



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. 20

Tuesday, May 28, 2024

Jim McCuaig Education Centre

Sherri-Lynne 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 – 6:30 p.m. (SEE ATTACHED AGENDA)		
6. Report of Committee of the Whole – Closed Session		
7. Land Acknowledgement		
8. Delegations/Presentations		
8.1 Trustee Recognition Award – Andrea Lampo	D. LeBlanc	
8.2 Celebrating Student Achievement - École Elsie MacGill Public School: Creating a Community Within a Community	H. Harris	1-2

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. 19 - April 23, 2024	E. Chambers	3-7
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 – May Report	M. De Franceschi	Handout
11.3	Indigenous Student Trustee – May Report	E. Drake	Handout
11.4	Updates from the Chair/Director	E. Chambers/ S. Pharand	Verbal
11.5	Mental Health Report (066-24)	M. Probizanski	8-12
11.6	Human Rights, Equity, And Inclusive Education (065-24)	J. Lower	13-19
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 (067-24)	D. LeBlanc	20-30
14.1	Policy Review – 9030 Playground Structures Policy (059-24)		
	<i>It is recommended that Lakehead District School Board approve 9030 Playground Structures Policy, Appendix A to Report No. 059-24.</i>		
14.2	Policy Review – 3093 Electronic Information Security Policy, 3096 Information/Communication Technology Policy, 8092 Code of Conduct Policy (061-24)		
	<i>It is recommended that Lakehead District School Board approve the review of 3093 Electronic Information Security Policy, 3096 Information/Communication Technology Policy and 8092 Code of Conduct Policy.</i>		
14.3	Policy Review – 8020 Access to Schools Policy (060-24)		
	<i>It is recommended that Lakehead District School Board approve 8020 Access to Schools Policy, Appendix A to Report No. 060-24.</i>		
14.4	Policy Review – 3061 Reclamation of Properties Policy (042-24)		
	<i>It is recommended that Lakehead District School Board Approve 3061 Reclamation of Properties Policy, Appendix A to Report No. 042-24.</i>		
14.5	Approval Of 2024-2025 Board Advisory Committee and Regular Board Meeting Schedule (062-24)		
	<i>It is recommended that Lakehead District School Board approve the revised 2024-2025 Board Advisory Committee and Regular Board Meeting Schedule, as set out in Appendix A to Report No. 062-24.</i>		
14.6	2024 To 2032 Policy Review Schedule (056-24)		
	<i>It is recommended that Lakehead District School Board approve the 2024 to 2032 Policy Review Schedule, Appendix A to Report No. 056-24.</i>		

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		
15.1	Special Education Advisory Committee Request for Approval of Correspondence (064-24)	M. Probizanski	31-34
	<i>It is recommended that Lakehead District School Board approve the request from the Special Education Advisory Committee to send correspondence of support to the Minister of Education, as outlined in Report No. 064-24.</i>		
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 Elsie MacGill

Title of Initiative: Creating a Community Within a Community

Components of Initiative	School's Details
1. Description of the nature of the initiative to improve student achievement	Being one of three French Immersion (FI) schools, we wanted to ensure the success and continuation of our Grade 8 FI students as they transition into high school. We wanted to create a community within a community to ensure success in Grade 9.
2. Rationale for selecting the initiative	We know that each of the three FI schools have strong student leaders within them. We also know that these students will come together at Hammarskjold High School as a new group of Grade 9s in French Immersion. We wanted our students to have the opportunity to get to know the other students (as geographically the schools are all very spread out) in preparation for high school, as well to encourage the continuation of FI learning in high school. Participation in these activities can enhance language skills and overall student engagement, which is linked to higher academic achievement.
3. Intended outcomes of the initiative related to improved student achievement	By bringing these schools together, the goal is to create an enriched, supportive, and resource-rich environment that promotes higher levels of student achievement through better language education, enhanced learning opportunities, and a cohesive school community. We want to begin creating a new community for our students within the current community they are already part of.
4. Description of the data used	Given that this initiative is in year two, there is not a lot of data to collect specific to the students at École Elsie MacGill. However, we know from former students that retention in FI can vary – some students stay in FI for the four years of high school and some transfer out. Part of what we wanted to create was a feeling of comfort and friendships within the students in all three FI schools. We will be following these kiddos into Grade 9 to see how they feel, their thoughts towards high school, and French immersion.

5. Brief description of the significant activities or strategies involved with the initiative	<ul style="list-style-type: none"> • Grades 7-8 Carnaval Mixer – including an outdoor Carnaval of events, traditional dancing and enjoying a meal prepared by the students (in the French culinary class). • Cooking with M. Miller at Hammarskjold High School in preparation for the carnival. • Participating in Diplôme d'études en langue française (DELF) preparation – meeting the educators from the other schools. • Coming together for Hammarskjold High School's Powwow. • Working with Hammarskjold High School students and shop teachers to introduce students to and promote the skilled trades.
6. One or two highlights of the above activities	<ul style="list-style-type: none"> • Interviewing the students from all three schools (unprompted) to hear their feedback on the experience – positive, grateful, and happy to be part of the experience. • Seeing peer groups from the three schools begin to socialize and form friendships (sharing contact information etc.) – with our goal of new friendships in high school.
7. Description of any unexpected results or “moments of serendipity” related to the initiative	<ul style="list-style-type: none"> • In year one, without prompting or scheduling, we witnessed the students start their own dance at the end of the day. Students from all three schools joined in with nearly 100% participation. This cemented that we were on the right path. • Being in year two, these students had been looking forward to the events – this was shared multiple times by the students from all three schools.
8. Description of one or two interesting findings that would be useful or helpful to other schools	<ul style="list-style-type: none"> • Involve the students – make them part of the plan. When they are part of it and feel their voices are being heard, they are more apt to participate. • Find and develop activities to meet the needs of all the learners – sports, academics, the arts etc.
9. Identification of one or two noteworthy hurdles or stumbling-blocks	<ul style="list-style-type: none"> • Organizing and finding time in very busy school schedules that includes all three schools. • Weather can be tricky and needs to be accounted for, especially for outdoor activities.
10. Next steps in pursuing the initiative	<ul style="list-style-type: none"> • We will continue to provide these opportunities to our intermediate students and to involve the other two FI schools. Given this is year two and it has been successful each year, we will continue to plan and endeavor to make improvements.
11. Lessons learned about the school's efforts to improve student achievement	<ul style="list-style-type: none"> • Sometimes students need to leave their comfort zone. They have typically been with the same classmates for many years. This opportunity allows them to expand that peer group in preparation for meeting them on a daily basis in high school.

