



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 14, 2022
Jim McCuaig Education Centre
Virtual via Microsoft Teams

I. MacRae
Director of Education

T. Tuchenhagen
Chair

AGENDA

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

	<u>Resource Person</u>	<u>Pages</u>
1. Call to Order		
2. Disclosure of Conflict of Interest		
3. Approval of the Agenda		
4. Resolve into Committee of the Whole – Closed Session		
5. COMMITTEE OF THE WHOLE - Closed Session – 7:05 p.m. (SEE ATTACHED AGENDA)		
6. Land Acknowledgement		
7. Delegations/Presentations		
7.1 Trustee Character Award - Ernest Richard, École Gon Morgan Public School	T. Tuchenhagen	Verbal
7.2 Grade 6 Book Study - The Barren Grounds by David A. Robertson	A. Keene	Verbal
8. Approval of Minutes		
8.1 Standing Committee Meeting - May 10, 2022	T. Tuchenhagen	1-4
9. Business Arising from the Minutes		

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

LAKEHEAD DISTRICT SCHOOL BOARD

MATTERS NOT REQUIRING A DECISION:

10.	Information Reports		
10.1	2022-2023 Operational Plan (055-22)	I. MacRae	5-26
10.2	Order of Policies for Review (061-22)	I. MacRae	27-28
10.3	Student Success – Technology Education (067-22)	A. Keene	29-33
10.4	French as a Second Language (070-22)	A. Keene	34-37
10.5	Health and Safety Semi-Annual Report (071-22)	K. Alaksa	38-39
10.6	Procedural By-Law Ad Hoc Committee Update (074-22)	R. Sitch	40-87
10.7	COVID-19 General Update	I. MacRae	Verbal
11.	First Reports		

MATTERS FOR DECISION:

12.	Postponed Reports		
13.	Ad Hoc and Special Committee Reports		
14.	New Reports		
14.1	Approval of Appointments to the Supervised Alternative Learning Committee 2022-2023 (063-22)	M. Probizanski	88

It is recommended that Lakehead District School Board approve the following appointments to the Supervised Alternative Learning (SAL) Committee for the 2022-2023 school year:

- *Trudy Tuchenhagen, Trustee;*
- *Ron Oikonen, Trustee (Alternate);*
- *Michelle Probizanski, Superintendent of Education;*
- *Nicholas Sacevich, Student Success Lead/ MISA Board Lead;*
- *Lorna Hunda, Acting Executive Director, YES Employment Services;*
- *Dianna Atkinson, Service Delivery Manager, YES Employment Services (Alternate); and*
- *Brad McKay, Program Supervisor, YES Employment Services.*

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

		<u>Resource Person</u>	<u>Pages</u>
14.2	Revised Trustee Appointments to Board Committees 2022 (072-22)	I. MacRae	90-91
	<i>It is recommended that Lakehead District School Board approve the Revised Trustee Appointments to Board Committees - 2022 as set out in Appendix A to Report No. 072-22.</i>		
14.3	Policy Review – 3001 Governance (073-22)	I. MacRae	92-94
	<i>It is recommended that Lakehead District School Board approve 3001 Governance Policy Appendix A to Report No. 073-22.</i>		
14.4	Policy Development – 8092 Code of Conduct (069-22)	K. Alaksa	95-102
	<i>It is recommended that Lakehead District School Board approve 8092 Code of Conduct Policy, Appendix A to Report No. 069-22.</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.



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STANDING COMMITTEE
Tuesday, June 14, 2022
Virtual via Microsoft Teams

I. MacRae
Director of Education

T. Tuchenhagen
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 10, 2022	T. Tuchenhagen	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

2022 MAY 10
7:30 p.m.

TRUSTEES PRESENT:

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

George Saarinen
Scottie Wemigwans
Jesslynn Friday (Indigenous Student Trustee)
Mehar Mago (Student Trustee)

TRUSTEE ABSENT, WITH REGRET:

Deborah Massaro
Ryan Sitch

SENIOR ADMINISTRATION:

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

PUBLIC SESSION:

1. **Approval of Agenda**

Moved by Trustee Saarinen

Seconded by Trustee Wemigwans

"THAT the Agenda for Standing Committee Meeting, May 10, 2022, be approved."

CARRIED

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

Moved by Trustee Arnone

Seconded by Trustee Doughty-Smith

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

- *Confirmation of Committee of the Whole – Closed Session Minutes of the Standing Committee Meeting – April 12, 2022;*

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

CARRIED

COMMITTEE OF THE WHOLE – CLOSED SESSION:

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

PUBLIC SESSION:

4. Confirmation of Minutes

Moved by Trustee Saarinen

Seconded by Trustee Wemigwans

“THAT the Standing Committee approve the Minutes of the Standing Committee Meeting, April 12, 2022.”

CARRIED

MATTERS NOT FOR DECISION:

5. English Language Learners (050-22)

AJ Keene, Superintendent of Education, introduced Maureen Abbott, Principal of Program and Early Years, who presented the report along with a PowerPoint presentation. Maureen Abbott introduced her team which included Inga Anderson-Foster, Elementary Resource Teacher, and Sari Johnston, English Language Learner Teacher, Hammarskjold High School. All trustees' questions were addressed.

6. COVID-19 General Update

Ian MacRae, Director of Education, introduced AJ Keene, Superintendent of Education, who provided a verbal update on current COVID-19 related matters affecting Lakehead District School Board. All trustees' questions were addressed.

7. Parent Involvement Committee Meeting Minutes – March 7, 2022

Ian MacRae, Director of Education, presented the minutes of the March 7, 2022 Parent Involvement Committee Meeting.

MATTERS FOR DECISION:

8. Approval of Standing Committee and Regular Board Meeting Schedule 2022-2023 (047-22)

Moved by Trustee Chambers

Seconded by Trustee Doughty-Smith

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

CARRIED

9. 2022 to 2030 Policy Review Schedule (049-22)

Moved by Trustee Saarinen

Seconded by Trustee Arnone

“THAT Lakehead District School Board approve the 2022 to 2030 Policy Review Schedule, Appendix A to Report No. 049-22.”

CARRIED

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

Moved by Trustee Oikonen

Seconded by Trustee Wemigwans

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

CARRIED

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

Moved by Trustee Saarinen

Seconded by Trustee Doughty-Smith

“THAT Lakehead District School Board revoke 8091 Use of Volunteers in Schools Policy, Appendix A, as outlined in Report No. 048-22.”

CARRIED

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

Moved by Trustee Chambers

Seconded by Trustee Oikonen

“THAT Lakehead District School Board approve 8071 Bullying Prevention and Intervention Policy, Appendix A to Report 051-22.”

CARRIED

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

Moved by Trustee Arnone

Seconded by Trustee Saarinen

“THAT Lakehead District School Board approve 3093 Electronic Information Security Policy, Appendix A to Report No. 053-22.”

CARRIED

14. Policy Review – 3096 Information/Communication Technology Use (054-22)

Moved by Trustee Oikonen

Seconded by Trustee Doughty-Smith

“THAT Lakehead District School Board approve 3096 Information/Communication Technology Use Policy, Appendix A to Report No. 054-22.”

CARRIED

15. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Arnone

"THAT we do now adjourn at 8:45 p.m."

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2022 JUN 14
Report No. 055-22

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

RE: 2022-2023 OPERATIONAL PLAN

1. Background

- 1.1 On an annual basis, senior administration develops an Operational Plan that reflects the strategic direction set by the Board.
- 1.2 The 2018-2019 Operational Plan remained in effect until the renewal of the Strategic Plan.
- 1.3 A new Strategic Plan was developed and approved at the April 20, 2021 Standing Committee Meeting.

2. Situation

Senior administration met with key staff to review and renew the current Operational Plan. The Operational Plan 2022-2023 supports the areas of major emphasis in the Board's Strategic Plan and is aligned to the Board Improvement and Equity Plan for student achievement.

3. Conclusion

The Operational Plan is a living public document that will be widely shared and communicated with internal and external stakeholders. Staff will ensure that school and department plans are aligned to the actions outlined. Regular information reports will be brought forward to the Board throughout the school year. The 2022-2023 Operational Plan is attached as Appendix A to Report No. 055-22.

Respectfully submitted,

IAN MACRAE
Director of Education

a r a n	Belong		Achieve		Reconcile		Lead		Inspire	
	B1	Provide a safe, welcoming, equitable, accessible and inclusive environment that reflects the diversity of our community	A1	Provide programs and supports so that every student can achieve high levels of personal and academic excellence.	R1	Work with Indigenous peoples in the spirit of reconciliation to provide quality education.	L1	Empower collaborative and student - centred leadership	I1	Recognize that in order to be inspired and successful learners, students need to be safe, healthy and happy.
	B2	Foster a school community within which every student and staff feels accepted and welcome to be actively engaged	A2	Research and implement wise practices in all we do.	R2	Embody the principle that Indigenous education is for all peoples.	L2	Provide professional development opportunities that support the priorities of the Strategic Plan.	I2	Foster hope, to support life-long learning
	B3	Promote a culture for students to express themselves and their identities.	A3	Provide opportunities for student-centred growth and development.	R3	Incorporate Indigenous communities and leadership in all aspects of Lakehead Public Schools.	L3	Provide leadership and service excellence to enhance education for every student.	I3	Support students, parents, guardians, caregivers, staff and school community ownership of our Vision.
			A4	Provide relevant, inclusive, accessible, engaging, and responsive learning environments.			L4	Demonstrate Fiscal Responsibility through a financially balanced budget, supporting the goals of the Strategic Plan	I4	Recognize and enhance family and community partnerships.
								I5	Work toward the future.	

SAFETY AND WELL BEING OF STUDENTS AND STAFF

Strategic Priorities	Goal	Actions/Strategies	Expected Outcomes	Actual Outcomes
B1, A1, I1	Provide a tiered level of support for student mental health needs	<ul style="list-style-type: none"> Ensure all students at all levels of need are provided with prevention and intervention mental wellness activities Provide resources and coaching to educators on classroom management strategies pertaining to students experiencing challenges in mental wellness Ensure there is a focus on social emotion learning in the classroom by providing presentations to students that involve teachers and ensure that social emotional learning materials and resources are distributed for ongoing use. Implement tier two programming for elementary students who are identified as needing more assistance and intervene using group modalities Continue to provide individual counselling in schools delivered by registered Social Workers. 	<ul style="list-style-type: none"> Create caring conditions for learning Develop social and emotional skills Strengthen mental health knowledge Provide mental health support for students with mild to moderate challenges Ensure strong system pathways to community mental health providers for students and families needing more intensive support 	<ul style="list-style-type: none"> PD provided to all staff at all schools on how to ensure mentally healthy classrooms and schools. (September 2021) Implementation of the SNAP for schools program across 11 classrooms (Grades 1-4) (2021-2022) Social Work services delivered to over 350 students as of March 1, 2022.

<p>L1, B1, B2, A4, I4, I1</p>	<p>Engage families, community, school and program leaders in mental wellbeing promotion</p>	<ul style="list-style-type: none"> • Enhance confidence and competence in the areas of crisis intervention and how to support students • Ensure staff have the opportunity to take SMHO developed Mental Health Literacy course at the elementary, secondary, guidance and administrator level. • Ensure students are provided the opportunity to learn in class social emotional learning strategies, basic mental health literacy as well as mental wellness and self-care. 	<ul style="list-style-type: none"> • Collaboration with school and system partners and establishment of clear roles and responsibilities which creates strong pathways for students and families in need of additional mental health support • Assurance of mentally healthy spaces for learning and provision of emotionally safe environments that promote academic achievement • Collaboration with caregivers to create circles of support that ensure supports are available for students and there is a wraparound approach • Partnering with community providers to ensure there are clear pathways to more intensive services when needed • Promote school mental health and wellbeing events and activities on the Board and Wellness social media accounts to ensure the information is disseminated to a wide-ranging audience. 	
<p>A4, B1, L2, I1, B3</p>	<p>Establishing the organizational conditions necessary for embedding mental health into the fabric of our daily routines and tasks</p>	<ul style="list-style-type: none"> • Work with Board leadership, school leadership, and designated school wellness champions to ensure knowledge tools and resources staff need are disseminated effectively. • Take time to establish a warm welcoming environment where relationships are prioritized so everyone is ready and able to learn. Students, staff, and families have endured many changes, challenges and disruptions. Practice with kindness and compassion • Ensure there are opportunities for those working directly with students to acknowledge when students are experiencing difficulties and challenges and pathways are in place for referrals to be made if needed. • Create space for respectful conversations about students' lived realities. Safety, inclusion, equity and belonging are key foundations for student mental health. 	<ul style="list-style-type: none"> • those focused on providing services to students are utilizing evidence-based frameworks and tools in their practice • Communication of the Mental Health Strategy in all areas of the board • Promotion of mental wellbeing and resources to ensure a culture of wellness for staff 	

		<ul style="list-style-type: none"> Promote mentally healthy schools for staff, students and families. We know that adult mental health mediates child and youth mental health 		
L2, B2, L3, I1	Provide the opportunity to increase capacity and knowledge focused on the areas of mental wellbeing, mental health promotion and prevention by way of professional development and training initiatives, educational opportunities, and awareness activities	<ul style="list-style-type: none"> Enhance confidence and competence in the areas of crisis intervention and how to support students Ensure staff have the opportunity to take SMHO developed Mental Health Literacy course at the elementary, secondary, guidance and administrator level. Ensure students are provided the opportunity to learn in class social emotional learning strategies, basic mental health literacy as well as mental wellness and self-care. 	<ul style="list-style-type: none"> The ongoing learning and development in the area of mental wellbeing for all, staff and students 	<ul style="list-style-type: none"> All educators are asked to remain present in any classroom presentations and sessions regarding mental health and wellness (SNAP for schools, stress lessons, mental health and wellness) to ensure they are learning with their students and are provided the resources to carry over programming after the sessions have been completed.
B1, B2, A4, L2, I2, I5	Equipping staff with the skills and strategies to support their personal well-being while also contributing to building a sense of community, belonging, gratitude and recognition for themselves and others	<ul style="list-style-type: none"> Review and implement SBCI Mental Health Resilience Program Provide “supporting employees in the workplace” training for supervisors Provide “building resilience” training for all staff Ensure EAP services are communicated and available to staff Develop policy that discourages excessive work after hours. Continue the practice of scheduling and approving of vacation usage in a timely manner 	<ul style="list-style-type: none"> Staff report feeling a sense of positive organizational culture Staff report the work environment is one where they feel respected and recognized for their work Staff feel connected to their work Implementation of mental health resilience program 	
B1, L3, I5	Ensuring the safe operations of all LDSB facilities and programs	<ul style="list-style-type: none"> Continue to conduct QMI reviews Continue to ensure ventilation operating as designed System review of workplace H&S incidents Ensure H&S topics are a focal point of system and school meetings Implement training calendar for CUPE 	<ul style="list-style-type: none"> School and workplaces are safe and healthy places to learn and work All staff receive ongoing training relevant to positions Reduction of H&S incidents 	
B1, L3, I5	Continuous capital improvements in board facilities ensuring health and safety of	<ul style="list-style-type: none"> 5 year/annual capital plans developed with input from board data and system input 	<ul style="list-style-type: none"> Board facilities are well maintained and safe, healthy and welcoming places to work and learn Planned improvements to air flow 	

	<p>students and staff, while ensuring facilities are well maintained</p>	<ul style="list-style-type: none"> • Continuation of air flow studies and plan to implement recommendations • Completion of boiler inspections • Review of maintenance department and processes • Design and train staff on TSSA approved HVAC maintenance curriculum 	<ul style="list-style-type: none"> • HVAC systems well maintained • Maintenance work orders are completed timely 	
<p>A2, B2, L3, L4, I5</p>	<p>Decrease staff absenteeism & unfilled positions</p>	<ul style="list-style-type: none"> • Review board absence data • SBCI review board Attendance Support Program and provide recommendations • Internal audit/SBCI review board Disability Management Program and provide recommendations • Consult with stakeholders on absenteeism and unfilled positions • Develop strategic plan on absenteeism • Review SFE system and current processes and provide recommendations for increased efficiencies and reduced unfilled jobs • Continue to utilize rovers and permanent supply staff to reduce unfilled positions • Review recruitment practices and position qualifications • Communicate absence approval requirements 	<ul style="list-style-type: none"> • Reintroduction of board attendance support program • Communicate disability management program • Improved system efficiencies • Reduction in staff absenteeism • Reduction in unfilled positions 	

	Belong		Achieve		Reconcile		Lead		Inspire
B1	Provide a safe, welcoming, equitable, accessible and inclusive environment that reflects the diversity of our community	A1	Provide programs and supports so that every student can achieve high levels of personal and academic excellence.	R1	Work with Indigenous peoples in the spirit of reconciliation to provide quality education.	L1	Empower collaborative and student - centred leadership	I1	Recognize that in order to be inspired and successful learners, students need to be safe, healthy and happy.
B2	Foster a school community within which every student and staff feels accepted and welcome to be actively engaged	A2	Research and implement wise practices in all we do.	R2	Embody the principle that Indigenous education is for all peoples.	L2	Provide professional development opportunities that support the priorities of the Strategic Plan.	I2	Foster hope, to support life-long learning
B3	Promote a culture for students to express themselves and their identities.	A3	Provide opportunities for student-centred growth and development.	R3	Incorporate Indigenous communities and leadership in all aspects of Lakehead Public Schools.	L3	Provide leadership and service excellence to enhance education for every student.	I3	Support students, parents, guardians, caregivers, staff and school community ownership of our Vision.
		A4	Provide relevant, inclusive, accessible, engaging, and responsive learning environments.			L4	Demonstrate Fiscal Responsibility through a financially balanced budget, supporting the goals of the Strategic Plan	I4	Recognize and enhance family and community partnerships.
								I5	Work toward the future.

EQUITY AND INCLUSIVITY				
Strategic Priorities	Goal	Actions/Strategies	Expected Outcomes	Actual Outcomes
B1, B2, B3, A2, A4, I1, L2	Foster human rights and equity so that all students can belong and can achieve their potential and especially including students who have been historically and currently under-served.	<ul style="list-style-type: none"> Continue learning and development to build staff capacity to foster a respectful and equitable climate for students and staff including those who identify as Indigenous, people of colour, persons with disabilities and members of LGBTQIA+ communities. Learn about student diversity at LDSB. Share aggregate data with students, families and communities. Share student demographic data to aid planning. Determine the necessary analyses of the student identity data in relation to student outcome data. 	<ul style="list-style-type: none"> Students and staff experience welcoming, safe, respectful, accessible, inclusive and healthy learning and working environments We will better understand student diversity Identify and address barriers or disparities with respect to student well-being, belonging and success 	
B1, B2, B3, A2, A4	Identify and address discriminatory barriers and practices because of race, ancestry, ethnic origin, place of origin, citizenship, colour, creed (religion), sex, marital status, family status, sexual orientation, gender identity, gender expression, age or disability, as well as promote inclusion for students experiencing barriers due to socio-economic status.	<ul style="list-style-type: none"> Provide equitable hiring training to those involved with outreach, recruitment and selection – starting with hiring senior administrators, principals and teachers. The objectives are to increase capacity to: <ol style="list-style-type: none"> Apply human rights principles and protection in the recruitment and selection process. Reduce bias and increase objectivity in decision-making. Share strategies to broaden the applicant pool and assess outcomes. 	<ul style="list-style-type: none"> The identification and elimination of discriminatory barriers and practices. Promote equitable hiring to encourage and support a diverse workforce Reduce bias in decision-making. 	

