and administrators;
- we continue to purchase and provide training connected to age-appropriate resources related to Aboriginal education;
- a Learning Continuum is being developed and implemented to ensure that students at each grade level have learning opportunities connected to Indigenous histories, cultures, and perspectives;
- NBE3U – Understanding Contemporary First Nations, Métis and Inuit Voices has replaced ENG3U in all secondary schools. This course provides important learning opportunities for all students about Indigenous histories, cultures, and perspectives through Indigenous literature;
- space is provided in schools for Indigenous Community partners to share knowledge and cultural teachings; and
- School Learning Plans include First Nations, Métis, and Inuit Education goals, specific to the needs of each school. Funds and resources have been shared with schools to support the implementation of these goals.

4. Supports for Aboriginal Education

- 4.1 Program staff (First Nations, Métis and Inuit education coordinator and resource teacher) continue to work collaboratively within system initiatives to provide learning opportunities that support staff and student learning.
- 4.2 Partnerships are important to support First Nations, Métis, and Inuit student success and retention and demonstrate the principles of relationality and respect. We continue to work closely with a number of community partners to support our schools and students through the work of the First Nations, Métis, and Inuit community liaison officer.
- 4.3 First Nations, Métis, and Inuit student support workers (formerly Aboriginal achievement tutors) continue to work in all secondary schools, and the elementary program has expanded to include two additional schools this school year. This role is critical in supporting First Nations, Métis, and Inuit students' achievement and well-being.
- 4.4 As part of the Four Directions Program, Indigenous graduation coaches are working with Grade 9 and Grade 10 students, who have self-identified as Indigenous, at all secondary schools to ensure continued engagement, success, and wellbeing. Graduation coaches begin building relationships with students and their families in their Grade 8 family of schools to promote a positive transition for students from elementary to secondary school.
- 4.5 Kendomang Zhagodenamnon Lodge, an alternative secondary program, is being offered for self-identified First Nations, Métis, and Inuit students, in partnership with the Thunder Bay Indigenous Friendship Centre, based out of Hammarskjold High School. This unique program supports the transition to secondary school through culturally focused, land-based learning opportunities.
- 4.6 First Nations, Métis, and Inuit Studies and Native Language courses continue to be offered system wide at the secondary level. Native as a Second Language is offered as an alternative to French as a Second Language at six elementary schools. The program was expanded to include St. James Public School in the 2021-2022 school year.
- 4.7 Reach ahead credits are being offered to all self-identified First Nations, Métis, and Inuit Grade 8 students entering secondary school in August.
- 4.8 Indigenous student leadership continues to be a focus through the provision of peer leadership opportunities for self-identified First Nations, Metis, and Inuit students, and supporting the work of Indigenous student leadership groups at each of the secondary schools.

5. Responses to COVID-19 Realities

- 5.1. We continue to respond collaboratively with many First Nations community partners to support remote learners who have stayed in their First Nations communities because of COVID-19.
- 5.2. We will continue to offer summer programming to support the re-engagement of students and families as we prepare for return to learning in September.

6. Next Steps

- 6.1 Re-engagement and rebuilding of relationships with families and students whose learning has been interrupted by COVID-19. Supporting families and students as we transition back to face-to-face learning.
- 6.2 Expanding community partnership to provide academic tutoring services for Indigenous students who have experienced learning interruptions due to COVID-19.
- 6.3 There is a continued need to provide significant levels of support during the various transitions experienced by Indigenous students
- 6.4 Increase opportunities for collaboration between schools for First Nations, Métis, and Inuit student leaders and with other student and Board leadership groups.
- 6.5 Data collection and analysis will continue to support next steps in programming for First Nations, Métis, and Inuit students.

7. Conclusion

Lakehead District School Board continues to make informed decisions about improving self-identified Indigenous student achievement and well-being, while also building inter-cultural understanding amongst all staff and students to ensure inclusive learning environments. By making informed decisions and providing programming that meets the needs of these students, LDSB is ensuring high levels of public confidence and a spirit of hope for the future of Indigenous students.

Miigwetch.

