



Lakehead
Public
Schools

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 23, 2023

Jim McCuaig Education Centre

Sherrilynne Pharand
Director of Education

Ellen Chambers
Chair

AGENDA

PUBLIC SESSION

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

	<u>Resource Person</u>	<u>Pages</u>
1. Call to Order		
2. Disclosure of Conflict of Interest		
3. Approval of the Agenda		
4. Resolve into Committee of the Whole – Closed Session		
5. COMMITTEE OF THE WHOLE – Closed Session – 7:00 p.m. (SEE ATTACHED AGENDA)		
6. Report of Committee of the Whole – Closed Session		
7. Land Acknowledgement		
8. Delegations/Presentations		
8.1 Trustee Character Award - Debbie Murphy and Joelle Levesque Ogden Community Public School	R. Sith	Verbal
8.2 St. James Public School - <i>Our Writing Journey</i>	AJ Keene	1-4
9. Approval of Minutes		
9.1 Regular Board Meeting No. 7 - April 25, 2023	E. Chambers	5-9
10. 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

<u>Resource Person</u>	<u>Pages</u>
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MATTERS NOT REQUIRING A DECISION:

11.	Information Reports		
11.1	Ontario Public School Boards' Association (OPSBA) Report	R. Sitch	Verbal
11.2	Student Trustee Report	M. Mago	Handout
11.3	Indigenous Student Trustee Report	A. Sagutcheway	Handout
11.4	Updates from the Chair/Director	E. Chambers/ S. Pharand	Verbal
11.5	Indigenous Education (067-23)	AJ Keene	10-14
11.6	Safe Schools Report (064-23)	M. Probizanski	15-20
11.7	Special Education Program Review (066-23)	M. Probizanski	21-36
11.8	Mental Health Report (065-23)	J. Lower	37-44
12.	First Reports		

MATTERS FOR DECISION:

13.	Postponed Reports		
14.	Recommendations from the Board Advisory Committee (061-23)	D. LeBlanc	45-54
14.1	Approval of 2023-2024 Board Advisory Committee and Regular Board Meeting Schedule (056-23)		
	<i>It is recommended that Lakehead District School Board approve the revised 2023-2024 Board Advisory Committee and Regular Board Meeting Schedule, as set out in Appendix A to Report No. 056-23.</i>		
14.2	Policy and Procedures Review Schedule (060-23)		
	<i>It is recommended that Lakehead District School Board approve the 2023 to 2031 Policy Review Schedule, Appendix A to Report No. 060-23.</i>		

Trustees (Chair and Vice-Chair) and presenters of reports will be available for comment after the Board Meeting.
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- 14.3 Policy Review – 3092 Privacy and Information Management (059-23)

It is recommended that Lakehead District School Board approve 3092 Privacy and Information Management Policy, Appendix A to Report No. 059-23.

- 14.4 Policy Review – 3094 Electronic Meetings (049-23)

It is recommended that Lakehead District School Board approve 3094 Electronic Meetings Policy, Appendix A to Report No. 049-23.

- 14.5 Policy Review – 8062 Voluntary Aboriginal Student Self-Identification (057-23)

It is recommended that Lakehead District School Board defer the review of 8062 Voluntary Aboriginal Student Self-Identification Policy, to the June 13, 2023 Board Advisory Committee meeting, in order to gather additional feedback.

- 14.6 Policy Review – 8065 Voluntary Aboriginal Staff Self-Identification (058-23)

It is recommended that Lakehead District School Board defer the review of the 8065 Voluntary Aboriginal Staff Self-Identification Policy, to the June 13, 2023 Board Advisory Committee meeting, in order to gather additional feedback.

- 14.7 Policy Review – 8074 Student Concussion Management (055-23)

It is recommended that Lakehead District School Board Approve 8074 Student Concussion Management Policy as amended, Appendix A to Report No. 055-23.

- 14.8 Letter from Lakehead District School Board Trustees to Legislative Assembly of Ontario – Bill 98

It is recommended that Lakehead District School Board approve the letter from LDSB trustees to Legislative Assembly of Ontario regarding changes to the Education Act under Bill 98.”

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

	<u>Resource Person</u>	<u>Pages</u>
15.	Ad Hoc and Special Committee Reports	
16.	New Reports	
17.	New Business	
18.	Notices of Motion	
19.	Information and Inquiries	
20.	Adjournment	

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

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REGULAR BOARD MEETING NO. 8

Tuesday, May 23, 2023

Jim McCuaig Education Centre

Sherrilynne Pharand
Director of Education

Ellen Chambers
Chair

AGENDA

COMMITTEE OF THE WHOLE – Closed Session
7:00 p.m. – Sibley Room/Microsoft Teams

	<u>Resource Person</u>	<u>Pages</u>
5.1 Approval of Committee of the Whole - Closed Session Minutes		
5.1.1 Regular Board Meeting No. 6 - March 28, 2023	E. Chambers	1-3
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Property Matter (063-23)	K. Alaksa	4-10
5.3.2 Negotiations Update (062-23)	M. Probizanski	11-16
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



Celebrating Student Achievement

School: St. James Public School

Title of Initiative: Our Writing Journey

Presenters: Angelina Tassone and Seonaid Gerow

Components of Initiative	School's Details
1. Description of the nature of the initiative to improve student achievement	<p>Over the last couple of years, literacy has been our curricular focus at St. James Public School. Through our School Learning Plan, we have explicitly defined our strategy to empower all educators to support the implementation of improved literacy instruction in our K-8 classrooms.</p> <p>At St. James Public School, we realize that an effective writing program will provide a balance between opportunities for children to engage in writing that is meaningful to them, and to receive explicit instruction in the skills and strategies they need to become proficient writers. Equally as important is the development of self-regulation strategies and motivation which are both fundamental for independent writing.</p>
2. Rationale for selecting the initiative	<p>At St. James Public School, we know that writing is an essential communication skill, and we believe that all our students can be successful at writing.</p> <p>Writing allows students to turn their thoughts into reality, it helps them set goals and makes it easier to remember good ideas. It also improves their critical thinking skills.</p> <p>We know that good writers are made, not born. When students are provided with quality instruction and intentional practice, they will learn and develop the skills, strategies and knowledge to become proficient writers.</p>
3. Intended outcomes of the initiative related to improved student achievement	<p>Our intended outcome is for students to have a sound understanding of key writing concepts, a positive attitude towards writing and a deeper understanding of why writing is an important skill to nurture/grow.</p> <p>This will then allow our students to be successful in later endeavours and to use writing effectively in life.</p>

<p>4. Description of the data used</p>	<p>Classroom data that teachers have collected through an analysis of student work/student thinking. Review of EQAO data as well as report card data. Anecdotal data was also collected from other stakeholders (i.e., parent/guardians, community partners).</p>
<p>5. Brief description of the significant activities or strategies involved with the initiative</p>	<p>Focus on Writing One of our collective commitments in our School Learning Plan is directly connected to literacy and writing.</p> <p>Coordinate and Strengthen Teacher Efficacy and Teacher Leadership Several staff have taken a leadership role in supporting effective writing instruction both through the development and refinement of our St. James Literacy Continuum, as well as through professional development and sharing best practices.</p> <p>Build Understanding of Effective Writing Instruction/Support Collaborative Professional Learning in Writing/Facilitate Access to Writing Learning Resources Through formal (professional learning communities (PLC's), staff meetings) and informal (teaching, hallway/staff room conversations) opportunities/practices, staff are regularly engaging in professional conversations/learning linked to writing.</p> <p>Design a Responsive Writing Learning Environment As a school, we have established a culture and consistent practices that support collaborative teacher inquiry (student learning need->teacher learning need->professional learning->changes in instructional practices).</p> <p>Provide Assessment and Evaluation in Writing that Supports Student Learning Working with baseline assessment data, we have been creating a literacy continuum of strategies and looking at it in relationship to curriculum documents to inform our professional development and student learning opportunities.</p> <p>Home and School Connection We are trying to support and work collaboratively with parents.</p>

