



Lakehead  
Public  
Schools

Office of the Director

Jim McCuaig Education Centre  
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Telephone (807) 625-5131 Fax (807) 622-0961

**REGULAR BOARD MEETING NO. 19**

**Tuesday, April 23, 2024**

**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.	<b>COMMITTEE OF THE WHOLE – Closed Session – 7:00 p.m. (SEE ATTACHED AGENDA)</b>		
6.	Report of Committee of the Whole – Closed Session		
7.	Land Acknowledgement		
8.	Delegations/Presentations		
8.1	Five Mile After School Childcare - Presenters: Michelle Riemer and Megan Valente	E. Chambers	Verbal
8.2	Celebrating Student Achievement - École Gron Morgan: Diversity, Equity, Inclusion, and Belonging at École Gron Morgan	H. Harris	1-4

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

**LAKEHEAD DISTRICT SCHOOL BOARD**

		<u>Resource Person</u>	<u>Pages</u>
9.	Approval of Minutes		
9.1	Regular Board Meeting No. 17 - March 26, 2024	E. Chambers	5-11
9.2	Board Meeting No. 18 (Special) - April 9, 2024	E. Chambers	12-13
10.	Business Arising from the Minutes		

**MATTERS NOT REQUIRING A DECISION:**

11.	Information Reports		
11.1	Ontario Public School Boards' Association (OPSBA) Report	R. Sitch	No Report
11.2	Student Trustee – April Report	M. De Franceschi	Handout
11.3	Indigenous Student Trustee – April Report	E. Drake	Handout
11.4	Updates from the Chair/Director	E. Chambers/ S. Pharand	Verbal
11.5	Finance Committee Meeting Minutes - February 28, 2024	K. Alaksa	14-15
11.6	Indigenous Education Report (052-24)	H. Harris	16-20
11.7	Safe Schools Report (054-24)	M. Probizanski	21-27
12.	First Reports		

**MATTERS FOR DECISION:**

13.	Postponed Reports		
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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>
14. Recommendations From the Board Advisory Committee (053-24)	D. LeBlanc	28-38
14.1 Policy Development – 3101 Risk Management Policy (048-24)		
<i>It is recommended that Lakehead District School Board approve 3101 Risk Management Policy, Appendix A to Report No. 048-24.</i>		
14.2 Policy Review – 4040 French Immersion Policy (049-24)		
<i>It is recommended that Lakehead District School Board approve the 4040 French Immersion Policy, Appendix A to Report No. 049-24.</i>		
14.3 3002 Annual Evaluation of the Director of Education Policy (047-24)		
<i>It is recommended that Lakehead District School Board approve the review of 3002 Annual Evaluation of the Director of Education Policy, as indicated in Report No. 047-24.</i>		
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.



## Celebrating Student Achievement

School: École Gron Morgan Public School

Title of Initiative: Diversity, Equity, Inclusion, and Belonging at École Gron Morgan

Presentation Team: Angelina Tassone, and Sheri Cressman, ELL Teacher

Components of Initiative	School's Details
<p>1. Description of the nature of the initiative to improve student achievement</p>	<p>While most schools prioritize diversity, equity, and inclusion, we at École Gron Morgan have recognized that belonging is also key to having a truly successful school.</p> <p>We want students to recognize that at École Gron Morgan they are important and that their voices and actions matter. We want to provide a place where they feel seen, valued, and celebrated for who they are.</p> <p>Though a variety of collective efforts and initiatives we have acknowledged and celebrated diversity, created equitable opportunities for students within and outside classrooms and promoted inclusion and belonging.</p>
<p>2. Rationale for selecting the initiative</p>	<p>Research has demonstrated that the four concepts of equity, diversity, inclusion and belonging work together to foster positive school dynamics, academic excellence, creativity, and innovation.</p> <p><b>Equity:</b> Ensures fairness by providing resources and opportunities to all students, regardless of their backgrounds or circumstances.</p> <p><b>Diversity:</b> Celebrates differences and promotes a rich mix of perspectives, experiences, and identities within the school community.</p> <p><b>Inclusion:</b> Focuses on creating an environment where everyone's ideas are heard, respected, and understood.</p> <p><b>Belonging:</b> Centers around personal involvement, acceptance, and feeling part of a supportive community. It asks: "Does everyone at school feel valued, connected, and able to be their authentic self?"</p> <p>Effective change involves a review and examination of diversity in content, equity in design, inclusion in teaching, and belonging in practice. It also involves challenging biases, addressing subtle prejudices, encouraging respectful conversations, and other strategies to ensure that everyone is valued and respected.</p>