		<p>4. Operationalize the Teacher hiring policy and procedures.</p> <ul style="list-style-type: none"> • Develop a Conflict of Interest policy for employees to reduce likelihood of favouritism and nepotism 		
B1, B2, B3, A2, A4, L2, L3	Understand and disrupt the harmful effects of anti-Indigenous racism, racism, Islamophobia, Anti-Semitism, sexism, homophobia, transphobia, biphobia, ableism and other “isms” that affect the lives of students and staff at the Board	<ul style="list-style-type: none"> • Provide learning and development to engage administrators with disrupting discrimination • Share strategies for promoting equity and inclusion at schools • Examine the student discipline policy and opportunities to support positive interventions and the use of progressive discipline. • Develop capacity to identify and address hate activities in accordance with Policy 7030 • Implement the anti-sex trafficking protocol and related education 	<ul style="list-style-type: none"> • Communication about equity and inclusive education issues and highlight the success with addressing them. • Promote human rights and procedural fairness in matters related to student support and discipline. • Identify, address and track hate activities • Promote awareness and support related to anti-sex trafficking 	
B1, A1, A4	Ensure the Board meets the standards put forth in the Accessibility for Ontarians with Disability Act (AODA) by refreshing the Board’s multi-year plan	<ul style="list-style-type: none"> • Annual review of accessibility standards adherence • Refresh of board multi-year accessibility plan • Continue to bring accessibility lens into capital plans • Update accessibility information on board website and employee portal 	<ul style="list-style-type: none"> • Board policies, procedures and practices in all spaces, buildings and programs meet the standards put forth in the Accessibility for Ontarians with Disability Act • Board staff foster a culture and equity and inclusion 	
B1, A2, R3, L3, I5	Develop a comprehensive, fair and equitable recruitment, hiring and promotion strategy	<ul style="list-style-type: none"> • Create equitable hiring procedures under policy 7020 – Equitable Employment • Update job descriptions and conduct a job evaluation process (non union) 	<ul style="list-style-type: none"> • The hiring procedures will align with ministry guidance • Implement necessary changes arising from the job evaluation process 	
B2, A4, R3, I3, I4	Maintain ongoing communication with current stakeholders through a variety of channels	<ul style="list-style-type: none"> • Continue to maintain social media presence and positive optics 	<p>School communities, staff and stakeholders are continuously aware of programs, events, and activities.</p> <p>Continued engagement from parents and guardians, staff and community members on social media platforms</p>	

	Belong		Achieve		Reconcile		Lead		Inspire
B1	Provide a safe, welcoming, equitable, accessible and inclusive environment that reflects the diversity of our community	A1	Provide programs and supports so that every student can achieve high levels of personal and academic excellence.	R1	Work with Indigenous peoples in the spirit of reconciliation to provide quality education.	L1	Empower collaborative and student - centred leadership	I1	Recognize that in order to be inspired and successful learners, students need to be safe, healthy and happy.
B2	Foster a school community within which every student and staff feels accepted and welcome to be actively engaged	A2	Research and implement wise practices in all we do.	R2	Embody the principle that Indigenous education is for all peoples.	L2	Provide professional development opportunities that support the priorities of the Strategic Plan.	I2	Foster hope, to support life-long learning
B3	Promote a culture for students to express themselves and their identities.	A3	Provide opportunities for student-centred growth and development.	R3	Incorporate Indigenous communities and leadership in all aspects of Lakehead Public Schools.	L3	Provide leadership and service excellence to enhance education for every student.	I3	Support students, parents, guardians, caregivers, staff and school community ownership of our Vision.
		A4	Provide relevant, inclusive, accessible, engaging, and responsive learning environments.			L4	Demonstrate Fiscal Responsibility through a financially balanced budget, supporting the goals of the Strategic Plan	I4	Recognize and enhance family and community partnerships.
								I5	Work toward the future.

QUALITY OF LEARNING				
Strategic Priorities	Goal	Actions/Strategies	Expected Outcomes	Actual Outcomes
A1, A2, A3, A4, L2, B1, I2	Support secondary school teams in the development and implementation of the grade 9 curricula.	<ul style="list-style-type: none"> Create a program department position dedicated to de-streaming implementation. Provide focused training for all grade 9 teachers, including training on diverse learners, their needs, and assistive tools/strategies to support them. Support and enhance implementation of Academic only Grade 9 courses (French, English, Geography and Science). Strengthen the secondary transition planning process (Grade 7, 8, 9 teachers, principals, transitions staff, students, parents/guardians) to support informed decision-making and course selection for post-secondary pathways Share best practices from grade 9 math de-streaming. 	<ul style="list-style-type: none"> More consistent grade 9 learning outcomes between schools. Better knowledge mobility between worksites. Better knowledge mobility between students. Increased student self-efficacy and confidence. De-streamed course pass rates will exceed those of the applied equivalents. 	
A1, A2, A3, A4 B1, B2, I1, I2	Support students and families regarding the course selection process in secondary.	<ul style="list-style-type: none"> Create a standard communication plan for Grade 8 teachers, which outlines pathways (differentiate AP from grade 9 courses). 	<ul style="list-style-type: none"> More students taking academic pathways in grade 10 and beyond. Increased credit accumulation 	

		<ul style="list-style-type: none"> • Provide clear direction for grade 9 teachers regarding streaming recommendations that they give to students leaving grade 9 • Ensure consistent messaging from guidance staff that limits re-streaming where possible. 	<ul style="list-style-type: none"> • Increased graduation rates and post-secondary registration • More consistent and informed course selection to improve course delivery. 	
B1, B2, A1, A2, A3, A4, L2,	Work with school staff in ensuring all staff understand the benefits of de-streaming, and the best practices and resources to be implemented in classrooms.	<ul style="list-style-type: none"> • Provide professional development on the benefits and success of de-streaming, as well as shared best practices that benefit all learners. • Ongoing central meetings for 'de-streaming planning teams' (chairs and select worksite staff). 	<ul style="list-style-type: none"> • Shared strategies, formats and tasks that support a de-streamed environment. • Increased adoption/implementation of instructional practices that support a range of learners. • Increased capacity of educators teaching de-streamed curriculum. 	
B1, B2, B3, A1, A2, A3, A4,	By June 2023, increase the graduation rate from 71% to 74% of the 5-year cohort.	<ul style="list-style-type: none"> • Early intervention by school student success teams to rescue credits (e.g. midterm, day 20), especially in grades 9 and 10 (16 by 16) • Credit opportunities for students outside the school day (Con. Ed. offerings in summer/evening, PLAR, etc.). • Monitor grade level credit accumulation levels and develop intervention plans to mitigate credit accumulation barriers to graduation. • Monitor and support Graduation Goals from School Learning Plans. • Credit accumulation through enhanced summer semester programming including reach-ahead and catch-up opportunities. 	<ul style="list-style-type: none"> • Increased credit accumulation rates for grade 9 and 10 students to support graduation. • Students will have multiple and varied opportunities to attain credit requirements for graduation. 	
A1, A2, A3, A4, L2, L3	<p>By June 2022, the number of first-time eligible students writing the OSSLT will increase from 79.2% to 81%.</p> <p>By June 2023, the number of students who are meeting the provincial standard for reading as measured by the OSSLT will increase from 81% to 83%.</p>	<ul style="list-style-type: none"> • Provide professional development on structured literacy strategies (based on recommendations from Right to Read) for all teachers. • Secondary Program Department will support literacy plan initiatives/literacy goals and collect best practices to support future planning and implementation. • Provide practical ways for teachers to see how structured literacy skills (based on evidence-based strategies) can be incorporated into all classrooms. 	<ul style="list-style-type: none"> • Success rate on the OSSLT amongst first-time eligible writers towards goals. • Improve results of exceptional students by 2% per year. 	

	By June 2024, the number of students who are meeting the provincial standard for writing as measured by the OSSLT will increase from 83% to 85%.	<ul style="list-style-type: none"> Structured and explicit intervention for students with low literacy skills. 		
B1, B2, B3, A1, A2, A3, A4, I3, L2, L3	Facilitate E-Learning opportunities, and tracking in order increase student completion of requirements for OSSD.	<ul style="list-style-type: none"> Support E-Learning teachers in developing engaging courses and supports geared specifically for E-Learning students. Student/Parent information opportunities on the benefits of e-Learning and how it is used in post-secondary education and the workforce. Increase the number of sections and offerings of e-Learning courses available in the system to support all student pathways. Provide Professional Development (PD) to support quality improvement in the delivery of eLearning courses. 	<ul style="list-style-type: none"> Students will meet E-Learning graduation requirements to prepare for their post-secondary plans. Increased number of students, year over year, accessing elearning. Increased student retention and credit accumulation year over year in E-Learning. 	
B1, B2, B3, A1, A3, A4, I4,	Increase the number of students and families considering the apprenticeship pathway as a post-secondary destination such as college and university.	<ul style="list-style-type: none"> Face-to-face conversations with classes, individual students, parents, teachers, and community partners. Consistent reinforcement and comparisons of skilled trades to other career pathways. Promote the benefits of a post-secondary pathway in the skilled trades to other pathways. Pathway choice should complement students' interests, passions, strengths, and skills. 	<ul style="list-style-type: none"> Increased number of students with the knowledge of the skilled trades pathway as a potential choice post-secondary. Increased number of students entering the skilled trades as a post-secondary path. 	
B1, B2, B3, A2, A3, A4, L2,	Increase application of research-based assessment practices that incorporate Observations and Conversations .	<ul style="list-style-type: none"> Include assessment/evaluation professional development as part of NTIP each year. Through de-streaming professional development opportunities, work to build teacher capacity in triangulation of assessment. 	<ul style="list-style-type: none"> Varied assessment and evaluation opportunities (product, observation, conversations) that are more representative of student abilities. Increased credit attainment. 	
A1, A3, A4, B1, I1, R2	Improve student sense of well-being and belonging in schools, as measured in student surveys.	<ul style="list-style-type: none"> Incorporate more culturally responsive pedagogical practices in grade 9 courses (through de-streaming) Increase culturally diverse representation (voice, art, learning opportunities) that are made visible in our schools. 	<ul style="list-style-type: none"> Improved attendance and engagement of students. Greater student voice within the school. 	

<p>A1, A2, A3, A4, B1, R2</p>	<p>Increase opportunities for experiential and inquiry-based learning for all students.</p> <p>Rebuild consistent relationships with community partners and improve repeatability and sustainability of experiential activities.</p>	<ul style="list-style-type: none"> • Link curriculum to inquiry-based learning that is responsive to student interest from K to 12. • Re-engage community partnerships that have been dormant since the onset of Covid-19. • Leverage new curricula in K-12 math and science for experiential activities (e.g. coding robots) • Link inquiry-based learning opportunities to Indigenous ways of knowing and learning. 	<ul style="list-style-type: none"> • Increased number of out-of-classroom experiential learning activities. • Increased the number of inquiry-based learning opportunities for students within the classroom (virtual visits, classroom guests, hands-on learning opportunities) 	
<p>A1, A2, A3, A4, B1, I1</p>	<p>Provide targeted re-engagement opportunities and supports for students and families re-engaging post-Covid. Focus on both academic skills and general learning skills (including stamina for academic engagement)</p>	<ul style="list-style-type: none"> • Increase use of asset-based and trauma-informed practice. • Provide opportunities to connect with families of students who have demonstrated limited engagement 	<ul style="list-style-type: none"> • Increased attendance. • Increased engagement and achievement of curriculum expectations and attainment of credits. • Increased graduation rates. 	
<p>A1, A2, A3, A4, L2, L3</p>	<p>Support later-literacy intervention strategies and differentiated instruction approaches, with a focus on improving outcomes for all students.</p>	<ul style="list-style-type: none"> • Select and define the tier 2 and 3 interventions in secondary. • Establish the criteria for identifying secondary students requiring tier 2 and 3 interventions by using an approved assessment or screener. 	<ul style="list-style-type: none"> • A plan for tier 2 and 3 identification, screening and intervention will be established. 	
	<p>Build capacity as a system in meeting the needs of all students and ensure a range of appropriate placements, supports and services</p>	<ul style="list-style-type: none"> • Ongoing professional learning in UDL and DI for school staff • On-going partnerships and planning with community agencies • Conduct a special education review • 	<ul style="list-style-type: none"> • Updated special education plan • Tiered intervention and placement options to support the needs of all students 	
	<p>Respond to the school related recommendations in the Ontario Human Rights Commission Right to Read Report</p>	<ul style="list-style-type: none"> • Ongoing, timely screening and assessment for students with significant reading difficulties • Tiered level of interventions provided in all schools to respond to student need in the area of literacy 	<ul style="list-style-type: none"> • Increase in the number of students reading at grade level • Increased access to tiered interventions and assessment for students with, or suspect of, a learning disability 	
	<p>Continue to support students and families with an Autism Spectrum Diagnosis</p>	<ul style="list-style-type: none"> • Increase training and professional learning opportunities to support students with an Autism Spectrum Diagnosis 	<ul style="list-style-type: none"> • Inclusive and supportive classroom environments that focus on individual student need 	

		<ul style="list-style-type: none"> Continued partnerships to ensure students with an ASD have access to Applied Behaviour Analysis and other required supports 		
A1, A2, A3, A4, B2, R2	Facilitate computational thinking and coding skills across the curriculum to engage and empower students to be creators of technology solutions.	<ul style="list-style-type: none"> Support robotics initiatives and clubs at each school at the secondary level. Incorporate coding into cross-curricular numeracy and literacy to explore concepts such as patterning, art and connections to students' cultures. 	<ul style="list-style-type: none"> Students will have digital skills and an understanding of new technologies to solve real-world problems that are vital across all sectors of the global economy. Students will be engaged and empowered as creators of technology solutions and not only as consumers. Increased number of underrepresented groups, including girls, Indigenous youth, and youth living in rural, remote, and Northern communities. 	
A1,A2, A4, L2	Support elementary school teams in the implementation of a consistent literacy scope and sequence in English and French.	<ul style="list-style-type: none"> Create consistency within and across schools and build awareness of the sequence of skills that students need to develop to become successful and proficient readers. 	<ul style="list-style-type: none"> Creation of a scope and sequence that is detached from a particular program. 	
A1, A2, L2	Consistent screening tools will be used in every classroom with all students in literacy and numeracy.	<ul style="list-style-type: none"> Determine the evidence-based tools that will be used in literacy and numeracy. Provide training for staff in the use of these evidence-based tools. 	<ul style="list-style-type: none"> Students requiring further instruction and classroom interventions will be identified and supported through explicit instruction. 	
A1, A2, A3, A4, L2, L3	Establish tiered intervention for literacy.	<ul style="list-style-type: none"> Identify and implement tier 1 classroom practices. Select and define tier 2 interventions. Expand tier 3 interventions to all schools (i.e., Empower). 	<ul style="list-style-type: none"> Data will inform appropriate and targeted interventions for all students which will lead to more consistent achievement. Increased number of students reading at grade level All schools will provide tier 3 interventions to students s that require it. 	
A1, A2, L2	Support school teams in the implementation of the math curriculum.	<ul style="list-style-type: none"> System training for consistent, standard practice (e.g. DLF). Update the Comprehensive Math Program document. Identify a consistent system long-range plan Identify recommended number of minutes for math instruction by grade. 	<ul style="list-style-type: none"> Consistent standard practices across the system. Release an updated Comprehensive Math Program document. Have an agreed-upon system long-range plan. Increased adherence to recommended math instruction minutes. 	

A1, A4, L3, I4	Solidify the relationship between the school team and community partners (Speech-Language Pathologists to coordinate sharing of data.	<ul style="list-style-type: none"> • Early Years Lead and Special Education Principal meet with community partners for Early Years Screening and support. • Ensure that SLP screening and interventions support classroom instruction. 	<ul style="list-style-type: none"> • Reduction of duplication of services • More streamlined support in the early years by educators, facilitators and speech-language pathologists. 	
B1, B2, B3, A1, A2, A3, A4, R2	Support kindergarten educator teams in the inclusion of explicit literacy and numeracy learning opportunities in an inquiry-learning model.	<ul style="list-style-type: none"> • Provide program guidelines and professional development for Early Years Educators. • Explicit literacy and numeracy instruction through an inquiry model. • Structured outdoor learning opportunities. 	<ul style="list-style-type: none"> • Consistent use of a balanced approach to inquiry learning and explicit literacy instruction. 	
B1, B2, B3, A1, A2, A3, A4, R2	Review the format and feasibility of Grade 7/8 Academies.	<ul style="list-style-type: none"> • Restart the Grade 7/8 Academy Model following COVID. • Resume the academy committee to align the vision of academies. 	<ul style="list-style-type: none"> • Comprehensive review of the Grade 7/8 academy model with recommendations for continuing, expanding or removing. 	
L2, B2, A2	Develop a consistent training plan for NTIP.	<ul style="list-style-type: none"> • Provide ongoing professional learning sessions with special attention to those who may have missed training due to COVID restrictions. • Ensure all NTIP teachers have a mentor relationship that allows them to build webs of learning. • Focus on additional support for French Immersion NTIP teachers. 	<ul style="list-style-type: none"> • New teachers (permanent) will continue to be supported after they complete 2 successful TPAs up to 5 years. • Increased teacher capacity and retention. • Increased mentorship relationships and learning webs across the school board. 	
A1, A2, A3, A4, B2, B3	Build understanding of STEP in making responsive instructional decisions to best support ELLs at all levels of English language proficiency, including a focus on what to do when students are not progressing. (K-12)	<ul style="list-style-type: none"> • Ensure instruction is responsive to STEP. • ELL mode: in-class support combined with targeted English language instruction. • Support school teams with the implementation of the system Special Education Protocol for ELLs. • Determine a way to gather and track student information for ELLs centrally and use that information to inform system decisions (K-12). 	<ul style="list-style-type: none"> • Accommodations and modifications for those who require them. • ELLs will receive the support required to develop the English necessary to be successful in Ontario schools. • ELLs will be able to access special education support when necessary. • ELL information will be accessible centrally and will be used to make system decisions. • ELL link for staff on the board website. • Link to special education protocol on the board website. 	

			<ul style="list-style-type: none"> • Consistent use of Elite ELL Module. 	
A1, A2, A3, A4, L2	Increase the number of students choosing Core French courses up to Grade 12.	<ul style="list-style-type: none"> • Strengthen FSL learning teams in secondary schools. • Provide professional development and planning including FSL secondary teachers for grade 9 de-streamed classes. 	<ul style="list-style-type: none"> • Increased number of students graduating with Grade 12 Core French. • Increased confidence in students speaking in French. 	
A1, A3, A4, B3	Increase DELF certification for our Grade 8 FI and Grade 12 CF/FI students.	<ul style="list-style-type: none"> • Consistently administer DELF assessment in Grade 8. • Increase the participation of the number of Grade 12 students challenging the DELF assessment. 	<ul style="list-style-type: none"> • Increased numbers of students achieving DELF certification at grade 8 and grade 12 levels. 	
A1, A2, A3, A4, B3	Monitor Secondary FI course offerings to retain FI students in senior grades.	<ul style="list-style-type: none"> • Retention and recruitment of staff • Investigate course offerings at a senior level. 	<ul style="list-style-type: none"> • Increased number of students graduating from French Immersion. 	
A1, A4, L2, L3, I5	Infrastructure will be in place that will ensure stable connectivity, while providing teaching staff technical and implementation support to support our in person and remote learners	<ul style="list-style-type: none"> • Implementation of backup network infrastructure – backup power supplies on all network switches, routers, and Wi-Fi access points and backup network connectivity for internet access • Ensure infrastructure supports current and new remote learning opportunities • Develop an annual replacement plan for teacher laptops and classroom projectors, smartboards and interactive screens • Review internet services to meet the organizational needs • Continue to embed IT training in all facets of academic professional development 	<ul style="list-style-type: none"> • Prevent learning loss due to IT service outages • Ensure teachers have the basic IT tools needed to deliver instruction 	
A1, A4, L3, L4, I5	Develop a 3-year IT strategic plan that includes a sustainable technology refresh plan enabling all students and staff access to devices	<ul style="list-style-type: none"> • Review regional standards on providing devices for grades JK to 12 students • Develop board standards on device allocation for grades JK to 12, including refresh schedules for students and classrooms devices • Annually re-assess proper device allocation levels for different grades depending on program and classroom needs 	<ul style="list-style-type: none"> • An approved 3 year IT strategic plan that will support our students and staff. 	

<p>A3, A4, R2, L3, I1, I4</p>	<p>Provide students and educators with learning opportunities that will enrich outdoor stewardship and active, healthy living by making purposeful connections between nature, the outdoors, physical activity, healthy living and the Ontario curriculum</p>	<ul style="list-style-type: none"> • Support professional development opportunities and outdoor learning experiences with Kingfisher, community partners and school-based teams • Focused strategies in place to support extending learning outdoors and building capacity • Continue to include outdoor learning spaces and outdoor classrooms in capital plans 	<ul style="list-style-type: none"> • Development of leadership capacity and environmental stewardship in educators and students • Students & staff demonstrate increased use of practices in outdoor education, physical activity and healthy living 	
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	Belong		Achieve		Reconcile		Lead		Inspire
B1	Provide a safe, welcoming, equitable, accessible and inclusive environment that reflects the diversity of our community	A1	Provide programs and supports so that every student can achieve high levels of personal and academic excellence.	R1	Work with Indigenous peoples in the spirit of reconciliation to provide quality education.	L1	Empower collaborative and student - centred leadership	I1	Recognize that in order to be inspired and successful learners, students need to be safe, healthy and happy.
B2	Foster a school community within which every student and staff feels accepted and welcome to be actively engaged	A2	Research and implement wise practices in all we do.	R2	Embody the principle that Indigenous education is for all peoples.	L2	Provide professional development opportunities that support the priorities of the Strategic Plan.	I2	Foster hope, to support life-long learning
B3	Promote a culture for students to express themselves and their identities.	A3	Provide opportunities for student-centred growth and development.	R3	Incorporate Indigenous communities and leadership in all aspects of Lakehead Public Schools.	L3	Provide leadership and service excellence to enhance education for every student.	I3	Support students, parents, guardians, caregivers, staff and school community ownership of our Vision.
		A4	Provide relevant, inclusive, accessible, engaging, and responsive learning environments.			L4	Demonstrate Fiscal Responsibility through a financially balanced budget, supporting the goals of the Strategic Plan	I4	Recognize and enhance family and community partnerships.
								I5	Work toward the future.

