



Office of the Director

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

BOARD ADVISORY COMMITTEE

Tuesday, June 11, 2024

Jim McCuaig Education Centre

Sherrilynne Pharand
Director of Education

Donica LeBlanc
Chair

AGENDA

PUBLIC SESSION

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

	<u>Resource Person</u>	<u>Pages</u>
1. Call to Order		
2. Disclosure of Conflict of Interest		
3. Approval of the Agenda		
4. Resolve into Committee of the Whole – Closed Session		
5. COMMITTEE OF THE WHOLE - Closed Session – 7:00 p.m. (SEE ATTACHED AGENDA)		
6. Land Acknowledgement	T. Tuchenhagen	Verbal
7. Delegations/Presentations		
7.1 Trustee Character Award-Destiny Linklater and Baby Makwa	E. Drake	Verbal
8. Approval of Minutes		
8.1 Board Advisory Committee Meeting - May 14, 2024	D. LeBlanc	1-5
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

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

- | | | | |
|------|--|-----------|-------|
| 10. | Information Reports | | |
| 10.1 | French as a Second Language (072-24) | H. Harris | 6-9 |
| 10.2 | Health and Safety Semi- Annual Report (071-24) | K. Alaksa | 10-11 |
| 11. | First Reports | | |

MATTERS FOR DECISION:

- | | | | |
|------|--|------------------------------|-------|
| 12. | Postponed Reports | | |
| 13. | Ad Hoc and Special Committee Reports | | |
| 14. | New Reports | | |
| 14.1 | Policy Review – 3002 Annual Evaluation of the Director of Education Policy (073-24) | S. Pharand | 12-43 |
| | The Board Advisory Committee recommends the adoption of the following motion: | | |
| | <i>“That Lakehead District School Board approve 3002 Annual Evaluation of the Director of Education Policy, as indicated in Report No. 073-24.”</i> | | |
| 14.2 | Policy Review – 8070 Safe Schools - System Expectations,3093 Electronic Information Security, 3096 Information/Communication Technology Use, 8092 Code Of Conduct Policy And Procedures | M. Probizanski/
K. Alaksa | 44-66 |
| | The Board Advisory Committee recommends the adoption of the following motion: | | |
| | <i>“That Lakehead District School Board approve 3096 Information/Communication Technology Use policy and 8092 Code of Conduct policy, Appendix A and Appendix B to Report No. 070-24.”</i> | | |

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

	<u>Resource Person</u>	<u>Pages</u>
14.3 Approval of Appointments to the Supervised Alternative Learning Committee 2024-2025 (068-24).	J. Lower	67-68

The Board Advisory Committee recommends the adoption of the following motion:

“It is recommended that Lakehead District School Board approve the following appointments to the Supervised Alternative Learning (SAL) Committee for the 2024-2025 school year:

- *Donica LeBlanc, Trustee;*
- *Trudy Tuchenhagen, Trustee (Alternate);*
- *Jane Lower, Superintendent of Education;*
- *Meghan Smelow, Student Success Lead, SAL Committee Chair;*
- *Lorna Hunda, Executive Director, Youth Employment Services (YES) (Alternate);*
- *Stacy-Ann Dyer-McNish, Service Delivery Manager, YES; and*
- *Tom Nesti, Program Supervisor, YES.”*

- 15. New Business
- 16. Notices of Motion
- 17. Information and Inquiries
- 18. Adjournment

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



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BOARD ADVISORY COMMITTEE

Tuesday, June 11, 2024

Jim McCuaig Education Centre

Sherrilynne Pharand
Director of Education

Donica LeBlanc
Chair

AGENDA

**COMMITTEE OF THE WHOLE – Closed Session
7:00 p.m. – in the Sibley Room**

	<u>Resource Person</u>	<u>Pages</u>
5.1 Approval of Committee of the Whole - Closed Session Minutes		
5.1.1 Board Advisory Committee Meeting May 14, 2024	D. LeBlanc	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Property Matter (074-24)	K. Alaksa	3-4
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 BOARD ADVISORY COMMITTEE

Board Room/Microsoft Teams
Jim McCuaig Education Centre

2024 May 14
7:30 p.m.

TRUSTEES PRESENT:

Donica LeBlanc (Chair)
Ellen Chambers
Pat Johansen
Ron Oikonen
Trudy Tuchenhagen
Scottie Wemigwans (Indigenous
Trustee)

George Saarinen
Leah Vanderwey
Emily Drake (Indigenous Student
Trustee)
Morgann De Franceschi (Student
Trustee)

ABSENT WITH REGRETS:

Ryan Sitch

SENIOR ADMINISTRATION:

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

MANAGERS/FEDERATION/UNION REPRESENTATIVES:

PUBLIC SESSION:

1. **Approval of Agenda**

Moved by Trustee Chambers

Seconded by Trustee Tuchenhagen

“THAT the Agenda for Board Advisory Committee Meeting, May 14, 2024, be approved.”

CARRIED

2. Resolve into Committee of the Whole- Closed Session

Moved by Trustee Saarinen

Seconded by Trustee Vanderwey

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

- *Confirmation of Committee of the Whole – Closed Session Minutes*
 - *Board Advisory Committee Meeting*
 - *April 9, 2024*

- *Personnel Matter*

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

CARRIED

COMMITTEE OF THE WHOLE – CLOSED SESSION:

3. Committee of the Whole – Closed Session

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

PUBLIC SESSION:

4. Delegations/ Presentations

Trustee Character Recognition Award – Todd Miller

Trustee Saarinen, on behalf of the Board, presented Todd Miller, Teacher, Lakehead District School Board, with the Trustee Character Award. Todd was recognized for his over a decade of dedication and exceptional work ethic.

MATTERS NOT REQUIRING A DECISION:

5. Confirmation of Minutes

Moved by Trustee Johansen

Seconded by Trustee Saarinen

“THAT the Board Advisory Committee approve the minutes of the Board Advisory Committee Meeting, April 9, 2024.”

CARRIED

6. Information Reports

6.1 Jordan’s Principle Report (058-24)

Heather Harris, Superintendent of Education, presented the report along with Karen Honan, Jordan’s Principle Service Coordinator. All trustees’ questions were addressed.

7.3 Policy Review – 8020 Access to Schools (060-24)

Moved by Trustee Oikonen

Seconded by Trustee Chambers

The Board Advisory Committee recommends the adoption of the following motion:

“THAT Lakehead District School Board approve 8020 Access to Schools Policy, Appendix A to Report No. 060-24.”

CARRIED

7.4 Policy Review – 3061 Reclamation of Properties (042-24)

Moved by Trustee Tuchenhagen

Seconded by Trustee Johansen

The Board Advisory Committee recommends the adoption of the following motion:

“THAT Lakehead District School Board approve 3061 Reclamation of Properties, Appendix A to Report No. 042-24.”

CARRIED

7.5 Approval of 2024-2025 Board Advisory Committee and Regular Board Meeting Schedule (062-24)

Moved by Trustee Saarinen

Seconded by Trustee Johansen

The Board Advisory Committee recommends the adoption of the following motion:

“THAT Lakehead District School Board approve the 2024-2025 Board Advisory Committee and Regular Board Meeting Schedule, as set out in Appendix A to Report No. 062-24.”

CARRIED

7.6 2024-2032 Policy Review Schedule (056-24)

Moved by Trustee Chambers

Seconded by Trustee Saarinen

The Board Advisory Committee recommends the adoption of the following motion:

“THAT Lakehead District School Board approve the 2024 to 2032 Policy Review Schedule, Appendix A to Report No. 056-24.”

CARRIED

8. Information and Inquires

Chair Donica LeBlanc informed the Board that the following events were attended by trustees:

- April 24, 2024 – C.D. Howe Public School Visit – Trustees’ LeBlanc, Vanderwey, Johansen, Chambers and Director Pharand;
- April 24, 2024 – Link Up Carnegie Concert at Thunder Bay Community Auditorium - Trustees’ Saarinen and Tuchenhagen;
- April 25, 2024 – Special Olympics Multi Sport Festival at Lakehead University – Trustees’ LeBlanc, Vanderwey and Director Pharand;
- April 25, 2024 - Synergy North Power Safe presentation at Woodcrest Public School – Trustee Saarinen;
- April 29, 2024 – Fort William First Nations Flag raising Ceremony at Westgate Collegiate and Vocational Institute – Trustees’ Wemigwans, Johansen, Saarinen, Director Pharand and Superintendent Lower;
- May 1, 2024 - Trustees’ Informal Session – Professional Development with Marion Thompson Howell – Trustees’ LeBlanc, Chambers, Saarinen, Johansen, Oikonen, Sitch, Tuchenhagen, Superintendents’ Lower, Keene, Alaksa, Harris, and Director Pharand;
- May 7, 2024 - Family Math Night at École Elsie MacGill Public School - Trustees’ LeBlanc, Chambers, Director Pharand and Superintendents; and
- May 14, 2024 – Nor’wester View Matilda Jr. Performance – Trustees’ LeBlanc and Chambers.

9. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Johansen

“THAT we do now adjourn at 8:20 p.m.”

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2024 JUN 11
Report No. 072-24

TO THE CHAIR AND MEMBERS OF
THE BOARD ADVISORY COMMITTEE - Public Session

RE: FRENCH AS A SECOND LANGUAGE

1. Background

- 1.1 Lakehead District School Board (LDSB) recognizes that the study of French is an important part of the school curriculum, and that knowledge of a second language is valuable for many reasons. “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 (FSL), p. 7)
- 1.2 Lakehead District School Board is committed to increasing student confidence, proficiency, and achievement in French as a second language. The ability to speak and understand French not only provides a competitive edge in the workplace, but also “prepares students for their role as active and engaged citizens in today’s bilingual and multicultural Canada.” (The Ontario Curriculum: French as a Second Language, p. 6)
- 1.3 Lakehead District School Board continues to engage stakeholders and staff to promote student achievement and well-being. “Engaged students are motivated to learn. Engaged FSL educators inspire their students... Engaged parents are committed to supporting their children.” When stakeholders are engaged and value learning, “student achievement is enhanced.” (A Framework for French as a Second Language in Ontario Schools: Kindergarten to Grade 12, p. 9).