<p>3. Intended outcomes of the initiative related to improved student achievement</p>	<p>Our overall goals were connected to ensuring that we have diversity of content and voices in our school as well as classroom. We want to provide opportunities for students to share and learn about viewpoints that reflect their own identities and experiences, as well as learn from and about others.</p> <p>Through responsive teaching we worked with staff to ensure fair access to the learning content and utilize a universal design learning model. All students were provided with equitable opportunities to engage in a successful learning environment.</p> <p>Inclusive strategies and engagement techniques allowed students to demonstrate their knowledge in ways that work best for them. These strategies also provide them with the opportunity to build connections with their classmates and celebrate their strengths.</p> <p>Finally, by emphasizing belonging in practice, we fostered a culture where students voice is heard, their ideas matter, and they feel that they are an important part of our school community and culture.</p>
<p>4. Description of the data used</p>	<p>The data that we used came from office referral forms, school climate survey information, and anecdotal comments from staff, students, and parents. We also looked at report card data and attendance data.</p>
<p>5. <b>Brief</b> description of the significant activities or strategies involved with the initiative</p>	<p>As mentioned earlier, as part of our collective efforts, the entire community has been involved in various events and activities:</p> <ul style="list-style-type: none"> <li>• Culture Club;</li> <li>• Student Council;</li> <li>• Student Leadership opportunities;</li> <li>• GSA;</li> <li>• Maker Space;</li> <li>• our Access to All program, breaking down barriers to food security and equitable access to hot lunches/milk;</li> <li>• support ALL Our Students forms (forms designed to provide a platform for staff to have access to various students needs across the school);</li> <li>• YOU Can Make a Difference forms, reporting forms for students to ensure their voices matter and they have a place to share their concerns;</li> <li>• community partners (Mushkiki Multicultural Association);</li> <li>• Ramadan Lounge/Prayer Space;</li> <li>• community events (Welcome Back Open House, Book Fair Spring Community Mingle, Math Night, and more);</li> <li>• partnerships with Board support staff (Shai Loyie);</li> <li>• lunch supervisor weekly check in/support meetings;</li> <li>• new Indigenous Student Cultural Wellness Club;</li> <li>• Restorative Practices training; and</li> <li>• ongoing efforts to build community and nurture relationships amongst ALL our students (English/French Immersion).</li> </ul>

<p>6. <b>One or two</b> highlights of the above activities</p>	<p><b>École Gron Morgan CULTURE CLUB:</b> A student led initiative created to allow students to be the positive change they want to see. A place where students meet new people, develop leadership skills, and support our Gron community. Students are given opportunities to foster a genuine appreciation for different customs, beliefs, and values within our school. Students engage with each other without discrimination, meet regularly to embrace and celebrate our differences and similarities at École Gron Morgan.</p> <p><b>Access For All Program:</b> Many children struggle with a lack of access to food. A serious issue prior to the pandemic, food insecurity in schools has only gotten worse and disparities in access to food still exist. Through conversations with Parent School Council, we have created a way to provide equitable access to our hot lunches/milk programs. To do this, we asked for our community's help. If families would like to help make sure that every child who wants a hot lunch can get one, they contribute to our Access For All Hot Lunch program through School Cash. Funds from this program will be used to cover the cost of hot lunches/milk for students whose families may be experiencing circumstances that impact access.</p>
<p>7. Description of any unexpected results or "moments of serendipity" related to the initiative</p>	<p>Despite its large size, the community of École Gron Morgan is very collaborative and supportive. Staff, students, and parents are invested in the success of all our students.</p> <p>During one of our early school council meetings, there was a conversation during which the community was discussing issues of equity, diversity and inclusion and a parent commented that "we want to do better". Similar comments have come from students and one in particular came during a Culture Club meeting when a student said, "I joined because I want to be the positive change in our school".</p>
<p>8. Description of <b>one or two</b> interesting findings that would be useful or helpful to other schools</p>	<ul style="list-style-type: none"> <li>•The school community must foster a Growth Mindset and a sense of trust to openly discuss needs, next steps and supports.</li> <li>•Being responsive and open to feedback can create opportunities for meaningful change.</li> <li>•Having "champions." in house and outside the school builds capacity.</li> </ul>
<p>9. Identification of <b>one or two</b> noteworthy hurdles or stumbling blocks</p>	<p>As we try to promote fairness and equity, we still, at times, come across challenging situations which highlight the need for further education and support. We aim to help individuals recognize that equity does not mean equality. and that there are many</p>

