

**STANDING COMMITTEE**  
**Tuesday, June 8, 2021**  
**Virtual via Microsoft Teams**

Ian MacRae  
Director of Education

Trudy Tuchenhausen  
Chair

**AGENDA**

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

	<u>Resource Person</u>	<u>Pages</u>
1. Call to Order		
2. Disclosure of Conflict of Interest		
3. Approval of the Agenda		
4. Resolve into Committee of the Whole – Closed Session		
5. <b>COMMITTEE OF THE WHOLE - Closed Session – 7:05 p.m. (SEE ATTACHED AGENDA)</b>		
6. Land Acknowledgement		
7. Delegations/Presentations		
8. Approval of Minutes		
8.1 Standing Committee Meeting - May 11, 2021	T. Tuchenhausen	1-3
9. Business Arising from the Minutes		

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

### **MATTERS NOT REQUIRING A DECISION:**

10.	Information Reports		
10.1	2021-2022 Order of Policies for Review (041-21)	I. MacRae	4-5
10.2	French as a Second Language Report (044-21)	A. Keene	6-8
10.3	Student Success – Technology Education (045-21)	A. Keene	9-13
10.4	Health and Safety Semi-Annual Report (051-21)	K. Alaksa	14-15
10.5	Semester Schedule Format Update	M. Probizanski	Verbal + Handout
10.6	COVID-19 General Update	I. MacRae	Verbal
10.7	Special Education Advisory Committee Meeting Minutes – April 21, 2021	M. Probizanski	16-19
11.	First Reports		

### **MATTERS FOR DECISION:**

12.	Postponed Reports		
13.	Ad Hoc and Special Committee Reports		
14.	New Reports		
14.1	Appointments to the Supervised Alternative Learning Committee 2021-2022 (043-21)	M. Probizanski	20-21

*It is recommended that Lakehead District School Board approve the following appointments to the Supervised Alternative Learning (SAL) Committee for the 2021-2022 school year:*

- Marg Arnone, Trustee;
- Sue Doughty-Smith, Trustee (Alternate);
- Michelle Probizanski, Superintendent of Education;
- Nicholas Sacevich, Student Success Lead/MISA Board Lead;
- Dianna Atkinson, Service Delivery Manager, YES Employment Services;
- Brad McKay, Employment Services Coordinator, YES Employment Services; and
- Lorna Hunda, Acting Executive Director, YES Employment Services (Alternate).

Trustees (Chair and Vice-Chair) and presenters of reports will be available for comment after the Board Meeting.
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		<u>Resource Person</u>	<u>Pages</u>
14.2	Policy Review – 3100 Accessibility Standards For Customer Service (038-21)	K. Alaksa	22-47
	<i>It is recommended that Lakehead District School Board approve 3100 Accessibility Standards for Customer Service Policy, Appendix A to Report No. 038-21.</i>		
14.3	Policy Development – 7021 Teacher Hiring (050-21)	M. Probizanski	48-54
	<i>It is recommended that Lakehead District School Board approve 7021 Teacher Hiring Policy, Appendix A to Report No. 050-21.</i>		
14.4	Policy Development – 7022 Conflict of Interest - Teacher Hiring (049-21)	M. Probizanski	55-60
	<i>It is recommended that Lakehead District School Board approve 7022 Conflict of Interest – Teacher Hiring Policy, Appendix A, Report No. 049-21.</i>		
15.	New Business		
16.	Notices of Motion		
17.	Information and Inquiries		
18.	Adjournment		

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

**LAKEHEAD DISTRICT SCHOOL BOARD**



**Office of the Director**

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

**STANDING COMMITTEE**  
**Tuesday, June 8, 2021**  
**Virtual via Microsoft Teams**

Ian MacRae  
Director of Education

Trudy Tuchenhausen  
Chair

**AGENDA**

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

	<u>Resource Person</u>	<u>Pages</u>
5.1 Approval of Committee of the Whole - Closed Session Minutes		
5.1.1 Standing Committee Meeting - May 11, 2021	T. Tuchenhausen	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.4 Information and Inquiries		
5.5 Rise and Ask Leave to Sit in Public Session		

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

**LAKEHEAD DISTRICT SCHOOL BOARD**

LAKEHEAD DISTRICT SCHOOL BOARD

**MINUTES OF STANDING COMMITTEE**

Virtual  
Via Microsoft Teams

2021 MAY 11  
7:30 p.m.

**TRUSTEES PRESENT:**

Trudy Tuchenhausen (Chair)  
Marg Arnone  
Ellen Chambers  
Sue Doughty-Smith  
Ron Oikonen

George Saarinen  
Ryan Sitch  
Simran Talpade (Student Trustee)  
Keira Essex (Indigenous Student Trustee)

**TRUSTEE ABSENT, WITH REGRET:**

Deborah Massaro  
Scottie Wemigwans

**SENIOR ADMINISTRATION:**

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

**FEDERATION/UNION REPRESENTATIVES:**

Helen Valnycki, Managers

**PUBLIC SESSION:**

1. **Approval of Agenda**

Moved by Trustee Sitch

Seconded by Trustee Arnone

*"THAT the Agenda for Standing Committee Meeting, May 11, 2021, be approved."*

**CARRIED**

Trustee Tuchenhausen had technical difficulties joining the meeting. Trustee Chambers assumed the role of chair until Trustee Tuchenhausen joined the meeting.

2. Resolve into Committee of the Whole – Closed Session

Moved by Trustee Oikonen

Seconded by Trustee Sitch

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

- *Confirmation of Committee of the Whole – Closed Session Minutes*
  - *April 20, 2021*
- *Legal Update(s)*
- *Personnel Matters*

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

CARRIED

COMMITTEE OF THE WHOLE – CLOSED SESSION:

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

Trustee Tuchenhausen resumed the position of chair for the remainder of the meeting.

PUBLIC SESSION:

4. Confirmation of Minutes

Moved by Trustee Saarinen

Seconded by Trustee Arnone

*“THAT the Standing Committee approve the Minutes of the Standing Committee Meeting, April 20, 2021.”*

CARRIED

MATTERS NOT FOR DECISION:

5. English Language Learners (037-21)

AJ Keene, Superintendent of Education, introduced Eric Fredrickson, Principal of Program and Early Years, Inga Anderson-Foster, Elementary Resource Teacher, and Sari Johnston, Teacher, to present the report. All trustees' questions were addressed.

6. COVID-19 General Update

Ian MacRae, Director of Education, provided an update on current COVID-19 related matters affecting Lakehead District School Board. Ian MacRae, Director of Education, introduced AJ Keene, Superintendent of Education, Michelle Probizanski, Superintendent of Education, and Kirsti Alaksa, Superintendent of Business, to provide additional information. All trustees' questions were addressed.

7. Parent Involvement Committee Meeting Minutes – March 1, 2021

Ian MacRae, Director of Education, presented the March 1, 2021 minutes for information.

8. Special Education Advisory Committee Meeting Minutes – March 10, 2021

Michelle Probizanski, Superintendent of Education, presented the March 10, 2021 minutes for information.

MATTERS FOR DECISION:

9. 2021 to 2029 Policy Review Schedule (032-21)

Moved by Trustee Chambers

Seconded by Trustee Arnone

*“THAT Lakehead District School Board approve the 2021 to 2029 Policy Review Schedule, Appendix A to Report No. 032-21.”*

CARRIED

10. Revised Trustee Appointments to Board Committees (039-21)

Moved by Trustee Saarinen

Seconded by Trustee Arnone

*“THAT Lakehead District School Board approve the Revised Trustee Appointments to Board Committees – 2021 as set out in Appendix A to Report No. 039-21.”*

CARRIED

11. Approval of Standing Committee and Regular Board Meeting Schedule (040-21)

Moved by Trustee Chambers

Seconded by Trustee Doughty-Smith

*“THAT Lakehead District School Board approve revised Standing Committee and Regular Board Meeting Schedule 2021-2022, as set out in Appendix A to Report No. 040-21.”*

CARRIED

12. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Sith

*“THAT we do now adjourn at 8:11 p.m.”*

CARRIED

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2020 JUN 08  
Report No. 041-21

TO THE CHAIR AND MEMBERS OF  
THE STANDING COMMITTEE – Public Session

RE: 2021-2022 ORDER OF POLICIES FOR REVIEW

1. Background

- 1.1 On May 25, 2021, the Board approved the 2021 to 2029 Policy Review Schedule.
- 1.2 Section 4.4.1 of the Policy Development and Review Policy 2010 states “A specified review date will be established for all policies.”

2. Situation

The 2021-2022 order of policies for review, as developed by Director’s Council, is attached as Appendix A to Report No. 041-21.

Respectfully submitted,

IAN MACRAE  
Director of Education



<b>2021 – 2022 ORDER OF POLICIES FOR REVIEW</b>						
<b>Draft Policy to Constituents</b>	<b>Policy Input Due Date</b>	<b>Standing Committee Meeting</b>	<b>Regular Board Meeting</b>	<b>Policy #</b>	<b>Name of Policy</b>	<b>Superintendent</b>
September 15	October 20	November 9	November 23	3040 3071	Transportation Advertising	K. Alaksa K. Alaksa
December 1	January 19	February 8	February 22	3095 4010 8090	Student Trustee Program Implementation Community/Education Partnerships	I. MacRae AJ Keene K. Alaksa
February 9	March 23	April 12	April 26	7020 3060	Equitable Employment Leasing of Space	M. Probizanski K. Alaksa
March 9	April 20	May 10	May 24	8091 3093 3096	Use of Volunteers in Schools Information Security Information/Communication Technology Use	M. Probizanski K. Alaksa K. Alaksa

June 8, 2021

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2021 JUN 08  
Report No. 044-21

TO THE CHAIR AND MEMBERS OF  
THE STANDING COMMITTEE - Public Session

RE: FRENCH AS A SECOND LANGUAGE

1. Background

- 1.1 Lakehead District School Board (LDSB) recognizes that the study of French is an important part of the school curriculum, and that knowledge of a second language is valuable for many reasons. "Through learning a second language, students strengthen their first-language skills, enhance their critical and creative thinking abilities ...increase their understanding of other cultures... [and have] a distinct advantage in a number of careers, both in Canada and internationally (The Ontario Curriculum: French as a Second Language, p. 15).
- 1.2 Lakehead District School Board is committed to increasing student confidence, proficiency, and achievement in French as a Second Language (FSL). "It is critical that students believe in their ability to apply their French-language knowledge and skills...Increasing their confidence in communicating in French will motivate them to continue their FSL learning." (A Framework for French as a Second Language in Ontario Schools: Kindergarten to Grade 12, p. 9).
- 1.3 Lakehead District School Board continues to engage stakeholders and staff to support the attainment of high levels of personal and academic excellence for every student. "Student achievement is enhanced when all stakeholders are engaged and place a high value on learning" (A Framework for French as a Second Language in Ontario Schools: Kindergarten to Grade 12, p. 9).