INDIGENOUS EDUCATION				
Strategic Priorities	Goal	Actions/Strategies	Expected Outcomes	Actual Outcomes
R1, R2, R3	Focus on re-engagement post COVID for urban and remote First Nations students and families	<ul style="list-style-type: none"> Provide relationship-building opportunities between school staff and students, families, and communities Focus on holistic supports for re-engaging students Work collaboratively with community agencies to meet the needs of students and families 	<ul style="list-style-type: none"> Increased attendance Increased graduation rates Increase family engagement 	
R1, R2, R3	Increase credit accumulation, graduation rates and achievement data for self-identified First Nations, Métis and Inuit students.	<ul style="list-style-type: none"> Support teachers in implementing culturally relevant and responsive pedagogy. Use self-identified student data to direct and guide training, supports and resources in secondary schools Support and respond to data from school based Four Directions Programs (Indigenous Graduation Coach, First Nations, Metis, and Inuit Student Support Worker, Student Success Team) 	<ul style="list-style-type: none"> Increased achievement for self-identified First Nations, Metis, and Inuit students Increased graduation rates for self-identified First Nations, Metis, and Inuit students 	

R1, R2, R3	Increase leadership and mentorship opportunities and responsibilities for self-identified First Nations, Métis and Inuit students	<ul style="list-style-type: none"> • Provide space for Indigenous student voice in a variety of areas in school and board initiatives (I.e., Aboriginal Education Advisory Committee, Student Activities Council) • Expand mentorship opportunities cross-panel to support Indigenous student leadership 	<ul style="list-style-type: none"> • Increased participation of self-identified First Nations, Metis, and Inuit students in extra-curricular events and activities • Increased representation of self-identified First Nations, Metis, and Inuit students in leadership spaces 	
R1, R2, R3	Establish and maintain effective and reciprocal partnerships with Indigenous community organizations to support Indigenous students and families.	<ul style="list-style-type: none"> • Seek out opportunities to give back to community partners who support our work • Provide consistent connections and feedback opportunities with community organizations who support our work. • Attend and be active in community events connected to Indigenous education/relations. 	<ul style="list-style-type: none"> • Increased/maintain existing Indigenous community partnerships • Increased Indigenous student and family engagement 	
R1, R2, R3	Increase staff and educator knowledge, understanding and confidence to embed Indigenous histories, perspectives and knowledge systems in school and classroom communities	<ul style="list-style-type: none"> • Collect data from all staff to inform learning needs related to Indigenous pedagogy, histories, perspectives, and knowledge • Provide responsive professional learning opportunities connected to Indigenous histories, perspective, and knowledge 	<ul style="list-style-type: none"> • Increased confidence and awareness of Indigenous pedagogy, histories, perspectives, and knowledge • Increased participation during awareness events (I.e., Treaties Recognition Week, National Day for Truth and Reconciliation, etc.) 	
	Increase access and connections to land-based, experiential learning for students.	<ul style="list-style-type: none"> • Provide support for Kingfisher staff to learn and embed Indigenous content/perspectives into programming • Provide ongoing professional development for staff related to land-based and experiential learning 	<ul style="list-style-type: none"> • Increase number of students accessing land-based learning activities 	
	Collect and promote accurate data for self-identification of First Nations, Métis and Inuit students	<ul style="list-style-type: none"> • Ensure current data is accurate according to recent census information • Ensure consistent information shared during registration about the benefits and purpose of self-identification. 	<ul style="list-style-type: none"> • Increase number of students who self-identify as First Nations, Métis and Inuit to reflect more accurate student population 	

		<ul style="list-style-type: none">Promote self-identification at Welcome to Kindergarten nights and Grade 9 open house		
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	Belong		Achieve		Reconcile		Lead		Inspire
B1	Provide a safe, welcoming, equitable, accessible and inclusive environment that reflects the diversity of our community	A1	Provide programs and supports so that every student can achieve high levels of personal and academic excellence.	R1	Work with Indigenous peoples in the spirit of reconciliation to provide quality education.	L1	Empower collaborative and student - centred leadership	I1	Recognize that in order to be inspired and successful learners, students need to be safe, healthy and happy.
B2	Foster a school community within which every student and staff feels accepted and welcome to be actively engaged	A2	Research and implement wise practices in all we do.	R2	Embody the principle that Indigenous education is for all peoples.	L2	Provide professional development opportunities that support the priorities of the Strategic Plan.	I2	Foster hope, to support life-long learning
B3	Promote a culture for students to express themselves and their identities.	A3	Provide opportunities for student-centred growth and development.	R3	Incorporate Indigenous communities and leadership in all aspects of Lakehead Public Schools.	L3	Provide leadership and service excellence to enhance education for every student.	I3	Support students, parents, guardians, caregivers, staff and school community ownership of our Vision.
		A4	Provide relevant, inclusive, accessible, engaging, and responsive learning environments.			L4	Demonstrate Fiscal Responsibility through a financially balanced budget, supporting the goals of the Strategic Plan	I4	Recognize and enhance family and community partnerships.
								I5	Work toward the future.

CONTINUITY OF EFFECTIVE OPERATIONS				
Strategic Priorities	Goal	Actions/Strategies	Expected Outcomes	Actual Outcomes
L4, I5	Ensure financial sustainability of the system	<ul style="list-style-type: none"> Continuous alignment with funding Collaboration between funding envelopes and board objectives Review elementary & secondary school budget allocations Financial reports shared with all budget managers Regularly scheduled variance meetings with budget managers Provide financial training with new budget managers Review Café operations model, identifying efficiencies, opportunities Review Community Use model, identifying lost revenues Disposition of Surplus Properties Capitalize on energy efficiency projects Review projection and staffing processes 	<ul style="list-style-type: none"> Budget managers understand financial responsibilities and trained on financial reporting tools and requirements Budget supports operational and strategic plan Improved efficiencies in cafeterias Reduction of operating expenses Improved alignment between projections & staffing System will be financially stable 	
A2, L4, I5	Implementation of new Student Information System	<ul style="list-style-type: none"> Transition to new SIS Demonstrated functionality within the various integrated systems 	<ul style="list-style-type: none"> Successful phase 1 implementation of new SIS by end of 2122 	

		<ul style="list-style-type: none"> • Successfully complete test runs for all functional elements of the systems • Support provided by IT staff and subject matter experts in schools • Receive feedback on experience and satisfaction from staff • Integration of elementary Report cards – replacing Mx web 	<ul style="list-style-type: none"> • Continue implementation of phase 2 - Improve efficiency, access and reporting capabilities 	
A2, L4, I5	Implementation of Cloud based Finance system and improvement to processes	<ul style="list-style-type: none"> • Project team created • Review of integrated systems • Implementation plan developed and communicated to system • Functional areas tested • Training plan developed • Prepare electronic data management policy • Create shared directory of business practices 	<ul style="list-style-type: none"> • Transition to fully supported web-based system with more functionality • Customized reports will be developed to provide better financial information • End users will be trained • Implementation of electronic data is protected 	
A2, L4, I5	Implementation of improvements to HRIS and processes	<ul style="list-style-type: none"> • Review Edsembli audit of HRIS system and implementation of recommendations • Develop, test and Implement CUPE electronic timesheets • Implement Position control module • Implement onboarding/offboarding process • Continue to work on vacation scheduling • Review pay period procedures to identify areas of improvement • Investigate workflow and approval process improvement – paper vs electronic • Review of training practices for new employees to the board or employees to new positions • Ensure employee job descriptions are up to date 	<ul style="list-style-type: none"> • Improved functionality of HRIS system • Identify tools and system interfaces that will reduce manual processes • Improve operations of HR and Payroll departments • Provide improved and more timely reporting • Staff receive training that supports their core responsibilities 	
B1, B2, I4	Redevelop the external & internal facing websites to provide an accessible platform that promotes information sharing and engagement	<ul style="list-style-type: none"> • Feedback from management on format and content • Analytics on high traffic pages 	<ul style="list-style-type: none"> • Successful launch of updated external website • Develop a plan to improve the employee portal (internal website) 	

		<ul style="list-style-type: none"> • Design and content approved by senior team and managed by Communications and assisted by Computer Services • Upgrade employee portal to new platform • Departmental review and update of content • Communication of implementation plan to board employees 	<ul style="list-style-type: none"> • Implementation of improvements to internal website 	
A2, L4, 15	Continue to find efficiencies and cost savings while striving to maintain a high standard of service and safety in our transportation system	<ul style="list-style-type: none"> • Support the consortium in developing and implementing strategies to address school bus driver shortages. • Work with STSTB to review transportation practices, alternative modes of travel, routes, bell times to find efficiencies • Evaluate the use of GPS tracking and interior camera systems on contracted buses • Implementation of new transportation management software • 	<ul style="list-style-type: none"> • Decrease in school bus cancellation due to driver shortages • Providing a high standard of service for eligible students requiring transportation that falls within funding parameters • Continue to offer safe transportation services and timely communication to families 	
A2, L4, 15	Ensure continuity of all systems	<ul style="list-style-type: none"> • Review and update practices based on recommendations from Business Continuity Internal Audit, ECNO IT best practices, OSBIE cyber security review • Review current board disaster recovery plans • Review cyber security • Review feasibility of cloud-based services for existing IT systems • Schedule ethical hacking techniques – pen tests • Implement two factor authentication • Implement password management • Ensure cross training for key positions to avoid disruption in services • Review emergency plans regarding school and board office operations and update as required 	<ul style="list-style-type: none"> • Implementation of best practices with regards to disaster recovery and cyber security • Scheduled review of IT security practices • Increase board usage of cloud-based services • Ensure school and board operations are prepared for unscheduled, unplanned or emergency situations that may impact student education or wellbeing 	

<p>A2, L4, I5</p>	<p>Ensure maximum use of school space</p>	<ul style="list-style-type: none"> • Develop process to maximize use of school space • Promote opportunities for facility partnerships/community hubs • Host annual community partnership meeting • Review of Leases -review vs expenditures • School Utilization review • Develop plan for surplus properties 	<ul style="list-style-type: none"> • Stakeholders have knowledge of space availability • Facility partnerships/community hubs exist in schools • Updated school utilization 	
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LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2022 JUN 14
Report No. 061-22

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

RE: 2022-2023 ORDER OF POLICIES FOR REVIEW

1. Background

- 1.1 On May 24, 2022, the Board approved the 2022 to 2030 Policy Review Schedule.
- 1.2 Section 4.4.1 of the 2010 Policy Development and Review Policy states “A specified review date will be established for all policies”.

2. Situation

The 2022-2023 order of policies for review, as developed by Director’s Council, is attached as Appendix A to Report No. 061-22.

Respectfully submitted,

IAN MACRAE
Director of Education

2022 – 2023 ORDER OF POLICIES FOR REVIEW						
Draft Policy to Constituents	Policy Input Due Date	Standing Committee Meeting	Regular Board Meeting	Policy #	Name of Policy	Superintendent
September 14	October 16	November 8	November 22	1011	Access to System Programs	AJ Keene
				3070	Allowance for Use of Personal Vehicles	K. Alaksa
December 7	January 25	February 14	February 28	9020	Library Resource Centre	AJ Keene
				6010	Emergency Evacuation and School Closure	M. Probizanski
February 8	March 22	April 11	April 25	7060	Staff Training	AJ Keene
				9015	Facility Partnership	K. Alaksa
March 8	April 19	May 9	May 23	3094	Electronic Meetings	Director
				8070	Safe Schools – System Expectations	M. Probizanski
March 8	April 19	May 9	May 23	9010	School Accommodation	K. Alaksa
				3092	Privacy and Information Management	K. Alaksa
				8062	Voluntary Aboriginal Student Self-Identification	AJ Keene
				8065	Voluntary Aboriginal Staff Self-Identification	AJ Keene
				8074	Student Concussion Management	M. Probizanski

June 14, 2022

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2022 JUN 14
Report No. 067-22

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 enhances relevance, promotes engagement, contributes to improved achievement and the promotion of well-being and equitable outcomes for all students. The Experiential Learning Cycle allows students to participate, reflect, apply new learning 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 de-stream Grade 9 courses. Starting in the 2022-2023 school year, there will be no applied options for Grade 9 students. New curriculum has been issued for Grade 9 science and math de-streamed courses; students will take academic courses in other subjects.

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. Local 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. 2021-2022 saw a return to off-site place-based and land-based opportunities for students and re-engagement with community partnerships affected by COVID-19 complications. While in-person connections have resumed with many community partners, increased skill and comfort with virtual connections has allowed significant engagement with new remote partners and experts.
- 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 teachers in subjects to be de-streamed next year has revolved around effective classroom practices for de-streamed, including reciprocal teaching, greater differentiation in instruction, low-floor-high-ceiling task, and assessment design, 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, 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 2021-2022 school year, 217 students enrolled in and were working toward a SHSM Seal of Distinction on their diploma. The 2022-2023 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 2021-2022 school year, 82 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 LDSB 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).
- 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. Twelve students will be participating this summer in a paid cooperative education program through the FOY program. Similar to last 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 as well as other virtual options.
- 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 teachers around de-streaming will continue, including opportunities for teachers to work together to co-plan through the end of this school year and into next year. Teachers of newly de-streamed courses will be assisted to incorporate practices that include more student activity and active thinking. Courses with new curricula will be supported through the program department to increase experiential opportunities and connection to local places, partners, and actions. Decolonization of pedagogical practices and content will be supported, and collection and analysis will continue to support next steps in programming for de-streaming. A new program department position has been created and will be filled to support de-streamed classrooms, teachers, and students next year.
- 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 The program department is committed to providing support for educators as they enhance experiential learning opportunities for students and engage with the experiential learning cycle. The program department will continue to offer professional development opportunities for educators to ensure understanding of post-secondary programs, E-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 LDSB 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

MATTHEW ROY
Experiential Learning Resource Teacher

NICHOLAS SACEVICH
Student Success Lead

AJ KEENE
Superintendent of Education

IAN MACRAE
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2022 JUN 14
Report No. 070-22

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

RE: FRENCH AS A SECOND LANGUAGE (FSL)

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. “The ability to speak two or more languages generally enhances cognitive development, as well as reasoning and creative-thinking skills. It also enhances the student’s confidence as a learner, facilitates the learning of additional languages, and contributes to academic achievement. As their strengths develop, French language learners become more flexible and adaptable in new and unforeseen situations.” (The Ontario Curriculum Grades 9 to 12: French as a Second Language, p. 7).
- 1.2 Lakehead District School Board is committed to increasing student confidence, proficiency, and achievement in FSL. “There is ... evidence that learning another language can help in the development of interpersonal and social skills. According to the 2004-2005 report of the Commissioner of Official Languages, research shows that people “who master more than one language increase their self-confidence and self-esteem and are more at ease with others (Adam, 2005, p. 107).” “(A Framework for French as a Second Language in Ontario Schools: Kindergarten to Grade 12, p. 3).
- 1.3 Lakehead District School Board continues to engage stakeholders and staff to promote student achievement and well-being. “Parents play an important role in their children’s learning. Studies show that students perform better in school if their parents are involved in their education. Active engagement in meaningful, age-appropriate, and cognitively stimulating tasks and projects is key to motivating FSL students.” (The Ontario Curriculum Grades 9 to 12: French as a Second Language, p.p. 12-13).

2. Situation

- 2.1 The Canada-Ontario Agreement on Minority Language Education and Second Official -Language Instruction 2021-2022 enabled LDSB to implement numerous initiatives to support professional learning and improve student outcomes in FSL. These provided the opportunity to:
 - participate in the moderated marking of three sessions of Diplôme d'Études en Langue Française (DELFF) exams;
 - participate in DELFF national session leading to a certified DELF *Formateur*,

- support students in their preparation for challenging the DELF exam;
- enhance the oral language skills of elementary FSL students through:
 - participation in a “journée Carnaval” that promoted and celebrated francophone culture; and
 - participation in French Immersion class in summer learning camp;
- expand elementary French Immersion resources that support oral language and reading development;
- expand elementary Core French resources that support oral language development; and
- expand resources that support the new Grade 9 Core French de-streamed course.

2.2 Lakehead District School Board participated in the Ontario Ministry of Education DELF initiative.

2.2.1 Eighteen Core French and 36 French Immersion students took the DELF exams (A2, B1, B2) in Fall 2021 and Spring 2022.

2.2.2 The participation rate this year in the DELF exams for Grade 12 French Immersion was 90%.

2.2.3 The participation rate this year in the DELF exams for Grade 12 Core French was 90%.

2.2.4 Data shows that there was a 91% success rate for LDSB students who completed the DELF this year. As well, students had relatively stable total scores for level B2 compared to the 2019 DELF results.

2.2.5 For levels A2 and B1, written comprehension, oral comprehension and oral production scores are highest. For B2, written comprehension and oral comprehension are highest. Written production is an area for improvement at level B1, while written production and oral production are areas for improvement at the B2 level.

2.3 Lakehead District School Board has a three-year Plan (2021- 2024) 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/de-streamed 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; and
- increasing the percentage of students and parents who recognize the advantages and benefits of learning French.

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;
- accessing tutoring for FSL teachers to improve French language competencies;
- supporting new French Immersion teachers through the New Teacher Induction Program (NTIP); and
- supporting Professional Learning Communities for elementary primary, junior and intermediate French Immersion teachers, elementary Core French teachers, and secondary Core French and French Immersion teachers.

2.5 Lakehead District School Board continues to promote and support FSL programs by:

- updating marketing materials for SK French Immersion programs;
- providing support and collaboration time to elementary school administration;
- addressing recruitment, hiring, and retention of FSL teachers;
- reviewing and updating the Lakehead Public Schools land acknowledgement in French to be used in French Immersion schools; and
- promoting and providing an opportunity to travel inter-provincially for Grades 11 and 12 FSL students.

3. Next Steps

Lakehead District School Board will:

- resume offering the DELF A2 exam to Grade 8 French Immersion students;
- provide the opportunity for secondary FSL students to travel to a French-speaking destination in May for Grades 10-12 students enrolled in FSL courses;
- 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;
- expand NTIP support offered in French; 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 analysis of achievement data, 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,

OLIVIER DOUCET
French Resource Teacher

FRED VAN ELBURG
Program Coordinator

AJ KEENE
Superintendent of Education

IAN MACRAE
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2022 JUN 14
Report No. 071-22

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 of 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 a number of 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);
- LPS Concussion Training (Online);
- Cybersecurity Overview (Online);
- Donning the Benehal N95 Particulate Respirator Training;
- Ministry of Education 2021/2022 Health and Safety Protocols; and
- Violence in the Workplace (Online).

2.2 Annual Lead Water Sampling

2.2.1 Lakehead Public Schools (LPS) 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.

2.2.2 On December 15, 2016, the Ministry of Environment filed an amended regulation. The amended regulation came into effective 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.

2.2.3 Lakehead Public Schools operates an ongoing sampling program of all designated drinking water fixtures at our 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

2.3.1 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.

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

2.3.3 Mitigation work was completed over the past year and long-term confirmation testing planned for the winter of 2022-2023.

2.4 COVID-19 Materials

2.4.1 The Ministry of Education has been providing LPS with Personal Protective Equipment (PPE), cleaning products and rapid antigen tests throughout the pandemic.

2.4.2 On March 21, 2022, the Government of Ontario removed many COVID-19 protocols and PPE requirements that has been in place. Although the requirements had been removed, LPS continue to receive materials and supply to all staff and schools.

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 21st century learning needs.

Respectfully submitted,

KYLE ULVANG
Health and Safety Officer

KIRSTI ALAKSA
Superintendent of Business

IAN MACRAE
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2022 JUN 14
Report No. 074-22

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

RE: PROCEDURAL BY-LAW AD HOC COMMITTEE UPDATE

1. Background

- 1.1 On November 23, 2021, the Board established a Procedural By-Law Ad Hoc Committee comprised of Trustees Arnone, Chambers, Tuchenhagen, Sitch, and Trustee Oikonen as alternate. The director of education and the executive secretary were also appointed to the committee. At its first meeting, Trustee Sitch was appointed chair of the Procedural By-Law Ad Hoc Committee.
- 1.2 The Procedural By-Law Ad Hoc Committee was directed to review the 2018 Procedural By-Law and report its progress to the Board no later than March 31, 2022.
- 1.3 At the March 22, 2022 Regular Board Meeting, the Procedural By-Law Ad Hoc Committee reported that upon reviewing the 2018 Procedural By-Law, the committee determined that a revision was required.

2. Situation

- 2.1 The Procedural By-Law Ad Hoc Committee has met with a consultant to aid in the revision.
- 2.2 It was determined to propose a change to the title of the Procedural By-Law to Governing Bylaws to better reflect the intention of the document. This is reflected in the draft document attached as Appendix A to Report 074-22.
- 2.3 The Procedural By-Law Ad Hoc Committee agreed that to allow trustees time to review the document in its entirety, and to allow for input before the final approval stage, the draft document would be brought as an information item to the June 14, 2022 Standing Committee meeting.

3. Conclusion

The Procedural By-Law Ad Hoc Committee will bring a notice of motion to the June 28, 2022 Regular Board meeting to begin the approval process of the revised Governing Bylaws.

Respectfully submitted,

RYAN SITCH
Chair
Procedural By-Law Ad Hoc Committee

Lakehead District School Board

2022 Governing Bylaws

Bylaw No. XXX

DATE: TBD

**LAKEHEAD DISTRICT SCHOOL BOARD
GOVERNING BYLAWS**

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1 **GOVERNING BYLAWS OF**
2
3 **LAKEHEAD DISTRICT SCHOOL BOARD**
4

5 These Bylaws are used by the Board of Trustees while conducting meetings of the Board and by
6 committee members while conducting meetings of the committees.
7

8 **Article I – Definitions**

9 **Abstention** means to not vote at all, either by stating as such or making no response. Lakehead District
10 School Board (LDSB) prescribes that an abstention, excluding that made due to a conflict of interest or
11 excused by Board resolution, shall be counted on the prevailing side.

12 **Act** means the *Education Act*, Revised Statutes of Ontario as amended and revised from time to time.