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF REGULAR BOARD MEETING NO. 19

Board Room/Microsoft Teams
Jim McCuaig Education Centre

2024 APR 23
7:30 P.M.

TRUSTEES PRESENT:

Ellen Chambers (Chair)
Donica LeBlanc (Vice Chair)
Pat Johansen
Ron Oikonen
George Saarinen
Trudy Tuchenhausen
Leah Vanderwey
Scottie Wemigwans (Indigenous Trustee)

Emily Drake (Indigenous
Student Trustee)
Morgann De Franceschi
(Student Trustee)

ABSENT WITH REGRET:

Ryan Sitch
Kirsti Alaksa, Superintendent of Business

SENIOR ADMINISTRATION:

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

FEDERATION/UNION REPRESENTATIVES:

Nancy Nix, Union Representative, ETFO-Elementary Occasional Teachers
Don Porter, Manager, Lakehead District School Board
Mike Judge, Vice Principal, École Elsie MacGill
Erin Aylward, Principal, École Elsie MacGill

PUBLIC SESSION:

1. **Approval of Agenda**

Moved by Trustee Saarinen

Seconded by Trustee LeBlanc

“THAT the Agenda for Regular Board Meeting No. 19, April 23, 2024 be approved.”

CARRIED

2. Resolve into Committee of the Whole – Closed Session

Moved by Trustee Vanderwey

Seconded by Trustee Johansen

“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. 17*
 - *March 26, 2024*
 - *Board Meeting No. 18 (Special), April 9, 2024*
- *Personnel Matter*

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

CARRIED

COMMITTEE OF THE WHOLE – CLOSED SESSION:

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 Vanderwey

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

1. *‘THAT Lakehead District School Board approve the Committee of the Whole – Closed Session Minutes of Regular Board Meeting No. 17, March 26, 2024.’*
2. *‘THAT Lakehead District School Board approve the Committee of the Whole – Closed Session Minutes of Board Meeting No. 18 (Special), April 9, 2024.’*

CARRIED

5. Delegations/ Presentations:

5.1. Five Mile After School Childcare

Parents, Michelle Riemer and Megan Valente presented a delegation to the Board on a proposed afterschool recreation/ childcare program for Five Mile Public School. All trustees' questions were addressed.

5.2. Celebrating Student Achievement –École Gron Morgan Public School– Diversity, Equity, Inclusion, and Belonging at École Gron Morgan Public School

Heather Harris, Superintendent of Education, introduced Angelina Tassone, Principal and Sheri Cressman, English Language Learner Teacher, École Gron Morgan Public School, who presented the report. All trustees' questions were addressed.

6. Approval of Minutes

6.1. Moved by Trustee Vanderwey

Seconded by Trustee Wemigwans

"THAT Lakehead District School Board approve the Minutes of Regular Board Meeting No. 17, March 26, 2024."

CARRIED

6.2. Moved by Trustee Saarinen

Seconded by Trustee LeBlanc

"THAT Lakehead District School Board approve the Minutes of Board Meeting No. 18 (Special), April 9, 2024."

CARRIED

MATTERS NOT REQUIRING A DECISION:

7. Student Trustee Report

Morgann De Franceschi, Student Trustee, presented her April report to the Board. Items addressed in the report included: visits to Hammarskjold High School and Westgate Collegiate and Vocational Institute to meet with the schools SAC to discuss issues facing students at both schools. On April 15, 2024, Student Trustee De Franceschi was asked by Jamie Smith, Communications Supervisor, to be the youth representative on the judging panel for the Tbaytel Good Community Fund to take place in early June. All trustees' questions were addressed.

8. Indigenous Student Trustee Report

Emily Drake, Indigenous Student Trustee, presented her April report to the Board. Items addressed in the report included: visits to Hammarskjold High School and Westgate Collegiate and Vocational Institute (Westgate CVI) to meet with the schools SAC to discuss issues facing students at both schools, on April 4, 2024, she had the opportunity to speak with most of the Grade 8 First Nations, Métis, and Inuit students who are choosing Superior Collegiate and Vocational Institute (Superior CVI) as their secondary school, Emily also visited with Superior CVI's Spanish club on April 10, 2024, to share the Anishinaabemowin language with them. All trustees' questions were addressed.

9. Updates from the Chair/ Director

Sherri-Lynne Pharand, Director of Education, informed the Board that it is the arts season at Lakehead Public Schools, with a number of upcoming plays including, Zombie Prom at Westgate CVI, Mean Girls at Superior CVI and Nor'wester View Public School's production of Matilda. Director Pharand informed the Board that last week was volunteer week and expressed, on behalf of the Board, gratitude to all of the volunteers at Lakehead District School Board, including students, parents/ guardians, staff, and community partners. Director Pharand informed the Board that coming up is National Administrators' Day and she wanted to extend thanks to all of Lakehead Public Schools principals and vice principals.

Chair Ellen Chambers informed the Board that she had no further updates.

10. Finance Committee Meeting Minutes

February 28, 2024 minutes were included in the Board package for trustees' information.

11. Indigenous Education Report (052-24)

Heather Harris, Superintendent of Education, introduced Kali Bernst, Principal of Indigenous Education and Program, along with Jasmine Sgambelluri, First Nations, Métis, and Inuit Education Resource Teacher, who presented the report. All trustees' questions were addressed.

12. Safe Schools Report (054-24)

Michelle Probizanski, Superintendent of Education, presented the report. All trustees' questions were addressed.

MATTERS FOR DECISION

13. Recommendations from the Board Advisory Committee (053-24)

Policy Development – 3101 Risk Management Policy (048-24)

Moved by Trustee LeBlanc

Seconded by Trustee Saarinen

“THAT Lakehead District School Board approve 3101 Risk Management Policy, Appendix A to Report No. 048-24.”

CARRIED

14. Recommendations from the Board Advisory Committee (053-24)

Policy Review – 4040 French Immersion Policy (049-24)

Moved by Trustee LeBlanc

Seconded by Trustee Johansen

“THAT Lakehead District School Board approve the 4040 French Immersion Policy, Appendix A to Report No. 049-24.”

CARRIED

15. Recommendations from the Board Advisory Committee (053-24)

3002 Annual Evaluation of the Director of Education Policy (047-24)

Moved by Trustee LeBlanc

Seconded by Trustee Oikonen

“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.”

CARRIED

16. Ad Hoc and Special Committee Reports

17. New Reports

18. New Business

19. Notices of Motion

20. Information and Inquiries

20.1. Trustee Wemigwans inquired if the trustees could get a copy of the PowerPoint presentation on the Five Mile After School Childcare Program. Kelly Stewart Doromko to provide all trustees with a copy.