Respectfully submitted,

ANIKA GUTHRIE
First Nations, Métis, and Inuit Education Coordinator

JASMINE SGAMBELLURI
First Nations, Métis, and Inuit Education Resource Teacher

ASHLEY NURMELA
First Nations, Métis, and Inuit Community Liaison Officer

NICK SACEVICH
Student Success Lead

AJ KEENE
Superintendent of Education

IAN MACRAE
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2022 MAY 24
Report No. 058-22

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

RE: SAFE AND ACCEPTING SCHOOLS COMMITTEE UPDATE

1. Background

- 1.1 Ontario schools should be a place where everyone – children, students, parents/guardians, staff, and the community – feels welcome, safe, and respected. A safe, inclusive, and accepting school environment is essential for student well-being and achievement. All school boards in Ontario must follow a number of safe and accepting schools' policies.
- 1.2 Lakehead District School Board (LDSB) is committed to the success of every student and the importance of providing a welcoming, safe, and inclusive school culture.

2. Situation

- 2.1 The Safe and Accepting Schools Committee identifies areas to improve and develops strategies to address and promote safe learning environments in the system for all students and staff. The scope of the committee is to provide advice and guidance to the superintendent of education responsible for Safe Schools on several topics including, but not limited to:

- equity and inclusion;
- mental health;
- healthy schools;
- safe and accepting schools; and
- accessibility.

The Safe and Accepting Schools Committee responds to the Board, on request, for advice and recommendations on matters that the Board may direct to the committee.

- 2.2 Safe and Accepting Schools Committee

The current members of the committee are:

- Michelle Probizanski, Superintendent of Education;
- Dave Covello, Manager of Information Technology and Corporate Planning;
- Jim Desaulniers, Manager of Property Services;
- Kyle Ulvang, Health and Safety Officer;
- Megan Semeniuk, Mental Health Lead;
- Mahejabeen Ebrahim, Human Rights and Equity Advisor;

- Derek DiBlasio, Secondary Principal;
- Anne Marie McMahon-Dupuis, System Principal; and
- Heather Harris, Elementary Principal.

2.3 Key Actions for the 2021-2022 School Year

2.3.1 Facilities

Many updates and changes have been completed, ensuring that we are always providing a safe and welcoming space for our communities. Some recent updates include:

- new front parking with accessible spots and more exterior lighting at Nor'wester View Public School;
- relocation of the bus zone at Superior Collegiate and Vocational Institute;
- fire alarm updates at a number of schools;
- new exterior stairs at Victoria Park Training Centre;
- bus lane improvements at Armstrong Public School;
- new security cameras at Westgate Collegiate and Vocational Institute and Woodcrest Public School;
- new accessibility ramp at Vance Chapman Public School; and
- new iDoor entry security systems and the Public Address (PA) systems at a number of elementary schools.

2.3.2 Processes and Practices

Lakehead District School Board reviewed the following policies and procedures this year:

- 8071 Bullying Prevention and Intervention Policy and Procedures;
- 7020 Equitable Employment Policy and Procedures;
- 3093 Information Security Policy and Procedures; and
- 8091 Use of Volunteers in Schools Policy and Procedures - Revoked.

Lakehead District School Board is nearing the completion of the creation of the following mandated protocols/practices:

- Anti-Sex Trafficking Protocol; and
- Right to Disconnect Practice.

2.3.3 Health and Safety Training

Lakehead District School Board's online training system supports all staff. Each September, all staff are assigned Ryan's and Sabrina's Law, and all COVID-19 related health and safety training are part of mandatory annual training. The online training also requires all new staff to take a course on concussions and review the Board's 8074 Student Concussion Management Policy and Procedures. All staff are trained on the most current legislation and providing the safest environment for students.

All new staff received the following training:

- Online Incident Reporting Instructions;
- Accessibility for Ontarians with Disabilities (AODA) for Educators;
- Accessibility for Ontarians with Disabilities Act;
- Concussion Awareness;
- Lakehead Public Schools Concussion (including 8074 Student Concussion Management Policy);
- Sabrina's Law – Life Threatening Allergies;
- Ryan's Law – Asthma Awareness;
- Worker Health and Safety Awareness;
- Workplace Violence;
- Cyber Security;
- Ladder Safety – CUPE only;
- Blood Born Pathogen Handling – Student Support Professionals and CUPE only; and
- COVID-19 Training:
 - Ministry of Education Health and Safety Protocols 2021-2022.