<p>6. One or two highlights of the above activities</p>	<p>Professional Learning Communities</p> <ul style="list-style-type: none"> • review of student writing samples and moderated marking in relationship to Ministry exemplars; • development of student writing folders; • professional readings/videos; • collection of evidence to support learning goals, shared reflections and problem solving; and • lots of professional dialogue and discourse. <p>Literacy Focus/Consistent Practices</p> <ul style="list-style-type: none"> • school focus on student voice and making students thinking visible; • consistent practices around learning goals, success criteria and descriptive feedback; • consistent practices around writing/editing checklists and anchor charts; • purposeful and scaffolded instruction responsive to the student desk; • more prominent/consistent use of writing folders; • focus on revisiting curriculum expectations in relationship to student progress and next steps, on-going opportunities for students to respond to a variety of open-response questions and; • explicit focus on spelling and phonemic awareness K-8.
<p>7. Description of any unexpected results or “moments of serendipity” related to the initiative</p>	<p>More students seem to be enjoying writing (positive attitude and confidence about writing) and see themselves as writers.</p> <p>Increase in the number of cross curriculum connections/links between writing and other subjects.</p> <p>Lots of staff getting excited about writing and the new changes to their instructional practices as well as the positive reactions from students (student academic success and changes in perceptions about writing).</p> <p>Increase in student academic stamina when writing.</p> <p>Opportunities to use technology in relationship to writing through websites, apps, games and more.</p>

<p>8. Description of one or two interesting findings that would be useful or helpful to other schools</p>	<p>Administrator support as a co-learner.</p> <p>The entire staff needs to be invested in and feel ownership in and throughout the process (development of student learning plan (SLP), setting direction for PLC focuses and collaborative teacher inquiry).</p> <p>Staff must foster a growth mindset and a sense of trust amongst colleagues to openly discuss their learning needs and those of their students.</p> <p>Recognizing the importance of consistent writing practices and writing language as well as dedicated longer learning blocks for writing.</p> <p>Having “experts” in house and outside the school builds capacity.</p>
<p>9. Identification of one or two noteworthy hurdles or stumbling-blocks</p>	<p>Attendance continues to be a struggle as we work with stakeholders within the community to support student success. We have made great strides as we have created some practices that allow staff to track students’ attendance and tools to work with parents/guardians to break down barriers that are affecting students’ abilities to come to school regularly.</p>
<p>10. Next steps in pursuing the initiative</p>	<p>Continue to challenge ourselves to be reflective and responsive in terms of our learning around writing instruction and effective practices.</p> <p>Continue to look for opportunities to use collaborative inquiry in the context of our professional learning community and possibly expanding that community to create some partnerships with other schools.</p> <p>Continue to look at ways we can work with and support parents/guardians/caregivers.</p>
<p>11. Lessons learned about the school’s efforts to improve student achievement</p>	<p>Having an initiative and a collective commitment that involves an entire school community has created a culture of “we are all writers”.</p> <p>Ensuring that our practices are consistent from K-8 has allowed us to share the responsibility of helping students develop a fundamental understanding of writing concepts and a positive attitude towards writing that will give them a foundation for life-long learning.</p>

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF REGULAR BOARD MEETING NO. 7

Board Room/Microsoft Teams
Jim McCuaig Education Centre

2023 APR 25
7:30 p.m.

TRUSTEES PRESENT:

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

Trudy Tuchenhagen
Leah Vanderwey
Scottie Wemigwans
Alexa Sagutcheway (Indigenous Student
Trustee)

TRUSTEE ABSENT, WITH REGRET:

Mehar Mago (Student Trustee)

SENIOR ADMINISTRATION:

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

FEDERATION/UNION REPRESENTATIVES:

Nancy Nix, ETFO-Elementary Occasional Teachers
Angela Lee-Wiwcharyk, Managers
Erin Aylward, Lakehead Principals/Vice Principals
Lori Carson, Lakehead Principals/Vice Principals

PUBLIC SESSION:

1. **Approval of Agenda**

Moved by Trustee Oikonen

Seconded by Trustee Wemigwans

“THAT the Agenda for Regular Board Meeting No. 7, April 25, 2023 be approved.”

CARRIED

PUBLIC SESSION:

2. Superior Collegiate and Vocational Institute – *The Connections Program Re-Imagined*

Jane Lower, Superintendent of Education, introduced Ryan McDonnell, Principal, Superior Collegiate and Vocational Institute, Meghan Smelow, Vice Principal, Superior Collegiate and Vocational Institute, and Linda McDonald, Secondary School Teacher, The Connections Program, who presented information regarding *The Connections Program Re-Imagined* for students who are 16-17 years old and are behind in their attainment of Grade 9 and 10 credits.

3. Approval of Minutes

Moved by Trustee Tuchenhagen

Seconded by Trustee LeBlanc

“THAT Lakehead District School Board approve the Minutes of Regular Board Meeting No. 6, March 28, 2023.”

CARRIED

MATTERS NOT REQUIRING A DECISION:

4. Ontario Public School Boards’ Association Report

Trustee Sitch, Ontario Public School Boards’ Association (OPSBA) Director and voting delegate, informed the Board that Minister Lecce has proposed changes to Bill 98, Better Schools and Student Outcomes Act, 2023, that the OPSBA Take Your MPP to School Day has been booked for our local MPPs and that he would be virtually attending the OPSBA’s Board of Directors meeting on April 28-29, 2023.

5. Student Trustee Report

Mehar Mago, Student Trustee, sent her regrets. Her report was presented to the Board as a handout. Items addressed included: attending the Trustees’ Book Study on April 11, 2023, attending the Iftar dinner hosted by Superior Collegiate and Vocational Institute on April 11, 2023, attending the Northwestern Ontario Regional Science Fair at Lakehead University on April 19, 2023, attending the Special Education Advisory Committee (SEAC) meeting at Westmount Public School on April 19, 2023, being part of the planning group for the next Student Senate meeting and attending the Special Olympics event at Lakehead University on April 20, 2023.

6. Indigenous Student Trustee Report

Alexa Sagutcheway, Indigenous Student Trustee, provided a handout as her report. Items addressed included: attending the Aboriginal Education Advisory Committee (AEAC) meeting on March 23, 2023, presenting at the Nishnawbe Aski Nations (NAN) Best Practices at the First Nations Education Forum on March 28-29, 2023, attending the LDSB Trustees’ Book Study session on April 11, 2023, attending the Special Education Advisory Committee (SEAC) meeting on April 19, 2023 and participating on the selection committee for the incoming Indigenous student trustee on April 24, 2023.

7. Updates from the Chair and the Director

Director Pharand thanked the committee who organized the Parent Involvement Committee - Wellness Symposium at Westgate Collegiate and Vocation Institute on the evening of April 19, 2023. Director Pharand informed the Board of the upcoming Grade 8 Award of Excellence Banquet at the Current River Community Centre on May 18, 2023, an upcoming city visit from the Minister of Education and that the GSNs have been released.

Chair Chambers informed trustees about the school tours that they have attended, the book study of *The Path* by Sandi Boucher, how proud she is about all the good things happening in LDSB schools and the trustees upcoming newsletter that will be released once a month.

8. The Arts (054-23)

AJ Keene, Superintendent of Education, introduced Fred Van Elburg, Program Coordinator, who presented the report. All trustees' questions were addressed.

9. Student Success – Skilled Trades Pathway (053-23)

Jane Lower, Superintendent of Education, introduced Roger Drcar, Ontario Youth Apprenticeship Recruiter/SHSM/SCWI, Student Success Resource Teacher, and Linda Grassia, Student Success Lead, who presented the report. All trustees' questions were addressed.

10. Aboriginal Education Advisory Committee Meeting Minutes – February 9, 2023

AJ Keene, Superintendent of Education, presented the February 9, 2023 minutes for information.

11. Special Education Advisory Committee Meeting Minutes – February 15, 2023

Michelle Probizanski, Superintendent of Education, presented the February 15, 2023 minutes for information.

12. Special Education Advisory Committee Meeting Minutes – March 22, 2023

Michelle Probizanski, Superintendent of Education, presented the March 22, 2023 minutes for information.

MATTERS FOR DECISION:

13. Recommendations from the Board Advisory Committee (052-23)

Policy Review – 8070 Safe Schools – System Expectations (050-23)

Moved by Trustee LeBlanc

Seconded by Trustee Johansen

“THAT Lakehead District School Board approve 8070 Safe Schools - System Expectations Policy, as updated, Appendix A to Report No. 050-23.”

CARRIED

14. Recommendations from the Board Advisory Committee (052-23)

Policy Review – 3094 Electronic Meetings

Moved by Trustee LeBlanc

Seconded by Trustee Johansen

“THAT Lakehead District School Board defer 3094 Electronic Meetings Policy, Appendix A to Report No. 049-23, to the May 9, 2023 Board Advisory Committee Meeting.”

CARRIED

15. Information and Inquiries

15.1 Trustee LeBlanc informed trustees about the recent events that the trustees have attended: the PIC Wellness Symposium at Westgate CVI on April 19, 2023, Northwestern Ontario Science Fair at Lakehead University on April 19, 2023, Woodcrest Public School’s school tour on April 19, 2023, and the Special Olympics for primary and junior students that took place at Lakehead University on April 20, 2023.