13 **Ad Hoc Committee** means a committee struck by the Board, Board Advisory Committee, or other
14 committee, to consider a specific assigned matter and report back to the striking body by a date fixed by
15 the striking body.

16 **Advisory Committee** is a standing committee approved by the Board to provide feedback and may make
17 recommendations to the Board in respect of any matter relating to the committee's mandate. The
18 membership shall be approved by the Board or as stipulated by the *Education Act* as it applies.

19 **Agenda** means the agenda of a meeting of the Board, or any of its committees, which lists the items of
20 business in the order in which they will be conducted.

21 **Board** as it pertains to these Bylaws means Board of Trustees.

22 **Board Advisory Committee** means a standing committee, composed of all members of the Board,
23 meeting to consider reports and bring recommendations to the Board.

24 **Chair** means chair of the Board, except where otherwise indicated as meaning chair of a committee of
25 the Board.

26 **Committee of the Whole - Closed Session** means all members of the Board meeting as a committee,
27 according to the *Education Act*, which is closed to all but those invited to be in attendance.

28 **Committee of the Whole - Closed Session Minutes** means the minutes of closed session meetings
29 presented only at another closed session meeting.

30 **Coordinating Committee** means a standing committee struck to organize the business of the Board and
31 review dates of meetings and agendas.

32 **Director** means director of education and secretary to the Board, chief executive officer, and chief
33 education officer, as described in the *Education Act*.

34 **Ex-Officio** means proceeding from office or authority. Lakehead District School Board prescribes an ex-
35 officio member as a non-voting member that does not affect a quorum.

36 **Indigenous Student Trustee** means a student trustee as referred to in 3095 Student Trustee Policy.

37 **Indigenous Trustee** means a trustee as referred to in Ontario Regulation 462/97 FIRST NATIONS
38 REPRESENTATION ON BOARDS.

39 **Majority vote** means more than half of votes cast.

40 **Majority vote of the entire Board** mean more than half of the votes of the entire Board, excluding
41 vacancies.

42 **Majority vote of the entire fixed Board** means more than half of the votes of the entire Board, including
43 vacancies.

44 **Majority vote of members present** means more than half of all members present whether voting or not
45 resulting in an abstention having the effect of a “no” vote.

46 **Member** means an elected or appointed trustee, excluding student trustees, except where otherwise
47 indicated as meaning a member of a committee of the Board.

48 **Non-statutory Committee** means a standing committee struck by the Board and not required under the
49 *Education Act*.

50 **Parliamentary Authority** means the adopted rules that govern the Board in all cases to which they are
51 applicable and not inconsistent with the Bylaws and any special rules of order the Board may adopt.

52 **Prevailing Side** means the affirmative if the motion passed and the negative if the motion failed.

53 **Regulations** mean the regulations made under the *Education Act*.

54 **Secretary** means the recording secretary who provides secretarial support to the Board or committees.

55 **Secretary to the Board** is the appointed secretary under the provisions of the *Education Act* and for the
56 purposes of these Bylaws shall always be referred to as the secretary to the Board or director.

57 **Special Committee** (Ad hoc) means a committee that performs a specified task and dissolves upon
58 completion of the task. A special committee reports to the striking body.

59 **Special Board Meeting** means a separate session of the Board held at a time different from that of any
60 regular meeting and convened to consider only the items specified in the call of the meeting.

61 **Standing Committee** means a committee constituted to perform a continuing function and remain in
62 existence. Lakehead District School Board has statutory and non-statutory standing committees.

63 **Statutory Committee** means a standing committee specifically required under the *Education Act*.

64 **Student Trustee** means student trustee as referred to in the current Ontario Regulation and Section 55
65 of the *Education Act*.

66 **Trustee** means publicly elected or appointed member of the Board according to the *Education Act* and
67 *Municipal Elections Act*.

68 **Vice Chair** means vice chair of the Board except where otherwise indicated as meaning vice chair of a
69 committee of the Board.

70 **Written Notice of Meetings** also referred to as the call of the meeting means advance written or
71 electronic notice informing members of the specific date, time, and place of a meeting.

72

73 **Article II – Name**

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75 The name of this organization shall be the Lakehead District School Board, hereinafter referred to as
76 LDSB or the Board.

77

78 **Article III – Purpose**

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

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Article IV – Board of Trustees

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4.1 Elected Trustees

Elected trustees are elected at a regular municipal election in accordance with the *Municipal Elections Act, 1996* and the *Education Act*.

4.2 Indigenous Trustee

The Indigenous trustee is appointed by LDSB in accordance with Regulation 462/97 under the *Education Act*.

4.3 Student Trustee

The student trustee is appointed by LDSB in accordance with 3095 Student Trustee Policy, and further governed by Regulation 7/07 Student Trustees under the *Education Act*.

Indigenous Student Trustee

4.4 The Indigenous student trustee is appointed by LDSB in accordance with 3095 Student Trustee Policy and further governed by Regulation 7/07 Student Trustees under the *Education Act*.

Article V – Executive

5.1 The Executive Members of the Board

The executive members of LDSB shall be the chair and vice chair.

5.2 Term of Office

The executive members shall serve for a term of one year and until their successors are elected in accordance with the *Education Act*. In a municipal election year, the end of term shall be in accordance with the *Education Act* and the *Municipal Elections Act*.

5.3 Duties of the Executive Members

5.3.1 Duties of the Chair: The chair shall perform the duties prescribed by the *Education Act* and any other governing documents the Board may adopt or be bound by. In addition to the duties under the *Education Act*, the following shall be the duties of the chair:

- a. ensure the efficient organization of regular Board agenda packages for trustees;
- b. follow up on Board direction given to the chair;
- c. represent the majority opinion of the Board when communicating and acting in the capacity of the chair;
- d. act as ex-officio member of all committees involving trustees;

- e. liaise on behalf of the Board with local municipalities, organizations, Members of Provincial Parliament, and other institutions and officials where appropriate;
- f. have signing authority of Board approved contracts;
- g. make available to all trustees copies of all correspondence received and sent;
- h. chair the Coordinating Committee;
- i. meet regularly with the director and vice chair; and
- j. in consultation with the Coordinating Committee, schedule any information meetings, informal discussions or workshops considered to be of interest to trustees.

5.3.2 Duties of the Vice Chair: The vice chair shall:

- a. preside in the absence of the chair;
- b. preside at the Board Advisory Committee meetings;
- c. ensure the efficient organization of Board Advisory Committee agenda packages for trustees;
- d. meet regularly with the chair and director;
- e. serve as a member of the Coordinating Committee;
- f. endeavour to assist the chair in the performance of the chair's duties;
- g. have signing authority in the absence of the chair;
- h. make recommendations to the Board with respect to the trustee budget; and
- i. authorize all expenditures pursuant to the trustees' budget provided such expenditures are in accordance with Board policy. The vice chair shall notify the chair immediately if any discrepancies or irregularities are noticed. The chair, in consultation with the director, shall address any discrepancies or irregularities and follow up with the trustee(s).

5.3.3 Absence of Chair and Vice Chair. If both the chair and vice chair are absent, the secretary to the Board or designate shall call the meeting to order and a temporary chair shall be chosen by the members of the Board present.

Article VI – Meetings of the Board

6.1 Regular Meetings

Regular meetings of the Board shall be held on the fourth Tuesday of every month at 7:30 p.m. in Public Session in the Board Room of the Jim McCuaig Education Centre, except July and August, when the Board shall meet at the call of the chair in consultation with the director. If a closed session is required, the Board meeting may start at a specified time and upon the call to order, shall move immediately into closed session. The Board may, by Board resolution, cancel a Regular Board Meeting in any month. In special or emergency circumstances, the chair may, in consultation with the director, alter the site.

172 **6.2 Inaugural Meetings**
173

174 The Inaugural Meeting shall be held in an election year within seven days of the election as
175 outlined in the Education Act. It shall be held at 6:00 p.m. in the Board Room of the Jim
176 McCuaig Education Centre unless changed by majority vote at a preceding Regular Board
177 Meeting. The Inaugural Meeting shall be held for the purpose of:

- 178
- 179 a. reading the returns certifying the election of the trustees;
- 180 b. reading the names of those trustees who have made or taken and subscribed the
181 Declaration of Office and Oath of Allegiance under Section 209 of the Act;
- 182 c. declaring the Board legally constituted;
- 183 d. electing officers and members of the Coordinating Committee; and
- 184 e. for any other business that may properly come before the Board.
- 185

186 **6.3 Annual Meetings**
187

188 The Annual Meeting shall be held in non-election years on the first Tuesday in December at 6:00
189 p.m. in the Board Room of the Jim McCuaig Education Centre unless changed by majority vote at
190 a preceding Regular Board Meeting. The Annual Meeting shall be held for the purpose of:

- 191
- 192 a. electing officers, and members of the Coordinating Committee;
- 193 b. receiving reports; and
- 194 c. for any other business that may properly come before the Board.
- 195

196 **6.4 Special Meetings**
197

198 Special meetings of the Board may be held at the call of the chair, in consultation with the
199 director, or on the written request of the majority of the Trustees of the Board.
200

201 **6.5 Notice to Trustees**
202

203 **6.5.1 Notice of regular, inaugural, annual, and Board Advisory Committee** meetings,
204 together with the agenda and supporting materials, shall be provided to trustees
205 electronically, or by request in paper format, no later than seventy-two hours prior to
206 the meeting.
207

208 **6.5.2 Notice of special meetings** together with the agenda and supporting materials, shall be
209 provided electronically, or by request, in paper format, no later than forty-eight hours
210 prior to the special meeting and shall state all business to be considered with the
211 agenda and supporting materials included. No other business shall be considered.
212

213 **6.5.3 In cases of emergency** the chair, in consultation with the director, may waive written
214 notice and the notice period, and notify the Board orally. If quorum can be achieved, an
215 emergency meeting can be held.

216 **6.6 Notice to the public, media, and stakeholder groups**
217

218 **6.6.1** Notice of all meetings of the Board and the Board Advisory Committee, including the
219 agenda and supporting public session reports and information, shall be made available
220 electronically to the public, including the media, and other stakeholder groups and
221 placed on the website no later than twenty-four hours prior to the meeting. Under
222 exceptional circumstances, the chair, in consultation with the director, may decide to
223 withhold a report until the meeting.
224

225 **6.6.2** In the case of a Special Board meeting, the notice and supporting public session reports
226 and information to the public, media, and other stakeholder groups may be delayed no
227 later than twelve hours prior to the meeting.
228

229 **6.6.3** In the case of an emergency meeting, notification will be provided as soon as possible
230 and supporting public session reports and information to the public, media, and other
231 stakeholder groups may be made available at the meeting.
232

233 **6.6.4** Notice of any change to the meetings of the Board or the Board Advisory Committee will
234 be given to members of the Board, the public, the media, and other stakeholder groups.
235

236 **6.6.5** The agendas and supporting public session reports and information will not be
237 circulated or provided publicly prior to the notice requirements.
238

239 **6.7 Attendance**
240

241 Attendance of trustees shall be recorded by the secretary in the minutes of all Regular or
242 Special meetings of the Board and committee meetings. It shall be the responsibility of
243 trustees to notify the secretary of expected absences prior to the time of the meeting. If notice
244 of absence is provided the trustee will be recorded as absent with regret. If no notice is
245 provided, the trustee will be recorded as absent. Trustees must adhere to attendance
246 requirements under the *Education Act*.
247

248 **6.8 Electronic Meetings**
249

250 **6.8.1** The Board and its committees shall be authorized and given the opportunity, in part or
251 in whole, to meet by telephone conference or through other electronic means so long
252 as all members can simultaneously communicate. A trustee shall be deemed to be
253 present as prescribed by the *Education Act* and Policy 3094, Electronic Meetings Policy.
254

255 **6.8.2** It is the responsibility of the trustee and committee members to ensure their electronic
256 equipment is up to date and working properly. Any technical difficulties during the
257 meeting shall not invalidate any decisions made so long as quorum is maintained.
258
259

260 **6.9 Digital Voting**

261

262 **6.9.1** Voting shall normally be by show of hands, voice vote, or using one of the available
263 features of the digital meeting platform.

264

265 **6.9.2** Voting during elections shall be done by secret ballot. A trustee attending by
266 electronic/digital means and wishing to vote during an election, may cast their ballot by
267 contacting the scrutineer via telephone who shall then cast the ballot on their behalf. In
268 doing so, the trustee is agreeing to waive secrecy of their vote in part, recognizing
269 scrutineers are bound by confidentiality. Proxy voting is prohibited.

270

271 **6.10 Electronic Recording of Meetings**

272

273 **6.10.1** The secretary may electronically record the Public Session of the Board, and Board
274 Advisory Committee, meetings.

275

276 **6.10.2** Committee of the Whole - Closed Sessions of the Board and Closed Sessions of the
277 Board Advisory Committee meetings shall not be electronically recorded.

278

279 **6.11 Adjournment**

280

281 Meetings of the Board shall adjourn no later than 10:00 p.m. unless, by resolution, the meeting
282 time is extended.

283

284 **6.12 Quorum**

285

286 **6.12.1 Quorum** shall be a majority of the entire Board, excluding vacancies. The secretary shall
287 advise the chair prior to the meeting in all cases where notified absences make it
288 possible that a quorum may not be achieved.

289

290 **6.12.2 Lack of Quorum**

291 If there is no quorum present within fifteen minutes after the time fixed for the start of
292 the meeting, the secretary shall record the names of the trustees then present and
293 the meeting shall not convene until the next regularly scheduled meeting, unless a
294 Special meeting is called.

295

296 **6.12.3 Loss of Quorum**

297 The Board or Board Advisory Committee meeting shall adjourn whenever a quorum is
298 no longer present after ten minutes has elapsed attempting to regain a quorum. The
299 secretary shall then record the time of adjournment and the names of the members
300 then present.

301

302

303

304 **Article VII – Committees**

305
306 **7.1** The Board shall establish statutory standing committees and may establish non-statutory
307 standing, and ad hoc committees. Board members may be appointed to sit on external
308 committees.

309
310 **7.2 Statutory Committees.**

311 The following are legislated Statutory Committees of the Board:

- 312 • Audit Committee;
- 313 • Parent Involvement Committee (PIC);
- 314 • Special Education Advisory Committee (SEAC);
- 315 • Supervised Alternative Learning Committee (SAL); and
- 316 • Suspension Appeal Hearing/Expulsion Hearing Committee.

317
318 **7.3 Non-Statutory Committees.**

319 The following are Non-Statutory Committees of the Board:

- 320 • Aboriginal Education Advisory Committee (AEAC);
- 321 • Board Advisory Committee;
- 322 • Communications Committee;
- 323 • Coordinating Committee (Internal);
- 324 • Equity and Inclusive Education Committee;
- 325 • Lakehead Public Schools International Board of Directors;
- 326 • OPSBA Awards Selection Committee;
- 327 • OPSBA Director Liaison Committee;
- 328 • Principal Selection Process Committee;
- 329 • School Year Calendar Committee;
- 330 • Student Transportation Service of Thunder Bay Committee (STSTB); and
- 331 • Success Advisory Committee.

332
333 **7.4 External Board or Agency Representation**

334 Library Board (appointed trustee or non-trustee member)

335 Ontario Public School Board’s Association

336

337 **Article VIII - Parliamentary Authority**

338

339 **8.1** The rules contained in the most current edition of Robert’s Rules of Order Newly Revised shall
340 govern LDSB in all cases to which they are applicable and in which they are not inconsistent with
341 these Bylaws, Special Rules of Order, or other governing documents the LDSB may adopt or is
342 bound by.

343

344 **8.2** Matters not specifically described in these Bylaws, Special Rules of Order, Robert’s Rules
345 of Order Newly Revised, or the *Education Act*, shall be conducted in a manner established by

346 the chair, without objection. If there is an objection, a majority vote shall confirm the
347 procedure.

348 ***Article IX – Amending Bylaws***

349
350 **9.1** These Bylaws may be amended at any Regular or Special meetings of the Board by a two-thirds
351 vote provided notice and the specific proposed amendment(s) have been submitted in writing at
352 the previous Regular Meeting of the Board. These Bylaws shall come into force at the
353 conclusion of the Board meeting at which it is amended, and such passing will not invalidate
354 decisions made prior to its coming into force.

355
356 **9.2** By June 30th of the final year of a Board’s term, an Ad Hoc committee shall be struck to review
357 the Governing Bylaws and shall report to the Board before the end of the Board’s term.

358
359 **9.3** Items in these Bylaws cannot be suspended unless such suspension is expressly provided for
360 within the Bylaws.

361
362 ***Article X – Amending or Suspending Appendices to the Bylaws***

363
364 The appendices to these Bylaws are attached for reference and are not to be considered the Bylaws.
365 The Bylaws do, however, prescribe for the amending and suspending of those appendices under the
366 control of the Board of Trustees.

367
368 **10.1 Amending Appendices**

369
370 **10.1.1 Appendices to these Bylaws**, under the control of the Board of Trustees, excluding
371 Special Rules of Order, may be amended at any Regular meeting of the Board by a
372 majority vote provided notice and the specific proposed amendment has been
373 submitted, in writing, at the previous Regular Meeting of the Board.

374
375 **10.1.2 Special Rules of Order** may be amended at any Regular Meeting of the Board by a two-
376 thirds vote provided notice and the specific proposed amendment has been
377 submitted, in writing, at the previous Regular meeting of the Board.

378
379 **10.2 Suspending Appendices**

380
381 Items in the appendices under the control of the Board of Trustees, including the Special Rules
382 of Order, may be suspended by a two-thirds vote with such suspension in effect only for the
383 intended purpose specified and only for that meeting.

384
385
386
387
388
389

Appendix A – Special Rules of Order

These special rules can be suspended with a 2/3rd vote with such suspension in effect only for the intended purpose.

1. Ex-officio

The chair shall act as ex-officio member of all committees but shall be a non-voting member and shall not affect quorum.

2. Recorded Vote

On the demand of an individual trustee, a recorded vote in Public Session on any question can be made provided the demand is made prior to the vote being called by the chair. The members shall announce their vote when their names are called by the director or designate, and it shall be the duty of the director to record the same in the minutes. The director shall announce the results of the recorded vote.

3. Speaking Time

3.1 Members may speak twice, for up to two minutes, on a debatable motion. Any member may clarify a material part of that member's speech which has been misinterpreted, but such member shall not introduce any new matter and may not debate the motion during the clarification. Such clarification will not be counted as one of the speaking times so long as the member does not debate.

3.2 Without objection or by 2/3rds vote, the speaking time may be limited or extended using the motion *Extend or Limit Debate*.

4. Voting

4.1 When a motion is put, every member present, including the chair, shall vote thereon and an abstention from voting shall be considered as a vote on the prevailing side unless due to one of the allowable exceptions.

4.2 Abstentions are subject to the following exceptions:

- a) a member need not vote if excused by a resolution of the Board; and
- b) a member shall not vote when prohibited by law from voting (conflict of interest).

4.3 On a recorded vote an abstention will be recorded as follows:

- abstention due to a): abstention (by resolution);
- abstention due to b): abstention (conflict of interest); or

- abstention not due to a) or b): abstention (prevailing side)

5. Motion Once Decided

Any motion, when once decided by the Board at a Regular or Special meeting, shall not be reconsidered for four (4) months.

6. Adjournment

- 6.1** Meetings of the Board and Board Advisory Committee shall adjourn no later than 10:00 p.m. unless the Board or Board Advisory Committee, by resolution, extends the time of the meeting.
- 6.2** If the adjournment of a Board meeting results in approved items of business on the agenda remaining unfinished, the chair, in consultation with the director, may call another meeting of the Board for the sole purpose of completing the approved agenda. Alternatively, the chair may schedule the unfinished matters for decision to be placed first on the next Regular Board Meeting agenda.
- 6.3** If the adjournment of a Board Advisory Committee meeting results in approved items of business on the agenda remaining unfinished, the Board Advisory Committee chair, in consultation with the Board chair and the director, may call another meeting of the Board Advisory Committee for the sole purpose of completing the approved agenda. Alternatively, the Board Advisory Committee chair may send the unfinished items back to the Coordinating Committee meeting for consideration on how best to conclude the unfinished business.

Appendix B – Regular Meeting Order of Business

The order of Business for Regular Meetings of the Board shall be as follows:

1. Call to Order
2. Disclosure of Conflict of Interest
3. Approval of the Agenda
4. Resolve into Committee of the Whole – Closed Session (as required)
5. Committee of the Whole – Closed Session (as required)
 - 5.1 Approval of Committee of the Whole – Closed Session Minutes
 - 5.2 Business Arising from the Minutes
 - 5.3 Consideration of Reports
 - 5.4 Information and Inquiries
 - 5.5 Rise and Report Progress
6. Report of Committee of the Whole – Closed Session (as required)
7. Land Acknowledgement (if no Closed Session, will be placed prior to approval of agenda)
8. Delegations/Presentations
9. Approval of Minutes – Public Session
10. Business Arising from the Minutes – Public Session

Matters Not Requiring a Decision

11. Information Reports
 - 11.1 OPSBA Report
 - 11.2 Student Trustee Report
 - 11.3 Indigenous Student Trustee Report
 - 11.4 General Updates
12. First Reports

Matters for Decision

13. Postponed Reports
14. Recommendation from the Board Advisory Committee (presented at Board Meetings)
15. Special Committee (Ad Hoc) Reports
16. New Reports
17. New Business
18. Notices of Motion and Consideration of Motions Previously Noticed
19. Information and Inquiries
20. Adjournment

DETAILED PROCEDURES AT THE REGULAR MEETING

All meetings of the Board shall be open to the public, except matters considered in Committee of the Whole – Closed Session (Section 207 (2) of the *Education Act*).