2. Situation

- 2.1 The Canada-Ontario Agreement on Minority Language Education and Second Official -Language Instruction 2023-2024 enabled LDSB to implement numerous initiatives to support professional learning and improve student outcomes in FSL. These provided the opportunity to:
 - increase the number of certified examiners for the Diplôme d’Études en Langue Française (DELF) exams through new training and recertification sessions;
 - allow examiners to participate in refresher sessions and moderated marking for two periods of DELF exams (Grade 8 and Grade 12 in November/December, Grade 12 in April/May);
 - participate in DELF provincial session leading to a certified DELF *Formateur*;

- enhance the oral language skills of elementary and secondary FSL students through:
 - participation in a “journée Carnaval” at various elementary and secondary schools for the whole school that promoted and celebrated francophone culture; and
 - participation in a variety of activities that led to a “journée Carnaval” bringing together Grades 7 to 11 French Immersion students from four schools which promoted and celebrated francophone culture through food, dance, music and games.
 - participate in a conference supporting French literacy instruction;
 - expand elementary French Immersion and Core French resources that support oral language and reading development;
 - support teachers in implementation of effective literacy and math practices;
 - undertake a program review of French Immersion; and
 - seek and foster FSL community engagement at a local and provincial level.
- 2.2 The Lakehead District School Board provided Grade 8 French Immersion students with the opportunity to challenge the A2 DELF Exam and receive certification in the Fall 2023 session.
- 2.2.1 Eighty nine students completed the A2 DELF exam, representing a 93% participation rate.
- 2.2.2 Data shows that there was a 98% success rate.
- 2.2.3 The average total score was 76.1/100. The scores in the sub-tests of oral comprehension and written comprehension were relatively high, while oral production and written production scores were a little lower.
- 2.3 Lakehead District School Board participated in the Ontario Ministry of Education DELF initiative aimed at students enrolled in Grade 12 FSL courses.
- 2.3.1 Twenty six Core French and forty seven French Immersion students took the DELF exams (A2, B1, B2) during the Fall 2023 and Spring 2024 session.
- 2.3.2 The participation rates this year in the DELF exam for Grade 12 French Immersion was 98%.
- 2.3.3 The participation rates this year in the DELF exam for Grade 12 Core French was 96%.
- 2.3.4 Data shows that there was a 97% success rate for LDSB students who completed the DELF this year. As well, total scores were within historical averages for levels B1 and B2, dating back to initial testing in 2014.

- 2.3.5 For level A2 written comprehension scores are highest. For level B1, written comprehension and oral production scores are highest, while at B2 written comprehension and oral comprehension are highest. In terms of improvement, oral comprehension and oral production are areas to target for A2. Written production is an area for improvement at level B1, while written production and oral production are areas for improvement at the B2 level.
- 2.4 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 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.
- 2.5 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;
 - supporting French teachers through a Board FSL Literacy conference;
 - supporting a Professional Learning cycle focused solely on French Immersion teachers for Senior Kindergarten French Immersion educator teams, elementary primary, junior and intermediate French Immersion teachers and elementary Core French teachers; and
 - offering memberships to various professional organizations.
- 2.6 Lakehead District School Board, in collaboration with regional boards in the Common European Framework of Reference (CEFR) North Region network, planned and implemented three initiatives for the 2023-24 school year:
- FSL Lead regional planning that supports educator professional learning needs and that aligns with a provincial focus;
 - FSL Lead learning and networking opportunities through regional planning and sharing sessions; and
 - FSL teacher learning and networking opportunities through DELF examiner training.
- 2.7 Lakehead District School Board continues to promote and support FSL programs by:
- reviewing and updating marketing materials for SK French Immersion programs;

- reviewing the French Immersion program goals, objectives and model of delivery;
- addressing recruitment, hiring, and retention of FSL teachers; and
- seeking partnerships with various community organizations.

3. Next Steps

Lakehead District School Board will:

- continue to seek out opportunities that allow FSL learners to explore francophone culture and experience authentic oral communication;
- continue to play a leadership role in the 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 support staff members in obtaining necessary qualifications needed to work in the French Immersion program;
- provide support for administration working in French Immersion schools;
- consider avenues to provide homework support for all FSL learners;
- expand New Teacher Induction Program (NTIP) support offered in French; and
- provide CEFR learning opportunities to new FSL teachers.

4. Conclusion

Improving student achievement continues to be the focus at Lakehead District School Board. Students acquire a strong oral foundation in French, strengthened first-language skills, and “an interest in language learning that continues not only during a student’s time in school but later in life” (The Ontario Curriculum: French as a Second Language, p. 8). Lakehead District School Board will continue to support our staff in delivering FSL learning programs that are balanced and engaging, and support student success.

Respectfully submitted,

OLIVIER DOUCET
French Resource Teacher

FRED VAN ELBURG
Program Coordinator

KALI BERNST
Principal of Indigenous Education and Program

HEATHER HARRIS
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2024 JUN 11
Report No. 071-24

TO THE CHAIR AND MEMBERS OF
THE BOARD ADVISORY 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 Lakehead District School 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 Online Health and Safety Inspection Forms

Lakehead District School Board has launched a complete online joint health and safety inspection form for use by work and management representatives. The platform empowers organizations to conduct comprehensive inspections, ensuring a safe and secure environment, track health and safety monthly and annual inspections, easily generate reports and records, and address issues with efficiency. With the proactive approach of identifying and owning issues the moment they arise until resolution; this module ensures that no concerns are overlooked or left unresolved.

Training for inspectors and supervisors was completed in April 2024 with the forms going live May 2024.

2.2 Annual Lead Water Sampling

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

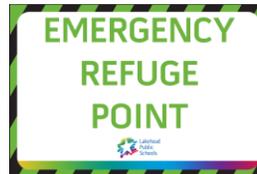
On December 15, 2016, the Ministry of Environment filed an amended regulation. The amended regulation came into effective on July 1, 2017, as O. Reg. 243/07 (Schools, Private Schools and Child Care Centres). To further protect children from lead in drinking water, the amended regulation includes updated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

Lakehead District School Board 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 Refuge Points

Lakehead District School Board has enhanced the safety of staff and students by including refuge points in all sites. The refuge points are for any building occupants that cannot for any reason exit during an emergency. This may include non-ambulatory students or staff that will require assistance from emergency service personnel.

The refuge point is identified by wall signage in the facility and included in the floor plans on the school specific fire safety plan.



2.4 COVID Materials

The Ministry of Education has been providing Lakehead District School Board with Personal Protective Equipment (PPE), cleaning products and Rapid antigen tests throughout the pandemic.

On March 21, 2022, the Ontario Government removed many COVID-19 protocols and PPE requirements that has been in place. Although the requirements had been removed, Lakehead District School Board continues to receive materials that are supplied 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 twenty-first century learning needs.

Respectfully submitted,

KYLE ULVANG
Health and Safety Officer

KIRSTI ALAKSA
Superintendent of Business

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2024 JUN 11
Report No. 073-24

TO THE CHAIR AND MEMBERS OF
THE BOARD ADVISORY COMMITTEE – Public Session

RE: POLICY REVIEW – 3002 ANNUAL EVALUATION OF THE DIRECTOR OF
EDUCATION

1. Background

- 1.1 Lakehead District School Board (LDSB) believes that a properly conducted program of evaluation of the director of education benefits the director, enhances the relationship between the director and LDSB, ensures accountability, assists LDSB in providing quality educational service and models the importance of systematic assessment throughout LDSB.
- 1.2 The 3002 Annual Evaluation of the Director of Education policy was last reviewed in February 2022.

2. Situation

- 2.1 In March of 2024, the government passed Ontario Regulation 83/24 that legislates both the requirement of annual performance appraisals for the director of education as well as the process that boards must follow in order to implement the appraisal.
- 2.2 The revised policy is attached as Appendix A, the procedures as Appendix B and all appendices as Appendix C.
- 2.3 The 3002 Annual Evaluation of the Director policy has been updated to be in compliance with legislation. Upon final approval, the policy will be distributed according to Board procedures.

RECOMMENDATION:

The Board Advisory Committee recommends the adoption of the following motion:

“That Lakehead District School Board approve the updated 3002 Annual Evaluation of the Director Policy, Appendix A to Report No. 073-24”.

Respectfully submitted,

Donica LeBlanc
Vice Chair
Lakehead District School Board

BUSINESS AND BOARD ADMINISTRATION

DRAFT – June 11, 2024

**ANNUAL EVALUATION OF
THE DIRECTOR OF EDUCATION PROCEDURES****3002**1. Policy

It is the policy of Lakehead District School Board (LDSB) that an evaluation of the director of education be completed by the Board of Trustees on an annual basis.

2. Rationale

Lakehead District School Board believes that a properly conducted program of evaluation of the director of education benefits the director, enhances the relationship between the director and LDSB, ensures accountability, assists LDSB in providing quality educational service and models the importance of systematic assessment throughout LDSB.

3. Definitions

3.1 Board/Board of Trustees/LDSB – Lakehead District School Board.

3.2 Director – director of education.

3.3 DPA – Director Performance Appraisal.

3.4 ***Community partners and stakeholders – persons or entities that interact with a board, including advocacy groups, First Nations, Métis and Inuit partners, business and labour organizations, municipal and childcare partners and social service agencies.***

3.5 ***Evaluation cycle – the period of time during which the performance of a director of education is appraised.***

3.6 ***Full evaluation cycle – an evaluation cycle that commences July 1 in a year and ends June 30 of the following year.***

3.7 ***Interim evaluation cycle – an evaluation process for directors of education whose start dates fall on or after March 1.***

BUSINESS AND BOARD ADMINISTRATION

DRAFT – June 11, 2024

**ANNUAL EVALUATION OF
THE DIRECTOR OF EDUCATION PROCEDURES****3002**4. Administrative Procedures

4.1 This evaluation process will:

- 4.1.1 Take place annually – ***in a director of education’s first full evaluation cycle, and every second full evaluation cycle after that, the Board shall ensure that an entity that has at least five years of experience conducting multi-source executive performance assessments will be engaged. The entity should be mutually agreed upon between the director and the Board.***
~~informally, as mutually agreed, through a process involving a presentation by the director of education and dialogue with the Board of Trustees;~~
- 4.1.2 Ensure accountability for the effective leadership and management of the school system.
- 4.1.3 Provide a mechanism for the director to develop clear expectations in accordance with ***Ontario Regulation 83/24*** and plans for the system.
- 4.1.4 Provide the director with concrete feedback from the Board on their performance, to be used as a basis for their personal development in the role.
- 4.1.5 Provide for both growth and accountability by affirming accomplishments and identifying growth areas that respond to issues, trends and external factors.
- 4.1.6 Emphasize the need for and require the presentation of evidence. ~~The Director Performance Plan (refer to attached Appendix B) identifies possible sources of the evidence in advance, while the implementation and outcome measures describe expectations regarding that piece of evidence. The sources will be an internal report, an external report, direct Board observation or some combination of these tools;~~
- 4.1.7 Meet contractual requirements.
- 4.1.8 Be aligned with and based upon the director’s job description.
- 4.1.9 Be linked to the Board’s goals ***and Ministry of Education legislation;***
- ~~4.1.10 set out standards of performance;~~
- 4.1.10 Be a performance-based assessment system.