15.2 Trustee Saarinen reminded trustees to register for OPSBA’s Annual General Meeting’s (AGM) June 8-10, 2023 and for Osgoode Hall Law School’s Intensive Human Rights Program for School Board Leaders: Disability Rights in Public Education (Trustees) May 13, 2023.

15.3 Trustee Vanderwey thanked Director Pharand and trustees for their impromptu visit to the Oliver Township Public Library – Murillo Branch on April 19, 2023 for a view of a rural library.

15.4 Trustee Chambers reported that she, Trustees Vanderwey, Tuchenhagen, Johansen and Student Trustee Mago attended Superior Collegiate and Vocational Institute’s Ramadan Kareem – Iftar dinner on April 11, 2023.

15.5 Indigenous Trustee Wemigwans reminded the Board that the LDSB Before & After School Program Interest Survey was available for input from families and is due on April 30, 2023.”

16. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Tuchenhagen

“THAT we do now adjourn at 9:36 p.m.”

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2023 MAY 23
Report No. 067-23

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

RE: INDIGENOUS 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 LDSB.

2. Situation

- 2.1 In line with the Ministry of Education's outline for the LDSB 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 Indigenous peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, treaties and Indigenous rights, Indigenous law, and Indigenous-crown relations (Call 53);
- In collaboration with survivors, Indigenous peoples, and educators, LDSB is working to (Call 62):
 - make age-appropriate lessons on residential schools, treaties, and Indigenous 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 Indigenous education issues, including (Call 63):
 - developing and implementing Kindergarten to Grade 12 learning resources on Indigenous 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 Indigenous history;
 - building student capacity for intercultural understanding, empathy, and mutual respect; and
 - identifying teacher-training needs relating to the above.
- In collaboration with Indigenous 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:

- First Nations, Métis, and Inuit (FNMI) Studies AQ courses and other learning opportunities related to Indigenous histories, cultures, and perspectives have been offered for reimbursement to educators;
- staff participation in Honouring Our Children: Run for Reconciliation and September 30 staff learning module;
- staff professional development awareness sessions connected to Orange Shirt Day, MMIWG2S+ and Bear Witness Day;
- educator training: “Embedding Indigenous Perspectives in our Classrooms and Schools” (Grades 4-8 teachers and administrators);
- Take Action for Reconciliation resource (Grades 4-8) purchased for schools;
- we continue to purchase and provide training connected to age-appropriate resources related to Indigenous education;
- Lakehead Public Schools drum visits to other schools;
- 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;
- treaties education involving the Indigenous People’s Atlas Giant Floor Map (Grade 5 classes, staff meetings, Grade 9 destreamed geography); and
- school learning plans include FNMI education goals, specific to the needs of each school.

4. Supports for Indigenous Education

- 4.1 Program staff (FNMI partnership coordinator and resource teacher) continue to work collaboratively within system initiatives to provide learning opportunities that support staff and student learning. New roles added to central FNMI team are principal of Indigenous education and FNMI student success resource teacher.
- 4.2 Partnerships are important to support FNMI 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 FNMI partnerships coordinator.
- 4.3 First Nations, Métis, and Inuit student support workers continue to work in all secondary schools and five elementary schools. This role is critical in supporting FNMI students’ achievement and well-being.
- 4.4 First Nations, Métis, and Inuit tutors were hired for additional academic support of self-identified Indigenous students at McKellar Park Central Elementary School, St. James Public School and Hammarskjold High School.

- 4.5 As part of the Four Directions Program, Indigenous graduation coaches are working with 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.
- 4.6 Kendomang Zhagodenamnon Lodge, an alternative secondary program, continues to be offered for self-identified FNMI students, in partnership with the Thunder Bay Indigenous Friendship Centre. The program runs at Westgate Collegiate and Vocational Institute and Hammarskjold High School. This unique program supports the transition to secondary school through culturally focused, land-based learning opportunities.
- 4.7 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 (Ojibwe) is offered as an alternative to French as a Second Language at six elementary schools.
- 4.8 Reach ahead credits are being offered to all self-identified FNMI Grade 8 students entering secondary school in August.
- 4.9 Indigenous student leadership continues to be a focus through the provision of peer leadership opportunities for self-identified FNMI students and supporting the work of Indigenous student leadership groups at each of the secondary schools.

5. Next Steps

- 5.1 Re-engagement and rebuilding of relationships with families and students whose learning has been interrupted by COVID-19.
- 5.2 There is a continued need to provide significant levels of support during the various transitions experienced by Indigenous students.
- 5.3 Increase opportunities for collaboration between schools for FNMI student leaders and with other student and LDSB leadership groups.
- 5.4 Increase access and availability of land-based learning opportunities for all students, understanding the link between experiential and land-based learning and Indigenous education.
- 5.5 Data collection and analysis will continue to support next steps in programming for FNMI students.

6. 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
Principal of Indigenous Education

JASMINE SGAMBELLURI
First Nations, Métis and Inuit Education Resource Teacher

AJ KEENE
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2023 MAY 23
Report No. 064-23

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

RE: SAFE SCHOOLS REPORT

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 LDSB, on request, for advice and recommendations on matters that LDSB may direct to the committee.

2.2 Safe and Accepting Schools Committee

The current members of the committee are:

- Michelle Probizanski, Superintendent of Education;
- Anne Marie McMahon-Dupuis, System Principal, Chair;
- 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;
- Anthony Jeethan, Human Rights and Equity Advisor;
- Kirsti Alaksa, Superintendent of Business;
- Derek DiBlasio, Secondary Principal; and
- Heather Harris, Elementary Principal.

2.3 Key Actions for the 2022-2023 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 security cameras installed at Claude E. Garton Public School, McKellar Park Central Public School and at Nor'wester View Public School;
- radon mitigation at Kakabeka Falls Public School;
- parking lot improvements at Westgate Collegiate and Vocational Institute;
- completion of lockdown buttons at all schools;
- fire alarm updates completed at remaining schools;
- improved perimeter fencing at a number of schools;
- JK/SK play area drainage improvements at Kingsway Park Public School;
- revised slope to grade of kiss 'n go at Five Mile Public School;
- repaving hard surface play areas at C.D. Howe Public School and McKenzie Public School;
- installed snowguards at Ogden Community Public School;
- bus lane improvements at Algonquin Avenue Park School;
- new kiss 'n go installed at Woodcrest Public School; and
- new iDoor entry security systems and 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:

- 6010 Emergency Evacuation and Emergency School Closure;
- 8070 Safe Schools - System Expectations;
- 8074 Student Concussion Management; 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 LDSB'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 Awareness;
- Cyber Security;
- Ladder Safety – CUPE only; and
- Blood Borne Pathogen Handling – Student Support Professionals and CUPE only.

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;
- anti-bullying/cyber-bullying; and
- anti-sex trafficking.

2.3.4.2 Training – Administrators

All administrators received training on Restorative Practice and Anti-sex Trafficking. New administrators and everyone involved in our Administrative Mentoring groups participated in two sessions regarding safe schools.

2.3.4.3 Information and Technology Update

All schools, except Woodcrest Public School, starting in the Fall of 2023, will have a four-digit phone code which will allow staff to be connected to a designated group of phones in the school, to assist in summoning for immediate assistance.

OSBIE Insurance completed a Cyber Security audit and the following recommendations were implemented:

- installation of Microsoft Defender for Endpoint;
- provide fishing simulation and security awareness training with Know Be 4 over the year for all employees; and
- multi factor authentication.

2.3.4.4 Mental Health

The Suicide Prevention Life Promotion training was delivered to the grad coaches and Indigenous student support workers. The yearly secondary climate survey COMPASS was administered in all secondary schools in April 2023, with results expected in June 2023. Social workers have expanded their services to include school staff, classroom and parent group sessions, including presentations on anti-bullying and mental health, online safety and wellbeing and being an ally to 2SLGBTQIA+ students. Tragic Events protocol was revised and distributed to administrators.

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. This year the template was updated to reflect the updated 8071 Bullying Prevention and Intervention policy. Each school has a safe school's team that meets throughout the school year to discuss school-based safety.

2.3.4.6 Student Senate

Students from Grades 7-12 met virtually to share what makes their schools safe and welcoming environments and what additional measures could be put in place. A second session is planned to build on the student voice and make action items going into the 2023-2024 school year.