20.2. Trustee Saarinen informed the Board that, along with himself, Trustee Johansen, and Superintendent Lower, attended Zombie Prom on Wednesday evening.

20.3. Trustee Wemigwans informed trustees that he, along with Superintendent Keene, representatives from the Thunder Bay Catholic District School Board met with Fort William First Nation (FWFN) representatives, Chief Michele Solomon and Education Manager, Myra Bannon, who brought forward their concerns on the increasing violence within the schools in Thunder Bay. Inquires were made by FWFN representatives as to what the school boards are doing to address this.

20.4. Trustee Johansen thanked Superintendent Keene for organizing the math demo on April 15, 2024 at Hammarskjold High School. Trustee Johansen informed the Board that she along with Trustees Vanderwey and Chambers attended Algonquin Avenue Public School to meet the principal visiting from New Zealand.

20.5. Chair Chambers informed the Board that she attended the Diversity Thunder Bay event where Anthony Jeethan, Human Rights and Equity Advisor, presented on topics that included misconceptions in sexual education in schools.

21. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Johansen

“THAT we do now adjourn at 9:23 p.m.”

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2024 MAY 28
Report No. 066-24

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

RE: MENTAL HEALTH REPORT

1. Background

- 1.1 Lakehead District School Board (LDSB) is committed to student achievement and well-being and aims to promote resiliency and well-being of students and staff and to ensure a caring and inclusive learning and working environment.
- 1.2 Lakehead District School Board continues to employ regulated mental health professionals to service students in our schools.
- 1.3 Lakehead District School Board has developed a new three-year mental health strategy, 2024-2027, attached as Appendix A. This three-year strategy is aligned with the objectives set out in Policy/Program Memorandum (PPM) 169 which was released by the Ministry of Education in January 2024.

2. Situation

- 2.1 Lakehead District School Board aligns its three-year strategy with PPM 169 which outlines requirements for school boards and school authorities, to provide culturally responsive, evidence-informed student mental health promotion, prevention and early intervention services that respect students as complex individuals and provide appropriate supports for their diverse needs. As well, this memorandum outlines the importance of school boards working within the broader provincial system of care to help provide clear pathways to and from more intensive community and hospital-based mental health services, when needed.
- 2.2 Lakehead District School Board aims to enhance the quality and consistency of mental health promotion, prevention and early intervention programming in our schools by using resources provided by School Mental Health Ontario (SMHO). School Mental Health Ontario works alongside the Ministry of Education, school districts and school authorities and provincial education and health organizations to develop a systematic and comprehensive approach to school mental health. School Mental Health Ontario provides leadership and guidance about best practices in school mental health, implementation coaching, tailored, co-created resources, mental health literacy for educators and school/system leaders, training for school mental health professionals, mental health awareness for parents/families and a platform for student voice and leadership in school mental health.

- 2.3 Lakehead District School Board continues to have an ongoing community partnership with the Thunder Bay District Health Unit (TBDHU) Family and School Health Program. The public health nurses that are mandated to work in our schools have provided educational program sessions to 1404 students in Grades 1 -12 from September to April so far this school year in mental health and substance related topic areas including stress and resilience, bullying and mental health promotion.
- 2.4 The TBDHU 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. 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. Currently the YMHAC Program is active in six elementary schools.
- 2.5 Lakehead District School Board currently has six social work positions 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 continue to meet the needs of their schools by also providing classroom, staff, and parent presentations on topics contextually relevant based on school requests.
- 2.6 Lakehead District School Board contracted one Child and Youth Worker (CYW) from September to June of this school year to service students in Grades 3 and under, struggling with externalizing behaviours including anger, aggression, impulsivity, and difficulties with peers. This CYW also works under a brief services model providing individual skill building sessions, parent consultations and community referrals when appropriate. This CYW works as part of the mental health team and serves to assist student transitioning to and from the community day treatment program.

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 Lakehead District School Board has an ongoing partnership with the Child Development Institute and their Universal SNAP (Stop Now and Plan) for schools' program. Delivered to students ages six to eleven, this program focuses on helping participants develop SNAP skills to promote a positive change in behaviour. In January 2024, a trainer from the Child Development Institute came to Thunder Bay to train the elementary social workers as well as some primary planning teachers, special education facilitators and administrators of interested schools. This was in an effort to build internal capacity of the schools. Thirteen individuals from ten elementary schools were trained and currently the program has rolled out to classrooms in all of those schools this spring.

- 3.3 Lakehead District School Board has been participating in the Preventure Program Pilot Project through SMHO and Youth Wellness Hubs Ontario. Preventure is an evidence based, personality focused program for youth ages 12-18 that has been shown to delay and/or reduce substance use and mental health problems by up to 50%. Elementary school social workers and two school public health nurses were trained in Preventure and delivered workshops to students who qualified on a substance use personality screener in Grades 7 and Grade 8 at Claude E. Garton Public School.
- 3.4 Lakehead District School Board social workers, as well as six school staff from elementary and secondary that are active in facilitating their Gender Sexuality Alliance, took part in a two-day training by SMHO providing them with the opportunity to learn to facilitate Western University's 2SLGBTQIA+ Health Relationship Modules. This program includes 17 optional modules that tie in well to other healthy relationships programming that is already being facilitated in our schools.
- 3.5 In the fall of 2023, all Grades 7 and 8 teachers were trained in facilitating the new Ministry of Education mandated mental health modules that align with the Physical Health and Education curriculum. There are three mental health modules in each grade that were required to be rolled out starting in January of 2024.
- 3.6 Lakehead Public Schools has expanded their collaboration with Thunder Bay Counselling and the CHOICES Program. The CHOICES program is a life skills program that supports youth, ages 12-17, to make positive choices and historically has been run in secondary schools. This year the CHOICES program received permission to modify their delivery to include a classroom approach and was able to offer programming to five of our elementary schools including École Elsie MacGill Public School, Vance Chapman Public School, Nor'wester View Public School and Kakabeka Falls Public School.
- 3.7 Lakehead Public Schools is working collaboratively with the Northwestern Ontario Eating Disorder Prevention Initiative to obtain relevant training opportunities for the mental health team on screening students appropriately and understanding pathways to relevant services in our community.
- 3.8 Lakehead Public Schools continue to collaborate with Dr. Aislin Mushquash from Dilico Anishinabek Family Care on working to implement the "JoyPop app" for students who are waiting for individual school based mental health services. The JoyPop app targets emotion regulation and builds resilience through the development of healthy stress management skills.
- 3.9 Lakehead District School Board is currently working on implementing measurement-based care into its individual mental health services. The Greenspace Mental Health measurement-based care platform has been purchased and will be utilized to track client progress throughout treatment, using consistent patient-reported outcome measures. The goals of this initiative include incorporating data and insights into clinical discussions, helping our social workers make evidence based clinical decisions and empowering students who are receiving services by giving them more opportunities to see their progress and how decisions are made about the care they receive.