2. Situation

- 2.1 The Canada-Ontario Agreement on Minority Language Education and Second Official -Language Instruction 2018-2019 enabled LDSB to implement numerous initiatives to support professional learning and improve student outcomes in FSL. These provided the opportunity to:
  - participate in Common European Framework of Reference (CEFR) provincial sessions for certified Diplôme d'Études en Langue Française (DELFF) *Formateurs* and FSL Leads and Educators;
  - participate in a DELF recertification session and the moderated marking of DELF exams;
  - expand elementary and secondary FSL resources that support oral language development; and expand resources and equipment that support new French Immersion courses offered at the secondary level.

- 2.2 Lakehead District School Board was unable to provide Grade 8 French Immersion students with the opportunity to challenge the A2 DELF exam and receive certification due to the current pandemic over the past two years.
- 2.3 Lakehead District School Board has completed a three-year plan (2017-2020) to work toward the three provincial goals outlined in the document, *A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12*. Priorities include:
- increasing student achievement in Grade 8 Core French (speaking strand) and in Grade 9 Applied Core French;
  - increasing student confidence when interacting in French outside of school;
  - increasing the percentage of students who remain in a French program until Grade 12;
  - increase the percentage of students and parents who recognize the advantages and benefits of learning French; and
  - the new three-year plan that will take an in-depth look at programming for both French Immersion and Core French with an emphasis on the promotion of the programs along with a review of resources, personnel, and training.
- 2.4 Lakehead District School Board continues to provide professional learning for FSL teachers by:
- supporting staff members in obtaining necessary qualifications needed to work in the Core French and French Immersion programs;
  - providing support for new French Immersion/Core French teachers through the New Teacher Induction Program (NTIP);
  - providing opportunities for French Immersion and Core French teachers to collaborate on planning and professional learning; and
  - supporting teachers through French Immersion and Core French Microsoft teams.
- 2.5 Lakehead District School Board, in collaboration with regional boards in the Common European Framework of Reference for Languages (CEFR) Implementation network, planned and implemented three initiatives for the 2018-2019 school year:
- part of two provincial teams that supports educator professional learning needs; and
  - French as a Second Language teacher learning and networking opportunities through DELF examiner training, including recertification training.

3. Next Steps

Lakehead District School Board will:

- continue to seek out opportunities that allow FSL learners to explore francophone culture and experience authentic oral communication;
- continue to play a leadership role in CEFR regional initiatives, planning activities that align with provincial goals and providing teachers with learning and networking opportunities that support student engagement and success in FSL;
- continue to update and produce promotional materials that describe FSL programs and encourage students to take French and to stay in French;
- continue to encourage staff members to obtain necessary qualifications needed to work in the French Immersion program; and
- provide CEFR learning opportunities to new FSL teachers.

4. Conclusion

Improving student achievement and well-being continues to be the focus at LDSB. Through the use of Ministry resources and ongoing professional learning, LDSB will continue to help students develop confidence and proficiency in French so they are prepared for their role as “active and engaged citizens in today’s bilingual and multicultural Canada.” (The Ontario Curriculum: French as a Second Language, p. 7)

Respectfully submitted,

FRED VAN ELBURG  
Program Coordinator

ERIC FREDRICKSON  
Principal of Program and Early Years

AJ KEENE  
Superintendent of Education

IAN MACRAE  
Director of Education

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2021 JUN 08  
Report No. 045-21

TO THE CHAIR AND MEMBERS OF  
THE STANDING COMMITTEE – Public Session

RE: STUDENT SUCCESS - TECHNOLOGY EDUCATION

1. Background

- 1.1 As outlined in the Strategic Plan, Lakehead District School Board (LDSB) offers a variety of high-quality programs that reflect a continued commitment to student success to enhance life choices for all students.
- 1.2 The key elements for student success are guided by the four pillars of the Provincial Student Success strategy. These include supporting:
  - literacy;
  - numeracy;
  - community, culture and caring; and
  - ensuring equitable access to Pathways.
- 1.3 Pathway programs provide students with experiential learning opportunities that support student engagement and achievement. Experiential learning opportunities provide students with the ability to change and revise their goals, and explore future career destinations.
- 1.4 Building and sustaining successful intermediate and senior division pathway programs is a shared school and LDSB responsibility.
- 1.5 The Ministry of Education has committed to a plan to remove Academic and Applied courses (de-streaming) in Grade 9, and will be issuing revised curriculum policy with de-streamed courses, starting with Grade 9 Math in the 2021-2022 school year.

2. Situation

- 2.1 To promote success in school and life, it is essential to provide opportunities and support for all students to plan their individual pathways through school and for each student to make a successful transition to a post-secondary destination, whether that is to community living, the workplace, apprenticeship training, college or university.

- 2.2 Lakehead District School Board provides a variety of programs for students interested in experiential learning opportunities. Partnerships and outreach opportunities increase opportunities for experiential learning so that students are able to participate in rich experiences, reflect on those experiences to derive meaning and then apply their learning to various aspects of their lives.
- 2.3 Research shows that streaming in early secondary school has significant negative and long-term impacts on students who are placed in 'lower' streams, while having little to no benefit for 'higher-achieving' students. Training for math teachers this year has revolved around effective classroom practices for de-streamed, including building thinking classrooms, grading for equity and culturally responsive and relevant pedagogy.
- 2.4 Cooperative Education, Ontario Youth Apprenticeship Program (OYAP), Specialist High Skills Majors (SHSM), Dual Credit, Reach Ahead programs, Learning Academies, Youth Fusion and Summer Learning programs provide students opportunity to acquire knowledge and skills needed to make informed education and career/life choices.
- 2.5 Ontario Youth Apprenticeship Program (OYAP) allows a cooperative education student to begin learning a skilled trade while completing the requirements for a secondary school diploma. In a typical year, approximately 110 LDSB students are signed OYAP participants while completing their cooperative education placements.
- 2.6 Specialist High Skills Majors (SHSM) programs provide students with an opportunity to earn a Seal of Distinction on their Ontario Secondary School Diploma (OSSD) indicating the completion of a concentrated, sector-specific course of study. During the 2020-2021 school year, 206 students were enrolled in, and were working toward, a SHSM Seal of Distinction on their diploma. The 2021-2022 SHSM program choices include:
- arts and culture;
  - business;
  - health and wellness;
  - manufacturing (two);
  - transportation;
  - construction;
  - hospitality and tourism; and
  - aviation and aerospace.
- 2.7 Dual credit opportunities under the School College Work Initiative (SCWI) continue to provide students the opportunity to earn a secondary school and college credit, concurrently, while attending their respective secondary school and Confederation College. Team taught dual credit courses include manufacturing, transportation, aviation and ENG4C/CS050. During the 2020-2021 school year, 52 students participated in SCWI team taught dual credits.

- 2.7.1 *College Now* is a unique college-delivered dual credit program offered at Confederation College to secondary school students from both the Lakehead District School Board and the Thunder Bay Catholic District School Board. This dual credit program supports secondary school students in completing their secondary school credits while considering their post-secondary education and transition to college.
- 2.7.2 The Summer Centre for Learning and Student Success (C.L.A.S.S.) will continue to be offered as a program for students who need to complete curriculum expectations of a course they were unsuccessful with during the school year (credit recovery). In addition, senior students also benefit from a choice of college-delivered dual credit courses to support graduation and provide them with the skills to make more informed decisions about college pathways.
- 2.8 Lakehead District School Board *Focus on Youth* (FOY) program is a partnership between the Ministry of Education, Roots to Harvest and the Lakehead Adult Education Centre, and is a program for students who need support with employability skills. Nine students will be participating this summer in a paid cooperative education program through the FOY program. This year the program will involve additional mental health support for students, focusing on individual and small group work with students who are struggling with behaviour management, making positive choices, peer interaction, and social skills. In addition to earning credits, students will also complete employability certifications such as Mental Health First Aid, WHMIS and other relevant certifications.
- 2.9 A partnership with Youth Fusion connects students and LDSB to community partners and project-based learning designed to engage students in learning within and outside the classroom.
- 2.10 Secondary school students and staff use the assessment and evaluation portal, *Edsby*, which aligns with the Growing Success policy and enhances communication between educators, students, and parents/guardians.
- 2.11 E-learning continues to be offered in all LDSB schools. In the 2021-2022 academic year, six e-learning courses were offered to secondary students and an increased number of teachers provided blended learning to engage students and enable learning and communication beyond the school day.
- 2.12 *Mathify* is an online program to support students in Grades 7-10 mathematics. This program assists students through a free, secure, online chat room where students in Grades 7-10 mathematics obtain after school mathematics help. The online chat room provides students with mathematics support at home. This initiative provides families a tool where students can ask mathematics questions in a secure, non-intimidating, environment.

### 3. Next Steps

- 3.1 Training opportunities for math teachers around de-streaming will continue, including opportunities for teachers to work together to co-plan this summer. Data collection and analysis will continue to support next steps in programming for de-streaming.

- 3.2 Lakehead District School Board will be focused on expanding the number of students participating in Specialist High Skills Majors (SHSM) Programs and rebuilding community partnerships due to the negative effects from COVID-19 on industry partners.
- 3.3 Program is committed to providing support for educators as they enhance experiential learning opportunities for students. Program will continue to offer professional development opportunities for educators to ensure understanding of post-secondary programs, hybrid learning, skilled trade and apprenticeship pathways, and labour market needs.
- 3.4 Community partnerships that support student pathways will continue to be developed and sustained. Opportunities for students to earn dual credits and to participate in experiences through the School College Work Initiative, Focus on Youth program, and “reach ahead” summer programs, will continue to be available to Lakehead District School Board students.
- 3.5 Relevant data and feedback from students, parents/guardians, educators and industry partners will continue to be used to monitor the success of SHSM, OYAP, Dual Credit programs and experiential learning programs to inform next steps.
- 3.6 Land-based experiential projects will be expanded to include a summer program which will incorporate a cultural component as well as exposure to science, technology, engineering and mathematics.
- 3.7 The program department will continue to provide training to enhance student achievement through the use of technology to:
- expand how, when, and where learning takes place;
  - authentically engage our students;
  - provide students with the skills to excel in a digital age; and
  - rebound and close learning gaps for all students.

Increased access to technology, combined with focused training, will support staff and students as they leverage technology to support school improvement plans.



4. Conclusion

Lakehead District School Board continues to provide high quality programs and opportunities for all students to ensure student success and support graduation. Pathways will continue to be supported and developed at both the school and system level to contribute to student success and to help reach every student.