1. **Call to Order** - The chair will call the meeting to order at the scheduled time once a quorum is present. Quorum shall be a majority of the entire Board of Trustees (excluding vacancies).
 - 1.1 If there is no quorum present within fifteen minutes after the time fixed for the start of the meeting, the secretary shall record the names of the trustees then present and the meeting shall not convene until the next regularly scheduled meeting, unless a Special meeting is called.
 - 1.2 The Board meeting or Board Advisory Committee meeting shall adjourn whenever a quorum is no longer present after ten minutes has elapsed attempting to regain a quorum. The secretary shall then record the time of adjournment and the names of the members then present.
2. **Disclosure of Conflict of Interest** - The chair shall call for those trustees present to disclose any conflict of interest in any matter which is to be subject of consideration at the meeting. When a conflict of interest is declared in relation to a Public Session agenda item, the reason for the conflict of interest shall be stated in the Public Session minutes. When a conflict of interest is declared in relation to a Committee of the Whole - Closed Session agenda item, the general nature of that interest will not be disclosed in the Public Session minutes.
3. **Approval of the Agenda** - The agenda shall be approved or amended by a majority vote at a meeting of the Board at which there is a quorum.
4. **Resolve into Committee of the Whole – Closed Session** - When there are confidential agenda items to be addressed pursuant to Section 207(2) of the *Education Act*, that portion of the meeting shall be closed to the public.
5. **Committee of the Whole – Closed Session (as required)**
 - 5.1 **Approval of Committee of the Whole – Closed Session Minutes** – These minutes shall be considered by trustees only with reference to the accuracy of the minutes as recorded.
 - 5.2 **Business Arising from the Committee of the Whole – Closed Session Minutes** - Trustees or staff may present new information related to business in the minutes and trustees may question staff relevant to any follow-up action resulting from a decision or matter reported in the minutes.
 - 5.3 **Consideration of Reports** - Committee of the Whole - Closed Session reports may be formal written reports with or without recommendations or may be verbal reports from either administration or trustees. The content of these reports shall comply with Section 207(2) of the *Education Act*.

5.4 Information and Inquiries - Trustees may raise questions or provide information under this section. Items raised shall respect confidentiality of individuals and other matters pursuant to Section 207(2) of the *Education Act*. Trustees should notify the chair prior to the meeting of the nature of items to be raised under this section. The director of education may provide pertinent or timely information as per Section 207(2) of the *Education Act*. Trustees may ask questions of clarification and there shall be no debate.

5.5 Rise and Report Progress - At the conclusion of a meeting of the Committee of the Whole - Closed Session preceding a Regular or Special Board meeting, the Board will rise and report in Public Session.

6. Report of Committee of the Whole – Closed Session

6.1 Decisions concerning matters considered in Committee of the Whole - Closed Session shall be presented in public by the Committee of the Whole chair without amendment or debate, except as cited in 6.2.

6.2 Decisions which must be kept confidential for a longer period may be reported only in the Committee of the Whole - Closed Session Minutes provided that a resolution in Closed Session so orders by a majority vote. Such resolution shall specify that the decision be kept confidential for a specified period of time, or until a certain action is completed.

6.3 It shall be the responsibility of the secretary to bring forward decisions kept in the Committee of the Whole - Closed Session Minutes on public agendas of the Board in accordance with the resolution as detailed in Section 6.3.3.

6.4 The secretary shall make available to any member of the public who requests it, copies of any Public Session agenda with supporting reports and information of any public meeting of the Board or Board Advisory Committee.

6.5 Under exceptional circumstances the chair and the director may withhold a report until the meeting.

7. Land Acknowledgement – If no Closed Session placed prior to approval of agenda.

8. Delegations/Presentation – *See Appendix F Delegation/Presentation Process*

8.1 Members of the public desiring to appear before the Board as a delegation may be permitted to do so in accordance with Appendix F.

8.2 Presentations to the Board may be requested by the Coordinating Committee from various individuals or organizations on matters of interest around public education. Coordinating Committee may also approve presentation of awards to students and staff of Lakehead Public Schools.

9. Approval of Minutes – Public Session

9.1 These minutes shall be considered by trustees only with reference to the accuracy of the minutes as recorded.

10. Business Arising from the Minutes – Public Session

10.1 Trustees or staff may present new information related to business in the minutes and trustees may question staff relevant to any follow-up action resulting from a decision or matter reported in the minutes.

Matters Not Requiring a Decision

11. Information Reports - Staff or trustees, including the student trustee, providing information reports not requiring a decision. Questions of clarification will be allowed by the chair. A written report responding to questions asked by trustees at previous meetings is included hereunder. Trustees who chair or are members of committees may provide verbal or written updates under this agenda item.

11.1 OPSBA Report – The OPSBA director may provide a report.

11.2 Student Trustee Report – The student trustee shall provide written reports at Regular Board Meetings only, in accordance with the Lakehead District School Board Student Trustee Handbook.

11.3 Indigenous Student Trustee Report

11.4 General Updates

12. First Reports - First Reports are for discussion only. First Reports should have recommendations for consideration by trustees, but the recommendations shall not be debated nor voted upon at the time of presentation as a First Report. Questions of clarification relating to the report may be directed by trustees to the presenter. First Reports will appear under New Reports at the next Regular Board or Special Board Meeting for debate and decision.

Matters for Decision

Questions of clarification from trustees may be directed to presenters of all reports listed and an opportunity for debate by trustees shall be allowed prior to calling for a vote on recommendations.

13. Postponed Reports - Reports postponed from a previous Board meeting requiring a decision.

14. Recommendations from the Board Advisory Committee - Recommendations from the Board Advisory Committee are presented and decision items considered by the Board for approval provided the decision items are:

14.1 listed on the agenda;

14.2 introduced by the vice-chair or in the absence of the vice-chair by the chair;

14.3 put as motions on the floor;

14.4 debated; and

14.5 resolved by majority vote.

15. Special Committee (Ad Hoc) Reports - The chair or designate of an Ad Hoc or Special Committee shall present its report to the striking body.

16. New Reports - Trustees or administration may present reports, which include recommendations, under this agenda item.

17. New Business - Trustees may introduce motions resulting from information presented under the agenda sections "Information Reports" or "Delegations". Such motions shall be in writing and are permitted only to request additional information, or to refer a matter to a committee. If required, a trustee may ask the chair to call a short recess to allow time for writing a motion.

18. Notices of Motion and Consideration of Motions Previously Noticed

18.1 Written Notices of Motion shall be presented to the chair. The chair shall read the presented Notice of Motion but no discussion or voting relative to the motion shall be permitted at the same meeting.

18.2 Notices of Motion shall be considered at the next Regular meeting of the Board.

18.3 Consideration of Notices of Motion shall take place under this agenda item. The motion to be considered shall be printed on the agenda.

19. Information and Inquires - Trustees may raise questions or provide information under this section.

19.1 Items raised shall respect confidentiality of individuals and other matters pursuant to Section 207(2) of the *Education Act*. Trustees should notify the chair prior to the meeting of the nature of items to be raised under this section.

19.2 The director of education may provide pertinent or timely information that respects confidentiality of individuals and other matters pursuant to Section 207(2) of the *Education Act*. Trustees may ask questions of clarification and there shall be no debate.

20. Adjournment

Appendix C – Inaugural Meeting Order of Business

The order of Business for the Inaugural Meeting shall be as follows:

1. Call to Order (Director or designate)
2. Land Acknowledgement
3. Notation of Municipal Clerk’s Certificates of Election or Acclamation
4. Declarations of Office and Oath of Allegiance
5. Election of Chair
6. Election of Vice-Chair
7. Election of Member and Alternate of the Coordinating Committee
8. Committee Reports
 - 8.1 Thunder Bay Public Library Board Annual Report
 - 8.2 Aboriginal Education Advisory Committee Annual Report
 - 8.3 Parent Involvement Committee Annual Report
 - 8.4 Special Education Advisory Committee Report
9. Trustee Appointments to Board Committees
10. Director’s Annual Report
11. Adjournment

DETAILED PROCEDURES AT THE INAUGURAL MEETING

1. **Call to Order** - The director or their designate shall assume the chair until the election of the chair calling the meeting to order.
2. **Land Acknowledgement** - The director shall read the Land Acknowledgement
3. **Notation of Municipal Clerk’s Certificates of Election or Acclamation** – The director shall read the returns of the clerks of the municipalities certifying to the election of the members.
4. **Declarations of Office and Oath of Allegiance**
 - 4.1 The director shall administer the Declaration of Office and Oath of Allegiance according to Section 209 of the *Education Act*; and
 - 4.2 Declare the Board to be legally constituted when all members present have taken the Declaration and Oath and constitute a majority of all the members of the Board.
5. **Election of Chair** – The director shall conduct the election of the chair as follows:
 - 5.1 Have ballots prepared on which the names of candidates for each office are written.
 - 5.2 Designate one staff member to count the ballots, and a second staff member to act as scrutineer.

- 5.3** The director shall then conduct the annual election for the office of chair by calling for nominations and each nominee shall indicate whether the nomination is accepted.
- 5.4** If only one trustee accepts a nomination, that trustee shall be declared elected by acclamation.
- 5.5** Where more than one nominee stands for election, a vote shall be taken by secret ballot and the nominee receiving a majority of the votes cast shall be declared elected.
- 5.6** If there is more than one trustee nominated, they will be given the opportunity to speak for up to two minutes. No debate shall take place after the nominees have spoken.
- 5.7** Where more than two nominees stand for election and a majority of votes cast is not reached on the first ballot, the nominee receiving the fewest votes cast shall be removed from the ballot. Voting shall continue in a second or subsequent ballot until a nominee receives a majority of votes cast.
- 5.8** In the case of an equality of votes with respect to the election of two or more nominees, the presiding officer shall provide for drawing lots to determine which of the candidates is elected.
- 5.8.1 Process for Drawing Lots**
Ballots shall be prepared; one stating the name of the position to be filled; the other(s) blank. The total ballots will be the total number of nominees with an equality of votes. New ballots will be prepared for each round. The first person to draw a ballot returns the ballot to the scrutineer, who, after noting it, returns it for the next person to draw. After each round, those nominees who drew blank ballots are removed from the process. The draw continues until only one of the nominees draws the ballot stating the designated position.
- 5.9** The director shall announce the results of the ballot but shall not declare the count.
- 5.10** Upon election, the chair shall assume the chair.
- 6. Election of Vice Chair** - The chair shall conduct the election for vice-chair in the same manner as for the election of chair.
- 7. Election of a Trustee and one Alternate to the Coordinating Committee** – The chair shall conduct the election of a trustee and one alternate to the Coordinating Committee.
- 8. Committee Reports**
- 9. Trustee Appointments to Board Committees**
- 10. Director’s Annual Report**
- 11. Adjournment**

Appendix D – Annual Meeting Order of Business

The order of Business for the Inaugural Meeting

1. Call to Order (director or designate)
2. Land Acknowledgement
3. Election of Chair
4. Election of Vice-chair
5. Election of Member and Alternate of the Coordinating Committee
6. Director’s Annual Report
7. Committee Reports
 - 7.1 Thunder Bay Public Library Board Annual Report
 - 7.2 Aboriginal Education Advisory Committee Annual Report
 - 7.3 Parent Involvement Committee Annual Report
 - 7.4 Special Education Advisory Committee Report
8. Trustee Appointments to Board Committees
9. Adjournment

DETAILED PROCEDURES AT THE ANNUAL MEETING

1. **Call to Order** - The director or their designate shall assume the chair, until the election of the chair, calling the meeting to order.
2. **Land Acknowledgement** - The director shall read the Land Acknowledgement
3. **Election of Chair** – The director shall conduct the election of the chair as follows:
 - 3.1 Have ballots prepared on which the names of candidates for each office are written.
 - 3.2 Designate one staff member to count the ballots, and a second staff member to act as scrutineer.
 - 3.3 The director shall then conduct the annual election for the office of chair by calling for nominations and each nominee shall indicate whether the nomination is accepted.
 - 3.4 If only one trustee accepts a nomination, that trustee shall be declared elected by acclamation.
 - 3.5 Where more than one nominee stands for election, a vote shall be taken by secret ballot and the nominee receiving a majority of the votes cast shall be declared elected.
 - 3.6 If there is more than one trustee nominated, they will be given the opportunity to speak for up to two minutes. No debate shall take place after the nominees have spoken.
 - 3.7 Where more than two nominees stand for election and a majority of votes cast is not reached on the first ballot, the nominee receiving the fewest votes cast shall be removed from the ballot.

Voting shall continue in a second or subsequent ballot until a nominee receives a majority of votes cast.

- 3.8** In the case of an equality of votes with respect to the election of two or more nominees, the presiding officer shall provide for drawing lots to determine which of the candidates is elected.

3.8.1 Process for Drawing Lots

Ballots shall be prepared; one stating the name of the position to be filled; the other(s) blank. The total ballots will be the total number of nominees with an equality of votes. New ballots will be prepared for each round. The first person to draw a ballot returns the ballot to the scrutineer, who, after noting it, returns it for the next person to draw. After each round, those nominees who drew blank ballots are removed from the process. The draw continues until only one of the nominees draws the ballot stating the designated position.

- 3.9** The director shall announce the results of the ballot but shall not declare the count.

- 3.10** Upon election, the chair shall assume the chair.

- 4. Election of Vice Chair** - The chair shall conduct the election for vice-chair in the same manner as for the election of chair.
- 5. Election of a Member and one Alternate to the Coordinating Committee** – The chair shall conduct the election of a trustee and one alternate to the Coordinating Committee.
- 6. Director’s Annual Report**
- 7. Committee Reports**
- 8. Trustee Appointments to Board Committees**
- 9. Adjournment**

Appendix E – Board Advisory Committee Order of Business

The order of Business for the Board Advisory Committee shall be as follows:

1. Call to Order
2. Disclosure of Conflict of Interest
3. Approval of the Agenda
4. Resolve into Closed Session (as required)
5. Closed Session (as required)
 - 5.6 Approval of Closed Session Minutes
 - 5.7 Business Arising from the Minutes
 - 5.8 Consideration of Reports
 - 5.9 Information and Inquiries
 - 5.10 Adjourn Closed Session
6. Land Acknowledgement (if no Closed Session, placed prior to approval of agenda)
7. Delegations/Presentations
8. Approval of Minutes – Public Session
9. Business Arising from the Minutes – Public Session

Matters Not Requiring a Decision

10. Information Reports
11. First Reports

Matters for Decision

21. Postponed Reports
22. Special Committee (Ad Hoc) Reports
23. New Reports
24. New Business
25. Notices of Motion and Consideration of Motions Previously Noticed
26. Information and Inquiries
27. Adjournment

DETAILED PROCEDURES AT THE BOARD ADVISORY COMMITTEE MEETING

The vice-chair shall chair the Board Advisory Committee Meeting.

1. **Call to Order** - The committee chair will call the meeting to order at the scheduled time once a quorum is present. Quorum shall be a majority of the entire Board of Trustees (excluding vacancies).

- 1.1** If there is no quorum present within fifteen minutes after the time fixed for the start of the meeting, the secretary shall record the names of the trustees then present and the meeting shall not convene until the next regularly scheduled meeting, unless a Special meeting is called.
 - 1.2** The Board Advisory Committee shall adjourn whenever a quorum is no longer present after ten minutes has elapsed attempting to regain a quorum. The secretary shall then record the time of adjournment and the names of the members then present.
- 2. Disclosure of Conflict of Interest** – The chair shall call for those trustees present to disclose any conflict of interest in any matter which is to be subject of consideration at the meeting. When a conflict of interest is declared in relation to a Public Session agenda item, the reason for the conflict of interest shall be stated in the Public Session minutes. When a conflict of interest is declared in relation to a Closed Session agenda item, the general nature of that interest will not be disclosed in the Public Session minutes.
- 3. Approval of the Agenda** – The agenda shall be approved or amended by a majority vote at a meeting of the Board at which there is a quorum.
- 4. Resolve into Closed Session** - When there are confidential agenda items to be addressed pursuant to Section 207(2) of the *Education Act*, that portion of the meeting shall be closed to the public.
- 5. Closed Session (as required)**

 - 5.1 Approval of Closed Session Minutes** – These minutes shall be considered by trustees only with reference to the accuracy of the minutes as recorded.
 - 5.2 Business Arising from Closed Session Minutes** - Trustees or staff may present new information related to business in the minutes and trustees may question staff relevant to any follow-up action resulting from a decision or matter reported in the minutes.
 - 5.3 Consideration of Reports** - Closed Session reports may be formal written reports with or without recommendations or may be verbal reports from either administration or trustees. The content of these reports shall comply with Section 207(2) of the *Education Act*.
 - 5.4 Information and Inquiries** - Trustees may raise questions or provide information under this section. Items raised shall respect confidentiality of individuals and other matters pursuant to Section 207(2) of the *Education Act*. Trustees should notify the committee chair prior to the meeting of the nature of items to be raised under this section. The director of education may provide pertinent or timely information as per Section 207(2) of the *Education Act*. Trustees may ask questions of clarification and there shall be no debate.
 - 5.5 Adjourn Closed Session** - At the conclusion of a meeting of the Closed Session the committee shall adjourn. All decisions made in Closed Session of the Board Advisory Committee shall be reported in Committee of the Whole – Closed Session of the next Regular Board Meeting.
- 6. Land Acknowledgement** – If no Closed Session, placed prior to approval of agenda.

7. Delegations/Presentation – See Appendix F Delegation/Presentation Process

7.1 Members of the public desiring to appear before the Board as a delegation may be permitted to do so in accordance with Appendix F.

7.2 Presentations to the Board may be requested by the Coordinating Committee from various individuals or organizations on matters of interest around public education. Coordinating Committee may also approve presentation of awards to students and staff of Lakehead Public Schools.

8. Approval of Minutes – Public Session

8.1 These minutes shall be considered by trustees only with reference to the accuracy of the minutes as recorded.

9. Business Arising from the Minutes – Public Session

9.1 Trustees or staff may present new information related to business in the minutes and trustees may question staff relevant to any follow-up action resulting from a decision or matter reported in the minutes.

Matters Not Requiring a Decision

10. Information Reports – Staff or trustees, including the student trustee and Indigenous student trustee, providing information reports not requiring a decision. Questions of clarification will be allowed by the chair. A written report responding to questions asked by trustees at previous meetings is included hereunder. Trustees who chair or are members of committees may provide verbal or written updates under this agenda item.

10.1 Ontario Public School Boards' Association (OPSBA) Report – The OPSBA director may provide a report.

10.2 Student Trustee Report – The student trustee shall provide written reports at Regular Board meetings only, in accordance with the Lakehead District School Board Student Trustee Handbook.

10.3 Indigenous Student Trustee Report – The Indigenous student trustee shall provide written reports at Regular Board meetings only, in accordance with the Lakehead District School Board Student Trustee Handbook.

10.4 General Updates

11. First Reports - First Reports are for discussion only. First Reports should have recommendations for consideration by trustees, but the recommendations shall not be debated nor voted upon at the time of presentation as a First Report. Questions of clarification relating to the report may be directed by trustees to the presenter. First Reports will appear under New Reports at the next Regular Board or Special Board Meeting for debate and decision.

Matters for Decision

Questions of clarification from trustees may be directed to presenters of all reports listed and an opportunity for debate by trustees shall be allowed prior to calling for a vote on recommendations.

- 12. Postponed Reports** - Reports postponed from a previous Board meeting requiring a decision.
- 13. Special Committee (Ad Hoc) Reports** - The chair or designate of an Ad Hoc or Special Committee shall present its report to the striking body.
- 14. New Reports** - Trustees or administration may present reports, which include recommendations, under this agenda item.
- 15. New Business** - Trustees may introduce motions resulting from information presented under the agenda sections "Information Reports" or "Delegations". Such motions shall be in writing and are permitted only to request additional information, or to refer a matter to a committee. If required, a trustee may ask the chair to call a short recess to allow time for writing a motion.
- 16. Notices of Motion**
 - 16.1** Written Notices of Motion shall be presented to the chair. The chair shall read the presented Notice of Motion but no discussion or voting relative to the motion shall be permitted at the same meeting.
 - 16.2** Notices of Motion shall be considered at the next Regular Meeting of the Board.
 - 16.3** Consideration of Notices of Motion shall take place under this agenda item. The motion to be considered shall be printed on the agenda.
- 17. Information and Inquires** - Trustees may raise questions or provide information under this section.
 - 17.1** Items raised shall respect confidentiality of individuals and other matters pursuant to Section 207(2) of the Education Act. Trustees should notify the committee chair prior to the meeting of the nature of items to be raised under this section.
 - 17.2** The director of education may provide pertinent or timely information that respects confidentiality of individuals and other matters pursuant to Section 207(2) of the *Education Act*. Trustees may ask questions of clarification and there shall be no debate.