- 3.10 Lakehead District School Board continues to work with community-based child and youth mental health agencies in joint local planning with a goal to implement a coordinated mental health care system including standardized partnerships, protocols and processes, clarifying roles and responsibilities, and establishing clear pathways to and from school services.
- 3.11 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.
- 3.12 The elementary climate survey was administered to students in Grades 4 to 8, in November of 2023, coinciding with anti-bullying week. Results have recently been received and sent to school administrators to assist them with understanding success and challenges in their schools in relation to topics such as healthy eating, physical activity and screen time, mental health and wellbeing, safety and inclusion, and substance use. The elementary climate has a biannual requirement through the Ministry of Education and survey development and data dissemination was supported by the TBDHU.
- 3.13 The secondary school climate survey, Compass (Cannabis Use, Obesity, Mental Health, Physical Activity, Alcohol Use, Smoking and Sedentary Behaviour), 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.
- 3.14 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 at 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.

- 3.15 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 continues to purchase an EMHWare license to securely collect and house students' clinical files. EMHWare is a secure, cloud-based software developed for mental health and additions service agencies.
- 3.16 In response to the Ministry of Education's PPM 169 requirements, the LDSB implemented a Suicide Prevention, Intervention and Postvention Protocol. This protocol was developed after consultation and collaboration with our local partners on the Youth Suicide Prevention Committee with the intent that all school administrators, educators, including guidance teacher-counsellors, must have working knowledge of these protocols and know how to reach out for help immediately on behalf of students.
- 3.17 Lakehead District School Board continues to be actively involved at community tables and committees related to the mental health of our students. We currently have representation from the mental health team at the following tables:
- Youth Gang Prevention;
 - Child and Youth Mental Health and Addiction Table;
 - Youth Suicide Prevention Committee;
 - Youth Tragic Events Response Team;
 - Youth Wellness Hubs Ontario Local Planning Team;
 - Parenting and Screen Impact Awareness Workgroup;
 - Thunder Bay Situation Table;
 - Eating Disorders Community Group; and
 - Youth Violence Prevention Programming.

4. Conclusion

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

Respectfully submitted,

MEGAN SEMENIUK
Mental Health Lead

MICHELLE PROBIZANSKI
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2024 MAY 28
Report No. 065-24

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

RE: HUMAN RIGHTS, EQUITY, AND INCLUSIVE EDUCATION

1. Background

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

2. Situation

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

Mandate of the Committee:

Lakehead District School Board aims to foster caring, safe, inclusive, and engaging learning environments that support the well-being and success of diverse students.

This committee advises on equity and inclusive education to:

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

2.2 Equity and Inclusive Education Advisory Committee 2023-2024 members were:

- Jane Lower, Chair, Superintendent of Education;
- Anthony Jeethan, Human Rights and Equity Advisor;
- Leslie Hynnes, Principal;
- Kathleen Mercier, Teacher and ETFO Representative;
- Dinah Jung, Teacher and ETFO Representative;
- Carlos Santander-Maturana, OSSTF and SSP Representative;
- Jenny Fenton, Manager, Human Resources;
- Megan Semeniuk, Mental Health Lead;
- Maggie Fredrickson, Principal of Special Education;
- Ellen Chambers, Trustee;
- Patricia Johansen, Trustee;
- Kali Bernst, Principal of Indigenous Education and Program;
- Meghan Smelow, Student Success Lead;
- Serena Essex, Miiniwewinan Representative;
- Becky Krawchuk, Teacher and OSSTF Representative;
- Lorraine Mashongoane, PIC Representative;
- Robin Cawlishaw, PIC Representative; and
- Amy Massalin, SEAC Representative.

3. Equity and Inclusive Education Initiatives

3.1 Lakehead District School Board develops and implements initiatives that advance equity and inclusive education. During this reporting period, the following five areas were addressed.

3.1.1 Policy and Procedures

Lakehead District School Board is committed to upholding human rights and fostering equity. To fulfill this obligation, LDSB develops new policies and updates old policies. Policies and procedures are developed in accordance with legislated requirements, including the Policy and Program Memoranda from the Ministry of Education. In addition, the reviews are conducted with an equity, diversity, and inclusion lens to support the needs of diverse groups. Lakehead District School Board engages in consultation with stakeholders and the community about these policies and the supporting procedures for implementation. The following ten policies and their implementation procedures were prepared and approved for use at LDSB:

- 7030 Human Rights and Workplace Harassment Policy;
- 7040 Violence In The Workplace Policy;
- 7090 Accountability Policy;
- 6020 Extended Field Trip Policy;
- 6021 Day Field Trip Policy;
- 8020 Access to School/Board Premises Policy;
- 9030 Playground Structures Policy; and
- 1020 Equity and Inclusive Education Procedures, Appendices A-D (Equity Definitions, Schedule D Exemptions, Harmful Language Protocols).

In the coming year, LDSB will be looking at restructuring equity-focused policies to be reviewed on a more routine basis, in order to ensure they are consistent with current legislation and research.

3.1.2 Professional Learning

At LDSB, we provide capacity building and leadership related sessions for advancing human rights and equity. The senior team provides the necessary direction for this endeavour considering priorities and the current context both locally, and more broadly, in the education sector. We support administrators to meet their obligations including fulfilling the duty to accommodate students and staff. Among the ongoing efforts to support staff, the following are examples of key areas of focus during this reporting period:

- August Leadership 2023: Board administration and management were provided a session on recognizing bias and anti-oppressive approaches to education;
- Lakehead Adult Education Centre staff attended a session on anti-bias and teaching for equity in September 2023;
- the EIEAC included professional learning sessions facilitated by community partners from the Thunder Bay Indigenous Friendship Centre;
- results from the Student and Staff Census projects, including key analysis results, were presented to multiple groups within the Board such as union leads, Board Office staff, administrators, and members of the EIEAC;
- training was provided to information services technicians on equitable resource review and selection, along with a resource to assist in the process;
- four half-day learning sessions facilitated by Njeri Damali-Sojourner of Hicks Morley Law for members of senior administration and human resources on human rights-based investigations and workplace resolution;
- school based learning sessions were created and facilitated by the human rights and equity advisor (HREA) on topics including power and privilege, anti-Black racism, and anti-oppressive approaches; and
- the 7030 Human Rights and Workplace Harassment Policy was approved to support the equality rights of students and staff and it prohibits discrimination based on sex (includes pregnancy), race, ancestry, place of origin, colour, ethnic origin, citizenship, creed (religion), age, record of offences (in employment), marital status, family status, disability, sexual orientation, and gender identity or gender expression. The policy also prohibits workplace harassment and workplace sexual harassment. Administrators and senior team members were engaged in policy implementation related learning sessions.