2.3.4 School Supports and Initiatives

2.3.4.1 Training – System Wide

Each year, in addition to the above-mentioned employee mandated training, LDSB school and system leaders provide training around safe and welcoming schools. This past year, staff, system wide, engaged in the following training on the professional activity days allotted at the start of the school year:

- anti-racism/anti-discrimination;
- mental health and well-being; and
- anti-bullying/cyber-bullying.

2.3.4.2 Training – New Administrators

All new administrators and their mentors participated in two sessions on safe schools.

2.3.4.3 Powerschool/Safe School Incident Tracking and Communication

With the implementation of Powerschool as our new information management system, significant work was completed by the system principal and the information technology department to ensure that administrators and administrative assistants are able to input suspension information for production of appropriate letters and data gathering for reporting purposes.

Appropriate training for all administrators was completed, including a refresher on legislation and associated processes for suspensions and violent incident tracking.

2.3.4.4 PeerConnect App

The PeerConnect app has been provided to all student support professionals and early childhood educators. It is a custom mobile app that provides each member of the organization access to peer support and wellness tools. Due to COVID-19, the use of this app is in its infancy in the organization. A student with their Master of Social Work will be completing a program review on the application. We look forward to any recommendations moving forward.

2.3.4.5 Bullying Prevention and Intervention

Schools continue to use the Bullying Prevention and Intervention Plan template to personalize their school plans each year and throughout the school year. Each school has a safe school's team that meets throughout the school year to discuss school-based safety.

2.3.4.6 School Climate Surveys

All school boards must complete a Ministry mandated school climate survey every two years. The 2021-2022 school year is a survey year; we partnered with Thunder Bay District Health Unit for the elementary survey and The Canadian Institute of Health Research and University of Waterloo for the secondary survey, Compass.

2.3.4.7 School Presentations

Schools continue to invite guest presenters and speakers to inspire students and staff and to support their work in creating and maintaining safe, welcoming and inclusive school cultures. Examples include: The Get Real Movement, an inclusivity workshop for staff; Trevor Muir, epic rooms; the Honourable Patty Hajdu, advocacy and overcoming challenges; Poet Laureate Wali Shah, changemaker.

3. Next Steps

- 3.1 The plant department will continue to work through projects that increase the safety of students, staff, and community members at all our sites.
- 3.2 A more thorough use of the PeerConnect App will be carried out, with data collected to show its efficacy.
- 3.3 Bullying prevention and intervention training for all staff as part of the recently updated Policy/Procedure Memorandum 144.
- 3.4 Anti–sex trafficking protocol will be shared, and training will be provided for staff.
- 3.5 Right to Disconnect Practice will be implemented.

4. Conclusion

Lakehead District School Board continues to promote and foster safe learning environments for students, staff, and community members through a variety of initiatives, on-going supports and resources, and community partner collaboration.

Respectfully submitted,

MICHELLE PROBIZANSKI
Superintendent of Education

IAN MACRAE
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2022 May 24
Report No. 059-22

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

RE: MENTAL HEALTH REPORT

1. Background

- 1.1 Lakehead District School Board (LDSB) is committed to student achievement and well-being and aims to promote resiliency and well-being of students and staff and to ensure a caring and inclusive learning and working environment.
- 1.2 Lakehead District School Board continues to align its goals and initiatives with what is being promoted provincially through School Mental Health Ontario. Lakehead District School Board is in year two of the 2020-2023 Mental Health Strategy. Please see attached Appendix A.

2. Situation

- 2.1 School Mental Health Ontario resources are being utilized to increase mental health literacy among administrators, educators, and support staff. The mental health lead provides resources and materials to support educators in classroom management strategies that pertain to students experiencing challenges in mental wellness.
- 2.2 Lakehead District School Board has an ongoing community partnership with the Thunder Bay District Health Unit and has developed collaborative programming, “Mental Health Plus”. This series of presentations combine stress lessons with the Psychology Foundation of Canada and School Mental Health Ontario resources to provide specific mental health and wellness strategies for students and teachers.
- 2.3 Lakehead District School Board has an ongoing partnership with the Child Development Institute and their Universal SNAP (Stop Now and Plan) for schools’ program. Delivered to students ages 6-11, this program focuses on helping participants develop SNAP skills to promote a positive change in behaviour. The SNAP schools’ program was delivered in 11 classrooms in the 2021-2022 school year.
- 2.4 Lakehead District School Board has had an ongoing partnership contracting school social workers from Children’s Centre Thunder Bay which will continue until June 2022. In April 2022, LDSB initiated the process of hiring Board employed social workers due to Ministry funding becoming permanent in the Grants for Student Needs (GSN). Four positions are currently being recruited, for a total of six permanent full-time Board employed social workers.