18. Adjournment

Appendix F - Delegations to the Board

1. The Coordinating Committee may grant requests by members of the public desiring to appear before the Board provided:
 - 1.1 a written request is received by the chair or secretary;
 - 1.2 the request must:
 - be in the jurisdiction of the Board and must not involve a personnel matter;
 - include the nature of the topic to be addressed;
 - include the name of the spokesperson or presenter for the group; and
 - 1.3 presenters shall provide written materials for the presentation to the secretary to the Board.
2. The request for a delegation and the written materials provided will:
 - 2.1 be presented to the next scheduled Coordinating Committee;
 - 2.2 be copied by the Director's Office to be included with the agenda for the Coordinating Committee (up to five pages); and
 - 2.3 be assigned a meeting date at which the delegation will be received and the requester will be advised accordingly.
3. Presentations shall not appear on the same agenda as a similar item to be discussed by trustees at the same meeting.
4. Requests for delegations by Board employees shall require Coordinating Committee approval.
5. The chair or the secretary, in consultation with the Coordinating Committee, will assign a requested delegation to an appropriate meeting (e.g., Regular Board, Special Board, Board Advisory Committee, Coordinating Committee, Informal Session).
6. When there are requests for more than two delegations of a similar nature, each delegation shall submit written material for the presentation in accordance with the following:
 - 6.1 The chair or the secretary may, in consultation with the Coordinating Committee:
 - a) schedule a Special Board Meeting to receive more than two delegations of a similar nature;
or
 - b) require that the delegations appoint one spokesperson to present a ten-minute executive summary of all the delegation material. A representative from each delegation shall sit at the delegation table.
 - 6.2 Trustees may ask questions of clarifications of the delegates based on the executive summary or the previously provided written presentation material.

7. The secretary shall acknowledge, in writing, all requests for delegations to the Board, such requests to be copied to all trustees. In cases where a request for delegation is denied, reasons shall be stated.
8. There shall be a maximum of two delegations allowed at any one meeting.
(See #6 for delegations of a similar nature.)
9. The delegation will be limited to ten minutes for its verbal presentation.
10. Questions of clarification of the delegation may be asked by trustees following the presentation.
11. No decisions or debate relative to the presentation will be made by the Board at the meeting at which the presentation is made.
12. The Coordinating Committee shall review requests of delegations following their presentation, and shall schedule related reports or responses, where appropriate.

DRAFT

Appendix G – Education Act References

**EDUCATION ACT
QUICK REFERENCES**

STUDENT TRUSTEES

Student trustees

55 (1) The Minister may make regulations providing for elected student trustees to represent, on district school boards and on boards established under section 67, the interests of pupils in the last two years of the intermediate division and in the senior division. 2006, c. 10, s. 6.

No membership or binding vote

(2) A student trustee is not a member of the board and is not entitled to exercise a binding vote on any matter before the board or any of its committees. 2006, c. 10, s. 6.

Recorded vote

(3) A student trustee is entitled to require that a matter before the board or one of its committees on which the student trustee sits be put to a recorded vote, and in that case there shall be,

- (a) a recorded non-binding vote that includes the student trustee's vote; and
- (b) a recorded binding vote that does not include the student trustee's vote. 2006, c. 10, s. 6.

Motion

(4) A student trustee is not entitled to move a motion, but is entitled to suggest a motion on any matter at a meeting of the board or of one of its committees on which the student trustee sits, and if no member of the board or committee, as the case may be, moves the suggested motion, the record shall show the suggested motion. 2006, c. 10, s. 6.

Certain closed meetings

(5) A student trustee is not entitled to be present at a meeting that is closed to the public under clause 207 (2) (b). 2006, c. 10, s. 6.

Participation

(6) Subject to subsections (2) to (5), a student trustee shall have the same opportunities for participation at meetings of the board and of its committees as a member has. 2006, c. 10, s. 6.

Resources and training

(7) A student trustee has the same status as a board member with respect to access to board resources and opportunities for training. 2006, c. 10, s. 6.

Honorarium

(8) A student trustee is entitled to receive an honorarium from the board in accordance with the regulations, if the specified conditions are satisfied. 2006, c. 10, s. 6.

Regulations

- (9) Without limiting the generality of subsection (1), a regulation under that subsection may,
- (a) provide for and govern the student trustee election process, which may be direct or indirect;
 - (b) specify qualifications for electors of student trustees;
 - (c) specify qualifications for student trustees and the consequences of becoming disqualified;
 - (d) govern the number of student trustees who may sit on a board;
 - (e) govern student trustees' terms of office;
 - (f) authorize boards to reimburse student trustees for all or part of the out-of-pocket expenses reasonably incurred in connection with carrying out their responsibilities, subject to such limitations or conditions as may be specified in the regulation;

- (g) provide for transitional matters that, in the Minister's opinion, are necessary or desirable in connection with the implementation of section 6 of the *Education Statute Law Amendment Act (Student Performance), 2006*. 2006, c. 10, s. 6.

Same

(10) Without limiting the generality of subsection (1), a regulation under that subsection dealing with the honorarium described in subsection (8) may,

- (a) specify a method for calculating the amount of the honorarium;
- (b) specify conditions for the purposes of subsection (8);
- (c) provide that the honorarium for a student trustee who serves two or more terms shall be multiplied by the number of terms served or increased in some other way;
- (d) relate the amount of the honorarium to the honoraria received by members of the board;
- (e) govern the manner and timing of payment of the honorarium;
- (f) provide for the payment of the honorarium to a third party on the former student trustee's behalf;
- (g) prescribe classes of student trustees or former student trustees and treat the members of different classes differently. 2006, c. 10, s. 6.

Same

(11) Without limiting the generality of clause (9) (a), a regulation under subsection (1) may provide for and govern,

- (a) student trustee elections at different times in the school year; and
- (b) by-elections to fill vacancies. 2006, c. 10, s. 6.

Same

(12) In a regulation under subsection (1), the Minister may provide for any matter by authorizing a board to develop and implement a policy with respect to the matter, and may require that the policy comply with policies and guidelines established under paragraph 3.5 of subsection 8 (1). 2006, c. 10, s. 6.

General or particular

(13) A regulation under subsection (1) may be general or particular. 2006, c. 10, s. 6.

Transition

(14) The pupil representatives elected or appointed under Ontario Regulation 461/97 for the 2006-2007 school year are deemed to be student trustees elected under this section for that school year. 2006, c. 10, s. 6.

Section Amendments with date in force (d/m/y)

1997, c. 31, s. 30 - 01/01/1998

2006, c. 10, s. 6 - 07/07/2006

BOARDS

DUTIES AND POWERS

Board responsibility for student achievement and effective stewardship of resources

169.1 (1) Every board shall,

- (a) promote student achievement and well-being;
- (a.1) promote a positive school climate that is inclusive and accepting of all pupils, including pupils of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability;
- (a.2) promote the prevention of bullying;
- (b) ensure effective stewardship of the board's resources;
- (c) deliver effective and appropriate education programs to its pupils;
- (d) develop and maintain policies and organizational structures that,

- (i) promote the goals referred to in clauses (a) to (c), and
- (ii) encourage pupils to pursue their educational goals;
- (e) monitor and evaluate the effectiveness of policies developed by the board under clause (d) in achieving the board's goals and the efficiency of the implementation of those policies;
- (f) develop a multi-year plan aimed at achieving the goals referred to in clauses (a) to (c);
- (g) annually review the plan referred to in clause (f) with the board's director of education or the supervisory officer acting as the board's director of education; and
- (h) monitor and evaluate the performance of the board's director of education, or the supervisory officer acting as the board's director of education, in meeting,
 - (i) his or her duties under this Act or any policy, guideline or regulation made under this Act, including duties under the plan referred to in clause (f), and
 - (ii) any other duties assigned by the board. 2009, c. 25, s. 15; 2012, c. 5, s. 3 (1).

HONORARIA

Honarium for members of boards

191 (1) A board may pay to each of its members an honorarium in an amount determined by the board. 2006, c. 10, s. 16.

Additional honorarium for chair and vice-chair

(2) A board may pay to its chair and vice-chair an additional honorarium in an amount determined by the board. 2006, c. 10, s. 16.

Same

(3) The amount of the additional honorarium payable to the chair may differ from the one payable to the vice-chair. 2006, c. 10, s. 16.

Regulations

(4) The Minister may make regulations,

- (a) setting limits on honoraria paid under this section, and providing a method for calculating those limits;
- (b) requiring a board to engage in public consultations before adopting or amending a policy providing for the payment of honoraria under this section;
- (c) governing the form of the public consultations, the manner in which they are conducted and their timing, including notice requirements;
- (d) respecting the establishment of bodies to represent the public for the purpose of the public consultations;
- (e) governing the intervals at which a board may adopt a new policy or amend an existing policy providing for the payment of honoraria under this section. 2006, c. 10, s. 16.

General or particular

(5) A regulation made under subsection (4) may be general or particular. 2006, c. 10, s. 16.

Same

(6) Without limiting the generality of subsection (5), a regulation made under subsection (4) may treat district school boards and school authorities differently. 2006, c. 10, s. 16.

Retroactivity

(7) A regulation made under subsection (4) may be retroactive to a date no earlier than September 1, 2005. 2006, c. 10, s. 16.

Transition

(8) Despite the repeal of sections 191 and 191.1 by section 16 of the *Education Statute Law Amendment Act (Student Performance)*, 2006, a board may continue to pay honoraria in accordance with section 191

or 191.1, as the case may be, until honoraria may lawfully be paid under section 191, as re-enacted by section 16 of the *Education Statute Law Amendment Act (Student Performance), 2006*. 2006, c. 10, s. 16.

Section Amendments with date in force (d/m/y)

1997, c. 31, s. 97 - 01/01/1998

2006, c. 10, s. 16 - 07/07/2006

191.1 REPEALED: 2006, c. 10, s. 16.

Section Amendments with date in force (d/m/y)

1997, c. 31, s. 97 - no effect - see 1997, c. 31, s. 191.1 (5) - 01/01/1998

2006, c. 10, s. 16 - 07/07/2006

Expenses

Travel expenses to attend board and committee meetings

191.2 (1) In respect of travel of a member of a board to and from his or her residence to attend a meeting of the board, or of a committee of the board, that is held within the area of jurisdiction of the board, the board may,

- (a) reimburse the member for his or her out-of-pocket expenses reasonably incurred or such lesser amount as may be determined by the board; or
- (b) pay the member an allowance at a rate per kilometre determined by the board. 1997, c. 31, s. 97.

Other travel expenses

(2) A board may by resolution authorize a member, teacher or official of the board to travel on specific business of the board and may reimburse the member, teacher or official for his or her out-of-pocket expenses reasonably incurred or such lesser amount as may be determined by the board. 1997, c. 31, s. 97.

Other expenses

(3) A board may establish a policy under which a member of the board may be reimbursed for all or part of his or her out-of-pocket expenses reasonably incurred in connection with carrying out the responsibilities of a board member. 1997, c. 31, s. 97.

Same

(4) A board may, in accordance with a policy established by it under subsection (3), reimburse a member for his or her out-of-pocket expenses reasonably incurred in connection with carrying out the responsibilities of a board member. 1997, c. 31, s. 97.

Deduction because of absence

(5) A board may provide for a deduction of a reasonable amount from the allowance of a member because of absence from meetings of the board or of a committee of the board. 1997, c. 31, s. 97.

Committee members

(6) Subsections (1) to (4) apply with necessary modifications to members of a committee established by the board who are not members of the board. 1997, c. 31, s. 97.

Section Amendments with date in force (d/m/y)

1997, c. 31, s. 97 - 01/01/1998

Deemed expenses

191.3 Despite this Act or any other Act, where an elected member of a board is, under a by-law or resolution of the board, paid a salary, indemnity, allowance or other remuneration, one-third of such amount shall be deemed to be for expenses incident to the discharge of his or her duties as a member of the board. 2002, c. 17, Sched. F, Table.

Section Amendments with date in force (d/m/y)

2002, c. 17, Sched. F, Table - 01/01/2003

ACCESS TO MEETINGS AND RECORDS

Open meetings of boards

207 (1) Subject to subsections (2) and (2.1), the meetings of a board and the meetings of a committee of the board, including a committee of the whole board, shall be open to the public, and no person shall be excluded from a meeting that is open to the public except for improper conduct. R.S.O. 1990, c. E.2, s. 207 (1); 2014, c. 13, Sched. 9, s. 19 (1).

Closing of certain committee meetings

(2) A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,

- (a) the security of the property of the board;
- (b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
- (c) the acquisition or disposal of a school site;
- (d) decisions in respect of negotiations with employees of the board; or
- (e) litigation affecting the board. R.S.O. 1990, c. E.2, s. 207 (2); 2021, c. 4, Sched. 11, s. 7 (1).

Closing of meetings re certain investigations

(2.1) A meeting of a board or of a committee of a board, including a committee of the whole board, shall be closed to the public when the subject-matter under consideration involves an ongoing investigation under the *Ombudsman Act* respecting the board. 2014, c. 13, Sched. 9, s. 19 (2).

Exclusion of persons

(3) The presiding officer may expel or exclude from any meeting any person who has been guilty of improper conduct at the meeting. R.S.O. 1990, c. E.2, s. 207 (3).

Inspection of books and accounts

(4) Any person may, at all reasonable hours, at the head office of the board inspect the minute book, the audited annual financial report and the current accounts of a board, and, upon the written request of any person and upon the payment to the board at the rate of 25 cents for every 100 words or at such lower rate as the board may fix, the secretary shall furnish copies of them or extracts therefrom certified under the secretary's hand. R.S.O. 1990, c. E.2, s. 207 (4).

Section Amendments with date in force (d/m/y)

2014, c. 13, Sched. 9, s. 19 (1, 2) - 01/09/2015

2021, c. 4, Sched. 11, s. 7 (1) - 19/04/2021

BOARD MEETINGS

Board meetings

208 (1) A board shall be deemed to be constituted when a majority of the members to be elected or appointed has been elected or appointed. R.S.O. 1990, c. E.2, s. 208 (1).

First meeting

(2) A board that is elected at a regular election under the *Municipal Elections Act, 1996* and a board that is appointed or elected other than at a regular election under the *Municipal Elections Act, 1996* shall hold its first meeting not later than seven days after the day on which the term of office of the board commences on such date and at such time and place as the board determines and, failing such determination, at 8 p.m. at the head office of the board on the first Wednesday following the commencement of the term of office. R.S.O. 1990, c. E.2, s. 208 (2); 1997, c. 31, s. 106 (1).

Supervisory officer may provide for calling first meeting

(3) Despite subsection (2), on the petition of a majority of the members of a newly elected or appointed board, the appropriate supervisory officer may provide for calling the first meeting of the board at some other time and date. R.S.O. 1990, c. E.2, s. 208 (3).

Presiding officer

(4) At the first meeting in December of each year, the chief executive officer shall preside until the election of the chair or, if there is no chief executive officer or in his or her absence, the members present shall designate who shall preside at the election of the chair and if a member of the board is so designated, he or she may vote at the election of the chair. R.S.O. 1990, c. E.2, s. 208 (4).

Note: On January 1, 2022, subsection 208 (4) of the Act is repealed and the following substituted: (See: 2021, c. 34, Sched. 8, s. 2)

Election of chair

- (4) The members shall elect one of themselves to be chair,
- (a) at the first meeting referred to in subsection (2) or (3);
 - (b) in each following year, at the first meeting on or after the anniversary of the date the term of office of the board began; and
 - (c) at the first meeting after a vacancy occurs in the office of chair. 2021, c. 34, Sched. 8, s. 2.

Election of chair

(5) At the first meeting in December of each year and at the first meeting after a vacancy occurs in the office of chair, the members shall elect one of themselves to be chair. R.S.O. 1990, c. E.2, s. 208 (5); 2009, c. 25, s. 22.

Note: On January 1, 2022, subsection 208 (5) of the Act is repealed and the following substituted: (See: 2021, c. 34, Sched. 8, s. 2)

Presiding officer

(5) At a meeting referred to in clause (4) (a) or (b), the chief executive officer shall preside until the election of the chair or, if there is no chief executive officer or in his or her absence, the members present shall designate who shall preside at the election of the chair and if a member of the board is so designated, he or she may vote at the election of the chair. 2021, c. 34, Sched. 8, s. 2

(5.1) REPEALED: 2006, c. 10, s. 17.

Subsequent meetings

(6) Subsequent meetings of the board shall be held at such time and place as the board considers expedient. R.S.O. 1990, c. E.2, s. 208 (6).

Vice-chair

(7) The members of the board may also elect one of themselves to be vice-chair and he or she shall preside in the absence of the chair. R.S.O. 1990, c. E.2, s. 208 (7).

Where equality of votes

(8) In the case of an equality of votes at the election of a chair or vice-chair, the candidates shall draw lots to fill the position of chair or vice-chair, as the case may be. R.S.O. 1990, c. E.2, s. 208 (8).

Temporary chair

(9) If at any meeting there is no chair or vice-chair present, the members present may elect one of themselves to be chair for that meeting. R.S.O. 1990, c. E.2, s. 208 (9).

Temporary secretary

(10) In the absence of the secretary from any meeting, the chair or other member presiding may appoint any member or other person to act as secretary for that meeting. R.S.O. 1990, c. E.2, s. 208 (10).

Quorum

(11) The presence of a majority of all the members constituting a board is necessary to form a quorum. 1997, c. 31, s. 106 (3).

Chair, voting; equality of votes

(12) The presiding officer, except where he or she is the chief executive officer of the board and is not a member, may vote with the other members of the board upon all motions, and any motion on which there is an equality of votes is lost. R.S.O. 1990, c. E.2, s. 208 (12); 1997, c. 31, s. 106 (4).

Special meetings

(13) Special meetings of the board may be called by the chair and in such other manner as the board may determine. R.S.O. 1990, c. E.2, s. 208 (13).

Section Amendments with date in force (d/m/y)

1997, c. 31, s. 106 (1-4) - 01/01/1998

2006, c. 10, s. 17 - 01/06/2006

2009, c. 25, s. 22 - 15/12/2009

2021, c. 34, Sched. 8, s. 2 - 01/01/2022

Regulations: electronic meetings

208.1 (1) The Lieutenant Governor in Council may make regulations,

- (a) respecting the use of electronic means for the holding of meetings of a board and meetings of a committee of a board, including a committee of the whole board;
- (b) prescribing the circumstances in which a member of a board is required to be physically present in the meeting room of a board for meetings of the board;
- (c) authorizing or requiring a board to develop and implement policies with respect to any matter referred to in clause (a) and governing the content of such policies. 2020, c. 7, Sched. 9, s. 1.

Same

(2) A regulation under clause (1) (a) may provide that a board member who participates in a meeting through electronic means shall be deemed to be present at the meeting for the purposes of this and every other Act, subject to such conditions or limitations as may be provided for in the regulation. 2020, c. 7, Sched. 9, s. 1.

Same

(3) A regulation under clause (1) (a) may provide for participation in meetings through electronic means by members of the board, student trustees and members of the public. 2020, c. 7, Sched. 9, s. 1.

Same

(4) A regulation under clause (1) (b) may set out rules with respect to periods of time before the regulation is filed. 2020, c. 7, Sched. 9, s. 1.

Section Amendments with date in force (d/m/y)

1997, c. 31, s. 107 - 01/01/1998

2002, c. 18, Sched. G, s. 8 - 26/11/2002

2006, c. 10, s. 18 - 07/07/2006

2020, c. 7, Sched. 9, s. 1 - 05/06/2020

Declaration

209 (1) Except as provided in subsection (2), every person elected or appointed to a board, on or before the day fixed for the first meeting of the new board, or on or before the day of the first meeting that the person attends, shall make and subscribe the following declaration in English or French before the secretary of the board or before any person authorized to administer an oath or affirmation and in default the person shall be deemed to have resigned:

1. I solemnly declare that I am not disqualified under any Act from being a member of (*name of board*).
2. I solemnly declare that I will truly, faithfully, impartially and to the best of my ability execute the office of board member, and that I have not received and will not receive any payment or reward or promise thereof for the exercise of any partiality or malversation or other undue execution of the said office and that I will disclose any pecuniary interest, direct or indirect, as required by and in accordance with the *Municipal Conflict of Interest Act*.

R.S.O. 1990, c. E.2, s. 209 (1); 1997, c. 31, s. 108 (1); 2009, c. 25, s. 23 (1).

Idem

(2) Where a person is elected or appointed to fill a vacancy on a board, the person shall make such declaration on or before the day fixed for holding the first meeting of the board after his or her election or appointment or on or before the day of the first meeting that the person attends and in default the person shall be deemed to have resigned. R.S.O. 1990, c. E.2, s. 209 (2).

Oath or affirmation

(3) Every person elected or appointed to a board, before entering on his or her duties as a board member, may take and subscribe before the secretary of the board or before any person authorized to administer an oath the oath or affirmation of allegiance in the following form, in English or French:

I swear (*affirm*) that I will be faithful and bear true allegiance to Her Majesty, Queen Elizabeth II (*or the reigning sovereign for the time being*).

2009, c. 25, s. 23 (2).

Filing of declaration and oath

(4) The declaration and, if any, the oath or affirmation of allegiance shall be filed with the secretary of the board within eight days after it is made or taken, as the case may be. 2009, c. 25, s. 23 (3).