3.2. Consultation and Advice on Human Rights and Equity Matters

The HREA is engaged in ongoing efforts to support staff leadership by increasing knowledge and enhancing skills to address human rights and equity related concerns and complaints.

The HREA is also accessible to families, students, and community members who may have human rights related issues with LDSB. Since September 2023, the HREA has been able to resolve approximately 91% of incoming calls or concerns. Many other concerns which have not currently been resolved are at different stages of the resolution process.

3.3 Student Leadership

3.3.1 In October 2023, Grades 7-12 students from across LDSB came together for a two-day workshop on equity, diversity, and inclusion, facilitated by presenters from Harmony Movement Canada. After completion of this event, students coordinated inclusion-focused activities to take place at their schools during May to June 2024.

3.3.2 In March 2024, four students from Superior Collegiate and Vocational Institute (Superior C.V.I.) attended an anti-racism leadership retreat in Calgary, Alberta. During this four-day event, Superior C.V.I. students met with other youth leaders from across Canada to learn strategies to empower youth voice and combat racism. Students from Superior C.V.I. returned to Thunder Bay and are currently planning a multicultural fashion show to celebrate diversity and encourage others to gain appreciation for different ways of knowing and being.

3.3.3 Peer mediators and students involved with Westgate Collegiate and Vocational Institute Specialist High Skills Major (SHSM) program attended a program on allyship and equity. This two-and-a-half-hour session provides a certificate of completion to SHSM students and connects teachings of equity and belonging to the workplace.

3.3.4 Gay Straight Alliance/Gender and Sexuality Alliance Activities (GSA)

All secondary schools, and some elementary schools, support and facilitate the work of their Gay Straight Alliances/Gender and Sexuality Alliances. Gay Straight Alliances/Gender and Sexuality Alliances are student-run groups that provide a safe place for all students to meet and learn about different orientations, provide support for each other, work together to combat homophobia/transphobia, raise awareness on human rights, and promote equality for all. Lakehead District School Board's secondary GSA student committees participated in a student leadership workshop facilitated by the Indigenous Friendship Centre in May 2024.

4. Community Partnerships

4.1 City of Thunder Bay Anti-Racism and Inclusion Accord

Lakehead District School Board is one of the original member organizations of this accord. We are working with city partners and community organizations to create an anti-racism and inclusion resource guide.

4.2 Diversity Thunder Bay

Diversity Thunder Bay consists of individuals and representatives of organizations working to celebrate difference, and end racism and discrimination in Thunder Bay. As a member organization, LDSB gains knowledge and shares expertise through engagement with key expert community agencies.

The HREA also provided a guest presentation for Diversity Thunder Bay and the public addressing some of the common misconceptions with the Health and Physical Education curriculum in Ontario.

4.3 Joint Protocol for Student Achievement

The local Children's Aid Society (CAS) and Dilico Family Care collaborated with local school boards and area counselling centers, to develop the Joint Protocol for Student Achievement (JPSA). The JPSA outlines the scope of important collaborative practices and processes to guide agencies and school boards as they develop and implement local protocols to support the educational success for students in the care of, or receiving child protection services, from CAS.

4.4 Pride Flag Recognition and Trans Flag Raising Events

During the month of June 2024, LDSB will continue to proudly recognize the flying of the Pride flag at all schools of LDSB. Lakehead District School Board will be hosting a flag-raising ceremony on May 31, 2024, ensuring that members of 2SLGBTQIA+ communities, and all students, know that they belong and have a safe space in our schools and offices. Many schools will be organizing events and activities to celebrate Pride. Hammariskjold High School will be hosting a school flag raising on June 3, 2024.

5. Equity, Diversity, and Inclusion Resources

5.1 Holy Day Accommodation Guide

Lakehead District School Board recognizes that our students and staff are members of a diversity of faith groups. To facilitate the accommodation of religious and Indigenous spirituality related needs, LDSB has created the Creed (Religious) Accommodation Guideline (posted on the LDSB website). In addition, we provide a holy day listing to facilitate this endeavor.

The holy day listing serves as a resource for students, educators, and school communities, celebrates the diversity of LDSB, and provides information regarding many faiths including Bahá'í, Buddhist, Christian, Jewish, Hindu, Islamic, and Sikh, holy days, and feasts.

The Holy Day List has been expanded to include more information on accommodation responsibilities for staff, considerations for event planning, and sample language for families to request accommodations based on creed.

5.2 Days of Significance List

The days of significance listing was created to recognize days of importance in Ontario, Canada, and includes days identified by the United Nations. These days are important reminders of rights-based issues, equity, diversity, and inclusion, and serve as a valuable tool for education. To raise awareness about the days of significance in education, the communications officer posts messages pertaining to the days on the LDSB website.

In addition, principals are now provided with a monthly reminder of upcoming Holy Days and Days of Significance to ensure no observances are accidentally missed.

5.3 Equitable Resource Selection Tool

In collaboration with the Indigenous Education Department, a checklist on equitable resource selection was developed and provided to library staff and administrators within the LDSB. This checklist helps staff ask critical questions on the resources in our learning environments to ensure all identities are being represented in ways that are truly fair and just, without falling into the traps of commonly accepted stereotypes or tropes.

6. Census

Student Census and Workforce Census

Census results have been disseminated amongst LDSB and we are currently in the planning phases of our next census efforts. The Student and Workforce Census will both run on a three-year cycle, ensuring adequate time between cycles for analysis, dissemination, and results to be reported. Additionally, other data collection efforts at LDSB will also endeavor to collect demographic information, ensuring that we can continue to address potential disparities which may occur.

7. Next Steps

7.1 Equity Plan 2024 – 2027

As the current Board Equity Plan comes to an end, LDSB has been engaging in consultations towards the creation of our next three-year action plan. The final draft of the plan will be presented to members of the EIEAC on June 13, 2024, and will be finalized for Board approval in the fall of 2024.

7.2 Continued Professional Learning

Ensuring equitable outcomes for students and equity amongst the workplace involves continuous growth and learning. In the coming year, LDSB aims to provide education sessions for administrators on their obligations under the Ontario Human Rights Code, addressing bias, and continued learning on culturally relevant practices. Similarly, it is also essential that all staff have a foundational understanding of the principles of equity, such as privilege, power, intersectionality, and discrimination. As such, LDSB will be looking at ways to ensure all staff, including new hires in the future, have access to this knowledge.

