



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 13, 2023

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		
7. Delegations/Presentations		
7.1 Ogden Community Public School - <i>Land-Based Learning</i>	AJ Keene	1-2
8. Approval of Minutes		
8.1 Board Advisory Committee Meeting - May 9, 2023	D. LeBlanc	3-7
9. Business Arising from the Minutes		

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

LAKEHEAD DISTRICT SCHOOL BOARD

MATTERS NOT REQUIRING A DECISION:

10.	Information Reports		
10.1	French as a Second Language (077-23)	AJ Keene	8-12
10.2	Health and Safety Semi-Annual Report (078-23)	K Alaksa	13-15
10.3	2023-2024 Order of Policies for Review (074-23)	S. Pharand	16-17
10.4	Leadership Strategy (075-23)	M. Probizanski	18-22
10.5	Special Education Advisory Committee Meeting Minutes - April 19, 2023	M. Probizanski	23-26
10.6	Aboriginal Education Advisory Committee Meeting Minutes - March 23, 2023	AJ Keene	27-29
11.	First Reports		

MATTERS FOR DECISION:

12.	Postponed Reports		
13.	Ad Hoc and Special Committee Reports		
14.	New Reports		
14.1	Approval of Appointments to the Supervised Alternative Learning Committee 2023-2024 (070-23)	J. Lower	30-31

It is recommended that Lakehead District School Board approve the following appointments to the Supervised Alternative Learning (SAL) Committee for the 2023-2024 school year:

- Donica LeBlanc, Trustee;
- Ron Oikonen, Trustee (Alternate);
- Jane Lower, Superintendent of Education;
- Linda Grassia, Student Success Lead;
- Lorna Hunda, Executive Director, Youth Employment Services (YES) (Alternate);
- Stacy-Ann Dyer-McNish, Service Delivery Manager, YES; and
- Tom Nesti, Program Supervisor, YES.

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

		<u>Resource Person</u>	<u>Pages</u>
14.2	Policy Review – 8062 Voluntary Aboriginal Student Self-Identification (076-23)	AJ Keene	32-43
	<i>It is recommended that Lakehead District School Board approve 8062 Voluntary First Nations, Metis, and Inuit Student Self-Identification Policy, Appendix A to Report No. 076-23.</i>		
14.3	Policy Review – 8065 Voluntary Aboriginal Staff Self Identification (080-23)	AJ Keene	44-50
	<i>It is recommended that Lakehead District School Board rescind 8065 Voluntary Aboriginal Staff Self-Identification Policy.</i>		
14.4	Policy Update – 3096 Information Communication Technology (072-23)	AJ Keene	51-67
	<i>It is recommended that Lakehead District School Board approve 3096 Information Communication Technology Policy, Appendix A to Report No. 072-23.</i>		
15.	New Business		
16.	Notices of Motion		
17.	Information and Inquiries		
18.	Adjournment		

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



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 13, 2023

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 9, 2023	D. LeBlanc	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Personnel Matter	S. Pharand	Handout
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



Celebrating Student Achievement

School: Ogden Community Public School

Title of Initiative: Land-Based Learning

Presentation Team:
 Sheila DeCorte, Elder
 Rachel White, Native as a Second Language (NSL) Teacher
 Shannon Jessiman, Principal

Components of Initiative	School's Details
1. Description of the nature of the initiative to improve student achievement	Ogden Community Public School received a grant to implement more land-based learning opportunities for our inner-city students. We hoped that giving students many experiential learning opportunities would increase student achievement and attendance, as well as get our families more engaged and involved in the school community.
2. Rationale for selecting the initiative	We wanted our students to have opportunities to connect to the land, spend more time connecting to culture and one another, and staff at the school, in hopes of increasing student engagement and attendance.
3. Intended outcomes of the initiative related to improved student achievement	<ul style="list-style-type: none"> • increased attendance; • increased family and student engagement; and • relationships among students and staff.
4. Description of the data used	<ul style="list-style-type: none"> • attendance data; and • classroom data (assignments, engagement).
5. Brief description of the significant activities or strategies involved with the initiative	<ul style="list-style-type: none"> • partnership with Lakehead University's Outdoor Recreation department; • partnership with Kendomang Zhagodenammon (KZ) Lodge Program; • partnership with Biwaasee'aa; • partnership with Elder; • creating traditional drums and shakers; and • learning songs in the Ojibway language and presenting songs at public events.
6. One or two highlights of the above activities	The sense of pride our students felt when singing in the community and the pride they have through the experience of making school drums, shakers and bringing their language and culture to the city.
7. Description of any unexpected results or "moments of serendipity" related to the initiative	The relationships built between our students and our partners, especially our First Nations, Métis and Inuit (FNMI) tutor, Elder, First Nations as a Second Language (FNSL) teacher, and other staff who have been instrumental in getting the experiences "off the ground".