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. Some examples include; Pink Shirt Day, Vaping, Cyberbullying and Online Safety by Thunder Bay Police (TBP), Anti-sex Trafficking (TBP), Bully Prevention and Intervention (TBP), Mothers Against Drunk Drivers (MADD), Fire Safety by Thunder Bay Fire, Bike Safety (TBDHU), Healthy Relationships (TBDHU), My Body is Mine (TBDHU), Substance Education (TBDHU), 2SLGBTQIA+ Programming.

2.4 Suspension Data, Elementary and Secondary, 2021-2022

Ont. Reg. 440/20 (306) OnSIS Total Suspensions = 466	
Type of Behaviour	Number of Suspensions
Bullying	26
Code of Conduct, Board & school policy	160
Conduct Affecting Safe Learning Environment	15
Conduct Injurious to Moral Tone/Physical Well-Being	60
Fighting/Violence	76
Habitual neglect of duty	5
Incident Off School Property Impacting School	1
Influence of Alcohol	0
Influence of Cannabis	9
Opposition to Authority	35
Other	34
Possess Alcohol/Drugs	11
Possess Cannabis	6
Profanity and Swearing	11
Swearing at a Person of Authority	37
Utter Threat of Bodily Harm	12
Vandalism	3
Wilful Destruction of School Property	1
Total	502

- Total behaviours attached to 306 suspensions; and
- Behaviours are higher than the total number of suspensions, due to the fact some suspensions had more than one behaviour attached to it.

Ont. Reg. 440/20 (310) OnSIS Total Suspensions = 5	
Type of Behaviour	Number of Suspensions
Act Significantly Injurious to Moral Tone	3
Possess Weapon	1
Robbery	1

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 Implementation of Online Bullying Report Button.
- 3.3 Prepare for 2023-2024 School Climate survey.
- 3.4 Partner and develop additional bullying presentations with Thunder Bay District Health Unit.
- 3.5 Bullying prevention and intervention training for all staff as part of the recently updated Policy/Procedure Memorandum 144 ongoing.

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

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2023 MAY 23
Report No. 066-23

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

RE: SPECIAL EDUCATION PROGRAM REVIEW

1. Background

- 1.1 Lakehead District School Board (LDSB) is committed to the success of every student.
- 1.2 Lakehead District School Board’s Special Education programs and services are founded on the philosophy that “believes in the ability of every student to learn and benefit from learning, and in the right of each student with exceptional needs to an instructional program appropriate to that student’s needs within the spectrum of service, defined and described in the Special Education Plan”. (5010 Special Education Policy)
- 1.3 To ensure that all students receive quality programming, LDSB conducted a review to monitor, evaluate and adjust programs, supports and services as required.
- 1.4 The review was intended to:
 - determine the most effective delivery of programs at both the elementary and secondary levels;
 - examine program, personnel, facilities and finances;
 - make specific recommendations that address the present and future directions for special education services; and
 - identify and address individual or systemic discrimination.

2. Situation

- 2.1 Between November 2022 and April 2023, the Special Education Review Committee employed a mixed methods approach to data collection, including document reviews, student enrolment data, student identification and placement data, focus groups and surveys, key informant interviews and consultations, and financial data. Data was collected from multiple perspectives using a personalized approach when possible. Additionally, programming, supports and resources from other district school boards, with similar demographics, were also examined to provide a comparison of offerings, structure and supports.

- 2.2 The data, surveys and feedback were analyzed, and goals were developed. A report with goals and action items was written and provided to the Special Education Advisory Committee for consideration and review.
- 2.3 The report, with a comprehensive overview of the recommendations, can be found following this report as Appendix A.

3 Conclusion

While the Special Education Review highlights many strengths of the special education programs, services and supports, we also know that because we are committed to the success of every student, we can improve on our special education programs and supports through the recommendations identified in the Special Education Review Report. We are committed to these recommendations and believe that the recommendations outlined in this report will further enhance our special education programs, supports and resources and will further ensure that all of our students at LDSB have opportunities for success and achievement.

Respectfully submitted,

MAGGIE FREDRICKSON
System Principal, Special Education

MICHELLE PROBIZANSKI
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

A REVIEW OF SPECIAL EDUCATION SERVICES LAKEHEAD DISTRICT SCHOOL BOARD

A review of the Lakehead District School Boards special education programs, services, supports and resources to ensure that we continue to meet the changing needs of all of our students

Maggie Fredrickson
May 17, 2023

Special Education at the Lakehead District School Board:

The Lakehead District School Board (LDSB) serves approximately 9,000 students and operates 22 elementary schools and three secondary schools. More than 1700 students currently receive special education support at LDSB. Special education services and supports range from those provided in the regular classroom to those offered in full-time self-contained classes. Students can access special education supports and resources with or without an Individual Education Plan (IEP).

The range of supports provided to exceptional students is based on the following:

- student needs should be identified, and concerns should be addressed at the earliest possible stage;
- inclusion of students in their regular classroom and school environment to the greatest extent possible is most desirable, when it is in the best interest of the child and in accordance with parental wishes. The vast majority of students with special needs are receiving instruction in regular classroom settings by the classroom teacher through accommodations and modification of curriculum and/or accommodations to the learning environment;
- a range of placements and programs is necessary to meet the needs of learners;
- alternate placements outside of the neighbourhood school should be provided for students who would most benefit from them when necessary; and
- there should be equitable access to programs.

Introduction to the Review

In September 2022, LDSB began a comprehensive review of special education programs, services and resources. In addition to a Special Education Review Committee, a variety of educators, groups, partners and care givers were invited to

LDSB MISSION

Our Vision

Our Values

We are committed to the success of every student.

We promote and support equity of opportunities and outcomes for students, in an environment that is accessible, safe, inclusive and respectful. We support every student and staff member to be inspired and successful lifelong learners.

Inclusion

Respect

Integrity

Empathy

Responsibility

provide input and feedback. The feedback provided has helped inform recommendations and a vision for special education over the next several years.

The purpose of the review was to ensure:

- our special education programs, services, supports and resources continue to meet the changing needs of all of our students;
- we are making the best use of all of our resources; and
- we continue to serve students with special education needs in a creative, supportive and inclusive environment.

The framework for the review:

1. Within the area of special education, what does our school/school board do well?
2. As we work to ensure that students with special education needs receive supportive programs, opportunities for success and inclusive learning environments, are there unmet needs in the system?
3. As we look to ensure equity of access and programs, and ensure that pathways are open and supportive for all of our students, what changes are required to ensure programs and supports are provided in a way that promotes opportunities for student achievement and success?
4. What innovative ideas would you suggest for special education within our school/system to enhance student well-being, learning and inclusion?

Consultation Process for the review:

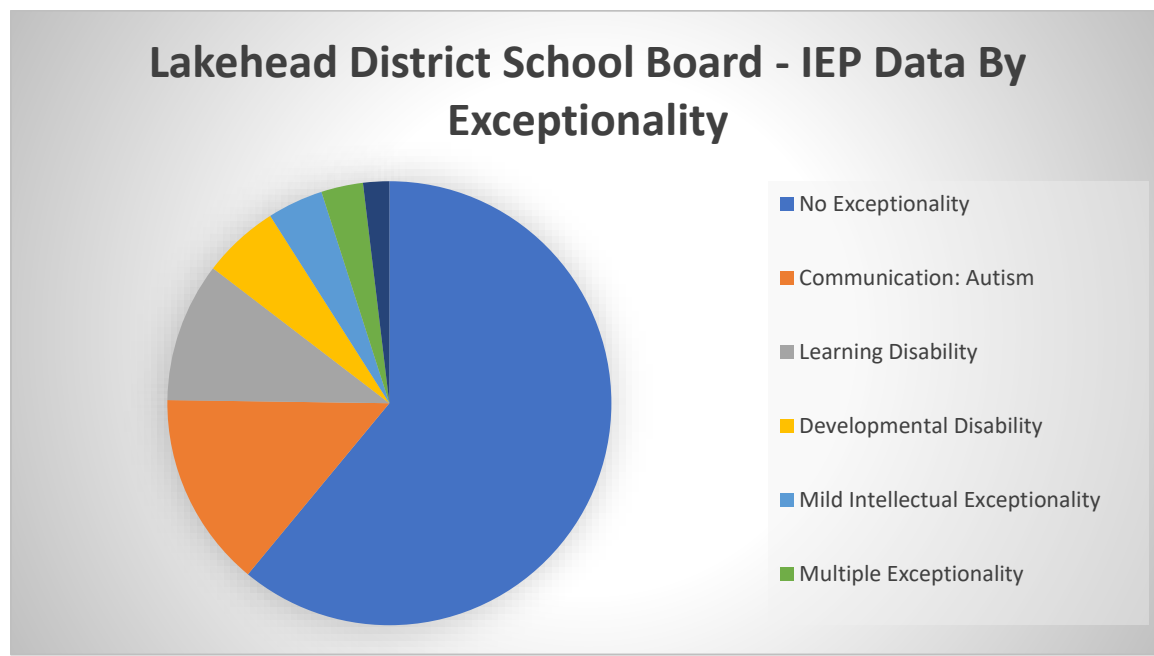
Between November 2022 and April 2023, the Special Education Review Committee employed a mixed methods approach to data collection, including document reviews, student enrolment data, student identification and placement data, focus groups and surveys, key informant interviews and consultations, and financial data. Data was collected from multiple perspectives using a personalized approach when possible. Additionally, programming, supports and resources from other district school boards, with similar demographics, were also examined to provide a comparison of offerings, structure and supports.