7.3 Student Leadership

Lakehead District School Board will be continuing to offer opportunities to engage student voice through the Harmony Movement Conference, Student Senate, GSA Summit, and continuing to partner with external organizations to provide opportunities for student learning and empowerment.

8. Conclusion

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

Respectfully submitted,

ANTHONY JEETHAN
Human Rights and Equity Advisor

JANE LOWER
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2024 MAY 28
Report No. 067-24

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 May 14, 2024, and have been referred to the Board for approval. The recommendations are as follows:

POLICY REVIEW – 9030 PLAYGROUND STRUCTURES POLICY (059-24)

It is recommended that Lakehead District School Board approve 9030 Playground Structures Policy, Appendix A to Report No. 059-24.

POLICY REVIEW – 3093 ELECTRONIC INFORMATION SECURITY POLICY, 3096 INFORMATION/ COMMUNICATION TECHNOLOGY POLICY, 8092 CODE OF CONDUCT POLICY (061-24)

It is recommended that Lakehead District School Board approve the review of 3093 Electronic Information Security Policy, 3096 Information/Communication Technology Policy and 8092 Code of Conduct Policy.

POLICY REVIEW – 8020 ACCESS TO SCHOOLS POLICY (060-24)

It is recommended that Lakehead District School Board approve 8020 Access to Schools Policy, Appendix A to Report No. 060-24.

POLICY REVIEW – 3061 RECLAMATION OF PROPERTIES POLICY (042-24)

It is recommended that Lakehead District School Board approve 3061 Reclamation of Properties Policy, Appendix A to Report No. 042-24.

APPROVAL OF 2024-2025 BOARD ADVISORY COMMITTEE AND REGULAR BOARD MEETING SCHEDULE (062-24)

It is recommended that Lakehead District School Board approve the revised 2024-2025 Board Advisory Committee and Regular Board Meeting Schedule, as set out in Appendix A to Report No. 062-24.

2024-2032 POLICY REVIEW SCHEDULE (056-24)

It is recommended that Lakehead District School Board approve the 2024 to 2032 Policy Review Schedule, Appendix A to Report No. 056-24.

Respectfully submitted,

Donica LeBlanc
Chair
Board Advisory Committee

FACILITIES AND EQUIPMENT	9000
PLAYGROUND STRUCTURES POLICY	9030

1. Rationale

Lakehead District School Board recognizes the need to promote positive play experiences within a safe and inclusive environment for all students.

2. Policy

It is the policy of Lakehead District School Board to support the practice of school communities forming parent committees to raise funds for the purpose of providing and installing approved playground structures.

3. Guidelines

3.1 Standards

All playground structures must conform to the standards from the Canadian Standards Association's Children's Playspaces (CSA) in effect at time of approval. This includes purchase, installation and ongoing inspections and maintenance. Application of this policy will align with 8012 Fundraising in the Schools Policy and 3100 Accessibility Policy.

3.2 Ownership

All donated and/or purchased structures shall become the property of the Board who will assume responsibility for the maintenance of the structure.

3.3 Responsibility

3.3.1 Parent committees are responsible for all costs associated with selection, purchase, site preparation materials, and manufacturer's final inspection.

3.3.2 School principals are responsible for the day-to-day safety of playground structures and the assignment of adequate supervision during school hours.

3.3.3 Plant maintenance department is responsible for final approval of the design, construction, location, and the annual inspections. Installation of play structures may be by Board maintenance employees.

FACILITIES AND EQUIPMENT	9000
PLAYGROUND STRUCTURES POLICY	9030

4. Extenuating Circumstances

Where circumstances arise which may require action in the best interest of a school community, the board may, at its own discretion, share part or all of the cost of new or replacement play equipment.

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>
"Children's Playspaces and Equipment", CAN/CSA-Z614 - National Standard of Canada	September 15, 1994	_____
Occupiers' Liability Act, R.S.O. 1990, c. O.2	<u>Date Revised</u> April 24, 2001 February 21, 2006 June 28, 2011	_____
8012 Fundraising in the Schools Policy	April 26, 2016 May 28, 2024	_____
3100 Accessibility Policy		

SCHOOL-COMMUNITY RELATIONS	8000
ACCESS TO SCHOOL/BOARD PREMISES POLICY	8020

1. Rationale

- 1.1 In order for schools to be an integral part of the community and society, access to schools by a wide variety of people is beneficial. The goals of Lakehead District School Board (LDSB) recognize and support the need for community-school involvement.
- 1.2 Lakehead District School Board encourages access to the schools and use of school facilities during and after school hours by the community. Schools, however, are a special place for learning. A swift response must be made to those who may wish to disrupt the learning environment or damage school property.

2. Policy

It is the policy of LDSB to ensure that every student, parent/guardian, community member, employee, and trustee are safe and welcome on school and LDSB premises, and that employees respond to unauthorized visitors in accordance with relevant legislation and LDSB policy.

3. Guiding Principles

- 3.1 Lakehead District School Board recognizes that control of access to school premises under its jurisdiction shall be in accordance with the appropriate acts and regulations.
- 3.2 This policy applies to all persons accessing school premises under the jurisdiction of LSDB. Lakehead District School Board is committed to providing a safe learning and working environment and preserving the integrity of the instructional day.
- 3.3 Lakehead District School Board endorses and promotes an access to school premises policy and procedures which are consistent with the values, traditions and distinctiveness of public schools.
- 3.4 Lakehead District School Board provides protection to all LDSB facilities and property under the appropriate acts and regulations. To facilitate this protection, all staff members are authorized by LDSB to prohibit entry or direct trespassers to leave the premises as required.
- 3.5 Lakehead District School Board authorizes school administrators and staff members to exercise rights as occupiers under the provisions of the Trespass to Property Act.
- 3.6 In dealing with incidents of trespassing, employees of LDSB should make every attempt to maximize cooperation and minimize confrontation. All employees should follow 8020 Access to School/Board Premises Procedures.

SCHOOL-COMMUNITY RELATIONS	8000
ACCESS TO SCHOOL/BOARD PREMISES POLICY	8020

- 3.7 During a political campaign, candidates or their representatives will not be allowed to:
- campaign during school hours;
 - hand out political literature during school hours; and/ or
 - post political signs at any time on school/LDSB premises.
- 3.8 The use of school facilities outside of school hours by individuals and groups must follow the 8011 Use of School Buildings, Facilities, and Grounds Policy.