Respectfully submitted,

ROGER DRCAR  
Ontario Youth Apprenticeship Programs  
Coordinator/Student Success Resource Teacher

GINO RUSSO  
e-Learning Contact/Information Technology Resource Teacher

NICHOLAS SACEVICH  
Student Success Leader

AJ KEENE  
Superintendent of Education

IAN MACRAE  
Director of Education

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2021 JUN 08  
Report No. 051-21

TO THE CHAIR AND MEMBERS OF THE  
STANDING COMMITTEE– Public Session

RE: HEALTH AND SAFETY SEMI-ANNUAL REPORT

1. Background

This semi-annual report is to inform the Board on the status of the Board's Health and Safety Program and significant related activities. The Occupational Health and Safety Act requires directors and officers of corporations to take all reasonable care to ensure that the corporation complies with the Act and its Regulations.

2. Situation

2.1 Employee Training

Health and Safety continues to provide several important training sessions throughout the year. The cost for training, including supply staff coverage, is covered by the Health and Safety Department. Some of the key examples offered this past year include:

- Joint Health and Safety Committee Certification Training;
- First Aid Training;
- Working at Heights Training, Construction Level;
- WHMIS 2015;
- Lakehead Public Schools Concussion Training, online;
- Cybersecurity Overview, online;
- Joint Health and Safety Committee Training - COVID19 specific, online;
- Health and Safety Protocols for COVID19, online; and
- Violence in the Workplace online.

2.2 Annual Lead Water Sampling

Lakehead Public Schools adheres to Ontario Regulation 243/07 of the Safe Drinking Water Act. The regulation is intended to reduce children's exposure to lead in drinking water. The regulation came into effect in 2007 and incorporates flushing and sampling requirements.

On December 15, 2016, the Ministry of Environment filed an amended regulation. The amended regulation came into effect on July 1, 2017 as O. Reg. 243/07 (Schools, Private Schools and Child Care Centres). To further protect children from lead in drinking water, the amended regulation includes updated requirements for lead sampling, filter, and flushing.

Lakehead Public Schools operates an ongoing sampling program of all designated drinking water fixtures at Board facilities. Water quality is continuing to be improved by maintenance and capital project work targeting the replacement of existing cold-water supply lines and/or fixtures.

### 2.3 Radon Gas Testing

Radon is a radioactive gas that occurs naturally when the uranium in soil and rock breaks down. It is invisible, odorless, and tasteless. When radon is released from the ground into the outdoor air, it is diluted and is not a concern. However, in enclosed spaces, like buildings, it can sometimes accumulate to high levels, which can be a health risk.

Lakehead Public Schools has completed radon testing of all our facilities.

Mitigation work continues at identified sites with a targeted completion of summer 2021.

### 2.4 Ontario School Boards' Insurance Exchange Annual Human Element Loss Program Audit (H.E.L.P.)

The Ontario School Boards' Insurance Exchange H.E.L.P. program is a systematic process designed to promote awareness of the twelve most common human element loss categories, and to provide proven risk management guidelines to address the issues under each of the criteria. By modifying procedures, rather than promoting expensive changes to physical attributes of buildings, school boards can reduce their loss profile without impact to operating budgets.

The audit is completed annually by a third-party auditor and includes five randomly selected facilities. The 2020 facilities selected were: Superior Collegiate and Vocational Institute, Five Mile Public School, Ogden Community Public School, Claude E. Garton Public School, and Vance Chapman Public School.

## 3. Conclusion

Lakehead District School Board is committed to achieving its strategic and operational plan goals of providing a safe environment for students and staff that facilitates their 21<sup>st</sup> century learning needs.

Respectfully submitted,

KYLE ULVANG  
Health and Safety Officer

KIRSTI ALAKSA  
Superintendent of Business

IAN MACRAE  
Director of Education

LAKEHEAD DISTRICT SCHOOL BOARD  
**SPECIAL EDUCATION ADVISORY COMMITTEE**

2021 APR 21

Jim McCuaig Education Centre  
Thunder Bay, Ontario  
VIA Microsoft Teams

**MEMBERS PRESENT:**

Suzanne Posthumus, Chair  
Michelle Blackburn  
Trustee Sue Doughty-Smith  
Anne Antenucci, Vice-Chair  
Lesley Harding  
Angela Hill  
Mike Otway  
Student Trustee Talpade

Miranda Myers  
Kelly Matyasovszky  
Trustee Marg Arnone  
Carey Murphy  
Liz Tod  
Lori Carson  
Indigenous Student Trustee Essex

**OTHERS PRESENT:**

Michelle Probizanski

Christine Jones

**ABSENT WITH REGRETS:**

Ashley Etienne  
Lesley Harding

Tracy Paquette  
Wilma Kleynendorst

1. **Call to Order**

Suzanne Posthumus, Chair of SEAC, called the meeting to order at 6:01 p.m.

2. **Welcome and Introductions**

Suzanne Posthumus, Chair of SEAC, welcomed the newest SEAC member, Cynthia Gomez, from Anishnawbe Mushkiki.

3. **Approval of the Agenda**

Moved by Liz Tod

Seconded by Anne Antenucci

*"THAT the agenda for the April 21, 2021 SEAC meeting be approved."*

**CARRIED**

4. **Declarations of Conflict of Interest**

There were no declarations of conflict of interest.

5. Presentations

There were no presentations.

6. Approval of the Minutes

Moved by Trustee Arnone

Seconded by Anne Antenucci

*“THAT the minutes of the March 10, 2021 SEAC meeting be approved.”*

CARRIED

7. Business Arising from the Minutes

7.1 SEAC Video Update

Until COVID-19 related restrictions change, the videographer is on hold for this project. There were no further updates provided.

7.2 SEAC Presentations to School Councils Update

Christine Jones, Executive Secretary, advised that no further presentation requests have been received to date. Christine will provide an update at next meeting if future requests are received.

8. Correspondence

8.1 Durham District School Board Letter

Michelle Probizanski, Superintendent of Education, reminded everyone of the correspondence received this month from Durham District School Board dated March 26, 2021.

8.2 Lakehead District School Board Strategic Plan

Suzanne Posthumus, Chair, reminded the committee that the draft Strategic Plan was emailed to the committee and comments were to have been submitted. Trustee Doughty-Smith provided additional details of the plan that was presented at the April 20, 2021 Standing Committee. Lakehead District School Board is the first board to have an Indigenous Education Framework, and we should be very proud of the plan. Approximately 70 stakeholders provided feedback on the draft.

## 9. New Business

### 9.1 Lakehead District School Board COVID-19 Update

Michelle Probizanski, Superintendent of Education, advised that remote learning was directed by the Thunder Bay District Health Unit to assist in the number of COVID-19 cases rising in the city, and the remote learning directive has now become province wide. The Ministry of Education announced that vaccines would be available to employees who work with students with complex special education needs. The process for the roll-out of vaccines is in progress. This includes all student support professionals, as well as teachers and early childhood educators, that work with students with complex special education needs.

Approximately 20 students with complex special education needs are currently attending in-person learning at various schools.

Face shields are available for students with complex special education needs if a parent were to make a request to the principal. Michelle Probizanski, Superintendent of Education, will remind principals at their next principals meeting about this option.

Lakehead District School Board has hired re-engagement staff, for three different sites, to support disengaged students.

### 9.2 Future Online Speakers

Suzanne Posthumus, Chair, asked the committee for their input on future virtual speakers for fall planning. Members were asked to send suggested speakers and potential costs to Christine Jones.

Suggested future topics, resources, and feedback sources:

- a session that would provide information on what is available in the community, an information night or a community virtual fair;
- a question and answer session with a panel of individuals to field questions;
- an online survey, with gift card incentive for completion, of what parents/guardians' needs are;
- provide parents/guardians with a series of agency profiles to review at their own pace; and
- an online survey of what parents/guardians would like to learn or hear about starting September 2021.

Michelle Probizanski, Superintendent of Education, and Lori Carson, Special Education Officer, to contact the Communications Officer to discuss the above options.

10. Information/Inquires & Association Reports

Anne Antenucci, Autism Ontario, provided an update on the City of Thunder Bay's Accessibility Advisory Committee with regards to Thunder Bay COVID-19 testing sites. The committee will be putting together packs and social stories, that will be offered to local school boards, Autism Ontario, Thunder Bay District Health Unit, and other agencies. Postings will be available at Thunder Bay's testing COVID-19 sites.

Miranda Myers, Fetal Alcohol Support Information Network (FASIN), advised the committee of future FASIN support meetings that are coming up, and that Christine Jones, Executive Secretary, will send this correspondence and the zoom link to the committee when they are received.

Liz Tod, Learning Disabilities Association of Ontario, inquired about the GLS course, Learning Strategies. Michelle Probizanski, Superintendent of Education, confirmed it is currently offered in all three secondary schools but usually not listed in the course calendar. Students in Grade 9 who need to close gaps in literacy and numeracy are selected to take GLS. All students in alternative education courses take GLS as the base course as well. Principals, together with their staff, decide what is put into the course calendar for students to choose. Superintendent Probizanski will bring the idea forward for their consideration.

11. SEAC Budget Update

Michelle Probizanski, Superintendent of Education, provided the committee with an updated April 2021 SEAC budget.

12. Board Update

Trustee Doughty-Smith provided the following Board updates:

- The 2021-2022 Budget process has started. This year, trustees received virtual budget deputation presentations on April 6, 2021.
- The Board Meeting of April 23, 2021, included a transportation presentation which involved the increase of labour costs attributed to extra cleaning, extra routes, and a 25% drop in the number of riders. On a positive note, it was all successfully addressed.
- On April 20, 2021, at the Standing Committee meeting, the Board was introduced to the two new student trustees that will be starting their terms on August 1, 2021.
- The knowledge and experience that the current student trustees have brought to the committee has been remarkable. Trustee Doughty-Smith expressed how incredible Student Trustee Talpade and Indigenous Student Trustee Essex are.

13. Adjournment

Moved by Anne Antenucci

Seconded by Liz Tod

*"THAT we do now adjourn at 7:25 p.m."*

CARRIED

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2021 JUN 08  
Report No. 043-21

TO THE CHAIR AND MEMBERS OF  
THE STANDING COMMITTEE – Public Session

RE: APPROVAL OF APPOINTMENTS TO THE SUPERVISED ALTERNATIVE LEARNING COMMITTEE 2021-2022

1. Background

- 1.1 In accordance with the Education Act of Ontario Regulation 374/10, the Board shall establish a Supervised Alternative Learning (SAL) Committee.
  - 1.1.1 The SAL Committee shall be composed of no fewer than three persons, to be appointed by the Board.
  - 1.1.2 The members of the SAL Committee shall include a trustee of the Board, a supervisory officer, and at least one person who is not an employee of the Board.
  - 1.1.3 Trustee appointments to the SAL Committee are approved at the Annual Meeting in December.
- 1.2 During the 2020-2021 school year, members of the committee included:
  - Marg Arnone, Trustee;
  - Sue Doughty-Smith, Trustee (Alternate);
  - Michelle Probizanski, Superintendent of Education;
  - Nicholas Sacevich, Student Success Lead/MISA Board Lead;
  - Lorna Hunda, Acting Executive Director, Youth Employment Services (YES); and
  - Dianna Atkinson, Service Delivery Manager, Youth Employment Services (YES) (Alternate).