Data:

Many LDSB students access special education supports, resources and programs. At this time, 18% of students are accessing some form of special education resources or supports within the school board, which is consistent with other school boards across the province of Ontario. Additionally, approximately 60% of students that are accessing special education supports and resources do not have an exceptionality as identified by the Identification, Placement and Review Committee Process but do have an IEP in place. Some IEPs are the result of claims for assistive technology, such as laptop computers, through the Special Equipment Amount process. For these claims, students must have an IEP.

There are several exceptionalities identified by the Ministry of Education. Within the LDSB, the exceptionality with the highest number of identified students is Communication: Autism. The identification of Communication: Autism has almost doubled in the last five years. Again, this is consistent with other school boards across the province.

The exceptionality with the second highest number of identified students is the Communication: Learning Disability exceptionality. Given the recommendations from the Right to Read report around early intervention and assessments, and our commitment to supporting students with, or suspected of, having a learning disability, we will continue to work closely with the LDSB program department as we implement recommendations from the Right to Right Report, including enhanced literacy instructional strategies that are founded on the principles of the Science of Reading.

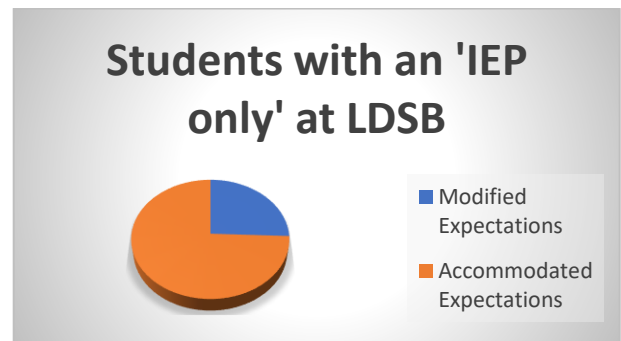
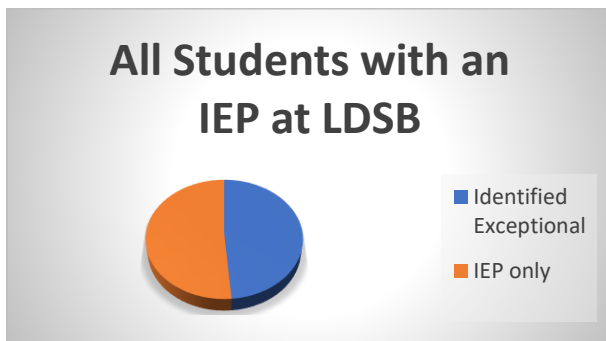


It is important to note that the identification of “behaviour” is not indicated on the chart below. This is due to the very low numbers of students identified with a behaviour exceptionality at LDSB. It is not a common practice to use this exceptionality given that the criteria for identification are very subjective. Instead, it is common practice for students exhibiting significant behaviour challenges at school to have a Student Support Plan (SSP) created and implemented. This plan gives educators, parents and students a concrete plan for avoiding and managing complex behaviours at school and is considered to be much more beneficial than a subjective identification of the behaviour exceptionality.

Students access a variety of special education resources, supports and programs that vary in duration, intensity and location. Many school-based interventions that take place with or without an IEP include, but are not limited to, Lexia Core 5 Reading, assistive technology, social skills groups, Empower Reading, speech and language and occupational therapy supports.

For students with more significant special education needs, an IEP is developed where the curriculum can be accommodated, modified, or alternative curriculum expectations can be identified to best meet the needs of the student.

Lakehead District School Board has an almost equal number of students with an IEP that have an identification as an exceptional student through the Identification Placement and Review Committee Process and those with an IEP that do not have an identification. This review has looked at those students that have an IEP and are not identified exceptional. We require an IEP with accommodations for the purposes of Special Equipment Amount (SEA) funding for assistive technology. We also will write an accommodated IEP for students that require extensive accommodations to the teaching and learning environment, instructional strategies, or assessments in order to achieve success in the classroom. We also know that, at times, we have students that require modified curriculum expectations due to their individual learning needs. We must be very careful and intentional when modifying a student’s curriculum expectations as this can limit pathways in secondary school and beyond. Additionally, with the implementation of destreamed classes at the secondary level, we need to ensure that our students without an identification are being provided content, instruction and learning with their peers to best prepare them for the destreamed classroom in Grade 9.



Lakehead District School Board offers an alternative program for students with an Intellectual: Developmental Disability Exceptionality. At the elementary level, there are currently three sites that offer this program: Westmount Public School, Algonquin Avenue Public School and Vance Chapman Public School. At the secondary level, this program is offered at Westgate Collegiate and Vocational Institution and Hammarskjold High School.

Lakehead District School Board currently offers a program at both the elementary and secondary level for students with multiple/complex exceptionalities. This program is offered at Algonquin Avenue Public School and Westgate Collegiate and Vocational Institute.

Finally, our Pre-Workplace Program prepares students for the world of work. The focus of the program is to enhance functional life skills, and basic literacy and numeracy skills. This program currently runs at all three secondary schools.

The overall number of LDSB students that access special education supports, resources and programs has remained relatively stable over the last five years. With the return to learning following the COVID-19 pandemic, we have also seen a sharp increase in the number of students that are impacted by mental health challenges and these challenges continue to impact student engagement and achievement. Further, there is a noted increase in challenging behaviours, especially in the Grades 7 to 10 cohorts. Special education programming or supports for these groups of students was identified as a significant need in the data collection and review process.

Building on our Strengths:

Parents, school team members, partners and community agencies were invited to share what LDSB does well in the area of special education. There were many strengths identified including:

- breadth of programs for students with special education needs (intellectual exceptionalities);
- assistive technology;
- multi-disciplinary supports;
- transition to kindergarten;
- transition to secondary school;
- transition to adult services; and
- community partnerships.

Lakehead District School Board has created and maintained programming and supports for students with special education needs that are robust and responsive and we have many strengths in this area.

The review findings:

This report summarizes the key messages of our parents, staff, committees and partners and provides recommendations on how we can continue to enhance special education services for all of our students in the LDSB. Our goal with this report is to provide a comprehensive overview of recommendations. Many of these recommendations are already in the implementation stage while others are more dependent upon budget considerations and partnerships. Additionally, other recommendations, such as the training required for school staff, will require a training plan to be created and implemented over the next one to three years. We are committed to these recommendations and believe that the recommendations outlined in this report will further enhance our special education programs, supports and resources and will further ensure that all of our students at LDSB have opportunities for success and achievement.

KEY AREAS AND RECOMMENDATIONS

Allocation of Resources

- reallocation of resources to provide consistent and increased support and to respond to the demographics and specialized needs within our schools and community.

Professional Developmental and Learning

- professional learning and development opportunities that are timely, specific and address the changing needs within our schools.

Strengthen Supports and Partnerships

- foster and strengthen positive partnerships with families and community agencies through enhanced communication of LDSB's special education plan, processes and procedures.

Programming, Resources and Processes

- increased commitment and transparency with programs and resources for students with special education needs.

Recommendations:

Allocation of Resources	
<p>Allocation of supports and funding to provide necessary placement options and programming for students with special education needs.</p>	<ul style="list-style-type: none"> • increased allocation of teachers to increase capacity for students in the special needs classroom on the south side; • update criteria for placement in the multi-needs class at Algonquin Avenue Public School to ensure this is an option for students with more complex diagnosis and identifications; and • investigate options and creative solutions to increase special education facilitator allotment in schools, including a focus on ensuring that vice principals with a teaching portion are not in the role of special education facilitator as much as possible.
<p>Continued review of our Education and Community and Partnership (ECP) Programs to ensure the unique needs of our students are being met.</p>	<ul style="list-style-type: none"> • investigate the offering of a program for students in Grades 9 and 10 with significant behaviour/safety concerns; • investigate the offering of a program dedicated to students in Grades 7 and 8 with significant behaviour/safety concerns and/or significant mental health challenges preventing successful attendance in day school; and • continued collaboration with community partners to address the needs in schools through partnership with agencies and their services.
<p>Allocation of funds to individual schools to better support the programming in our special needs classes.</p>	<ul style="list-style-type: none"> • increased budgets for special needs classes to ensure increased opportunities for life and social skills programming; and • consultation and planning with manager of capital services to explore accessibility and programming needs for our schools with special needs classes; <ul style="list-style-type: none"> • data collection related to number and locations of sensory rooms and updated needs in the system; and • investigate accessible playground options.