4. Review

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

<u>Cross Reference</u>	<u>Date Approved</u> November 24, 2015 <u>Date Revised</u> May 28, 2024	<u>Legal Reference</u>
6010 Emergency Evacuation and Emergency School Closure Policy & Procedures		Education Act, Section 305 Ontario Regulation 474/00
6070 Video Surveillance Policy & Procedures		Education Act, Part X, Section 265 (1) (m)
8011 Use of School Buildings, Facilities and Grounds Policy & Procedures		Education Act, Part X, Section 265 (1) (n)
8070 Safe Schools – System Expectations Policy & Procedures		Education Act, Part II, Section 50 (1-3) Education Act 212 (1)
8090 Community/Education Partnerships Policy & Procedures		Regulation 298, Section 11 Trespass to Property Act, RSO 1990, c.T.21
Police /School Protocol		

BUSINESS AND BOARD ADMINISTRATION	3000
RECLAMATION OF PROPERTIES POLICY	3061

1. Rationale

To provide a framework for the future use of Lakehead District School Board surplus real properties.

2. Policy

Lakehead District School Board shall determine the future use of surplus real properties to obtain the maximum benefit to the Board and local community.

3. Guidelines

3.1 Lakehead District School Board shall dispose of surplus real properties within the parameters of the Ministry of Education guidelines, as set out in Ontario Regulation Acquisition and Disposition of Real Property 374/23 as amended or revised/replaced.

3.2 Regulation 374/23 provides that surplus real property, in all instances, once approved by the Minister for the disposition, must be offered to the following:

- school boards;
- The Crown in right of Ontario; and
- persons or bodies who require the property in order to achieve such provincial priorities as been identified for the purpose.

3.3 Other options for the disposition of surplus real properties may include public sale, lease and demolition.

3.4 Lakehead District School Board shall utilize the most appropriate method, usually by sale, to dispose of surplus real properties in order to give due consideration to the unique nature of the specific property.

4. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
9010 Pupil Accommodation Review Policy	June 27, 2006	Regulation 374/23
	<u>Date Revised</u>	
	January 26, 2016	
	May 28, 2024	

BOARD ADVISORY COMMITTEE & REGULAR BOARD

SEPTEMBER 2024

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APRIL 2025

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 **First Day of School for Students**
September 4, 2024

 **Holidays & Breaks**

 **Board Advisory Committee**

September 10, 2024
October 8, 2024
November 12, 2024
January 14, 2025
February 11, 2025
April 8, 2025
May 13, 2025
June 10, 2025

 **Regular Board**

September 24, 2024
October 22, 2024
November 26, 2024
December 17, 2024
January 14, 2025
February 25, 2025
March 25, 2025
April 22, 2025
May 27, 2025
June 24, 2025

 **Annual Meeting**
December 3, 2024

 **Final Day of School for Students**
June 27, 2025

ANNUAL POLICY DEVELOPMENT AND REVIEW PLAN September 2024 to June 2032			
Year	Policy #	Title	Superintendent
1 2024-2025	2010	Policy Development and Review	S. Pharand
	3005	Ontario Student Record	
	3020	Legal Representation	
	8015	Display of Flags	
	6065	Prevalent Medical Conditions	M. Probizanski
	6070	Video Surveillance	
	7010	Police Record Checks	
	7040	Violence in the Workplace	
	4005	English Language Learners	J. Lower
	7030	Human Rights and Workplace Harassment	
	3074	Expense and Travel Reimbursement	K. Alaksa
	7080	Health & Safety	
	8014	Advertising in the Schools	
2 2025-2026	3001	Governance	S. Pharand
	8080	School Council	
	4022	Prior Learning Assessment & Recognition	J. Lower
	4023	Prior Learning Assessment & Recognition for Mature Students	
	7030	Human Rights and Workplace Harassment	
	7040	Violence in the Workplace	M. Probizanski
	4045	Environmental	K. Alaksa
	8011	Use of School Buildings, Facilities and Grounds	
	8012	Fundraising in the Schools	
	8050	Naming and Opening of New or Consolidated School	
3 2026-2027	5010	Special Education	M. Probizanski
	6040	Reporting of Children in Need of Protection	
	7040	Violence in the Workplace	
	4030	Territorial Student Program – Transportation & Services	H. Harris
	4035	Board and Lodging – Payment	
	8010	Fees for Learning Materials and Activities	K. Alaksa
4 2027-2028	7030	Human Rights and Workplace Harassment	J. Lower
	3090	Use of Board Logo	S. Pharand
	6050	Food and Beverage	M. Probizanski
	6061	Administration of Oral Medication	
	7040	Violence in the Workplace	
	8073	Dress Code	
	8075	Service Animals in Schools	
	4021	Assessment & Evaluation	H. Harris
	3073	Corporate Credit Card	K. Alaksa
	6022	Kingfisher Outdoor Education	J. Lower
	7030	Human Rights and Workplace Harassment	

5 2028-2029	1020	Equity & Inclusive Education	J. Lower
	4020	Alternative Schools	
	7030	Human Rights and Workplace Harassment	
	8072	Sexual Orientation & Gender Identity	
	3100	Accessibility Standards for Customer Service	M. Probizanski
6 2029-2030	6010	Emergency Evacuation and School Closure	
	7021	Teacher Hiring	
	7022	Conflict of Interest – Teacher Hiring	
	7040	Violence in the Workplace	
	3080	Research	H. Harris
7 2030-2031	8061	Miiniwewinan: Indigenous Education Advisory Committee	
	3030	Purchasing	K. Alaksa
	3002	Annual Evaluation of the Director of Education	S. Pharand
	3095	Student Trustees	
	7020	Equitable Employment	M. Probizanski
8 2031-2032	7040	Violence in the Workplace	
	8070	Safe Schools – System Expectations	
	8071	Bullying Prevention and Intervention	
	4010	Program Implementation	H. Harris
	8066	Safe Arrival	
9 2032-2033	8090	Community/Education Partnerships	
	3040	Transportation	K. Alaksa
	3060	Leasing of Space	
	3071	Advertising	
	3093	Information Security	
10 2033-2034	3096	Information/Communication Technology Use	
	7005	Code of Conduct	
	7030	Human Rights and Workplace Harassment	J. Lower
	3094	Electronic Meetings	S. Pharand
	7040	Violence in the Workplace	M. Probizanski
11 2034-2035	7050	Conflict of Interest	
	8074	Student Concussion Management	
	1011	Access to System Programs	H. Harris
	3092	Privacy and Information Management	
	7060	Staff Training and Professional Development	
12 2035-2036	8062	Voluntary First Nations, Métis and Inuit Student Self-Identification	
	9020	Library Resource Centre	
	3070	Allowance for Use of Personal Vehicle	K. Alaksa
	9010	Pupil Accommodation	
	9015	Facility Partnership	
13 2036-2037	7030	Human Rights and Workplace Harassment	J. Lower