2. Situation

The role of the SAL Committee is to accept and consider applications from parents/guardians of compulsory secondary school age children, who are at least 14 years of age, and who wish to be excused from either full-time or part-time attendance at school. Where such applications are approved, the SAL Committee, in consultation with a representative(s) from the student's home school and the student's parent/guardian, determines an alternative learning program directed towards the student's needs and interests.



## RECOMMENDATION

It is recommended that Lakehead District School Board approve the following appointments to the Supervised Alternative Learning (SAL) Committee for the 2021-2022 school year:

- Marg Arnone, Trustee;
- Sue Doughty-Smith, Trustee (Alternate);
- Michelle Probizanski, Superintendent of Education;
- Nicholas Sacevich, Student Success Lead/MISA Board Lead;
- Dianna Atkinson, Service Delivery Manager, YES Employment Services;
- Brad McKay, Employment Services Coordinator, YES Employment Services; and
- Lorna Hunda, Acting Executive Director, YES Employment Services (Alternate).

Respectfully submitted,

MICHELLE PROBIZANSKI  
Superintendent of Education

IAN MACRAE  
Director of Education

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2021 JUN 08  
Report No. 038-21

TO THE CHAIR AND MEMBERS OF  
THE STANDING COMMITTEE – Public Session

RE: POLICY REVIEW 3100 ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE

1. Background

- 1.1 Policy and Procedures 3100 Accessibility Standards for Customer Service was scheduled for review during the 2016-2017 school year.
- 1.2 At the November 24, 2020 Regular Board Meeting, the 3100 Accessibility Standards for Customer Service Policy and Procedures was approved for 2020-2021 review.
- 1.3 On March 23, 2021, the 3100 Accessibility Standards for Customer Service Policy and Procedures were posted on the Board website with input to be received by April 21, 2021. There was no external constituent input received.

2. Situation

- 2.1 The Integrated Accessibility Standards Regulation (IASR) under the Accessibility for Ontarians with Disabilities Act (AODA) addresses standards related to:
  - information and communication;
  - employment;
  - transportation; and
  - public spaces.
- 2.2 Administration has completed a review of the existing 3100 Accessibility Standards for Customer Service Policy and Procedures and has made necessary revisions to comply with the legislation.
- 2.3 The revised policy is attached as Appendix A and the procedures as Appendix B.
- 2.4 Upon final approval, the policy will be distributed according to Board procedures.

## RECOMMENDATION

It is recommended that Lakehead District School Board approve 3100 Accessibility Standards for Customer Service Policy, Appendix A to Report No. 038-21.

Respectfully submitted,

MAHEJABEEN EBRAHIM  
Human Rights and Equity Advisor

KIRSTI ALAKSA  
Superintendent of Business

MICHELLE PROBIZANSKI  
Superintendent of Education

IAN MacRae  
Director of Education

## ~~ACCESSIBILITY STANDARDS POLICY~~

**3100**

Lakehead District School Board (LDSB) ***upholds human rights in accordance with the Human Rights and Workplace Harassment Policy 7030. Is committed to providing services to our students, parents/guardians, the public, and our staff that are free of barriers and biases. Lakehead District School Board promotes accessibility for persons with disabilities informed by strives to ensure that the four key principles of— dignity, independence, integration, inclusion, and equality of opportunity. Are reflected and valued in our learning and work environments. Our conduct will demonstrate our belief in the strength diversity brings to our communities***

***Lakehead District School Board is committed to promoting learning and working environments that support human rights and accessibility for persons with disabilities. Lakehead District School Board will do so by removing and preventing barriers to accessibility and by meeting requirements according to the Accessibility for Ontarians with Disabilities Act (AODA), 2005 and the corresponding Integrated Accessibility Standards.***

~~***It is the policy of Lakehead District School Board to provide an environment in all of its facilities that builds independence, dignity and respect for all. We are committed to ensuring that people who have disabilities are given the same opportunity of access to our services in the same location and in a similar way as these services are available to others. We are committed to meeting the accessibility needs of people with disabilities in a timely manner with respect to the provision of services, including those related to customer service, information and communication, employment and student transportation.***~~

***This Policy applies to all employees and Trustees at LDSB. The Policy also covers students, parents/guardians, volunteers, contractors, customers of LDSB and other members of organizations not related to LDSB, but who nevertheless work on or are invited on to LDSB premises or utilize LDSB services.***

***Accessible formats may include, but are not limited to, large print, recorded audio and electronic formats, braille and other formats usable by persons with disabilities.***

**Accommodation** is a means, through reasonable efforts, of preventing and removing barriers that impede individuals with disabilities from ~~accessing participating fully in the services of the Board services and participating in the LDSB workplace.~~

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**Assistive Device** is any device used by ~~persons~~ **people** with disabilities to help with daily living. Assistive devices include a range of products such as wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices, etc.

**Barriers to Accessibility** ~~are~~ **is** anything that prevents a person with a disability from fully participating in all aspects of the services of the Board. This includes, but is not limited to, a physical barrier, an architectural barrier, an informational or communications barrier, an attitudinal barrier, or a technological barrier.

**Communication Supports** **are supports that persons with disabilities will need to access information and may include, but are not limited to, plain language, sign language, reading aloud, written notes and captioning.**

**Customer** is any ~~person member of the public or any parent/guardian~~ who uses the **goods and** services of ~~LDSB the school board~~.

**Disability is defined in the Ontario Human Rights Code as:**

- **any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device;**
- **a condition of mental impairment or a developmental disability;**
- **a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language;**
- **a mental disorder; or an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997.**

**Service Animal** is an animal that is being used **to provide support to a person with a disability because of a person's disability** and this is either readily apparent or is supported by a letter from a ~~regulated health professional medical practitioner~~. **Service animals are working animals.**

**Support Person** is a person who assists or interprets for a person with a disability as they access the services of ~~the Board LDSB~~. A support person is distinct from an employee who supports a student in the system.

**Third Party Contractors** is any person or organization acting on behalf of or as an agent of ~~the Board LDSB~~ (e.g., bus operators, psychologists).

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~~Accessible Formats may include but not be limited to large print, audio, or electronic formats, Braille or other formats used by persons with disabilities.~~  
~~Communication Supports may include but not be limited to captioning, plain language, sign language or other supports that facilitate effective communication.~~

4. **Objectives** ~~Board Expectations~~

- 4.1 ***Lakehead District School Board is committed to meeting accessibility needs of persons with disabilities in a timely manner. The Board recognizes it has a duty to accommodate the needs of persons with disabilities.***
- 4.2 Lakehead District School Board will ~~endeavour~~ **make all reasonable efforts** to ensure that all policies, practices and procedures ~~from the date of this policy forward~~ are consistent with the principles of independence, dignity, integration and equality of opportunity ~~to all with particular attention~~ for persons with disabilities.
- 4.3 ***Lakehead District School Board will provide training on the AODA, the requirements and the Ontario Human Rights Code, as it pertains to persons with disabilities, for all staff and volunteers who deal with the public or other third parties on behalf of LDSB. Training will be appropriate to their duties and will be provided as soon as practicable.***
- 4.4 Lakehead District School Board will ensure that its policies and procedures related to the Accessibility for Ontarians with Disabilities Act, 2005 are made available to the public **and LDSB community members** and also ensure there is capacity to provide communication about these policies and procedures in a format that takes into account a person's disability.
- 4.5 Lakehead District School Board will welcome all members of the school and broader community to our facilities by committing our staff and volunteers to providing services that respect the independence and dignity of persons with disabilities, such service to incorporate measures that include but are not limited to the use of **support persons**, assistive devices and service animals.  
  
***To ensure greater awareness and responsiveness to the needs of a person with disabilities, Lakehead District School Board will provide appropriate training for all staff and, when appropriate, to volunteers who deal with the public or other third parties on behalf of Lakehead District School Board.***
- 4.6 When services that are normally provided to a person with a disability are temporarily unavailable such as access to an elevator, a disruption of service notice will be posted at the site ~~and on the Board's website.~~
- 4.7 ***When asked, LDSB will provide information and communication including about LDSB, its services and public safety information, in accessible formats or with communication supports for persons with disabilities. Lakehead District School***

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*Board will notify the public about the availability of accessible formats and communications supports. If information or communications are unconvertible, it will provide an explanation why and provide a summary of the unconvertible information or communication.*

- 4.8** *Lakehead District School Board will make its website and web content conform with Web Content Accessibility Guidelines (WCAG) 2.0 in accordance with the requirements, unless it is not practicable to do so.*
- 4.9** *Lakehead District School Board will provide upon request, education or training related information such as program information, educational and training resources and student records in an accessible format or provide a comparable resource in accessible or conversion ready format.*
- 4.10** *Lakehead District School Board's school libraries if available, upon request, will provide accessible or conversion ready versions of print resources and materials to students with disabilities.*
- 4.11** *Lakehead District School Board, upon request, will make accessible or conversion-ready versions of any educational or training textbooks and print-based educational or training supplementary learning resources that it produces.*
- 4.12** *Lakehead District School Board will notify employees, potential hires and the public about the availability of accommodation for applicants with disabilities in its recruitment and selection processes.*
- 4.13** *Lakehead District School Board, upon request, will provide suitable accessible formats and communications supports for job and employee-related information to employees with disabilities.*
- 4.14** *Lakehead District School Board will provide individualized workplace emergency response information to employees who have a disability, if necessary and if LDSB is aware of the need for accommodation.*
- 4.15** *Lakehead District School Board will develop and maintain individual accommodation plans for employees with disabilities based on needs due to disability. Lakehead District School Board will develop and maintain a return to work plan for employees who have been absent from work due to a disability.*
- 4.16** *Lakehead District School Board will take into account the needs of employees with disabilities as well as their individual accommodation plan when using the performance management process, providing career development (professional development) or redeployment*
- 4.17** *Lakehead District School Board ~~will ensure that adherence to this policy can be achieved efficiently and effectively; the Board~~ and all its managers and school-based*