<p>Addition of a Child and Youth Worker (CYW) to the Multi-Disciplinary Team.</p>	<ul style="list-style-type: none"> • use of a Child Youth Workers (CYW) to support the special education needs of early elementary students (Kindergarten to Grade 3); <ul style="list-style-type: none"> • data collection related to referrals for CYW to determine increased or ongoing needs.
<p>Increased budget allocations and opportunities for assessments.</p>	<ul style="list-style-type: none"> • increased budget allocation for professional assessments to meet the need for earlier assessments for students with, or suspected of, a learning disability; and • continued partnership with contracted speech and language pathologist to prioritize language assessments for students with potential learning disability, when appropriate.

Recommendations:

Professional Development and Learning	
Renewed commitment to the Learning for All document with a focus on differentiated instruction (DI) and universal design for learning (UDL)	<ul style="list-style-type: none"> development of full staff professional learning on the importance of Learning for All (reaching every student through DI and UDL), delivered by central staff at school staff meetings.
Exceptionality/Identification/Diagnosis Specific Training	<ul style="list-style-type: none"> creation of a Board-wide professional development plan to provide quality and timely professional learning and development opportunities to better program plan, and support students with special education needs; <ul style="list-style-type: none"> data from our own student population, as well as data taken from this review indicate training required in areas of learning disabilities, Fetal Alcohol Spectrum Disorder, Autism Spectrum Disorder and trauma informed educational practices. A training plan including these topics, and with targeted audiences, will be developed.
Multi-Tier System of Support	<ul style="list-style-type: none"> in response to the Right to Read report, and in partnership with LDSB program department, development, and implementation of a multi-tiered system of supports with a focus on prevention before intervention.
Assessment training	<ul style="list-style-type: none"> renewed training and professional learning on school based and professional assessments with a focus on data analysis and how to use the findings to better support, program for and assess student learning.
Opportunities for collaboration and planning for our special needs class teachers	<ul style="list-style-type: none"> creation of a professional learning communities calendar, for both secondary and elementary, with focused goals and learning for each meeting.

Recommendations:

Strengthening Supports and Partnerships	
Investigating partnerships that support shared services and use of resources.	<ul style="list-style-type: none"> • explore the opportunities to access additional Education and Community Partnership Program (ECP) funding with the Ministry of Education; <ul style="list-style-type: none"> • consider future partnerships and shared approaches to services to support student learning and well-being.
Collaborating with our community partners to promote inclusion and student learning and well-being.	<ul style="list-style-type: none"> • continue to offer information and professional learning opportunities to LDSB staff to further understand available resources and services for our students and their families; <ul style="list-style-type: none"> • continue to seek out new partnerships and programs that promote natural supports; • continue to investigate opportunities within our schools and within our communities to support pathways for students and explore employability supports in partnership with our community.
Continuing to work with the Ministry of Education to advocate for, and serve students with, special education needs.	<ul style="list-style-type: none"> • continue to work with the Ministry of Education to ensure special education funding that meets the needs of the students in LDSB; <ul style="list-style-type: none"> • ongoing data collection and information gathering to advocate for the needs of students and families within our LDSB community.
Deepening parent understanding of special education supports and services available to students in our schools.	<ul style="list-style-type: none"> • create/update parent information brochures that outline the special education programs including Special Needs and Pre-Workplace Programs; <ul style="list-style-type: none"> • develop and refine resource materials for parents and caregivers; • update parent information documents that explain Individual Education Plans, the Identification, Placement and Review Process and Assistive Technology Supports; <ul style="list-style-type: none"> • review and update Special Education section of website with parent feedback and recommendations.

Recommendations:

Programming, Resources and Processes	
<p>Differentiating supports equitably based upon demographic and socio-economic needs.</p>	<ul style="list-style-type: none"> • update and reallocate speech and language supports to provide more frequent and intensive support in highest needs school based on data; • creation and implementation of a multi-tiered system of supports; and • collaboration with contracted agency to update speech and language supports to optimize in-school supports.
<p>Review and improve the IEP development and implementation process.</p>	<ul style="list-style-type: none"> • work with special education facilitators and administrators on procedures for developing IEPs; • implementation of In-School Team meetings with related protocol including required assessment and tracking information to provide consistency in the development of new IEPs across the system; and • professional learning for school administrators on IEP development including when to develop an IEP, how to communicate the IEP implications for parents and a focus on ensuring pathways remain open and accessible for students.
<p>Reduce the number of IEPs for ‘non-identified’ students.</p>	<ul style="list-style-type: none"> • continued review of IEPs for students without a Ministry of Education exceptionality, focused on reducing the number of students with modified programs in literacy and/or numeracy; • data collection and review of IEP data and student census data to determine intersectionality of students that have an IEP in place; • reduce the number of IEPs for “non-identified” students with a deeper implementation of differentiated instruction bundled with a tiered approach to classroom instruction, use of assistive technology; and

	<ul style="list-style-type: none"> • hiring a teacher to support students with special education needs through targeted intervention and to support classroom educators, with numeracy instruction and assessment; • collaboration with secondary program destreamed teachers and program elementary mathematics lead to identify required skills, resources, and programs to support classroom teachers and prepare students for destreamed classes.
<p>Ensure consistency of supports, documentation, and processes</p>	<ul style="list-style-type: none"> • updated special education facilitator handbook and required documentation, forms, and processes; and • work with community partners and agencies to update documents and referrals and ensure paperwork is accessible to our families and caregivers.

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2023 MAY 23
Report No. 065-23

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 In June 2022, LDSB ended its contract for social worker services through Children’s Centre Thunder Bay and hired four additional social workers for schools to total a compliment of six.
- 1.3 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 three 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 (TBDHU) 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 in Grades 4-8. From September 2022 to April 30, 2023, the public health nursers delivered this program in 51 classrooms reaching 3,144 students. In addition, public health nurses also continue to deliver “Kids Have Stress Too” for Grades 1-3 which reached six classrooms and 106 students and “Tools for Resiliency” for Grades 9-12 reaching six classrooms and 104 students. Lakehead District School Board and the TBDHU continue to collaborate ongoing, developing programming relevant to the current system and student needs. In the 2022-2023 school year, TBDHU public health nurses reached 3,354 students with mental health programming.

2.3 The Thunder Bay District Health Unit continues to run the Youth Mental Health and Addictions Champion (YMHAC) program. The goal of the YMHAC program is to support students to become mental wellness leaders and champions in their school. A healthy schools approach will be used to support student champions to develop and implement youth engagement strategies that are tailored to meet the mental wellness needs specific to their own school. The goals of the initiatives are to improve the health and wellbeing of children and youth by focusing on mental wellness, reducing stigma related to mental illness, and discouraging the use of drugs, alcohol and other substances. Lakehead District School Board has goals to expand this program to every school utilizing the school wellness champions as adult allies and supports for student champions.

2.4 Lakehead District School Board has an ongoing partnership with the Child Development Institute and their Universal Stop Now and Plan (SNAP) for schools' program. Delivered to students ages six to eleven, this program focuses on helping participants develop SNAP skills to promote a positive change in behaviour. The SNAP schools' program is highly requested and was delivered in 18 classrooms in the 2022-2023 school year through the learning supports resource teachers and student support professionals that work through the multidisciplinary team.

2.5 Lakehead District School Board currently has six social workers providing clinical counselling services with a brief solution focused therapy model with three servicing elementary schools and one in each secondary school. Two attendance counsellors continue to be committed to student engagement, retention, and the success of elementary and secondary students. The social workers are clinically supervised by the mental health lead.

Lakehead District School Board social workers have expanded their services to include classroom, staff and parent presentations on topics contextually relevant to their schools including subjects like "Anxiety 101", "Anti-Bullying and Mental Health", "How to be an 2SLGBTQIA+ Ally", "Online Safety and Wellbeing". Social workers are also supporting the startup of Gender Sexuality Alliance's (GSA's) at interested schools.