- 2.5 Lakehead District School Board currently has four social workers working across the elementary schools, one in each secondary school, and two attendance counsellors who are committed to the success of elementary and secondary students.
- 2.6 Lakehead District School Board has also partnered to work with Children's Centre Thunder Bay to contract one child and youth worker with the specific mandate to provide intervention across the three tiers of support specifically targeting students at high risk for suspension in Junior Kindergarten to Grade 3. This child and youth worker works as part of our multidisciplinary student support team and is also a facilitator for the school's program and the Roots of Empathy program.
- 2.7 Lakehead District School Board has established a multidisciplinary student support team with the intention of working collaboratively across departments to ensure support is provided for students who continue to struggle despite tier one and two social emotional learning and mental health programming in the classroom and school. Eighty-six multidisciplinary referrals have been received so far this year.
3. Additional Information
- 3.1 School Mental Health Ontario continues to offer direction on appropriate school social work interventions and social workers can access training on structured psychotherapy approaches that have evidence-based effectiveness in schools.
- 3.2 School Mental Health Ontario has developed online literacy training at the elementary and secondary level for administrators, educators, and guidance counsellors. These modules are available and being prioritized as professional development for staff in schools.
- 3.3 Mental health funding allowed for the purchase of 19 sensory pathways for elementary schools to be installed across elementary schools that currently do not have one.
- 3.4 Several less formal partnerships exist that provide services to students in schools including:
- Sullivan's and Associates Clinical Psychology who are delivering services to students who qualify for services under non-insured health benefits;
 - Dilico Anishinabek Family Care who are working to streamline referrals with Children's Centre Thunder Bay social workers in the elementary schools;
 - Venture Wellness North who are delivering services to students who qualify for services under non-insured health benefits; and
 - Holistic Minds Counselling who are delivering services to students who qualify for services under non-insured health benefits.

- 3.5 Lakehead District School Board collaborated with Lakehead University's school of social work to acquire placement of students in years three and four to complete placements in our schools. This past year, a master's student was also acquired to complete research and program evaluation on the applicability of the First Response Mental Health program, which is designed to support the wellness and retention of student support personnel and early childhood educators.
- 3.6 School social workers continue to work closely with the mental health and addictions nurse to support crisis situations and transitions to and from the hospital. This has been a very successful partnership due to the team approach that has been developed.
- 3.7 Opportunities for wellness training has been difficult to continue based on staff shortages and coverage; therefore, the focus has been on student and parent opportunities. We had Dr. Aislyn Mushquash present to parents on "Easing Vaccine Pain and Anxiety in Children", and we will have Scott Ste. Marie present to parents/guardians and schools separately on "The Impact of Social Media and Mental Health".
- 3.8 The Ministry mandated biyearly climate survey was completed with support in data collection and compilation from the Thunder Bay District Health Unit for elementary schools. The secondary school climate survey, Compass, was completed through the Canadian Institute of Health Research and University of Waterloo. Data from these surveys is expected to be available in June 2022.
- 3.9 School Mental Health Ontario has increased its requirements for school board data collection taking place quarterly. Lakehead District School Board continues to use EMHWare to collect and record client information. Children's Centre Thunder Bay houses this software and has been assisting in the data capture and compilation throughout this school year. This data is reflected in Appendix B.

4. Conclusion

School social workers, attendance counsellors, child and youth workers and the mental health lead are well respected and valued by students, parents/guardians, staff, and community agencies, and contribute to improved student outcomes through improved academic performance, increased attendance, and improved classroom conduct.

Respectfully submitted,

MEGAN SEMENIUK
Mental Health Lead

MICHELLE PROBIZANSKI
Superintendent of Education

IAN MACRAE
Director of Education



2020-2023

MENTAL HEALTH STRATEGIC PLAN

Lakehead Public Schools’ 3-year mental health strategy promotes the wellbeing of every student with a specific focus on social emotional learning that can be beneficial across all aspects of learning. Engaging school leaders to understand the importance of mental wellbeing, mental health promotion and prevention activities, and collaborating with school and system partners will ensure student and staff wellbeing is prioritized. With a focus on capacity building at all levels, each student in all learning environments will benefit from the universal promotion of mental wellbeing.