	<p>complexities involved (often circumstances beyond the individual or family level). Addressing issues of belonging and acceptance can also be challenging as students/families have various lived experiences and perspectives.</p>
<p>10. Next steps in pursuing the initiative</p>	<p>Despite the success of our initiative, we recognize that there is more to do. We have embarked on a journey in diversity, equity, inclusion and belonging. The key here is “journey”, and it is not just an isolated plan or initiative. Our progress and any change must continue as means for real and lasting improvement. This journey is intended to continue to be responsive to our school community. We look forward to ongoing opportunities to bridge relationships, to celebrating our schools’ diverse school identity and to keep students’ needs at the heart of our all our decisions.</p>
<p>11. Lessons learned about the school’s efforts to improve student achievement.</p>	<p>We have come to recognize that when students feel they belong, it leads to an upward spiral of positive relationships. A strong sense of belonging correlates positively with learning, academic excellence, and improvement in attendance. Thriving school communities create spaces that nurture social connections, communication, and resilience, ultimately enhancing student well-being and success.</p> <p>Celebrating diversity, fostering equity and inclusion, while nurturing a sense of belonging, is not just about events/activities; it’s about creating an inclusive and supportive environment where every student feels they truly belong, they matter, and where the home/school connection is strengthened.</p>

LAKEHEAD DISTRICT SCHOOL BOARD

**MINUTES OF REGULAR BOARD MEETING NO. 17**

Board Room/Microsoft Teams  
Jim McCuaig Education Centre

2024 MAR 26  
7:30 P.M.

**TRUSTEES PRESENT:**

Ellen Chambers (Chair)  
Scottie Wemigwans (Indigenous Trustee)  
Ryan Sitch

**TRUSTEES IN ATTENDANCE VIRTUALLY:**

Donica LeBlanc (Vice Chair)  
Pat Johansen  
Ron Oikonen  
George Saarinen  
Trudy Tuchenhagen  
Leah Vanderwey  
Emily Drake (Indigenous Student Trustee)  
Morgann De Franceschi (Student Trustee)

**ABSENT WITH REGRET:**

**SENIOR ADMINISTRATION:**

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

**FEDERATION/UNION REPRESENTATIVES:**

Nancy Nix, Union Representative, ETFO-Elementary Occasional Teachers  
Dave Covello, Manager, Lakehead District School Board

**PUBLIC SESSION:**

1. Approval of Agenda

Moved by Trustee Wemigwans

Seconded by Trustee Saarinen

*“THAT the Agenda for Regular Board Meeting No. 17, March 26, 2024 be approved.”*

**CARRIED**



2. Resolve into Committee of the Whole – Closed Session

Moved by Trustee Wemigwans

Seconded by Trustee Tuchenhagen

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

- *Confirmation of Committee of the Whole – Closed Session Minutes*
  - *Regular Board Meeting No. 16*
  - *February 27, 2024*
- *Personnel Matter (044-24)*
- *Personnel Matter (045-24)*
- *Property Matter (037-24)*

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

CARRIED

COMMITTEE OF THE WHOLE – CLOSED SESSION:

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

PUBLIC SESSION:

4. Report of Committee of the Whole – Closed Session

Moved by Trustee Johansen

Seconded by Trustee Tuchenhagen

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

*“THAT Lakehead District School Board approve the Committee of the Whole – Closed Session Minutes of Regular Board Meeting No. 16, February 27, 2024.’*

CARRIED

5. Trustee Character Award

Trustee Vanderwey, on behalf of the Board, presented Allyson Boone, Student, Westgate Collegiate and Vocational Institute (Westgate CVI) with the Trustees' Character Award. Allyson was recognized for her outstanding leadership and exemplary strength in character. Allyson fosters positive and inclusive environment for her peers at Westgate CVI.

Chair Chambers, on behalf of the Board presented Corine Bannon, Anishinaabemowin teacher, Algonquin Public School with the Trustees' Character Award. Corine was recognized for her ability to integrate cultural teachings and promoting language throughout the school. She connects the students to real life opportunities to promote the culture and speak the language.

6. Delegations/ Presentations:

6.1 Northwestern Ontario Regional Science Fair

Jason Pilot, Co-Chair, Northwestern Ontario Regional Science Fair, Rebecca Cross, Co-Chair, Northwestern Ontario Regional Science Fair, along with students Abbigayle Nelson and Elise Merryfield presented information to the Board on the upcoming Northwestern Ontario Regional Science Fair to be held on April 4, 2024 at Confederation College. All trustees' questions were addressed.

7. Celebrating Student Achievement – Get Fresh – A Partnership between Roots Community Food Centre and Superior Collegiate and Vocational Institute.