2.6 Lakehead District School Board was able to secure Northern Services Initiative funding for one child and youth worker from March through June 2023, with the specific mandate to provide specific tier two with students struggling with externalizing behaviours in Grades JK-4. This child and youth worker works as part of the multidisciplinary team and also serves to assist student transitioning to and from the community day treatment program.

2.7 Lakehead District School Board continues to have 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 tier two social emotional learning and mental health programming in the classroom and school.

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 Opportunities for wellness training continued this year for wellness champions with an introduction to staff in finding information relevant to their school interests and needs that are mental health related. The expectation is that they will disseminate relevant information within their school staff meetings and support students in wellness activities throughout the school.
- 3.3 A student senate was conducted in March with participation from intermediate and secondary school students garnering input on safe, inclusive and welcoming schools. There are plans to continue with student engagement and insight opportunities.
- 3.4 Internal capacity has been developed and suicide prevention and life promotion training can be offered to staff groups internally by the mental health lead. This training was provided to all First Nation, Métis and Inuit (FNMI) support staff including grad coaches and student support workers in March.
- 3.5 Several less formal community partnerships exist that provide counselling 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;
 - Venture Wellness North who are delivering services to students who qualify for services under non-insured health benefits;
 - Holistic Minds Counselling who are delivering services to students who qualify for services under non-insured health benefits; and
 - Anishnawbe Mushkiki delivers services to Indigenous students in some elementary schools and the Four Directions rooms in secondary schools.
- 3.6 Lakehead District School Board continued to collaborate with Lakehead University's school of social work with the mental health lead in the role of student supervisor. Recently, a masters student acquired in the 2021-2022 school year completed their research and program evaluation on the applicability of Peer Connect programs in workplaces which is designed to support the wellness and retention of student support personnel and early childhood educators. This report can be used to inform workplace mental health initiatives moving forward.
- 3.7 School social workers continue to work closely with the mental health and addictions nurses to support students with mental health challenges involving medical considerations. This has been a very successful partnership due to the team approach that has been developed. Further work has been undertaken this year to develop clear processes with the Child and Adolescent Mental Health Unit and Adult Mental Health Unit at the Thunder Bay Regional Health Sciences Centre. These processes develop a mechanism in which schools can be informed when students are admitted to these units to facilitate supportive transitions back to schools.

- 3.8 Caregivers have had the opportunity this school year to participate in virtual information sessions with school social workers and the recordings have been made available on the LDSB's website. Topics include managing stress, anxiety and emotion regulation techniques.
- 3.9 The secondary school climate survey, Cannabis Use, Obesity, Mental Health, Physical Activity, Alcohol Use, Smoking and Sedentary Behaviour (COMPASS), was completed in all secondary schools in April. This survey is administered through the Canadian Institute of Health Research and University of Waterloo. Data from these surveys is expected to be available in June. This survey is administered to students yearly and the elementary climate survey is administered bi-yearly with surveys to be administered in the 2023-2024 school year.
- 3.10 In partnership with the TBDHU, LDSB is engaging in a partnership development grant (valued at \$194,813) funded by the Social Sciences and Humanities Research Council of Canada (SSHRC). This partnership development grant, led by Dr. Emily Belita, McMaster University, intends to establish and evaluate an interdisciplinary and intersectoral partnership between three academic institutions (McMaster University, Brock University, University of Waterloo), two Ontario school boards and health units, and two knowledge mobilization expert organizations (Institute for LifeSpan Development Research; National Collaborating Centre for Methods and Tools). Across three years, partners will co-develop and provide knowledge mobilization tools/resources (school health profiles; systematic reviews), activities (knowledge brokering services), and knowledge mobilization training (interpreting and applying research to practice) for education and public health partners to support the mobilization and uptake of research evidence on youth mental health and wellbeing. Project findings will establish a knowledge mobilization partnership framework that can be applied at the local setting or scaled up provincially to guide the effective collaboration of intersectoral partners in using research evidence to make decisions on school-based mental health programs and interventions.
- 3.11 School Mental Health Ontario has increased its requirements for school board data collection taking place yearly. Lakehead District School Board continues to use EMHWare to collect and record client information. Lakehead District School Board has acquired its own EMHWare license to securely collect and house students' clinical files.
- 3.12 Summer student social work support planning is underway with the intention to provide support within the summer learning programs and Focus on Youth program with a specific focus of supporting students coming back to school in September.

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

JANE LOWER
Superintendent of Education

SHERRI-LYNNE PHARAND
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

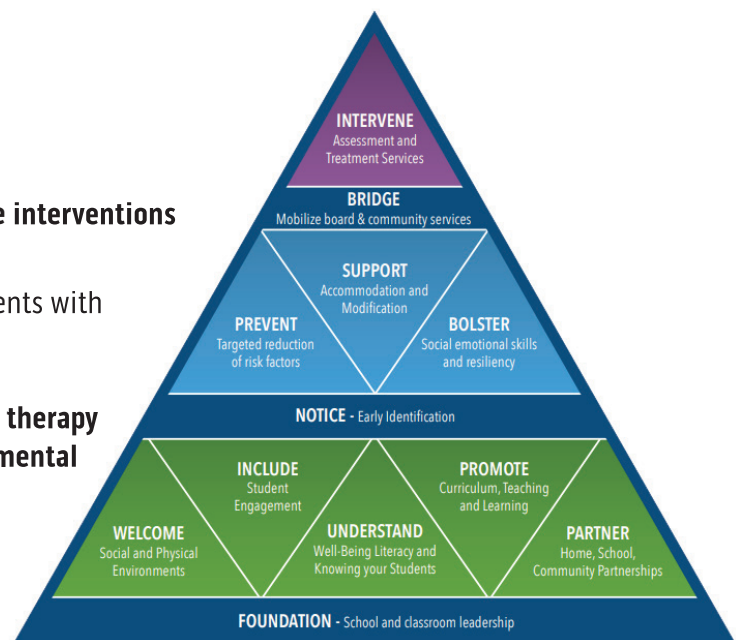
- Create caring conditions for learning
- Develop social and emotional skills
- Strengthen mental health knowledge

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:

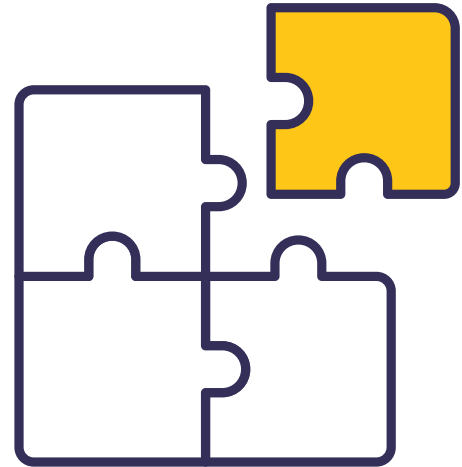
- promoting mental wellbeing and resources to ensure a culture of wellness for staff, prioritizing self-care and compassion;
- committing to ongoing quality improvement in the area of mental health ensuring that those focused on providing services to students are utilizing evidence-based frameworks and 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

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2023 MAY 23
Report No. 061-23

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

RE: RECOMMENDATIONS FROM THE BOARD ADVISORY COMMITTEE

Background

The following reports were received at the Board Advisory Committee Meeting of May 9, 2023 and have been referred to the Board for approval. The recommendations are as follows:

APPROVAL OF 2023-2024 BOARD ADVISORY COMMITTEE AND REGULAR BOARD MEETING SCHEDULE (056-23)

It is recommended that Lakehead District School Board approve the revised 2023-2024 Board Advisory Committee and Regular Board Meeting Schedule, as set out in Appendix A to Report No. 056-23.

POLICY REVIEW SCHEDULE (060-23)

It is recommended that Lakehead District School Board approve the 2023 to 2031 Policy Review Schedule, Appendix A to Report No. 060-23.

POLICY REVIEW – 3092 PRIVACY AND INFORMATION MANAGEMENT (059-23)

It is recommended that Lakehead District School Board approve 3092 Privacy and Information Management Policy, Appendix A to Report No. 059-23.

POLICY REVIEW – 3094 ELECTRONIC MEETINGS (049-23)

It is recommended that Lakehead District School Board approve 3094 Electronic Meetings Policy, Appendix A to Report No. 049-23.

POLICY REVIEW – 8062 VOLUNTARY ABORIGINAL STUDENT SELF-IDENTIFICATION (057-23)

It is recommended that Lakehead District School Board defer the review of 8062 Voluntary Aboriginal Student Self-Identification Policy, to the June 13, 2023 Board Advisory Committee meeting, in order to gather additional feedback.