Lakehead Public Schools aligns its 3-year strategy with the strategic goals of School Mental Health Ontario, a Provincial Implementation Support Team that works together with school districts to support student mental health and develop mentally healthy schools that adopt a whole-school approach to mental health and wellbeing. Lakehead Public Schools emphasizes the importance of helping children thrive, learn and succeed by providing opportunities for them, and the adults around them, to develop the strengths and coping skills that underpin resilience.



1

PROVIDE A TIERED SYSTEM OF SUPPORT

TIER 1 – Good for all

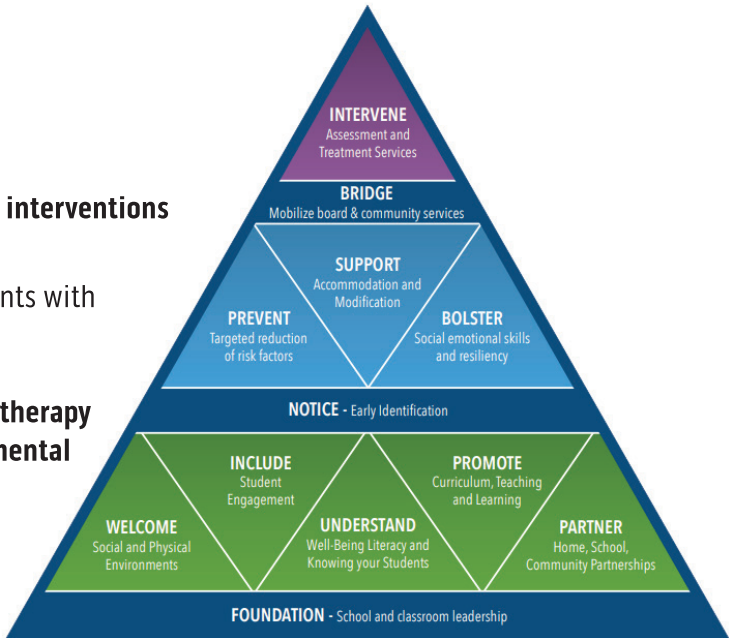
- Create caring conditions for learning
- Develop social and emotional skills
- Strengthen mental health knowledge

TIER 2 – Necessary for Some (preventative interventions for students at risk)

- Provide mental health support for students with mild to moderate challenges

TIER 3 – Essential for few (more intensive therapy for students struggling with a significant mental health problem)

- Ensure strong system pathways to community mental health providers for students and families needing more intensive support



2

ENGAGEMENT AND COLLABORATION

Engaging school and program leaders is an integral part of promoting mental wellbeing in schools. Understanding the importance of mental health promotion and prevention activities that can be undertaken by educators will help with embedding these practices into all learning environments and curriculum. Collaborating with school and system partners and establishing clear roles and responsibilities can create strong pathways for students and families in need of additional mental health support.

We can establish this goal by:

- working with educators to ensure mentally healthy spaces for learning and providing emotionally safe environments that promote academic achievement;
- working closely with the special education team to support students identified as having social emotional difficulties and providing support in the learning environment;
- working with caregivers to create circles of support that ensure supports are available for students and there is a wraparound approach; and
- partnering with community providers to ensure there are clear pathways to more intensive services when needed.



LEADERSHIP AND ORGANIZATIONAL CONDITIONS

3

Lakehead Public Schools is committed to ensuring student and staff mental wellbeing is a priority. Establishing wellness champions in every school to focus on and prioritize mental health promotion and information will be critical in setting the vision for moving ahead in establishing the organizational conditions necessary for embedding mental health into the fabric of our daily routines and tasks.