Jane Lower, Superintendent of Education, introduced Principal Ryan McDonnell, Superior Collegiate and Vocational Institute (SCVI), who presented information regarding his school's partnership with Roots Community Food Centre. The collaboration began to increase student engagement, support student learning, and foster community, while providing food services for students. All trustees' questions were addressed.

8. Approval of Minutes

Moved by Trustee Wemigwans

Seconded by Trustee Saarinen

*“THAT Lakehead District School Board approve the Minutes of Regular Board Meeting No.16, February 27, 2024.”*

CARRIED

## MATTERS NOT REQUIRING A DECISION:

### 9. Ontario Public School Boards' Association (OPSBA) Report

Trustee Sitch informed the Board that he attended the OPSBA Directors meeting on March 1-2, 2024. Trustee Sitch reported that topics discussed were the standard business items along with a learning session with Matthew Morris, Teacher, Toronto District School Board, who wrote a book about being a black male in the public education system. Other topics discussed were the National Food Program and transportation concerns. Members were encouraged to write letters to the government representatives regarding these topics. Trustee Sitch reminded trustees of the April 6, 2024 OPSBA Northern Council Meeting on Zoom. Next OPSBA Directors meeting will be held at the end of April.

### 10. Student Trustee Report

Morgann De Franceschi, Student Trustee, presented her March report to the Board. Items addressed in the report included: hosting a second virtual Student Senate at the end of February and a meeting with Westgate CVI's Parent Council on February 26, 2024. Student Trustee De Franceschi continues to take the time to listen to the voices of the students and parents of Lakehead District School Board (LDSB) to help contribute to the development of a safe and supportive school environment. All trustees' questions were addressed.

### 11. Indigenous Student Trustee Report

Emily Drake, Indigenous Student Trustee, presented her March report to the Board. Items addressed in the report included: leading the virtual Student Senate with Student Trustee De Franceschi and a planned meeting with Principal McDonnell, SCVI. All trustees' questions were addressed.

12. Updates from the Chair/ Director

Sherry-Lynne Pharand, Director of Education, informed the Board that the Provincial budget was released today. Minister Lecce indicated that next will be the Capital Projects and then after that will come the GSN's. Director Pharand updated the Board on some upcoming training for the Sr Team and Human Resources Department from Njeri Damali Sojourner- Campbell, Human Rights expert, with the focus on long term review of the Boards' hiring practices, policies and procedures. Director Pharand informed the Board of an afterschool book study that over 30 teachers have signed up for to enhance their skill set in reading. There was also the leadership panel that the entire Sr Team was able to participate in. Director Pharand informed the Board that LDSB received summer mental health funds that will be used to provide supports for students requiring mental health support during the summer months. The regular summer programming will be happening again this year with more details to come in the future board report. Director Pharand mentioned that Chief Cadmus Delorme presented for Diversity Thunder Bay as well as speaking to over 200 Grade 10 civics students at Westgate CVI. Director Pharand reminded the Board to mark their calendars for the upcoming Second Annual Bruce Nugent Memorial Golf Tournament, planning is underway with the date set to go for August 26, 2024. Director Pharand shared with the Board that she is very proud of the LDSB students in co-curricular activities she shared some of the LDSB's school teams successes with the Board.

Chair Ellen Chambers informed the Board that our trustees will be receiving some professional development with Marion Thomson Howell, who has presented at many conferences including the OPSBA Public Education Symposium.

13. Parent Involvement Committee Meeting Minutes

Sherry-Lynne Pharand, Director of Education, presented the November 20, 2024 minutes. All trustees' questions were addressed.

14. Finance Committee Meeting Minutes

Kirsti Alaksa, Superintendent of Business, presented the January 30, 2024 minutes. All trustees' questions were addressed.

15. Bus Transportation Final costs for 2023-2024 (039-24)

Kirsti Alaksa, Superintendent of Business, introduced Craig Murphy, Consortium Manager, Student Transportation Services of Thunder Bay, who presented the report. All trustees' questions were addressed.

16. Student Achievement Report (043-24)

Jane Lower, Superintendent of Education, introduced Fred Van Elburg, Program Coordinator, and Meghan Smelow, Student Success Lead, who presented the report. All trustees' questions were addressed.

17. French Immersion Report (041-24)

Heather Harris, Superintendent of Education presented the report. All trustees' questions were addressed.