Section Amendments with date in force (d/m/y)

1994, c. 23, s. 65 - no effect - see 2002, c. 17, Sched. F - 01/01/2003; 1997, c. 31, s. 108 (1, 2) - 01/01/1998
2009, c. 25, s. 23 (1-3) - 15/12/2009

210 REPEALED: 2009, c. 25, s. 24.

Section Amendments with date in force (d/m/y)

1997, c. 31, s. 109 - 01/01/1998
2009, c. 25, s. 24 - 15/12/2009

Seat vacated by conviction, absence etc.

228 (1) A member of a board vacates his or her seat if he or she,

- (a) is convicted of an indictable offence;
- (b) absents himself or herself without being authorized by resolution entered in the minutes, from three consecutive regular meetings of the board;
- (c) ceases to hold the qualifications required to act as a member of the board;
- (d) becomes disqualified under subsection 219 (4); or
- (e) fails to be physically present as required by the regulations made under clause 208.1 (1) (b). 1997, c. 31, s. 112; 2020, c. 7, Sched. 9, s. 2.

Exception: conviction

(2) Despite subsection (1), where a member of a board is convicted of an indictable offence, the vacancy shall not be filled until the time for taking any appeal that may be taken from the conviction has elapsed, or until the final determination of any appeal so taken, and in the event of the quashing of the conviction the seat shall be deemed not to have been vacated. 1997, c. 31, s. 112.

Exception: pregnancy or parental leave

(2.1) Clause (1) (b) does not apply to vacate the office of a member of a board who is absent for 20 consecutive weeks or less if the absence is a result of the member's pregnancy, the birth of the member's child or the adoption of a child by the member. 2017, c. 10, Sched. 4, s. 3 (2).

Filling of vacancies

(3) Where a seat becomes vacant under this section, the provisions of this Act with respect to the filling of vacancies apply. 1997, c. 31, s. 112.

Section Amendments with date in force (d/m/y)

1997, c. 31, s. 112 - 01/01/1998
[2017, c. 10, Sched. 4, s. 3 \(2\)](#) - 30/05/2017
[2020, c. 7, Sched. 9, s. 2](#) - 05/06/2020

229 REPEALED: 2020, c. 7, Sched. 9, s. 3.

Section Amendments with date in force (d/m/y)

1997, c. 31, s. 112 - 01/01/1998
[2006, c. 10, s. 19](#) - 01/06/2006

Education Act

ONTARIO REGULATION 462/97

FIRST NATIONS REPRESENTATION ON BOARDS

Consolidation Period: From September 1, 2019 to the e-Laws currency date.

Last amendment: [262/19](#).

This is the English version of a bilingual regulation.

First Nations representation on boards

1. (1) Subject to subsection (4), a council of a band or councils of bands may name one person to represent, on a board, the interests of pupils who belong to the band or bands if,

- (a) under subsection 188 (1) of the Act, the board has admitted pupils who belong to the band or bands; or
- (b) under section 188 of the Act, the board has entered into one or more agreements to provide instruction to pupils who belong to the band or bands, including one or more agreements entered into before September 1, 2019. O. Reg. 262/19, s. 1 (1).

(2) Where a person is named under subsection (1), the board shall, subject to subsection (5), appoint the person as a member of the board. O. Reg. 462/97, s. 1 (2); O. Reg. 262/19, s. 1 (2).

(3) The member appointed under subsection (2) shall be deemed to be an elected member of the board. O. Reg. 190/09, s. 2.

(4) If the number of pupils referred to in clauses (1) (a) and (b) who are enrolled in schools operated by the board or in schools to which the board provides instruction exceeds 25 per cent of the average daily enrolment in the schools of the board, two persons may be named under subsection (1) and subsections (2) and (3) apply with necessary modifications in respect of the two persons. O. Reg. 262/19, s. 1 (3).

(5) The appointment under subsection (2) may be made at the discretion of the board if the number of pupils referred to in clauses (1) (a) and (b) who are enrolled in schools operated by the board or in

schools to which the board provides instruction is fewer than the lesser of 10 per cent of the average daily enrolment in the schools of the board and 100. O. Reg. 262/19, s. 1 (3).

(6) REVOKED: O. Reg. 262/19, s. 1 (3).

(7) If the enrolment of the pupils referred to in clause (1) (a) or (b) is, in respect of elementary school pupils only or secondary school pupils only, the enrolment referred to in subsections (4) and (5) shall be that of elementary school pupils only or secondary school pupils only, as the case may be. O. Reg. 462/97, s. 1 (7); O. Reg. 262/19, s. 1 (4).

(8) The term of office of a member appointed under this section terminates on the same date as the term of office of the elected members. O. Reg. 462/97, s. 1 (8).

(9) Where a regulation made under clause 67 (2) (a) of the Act provides for the appointment of one or more members to represent on the board the interests of pupils referred to in clause (1) (a) or (b), this section does not apply. O. Reg. 462/97, s. 1 (9); O. Reg. 262/19, s. 1 (5).

(10) Where the office of a member of a board appointed under this section becomes vacant for any reason, it shall be filled in accordance with this section and the person so appointed shall hold office for the remainder of the term of his or her predecessor. O. Reg. 462/97, s. 1 (10).

2. OMITTED (PROVIDES FOR COMING INTO FORCE OF PROVISIONS OF THIS REGULATION). O. Reg. 462/97, s. 2.

Education Act

ONTARIO REGULATION 463/97

ELECTRONIC MEETINGS AND MEETING ATTENDANCE

Consolidation Period: From June 7, 2021 to the e-Laws currency date.

Last amendment: 416/21.

This is the English version of a bilingual regulation.

1. Subject to any conditions or limitations provided for under the Act or under this Regulation, a member of a board who participates in a meeting through electronic means in accordance with this Regulation shall be deemed to be present at the meeting for the purposes of every Act. O. Reg. 463/97, s. 1; O. Reg. 234/04, s. 1.

2. (1) Every board shall develop and implement a policy providing for the use of electronic means for the holding of meetings of a board and meetings of a committee of a board, including a committee of the whole board. O. Reg. 463/97, s. 2 (1); O. Reg. 234/04, s. 2.

(2) The policy shall be in accordance with this Regulation and with any policies established and guidelines issued by the Minister under paragraph 3.6 of subsection 8 (1) of the Act. O. Reg. 463/97, s. 2 (2).

3. (1) The policy shall provide for the following:

1. At the request of any board member or student trustee, the board shall provide the member or student trustee with electronic means for participating in one or more meetings of the board or of a committee of the board, including a committee of the whole board.
2. The electronic means required by paragraph 1 shall permit the member or student trustee to hear and be heard by all other participants in the meeting.
3. The electronic means shall be provided in such a way that the rules governing conflict of interest of members are complied with. O. Reg. 463/97, s. 3 (1); O. Reg. 268/06, s. 1 (1, 2).

(2) The policy shall ensure that student trustees who are participating through electronic means do not participate in any proceedings that are closed to the public under clause 207 (2) (b) of the Act. O. Reg. 268/06, s. 1 (3).

(3) The policy shall ensure that appropriate processes are put in place to ensure the security and confidentiality of proceedings that are closed to the public in accordance with the Act. O. Reg. 293/18, s. 1.

4. (1) Subsection (2) applies in respect of meetings of the board or of a committee of the board, including a committee of the whole board, that are open to the public. O. Reg. 463/97, s. 4 (1).

(2) The policy shall provide for the following:

1. The board shall provide members of the public with electronic means for participating in meetings and shall provide for the extent and manner of electronic participation.
2. The electronic means required by paragraph 1 shall permit members of the public to hear and be heard by all other participants in the meeting.
3. The policy shall ensure that members of the public who are participating through electronic means do not participate in any proceedings that are closed to the public in accordance with the Act. O. Reg. 632/20, s. 1.

(3) REVOKED: O. Reg. 632/20, s. 1.

5. (1) The policy shall require that, at every meeting of the board or of a committee of the whole board, the following persons be physically present in the meeting room of the board:

1. The chair of the board or his or her designate, subject to subsection 5.1 (1).
2. At least one additional member of the board.
3. The director of education of the board or his or her designate. O. Reg. 463/97, s. 5 (1); O. Reg. 293/18, s. 2 (1).

(2) The policy shall require that, at every meeting of a committee of the board, except a committee of the whole board, the following persons be physically present in the meeting room of the committee:

1. The chair of the committee or his or her designate, subject to subsection 5.1 (1).
 - 1.1 If the chair of the committee or his or her designate participates in a meeting by electronic means pursuant to subsection 5.1 (1), at least one additional member of the committee.
2. The director of education of the board or his or her designate. O. Reg. 463/97, s. 5 (2); O. Reg. 293/18, s. 2 (2).

(3) Despite paragraph 1 of subsection 3 (1), the policy shall include provisions permitting the board to refuse to provide a member with electronic means of participation in a meeting of the board, a meeting of a committee of the whole board or a meeting of any other committee of the board, where to do so is necessary to ensure compliance with this section. O. Reg. 463/97, s. 5 (3).

5.1 (1) The policy may provide that the chair of the board or of a committee of the board or his or her designate may participate in a meeting of the board or of a committee of the board by electronic means if,

- (a) the distance from the chair's or designate's current residence to the meeting location is 200 kilometers or more;
- (b) weather conditions do not allow the chair or designate to travel to the meeting location safely; or
- (c) the chair or designate cannot be physically present at a meeting due to health-related issues. O. Reg. 293/18, s. 3 (1).

(2) If there is a policy described in subsection (1), it shall provide that the chair or designate must be physically present for at least half of the meetings of the board for any 12-month period beginning December 1, or for the period beginning December 1, 2021 and ending November 14, 2022 and may provide that the chair or designate must be physically present for a greater proportion of meetings. O. Reg. 293/18, s. 3 (1).

Note: On November 15, 2022, subsection 5.1 (2) is revoked and the following substituted: (See: O. Reg. 293/18, s. 3 (2))

(2) If there is a policy described in subsection (1), it shall provide that the chair or designate must be physically present for at least half of the meetings of the board for any 12 month period beginning November 15 and may provide that the chair or designate must be physically present for a greater proportion of meetings. O. Reg. 293/18, s. 3 (2).

5.2 For greater certainty, the failure to be physically present as required by a policy referred to in subsection 5 (1) or 5.1 (2) does not constitute a failure for the purposes of clause 228 (1) (e) of the Act. O. Reg. 232/20, s. 2.

6. (1) The meeting room of the board or of a committee of the board, as the case may be, shall be open to permit physical attendance by members of the public at every meeting of the board or of the committee of the board. O. Reg. 463/97, s. 6 (1).

(2) For the purposes of subsection (1), the meeting room of a committee of the whole board is the meeting room of the board. O. Reg. 463/97, s. 6 (2).

(3) Subsection (1) does not apply where a meeting is closed to the public in accordance with the Act. O. Reg. 463/97, s. 6 (3).

6.1 (1) Subject to subsection (3), a member of a board shall be physically present in the meeting room of the board for at least three regular meetings of the board during each 12-month period beginning November 15, 2022. O. Reg. 416/21, s. 1 (1).

(2) Subsection (1) does not apply for a period described in that subsection if all schools of the board are closed for a total of two or more months during that period pursuant to an order made by,

- (a) the Minister under section 5 (1) of the Act;
- (b) a medical officer of health or the Chief Medical Officer of Health under section 22 or 77.1 of the *Health Protection and Promotion Act*;
- (c) the Lieutenant Governor in Council under paragraph 5 of subsection 7.0.2 (4) of the *Emergency Management and Civil Protection Act*; or
- (d) the Lieutenant Governor in Council under clause 4 (1) (a) of the *Reopening Ontario (A Flexible Response to COVID-19) Act, 2020*. O. Reg. 232/20, s. 3; O. Reg. 416/21, s. 1 (2).

(3) If a member of a board is elected or appointed to fill a vacancy on or after November 15, 2022, the member shall be physically present in the meeting room of the board for at least one regular meeting of the board for each period of four full calendar months that occurs during the period beginning on the day the member is elected or appointed and ending the following November 14. O. Reg. 632/20, s. 2 (2); O. Reg. 416/21, s. 1 (3).

(4) Subsection (3) does not apply for a period described in that subsection if, at any time during that period, all schools of the board are closed pursuant to an order referred to in subsection (2). O. Reg. 232/20, s. 3; O. Reg. 632/20, s. 2 (3).

(5) REVOKED: O. Reg. 632/20, s. 2 (4).

6.2 (1) Despite a policy of a board respecting electronic meetings, the requirements under section 5 for persons to be physically present at meetings, and the requirement under section 6, do not apply for the period beginning the day section 3 of Ontario Regulation 632/20 comes into force and ending November 14, 2022. O. Reg. 632/20, s. 3; O. Reg. 416/21, s. 2 (1).

(2) Despite a policy of a board respecting electronic meetings, the requirements under subsection 5.1 (2) for persons to be physically present at meetings do not apply for the period beginning December 1, 2020 and ending November 14, 2022. O. Reg. 632/20, s. 3; O. Reg. 416/21, s. 2 (1).

Note: On November 15, 2022, section 6.2 of the Regulation is revoked. (See: O. Reg. 416/21, s. 2 (2))

7. (1) On and after November 15, 2022, despite a policy of a board respecting electronic meetings, the requirements under section 5 for persons to be physically present at meetings, and the requirement under section 6, do not apply for the period described in subsection (2), if all schools of the board are closed pursuant to an order made by,

- (a) the Minister under section 5 (1) of the *Education Act*;
- (b) a medical officer of health or the Chief Medical Officer of Health under section 22 or 77.1 of the *Health Protection and Promotion Act*;
- (c) the Lieutenant Governor in Council under paragraph 5 of subsection 7.0.2 (4) of the *Emergency Management and Civil Protection Act*; or
- (d) the Lieutenant Governor in Council under clause 4 (1) (a) of the *Reopening Ontario (A Flexible Response to COVID-19) Act, 2020*. O. Reg. 42/20, s. 1; O. Reg. 632/20, s. 4 (1); O. Reg. 416/21, s. 3 (1).

(2) The period referred to in subsection (1) is determined as follows:

- 1. If an order is made under subsection (1) before November 15, 2022 and continues to apply on that date, the period starts on November 15, 2022 and ends 60 days after the order ceases to apply.
- 2. If an order is made under subsection (1) on or after November 15, 2022, the period starts on the day the order is made and ends 60 days after the order ceases to apply. O. Reg. 416/21, s. 3 (2).

(3) On and after November 15, 2022, despite a policy of a board respecting electronic meetings, the requirements under subsection 5.1 (2) for persons to be physically present at meetings do not apply for a period described in that subsection if all schools of the board are closed for a total of two or more months during that period pursuant to an order made by,

- (a) the Minister under section 5 (1) of the Act;
- (b) a medical officer of health or the Chief Medical Officer of Health under section 22 or 77.1 of the *Health Protection and Promotion Act*;
- (c) the Lieutenant Governor in Council under paragraph 5 of subsection 7.0.2 (4) of the *Emergency Management and Civil Protection Act*; or
- (d) the Lieutenant Governor in Council under clause 4 (1) (a) of the *Reopening Ontario (A Flexible Response to COVID-19) Act, 2020*. O. Reg. 632/20, s. 4 (3); O. Reg. 416/21, s. 3 (3).

Education Act

ONTARIO REGULATION 7/07

STUDENT TRUSTEES

Historical version for the period August 1, 2020 to August 16, 2020.

Last amendment: 189/20.

This is the English version of a bilingual regulation.

Application

1. This Regulation applies to every district school board and every secondary school board established under section 67 of the Act. O. Reg. 7/07, s. 1.

Board policy

2. (1) The board shall develop and implement a policy providing for matters relating to student trustees and to the payment of honoraria for student trustees. O. Reg. 7/07, s. 2 (1).

(2) The policy shall be in accordance with this Regulation and with any policies and guidelines established by the Minister under paragraph 3.5 of subsection 8 (1) of the Act. O. Reg. 7/07, s. 2 (2).

Number of student trustees

3. The board shall have at least two but not more than three student trustees. O. Reg. 7/07, s. 3; O. Reg. 354/18, s. 1.

Election procedure and timing

4. (1) Student trustees shall be elected in one of the following ways:

1. Directly, by students of the board.
2. Indirectly, by student representative bodies such as student councils. O. Reg. 7/07, s. 4 (1).

(2) An election for a student trustee position for a one-year term of office shall be held not later than the last day of February in each year. O. Reg. 354/18, s. 2.

(3) An election for a student trustee position for a two-year term of office shall be held not later than April 30 in each year. O. Reg. 354/18, s. 2.

(4) Despite subsection (3), in 2020, an election for a student trustee position for a two-year term of office shall be held not later than September 30, 2020. O. Reg. 189/20, s. 1.

Qualifications

5. (1) A person is qualified to act as a student trustee if, on the first day of school after the term of office begins, he or she is enrolled in the senior division of a school of the board and is,

- (a) a full-time pupil; or
- (b) an exceptional pupil in a special education program for whom the board has reduced the length of the instructional program on each school day under subsection 3 (3) of Regulation 298 of the Revised Regulations of Ontario, 1990 (Operation of Schools — General) made under the Act, so long as the pupil would be a full-time pupil if the program had not been reduced. O. Reg. 42/11, s. 1; O. Reg. 354/18, s. 3.

(2) Despite subsection (1), a person is not qualified to be elected or to act as a student trustee if he or she is serving a sentence of imprisonment in a penal or correctional institution. O. Reg. 7/07, s. 5 (2).

(3) A person who ceases to be qualified to act as a student trustee shall resign from the position. O. Reg. 7/07, s. 5 (3).

(4) In this section,

“full-time pupil” has the same meaning as in the most recent regulations made under section 234 of the Act. O. Reg. 7/07, s. 5 (4).

Term of office

6. (1) The term of office of a student trustee may be one year or two years and starts on August 1 of the year in which the student trustee is elected. O. Reg. 354/18, s. 4 (1).

(1.1) Despite subsection (1), the term of office of a student trustee elected in 2020 for a two-year term of office starts on the later of August 1, 2020 and the day the student is elected, and ends on July 31, 2022. O. Reg. 189/20, s. 2.

(2) If a board has two or more student trustees with terms of two years, the board shall ensure that its policy under section 2 provides for the staggering of terms where possible. O. Reg. 354/18, s. 4 (2).

Vacancies

7. If the board determines that a vacancy shall be filled, it shall be filled by a by-election. O. Reg. 7/07, s. 7.

Reimbursement of expenses

8. If the board has established a policy under subsection 191.2 (3) of the Act, the board shall reimburse student trustees for out-of-pocket expenses as if they were members of the board. O. Reg. 7/07, s. 8.

Honorarium

9. (1) The amount of the honorarium referred to in subsection 55 (8) of the Act is,

- (a) \$2,500 for each complete year that the student holds office; and
- (b) if a student holds office for a portion of a year, \$2,500 prorated according to the portion of the year the student holds office. O. Reg. 354/18, s. 5.

(2) Despite subsection (1), the amount of the honorarium referred to in subsection 55 (8) of the Act for a student trustee elected in 2020 for a two-year term of office is,

- (a) \$2,500 for the period starting on the later of August 1, 2020 and the day the student is elected and ending on July 31, 2021, if they hold office for the entire period;

- (b) \$2,500 for the period starting on August 1, 2021 and ending July 31, 2022, if they hold office for the entire period; and
- (c) if the student holds office for a portion of either period described in clause (a) or (b), \$2,500 prorated according to the portion of the period the student holds office. O. Reg. 189/20, s. 3.

Board to provide names to Ministry

10. The board shall provide the Ministry with the names of the student trustees elected, not later than 30 days after the date of the election or by-election. O. Reg. 7/07, s. 10.

Transition

11. Despite the revocation of Ontario Regulation 461/97 (Pupil Representation on Boards) made under the Act, that regulation continues to apply in respect of a pupil representative who holds office in the 2005-2006 school year. O. Reg. 7/07, s. 11.

Note: On August 17, 2020, the day subsection 1 (1) of Schedule 12 of the *Stronger, Fairer Ontario Act (Budget Measures), 2017* comes into force, section 11 of the Regulation is revoked and the following substituted: (See: O. Reg. 354/18, s. 6)

Centre Jules-Léger Consortium

11. (1) The Centre Jules-Léger Consortium shall ensure that the policy referred to in section 2 provides for the following matters:

1. The direct election of student trustees by students of the constituency they will represent, or the indirect election of student trustees by student representatives of the constituency they will represent.

2. The timing of the election of student trustees.

3. The terms of office of student trustees, which shall not exceed two years. O. Reg. 354/18, s. 6.

(2) The procedure and timing of elections and the terms of office of student trustees for the Centre Jules-Léger Consortium shall be as provided in the policy, despite sections 4 and 6. O. Reg. 354/18, s. 6.

(3) Despite section 3, the Centre Jules-Léger Consortium shall have three student trustees as follows:

1. One student trustee to represent students of the school continued under subsection 13 (3.1) of the *Education Act*.

2. One student trustee to represent students of the school continued under subsection 13 (5.1) of the *Education Act*.

3. One student trustee to represent students receiving the services set out in clause 13.1 (5) (b) of the *Education Act*. O. Reg. 354/18, s. 6.

12. REVOKED: O. Reg. 7/07, s. 12 (2).

Appendix H – Rules of Order Charts

Parliamentary Motions Guide

Based on *Robert's Rules of Order Newly Revised (12th Edition)*

The motions below are listed in order of precedence. Any motion can be introduced if it is higher on the chart than the pending motion.