Lakehead Public Schools will communicate this vision by:

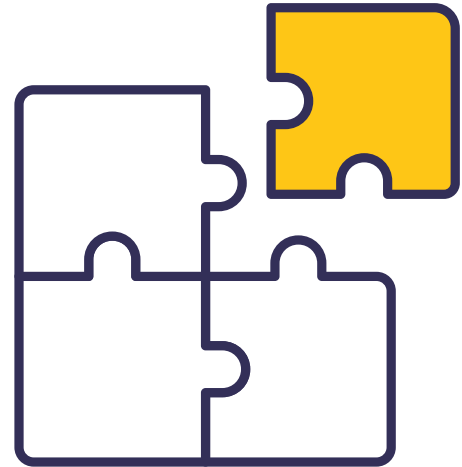
- promoting mental wellbeing and resources to ensure a culture of wellness for staff, prioritizing self-care and compassion;
- committing to ongoing quality improvement in the area of mental health ensuring that those focused on providing services to students are utilizing evidence-based frameworks and tools in their practice. These include social emotional learning strategies, therapeutic modalities, screening tools, and risk assessment tools; and
- communicating the Mental Health Strategy in all areas of the board to promote a shared understanding of mental wellbeing, mental health prevention and intervention at the staff and student level.



4

CAPACITY BUILDING

Lakehead Public Schools acknowledges the need to prioritize belonging, relationships and safety for students to learn, be successful and reach their full potential. Beyond this foundational understanding that administrators, educators and staff possess is the opportunity to increase capacity and knowledge. This will focus on the areas of mental wellbeing, mental health promotion and prevention by way of professional development and training initiatives, educational opportunities, and awareness activities. We are committed to the ongoing learning and development of members of our school board.



Future opportunities for learning and development include:

Concentrating on the professional development for staff including:

- crisis intervention training;
- mental health literacy courses;
- how mental wellness impacts education and learning;
- the importance of understanding trauma, its impacts, and trauma informed approaches in classrooms; and
- understanding adverse childhood experiences and their impacts on students and families.

Concentrating on promotion of mental wellbeing for students by using the knowledge teachers accumulate, as well as the resources that enhance our curriculum such as School Mental Health Ontario materials and other educational resources developed and promoted by our valued community partners.

This will teach:

- in-class social emotional learning strategies;
- basic mental health literacy; and
- mental wellness and self-care.



Committed to the success of every student

www.lakeheadschoools.ca/mentalhealth

School Mental Health Services Data Capture for the Period September 2021 – March 2022

Overview and Rationale: The **School Mental Health Services Data Capture** provides an opportunity for School Mental Health Ontario (SMH-ON) to gather important information about student mental health needs and services provided across the province. SMH-ON will combine this information across school boards and use it to:

1. **summarize** student mental health needs and services provided across school boards in Ontario and **share** with the Ontario Ministry of Education, Ontario Ministry of Health, and other stakeholders in aggregated form;
2. **share** back aggregated data with school boards to support refinement of mental health action plans and inform decision-making at the board level;
3. **inform** system collaboration efforts by providing data on the services provided by regulated school mental health professionals within school boards in Ontario;
4. **inform** provincial mental health prevention and early intervention capacity building and resource development; and
5. **highlight** key aggregated findings that reflect excellence in prevention and early intervention service delivery in Ontario schools in public forums.

Timing: Boards will be asked to complete the **School Mental Health Services Data Capture** on **four occasions throughout the year**, inclusive of the summer months. **All questions will remain identical** throughout the year. Below is a list of the time periods we will be asking you to report on and the submission times for each:

1. September – December 2021; Submission by end of January 2022
2. January – March 2022; Submission by end of April 2022
3. April – June 2022; Submission by end of August 2022; and
4. July – August 2022; Submission by end of January 2022.

Reporting: Reports will be shared back to individual school boards following each data collection period. The reports can be used as a quality improvement tool for facilitating structured conversations among members of the Mental Health Leadership Team. The Ministry of Education will also receive an aggregated report after each period.

Confidentiality: Board names are required to assist in understanding student mental health needs and the provision of school mental health services across the province. Any data that are used for continuous quality improvement will be transferred to a database that excludes board names. Only aggregated data will be reported in this case. The Ontario Ministry of Education may use aggregated data across boards to report on provincial trends, share highlights during related presentations, and for funding or accountability purposes. The Board-specific information will be used by SMH-ON for quality assurance purposes and will not be publicly disclosed unless required by law.

The questions that follow ask about **school mental health services** provided by **regulated school mental health professionals**.

For the purposes of this data capture, by **school mental health services**, we are referring to **prevention and intervention services** provided by a regulated school mental health professional to students who are at risk for, or experiencing, mild, moderate or severe mental health and/or substance use concerns.