- 22. New Business
- 23. Notices of Motion
- 24. Information and Inquiries
- 25. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Wemigwans

*“THAT we do now adjourn at 9:58 p.m.”*

CARRIED

LAKEHEAD DISTRICT SCHOOL BOARD

**MINUTES OF BOARD MEETING NO. 18 (SPECIAL)**

Board Room  
Jim McCuaig Education Centre

2024 APR 09  
8:50 p.m.

**TRUSTEES PRESENT:**

Ellen Chambers (Chair)  
Donica Leblanc (Vice Chair)  
Pat Johansen  
George Saarinen  
Ryan Sitch

Ron Oikonen  
Trudy Tuchenhagen  
Leah Vanderwey

**TRUSTEE ABSENT, WITH REGRET:**

Scottie Wemigwans (Indigenous Trustee)

**SENIOR ADMINISTRATION:**

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

**PUBLIC SESSION:**

1. **Approval of Agenda**

Moved by Trustee Sitch

Seconded by Trustee Tuchenhagen

*"THAT the Agenda for Board Meeting, No. 18 (Special), April 9, 2024 be approved."*

**CARRIED**

2. **Resolve into Committee of the Whole – Closed Session**

Moved by Trustee Saarinen

Seconded by Trustee Leblanc

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

- *Financial Matter (051-24)*
- *Personnel Matter (050-24)*

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

**CARRIED**

3. Report of Committee of the Whole – Closed Session

Moved by Trustee Saarinen

Seconded by Trustee Sitch

*“THAT the Report of the Special Board- Committee of the Whole- Closed Session items were delt with in their entirety.”*

CARRIED

PUBLIC SESSION:

4. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Sitch

*“THAT we do now adjourn at 9:13 p.m.”*

CARRIED



LAKEHEAD DISTRICT SCHOOL BOARD

**MINUTES OF FINANCE COMMITTEE**

Board Room / Microsoft Teams  
Jim McCuaig Education Centre

2024 FEB 28  
6:30p.m.

**TRUSTEES PRESENT:**

Ellen Chambers  
George Saarinen  
Patricia Johansen (virtual)  
Leah Vanderwey  
Donica LeBlanc (virtual)

Ron Oikonen (virtual)  
Scottie Wemigwans  
Trudy Tuchenhagen

**TRUSTEES ABSENT, WITH REGRET:**

Ryan Sitch

**SENIOR ADMINISTRATION:**

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

**RESOURCE:**

Angela Lee-Wiwcharyk, Manager of Financial Services  
Charity Rydholm, Executive Secretary

**PUBLIC SESSION:**

1. **Call to Order**

Trustee Wemigwans, Chair, called the meeting to order at 6:32pm.

2. **Disclosure of Conflict of Interest**

There were no disclosures of Conflict of Interest.

3. **Approval of the Agenda**

Moved by Trustee Vanderwey

Seconded by Trustee Chambers

*“THAT the Agenda for the Finance Committee Meeting of February 28, 2024, be approved.”*

**CARRIED**

4. **Delegations**

There were no delegations.

5. Approval Of Minutes

Moved by Trustee Tuchenhagen

Seconded by Trustee Vanderwey

*“THAT the Finance Committee approve the Minutes of the Finance Committee Meeting January 30, 2024.”*

CARRIED

6. Information Reports

7.1 2024-2025 Budget (035-24)

Kirsti Alaksa, Superintendent of Business, presented the 2024-2025 Preliminary Analysis Budget. All questions were addressed.

7. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Johansen

*“THAT we do now adjourn at 7:03 p.m.”*

CARRIED

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2024 APR 23  
Report No. 052-24

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 Lakehead Public Schools.

2. Situation

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

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

2.2 Lakehead District School Board continues to act in response to the Truth and Reconciliation Commission of Canada Calls to Action; in particular, focusing on Calls 53, 62, 63, and 65 as they relate to public education:

- Provide education to public servants on the history of 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 Studies AQ courses and other learning opportunities related to Indigenous histories, cultures, and perspectives have been offered for reimbursement to educators;
- staff professional development awareness sessions connected to Orange Shirt Day, Missing and Murdered Indigenous Women, Girls, and 2SLGBTQQA+ People (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 is available to visit our schools;
- a learning continuum is being developed and implemented to ensure that students at each grade level have consistent 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; NBE3C is being developed collaboratively this year by our secondary program team and teachers from across the system;
- space is provided in schools for Indigenous community partners to share knowledge and cultural teachings;
- developing an Indigenous Cultural Safety Strategy in consultation with Board, school, and community stakeholders including students, staff, parents, Elders, and community partners;
- Treaties education using the Indigenous People’s Atlas Giant Floor Map;
- embedding First Nations, Métis, and Inuit (FNMI) education goals and strategies in Board and school student achievement plans.