BUSINESS AND BOARD ADMINISTRATION

DRAFT – June 11, 2024

ANNUAL EVALUATION OF THE DIRECTOR OF EDUCATION PROCEDURES

3002

- 4.1.11 ~~may use multiple data sources such as The Ontario Leadership Framework for Supervisory Officers (Appendix A), audit reports, student achievement data, and interviews with central office staff and principals; 360° survey (conducted through an external provider);~~
- 4.1.11 Elicit evidence to support subjective assessments.
- 4.1.12 ~~ensure Board feedback is provided on at least an annual basis; and~~
- 4.1.12 Recognize that the director is the chief executive officer for the Board and, as such, is held accountable for work performed primarily by other senior administrators – i.e., fiscal management and personnel management.
- 4.2 Process and Timelines for a **Full Evaluation Cycle**

- 4.2.1 Whereas the director's contract of employment **and the legislation** requires annual evaluations, the annual evaluations shall be conducted for the contract term, with evaluations to be completed by ~~October 31st~~ **August 15** of each year. ***The Board may, with a motion of the full Board, make exceptions to the timelines due to extenuating circumstances.***

~~On an annual~~ **a bi-annual** basis, the Board will contract an external consultant to assist with the evaluation of the director of education. ~~unless mutually agreed to conduct an informal appraisal internally, as per Section 4.1.1~~

- 4.2.2 The Director Performance Appraisal Process

~~4.2.2.1 The DPA process begins with the Operational Plan presented by the director to the Board of Trustees each September. The next step is for the director to develop a Director's Performance Appraisal Plan that is aligned with and supports the goals of LDSB. The DPA process continues throughout the year and includes both formal meetings, presentations to the Board of Trustees, informal conversations, and informal feedback.~~

4.2.2.1 Appoint DPA Committee

On or before May 15 annually, the Board will establish a committee of no fewer than three and no more than seven members, plus the Board chair and vice chair, to conduct a performance appraisal for the director of education.

One member shall be elected by majority of the committee to act as its chair.

BUSINESS AND BOARD ADMINISTRATION

DRAFT – June 11, 2024

**ANNUAL EVALUATION OF
THE DIRECTOR OF EDUCATION PROCEDURES****3002**

- 4.2.2.2 The Board of Trustees/Board chair should provide regular and constructive performance feedback to help keep the director's performance and plan on track and to help the director respond to emerging issues. This process also ensures that there are no surprises at the Year-End Review. The Board of Trustees/Board chair should check in with the director regularly to initiate these informal discussions.
- 4.2.2.3 On or before July 31, the ***committee chair and at least one other member will meet with the director at a mutually agreeable time to develop and finalize Director's Performance Plan for the upcoming school year.***
- 4.2.2.4 ***On or before August 15, the DPA Committee Chair will provide a copy of performance plan to every member of the Board of Trustees.***
- 4.2.2.5 ***On or before August 15, an attestation will be sent to Ministry of Education by the chair of the Board indicating the performance plan is complete and whether bi-annual feedback will be required during the evaluation cycle. A copy of the confirmation will be posted on the Board's website.***
- 4.2.2.6 ***Mid-Year Feedback Review***
- i. ***On or before December 1, in a full evaluation cycle in which a bi-annual feedback is required, the Minister of Education will provide written notice to the Board of Trustees and the director of education on whether the minister intends to provide feedback.***
 - ii. ***On or before January 11, the committee chair must request feedback from every member of the Board on the director of education's progress towards implementing and achieving the goals.***
 - iii. ***On or before January 21, each member of the Board is to provide feedback to the chair of the committee.***
 - iv. ***On or before January 31, the committee chair and at least one other member of the committee must meet with the director of education to review progress towards implementing and achieving the goals in the performance plan.***

BUSINESS AND BOARD ADMINISTRATION

DRAFT – June 11, 2024

**ANNUAL EVALUATION OF
THE DIRECTOR OF EDUCATION PROCEDURES****3002**4.2.3 ~~Sample Timeline~~**~~Present Operational Plan to Board:~~**

~~In September, the DPA process begins with the communication of the Operational Plan which identifies specific actions/outcomes to achieve the Strategic Plan goals. The Operational Plan is developed by the director, with input from the senior team. The Operational Plan provides the basis and context for the Director's Performance Plan.~~

~~Director's Performance Plan to Board:~~

~~In October, the director will draft a Performance Plan and review it with the Board of Trustees (See Appendix B – Director's Performance Plan Form). The Board of Trustees will review the contents of the Director's Performance Plan and outline key Implementation and Outcome Measures to be used in the appraisal as well as the process to help inform the performance appraisal.~~

~~Mid-Year DPA Progress Review to Board:~~

~~In February/March the director shall provide an overview of the mid-year progress of the Operational Plan implementation. The mid-year progress will be used as the basis for the Mid-Year DPA Progress Review. This review allows the director and the Board of Trustees to discuss the director's progress at the mid-point of the year. This review will cover all areas of the Director's Performance Plan, including achievements, challenges, and any concerns. The director will receive formal feedback from the Board of Trustees as outlined in the Director Performance Plan Form (Appendix B). The Board of Trustees will also review the process and implementation measures to help inform the final appraisal period.~~

~~Staff and Trustee Input:~~

~~In March, the Board may implement a 360° survey using an external provider. Trustees and key staff will be asked to offer their comments and observations regarding the director's performance on the goals defined in the Director's Performance Plan. The survey should use a confidential format that allows for open, honest, and constructive feedback.~~

~~Year-End/New Year Operational Plan Review to Board:~~

~~In September, the director shall provide an overview of the Year-End progress of the Operational Plan implementation. The Year-End Operational Plan Review will be used as the basis for the Year-End DPA Progress Review.~~

BUSINESS AND BOARD ADMINISTRATION

DRAFT – June 11, 2024

**ANNUAL EVALUATION OF
THE DIRECTOR OF EDUCATION PROCEDURES****3002****~~Year-End/New Year DPA Review to Board:~~**

~~In October, the Year-End Review will take place. This is the formal annual performance assessment. The Board of Trustees will evaluate the director's achievements over the year measured against the implementation and outcome measures.~~

4.2.2.7 Bi-Annual Feedback

- i. An entity selected by the Board, mutually agreed by the director of education, will conduct the bi-annual feedback (360 assessment)***
- ii. Feedback will be requested from the following individuals:***
 - each member of the Board;***
 - each student trustee of the Board;***
 - each member of every statutory, ad hoc or other committee of the Board (Miiniwewinan, PIC, SEAC, Audit);***
 - each staff member who reports directly to the director of education;***
 - each parent member of the school council from each school of the Board;***
 - a representative nominated by each local employee association representing employees of the Board;***
 - a representative sample of community partners and stakeholders as identified by the committee with input from the director of education; and***
 - the Minister of Education if they have provided written notice to the Board and the director of education on or before December 1 that they wish to provide feedback.***
- iii. The committee chair, at least one other member of the committee and the director will work together to:***
 - select focus areas (topics) that are relevant to all feedback groups;***
 - develop a basis for questions that can be differentiated (if required) to be contextual and relevant to the group; and***
 - amend or reframe the question for each feedback group if/where required.***

BUSINESS AND BOARD ADMINISTRATION

DRAFT – June 11, 2024

**ANNUAL EVALUATION OF
THE DIRECTOR OF EDUCATION PROCEDURES****3002****iv. Draft DPA Report:**

- **on or before May 15, the entity selected by the Board to conduct the bi-annual feedback shall provide a written report that summarizes and analyzes the feedback to the committee and the director of education; and**
- **in preparing a report, the entity shall remove any words or names that would identify a parent or student, if a request is made to do so by the parent/ caregiver or student.**

4.2.2.8 Performance Appraisal

- i. On or before June 10, a confirmation of which of the actions in the performance plan have been implemented by the director of education during the evaluation cycle and how that action assisted in achieving the goals.**
- ii. For each action that was not implemented by the director of education, a rationale for why the action was not implemented.**
- iii. The director of education and the chair of the committee shall each sign the performance plan and each of them shall retain a copy for at least six years.**
- iv. On or before June 20, the committee, through the chair, is required to provide a copy of the draft performance appraisal report to every member of the Board.**
 - a. Based on the results of the performance appraisal, the committee shall assign one of the following performance ratings to the director of education:**
 - **meets all expectations;**
 - **meets most expectations;**
 - **meets some expectations; and**
 - **does not meet expectations.**
 - b. The committee may, if they choose, assign a rating of exceeds expectations.**
 - c. The committee's draft performance appraisal report summarizing the committee's evaluation, must provide an explanation for the rating.**

BUSINESS AND BOARD ADMINISTRATION

DRAFT – June 11, 2024

**ANNUAL EVALUATION OF
THE DIRECTOR OF EDUCATION PROCEDURES****3002**

- v. *When determining which performance rating to assign to the director of education for the Board, the committee shall consider the following factors:*
- a. *The extent to which the director of education worked diligently and consistently toward the implementation of the actions identified in the performance plan.*
 - b. *The efforts made by the director of education to engage Board staff, community partners and stakeholders, and others in the development of the goals and implementation of the actions identified in the performance plan.*
 - c. *The degree of success the director of education had in achieving the goals set out in the performance plan, as informed by data available to the Board including the feedback set out in the report, if applicable, and the information collected by the surveys if applicable.*
 - d. *The rationale provided by the director of education for the actions that were not implemented and the goals that were not achieved.*
 - e. *The effectiveness of efforts made to overcome challenges faced by the director of education in implementing the actions identified in the performance plan.*
 - f. *The demonstrated ability and willingness of the director of education to address, in the future, the actions that were not implemented and goals that were not achieved.*
- vi. *On or before June 30, each member of the Board is required to provide any feedback on the draft performance appraisal report to the committee. The committee shall prepare a draft performance appraisal report summarizing the Board's evaluation, setting out the performance rating and providing an explanation for the rating.*
- vii. *On or before July 7, the committee chair is required to provide the draft performance appraisal report to the director of education.*

BUSINESS AND BOARD ADMINISTRATION

DRAFT – June 11, 2024

**ANNUAL EVALUATION OF
THE DIRECTOR OF EDUCATION PROCEDURES****3002**

- viii. On or before July 31, the committee chair and at least one other member of the Board committee will meet the director education to review actions implemented to achieve the goals in the performance plan, update the plan for the following evaluation cycle, discuss the draft report and provide opportunity for response. This may also occur with the whole board in an informal session as mutually agreed up by the chair of the Board and the director of education.*
- ix. On or before August 10, the committee will finalize the performance appraisal report and provide the final report to the Board and the director of education, adopted by Board resolution, in closed session.*
- x. On or before August 15, the chair of the Board will submit a written confirmation to the Minister of Education that the appraisal was conducted and adopted by Board resolution, and in a feedback year, outline the list to the Minister of Education, of the feedback groups that participated in the bi-annual feedback. The written confirmation and list of feedback groups will also be posted on the Board's website.*

~~4.2.4 Director's Performance Plan Form (Appendix B)~~

~~A Director's Performance Plan Form has been developed for the director to complete each school year, updating it on a regular basis and sending it to the Board of Trustees in advance of each DPA meeting. Properly prepared, the Director's Performance Plan Form will ensure that:~~

- ~~• the director and the Board of Trustees have clear implementation and outcome measures to assess the director's performance;~~
- ~~• the director is building the knowledge, skills and experience needed to meet the needs of the Board as well as to achieve career objectives; and~~
- ~~• the director's efforts are aligned with and contribute to achieving the overall educational and business goals of the Board as outlined in the LDSB Strategic Plan.~~

~~4.2.5 Director's Performance Plan Initial Meeting (October)~~

~~This is the first of three meetings in the year in which the director and the Board of Trustees will meet to formally discuss the Director's Performance Plan and to develop and/or confirm the annual performance measures and expectations at the beginning of the new performance year.~~

BUSINESS AND BOARD ADMINISTRATION

DRAFT – June 11, 2024

**ANNUAL EVALUATION OF
THE DIRECTOR OF EDUCATION PROCEDURES****3002**

Structure of the meeting:

- the Board chair reviews the purpose of the meeting;
- the director discusses the contents of the new Director Performance Plan;
- the Board of Trustees listens to fully understand the director's assessment of their measures; and
- the Board of Trustees and director will discuss any revisions required to the Performance Plan.