**School Mental Health Services Data Capture for the Period
September 2021 – March 2022**

Such services involve establishing a therapeutic alliance with a student and may include screening/assessment directly related to mental health service planning, triage and bridging to more intensive services, attendance support, brief individual counseling, group intervention and/or crisis response. School mental health services may be offered in-person or via remote methods like telephone or secure video link.

*Note: For the sole purpose of this data capture, we distinguish between stand alone assessment and **prevention and intervention services**. For consistency, we ask that you do not include stand alone assessment - assessment that is not accompanied by mental health prevention or intervention services (as defined above) - in your estimates of students receiving school mental health services (e.g. psychoeducational assessment related exclusively to academic concerns should not be included in this reporting).*

By **regulated school mental health professionals**, we are referring to school social workers, psychologists, psychological associates, psychotherapists or other school-based mental health professionals registered with a professional college or individuals in training and working under the supervision of a regulated mental health professional.

STUDENTS RECEIVING MENTAL HEALTH PREVENTION AND INTERVENTION SERVICES

1. Please specify the **total number of students** in your board who **received mental health prevention and intervention services** from a regulated school mental health professional between **September 2021 – March 2022**. Please **count individual students only once**, even if they received mental health services on a number of different occasions throughout this time period.

Total Number of Students who received Mental Health Services during September – March 2021:
485

2. Of the total number of students in your board who **received mental health prevention and intervention services** from a regulated school mental health professional between September 2021 – March 2022:

a. **how many were:**

Elementary Students: 219

Secondary Students: 266

b. **how many identified as:**

Male: 65

Female: 94

Non-binary: 13

**School Mental Health Services Data Capture for the Period
September 2021 – March 2022**

c. how many identified as:

White: 6
 Caucasian 19
 South Asian (e.g., East Indian, Pakistani, Sri Lankan, Afghan, Bangladeshi): 1
 East Asian (e.g., Chinese, Japanese, Korean): 0
 Southeast Asian (e.g., Vietnamese, Filipino, Cambodian, Laotian, Thai, Malaysian): 0
 West Asian or Arab (e.g., Iranian, Iraqi, Syrian, Lebanese, Egyptian): 2
 Black African (e.g., Ghanaian, Kenyan): 0
 Black Caribbean (e.g., Jamaican, Haitian): 1
 Black Canadian or American : 0
 Latin American, Central American, South American (e.g., Mexican, Colombian, Brazilian, Chilean): 0
 First Nations (North American Indian), Métis or Inuk (Inuit): 1
 Other, please specify: Canadian 172

d. how many received mental health services:

In person only: 234
 Remotely only, either by telephone or secure video link: 4
 Combination of in-person and remotely: 146

e. how many concluded service (i.e. their case file was closed): 153

3. What is the average number of sessions that students received active mental health **prevention and intervention** services from a regulated school mental health professional in your board, during the September 2021 – March 2022 period? *Active mental health prevention and intervention services involve establishing a therapeutic alliance with a student and may include screening/assessment directly related to mental health service planning, triage and bridging to more intensive services, attendance support, brief individual counseling, group intervention and/or crisis response.*

- | | |
|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 9 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 10 |
| <input type="checkbox"/> 4 | <input type="checkbox"/> 11-15 |
| <input type="checkbox"/> 5 | <input type="checkbox"/> 16-20 |
| <input checked="" type="checkbox"/> 6 | <input type="checkbox"/> More than 20 |
| <input type="checkbox"/> 7 | |

**School Mental Health Services Data Capture for the Period
September 2021 – March 2022**

REASONS FOR REFERRAL

4. From September 2021 – March 2022, please indicate the **top three reasons for referral** for mental health prevention and intervention services among elementary and secondary students, with 1 being the most common, 2 the next common and 3 the next most common reason for referral.