### 4. Supports for Indigenous Education

- 4.1 Program staff (FNMI partnership coordinator and resource teachers) continue to work collaboratively within system initiatives to provide learning opportunities that support staff and student learning. New roles added to the central team include the Indigenous student well-being and engagement coordinator.
- 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 (SSW) in five elementary schools (McKellar Park Public School, St. James Public School, Algonquin Avenue Public School, Ogden Community Public School, and Sherbrooke Public School) and in all three secondary schools. This role is critical to provide holistic supports for FNMI students to support academic achievement and well-being.

- 4.4 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.
- 4.5 Kendomang Zhagodenamnon Lodge (KZ Lodge), an alternative secondary program, continues to be offered in partnership with the Thunder Bay Indigenous Friendship Centre for self-identified FNMI students, 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.
- 4.6 First Nations, Métis, and Inuit Studies and Native Language courses continue to be offered system-wide at the secondary level. Native as a Second Language (Ojibwe) is offered as an alternative to French as a Second Language at five elementary schools.
- 4.7 Anishinaabemowin Revitalization project began this year with a focus on providing opportunities to strengthen language skills amongst the team of language teachers. This team is developing a language continuum to create consistency within language programs across the system.
- 4.8 Reach Ahead credits are being offered in August to all self-identified FNMI Grade 8 students entering secondary school.
- 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.
- 4.10 A Jordan's Principle service coordinator was hired through Jordan's Principle funding to support First Nations students and families to access services and resources that will help to meet identified needs that support student well-being and academic achievement.
- 4.11 A Thirteen Moons resource has been developed in consultation with educators, community partners, and Miiniwewinan: Indigenous Education Advisory Committee to support educators in their long-range planning. A plan is being created to share this resource across the system.

## 5. Next Steps

- 5.1 Re-engagement and rebuilding of relationships with families and students who became disengaged during the COVID-19 pandemic.
- 5.2 There is a continued need to provide significant levels of support during the various transitions experienced by Indigenous students, including transitions to post-secondary.
- 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.
- 5.6 Reflecting on the impact of specific roles and how they can be adjusted to better meet the needs of FNMI students at the secondary level (e.g., revising the graduation coach manual, refocusing the role of SSW to better support student re-engagement).
- 5.7 Extending the Kendomang Zhagodenamnon Lodge program to Superior Collegiate and Vocational Institute to ensure students across the system have access to the program.

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.

Miigwech.

Respectfully submitted,

KALI BERNST  
Principal of Indigenous Education and Program

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

HEATHER HARRIS  
Superintendent of Education

JANE LOWER  
Superintendent of Education

SHERRI-LYNNE PHARAND  
Director of Education

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2024 APR 23  
Report No. 054-24

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

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

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



## 2.2 Safe and Accepting Schools Committee

The current members of the committee are:

- Michelle Probizanski, Chair, Superintendent of Education;
- Dave Covello, Manager of Information Technology and Corporate Planning;
- 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
- Alexander Lod, Elementary Vice Principal.

## 2.3 Key Actions for the 2023-2024 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:

- installed new kiss n' go at Westmount Public School;
- installed new exterior lighting at Westmount Public School;
- accessible washroom upgrades at Whitefish Public School;
- accessible washroom upgrades at Westmount Public School;
- new security AI phone system (replaces iDoor system);
- new security AI phone system for Sherbrooke Public School and daycare; and
- installed vape sensors at the three secondary schools (placed in one washroom per site as a trial).

### 2.3.2 Processes and Practices

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

- 6020 Extended Field Trip Policy;
- 6021 Day Field Trip Policy;
- 7030 Human Rights and Workplace Harassment Policy;
- 7040 Violence in the Workplace Policy;
- 3091 Security Policy;
- 8020 Access to Schools/Board Premises Policy; and
- 9030 Playground Structures Policy.

### 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 are required to take a course on concussions and review the Board's 8074 Student Concussion Management Policy and Procedures. All new staff must complete the training. 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;
- Ontario School Board Anti-Sex Trafficking Protocol Part 1;
- 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 Born 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 and during staff meetings:

- Building a Positive School Culture;
- Student Safety and Violent Incident Prevention;
- Bullying Prevention; and
- Progressive Discipline and Promoting Positive Student Behaviour.

All Grades 7 and 8 teachers were trained in Restorative Practices.

#### 2.3.4.2 Training – Administrators

All administrators received training on Human Rights and Equity and participated in an audit of the Individual Education Plans of the students in their schools.

#### 2.3.4.3 Information and Technology Update

Computer Services runs quarterly cyber awareness phishing campaigns to all staff using KnowBe4's security-awareness training and simulated phishing platform. The training and phishing campaign helps inform our staff of threats to information security and educates users to protect themselves and our school Board from possible threats.