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- administrators will *incorporate accessibility criteria and features when procuring or acquiring goods, services or facilities, except if it is not possible and practical to do so. If it is not possible or practical to do so, it will provide an explanation upon request. This includes acquiring transportation services. Take into account the impact on persons with disabilities when purchasing new equipment,, designing new systems, or planning a new initiative.*
- 4.18 Lakehead District School Board will make new and redeveloped public spaces that it constructs, accessible. Lakehead District School Board will provide notice of temporary disruptions when accessible elements such as accessible parking and ramps in the spaces it constructs or redevelops are not in working order.
- 4.19 In order to monitor the effectiveness of implementation of Accessibility Standards, Lakehead District School Board will develop a process for receiving and responding to feedback. Information about the feedback process will be readily available to the public *on LDSB's website and will allow people to provide feedback using more than one method. And will allow feedback to be provided by a number of methods.*
- 4.20 Lakehead District School Board will ~~create a feedback process that~~ review the implementation of this policy with ~~the Board's~~ *LDSB's* various constituency groups *including the Special Education Advisory Committee. Examples include Special Education Advisory Committee (SEAC), Federations, Inions, Citizens' Groups and School Councils.*
- ~~4.9 Lakehead District School Board will also establish a process for consulting with frontline staff and volunteers who have a role in implementing the expectations and procedures established under this policy to review its effectiveness.~~
- ~~4.10 Lakehead District School Board will provide its regular services, documents and posted website information in accessible formats and will utilize communication supports, when requested, for persons with a disability.~~
- ~~4.11 Educational training resources and materials, and student program information and requirements will be provided in accessible formats when requested to meet the needs of persons with disabilities.~~
- ~~4.12 Lakehead District School Board will review its recruitment and employment practices to ensure that accessible opportunities are provided for persons with disabilities. 4.13 Lakehead District School Board will ensure that appropriate integrated accessible transportation is made available for students with disabilities.~~
- 4.21 Lakehead District School Board will ensure that a multi-year accessibility plan is posted indicating the steps that will be taken to **identify, prevent, and** remove barriers to accessibility **for persons with disabilities.**



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5. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Lakehead Public Schools Multi-Year Accessibility Plan	December 15, 2009	Accessibility for Ontarians with Disabilities Act, 2005 (AODA)
Equity and Inclusive Education Policy 1020	<u>Date Revised</u> March 26, 2013	Accessibility Standards for Customer Service, Ontario Regulation 429/07
Purchasing Policy 3030		Integrated Accessibility Standards, Ontario Regulation 191/11
Human Rights and Workplace Harassment Policy 7030		Ontario Human Rights Code
Transportation Policy 3040		<del>Ontarians with Disabilities Act, 2001</del>

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**ACCESSIBILITY STANDARDS FOR CUSTOMER  
SERVICE PROCEDURES****3100**1. **Background General**

*Lakehead District School Board supports human rights and accessibility for persons with disabilities informed by the four principles of dignity, independence, integration, and equality of opportunity.*

*Lakehead District School Board established the Accessibility Policy and these procedures to meet the requirements for accessibility on a graduated basis, to address the four areas, customer service, information and communication, employment and in the design of public spaces that it constructs or redevelops.*

Lakehead District School Board will welcome all members of the school and broader community to our facilities by committing our staff and volunteers to providing services and supports that respect the independence and dignity of people with disabilities. Such services and supports incorporate measures that include but are not limited to the use of assistive devices, support persons, service animals, information and communications, employment, and transportation.

2. **Definitions**

*The definitions articulated in the Policy will apply. The following is supplementary information:*

**2.1 — Disruption of Service**

~~*As members of the general public, people with disabilities may rely on certain facilities, services or systems in order to access the services of the school or board offices. Escalators and elevators, for example, are important to people with mobility disabilities because that may be the only way they can access the premises. Other systems and services designed to meet the needs of people with disabilities can include accessible washrooms, amplification systems, and note-taking or TTY services. When those facilities or services are temporarily unavailable or if they are expected to be temporarily unavailable in the near future, a notice of disruption of service is required.*~~

**2.2 — Assistive Devices**

~~*An assistive device is any device used by people with disabilities to help with daily living. Assistive devices include a range of products such as wheelchairs, walkers, white canes, oxygen tanks, and electronic communication devices.*~~

~~**Service Animal:**~~ A service animal is an animal that is being used **to provide support to a person with a disability because of a person's disability** and this is either readily apparent or is supported by a letter from a **regulated health care professional, such as a physician. Or nurse.**

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Examples of service animals include dogs used by people who have vision loss, hearing alert animals for people who are deaf, deafened or hard of hearing, and animals trained to alert an individual to an oncoming seizure and lead them to safety. The ~~customer service standard's~~ provisions also apply to animals providing other services to ~~people~~ **persons** with disabilities.

*For an animal to be considered a service animal, the animal is easily identifiable as relating to the person's disability (for example, it is a guide dog) or the person with a disability can provide documentation from a regulated health professional confirming the animal is required due to a disability or has an identification card from the Ontario Ministry of the Attorney General.*

~~It is "readily apparent" that an animal is a service animal when it is obvious by its appearance or by what it is doing. For example, it may be readily apparent that an animal is a service animal if it is wearing a harness, saddle bags, a sign that identifies it as a service animal, or it has a certificate or identification card from a service animal training school or an identification card from the Attorney General of Ontario. It may also be readily apparent if a person is using the animal to assist him or her in doing things, such as opening doors or retrieving items.~~

**Support Person:** ~~a support person~~ is a person who assists or interprets for a person with disability who accesses the services ~~of LDSB the Board~~. A support person is distinct from an employee who provides support services to a student or staff person in the system – separate and specific procedures apply.

A support person is an individual chosen by a person with a disability to provide services or assistance with communication, mobility, personal care, medical needs or with access to goods or services. Personal care needs may include, but are not limited to, physically transferring an individual from one location to another or assisting an individual with eating or using the washroom. Medical needs may include, but are not limited to, monitoring an individual's health, or providing medical support by being available in the event of a seizure. The support person could be a paid professional, a volunteer, a friend, or a family member. ~~He or she does~~ **They do not** necessarily need to have special training or qualifications.

### 3. Responsibility

*It is the responsibility of superintendents, principals, managers, the communications officer, and supervisors, as appropriate, to endeavour to meet the objectives articulated in the Accessibility Policy, section 4. The responsibilities include the following:*  
~~Supervisory Officers, Principals, Departments~~

- 3.1 The users of Board and school services are notified when there is a disruption in services that may have an impact on access to services by ~~people~~ **persons** with disabilities.

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~~3.2 Staff is trained to support parents/guardians and the general public who may use assistive devices while accessing Board services.~~

3.2 Staff and volunteers who deal with the public or third parties on behalf of LDSB, receives training on the Accessibility for Ontarians with Disabilities Act and corresponding standards - the requirements and the Ontario Human Rights Code as it pertains to persons with disabilities. Training will be appropriate to their duties and will be provided as soon as practicable. Participation of training is monitored and any necessary follow up action is taken. Tip sheets (Appendix A) have also been prepared to support these efforts. Training includes the following areas: ~~in interacting with people with disabilities who are accessing Board services accompanied by a support person.~~

- staff receives training related to the Accessibility for Ontarians with Disabilities Act and corresponding standards, including but not limited to providing accessibility awareness training to appropriate staff members with respect to accessible student program and course delivery and instruction;
- **staff is trained to support parents/guardians and the general public who may use assistive devices while accessing Board services; and**
- All staff, volunteers, and others dealing with the public are properly trained in how to interact with people with disabilities who are accompanied by a service animal.

3.3 A multi-year accessibility plan outlining the Lakehead District School Boards' strategy to prevent and remove barriers is posted on the Board website. Lakehead District School Board will consult with individuals who have disabilities in the formation of this plan.

4. Accessible Customer Service

4.1 Notification of Disruption of Service

~~AS members of the general public, people~~ **Persons with disabilities may rely on certain facilities, services, or systems in order to access the services of the school or board offices. Escalators and elevators, for example, are important to people with mobility disabilities because that may be the only way they can access the premises. Other systems and services designed to meet the needs of people with disabilities can include accessible washrooms, amplification systems, and note-taking or TTY services. When those facilities or services are temporarily unavailable or if they are expected to be temporarily unavailable in the near future, a notice of disruption of service is required.**

4.1.1 When services that are normally provided to a person with a disability are temporarily unavailable such as access to an elevator, a disruption of service notice will be posted at the site ~~and on the Board's website.~~

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- 4.1.23 Generally, disruptions to all of the Board's services, such as during a major storm or power outage, do not require this special notice. However, if the disruption has a significant impact on people with disabilities, a notice of the disruption should be provided.
- Notice may be given by posting the information at a conspicuous place at or in the school or ~~Board~~ **LDSB** facilities. Other options that may be used include: posting on the ~~Board~~ **LDSB** and/or school website; through direct communication with users of the services in accordance with school practices;
  - Consideration should be given to providing notice in multiple formats;
  - If the disruption is planned, notice should be provided in advance of the disruption. If the notice is unplanned, notice should be provided as soon as possible after the disruption has been identified; and
  - The notice of disruption of service must include information about the reason for the disruption, its anticipated duration and a description of alternative facilities or services, if any, that are available. ~~(see Appendix A and B for sample notices).~~
- 4.2. Use of Assistive Devices ~~by the General Public~~
- 4.2.1 Training is focused on how to interact with ~~people~~ **persons with disabilities who are** using assistive devices **to access services at LDSB**, rather than on the technical use of the assistive devices.
- 4.2.2 Students and staff **are supported in their use of assistive devices in accordance with their Individual Education Plan or accommodation plan, respectively.** ~~Have separate and specific procedures related to their personal use of assistive devices.~~
- 5.3 ~~Communication Use of Assistive Devices~~**
- 5.3.1 ~~Assistive Devices Carried by Persons with Disabilities~~**
- 4.2.3 The ~~LDSB Board~~ website ~~and each school website~~ will indicate that all ~~Board~~ facilities ~~provide~~ services **that are open to the public, will that** respect the independence and dignity of ~~people~~ **persons** with disabilities and ~~offer services~~ that include **the those who** use of assistive devices. **In cases where the assistive device presents a significant and unavoidable health or safety concern or may not be permitted for other reasons, other measures will be used to ensure the person with a disability can access the service provided.**

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~~5.3.1.2 Each Board facility that is open to the public will post information in the front office/reception area that welcomes the use of assistive devices and encourages users to seek support from staff and volunteers as they require it.~~

~~5.3.2 Assistive Devices/Services—Made available by the Board~~

~~5.3.2.1~~

4.2.4 The **LDSB Board** website ~~and each school website~~ as applicable, will indicate the availability of assistive devices provided by LDSB or school to assist in provision of services to ~~people~~ **persons** with disabilities.

These could include:

- assistive devices: TTY service, telephones with large numbers, amplifiers, lifts;
- services: Sign language interpretation, oral interpretation, real-time captioning; and
- alternate service methods: Assistance of a staff person to complete a transaction (e.g. school registration).