~~4.2.6 Mid-Year Progress Review Meeting (January)~~

~~Purpose: to assess the director's progress against the implementation measures outlined in the Director's Performance Plan to date. The director will receive formal feedback from the Board of Trustees. (The Mid-Year Reviews will focus on implementation measures~~

~~Structure of the Meeting:~~

- the Board chair reviews the purpose of the meeting;
- the Board of Trustees listens without judgement to fully understand the director's assessment of their success and opportunities for improvement in completing their performance measures/objectives;
- the Board of Trustees assessment of the director's performance:
 - the Board of Trustees and director will openly discuss similarities and differences between the director's assessment and the Board's assessment;
 - the Board of Trustees should allow the director to provide additional support identifying current progress on each implementation measure; and
- the Board of Trustees and director will discuss any revisions required to the director's plan based on the relevancy of the Implementation and Outcome Measures for the remainder of the year.

~~4.2.7 Year-End Progress Review Meeting (October)~~

~~Purpose: For the Board of Trustees to assess the director's performance throughout the year, gather additional feedback, communicate a performance assessment, and provide an overall rating. The performance rating for Year-End Reviews will focus on Outcome Measures.~~

BUSINESS AND BOARD ADMINISTRATION

DRAFT – June 11, 2024

**ANNUAL EVALUATION OF
THE DIRECTOR OF EDUCATION PROCEDURES****3002**

Structure of the Meeting:

- the Board chair reviews the purpose of the meeting;
- the Board of Trustees listens without judgement to fully understand the director's assessment of their success and opportunities for improvement in completing their performance measures;
- the Board's assessment of the director's performance:
 - the Board of Trustees and director will openly discuss similarities and differences between the director's assessment and the Board's assessment; and
 - the Board of Trustees should allow the director to provide additional support identifying accomplishments for each performance measure as required.

4.3 Evaluation Criteria

4.3.1 The criteria for the first evaluation of a newly appointed director of education shall include an external consultant and will be based on those criteria defined in the director's job description, and as set out below. The criteria for subsequent evaluations will be those defined by the director's job description plus any growth goals provided by the Board of Trustees in the previous written evaluation report(s), including feedback, evidence, and areas of focus. Such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues, or external realities.

4.3.2 The director's performance shall be measured by the Director's Performance Plan as attached in Appendix B. It is intended to clarify for the director the performance expectations that are held by the Board. The Board shall use this guide to evaluate the performance of the director in relation to each job expectation. The Board will review the indicated evidence and will determine whether, or to what extent, the implementation and outcome measures have been achieved.

4.3 Process and Timelines – Interim Evaluation Cycle

4.3.1 Directors of education whose start dates fall on or after March 1 are required to complete the interim evaluation cycle. After a director of education's first evaluation cycle, performance appraisals will be conducted annually.

BUSINESS AND BOARD ADMINISTRATION

DRAFT – June 11, 2024

**ANNUAL EVALUATION OF
THE DIRECTOR OF EDUCATION PROCEDURES****3002****4.3.2 Interim timelines**

- i. On or before May 15 appoint a DPA committee.**
- ii. Within 30 days of a director of education's first day in the role the committee chair and at least one other member of the committee are required to meet with the director of education to develop and finalize their performance plan.**
- iii. Notice of Performance Plan.**
- iv. Within 45 days of a director of education's first day in the role, the committee chair is required to provide a copy of the director of education's performance plan to every member of the Board. Additionally, the chair of the Board is required to provide written notice to the Minister of Education.**
- v. Mid-year review:**
 - a. At least 20 days before the committee chair and at least one other member of the committee are due to meet with the director of education to discuss progress on the performance plan, the committee chair will request feedback from every member of the Board on the director of education's progress towards implementing and achieving the goals in the performance plan.**
 - b. At least 10 days before the committee chair and at least one other member of the committee are due to meet with the director of education to discuss progress on the performance plan, each member of the Board will have the opportunity to provide feedback to the chair of the committee.**
 - c. By the closest weekday to a date that is midway between the date that notice is provided to the Minister of Education and final day of the interim evaluation period, the committee chair and at least one other member of the committee shall meet with the director of education to review progress towards implementing and achieving goals in the performance plan**
- vi. Performance Appraisal**
 - a. On or before June 10, the director of education shall update the performance.**
 - b. On or before June 20, the committee chair will be required to provide a copy of the draft performance appraisal report to every member of the Board.**

BUSINESS AND BOARD ADMINISTRATION

DRAFT – June 11, 2024

**ANNUAL EVALUATION OF
THE DIRECTOR OF EDUCATION PROCEDURES****3002**

- c. *On or before June 30, each member of the Board is required to give any feedback they might have in response to the request for feedback.*
- d. *On or before July 7, the committee chair will provide the draft performance appraisal report to the director of education.*
- e. *On or before July 31 the committee chair and at least one member of the committee will meet the director of education to review actions to achieve a performance plan, update the performance plan for the following evaluation cycle, discuss the draft of the report, and provide opportunity for response.*
- f. *On or before August 10 the committee will finalize the performance appraisal report and provide the final report to the board and the director of education.*
- g. *On or before August 15 the Board to provide written confirmation to the Minister of Education that the performance appraisal has been conducted and adopted by Board resolution. On that same date, the Board to post a copy of the written confirmation on the Board's website.*

4.4 Dispute Resolution Process

In the event that the director of education informs the chair of the Board that the concluding statements in the annual evaluation of the director of education do not accurately reflect their leadership practices and success as director, a dispute resolution process should be undertaken.

4.4.1 The process will include a three-member panel, selected as follows:

- the first member of the panel will be selected by the director of education in consultation with the Council of Ontario Directors of Education (CODE);
- the second member of the panel will be selected by the Board chair in consultation with the Ontario Public School Boards Association (OPBSA); and
- the third member of the panel, suitable to both CODE and OPSBA, will be selected from a list of acceptable mediators.

BUSINESS AND BOARD ADMINISTRATION

DRAFT – June 11, 2024

**ANNUAL EVALUATION OF
THE DIRECTOR OF EDUCATION PROCEDURES**

3002

5. Appendices

5.1 Appendix A - ~~Ontario Leadership Framework for Supervisory Officers~~
- **Written Confirmation of Performance Plan**

5.2 Appendix B - ~~Director's Performance Plan Form~~
- **Written Confirmation of Completion**

5.3 Appendix C - 360 Feedback- Overview and Recommended Best Practices

6. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Ontario Leadership Framework for Supervisory Officers	February 22, 2022	Education Act, R.S.O 1990 including Sections 283.1, 2.87 Ontario Regulation 83/24
Lakehead District School Board Strategic Plan (Multi-Year Strategic Plan)	<u>Date Revised</u>	

Ontario Leadership Framework for Supervisory Officers

Preamble to the Leadership Frameworks for Principals and Vice-Principals and for Supervisory Officers

Introduction

Leadership is second only to teaching in its impact on student outcomes¹. Principals and vice-principals play an essential role as school leaders to achieve this impact. Supervisory officers, in turn, play a critical role by putting in place supportive system practices and procedures for school and system leaders. In the ministry discussion paper, *Leading Education: New Supports for Principals and Vice-principals in Ontario Publicly Funded Schools*, released in December 2005, a commitment was made to a number of initiatives intended to develop, support and sustain the highest quality leadership possible in schools and boards across the province. In keeping with this commitment, and in order to ensure a consistent and effective approach to implementing these initiatives, the Leadership Framework for Principals and Vice-Principals and the Leadership Framework for Supervisory Officers (the frameworks) were developed.

Purposes

The purposes of the frameworks are to:

- inspire a shared vision of leadership in schools and boards
- promote a common language that fosters an understanding of leadership and what it means to be a school and system leader
- identify the practices and competencies that describe effective leadership
- guide the design and implementation of professional learning and development for school and system leaders.

The frameworks are not intended as a job description for the leader, nor as a checklist against which to assess performance. Rather, they provide frameworks for growth, which are sufficiently detailed to describe good leadership, but broad enough to be applicable in the various contexts in which school and system leaders function throughout their career.

Structure of the Frameworks

The frameworks are made up of two parts:

- Part One – Leader Practices and Competencies
- Part Two – System Practices and Procedures

Part One – Leader Practices and Competencies

Leader practices are the actions, behaviours and functions found through research and professional experience to have a positive impact on student achievement. Leader competencies are the skills, knowledge and attitudes of effective school or system leaders.

Leader practices and competencies are organized into five domains, in no particular order: setting directions, building relationships and developing people, developing the organization, leading the instructional program, and ensuring accountability. Each domain is then described through the practices, skills, knowledge and attitudes relevant to the domain.

Part Two – System Practices and Procedures

System practices and procedures, which support successful school leadership, are organized into six domains, in no particular order: school and district improvement, fostering a culture of professionalism, leadership development, administrative structures, parent and community supports, and succession planning. Each domain is then described through indicators relevant to the domain. The Leadership Self-Review Tool² provides a set of materials leaders can use to assess the extent to which system practices and procedures provide the structures and supports principals and vice-principals need to be successful school leaders.

Background on the Development of the Frameworks

The Leadership Framework for Principals and Vice-Principals and the Leadership Framework for Supervisory Officers complement each other to the extent that successful leaders draw on the same fundamental repertoire of leadership practices. The Leadership Framework for Supervisory Officers is tailored to address the complexity of supervisory officer roles as reflected in legislation and in the wide-ranging academic and administrative settings within which they provide leadership.

Contextual factors that should be taken into account when reviewing the frameworks include the research foundations, the Ontario perspective, the evolving focus of school leaders, and the range in roles and responsibilities of supervisory officers in the Ontario context.

¹ Leithwood, K., Seashore Louis, K., Anderson, S., & Wahlstrom, K. (2004, September). How leadership influences student learning. (Review

Research Foundations

There is currently a large and evolving body of professional knowledge about effective leadership. The frameworks rely on this research to define leadership practice as a collection of patterned actions that draw on a set of competencies comprised of skills, knowledge and attitudes³. The core leadership practices delineated in the frameworks are those that have been found to have the greatest impact on student outcomes⁴.

These broad categories of leadership practices are the basis for the articulation of more finely detailed practices, informed by professional experience, in four of the five domains of the frameworks: setting directions, building relationships and developing people, developing the organization, and leading the instructional program⁵. The fifth domain, securing accountability, was developed to specifically address the accountability function of school and system leaders in all the domains, as practised in the Ontario context.