The quarterly phishing campaigns send out a series of emails to all staff over a period of two weeks. If an email recipient opens, clicks, scans, or replies to the phishing email, they will be sent additional training.

#### 2.3.4.4 Mental Health

Policy/Program Memorandum (PPM) 169 was launched in January 2024, which guides the mental health team's work throughout the year. Part of the PPM indicated that each board have a Suicide Prevention, Intervention and Postvention Protocol which has been launched this past year. Mandatory mental health literacy modules for Grades 7 and 8 were launched in January 2024. All schools conducted the school climate survey during the 2023-2024 school year, which is done every two years.

#### 2.3.4.5 Bullying Prevention and Intervention

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

All schools were offered funds to provide anti-bullying initiatives in their schools; some examples included, creating a buddy bench, buying intramural equipment to start a leadership group, and creating friendship bracelets together.

The Bullying Reporting Portal was launched on the Board's main webpage, enabling all stakeholders the opportunity to report personal or school safety concerns anonymously.

The Board held a Pink Day T-Shirt Logo Contest, with the winning submission being printed on pink shirts for all staff and students to wear on Pink Shirt Day, February 28, 2024.

#### 2.3.4.6 School/Staff Presentations

Individual schools, and the system, 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:

- Karl Subban – Perseverance;
- Dr. Chris Mushquash – Managing the Use of Screens;
- Thunder Bay Police – Cyberbullying and Online Safety, Anti-Sex Trafficking, Bully Prevention and Intervention;
- Mothers Against Drunk Drivers (MADD);
- Thunder Bay Fire – Fire Safety;
- Thunder Bay District Health Unit – Bike Safety, Healthy Relationships, My Body is Mine, Substance Education, 2SLGBTQIA+ Programming;
- Rainbow Collective – 2SLGBTQIA+ Programming;
- Dwayne Morgan – Sense of Belonging and Connection;
- Chief Cadmus Delorme – Indigenous Beauty and Brilliance, Sense of Identity and Belonging;
- Joel Agowissa – Indigenous Beauty and Brilliance, Sense of Identity and Belonging;
- Superior Life Skills – Variety of Programs;
- Moffat Makuto – Multicultural Youth Centre - Anti-Bullying;
- Children’s Centre Thunder Bay – Choices Program;
- O.P.P. – Anti Bullying;
- Fighting Walleye – Anti-Bullying;
- Mushkiki/Indigenous Friendship Centre – Safe School Language; and
- OPG – Water Safety.

2.4 Suspension Data, Elementary and Secondary, 2021-2022, 2022-2023 \*

	<b>Ont. Reg. 440/20 (306) Powerschool <u>2021-2022</u></b>	<b>Ont. Reg. 440/20 (306) Powerschool <u>2022-2023</u></b>
<b>Type of Behaviour</b>	<b>Number of Suspensions of Each Infraction</b>	<b>Number of Suspensions of Each Infraction</b>
	<b>2021-2022</b>	<b>2022-2023</b>
Bullying	26	16
Code of Conduct, Board & school policy	160	103
Conduct Affecting Safe Learning Environment	15	28
Conduct Injurious To Moral Tone/Physical Well-Being	54	247
Fighting/Violence	68	47
Habitual Neglect of Duty	5	4
Incident Off School Property Impacting School	1	13
Influence of Cannabis	9	20
Influence of Alcohol	0	5
Opposition to Authority	36	41
Other	35	14
Possess Alcohol/Drugs	11	7
Possess Cannabis	6	6
Profanity and Swearing	11	7
Swearing at a Person of Authority	37	24
Utter Threat of Bodily Harm	7	10
Vandalism	3	7
Willful Destruction of School Property	1	8
Physical Assault	11	Not in use

	<b>Ont. Reg. 440/20 (310) Powerschool 2021-2022</b>	<b>Ont. Reg. 440/20 (310) Powerschool 2022-2023</b>
<b>Type of Behaviour</b>	<b>Number of Suspensions of Each Infraction  2021-2022</b>	<b>Number of Suspensions of Each Infraction  2022-2023</b>
Act Significantly Injurious to Moral Tone	5	2
Possess Weapon	1	3
Robbery	1	0
Serious Violation of Code of Conduct	0	4
Behaviour Resistant to Making Change	0	2
Threaten to Cause Bodily Harm w/Weapon	0	2
Physical Assault	0	5
Sexual Assault	0	5
Off-Site Activity Causing Risk at School	0	4

\*These numbers do not represent the total number of suspensions; each suspension may have more than one infraction listed. Total numbers of suspensions for 2021-2022 is 492 and 2022-2023 is 634.