~~5.3.2.2 Each Board facility that is open to the public will, as applicable, post information in the front office/reception area that indicates the availability of assistive devices and encourage potential users to seek support from staff and volunteers as they require it.~~

4.3 Use of Support Person ~~by the General Public~~

4.3.1 Access to Board Premises

Any ~~person~~ **member of the public** with a disability who is accompanied by a support person will be welcomed on **LDSB Board** premises with their support person. Access will be in accordance with normal security procedures. This requirement applies only to those areas of the premises where the public or third parties customarily have access and does not include places or areas of the school or **LDSB Board** offices where the public does not have access.

4.3.2 Confidentiality

~~6.2.1~~Where a support person is accompanying a person with a disability, who is not the parent/guardian of a student, for the purpose of assisting in a discussion that may involve confidential information concerning the student, the Superintendent, Principal, or other staff member must first secure the consent of the parent/guardian regarding such disclosure.

- ~~6.2.2~~Consent to the disclosure of confidential information in the presence of the support person must be given in writing by the parent or guardian.

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- ~~6.2.3~~ The support person must also provide assurance in writing to safeguard the confidentiality of information disclosed in the discussion.
- ~~6.2.4~~ A copy of the signed consent document will be retained in the school/board office.
- ~~6.2.5~~ If the parent/guardian uses a different support person for subsequent meetings, a new signed consent will be required (A sample of a consent document is provided as Appendix ~~D-B~~).

#### 4.3.3 Support Persons Accompanying a Person with a Disability at School Events for Which There is an Admission Fee

Where an individual with a disability who is accompanied by a support person wishes to attend a school, family of schools or LDSB organized event for which a fee is charged, the notice of the event will include information as to whether support persons will be charged a fee and specify the amount of the fee.

#### 4.3.4 Where ~~LDSB the Board~~ May Require the Presence of a Support Person

~~6.3.4~~ The Board may require a person with a disability to be accompanied by a support person when on the premises, but only if a support person is necessary to protect the health or safety of the person with a disability or the health or safety of others on the premises. (NOTE: This would be a highly rare situation and would only occur where, after consultation with the person with the disability, requiring a support person is the only means available to allow the person to be on the premises and, at the same time, fulfill the Board's obligations to protect the health or safety of the person with a disability or of others on the premises.)

- ~~6.3.2~~ ***LDSB will understand the needs of the person with a disability, consider health or safety reasons and determine if there is no other reasonable way to protect the health or safety of the person or others on the premises. It is further noted that people*** Persons with disabilities are free to accept a reasonable risk of injury to themselves just as other people do. Different individuals will have a different tolerance for risk. Risk should be weighed against any benefit for the person with a disability. It is not enough that the support person might help to protect health - ~~and~~ or safety; a support person must be necessary or essential to protect health ~~and~~ or safety before - ~~you~~ LDSB can require one – the risk cannot be eliminated or reduced by other means. ~~Any considerations on protecting health or safety should be based on specific factors and not on assumptions. Just because someone has a disability doesn't mean they're not capable of meeting health or safety requirements~~

#### 4.4 Use of Service Animals ~~by the General Public~~

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4.4.1 Access to Board Premises

~~7.1.1~~ Any person with a disability who is accompanied by a service animal will be welcomed on Board and/or school premises with his or her service animal and will be accompanied by the service animal while on the premises. Access will be in accordance with normal security procedures. This requirement applies only to those areas of the premises where the public or third parties customarily have access and does not include places or areas of the school or - **Board-LDSB** offices where the public does not have access.

~~7.1.2~~ This procedure deals solely with the individual's right to be accompanied by a service animal. Access to classrooms for service animals used by students and staff is covered **by the Service Animal in Schools Policy, 8075 and the Human Rights and Workplace Harassment Policy, 7030. Under separate procedures.**

4.4.2 Exclusion of Service Animal

~~7.2.1~~ A service animal can only be excluded from access to the premises where this is required by another law. Examples include the Health Protection and Promotion Act and the Food Safety and Quality Act. The former Act prohibits service animals in places where food is prepared, processed, or handled (e.g., kitchen of school cafeteria or culinary arts classroom), although service dogs are permitted where food is served and sold (e.g., school cafeteria or lunchroom).

- ~~7.2.2~~ Where there is a risk to the health ~~and~~ or safety of another person as a result of the presence of a service animal, consideration must be given to options available prior to exclusion of a service animal. An example would be a situation where an individual has a severe allergy to the service animal. **~~It is the Board's expectation that~~ The situation *needs to* be fully analyzed and all measures to eliminate the risk be considered, e.g., creating distance between the two individuals concerned, making reasonable alterations to schedules, etc.**
- ~~7.2.3~~ A service animal can be excluded if it is of a breed that is prohibited by law. An example would be the Ontario Dog Owners' Liability Act which places restrictions on pit bull terriers.

~~7.3 — Alternative Measures if Service Animal must be Excluded~~

- In the rare instance where a service animal must be excluded, **LDSB will explain the situation and** discuss with the person with a disability another way of providing the service. This could involve leaving the animal in a secure area where it is permitted by law, e.g., a person with a vision disability might need someone (a member of staff or volunteer) to guide them.



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4.4.3 When it is Necessary to Confirm an Animal is a Service Animal

~~7.4.1~~ Where ~~an animal is not a trained guide dog and~~ it is not readily apparent that the animal is a service animal, ~~the school or Board~~ the LDSB staff member may ask the person using the service animal for a letter ***from a regulated health professional that confirms the person needs the service animal for reasons relating to their disability. physician or nurse confirming that the animal is needed because of a disability. The letter does not need to identify the disability, why the animal is needed, or how it is used.***

7.4.2 Where the person using the service animal regularly attends at the school or Board facility, the principal or manager may request to keep a copy of the letter on file but only as long as required by the circumstances. Alternatively, the person using the service animal may be asked to bring a letter with them on occasions when they visit the premises. The principal or manager shall preserve the confidentiality of the letter and information contained in the letter, and shall not use or disclose the letter or information except as provided for in the Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, cM56, or as otherwise required by law.

~~7.4.3~~ ***Students with disabilities are accommodated according to the Service Animals in Schools Policy, 8075.***

## 5. Accessible Information and Communication

### ~~8.1~~ ***Accessible Formats and Communication Supports – Made Available by the Board***

~~8.15.1~~ In order to ensure that persons with disabilities have access to regular LDSB services and documents, these will be made available in accessible formats, or communication supports provided, upon request. Examples of regular services and documents available may include: public emergency safety information, student program information and requirements, policies and procedures, student transportation information, etc.

~~8.25.2~~ The Lakehead District School Board will consult with the individual making the accessibility request to determine an appropriate format for the accommodation. The individual's disability will be taken into account, however the final determination as to which format or communication support will be used will be determined by LDSB.

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8-35.3 The **LDSB materials in accessible** formats or communication supports will be made available as soon as possible following the request, and will be provided to the individual at the same cost as they would be provided in the original format. ***If information and communications are unconvertable, LDSB will provide an explanation and provide a summary of the unconvertable information or communication.*** The public will be made aware of the availability of accessible formats and communication supports via various means. ~~**Note – these may include: on the Board website, on printed documents, at school events, etc.**~~

5.4 The Lakehead District School Board will provide its website and web content in an accessible manner, ensuring that the content conforms with the world wide web consortium web content accessibility guidelines (WCAG) 2.0. ~~**by January 1, 2021.**~~ Where this is not practicable, Lakehead District School Board will endeavour to provide the information available on its website to persons with a disability in an alternate format, ~~**upon request when requested.**~~

5.5 Lakehead District School Board will provide educational training resources, materials and student records, program requirement information, descriptions, and availability in accessible formats that take an individuals' disability into account, upon request.

5.5.1 Methods of providing accessible formats may be obtained through purchasing or otherwise obtaining alternate formats, or by arranging for the provision of a comparable accessible resource if an accessible copy of the resource cannot be otherwise obtained.

5.5.2 Materials found in Lakehead District School Board libraries will be made available in an accessible format or conversion ready format upon request. These materials include print, digital and/or multimedia resources, but do not include special collection material, archival material, rare books or donated materials.

6 Accessible Employment

6.1 Lakehead District School Board will ensure that its recruitment, selection and employment practices are made accessible for ~~**individuals**~~ **persons** who have disabilities, subject to the need for bona fide occupational requirements.

6.1.1 When the Lakehead District School Board advertises for available positions, the public will be advised of the availability of accommodation throughout the recruitment process.

6.1.2 ~~**All individuals selected for interviews**~~ **Job applicants** will be made aware of the availability of accommodation **during the hiring process**, and accommodation will be provided to individuals with disabilities upon request. Successful candidates will be made aware of the ~~**Lakehead District School Board policies and procedures surrounding accommodation**~~ **Human Rights**

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and Workplace Harassment Policy, 7030 and procedures and the accommodation support program.

- 6.2 Employees will be advised of the ~~accommodation policies and procedures of the Lakehead District School Board~~ Human Rights and Workplace Harassment Policy and Procedures 7030 and the accommodation support program.
- 6.3 Employees who have disabilities will be ***provided accessible formats and communication supports as needed to access job and job-related information, upon request.*** ~~Information that is needed in order for that employee to perform their job, and will be provided with information that is generally available to employees in the workplace in an accessible format, should the employee request it.~~  
Lakehead District School Board will consult with the individual making the accessibility request to determine an appropriate format for the accommodation. The individual's disability will be taken into account, however, the final determination as to which format or communication support will be used will be determined by the Lakehead District School Board.
- 6.4 **Where needed**, an employee with a disability will be provided with an individualized workplace emergency response plan. ~~That takes that individuals disability into account, when requested~~
- 6.5 ***LDSB will have an accommodation support program for developing individual accommodation plans for employees. LDSB will develop and maintain a return to work plan for employees who were absent for work due to disability.*** Employees will have access to the Lakehead District School Board's return to work program and individualized accommodation plans in accordance with Policy 7090 Accommodation in the Workplace.
- 6.6 The Board will ***take into account the needs of employees with disabilities as well as their accommodation plan*** ~~accessibility and accommodation needs into account when conducting for performance management, promotion or professional development opportunities and transfer opportunities and in the redeployment process.~~

## 7. Accessible Transportation

Students with disabilities who require accessible transportation will be identified at the beginning of each school year and an appropriate integrated accessible transportation plan for that student will be developed. These plans will be developed by the Lakehead District School Board and Student Transportation Services of Thunder Bay (STSTB) and communicated to all necessary parties.