The Ontario Context

Successful school and system leadership is responsive to the diverse nature of Ontario's communities. The practices and competencies in the frameworks describe leadership broadly in a way that is intended to be inclusive of the diversity found in schools and communities across the province. Their application will be shaped and informed by the community context. For example, in francophone schools and school boards, the application of the practices and competencies will take into consideration the implementation of the *Politique d'aménagement linguistique (PAL)* already underway in these boards. In another example, leadership in Catholic schools and boards will be carried out in the context of the board's articulation of Catholic faith perspectives.

The demographic and contextual diversity of Ontario schools together with the province's commitment to high levels of student achievement have heightened the importance of school and system leaders as instructional leaders⁶ who support the diverse needs of all students through their commitment to equity in student outcome. As instructional leaders, principals and supervisory officers embed direct involvement in instruction in their daily work through teamwork with all staff focused on improved school and classroom practices. As leaders who are committed to equity of outcome, they help to ensure inclusive and instructionally effective learning environments that increase the likelihood that all students will be successful learners. School and system leaders carry out these specific aspects of their role using a growth-oriented and collaborative approach across all the domains of the frameworks.

The Leadership Framework for Supervisory Officers additionally takes into account the diverse functions and duties of system leaders: those with direct school accountability will apply leadership practices and competencies differently from those whose main focus is on district administration related to human resources or business.

Practices and competencies evolve as leaders move through various career stages, specialized assignments and unique educational environments. School and system leaders expand and strengthen their repertoire of practices, skills, knowledge and attitudes over time, provided they have opportunities to grow and are supported by school boards that are committed to leadership development.

Note: The frameworks are working drafts which continue to evolve as a result of continued research in Ontario and international jurisdictions and through consultation with across section of stakeholders. Individual school and system leaders can provide feedback on the framework to the ministry or to the Institute for Education Leadership through their associations.

³ Elmore, R. (2006). Leadership as the practice of improvement. (Paper prepared for the International Conference on Perspectives on Leadership for Systemic Improvement). *OECD, London, UK.*

⁴ Marzano, R. J., Waters, T. & Mc Nulty, B.A. (2005). School leadership that works: From research to results. *Association for Supervision and Curriculum Development.*

Waters, J.T., & Marzano, R.J. (2006). *School District Leadership that Works: The Effect of Superintendent Leadership on Student Achievement.* Denver, CO: Mid-continent Research for Education and Learning.

⁵ Leithwood, K., Day, C., Sammons, P., Harris, A., & Hopkins, D. (2006). Successful school leadership: What it is and how it influences pupil learning, *UK: National College of School Leadership Report to the Department for Education Skills*

⁶ Cambell. C.. Fullan. M.. & Glaze. A. (2006). Unlocking potential for learning. (Project report on effective district-wide strategies to raise

SYSTEM-LEVEL LEADERSHIP

Leadership is the exercise of influence on organizational members and diverse stakeholders toward the identification and achievement of the organization’s vision and goals
 Leadership practices described in the School-level Leadership section of the Ontario Leadership Framework (OLF) are equally useful for both school- and system-level leaders, but those practices are enacted in qualitatively different ways. This placemat of system-level leadership practices adds to those common leadership practices a set of unique practices demanded of system-level leaders organized by the nine characteristics of strong districts outlined in the *District Effectiveness Framework* (DEF). The practices and personal leadership resources below capture how system leaders contribute to the development of strong districts.

Establish broadly shared mission, vision and goals founded on aspirational images of the educated person	Provide coherent instructional guidance	Build district and school staff’s capacities and commitments to make informed decisions	Create learning-oriented organizational improvement processes	Provide job-embedded professional learning	Align budgets, time and personnel/policies/procedures with district mission, vision and goals	Use a comprehensive performance management system for school and district leadership development	Advocate for and support a policy-governance approach to Board of Trustee practices	Nurture productive working relationships with staff and stakeholders
<ul style="list-style-type: none"> Ensure that a transparent visioning/direction-setting process is carried out Consult extensively about district directions as part of the process Spend sufficient time to ensure that the mission, vision and goals (directions) of the system are widely known, understood and shared by all members of the organization Articulate, demonstrate and model the system’s goals, priorities, and values to staffs when visiting schools Embed district directions in improvement plans, principal meetings and other leader-initiated interactions 	<ul style="list-style-type: none"> Align curricular goals, assessment instruments, instructional practices and teaching resources Insist on ambitious goals for teaching and learning Advocate for attention to the best available evidence to inform instructional improvement decisions Expect schools to focus on needs of individual as well as groups of students Encourage staff to be innovative within the boundaries created by the district’s instructional guidance system 	<ul style="list-style-type: none"> Use data from all available sources to assist decision making in the central office Insist on the use of the best available research and other systematically collected evidence to inform decisions wherever possible Encourage collaboration in the interpretation and uses of data Build system’s capacity and disposition for using systematically-collected data to inform as many decisions as possible Provide training for principals and staff on the use of data and research literature to sustain decision-making Model evidence-informed decision making to school staffs Ground interactions with, and advice to, trustees in sound evidence 	<ul style="list-style-type: none"> Require improvement processes to be evidence-informed Set a manageable number of precise targets for district school improvement Include school-level leaders in decisions about district-wide improvement decisions Create structures and norms within the district to encourage regular, reciprocal and extended deliberations about improvement progress within and across schools, as well as across the system as a whole Develop and implement board and school improvement plans interactively and collaboratively with school leaders Create structures to facilitate regular monitoring and refining of improvement processes Acknowledge provincial goals and priorities in district and school improvement efforts Allow for school-level variation in school improvement efforts 	<ul style="list-style-type: none"> Provide extensive professional learning opportunities for both teachers and school-level leaders, most of it through some form of learning community or on-the-job context Use a variety of mechanisms for the professional development of school-level leaders Align professional learning with the capacities needed for district and school improvement Require individual staff growth plans to be aligned with district and school improvement priorities Hold staff accountable for applying new capacities by monitoring the implementation of school improvement plans 	<ul style="list-style-type: none"> Align the allocation of resources with district and school improvement goals Align personnel policies and procedures with the district’s improvement goals Align organizational structures with the district’s improvement goals Provide principals with considerable autonomy in the hiring of teaching staff Expect and assist schools to allocate instructional resources judiciously Require leadership succession for leadership capacities Promote co-ordinated forms of leadership distribution in schools 	<ul style="list-style-type: none"> Use the best available evidence about successful leadership (e.g. OLF) as a key source of criteria used for recruiting, selecting, developing and appraising school and district leaders Match the capacities of leaders with the needs of schools Provide prospective and existing leaders with extended opportunities to further develop their leadership capacities Develop realistic plans for leadership succession Promote co-ordinated forms of leadership distribution in schools 	<ul style="list-style-type: none"> Encourage trustees to focus on district policy and the achievement of the district’s goals and priorities (policy and governance model of trustee practice) Encourage participation of the elected board in setting broad goals for its use in fulfilling its policy-setting and policy-monitoring responsibilities Regularly report to the board progress in achieving these broad goals 	<p>Internal district and school staffs</p> <ul style="list-style-type: none"> Adopt a service orientation toward schools Develop communication systems and processes throughout the district to keep all members informed Develop open, accessible and collaborative relationships with principals Encourage reciprocal forms of communication with and among schools Promote high levels of interaction among school leaders. These interactions should include all school leaders and be driven by a shared sense of responsibility among school leaders for system improvement Create structures to facilitate reciprocal forms of communication. These structures and norms should result in deeply interconnected networks of school and system leaders working together on achieving the system’s directions. Buffer schools from external distractions to the district’s and schools’ priorities and goals <p>Local Community Groups</p> <ul style="list-style-type: none"> Routinely consult with community groups on decisions affecting the community Encourage staff to participate directly in community groups Demonstrate the importance the district attaches to its community connections <p>Parents</p> <ul style="list-style-type: none"> Hold schools accountable for developing productive working relationships with parents Influence the work of schools toward fostering improved educational cultures in the home environments of their students <p>Ministry of Education</p> <ul style="list-style-type: none"> Develop/maintain high levels of engagement with the provincial ministry of education Engage frequently with the ministry proactively rather than only responsively Make flexible, adaptive use of provincial initiatives and frameworks, ensuring that they contribute to, rather than detract from, accomplishing system goals and priorities

PERSONAL LEADERSHIP RESOURCES	
Leaders draw upon the personal leadership resources to effectively enact leadership practices	
<p>Cognitive Resources</p> <ul style="list-style-type: none"> Problem-solving expertise Knowledge of effective school and classroom practices that directly affect student learning Systems Thinking* <p>*Especially important for system leaders</p>	<p>Social Resources</p> <ul style="list-style-type: none"> Perceiving emotions Managing emotions Acting in emotionally appropriate ways
<p>Psychological Resources</p> <ul style="list-style-type: none"> Optimism Self-efficacy Resilience Proactivity* <p>*Especially important for system leaders</p>	

Director's Performance Plan Form

<p>Goal Area 1 Achieve: Provide programs and supports so that every student can achieve high levels of personal and academic excellence.</p>		
<p>Mid-Year</p>		
<p>Mid-Year Implementation Measures</p> <ul style="list-style-type: none"> • Research and implement wise practices in all we do. <ul style="list-style-type: none"> – Weave current and future trends and experiential learning with already successful practices. • Provide opportunities for student-centred growth and development. <ul style="list-style-type: none"> – Foster effective interventions to meet the needs of every student. – Ensure students see themselves reflected in school experiences. • Provide relevant, inclusive, accessible, engaging, and responsive learning environments. <ul style="list-style-type: none"> – Promote and support an equity of outcomes for every student. – Incorporate and implement Indigenous worldviews and knowledges throughout curriculum and educational environments. – Foster and create engaging and innovative learning environments. – Provide culturally competent pedagogy 	<p>Mid-Year Results</p>	
<p>Board Comments</p> <ol style="list-style-type: none"> 1. 2. 3. 		
<p>Director's Comments</p> <ol style="list-style-type: none"> 1. 2. 3. 		

Year-End		
Year-End Outcome Measures	Year-End Results	Year-end Rating
		<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Approaches expectations <input type="checkbox"/> Does not meet expectations
Board Comments 1. 2. 3.		
Director Comments 1. 2. 3.		
Board Chair Signature:		Date:
Director Signature:		Date:

RECOMMENDED

Goal Area 2 Belong:

Provide a safe, welcoming, equitable, accessible and inclusive environment that reflects the diversity of our community.

Mid-Year

Mid-Year Implementation Measures

- Ensure that students and staff, including those who are Indigenous, Black, people of colour (racialized), persons with disabilities and members of 2SLGBTQIA communities can belong and access education.
- Support healthy well-being for students and staff.
- Provide for the needs of all learners in all aspects of schooling.
- Recognize the unique needs of every student and provide them with the opportunities and supports to succeed.
- Increase the knowledge of both students and staff around Indigenous history and perspectives and recognize Indigenous cultures and histories in all facets of Lakehead Public Schools.
- Promote an environment that is welcoming and inclusive of diverse students and their families.

Mid-Year Results

Board Comments

- 1.
- 2.
- 3.

Director's Comments

- 1.
- 2.
- 3.