YOU WANT TO:	YOU SAY:	INTERRUPT?	2 ND ? ¹	DEBATE?	AMEND?	VOTE?
§21 Close meeting	I move to adjourn	No	Yes	No	No	Majority
§20 Take break	I move to recess for	No	Yes	No	Yes	Majority
§19 Register complaint	I rise to a question of privilege	Yes	No	No	No	None
§18 Make follow agenda	I call for the orders of the day	Yes	No	No	No	None
§17 Lay aside temporarily	I move to lay the question on the table	No	Yes	No	No	Majority
§16 Close debate	I move the previous question	No	Yes	No	No	2/3
§15 Limit or extend debate	I move that debate be limited to ...	No	Yes	No	Yes	2/3
§14 Postpone to a certain time	I move to postpone the motion to ...	No	Yes	Yes	Yes	Majority
§13 Refer to committee	I move to refer the motion to ...	No	Yes	Yes	Yes	Majority
§12 Modify wording of motion	I move to amend the motion by ...	No	Yes	Yes	Yes	Majority
§11 Kill main motion	I move that the motion be postponed indefinitely	No	Yes	Yes	No	Majority
§10 Bring business before assembly (a main motion)	I move that [or "to"] ...	No	Yes	Yes	Yes	Majority

¹ Some more formal requirements, like seconds to motions, may not apply in smaller boards or any size committee.

Parliamentary Motions Guide

Based on *Robert's Rules of Order Newly Revised (12th Edition)*

Incidental Motions - No order of precedence. Arise incidentally and decided immediately.

YOU WANT TO:	YOU SAY:	INTERRUPT?	2 ND ?	DEBATE?	AMEND?	VOTE?
§23 Enforce rules	Point of order	Yes	No	No	No	None
§24 Submit matter to assembly	I appeal from the decision of the chair	Yes	Yes	Varies	No	Majority or tie sustains
§25 Suspend rules	I move to suspend the rules which ...	No	Yes	No	No	2/3
§26 Avoid main motion altogether	I object to the consideration of the question	Yes	No	No	No	2/3 against consideration
§27 Divide motion	I move to divide the question	No	Yes	No	Yes	Majority
§29 Demand rising vote	I call for a division	Yes	No	No	No	None
§33 Parliamentary law question	Parliamentary inquiry	Yes (if urgent)	No	No	No	None
§33 Request information	Request for information	Yes (if urgent)	No	No	No	None

Motions That Bring a Question Again Before the Assembly - no order of precedence. Introduce only when nothing else pending.

§34 Take matter from table	I move to take from the table ...	No	Yes	No	No	Majority
§35 Cancel or change previous action	I move to rescind/ amend something previously adopted...	No	Yes	Yes	Yes	Varies
§37 Reconsider motion	I move to reconsider the vote ...	No	Yes	Varies	No	Majority

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2022 JUN 14
Report No. 063-22

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

RE: APPROVAL OF APPOINTMENTS TO THE SUPERVISED ALTERNATIVE LEARNING COMMITTEE 2022-2023

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 2021-2022 school year, members of the committee included:
- Trudy Tuchenhagen, Trustee;
 - Ron Oikonen, Trustee (Alternate);
 - Michelle Probizanski, Superintendent of Education;
 - Nicholas Sacevich, Student Success Lead/MISA Board Lead
 - Lorna Hunda, Acting Executive Director, Youth Employment Services (YES) (Alternate);
 - Dianna Atkinson, Service Delivery Manager, Youth Employment Services (YES); and
 - Brad McKay, Employment Services Coordinator, YES Employment Services

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 2022-2023 school year:

- Trudy Tuchenhausen, Trustee;
- Ron Oikonen, Trustee (Alternate);
- Michelle Probizanski, Superintendent of Education;
- Nicholas Sacevich, Student Success Lead/MISA Board Lead;
- Lorna Hunda, Acting Executive Director, YES Employment Services;
- Dianna Atkinson, Service Delivery Manager, YES Employment Services (Alternate); and
- Brad McKay, Program Supervisor, YES Employment Services.

Respectfully submitted,

NICHOLAS SACEVICH
Student Success Lead

MICHELLE PROBIZANSKI
Superintendent of Education

IAN MACRAE
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2022 JUN 14
Report No. 072-22

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

RE: REVISED TRUSTEE APPOINTMENTS TO BOARD COMMITTEES - 2022

1. Background

- 1.1 Trustee appointments to Board committees take place in December of each year.
- 1.2 Trustees meet informally to determine a balanced representation on the Board committees.
- 1.3 Annual appointments to Board committees are brought to the Board for approval.
- 1.4 At the December 7, 2021 Annual Meeting, the Board approved the Trustee Appointments to Board Committees – 2022 as set out in Appendix A to Report No. 003-22.

2. Situation

- 2.1 A trustee member vacancy occurred in April 2022 for the Special Education Advisory Committee (SEAC).
- 2.2 Trustee Tuchenhagen, an alternate trustee member for SEAC, volunteered to fill the member vacancy.
- 2.3 As a result, an alternate trustee member position became vacant.
- 2.4 All trustees were made aware of the vacancy and asked to put their name forward if interested in the position.
- 2.5 Trustee Chambers indicated that she would put her name forward for the position of SEAC alternate trustee member.
- 2.6 The revised Trustee Appointments to Board Committees is attached as Appendix A to Report No. 072-22 for approval.

RECOMMENDATION

It is recommended that Lakehead District School Board approve the Revised Trustee Appointments to Board Committees - 2022 as set out in Appendix A to Report No. 072-22.

Respectfully submitted,

IAN MACRAE
Director of Education



LAKEHEAD DISTRICT SCHOOL BOARD OFFICE OF THE DIRECTOR OF EDUCATION

TRUSTEE REPRESENTATIVES ON BOARD COMMITTEES - 2022		Arnone	Chambers	Doughty-Smith	Massaro	Oikonen	Saarinen	Sitch	Tuchenhagen	Wemigwans
1. STATUTORY COMMITTEE										
1.1	Special Education Advisory Committee (SEAC) <i>(2 Trustees + 2 Alternates)</i>	X	A	A					X	
1.2	Supervised Alternative Learning Committee (SAL) <i>(1 Trustee + 1 Alternate)</i>					A			X	
1.3	Suspension Appeal Hearing/Expulsion Hearing Committee <i>(3 Trustees + 3 Alternates)</i>	X	A	A			X	X	A	
1.4	Parent Involvement Committee <i>(1 Trustee + 1 Alternate)</i>	X	A							
1.5	Audit Committee <i>(3 Trustees)</i>					X			X	X
2. OTHER BOARDS										
	Ontario Public School Boards' Association (OPSBA) Delegate <i>(1 Trustee + 1 Alternate)</i>		A					X		
3. OTHER COMMITTEES										
3.1	Principal Selection Process Committee <i>(1 Trustee + 1 Alternate)</i>	X				A				
3.2	Aboriginal Education Advisory Committee <i>(2 Trustees (one of which is the Indigenous Trustee) + 2 Alternates)</i>		A	A			X			X
3.3	OPSBA Awards Selection Committee <i>(3 Trustees)</i>					X			X	X
3.4	Success Advisory Committee <i>(1 Trustee + 1 Alternate)</i>	A						X		
3.5	OPSBA Director Liaison Committee <i>(All Trustees)</i>	X	X	X	X	X	X	X	X	X
3.6	Student Transportation Services of Thunder Bay Committee (STSTB) <i>(1 Trustee + 1 Alternate)</i>					X	A			
3.7	School Year Calendar Committee <i>(1 Trustee)</i>			X						
3.8	Equity and Inclusive Education Committee <i>(1 Trustee + 1 Alternate)</i>	X	A							
3.9	Lakehead Public Schools International (1 Trustee + 1 Alternate – two year term) December 2021 – December 2023							X	A	
4. ELECTED COMMITTEE MEMBERS AT ANNUAL MEETING										
	Coordinating Committee <i>(Chair, Vice Chair + 1 Elected Trustee + 1 Elected Alternate)</i>	X	C	A					VC	

* A = Alternate, C = Chair, VC = Vice Chair, X = Member

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2022 JUN 14
Report No. 073-22

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

RE: POLICY REVIEW – 3001 GOVERNANCE

1. Background

- 1.1 The 3001 Governance Policy was last revised on April 23, 2019.
- 1.2 At the May 25, 2021 Regular Board meeting, the 3001 Governance Policy was approved for review during the 2026-2027 school year as part of the policy development and review cycle.
- 1.3 As part of the review initiated by the Board to update the Board Self-Assessment process, suggested revisions were brought forward for 3001 Governance Policy.
- 1.4 It was approved at the April 26, 2022 Regular Board meeting that the 3001 Governance Policy be moved to the Policy Review Schedule for 2021-2022.
- 1.5 On May 2, 2022, the draft policy and procedures were posted on the Board website for review and comment with input to be received by May 25, 2022. There was no input received.

2. Situation

- 2.1 The revised policy is attached as Appendix A to Report No. 073-22.
- 2.2 Upon final approval, the policy will be distributed according to Board procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 3001 Governance Policy Appendix A to Report No. 073-22.

Respectfully submitted,

IAN MACRAE
Director of Education

BUSINESS AND BOARD ADMINISTRATION**3000***DRAFT – June 14, 2022***Governance Policy****3001**1. Rationale:

The Lakehead District School Board (LDSB) is a Board of Education established under the Education Act, with power to perform all of the duties conferred, or imposed upon, a public school board by that or any other Act of the Legislative Assembly of the Province of Ontario.

2. Policy:

It is the policy of LDSB to govern lawfully, in accordance with the provisions of the Education Act, other applicable legislation, the pertinent regulations of the Ministry of Education and the Board's Procedural By-Law.

3. Guidelines:**The Board will:**

- ~~uphold the mission, vision and values of the organization;~~
- ~~operate in all ways mindful of its obligation to the people of the region served by the Lakehead District School Board;~~
- ~~deliberate in many voices and govern in one;~~
- ~~direct the corporation through the establishment of broad written policies;~~
- ~~ensure fiscal responsibility and accountability;~~
- ~~commit to continual board development for all members;~~
- ~~entrust the director of education with the management of all functions of the organization;~~
- ~~foster public confidence in the Board and in public education; and~~
- ~~communicate a clear understanding of the role of the Board, the role of the officers of the Board, the role of individual trustees and the role of the director of education.~~

3.1 Board Duties**The Board shall:**

- *develop a multi-year plan(s);*
- *promote student achievement and well-being;*
- *promote positive school climate;*
- *promote bullying prevention;*
- *deliver effective and appropriate education programs;*
- *develop and maintain policies and structures;*
- *monitor and evaluate effectiveness of Board policies;*
- *monitor director's performance under the Education Act, Regulations, Board policies, and assigned duties;*
- *annually review multi-year plan with director;*
- *report to supporters re: plan and progress;*
- *provide effective stewardship of Board resources; and*
- *allocate resources towards prescribed outcomes.*

BUSINESS AND BOARD ADMINISTRATION**3000***DRAFT – June 14, 2022***Governance Policy****3001****3.2 Modelling Good Governance:**

The Board and Trustees will jointly and severally model LDSB Values, Principles and Commitment to Reconciliation:

Our Values:

- ***Inclusion;***
- ***Respect;***
- ***Integrity;***
- ***Empathy; and***
- ***Responsibility.***

Our Principles:

- ***Belong;***
- ***Achieve;***
- ***Reconcile;***
- ***Lead; and***
- ***Inspire.***

Our Commitment to Reconciliation:

We commit to the following four principles of reconciliation between Indigenous and non- Indigenous communities throughout every aspect of Lakehead Public Schools:

- ***Relationality;***
- ***Relevancy;***
- ***Respect; and***
- ***Responsibility.***

4. Review:

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
OPSBA's Guide to Good Governance 2019-2022	November 22, 2011	The Education Act (RSO 1990) S 169.1
Lakehead District School Board Trustee Code of Conduct	<u>Date Revised</u> April 23, 2019 May 10, 2022	
Lakehead District School Board Strategic Plan 2021-2024		

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2022 JUN 14
Report No. 069-22

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

RE: POLICY DEVELOPMENT: 8092 CODE OF CONDUCT

1. Background

- 1.1 It is the policy of Lakehead District School Board that policies will be developed/reviewed in accordance with 2010 Policy Development and Review Policy.
- 1.2 On May 2, 2022, the draft policy and procedures were posted on the Board website for review and comment with input to be received by May 25, 2022. There was no input received.

2. Situation

- 2.1 According to Policy/Procedure Memorandum (PPM) 128, every Ontario school board must develop its own Code of Conduct for schools to model, which will ensure alignment with both Board and provincial requirements.
- 2.2 The policy is attached as Appendix A.
- 2.3 Upon final approval, the policy will be distributed according to Board procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 8092 Code of Conduct Policy, Appendix A to Report No. 069-22.

Respectfully submitted,

KIRSTI ALAKSA
Superintendent of Business

IAN MACRAE
Director of Education

SCHOOL AND COMMUNITY RELATIONS**8000**

DRAFT – June 14, 2022

CODE OF CONDUCT**8092**1. Rationale

Lakehead District School Board (LDSB) is committed to the success of every student. This policy has been created to promote safe, nurturing, equitable, accessible and inclusive learning environments that benefit all students. Lakehead District School Board believes that to foster a positive school climate of understanding and mutual respect that supports student achievement and well-being, there should be a focus should be on prevention and early intervention strategies to address inappropriate behaviour. The provincial Code of Conduct outlined in Policy/Program Memorandum No. 128, sets clear provincial standards of behaviour.

This policy is in accordance with the Education Act, the Policy Program Memorandum 128 – School Board Code of Conduct, and Board Policy 8070 Safe Schools-System Expectations. It is interpreted and applied in accordance with the Ontario Human Rights Code.

2. Policy

This policy articulates LDSB's Code of Conduct. It is the policy of LDSB that every elementary and secondary school, as well as the Lakehead Adult Learning Center, establish a School Code of Conduct to institute behavioural norms that support safe, nurturing, equitable, accessible and inclusive learning and working environments for the benefit of students, staff and communities. The purpose of this policy is to provide schools with direction for developing their School Code of Conduct and procedures.

3. Definitions

Medical Cannabis User: As defined in the Education Act, a medical cannabis user is a person who is authorized to possess cannabis for the person's own medical purposes in accordance with applicable federal law.

Cyber Bullying: In this policy, cyberbullying refers to bullying by electronic means as defined in subsection 1(1.0.0.2) of the Education Act.

4. Application and Scope

This policy applies to all individuals involved with LDSB: students, parents/guardians/caregivers, volunteers, teachers, staff members, trustees, contractors - including school bus drivers, and visitors - including members of various community groups. Whether they are on school property, in a virtual learning environment, on a school bus, at a school-related and/or Board-related event or activity, in before-and after-school programs or in other circumstances that could have an impact on the school climate. Individuals who rent or use Board or school facilities, are also asked to adhere to the standards set out in this code of conduct.

SCHOOL AND COMMUNITY RELATIONS**8000**

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CODE OF CONDUCT**8092**5. Purpose

According to the Education Act, the Provincial Code of Conduct and LDSB Code of Conduct, the purpose is to:

- 5.1 ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity;
- 5.2 promote responsible citizenship by encouraging appropriate participation in the civic life of the school community;
- 5.3 maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility;
- 5.4 encourage the use of non-violent means to resolve conflict;
- 5.5 promote the safety of people in the schools;
- 5.6 discourage the use of alcohol, illegal drugs and, except by a medical cannabis user, cannabis; and
- 5.7 prevent bullying in schools.

6. Standards of Behaviour6.1 Respect, Civility, and Responsible Citizenship.

All members of the school community must;

- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- always treat one another with dignity and respect, and especially when there is disagreement; and
- respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;

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- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching, including by ensuring that personal mobile devices are only used during instructional time for educational purposes, as directed by an educator, for health and medical purposes and to support special education needs; and
- not swear at a teacher or at another person in a position of authority.

All members of the school community have a responsibility to contribute to a climate of understanding and mutual respect, in accordance with LDSB's 7030 Human Rights Policy.

6.2 Safety

All members of the school community must not:

- engage in bullying behaviours, including cyberbullying;
- commit sexual assault;
- traffic in weapons or illegal drugs;
- give alcohol or cannabis to a minor;
- commit robbery;
- be in possession of any weapon, including firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or be under the influence of alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes), and/or illegal drugs;
- provide others with alcohol, illegal drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes);
- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias; and
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

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CODE OF CONDUCT**8092**7. Roles and Responsibilities7.1 Principals

Under the direction of LDSB, principals take a leadership role in the daily operation of a school. They provide leadership by:

- demonstrating care for the school community and a commitment to student achievement and well-being in a safe, inclusive, and accepting learning environment;
- holding everyone under their authority accountable for their own behaviour and actions;
- empowering students to be positive leaders in their school and community; and
- communicating regularly and meaningfully with all members of their school community.

7.2 Teachers and Other School Staff

Under the leadership of their principals, teachers and other school staff maintain a positive learning environment and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and support staff uphold these high standards when they:

- help students work to their full potential and develop their sense of self-worth;
- empower students to be positive leaders in their classroom, school, and community;
- communicate regularly and meaningfully with parents;
- maintain consistent and fair standards of behaviour for all students;
- demonstrate respect for one another, all students, parents, volunteers, and other members of the school community; and
- prepare students for the full responsibilities of citizenship.

Teachers and other school staff will assist principals to maintain a positive learning environment. They support efforts to address incidents when needed or to assist the principal of the school.

7.3 Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities

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of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when students:

- come to school prepared, on time, and ready to learn;
- show respect for themselves, for others, and for those in positions of authority;
- refrain from bringing anything to school that may compromise the safety of others; and
- follow the established rules and take responsibility for their own actions.

Incidents involving students will be addressed by the principal in accordance with the schools' code of conduct and Board policy.

7.4 Parents/Guardians/Caregivers

Parents/guardians/caregivers play an important role in the education of their children and can support the efforts of school staff in maintaining a safe, inclusive, accepting, and respectful learning environment for all students. Parents fulfil their role when they:

- are engaged in their child's schoolwork and progress;
- communicate regularly with the school;
- help their child be appropriately dressed and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- become familiar with the provincial Code of Conduct, the Board's Code of Conduct, and, if applicable, the School's Code of Conduct;
- encourage and assist their child in following the rules of behaviour; and
- assist school staff in dealing with disciplinary issues involving their child.

7.5 Community Partners

Through outreach, existing partnerships may be enhanced and new partnerships with community-based service providers and members of the community (e.g., Elders, Senators, Knowledge Keepers) may also be created. Community-based service providers are resources that boards can use to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between boards and community-based service providers and for formalizing the relationship between them. These partnerships must respect all applicable collective agreements.

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CODE OF CONDUCT**8092**7.6 Police

The police can play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on the *Provincial Model for a Local Police/School Board Protocol, 2015*, developed by the Ministry of Community Safety and Correctional Services and the Ministry of Education.

8. Athletics Code of Conduct

Lakehead District School Board recognizes that codes of conduct for sporting events are written in the constitutions of the Superior Secondary Schools' Athletic Association (S.S.S.A.A.). These codes govern the behaviour of students, coaches, officials and spectators and violations of these codes are handled according to these guidelines. Notwithstanding the above-mentioned athletic codes of conduct and penalties imposed therein, the provisions of the Education Amendment Act (Progressive Discipline and School Safety), 2007, Accepting Schools Act, 2012 and any Board policies, regulations or procedures shall take precedence. Therefore, a principal may also impose penalties, consequences and/or limitations upon students, coaches, officials and/or spectators. Such penalties, consequences and/or limitations may be additional to those imposed by the Lakehead Elementary Athletic Association and/or S.S.S.A.A. and may be more severe or extensive in scope.

9. Professional Expectations

Lakehead District School Board acknowledges and supports the Ontario College of Teachers Act, 1996, its regulations, statements, and philosophy. It also acknowledges that others who practice their professions in the Board are governed by similar standards of practice related to the professional organization or college to which they may belong, i.e., College of Psychologists of Ontario, Ontario College of Social Workers and Social Service Workers, College of Early Childhood Educators, and College of Audiologists and Speech-Language Pathologists of Ontario. It is expected that all employees be familiar with and adhere to the standards of practice of their profession, Board policies and maintain professional relationships with students and other members of the LDSB community.

All employees are expected to act in accordance with the standards of behaviour established by this code of conduct. Incidents will be addressed in accordance with Board policies and collective agreements.

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CODE OF CONDUCT**8092**10. Review

The director of education and superintendents are responsible for the implementation and review of this policy. It will be reviewed in accordance with 2010 Policy Development and Review Policy and in conjunction with the school improvement plan, considering the input of school council and those that are communicated by the school community.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
1020 Equity and Inclusive Education		Education Act Part XIII Behaviour, Discipline and Safety
3060 Leasing of Space	<u>Date Revised</u>	Appendix F of 8070 Safe Schools – System Expectations Procedures
3096 Information/ Communication Technology Use		Policy/Program Memorandum No. 128 The Provincial Code of Conduct and School Board Codes of Conduct
7030 Harassment & Human Rights		
7040 Violence in the Workplace		
8070 Safe Schools – System Expectations		
8071 Bullying Prevention and Intervention		
8072 Sexual Orientation and Gender Identity		
8073 Dress Code		
8091 Use of Volunteers in Schools		