### 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 We will continue to expand training in restorative practices.
- 3.3 We will continue to respond to the needs of the system, in collaboration with our community partners, to ensure that we are providing safe, welcoming, and inclusive school environments.

### 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

2024 APR 23  
Report No. 053-24

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 April 9, 2024, and have been referred to the Board for approval. The recommendations are as follows:

**POLICY DEVELOPMENT - 3101 RISK MANAGEMENT POLICY (048-24)**

*It is recommended that Lakehead District School Board approve 3101 Risk Management Policy, Appendix A to Report No. 048-24.*

**POLICY REVIEW – 4040 FRENCH IMMERSION POLICY (049-24)**

*It is recommended that Lakehead District School Board approve the 4040 French Immersion Policy, Appendix A to Report No. 049-24.*

**3002 ANNUAL EVALUATION OF THE DIRECTOR OF EDUCATION POLICY (047-24)**

*It is recommended that Lakehead District School Board approve the review of 3002 Annual Evaluation of the Director of Education Policy, as indicated in Report No. 047-24.*

Respectfully submitted,

Donica LeBlanc  
Chair  
Board Advisory Committee

**RISK MANAGEMENT POLICY**1. Rationale

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

2. Policy

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

3. Guiding Principles

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



**RISK MANAGEMENT POLICY**

4. Overview of Responsibility

Governance of risk management applies to the following:

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Trustee Code of Conduct	April 23, 2024	
Audit Committee		
3002 Annual Evaluation of the Director of Education		
3092 Privacy and Information Management Policy		
District School Board Multi-Year Plan		
Education Act		
Ontario Regulation 361/10: Audit Committees		
ISO 31000(2018) Risk Management Guidelines		
	<u>Date Revised</u>	

1. Policy

This Risk Management Procedure supports the Risk Management Policy.

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

2. Purpose

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

2.2 The objectives of the risk management procedure are to:

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

**3. Legal Framework**

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

**4. Risk Attitude**

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

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

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

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

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

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

<sup>2</sup>

The Audit Committee:

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

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

The Director of Education:

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

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

For LDSB top risks (risks and opportunities):

Assign accountability:

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

**RISK MANAGEMENT PROCEDURES**

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

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

Senior Management:

Senior management will assist the director of education by:

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

All staff will:

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

**RISK MANAGEMENT PROCEDURES**

6. Implementation

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

7. Evaluation & Continuous:

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

<u>Cross Reference</u>	<u>Date Received</u>	<u>Legal Reference</u>
_____	April 23, 2024	_____
_____	<u>Date Revised</u>	_____

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<b>CURRICULUM AND INSTRUCTION</b>	<b>4000</b>
<b>FRENCH IMMERSION POLICY</b>	<b>4040</b>

1. Rationale

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

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

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

2. The Policy

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

3. Definitions

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

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

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

4. Guidelines

Early French Immersion

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

4.2 The Early French Immersion program shall be offered subject to adequate enrolment and the availability of qualified staff, at locations designated by LDSB.

<b>CURRICULUM AND INSTRUCTION</b>	<b>4000</b>
<b>FRENCH IMMERSION POLICY</b>	<b>4040</b>

- 4.3 To provide the most appropriate program for students experiencing significant difficulties, compounded by learning a second language, the principal may recommend to parents a transfer of the student to the English program.
- 4.4 Where applicable, the Early French Immersion program will operate under the same principles of school organization as other Junior Kindergarten to Grade 8 schools within LDSB.
- 4.5 In the dual track elementary school, French Immersion and English programs will be staffed separately.
- 4.6 Students in the urban area will be transported from designated neighbourhood pick-up points to the French Immersion schools. Transportation for rural students will be provided where suitable arrangements can be made at a reasonable cost.

Continuing French Immersion

- 4.7 The Continuing French Immersion Program will be considered a Grade 9 - 12 program.
- 4.8 The Continuing French Immersion Program will be available to graduates of an elementary French Immersion Program or to any student deemed capable.
- 4.9 The Continuing French Immersion Program shall be offered subject to adequate enrolment and the availability of qualified staff, at a location(s) designed by LDSB.
- 4.10 Courses will normally be offered at the academic and university level until such time as numbers warrant.
- 4.11 The course selection will be on a limited program basis until such time as numbers warrant.
- 4.12 The secondary facility at which the program is housed will be staffed as one school.



<b>CURRICULUM AND INSTRUCTION</b>	<b>4000</b>
<b>FRENCH IMMERSION POLICY</b>	<b>4040</b>

5. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
3040 Transportation  Bd. Resolution - March 6, 1984	October 1985  <u>Date Revised</u> June 24, 2008 June 28, 2016 April 23, 2024	_____  _____