POLICY REVIEW – 8065 VOLUNTARY ABORIGINAL STAFF SELF-IDENTIFICATION (058-23)

It is recommended that Lakehead District School Board defer the review of the 8065 Voluntary Aboriginal Staff Self-Identification Policy, to the June 13, 2023 Board Advisory Committee meeting, in order to gather additional feedback.

POLICY REVIEW – 8074 STUDENT CONCUSSION MANAGEMENT (055-23)

It is recommended that Lakehead District School Board approve 8074 Student Concussion Management Policy as amended, Appendix A to Report No. 055-23.

LETTER FROM LAKEHEAD DISTRICT SCHOOL BOARD TRUSTEES TO LEGISLATIVE ASSEMBLY OF ONTARIO – BILL 98

It is recommended that Lakehead District School Board approve the letter from LDSB trustees to Legislative Assembly of Ontario regarding changes to the Education Act under Bill 98.”

Respectfully submitted,

Donica LeBlanc
Chair
Board Advisory Committee

<i>BUSINESS AND BOARD ADMINISTRATION</i>	3000
DRAFT – MAY 9, 2023	
PRIVACY AND INFORMATION MANAGEMENT POLICY	3092

1. Rationale

Lakehead District School Board (LDSB) only collects personal information when it is necessary for the education of students, for the employment of LDSB employees or as required and authorized by law. Lakehead District School Board operates under the authority of the Education Act and its associated regulations.

The management of personal information collected by LDSB for these purposes is in accordance with the provisions of the Education Act, the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), the Personal Health Information Protection Act (PHIPA), the Occupational Health and Safety Act (OHSA), and the Child, Youth and Family Services Act (CYFSA).

2. Policy

It is the policy of LDSB to collect, use, retain and disclose personal information in the course of meeting its statutory duties and responsibilities. Lakehead District School Board is committed to the protection of privacy.

3. Guidelines

The protection of personal information held by LDSB is guided by the following principles:

3.1 Accountability and Responsibility

Under MFIPPA, LDSB is responsible for the security of personal information under its custody and control and may designate individuals within LDSB who are accountable for compliance with privacy legislation.

Under PHIPA, LDSB is responsible for the security of personal health information under its custody and control and may designate individuals within LDSB as agents to assist with compliance to privacy legislation.

3.2 Specified Purposes

Lakehead District School Board shall identify the purpose(s) for which personal information is collected, and individuals shall be notified of the purposes and any other information required by law at or before the time personal information is collected.

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DRAFT – MAY 9, 2023	
PRIVACY AND INFORMATION MANAGEMENT POLICY	3092

3.3 Consent

Personal information is collected for the provision of educational services to students and for the purpose of employment for staff and volunteers. The knowledge and, in some cases, the consent of an individual is required for the collection, use, retention, and disclosure of personal information, except where otherwise permitted by law.

3.4 Limiting Collection

Lakehead District School Board shall limit the collection of personal information to that which is necessary for its specified purposes in accordance with its statutory duties and responsibilities.

3.5 Limiting Use, Retention, and Disclosure

Lakehead District School Board shall not use, retain, or disclose personal information for purposes other than those for which it was collected, except with the consent of the individual or as authorized or required by law. Lakehead District School Board shall retain personal information in accordance with the legislated requirements under the most appropriate Act and LDSB retention schedule.

3.6 Accuracy

Lakehead District School Board shall ensure that personal information is accurate, complete, and up to date in order to fulfill the specified purposes for its collection, use, disclosure and retention.

3.7 Safeguards

Lakehead District School Board shall ensure that personal information is secured and protected from unauthorized access, use, disclosure, and inadvertent destruction by adhering to safeguards appropriate to the sensitivity of the information.

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PRIVACY AND INFORMATION MANAGEMENT POLICY	3092

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>
	May 26, 2015	<i>Education Act</i>
	<u>Date Revised</u>	<i>Municipal Freedom of Information and Protection of Privacy Act</i>
		<i>Personal Health Information Protection Act</i>
		Occupational Health and Safety Act
		Child, Youth and Family Services Act
		Ontario Student Record (OSR) Guideline

BUSINESS AND BOARD ADMINISTRATION

3000

DRAFT – APRIL 11, 2023

ELECTRONIC MEETINGS POLICY

3094

1. Rationale

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

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

2. The Policy

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

3. Guidelines

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

BUSINESS AND BOARD ADMINISTRATION

3000

DRAFT – APRIL 11, 2023

ELECTRONIC MEETINGS POLICY

3094

- 3.8 At every committee meeting of a committee of the Board, except a committee of the whole Board, the chair of the committee, or designate, and the director of education, or designate, shall be physically present in the meeting at which there is a quorum.
- 3.9 In spite of section 3.5 and 3.6 of this policy, in accordance with the regulation, the chair of the Board or a committee of the Board may participate in a meeting of the Board or a committee of the Board by electronic means if:
- the distance from the chair’s or designate’s current residence to the meeting location is 200 km or more;
 - weather conditions do not allow the chair or designate to travel to the meeting location safely;
 - the chair or designate cannot be physically present at a meeting due to health related issues; and
 - the chair or designate must be physically present for at least half of the meetings of the board for any 12 month period beginning November 15.

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

4. Review

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

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

SCHOOL-COMMUNITY RELATIONS

8000

DRAFT – MAY 9, 2023

STUDENT CONCUSSION MANAGEMENT POLICY

8074

1. Rationale

- 1.1 Lakehead District School Board (LDSB) is committed to promoting awareness of safety in schools and recognizes that the health and safety of students are essential preconditions for effective learning and participation in physical activity.
- 1.2 All partners in education, including the Ministry of Education, other Ontario ministries, school boards, administrators, educators, school staff, students, parents, school volunteers and community-based organizations, have important roles to play in promoting student health and safety, and in fostering and maintaining healthy and safe environments in which students can learn.
- 1.3 Concussions can have a serious effect on a young, developing brain. Proper prevention, recognition and response to concussion in the school environment can prevent further injury and can help with recovery. A concussion can have a significant impact on a student: cognitively, physically, emotionally and socially.

2. Policy

It is the policy of LDSB to ensure the provision of minimized risk in elementary and secondary schools and to provide a safe environment that takes steps to reduce the risk of injury and promotes the overall well-being of students.

3. Guiding Principles

- 3.1 Children and adolescents are among those at greater risk for concussions due to body trauma at any time. Although falls and motor vehicle accidents are the leading causes of concussion, there is a heightened risk due to concussion during physical activity which includes physical education classes, playground time or sports activities.
- 3.2 To address this increased risk of concussions and to prevent and identify the signs and symptoms of concussion, LDSB is committed to increasing awareness for all students, staff, parents, volunteers and health care practitioners to support the proper prevention and management of concussions.
- 3.3 It is very important to students' long-term health and academic success that individuals in schools have information on appropriate strategies to minimize risk of concussion, steps to follow if they suspect that a student may have a concussion, and effective management procedures to guide students' return to learning and physical activity after a diagnosed concussion.

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3.4 In accordance with Policy Program Memorandum (PPM) 158 (School Board Policies on Concussion), LDSB will develop and implement concussion management strategies. These strategies must include development of awareness, prevention, identification, training and management procedures for a diagnosed concussion.

4. Requirements

Lakehead District School Board requires:

- 4.1 Receipt of confirmation of annual review of approved Concussion Awareness Resources by individuals participating in LDSB-sponsored interschool sports.
- 4.2 The establishment of Concussion Codes of Conduct for individuals participating in LDSB-sponsored interschool sports, and the receipt of confirmation of annual review of the relevant code of conduct by those individuals.
- 4.3 Annual concussion training for relevant school staff.
- 4.4 The establishment of a process for the removal of students with a suspected concussion from physical activity and, for those diagnosed with a concussion, a Return to School Plan, which includes their return to learning and return to physical activity.
- 4.5 The establishment of a process to document and track a student’s progress, from removal from an activity due to a suspected concussion, to the return, through graduated steps, to learning and to physical activity.

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STUDENT CONCUSSION MANAGEMENT POLICY	8074

5. Review

Concussion information and procedures for the components of prevention, identification and Return to School Plan are always evolving with new research and consensus guidelines. In order to keep users current with information and procedures, the Concussion Protocol will be reviewed and revised where necessary. An annual consult every September for the current Ontario Physical Activity Safety Standards in Education Concussion Protocol will occur.

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>
5010 Special Education Policy and Procedures	January 27, 2015	Policy/Program Memorandum No. 158 Issue Date September 25, 2019
6065 Prevalent Medical Conditions Policy and Procedures	 <u>Date Revised</u> February 25, 2020	Rowan's Law (Concussion Safety), 2018