Year-End

Year-End Outcome Measures

Year-End Results

Year-end Rating

- Exceeds expectations
- Meets expectations
- Approaches expectations
- Does not meet expectations

Board Comments

- 1.
- 2.
- 3.

Director Comments

- 1.
- 2.
- 3.

Board Chair Signature:

Date:

Director Signature:

Date:

RECEIVED

Goal Area 3 Lead:

Provide leadership and service excellence to enhance education for every student.

Demonstrate Fiscal Responsibility through a financially balanced budget, supporting the goals of the Strategic Plan.

Mid-Year		
<p>Mid-Year Implementation Measures</p> <ul style="list-style-type: none"> • Provide leadership by addressing racism, including anti-Indigenous racism, in our schools and community. • Provide leadership by addressing structural and institutional racism and all other forms of systemic oppression. • Foster human rights and promote equity so that diverse students and staff can thrive, and society can benefit. • Engage community partners and continue to engage strategic partnerships to support the success of every student. • Continue to work with groups such as the Parent Involvement Committee, Aboriginal Education Advisory Committee, Special Education Advisory Committee, and Equity and Inclusive Education Committee. • Continue to develop and implement the ongoing Plans that inform the Strategic Plan. • Use the Strategic Plan to inform budget decisions. • Ensure the long-term financial stability of Lakehead Public Schools through responsible fiscal decision-making. 	<p>Mid-Year Results</p>	
<p>Board Comments:</p> <ol style="list-style-type: none"> 1. 2. 3. 		
<p>Director's Comments</p> <ol style="list-style-type: none"> 1. 2. 3. 		
Year-End		
<p>Year-End Outcome Measures</p>	<p>Year-End Results</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Approaches expectations <input type="checkbox"/> Does not meet expectations

RECEIVED

Board Comments	
1.	
2.	
3.	
Director Comments	
1.	
2.	
3.	
Board Chair Signature:	Date:
Director Signature:	Date:

RECEIVED

Goal Area 4 Reconcile:

Work with Indigenous peoples in the spirit of reconciliation to provide quality education.

Mid-Year

Mid-Year Implementation Measures

- Incorporate reconciliation into all aspects of the Lakehead Public Schools guided by the Indigenous Education Framework and the four principles of relationality, relevancy, respect, and responsibility.
- Increase the knowledge of both staff and students around Indigenous history and perspectives and recognize and honour Indigenous cultures and histories in all facets of Lakehead Public Schools.
- Empower every student to become autonomous, reflective and collaborative learners prepared to live and contribute in a changing world, equipped with the knowledge and skills needed to participate more fully in the unique civic and cultural realities of their communities.

Mid-Year Results

Board Comments

- 1.
- 2.
- 3.

Director's Comments

- 1.
- 2.
- 3.

Year-End

Year-End Outcome Measures

Year-End Results

Year-end Rating

- Exceeds expectations
- Meets expectations
- Approaches expectations
- Does not meet expectations

Board Comments

- 1.
- 2.
- 3.

RECOMMENDED

Director Comments

- 1.
- 2.
- 3.

Board Chair Signature:

Date:

Director Signature:

Date:

RECEIVED

Goal Area 5 Inspire:

Recognize that in order to be inspired and successful learners, students need to be safe, healthy and happy.

Mid-Year

Mid-Year Implementation Measures	Mid-Year Results	
<ul style="list-style-type: none"> • Foster hope, to support life-long learning. <ul style="list-style-type: none"> – Promote pathways to success beyond graduation. – Provide differing pathways of success for every learner. • Recognize and enhance family and community partnerships. <ul style="list-style-type: none"> – Acknowledge and understand that community partnerships foster success for schools. – Continue to work with external groups, including parents, guardians, caregivers and community partners, to determine and aid student needs as well as to provide community building and personal growth opportunities. – Invite community partners to school and Board meetings. – Provide students with the resources necessary to access community supports. – Emphasize importance of communication tools among students, parents, guardians, caregivers, staff, and community partners. 		

Board Comments

- 1.
- 2.
- 3.

Director's Comments

- 1.
- 2.
- 3.

Year-End

Year-End Outcome Measures	Year-End Results	Year-end Rating
		<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Approaches expectations <input type="checkbox"/> Does not meet expectations

Board Comments

- 1.
- 2.
- 3.

Director Comments

- 1.
- 2.
- 3.

Board Chair Signature:

Date:

Director Signature:

Date:

RECEIVED

(SAMPLE TEMPLATE -DIRECTOR OF EDUCATION PERFORMANCE APPRAISAL
WRITTEN CONFIRMATION OF PERFORMANCE PLAN- remove instruction)

School Board Letterhead

The Honourable _____
Minister of Education
c/o 13th Floor, 315 Front St. W.
Toronto, ON M7A 0B8
educationequitysecretariat@ontario.ca

Date: Click or tap to enter a date.

This is to confirm that _____ began their role as director of
(Name of Director of Education)
education for the _____ on _____.
(Name of School Board) (Date)

Performance Plan:

- Yes, the director of education's performance plan has been put in place for the current
_____ evaluation cycle and has been posted on our board's website.
(interim or full)

Date of Performance Plan Completion: Click or tap to enter a date.

Signature of the Chair of the Board

Printed Name of the Chair of the Board

(SAMPLE-TEMPLATE- DIRECTOR OF EDUCATION PERFORMANCE APPRAISAL
WRITTEN CONFIRMATION OF COMPLETION-remove instruction)

School Board Letterhead

The Honourable _____
Minister of Education
c/o13th Floor, 315 Front St. W.
Toronto, ON M7A 0B8
educationequitysecretariat@ontario.ca

Date: Click or tap to enter a date.

This is to attest that _____ has completed the
(Name of school board)

_____ performance appraisal of their Director of Education _____
(interim or full) (Name of Director of Education)

in accordance with the Ontario Regulation XX/2024 – Director of Education Performance Appraisal.

Bi-annual feedback:

- No, this evaluation cycle did not require the inclusion of bi-annual community partner/stakeholder feedback.
- Yes, this evaluation cycle included the required bi-annual community partner/stakeholder feedback, and the list of community partners and stakeholders invited to provide feedback is posted on the board's website.

- Community partners and stakeholders:

Date of Performance Appraisal Completion: Click or tap to enter a date.

Signature of the Chair of the Board

Printed Name of the Chair of the Board

360 Feedback- Overview and Recommended Best Practices

- 360 feedback refers to the process of looking at a leader's strengths and areas for growth from different perspectives and multiple lenses.
- 360 feedback is an effective tool for leadership reflection, personal growth and development.
- All leaders have areas of strength and areas for growth and development and can benefit from feedback.
- A trusting relationship between the director and trustees is most conducive to effective leadership growth.
- A small focus, such as three to five areas of review, will provide the best feedback and most learning for a leader. Co-construction of the areas of focus and purposefully targeted questions to elicit meaningful feedback for the 360 will be most beneficial.
- A best practice is to hire a respected third party to personally collect feedback in an anonymous and safe way, focused on key areas that have been agreed to between the director and trustees.
- The director is the best person to respond to the feedback in terms of their next steps for learning and continuous improvement.

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2024 JUN 11
Report No. 070-24

TO THE CHAIR AND MEMBERS OF
THE BOARD ADVISORY COMMITTEE - Public Session

RE: POLICY REVIEW – 8070 SAFE SCHOOLS - SYSTEM EXPECTATIONS, 3093 ELECTRONIC INFORMATION SECURITY, 3096 INFORMATION/COMMUNICATION TECHNOLOGY USE, 8092 CODE OF CONDUCT POLICY AND PROCEDURES

1. Background

On April 24, 2024, the Ministry of Education announced changes to the Provincial Code of Conduct and School Board Codes of Conduct, Policy/Program Memorandum 128 (PPM128).

2. Situation

2.1 In order to align with the recent announcement on PPM128, the Provincial Code of Conduct and School Board Codes of Conduct, administration requested the following policies and procedures be moved to the 2023-2024 policy review schedule;

- 3093 Electronic Information Security;
- 3096 Information/Communication Technology Use;
- 8070 Safe Schools - System Expectations; and
- 8092 Code of Conduct.

2.2 A thorough review of each of the policies and procedures were conducted and changes were made to the following policies and procedures:

- 3096 Information/Communication Technology Use; and
- 8092 Code of Conduct.

2.3 The revised 3096 Information/Communication Technology Use policy is attached as Appendix A and the revised 8092 Code of Conduct policy as Appendix B.

2.4 Upon final approval, the policy will be distributed according to board procedures.

RECOMMENDATION

The Board Advisory Committee recommends the approval of the following motion, "That Lakehead District School Board approve 3096 Information/Communication Technology Use policy and 8092 Code of Conduct policy, Appendix A and Appendix B to Report No. 070-24.

Respectfully submitted,

KIRSTI ALAKSA
Superintendent of Business

MICHELLE PROBIZANSKI
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

BUSINESS AND BOARD ADMINISTRATION**3000**

Draft June 11, 2024

**INFORMATION/COMMUNICATION
TECHNOLOGY USE POLICY****3096**1. Rationale

Information and communication technology plays a significant role in teaching, learning and in the administration of Lakehead District School Board (LDSB) business.

Technology has changed the educational environment in many positive ways. These technologies also bring challenges to maintaining a safe, caring and orderly learning environment. This policy serves as a basis for ensuring technology is used appropriately and to the benefit of students and employees.

2. Policy

It is the policy of LDSB to recognize the use of information and communication technologies as productivity enhancement tools by LDSB students and employees in support of teaching, learning and LDSB related business activities. These technologies may include both LDSB owned devices as well as personal mobile devices.

It is the policy of LDSB that the use of personal mobile devices during instructional time is permitted under the following circumstances: for educational purposes, as directed by an educator (student use) or administrator (staff use); for health and medical purposes; and to support special education needs. ***To be clear, the use of personal mobile devices in the classroom is restricted for all other uses.***

3. Guiding Principles

Lakehead District School Board supports and encourages responsible use of technology through the following guiding principles.

3.1 Supporting Learning

Information technology presents an opportunity for students and teachers to enable authentic learning experiences that interact with the global community and encourage students to be lifelong learners.

3.2 Digital Citizenship

Users are expected to use technology responsibly and ethically. Lakehead District School Board will ensure students learn about digital citizenship in school.

3.3 Equity

Lakehead District School Board will ensure that all students have equitable access to all required technologies.

BUSINESS AND BOARD ADMINISTRATION	3000
Draft June 11, 2024	
INFORMATION/COMMUNICATION TECHNOLOGY USE POLICY	3096

3.4 Privacy and Ownership

All data stored on LDSB technology are owned and may be accessed by LDSB. Users should have no expectation of privacy with respect to information created, stored, sent or received using LDSB technology.

3.5 Security

Users must take reasonable precautions to ensure that data they use is safe and secure. Data should be used for the intended purposes.

3.6 Compliance

Users are required to comply with federal and provincial legislation and all related LDSB policies and procedures.