Areas of Student Mental Health Concerns:	Elementary	Secondary
Aggression, physical fighting or oppositional behaviours		
Anxiety, panic, worry	2	1
Attendance issues, skipping classes or truancy		
Harassment or bullying		
Attention and concentration		
Depression or low mood		2
Eating or weight-related concerns		
Family conflict		
Gaming addictions		
Isolation and loneliness		
Learning (including virtual learning) difficulties	3	
Loss and/or grief		
Problematic substance use (alcohol, tobacco, cannabis or other drugs)		
Response to racism, marginalization, social injustice and oppression		
Social needs and concerns (food insecurity, family job loss, housing issues)		
Self-harm/non-suicidal self-injury		
Suicidal thoughts and behaviour		
Trauma-related stress and maladjustment		
Other (please specify): School Difficulties (peer and social difficulties)	1	3

WAIT TIMES

5. From **September 2021– March 2022**, what was the average wait time for students to receive mental health prevention or intervention services from a regulated school mental health professional in your board? *Please consider the length of time between point of referral and first contact the student has with a regulated school mental health professional.*

- Less than 1 week
- Between 1 to less than 2 weeks
- Between 2 to less than 3 weeks
- Between 3 to less than 4 weeks
- Between 4 to less than 5 weeks
- Between 5 to less than 6 weeks
- 6 weeks or more. Please indicate the approximate number of weeks the wait time is for school mental health services in your board: _____

**School Mental Health Services Data Capture for the Period
September 2021 – March 2022**

CRISIS RESPONSE, RISK ASSESSMENT AND MANAGEMENT

6. From September 2021– March 2022, approximately;

- a. how many times were school mental health professionals needed for **crisis response involving suicide risk assessment**? 52
- b. how many times were school mental health professionals needed for **crisis response involving violence threat assessment**? 1
- c. **how many tragic events** did school mental health professionals need to respond to? 0
- d. **how many tragic events included postvention work**? 0

COMMUNITY REFERRALS

7. From September 2021 – March 2022, how many students in your board **were referred to a community-based provider or organization for mental health concerns**? *Please include referrals to child and youth mental health agencies, general health care providers, specialized mental health care providers (i.e., psychiatrist, psychologist), culturally-based care providers practicing in the community. Please provide best estimate, where recorded statistics are not available.*

Total Number of Students Referred to a Community-Based Provider or Organization: 84

8. From September 2021 – March 2022, how many students receiving mental health services in your board **were referred to a hospital for emergency or in-patient services for mental health concerns**? *Please provide best estimate, where recorded statistics are not available.*

Total Number of Students Referred to a Hospital: 9

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2022 MAY 24
Report No. 057-22

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

RE: RECOMMENDATIONS FROM THE STANDING COMMITTEE

Background

The following reports were received at the Standing Committee Meeting of May 10, 2022, and have been referred to the Board for approval. The recommendations are as follows:

APPROVAL OF STANDING COMMITTEE AND REGULAR BOARD MEETING SCHEDULE 2022-2023 (047-22)

It is recommended that Lakehead District School Board approve the revised Standing Committee and Regular Board Meeting Schedule 2022-2023, as set out in Appendix A to Report No. 047-22.

2022-2030 POLICY REVIEW SCHEDULE (049-22)

It is recommended that Lakehead District School Board approve the 2022 to 2030 Policy Review Schedule, Appendix A to Report No. 049-22.

APPOINTMENT OF AN EXTERNAL MEMBER TO THE AUDIT COMMITTEE (052-22)

It is recommended that Lakehead District School Board appoint Mr. Jason Flint as an external member to the Audit Committee to serve a three-year term commencing May 10, 2022 and ending May 10, 2025.

POLICY REVIEW – 8091 USE OF VOLUNTEERS IN SCHOOLS (048-22)

It is recommended that Lakehead District School Board revoke 8091 Use of Volunteers in Schools Policy, Appendix A, as outlined in Report No. 048-22.

POLICY REVIEW – 8071 BULLYING PREVENTION AND INTERVENTION (051-22)

It is recommended that Lakehead District School Board approve 8071 Bullying Prevention and Intervention Policy, Appendix A to report 051-22.

POLICY REVIEW – 3093 ELECTRONIC INFORMATION SECURITY (053-22)

It is recommended that Lakehead District School Board approve 3093 Electronic Information Security Policy, Appendix A to Report No. 053-22.

POLICY REVIEW – 3096 INFORMATION/COMMUNICATION TECHNOLOGY USE (054-22)

It is recommended that Lakehead District School Board approve 3096 Information/Communication Technology Use Policy, Appendix A to Report No. 054-22.

Respectfully submitted,

TRUDY TUCHENHAGEN
Chair
Standing Committee