## 8. Procurement

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To ensure ongoing efficient and effective adherence to the **~~Accessibility policy the Board's policy on accessibility standards, the Board, LDSB~~**, its school-based administrators, its managers, and its supervisors, including those representing the Board in multi-board consortia, **~~will incorporate accessibility criteria and features when procuring goods, services or facilities. If it is not possible or practical to do so, LDSB will provide an explanation, upon request. Take into account the impact on people with disabilities when purchasing new equipment, designing new systems, or planning a new initiative (see appendix E Sample Notice of Feedback).~~**

## 9 Monitoring and Feedback

Lakehead District School Board will monitor the effectiveness of implementation of Accessibility Policy through a process for receiving and responding to feedback. Information about the feedback process will be readily available to the public **~~on the LDSB website~~** and will allow **~~people persons~~** with disabilities to provide feedback using **~~a number of methods more than one method. Persons with disabilities are invited to provide feedback about accessibility at LDSB.~~**

Lakehead District School Board **~~will create a feedback process that~~** will review the implementation of the Accessibility Policy with the Board's various constituency groups, **~~including the~~** Special Education Advisory Committee (SEAC). **~~Examples include but are not limited to:~~**

**~~Teacher Federations\*, Employee unions\*, citizens' groups. Methods would include electronic means such as websites. (\*Note: Consultation relates to membership of these groups as providers of Accessible Customer Service.)~~**

**~~11.1 The Director of Education and/or designates will implement a process for feedback on Accessible Customer Service that has the following components:~~**

**~~11.1.1 Information on the Board and school websites inviting users of Board services to provide feedback on their experience with or concerns about access to services for people with disabilities.~~**

**~~11.1.2 Printed information available through school offices and public offices of the Board to invite people with disabilities to provide feedback on their experience with or concerns about accessibility of services. Consideration should be given to providing information in alternate formats.~~**

**~~11.1.3 Information on how the Board will respond to feedback.~~**

**~~11.2 The Director of Education and/or designates will create a process for reviewing implementation of the policy on Accessibility Standards for Customer Service that includes consultation with various constituency groups including Special Education Advisory Committee (SEAC), Federations, unions, citizens' groups. Consultation methods could include electronic feedback and focus groups.~~**

**~~11.3 Methods for Feedback~~**

**~~11.3.1 A range of methods for soliciting feedback will be employed to ensure optimum access to the feedback process by people with disabilities.~~**

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~~11.3.2 Methods could include e-mail, verbal input, suggestion box, or feedback card.~~

~~11.3.3 The feedback process should include the title(s) of the person(s) responsible for receiving feedback and indicate how the Board's response to the feedback will be made known.~~

### ~~11.4 Proactive Measures for Accessible Customer Service~~

#### 10. Review

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

<u>Cross Reference</u>	<u>Date Received</u>	<u>Legal Reference</u>
Lakehead Public Schools Multi-Year Accessibility Plan	December 15, 2009	Accessibility for Ontarians with Disabilities Act, 2005 (AODA)
Equity and Inclusive Education Policy 1020	<u>Date Received</u> March 26, 2013	Accessibility Standards for Customer Service, Ontario Regulation 429/07
Human Rights and Workplace Harassment Policy 7030		Integrated Accessibility Standards, Ontario Regulation 191/11
Purchasing Policy 3030		Ontario Human Rights Code
Transportation Policy 3040		<del>Ontarians with Disabilities Act, 2001</del>



## Assistive Devices Tip Sheet

### 1. TIPS FOR HELPING SOMEONE WITH AN ASSISTIVE DEVICE

***An assistive device is any device used by persons with disabilities to help with daily living.***

Many users of Board **LDSB's** services and facilities who have disabilities will have their own personal assistive devices.

Examples of personal assistive devices include:

- Wheelchairs
- Scooters
- Walkers
- Amplification devices that boost sound for listeners who are hard-of-hearing without reducing background noise
- Hearing aids
- Oxygen tanks
- Electronic notebooks or laptop computers
- Personal data managers
- Communication boards used to communicate using symbols, words, or pictures
- Speech-generating devices that "speak" when a symbol, word or picture is selected.

***Key Point To Remember: One should not touch or handle an assistive device without permission.***

### 2. MOVING PERSONAL ASSISTIVE DEVICES

If you have permission to move a person in a wheelchair remember to:

- Wait for and follow the person's instructions;
- Confirm that the person is ready to move;
- Describe what you are going to do before you do it;
- Avoid uneven ground and objects that create a bumpy and unsafe ride; and
- Practice consideration and safety – do not leave the person in an awkward, dangerous, or undignified position such as facing a wall or in the path of opening doors.

Do not move items or equipment, such as canes and walkers, out of the user's reach.

Respect personal space. Do not lean over a person with a disability or lean on their assistive device.

Let the person know about accessible features in the immediate environment (automatic doors, accessible washrooms, etc.).

### 3. HOW TO USE TTY AND CANADA RELAY SERVICES

How to make a call with a TTY and the Relay System:

1. Push the ON switch.
2. Push the DISPLAY switch if you wish to use the screen alone or the PRINT switch if you want what is typed both on screen and in print.
3. Place the telephone receiver on the TTY's rubber receptacles. Make sure that the receiver is firmly in place and that the telephone's receiver cord is on the LEFT side of the TTY.
4. Check the telephone indicator light; if it is lit, you have the line.
5. Dial the number and watch the telephone light; if it is flashing slowly, this indicates that the device on the other end is ringing.
6. When the person you are calling answers, you will see a phrase appear on the screen such as: "Hello, Richard Smith here, GA." The "GA" stands for "Go Ahead". Don't forget to use it whenever you have finished speaking, so the other person will know it's his or her turn to speak. The person who receives the call is always the one who starts typing first.
7. When the call is over and you want to advise the other person that you are ready to get off the phone, type "SK". It means Stop Keying. The other person will respond by typing "SK" if he or she agrees that the call is completed. To be courteous, each person waits until the other one has indicated "SK" before hanging up the phone. Always switch the TTY "OFF" as soon as you have finished the call

How to make a call using the Relay System:

1. Phone the number (1-800-855-0511) and tell the operator your name, the name of the person you are calling, and the number you wish to reach.
2. The operator will make the call for you, and you speak to the operator as if you were talking directly to the person you are calling. For example, say "Hi, how are you doing?" Do not say: "Tell him I said hello." Remember to say "Go Ahead" when you finish speaking, so the person on the other end will know it is his or her turn to speak.
3. If you normally speak very quickly, the operator may ask you to speak slower so your message can be typed. There will be brief silences as the operator types to the TTY user and the user replies.
4. Operators will not betray confidences. They will not relay profanity, threats or criminal propositions, but will relay personal conversations

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3100 Accessibility Standards For Customer Service Procedures  
Sample Consent Form



**School/Site Name**  
School/Site Address  
Telephone (807)      Fax (807)

Name, Principal  
Name, Vice Principal

[Enter Date]

I, (parent/guardian) consent to the sharing of confidential information by (name of principal/teacher/other staff member) related to my child/ward (name) in the presence of my support person (name).

My support person (name) consents to safeguarding the confidentiality of the information shared.

Affirmation of consent:

Parent/Guardian

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

\_\_\_\_\_  
(Printed Name of Parent/Guardian)

I undertake to safeguard the confidentiality of information shared between (school staff) and (parent/guardian) for whom I am a support person.

Support Person

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

\_\_\_\_\_  
(Printed Name of Support Person)

Signature of Witness –

Principal/Staff Member \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
(Printed Name of Staff Person)





School/Site Name  
School/Site Address  
Telephone (807) — Fax (807)

Name, Principal  
Name, Vice Principal

To: ~~Parents, Guardians and Community Users of our School~~

From: ~~School Principal~~

Date: ~~Enter date~~

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~~Maintenance work will make the main door of the school and the access ramp inaccessible from May 1 to May 8. A temporary ramp has been set up that gives access to the door at the east of the school building. We regret this inconvenience. If you have questions or concerns, please contact \_\_\_\_\_ at [phone number].~~

~~Thank you.~~



**School/Site Name**  
School/Site Address  
Telephone (807)    Fax (807)

Name, Principal  
Name, Vice Principal

To: ~~Visitors to the Jim McCuaig Education Centre~~

From: ~~Superintendent of Facilities~~

Date: ~~Enter date~~

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~~Our accessible washroom is out of service due to a broken pipe. Repairs are underway and the washroom is expected to be in service by tomorrow. In the interim, we have made arrangements for our visitors to use the accessible washroom at 125 S. Lillie Street, which is located next door to our premises.~~

~~We apologize for this inconvenience.~~

~~Thank you.~~

~~Appendix E~~  
~~Accessibility Standards For Customer Service Procedures~~  
~~Sample Notice of Feedback~~



**School/Site Name**  
School/Site Address  
Telephone (807) — Fax (807)

Name, Principal  
Name, Vice-Principal

Enter Date

~~Lakehead District School Board is committed to ensuring that its services meet optimum standards of accessibility for people with disabilities using the facilities and services of the Board. Comments on our services regarding how well those expectations are being met are welcome and appreciated.~~

~~Feedback regarding the way Lakehead District School Board provides services to people with disabilities can be made by [insert the ways feedback can be provided, for example, e-mail, verbally, suggestion box, feedback card, etc.].~~

~~All feedback will be directed to [enter name of Superintendent responsible for Special Education].~~

~~Response to your feedback will be provided as follows: [indicate method, e.g., direct response to the individual, summary report on website, etc.].~~

Sincerely,

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2021 JUN 08  
Report No. 050-21

TO THE CHAIR AND MEMBERS OF  
THE STANDING COMMITTEE – Public Session

RE: POLICY DEVELOPMENT: 7021 TEACHER HIRING POLICY

1. Background

- 1.1 It is the policy of Lakehead District School Board that policies will be developed/reviewed in accordance with Policy Development and Review Policy 2010.
- 1.2 The Ministry of Education revoked Ontario Regulation 274/12 – Hiring Practices, which outlined hiring practices for boards across Ontario.
- 1.3 At the November 24, 2020, Regular Board Meeting, it was approved to create a new policy to address Ministry requirements according to PPM165 School Board Teacher Hiring Practices.
- 1.4 On May 5, 2021, the draft policy and procedures were posted on the Board website for constituent feedback and comment with input to be received by May 26, 2021.

2. Situation

- 2.1 The policy and procedures were shared with the Special Education Advisory Committee, the Aboriginal Education Advisory Committee, and the Parent Involvement Committee.
- 2.2 The policy is attached as Appendix A and the procedures as Appendix B.
- 2.3 Upon final approval, the policy will be distributed according to Board procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 7021 Teacher Hiring Policy, Appendix A to Report No. 050-21.