3.7 Communication

Students, staff and community shall engage in digital communication spaces that are healthy, respectful and free from hate speech/imagery, racism, oppression or cultural appropriation, and are authentic spaces for all communities. Lakehead District School Board reserves the right to restrict access to information technology and to remove users and content, in accordance with appropriate authorization, where the user has been non-compliant with the provisions of this policy and/or the security, privacy or reputation of LDSB staff or students is at risk.

4. Failure to Comply

Individuals who do not comply with this policy will be subject to appropriate consequences in accordance with the circumstances of the event and within the parameters of any applicable legislation.

BUSINESS AND BOARD ADMINISTRATION**3000**

Draft June 11, 2024

**INFORMATION/COMMUNICATION
TECHNOLOGY USE PROCEDURES****3096**1. Policy

It is the policy of Lakehead District School Board (LDSB) to recognize the use of information and communication technologies as productivity enhancement tools by LDSB students and employees in support of teaching and learning and LDSB related business activities.

2. Definitions

2.1 Technology

Technology resources include, but are not limited to, computers, mobile devices, servers, networks, internet services, computer applications, data, email, and collaboration tools. These resources include both LDSB-owned devices as well as personal mobile devices.

2.2 User

A user is any individual granted authorization to access LDSB technology. User may include students, parents/guardians, employees, volunteers, visitors, contractors, or individuals employed by service providers.

2.3 Cyber-bullying

Cyber-bullying is the repeated use of email, cell phones, social media, text, internet, and websites to threaten, harass, embarrass, socially exclude, or damage reputations or friendships. Cyber-bullying includes:

- creating a web page or blog in which the creator assumes the identity of another person;
- impersonating another person as the author of content or messages posted on the Internet; and
- communicating negative material electronically to more than one individual or posting negative material on a website that may be accessed by one or more individuals.
(Policy/Program Memorandum No. 144 released by Ministry of Education, December 5, 2012)

BUSINESS AND BOARD ADMINISTRATION**3000**

Draft June 11, 2024

**INFORMATION/COMMUNICATION
TECHNOLOGY USE PROCEDURES****3096**3. Guiding Principle #1

Supporting Learning

Information technology presents an opportunity for students and teachers to enable authentic learning experiences that interact with the global community and encourage students to be lifelong learners.

Lakehead District School Board technology is provided for educational and administrative purposes; technology should be used for these intended purposes. Users should use technology resources responsibly and not waste resources. Users should also respect the need of others to work in an environment that is conducive to teaching and learning, including by ensuring that personal mobile devices are only used during instructional time for educational purposes, for medical needs, or to support special education needs.

3.1 Prohibited uses of LDSB technology include, but are not limited to:

- personal use ~~that is not occasional or~~ *that* interferes with productivity;
- use that violates federal or provincial laws;
- use for commercial or political party purposes;
- use that contravenes LDSB or school policies or procedures;
- theft of resources including electronic data theft;
- attempts to circumvent any measures that LDSB may take to restrict access and protect data;
- unauthorized access, alteration, destruction, removal and/or disclosure of data; this includes LDSB email addresses, distribution lists and user account information;
- displaying, storing, sending or creating fraudulent, harassing, sexually explicit, profane, obscene, intimidating, defamatory or otherwise inappropriate or unlawful material;
- cyber-bullying;
- copying, downloading, transferring, renaming, adding or deleting information protected under copyright law;

BUSINESS AND BOARD ADMINISTRATION	3000
Draft June 11, 2024	
INFORMATION/COMMUNICATION TECHNOLOGY USE PROCEDURES	3096

- use that could reasonably be expected to impair LDSB’s computing facilities or interfere with others’ use of LDSB technology (e.g., knowingly transmitting a virus or spam); and
- agreeing to license or download material for which a fee is charged to LDSB without obtaining express written permission from LDSB’s information technology staff. Purchasing of materials and services must comply with all procurement policies and procedures.

- 3.2 Technology resources are shared and limited. Users must use resources responsibly and should not waste resources. Lakehead District School Board reserves the right to limit any activity that consumes a high level of resources that may impact LDSB services or other users (e.g., file storage, bandwidth, Internet access).
- 3.3 Personal materials not relevant to educational and administrative purposes will not be stored on LDSB servers or services.

4. Guiding Principle #2

Digital Citizenship

Users are expected to use technology responsibly and ethically. Lakehead District School Board will ensure that students learn how to become good digital citizens.

- 4.1 Lakehead District School Board has a responsibility to ensure that schools provide the instruction necessary to use technology responsibly and ethically. This includes where, when, and how the use of social media is appropriate and what constitutes cyber-bullying.
- 4.2 Teachers will permit the use of personal electronic devices for academic purposes where their use does not conflict with current classroom activities. Students will be encouraged to Bring Your Own Device (BYOD) (Appendix A) to enhance the learning experience.
- 4.3 Online and digital resources will be incorporated into teachers’ lessons.
- 4.4 Students will accept all terms and conditions of the LDSB network and internet use (Appendix B). ***Some social media platforms will be restricted on school networks and school devices.***
- 4.5 Students will have credit opportunities both in person and online.

BUSINESS AND BOARD ADMINISTRATION	3000
Draft June 11, 2024	
INFORMATION/COMMUNICATION TECHNOLOGY USE PROCEDURES	3096

5. Guiding Principle #3

Equity

Lakehead District School Board will ensure that all students have equitable access to all required technologies. This includes providing access to devices for those students who cannot bring their own to school, as well as ensuring sufficient bandwidth to schools regardless of their location.

6. Guiding Principle #4

Privacy and Ownership

All data stored on LDSB technology are owned and may be accessed by LDSB. Users should have no expectation of privacy with respect to information created, stored, sent, or received using LDSB technology.

- 6.1 Data stored on LDSB technology, including email, electronic files, and information in computer systems, are LDSB property and may be reviewed, monitored, and accessed by authorized individuals, as required. Data is also subject to relevant legislation and may be accessed through Freedom of Information requests.
- 6.2 Information stored on personally owned devices is the responsibility of the device owner/user. However, personally owned devices on LDSB property which are used for displaying, storing, sending, or creating fraudulent, harassing, sexually explicit, profane, obscene, intimidating, defamatory or otherwise inappropriate or unlawful materials will result in a full investigation and necessary action will be taken where appropriate.
- 6.3 Lakehead District School Board collects data to assist in monitoring the health and usage of systems. Examples include network, application, and internet access logs. These logs may be reviewed periodically.

7. Guiding Principle #5

Security

Users must take reasonable precautions to ensure that data access and storage are secure and safe. Data should be used for the intended purposes.

- 7.1 Staff are provided access to data to perform their roles.
- 7.2 Data may include, but is not limited to, student records, employee records, confidential assessments, and other personal information.

BUSINESS AND BOARD ADMINISTRATION	3000
Draft June 11, 2024	
INFORMATION/COMMUNICATION TECHNOLOGY USE PROCEDURES	3096

- 7.3 Users are responsible for managing their accounts and passwords that provide access to data and to any personal device that accesses or holds LDSB data. Users must not disclose their passwords to any unauthorized persons.
- 7.4 Users must exercise reasonable care to ensure the safety of the data entrusted to them. All confidential data not held on LDSB owned servers must be fully encrypted. This applies to all confidential data stored on LDSB and personally owned computers. The storage of confidential LDSB data on servers not owned by LDSB is strictly prohibited without prior approval by the appropriate superintendent.
- 7.5 Users will not connect devices to the wired or wireless network without prior LDSB approval.
- 7.6 Users must comply with all security measures implemented by LDSB. Users are responsible for implementing appropriate security measures such as virus scanning on personally owned devices that hold or access LDSB technology.
- 7.7 Remote access or wireless access to LDSB resources is only permitted through LDSB’s approved infrastructure. Users will not attempt to by-pass LDSB’s security.

8. Guiding Principle #6

Compliance

Users are expected to comply with all federal and provincial legislation and all related LDSB policies and procedures.

- 8.1 The storage of unlawful materials on LDSB property or premises is strictly prohibited. Lakehead District School Board resources may not be used in any manner to create, store, send, display, or make available to others, material that contravenes federal or provincial laws or regulations.
- 8.2 Users must comply with the school Code of Conduct and adhere to the principles of academic integrity.
- 8.3 Users must comply with any restrictions on access to LDSB’s technology resources.
- 8.4 Personal materials not relevant to educational and administrative purposes will not be stored on LDSB servers. Lakehead District School Board may impose retention periods for various types of data, either temporarily or permanently.

BUSINESS AND BOARD ADMINISTRATION	3000
Draft June 11, 2024	
INFORMATION/COMMUNICATION TECHNOLOGY USE PROCEDURES	3096

9. Failure to Comply

Individuals who do not comply with this policy will be subject to appropriate consequences in accordance with the circumstances of the event and within the parameters of any applicable legislation.

10. Review

These procedures shall be reviewed according to 2010 Policy Development and Review Policy.

<u>Cross Reference</u>	<u>Date Received</u>	<u>Legal Reference</u>
3096 Information/ Communication Technology Policy	June 24, 2003	<i>Policy/Program Memorandum No. 144 Bullying Prevention and Intervention</i>
8092 Code of Conduct Policy/Procedure	<u>Date Revised</u> June 26, 2007 September 24, 2013 May 26, 2020 May 24, 2022	<i>Policy/Program Memorandum No. 128 The Provincial Code of Conduct and School Board Codes of Conduct</i>

BRING YOUR OWN DEVICE (BYOD)

1. Rationale

Lakehead District School Board (LDSB) supports the use of personal mobile devices (PMDs) at school under the direction of teachers to engage students and enhance learning experiences.

2. Definitions

Personal mobile devices include, but are not limited to:

- cell phones (including smart phones);
- video capture devices and cameras;
- iPods and other audio/video players;
- personal gaming systems;
- laptop computers, including tablets (iPad etc.); and
- emerging technologies.

3. Guidelines

3.1 Use of Technology

Technology continues to change the world in which we live in many positive ways. Lakehead District School Board recognizes the benefits of the use of technology such as:

- 3.1.1 promoting adaptive and constructive uses of technology by students and staff in support of learning;
- 3.1.2 supporting openness to, and the educated use of, new and future technologies;
- 3.1.3 improving instruction through purposeful use of PMDs that contributes to teaching and learning; and
- 3.1.4 supporting individual learning plans for some students for whom they are a requirement in their Individual Education Plan (IEP).