8 2031-2032	3072	Advocacy	S. Pharand
	3101	Risk Management	
	7090	Accountability	
	6020	Extended Field Trip	J. Lower
	6021	Day Field Trip	
	7030	Human Rights and Workplace Harassment	
	7040	Violence in the Workplace	M. Probizanski
	4040	French Immersion	H. Harris
	7011	Teacher Performance Appraisal	
	3026	Budget Variance	K. Alaksa
	3061	Reclamation of Properties	
	3091	Security	
	8020	Access to Schools/Board Premises	
	9030	Playground Structures	

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2024 MAY 28
Report No. 064-24

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

RE: SPECIAL EDUCATION ADVISORY COMMITTEE REQUEST FOR APPROVAL OF
CORRESPONDENCE

1. Background

1.1 The Special Education Advisory Committee (SEAC) discussed the lack of adequate funding for special education at their meeting on February 14, 2024 and decided to write an advocacy letter to the Ministry of Education.

1.2 At the March 20, 2024, SEAC meeting, the item was discussed following a presentation of the 2024-2025 special education budget.

2. Situation

Attached as Appendix A is the letter to the Minister of Education.

3. Conclusion

The Special Education Advisory Committee respectfully requests that the Board approve the request to send correspondence of support addressing the items presented.

RECOMMENDATION

It is recommended that Lakehead District School Board approve the request from the Special Education Advisory Committee to send correspondence of support to the Minister of Education, as outlined in Report No. 064-24.

Respectfully submitted,

Michelle Probizanski
Superintendent of Education

Sherri-Lynne Pharand
Director of Education

May 28, 2024

Hon. Stephen Lecce
Minister of Education, Ministry of Education
15th Floor, 438 University Ave.
Toronto, Ontario M5G 2K8
Delivered by email: minister.edu@ontario.ca

Subject: Urgent Appeal for Improved Funding and Support for Students with
Special Education Needs in Northwestern Ontario

Dear Minister Lecce,

We are writing to you today to highlight the pressing issue of inadequate funding and support for special education students in Northwestern Ontario. As Lakehead District School Board's Special Education Advisory Committee (SEAC) members, we are deeply invested in welfare of all students, particular those with special needs. We feel compelled to bring to your attention the challenges faced by these vulnerable individuals and their families in accessing essential services and support.

Special education plays a crucial role in ensuring that every child regardless of their abilities or disabilities, has the opportunity to receive a quality education tailored to their unique needs. However, in Northwestern Ontario, the current state of funding and support for special education falls far short of what is needed to adequately meet the needs of these students.

One of the most pressing issues facing special education students in our region is the lack of adequate funding for transportation services. Many students with special needs require specialized transportation to access educational programs and services, yet insufficient funding often results in this being unattainable. Many students with special education needs are not able to access a school bus in the same way most children do, which becomes an equity issue. The current funding to address this issue is the use of smaller buses, but for boards with a large geographical area and rural components, such as ours, these small buses are unavailable; we must rely on taxis and vans to transport these students. In our Board, in 2023-2024, there are 86 students with special education transportation needs who generate \$43,000 of funding, while costing \$425,559 – a gap

of \$382,559 per year. Specifically, one student who needs to attend a special needs classroom in the city, and lives rurally, will cost the Board approximately \$43,000 a year for transport. This is not manageable within the confines of the current funding formula. This can result in families being asked to provide their own transportation for their children, which in some cases, is unreliable and may limit access to education altogether. This not only deprives these students of their right to education but also places undue burden and stress on their families.

Furthermore, the current funding formula for special education programs and supports fails to adequately account for the unique needs and challenges faced by students in Northwestern Ontario. The formula's one-size-fits-all approach overlooks the geographical and logistical complexities of our region, and the specialized support and accommodations required for our students. The demographics of our community have changed drastically over the past several years which has resulted in our schools seeing an increase in children who struggle with emotional self-regulation, with complex special needs and with trauma in the early years. This creates disparities in funding allocation and insufficient resources for schools and, as a results, many schools struggle to provide the necessary support and accommodations to meet the diverse needs of their students during their crucial formative years. For the 2024-2025 school year, we will have approximately fifty Kindergarten classes in our Board. If we were to start all pre-registered children full time, as is expected and best practice, we would need at least seventy education assistants overall, to meet the needs of the students we know who are registered. We employ approximately two hundred full time education assistants yearly and struggle to retain and hire any more than that in our region. Those who are qualified can be paid at least three dollars more an hour working for other organizations. Using thirty five percent of our support staff in kindergarten which makes up approximately only thirteen percent of our student population is unreasonable and impossible to implement. Without that support, many of the students registered to start kindergarten in the fall will not be able to attend school.

Additionally, there is a significant lack of access to specialized services and support for special education students in Northwester Ontario. Many families are forced to travel long distances to access essential services such as speech therapy, occupational therapy, and behavioral support, placing further strain on already limited resources and exacerbating the challenges faced by these students and their families.

It is imperative we take immediate action to address these issues and ensure that students with special education needs in Northwestern Ontario receive the support and resources they need to thrive. To end this, we urge you to:

1. Increase funding specifically earmarked for transportation services for special education students in Northwestern Ontario to ensure reliable and accessible transportation to and from school.
2. Reform the funding formula for special education to better reflect the unique needs and challenges of students with increased complex needs in the early years in Northwestern Ontario and ensure equitable allocation of resources.
3. Invest in expanding and enhancing specialized services and early intervention programs for students with increased complex needs in the early years in Northwestern Ontario, including increasing funding for access to behavioral support services.

By prioritizing the needs of special education students in Northwestern Ontario, we can ensure that every child has the opportunity to reach their full potential and receive a qualified education. I urge you to act swiftly and decisively to address these urgent issues and uphold the rights of all students to access inclusive and equitable education.

Thank you for your attention to this critical matter. We stand ready to support any efforts aimed at improving funding and support for special education students in Northwestern Ontario and look forward to seeing meaningful progress in the days ahead.

Sincerely,

Suzanne Posthumus
Chairperson
Special Education Advisory Committee
Lakehead District School Board

Ellen Chambers
Chairperson
Lakehead District School Board

cc: Chairs of Ontario School Board's Special Education Advisory Committees
Clayton LaTouche, Assistant Deputy Minister, Student Support and Field Services
Division