Respectfully submitted,

MICHELLE PROBIZANSKI  
Superintendent of Education

IAN MACRAE  
Director of Education

<b>PERSONNEL AND EMPLOYEE RELATIONS</b>	<b>7000</b>
<b>DRAFT – June 8, 2021</b>	
<b>TEACHER HIRING POLICY</b>	<b>7021</b>

1. Rationale

Lakehead District School Board (LDSB) is committed to the well-being and success of current and future students. To achieve this objective, it is critical to have a well-prepared, diverse, and qualified teacher workforce with the knowledge, skills, and attributes needed so that all students can reach their full potential.

2. Policy

It is the policy at Lakehead District School Board that teacher hiring is conducted using fair and transparent procedures to engage a well-prepared, diverse, and qualified teacher workforce for the well-being and success of all students. The procedures will consider the following five areas:

- Diversity, Equity, and Human Rights;
- Qualifications and Merit;
- Employment Mobility;
- Fairness and Transparency; and
- Monitoring and Evaluation.

Hiring decisions are made by LDSB in accordance with applicable legislation, the Ontario *Human Rights Code*, and collective agreements. This policy also upholds the principles in Regulation 298, “Operation of Schools – General”, R.R.O, 1990, including those related to teacher qualifications and providing the best possible education program for students, with due regard to their safety and well-being.

3. Application and Scope

This policy applies to the hiring of teachers at LDSB. Lakehead District School Board will establish procedures to guide the implementation of this policy.

4. Areas of Consideration

4.1 Diversity, Equity and Human Rights

Lakehead District School Board promotes human rights and equity and is committed to achieving a representative teacher workforce, that reflects the diversity in the province, to meet the needs of students. These efforts have a positive effect on the educational experience and outcomes of all students, including historically disadvantaged groups. Lakehead District School Board will develop plans for a diverse and representative workforce.





<b>PERSONNEL AND EMPLOYEE RELATIONS</b>	<b>7000</b>
<b>DRAFT – June 8, 2021</b>	
<b>TEACHER HIRING PROCEDURES</b>	<b>7021</b>

1. General

It is the policy at Lakehead District School Board (LDSB) that teacher hiring is conducted using fair and transparent procedures to engage a well-prepared, diverse, and qualified teacher workforce for the well-being and success of all students.

2. Procedures - General

These are the procedures for implementing the Teacher Hiring Policy. They articulate a fair, consistent, and transparent teacher hiring process and consider the following five key areas:

- Diversity, Equity, and Human Rights;
- Qualifications and Merit;
- Employment Mobility ;
- Fairness and Transparency; and
- Monitoring and Evaluation.

Promoting a fair process includes the commitment to examine, identify, and remove barriers for Indigenous peoples (First Nations, Métis, and Inuit) and equity-seeking groups at each stage in the hiring process.

3. Hiring Procedures

To support a fair, consistent, and transparent process for candidates, the hiring process will include the following steps, while being mindful of collective agreement provisions.

- 3.1 Adhere to bona fide (legitimate) job requirements and qualifications, while following the requirements as outlined in R.R.O. 1990, Reg. 298 (Operation of Schools – General), when creating job postings.
- 3.2 Select the best candidate based on knowledge, skills and competencies. Also rely on the following when developing the selection and evaluation criteria:
  - 3.2.1 valuing applicants' demonstrated experience and commitment to creating a safe, inclusive, equitable, accessible, and high-quality learning environment;





# PERSONNEL AND EMPLOYEE RELATIONS

7000

DRAFT – June 8, 2021

## TEACHER HIRING PROCEDURES

7021

To achieve and retain a representative workforce to meet the needs of diverse students, LDSB will also develop plans to:

- conduct a voluntary employee census and analyze the data to inform decision-making;
- conduct employment systems review to determine whether employment systems create discriminatory barriers; and
- develop a fairness in employment plan to address gaps or discriminatory barriers, including workplace culture, for a diverse and inclusive work environment.

### 5. Record Keeping

Hiring records will be kept for a minimum of one year from the hiring date of a specific position, in accordance with the LDSB Record Retention Schedule.

### 6. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Human Rights and Workplace Harassment Policy 7030		Ontario Human Rights Code
Accessibility Standards for Customer Service Policy 3100	<u>Date Revised</u>	Education Act
Teacher Hiring Policy 7021		Accessibility for Ontarians with Disabilities Act, 2005

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2021 JUN 08  
Report No. 049-21

TO THE CHAIR AND MEMBERS OF  
THE STANDING COMMITTEE – Public Session

RE: POLICY DEVELOPMENT – 7022 CONFLICT OF INTEREST – TEACHER HIRING

1. Background

- 1.1 It is the policy of Lakehead District School Board that policies will be developed/reviewed in accordance with Policy Development and Review Policy 2010.
- 1.2 The Ministry of Education revoked Ontario Regulation 274/12 – Hiring Practices, which outlined hiring practices for boards across Ontario.

At the November 24, 2020 Regular Board Meeting, the development of 7022 Conflict of Interest Policy was approved according to PPM165 School Board Teacher Hiring Practices.

- 1.3 On May 5, 2021, the draft policy and procedures were posted on the Board website for constituent feedback and comment with input to be received by May 26, 2021. There was no external constituent input received.

2. Situation

- 2.1 Best practice is for Lakehead District School Board to develop its own Conflict of Interest Policy, which will ensure alignment with both Board and provincial requirements.
- 2.2 The policy is attached as Appendix A and the procedures as Appendix B.
- 2.3 Upon final approval, the policy will be distributed according to Board procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 7022 Conflict of Interest – Teacher Hiring Policy, Appendix A, Report No. 049-21.

Respectfully submitted,

MICHELLE PROBIZANSKI  
Superintendent of Education

IAN MACRAE  
Director of Education

<p><b>PERSONNEL AND EMPLOYEE RELATIONS</b></p> <p><b>DRAFT – June 8, 2021</b></p> <p><b>CONFLICT OF INTEREST – TEACHER HIRING, POLICY</b></p>	<p><b>7000</b></p> <p><b>7022</b></p>
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1. Rationale

Lakehead District School Board (LDSB) is committed to fostering public trust in education and endeavours to maintain the highest business and ethical standards. The policy is intended to facilitate the protection of the integrity of the employee, in the course of their teacher hiring responsibilities to the Lakehead District School Board (LDSB).

2. Policy

- 2.1 This policy defines and addresses potential, apparent and actual conflicts of interest that may arise during teacher hiring at LDSB. It provides guidance to employees so that conflicts of interest are recognized, and either avoided or resolved expeditiously through the procedures for disclosure and management.
- 2.2 The fundamental principle underlying this policy is that employees must not permit relationships with others or external business activities to conflict, or appear to conflict, with the interests of LDSB.

3. Application and Scope

This policy applies to all employees of LDSB involved in teacher hiring. It also applies to individuals who are invited by LDSB, in extenuating circumstances, to assist with hiring teachers.

4. Specific Conflicts

Without restricting the generality of this policy, the following circumstances may give rise to conflicts of interest:

- 4.1. participating in, or influencing the outcome of the appointment, hiring, promotion, supervision, or evaluation of a person with whom the employee has, or has had, a relationship;
- 4.2 acceptance by an employee of a gift from any of the following persons or entities, if a reasonable person might conclude that the gift could influence the employee when performing hiring duties with LDSB;
- person, group, or entity that has dealings with LDSB;
  - a person, group, or entity to whom the employee provides services in the course of his or her duties to LDSB; and
  - a person, group, or entity that seeks to do business with LDSB.
- 4.3 An employee who is offered a gift in the circumstances described in 4.2 above shall, in writing, notify the superintendent.



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9. Review

The director of education is ultimately responsible for this policy. This policy shall be reviewed in accordance with Policy Development and Review Policy 2010.

<b><u>Cross Reference</u></b>	<b><u>Date Approved</u></b>	<b><u>Legal Reference</u></b>
Teacher Hiring Procedures 7021		Ontario Human Rights Code
Conflict of Interest – Teacher Hiring Procedures 7022	<b><u>Date Revised</u></b>	Education Act

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#### 1.0 General

The Conflict of Interest for Teacher Hiring Policy defines and addresses potential, apparent and actual conflicts of interest that may arise in the context of teacher hiring. It provides guidance to employees and individuals invited by Lakehead District School Board (LDSB) in extenuating circumstances, so that conflicts of interest are recognized and either avoided or resolved expeditiously through appropriate disclosure and management.

#### 2.0 Procedures

These procedures support the implementation of the 7022 Conflict of Interest Policy for Teacher Hiring. They address the disclosure and management of conflict of interest. Definitions provided in the policy will apply to these procedures as well.

#### 3.0 Procedures for Disclosure of Conflicts of Interest

3.1 All employees and invited individuals have an obligation to disclose to the superintendent, any conflict of interest. The employee must disclose, in writing, as soon as they could reasonably be aware that a conflict of interest exists. The existence of a conflict of interest does not necessarily preclude involvement in the issue which has given rise to the conflict (“the matter”). The employee must declare, in writing, the nature and extent of the conflict of interest no later than any meeting or process in which the employee participates and at which the matter is to be considered. The employee must refrain from taking part in any discussion or decision-making in relation to the matter, and withdraw from any meeting or process when the matter is being discussed until a decision has been reached regarding the manner in which the conflict of interest will be addressed.

3.2 A conflict of interest involving an employee and invited individuals may also be reported to the superintendent by any other person. A report to a superintendent about the existence of a potential, apparent or actual conflict of interest shall be made in writing.

#### 4.0 Procedures for the Management of Conflict of Interest

4.1 If the superintendent, to whom the disclosure is normally made, also has a conflict of interest, the disclosure should be made in writing to the person at the next highest level of authority or their designate.

4.2 The superintendent or designate will investigate to determine if a conflict of interest exists. Where appropriate, the superintendent or designate may consult with the employee and/or others.

4.3 If the superintendent or designate determines there is a conflict of interest, the superintendent or designate should resolve the matter as required in section 5.0 below and shall document, in writing, any remedies that have been applied.

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5.0 Options for Resolving Conflict of Interest

If a superintendent or designate determines that a conflict of interest exists, the superintendent or designate will decide the appropriate course of action.

- i) If the matter pertains to section 4.1 of the policy, and where the employee may be knowledgeable and have information central to the discussion, the employee with a conflict or appearance of conflict may be permitted to be involved in the matter without participating in the final decision described in section 4.1 of the policy.
- ii) If an employee fails to disclose a conflict as set out in 3.0 of these procedures above, a range of remedies can be applied, up to and including the termination of employment. If invited individuals fail to disclose a conflict, a range of remedies can be applied, up to and including removal from the hiring process.

<u><b>Cross Reference</b></u>	<u><b>Date Approved</b></u>	<u><b>Legal Reference</b></u>
Conflict of Interest –Teacher Hiring Policy, 7022	June 2, 2021	Education Act Ontario Human Rights Code
Teacher Hiring Policy, 7021  _____	<u><b>Date Revised</b></u>   _____	   _____