3.2 Learning and Teaching Environments in Schools

The use of some technology has also brought challenges related to safety, privacy, and disruption in schools. Lakehead District School Board supports the use of PMDs at school to engage students and enhance learning experiences, to ensure the health and safety of students or to support special education needs. Lakehead District School Board will allow students to bring their own PMDs to school, provided they adhere to the following expectations:

- 3.2.1 students are not required to provide personal communication and/or computing devices for educational purposes;
- 3.2.2 Lakehead District School Board will ensure that all students have equitable access to all required technologies;
- 3.2.3 personal mobile devices must be off/in silent mode, **in a provided lock box or other secure area when** in instructional areas unless otherwise directed by the teacher/supervisor;
- 3.2.4 unless approved by department chairs, PMDs are not allowed in examination rooms or areas;

- 3.2.5 the use of personal mobile devices is subject to the expectations in LDSB policies and procedures such as: 8070 Safe Schools - System Expectations, 3096 Information/Communication Technology Use, and 8071 Bullying Prevention and Intervention; and
 - 3.2.6 principals have the authority to restrict the use of PMDs in schools. Inappropriate use of PMD's will be governed by the school **and LDSB Codes** of Conduct.
- 3.3 Responsibility for Personal Mobile Devices
- 3.3.1 students carrying a PMD on Board premises, including school buses or at LDSB sponsored events, will comply with all of the requirements of this policy and procedures;
 - ~~3.3.2 the secure storage of these devices is the sole responsibility of the owner/user;~~
 - 3.3.2 Lakehead District School Board does not accept responsibility for lost or stolen PMDs or data residing on those devices. Students bring the devices to school at their own risk;
 - 3.3.3 to ensure equitable access, schools will provide devices for teachers to sign out for students use;
 - 3.3.4 the electronic transmission or posting of photographic, video or audio images or sounds of a person or persons on school property, at school events, and during school activities, is prohibited without the express permission of the person or persons being photographed, their parent/guardian, and/or the principal or designate. The Authorization to Release Photographic Image form must be completed; and
 - 3.3.5 the student and parent/guardian will be required to sign an annual declaration outlining the student responsibility for PMDs.



BRING YOUR OWN DEVICE

Technology has changed the educational environment in many positive ways, and we are embracing those changes here at Name of School. However, these technologies also bring new challenges to maintaining a safe, caring, and orderly learning environment, one that maximizes the benefits while minimizing the negative impact of technology.

Mobile Devices

Personal mobile devices (PMDs) include, but are not limited to:

- cell phones;
- video capture devices and cameras;
- iPods and other audio/video players;
- personal gaming systems;
- laptop computers, including tablets (iPad, etc.); and
- emerging technologies.

The Learning Environment

Lakehead District School Board (LDSB) supports the use of PMDs at school to engage students and enhance learning experiences. We will be allowing students to bring their own PMDs to school, provided they adhere to the expectations outlined in this policy:

- personal mobile devices must be in silent mode, **in** instructional areas during the instructional periods;
- devices are not to be used in the classroom setting without express permission by the classroom teacher;
- the use of PMDs should reflect the expectations in LDSB, e.g., Code of Conduct, Character Education including Policies 8070 Safe Schools System Expectations, 3096 Information/Communication Technology Use and 8071 Bullying Prevention and Intervention; and
- principals have the authority to restrict the use of PMDs in schools. Inappropriate use of PMDs will be governed by the school **and** LDSB Codes of Conduct.

Responsibility for Personal Mobile Devices

- all students bringing PMDs to school will adhere to the requirements of this policy;
- ~~the secure storage of these devices is the sole responsibility of the owner/user;~~
- Lakehead District School Board does not accept responsibility for lost or stolen PMDs; students bring the devices to school at their own risk;
- the school will provide devices for teachers to sign out for student use during appropriate lessons - students are NOT REQUIRED to provide their own device, but may do so if they wish;
- the electronic transmission or posting of photographic, video or audio images or sounds of a person or persons on school property, at school events, and during school activities, is prohibited without the express permission of the person or persons being photographed, their parent/guardian and/or the principal or designate. The Authorized to Release Photographic Image form must be completed; and
- the principal may authorize permission to use these devices on certain occasions, e.g., to photograph or video a sporting event.

_____ ✂ clip and return ✂ _____

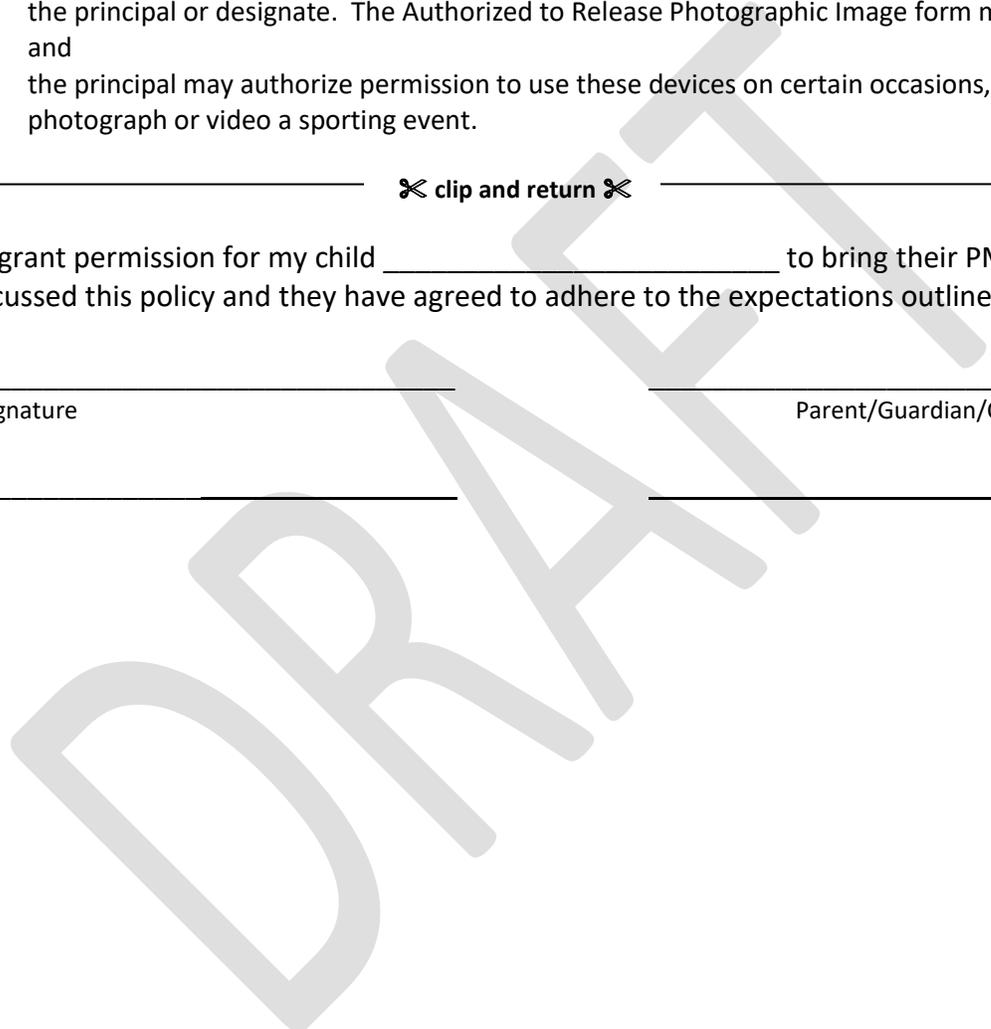
I hereby grant permission for my child _____ to bring their PMD to school. We have discussed this policy and they have agreed to adhere to the expectations outlined within.

Student Signature

Parent/Guardian/Caregiver Signature

Date

Date



SCHOOL AND COMMUNITY RELATIONS**8000**

Draft June 11, 2024

CODE OF CONDUCT POLICY**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 on prevention and early intervention strategies to address inappropriate behaviour. The provincial Code of Conduct outlined in Policy/Program Memorandum 128 (PPM 128), sets clear provincial standards of behaviour.

This policy is in accordance with the Education Act, the PPM 128 – School Board Code of Conduct, and 8070 Safe Schools-System Expectations Policy. 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

3.1 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.

3.2 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.

SCHOOL AND COMMUNITY RELATIONS**8000**

Draft June 11, 2024

CODE OF CONDUCT POLICY**8092**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.

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, **tobacco, e-cigarettes and nicotine products**; and
- 5.7 prevent bullying in schools.

SCHOOL AND COMMUNITY RELATIONS**8000**

Draft June 11, 2024

CODE OF CONDUCT POLICY**8092**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;
- 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;
- respect all members of the school community, especially persons in positions of authority;
- respect the needs 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.

SCHOOL AND COMMUNITY RELATIONS**8000**

Draft June 11, 2024

CODE OF CONDUCT POLICY**8092**6.2 Safety

All members of the school community must not:

- engage in bullying behaviours, including cyberbullying;
- commit sexual assault **or harassment**;
- 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; **tobacco, e-cigarettes and nicotine products**;
- provide others with alcohol, illegal drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes) **tobacco, e-cigarettes and nicotine products**;
- inflict or encourage others to inflict bodily harm on another person;
- **use abusive, defamatory, or discriminatory language**;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school; **and record, take, or share non-consensual transcriptions, audio recordings, video recordings, or photos of members of the school community (including both in-person and virtual meetings).**

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.

SCHOOL AND COMMUNITY RELATIONS**8000**

Draft June 11, 2024

CODE OF CONDUCT POLICY**8092**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 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.

SCHOOL AND COMMUNITY RELATIONS**8000**

Draft June 11, 2024

CODE OF CONDUCT POLICY**8092**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/*guardians/caregivers* 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 (i.e., 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.

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.

SCHOOL AND COMMUNITY RELATIONS**8000**

Draft June 11, 2024

CODE OF CONDUCT POLICY**8092**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 conduct themselves in a professional manner at all times. In addition to the Standards of Behaviour outlined in Section 6 of this policy, employees are expected to contribute to and maintain a healthy, inclusive and supportive environment. Any behaviour that contributes to a toxic or poisoned workplace (such as unwelcome or vexatious comments, discriminatory comments or actions, gossip, etc.) is expressly prohibited and will be deemed to be a violation of the Code of Conduct and/or other Board policies.

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.

SCHOOL AND COMMUNITY RELATIONS**8000**

Draft June 11, 2024

CODE OF CONDUCT POLICY**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	June 28, 2022	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		

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2024 JUN 11
Report No. 068-24

TO THE CHAIR AND MEMBERS OF
THE BOARD ADVISORY COMMITTEE – Public Session

RE: APPROVAL OF APPOINTMENTS TO THE SUPERVISED ALTERNATIVE LEARNING COMMITTEE 2024-2025

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 2023-2024 school year, members of the committee included:
- Donica Leblanc, Trustee;
 - Trudy Tuchenhagen, Trustee (Alternate);
 - Jane Lower, Superintendent of Education;
 - Meghan Smelow, Student Success Lead, SAL Committee Chair;
 - Lorna Hunda, Executive Director, Youth Employment Services (YES) (Alternate);
 - Stacy-Ann Dyer-McNish, Service Delivery Manger, YES; and
 - Tom Nesti, Program Supervisor, YES.

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 2024-2025 school year:

- Donica Leblanc, Trustee;
- Trudy Tuchenhagen, Trustee (Alternate);
- Jane Lower, Superintendent of Education;
- Meghan Smelow, Student Success Lead, SAL Committee Chair;
- Lorna Hunda, Executive Director, Youth Employment Services (YES) (Alternate);
- Stacy-Ann Dyer-McNish, Service Delivery Manager, Youth Employment Services (YES); and
- Tom Nesti, Program Supervisor, Youth Employment Services (YES).

Respectfully submitted,

MEGHAN SMELOW
Student Success Lead

JANE LOWER
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education