8. Description of one or two interesting findings that would be useful or helpful to other schools	Having an Elder “connected” to our school was an asset.
9. Identification of one or two noteworthy hurdles or stumbling-blocks	Cost and transportation are our stumbling blocks. We want to be able to get our students out of the four walls of the school, but we have a school community that really struggles to fundraise in order to have funds to make these things happen.
10. Next steps in pursuing the initiative	Continuing the initiative into the 2023-2024 school year and beyond.
11. Lessons learned about the school’s efforts to improve student achievement	With a consistent team, working towards a common goal, amazing things are possible!

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF BOARD ADVISORY COMMITTEE

Board Room/Microsoft Teams
Jim McCuaig Education Centre

2023 MAY 09
7:30 p.m.

TRUSTEES PRESENT:

Ellen Chambers (Chair)
Pat Johansen
Ron Oikonen
George Saarinen
Trudy Tuchenhagen

Leah Vanderwey
Scottie Wemigwans
Mehar Mago (Student Trustee)(Virtual)
Alexa Sagutcheway (Indigenous Student
Trustee)

TRUSTEE ABSENT, WITH REGRET:

Ryan Sitch
Donica LeBlanc

SENIOR ADMINISTRATION:

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

FEDERATION/UNION REPRESENTATIVES:

Jim Desaulniers, Managers

PUBLIC SESSION:

1. **Approval of Agenda**

Chair Chambers requested that the agenda be amended to add the motion for approval 14.8 Lakehead District School Board Letter to Legislative Assembly of Ontario.

Moved by Trustee Tuchenhagen

Seconded by Trustee Saarinen

“THAT the Agenda for Board Advisory Committee Meeting, May 9, 2023 be approved as amended.”

CARRIED

2. Resolve into Committee of the Whole – Closed Session

Moved by Trustee Wemigwans

Seconded by Trustee Johansen

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

- *Confirmation of Committee of the Whole – Closed Session Minutes*
 - *April 11, 2023*
- *Personnel Matter*

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

CARRIED

COMMITTEE OF THE WHOLE – CLOSED SESSION:

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

PUBLIC SESSION:

4. Introduction of 2023-2025 Student Trustee

Chair Chambers introduced Morgann De Franceschi, a Grade 10 student at Westgate Collegiate and Vocational Institute, as the incoming 2023-2025 student trustee.

5. Introduction of 2023-2025 Indigenous Student Trustee

Chair Chambers introduced Emily Drake, a Grade 10 student at Superior Collegiate and Vocational Institute, as the incoming 2023-2025 Indigenous student trustee.

6. École Gron Morgan Public School – Sense of Belonging

Michelle Probizanski, Superintendent of Education, introduced Erin Aylward, Principal, and Leesa McCarville, Vice Principal, École Gron Morgan Public School, who presented information regarding the *Sense of Belonging*. All trustees' questions were addressed.

7. Confirmation of Minutes

Moved by Trustee Saarinen

Seconded by Trustee Johansen

“THAT the Board Advisory Committee approve the minutes of the Board Advisory Committee Meeting, April 11, 2023.”

CARRIED

MATTERS NOT FOR DECISION:

8. Parent Involvement Committee Meeting Minutes – March 6, 2023

Sherri-Lynne Pharand, Director of Education, presented the March 6, 2023 minutes for information.

MATTERS FOR DECISION:

9. Approval of 2023-2024 Board Advisory and Regular Board Meeting Schedule (056-23)

Moved by Trustee Tuchenhagen

Seconded by Trustee Johansen

“THAT Lakehead District School Board approve the revised 2023-2024 Board Advisory Committee and Regular Board Meeting Schedule, as set out in Appendix A to Report No. 056-23.”

CARRIED

10. Policy Review Schedule (060-23)

Moved by Trustee Saarinen

Seconded by Trustee Oikonen

“THAT Lakehead District School Board approve the 2023 to 2031 Policy Review Schedule, Appendix A to Report No. 060-23.”

CARRIED

11. Policy Review – 3092 Privacy and Information Management (059-23)

Moved by Trustee Wemigwans

Seconded by Trustee Johansen

“THAT Lakehead District School Board approve 3092 Privacy and Information Management Policy, Appendix A to Report No. 059-23.”

CARRIED

12. Policy Review – 3094 Electronic Meetings (049-23)

Moved by Trustee Saarinen

Seconded by Trustee Vanderwey

“THAT Lakehead District School Board approve 3094 Electronic Meetings Policy, Appendix A to Report No. 049-23.”

CARRIED

17.3 Trustee Chambers informed trustees that she, Vice Chair LeBlanc and Director Pharand visited with MPP Vaugeois on May 5, 2023, to discuss special education funding and transportation.

18. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Tuchenhagen

“THAT we do now adjourn at 8:43 p.m.”

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2023 JUN 13
Report No. 077-23

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 values the many positive outcomes of French as a Second Language (FSL) programs. “The ability to speak and understand French allows students to communicate with French-speaking people in Canada and around the world, to understand and appreciate the history and evolution of their cultures, and to develop and benefit from a competitive advantage in the workforce.” (The Ontario Curriculum: French as a Second Language, p. 6)
- 1.2 Lakehead District School Board is committed to increasing student confidence, proficiency, and achievement in FSL. “Students’ achievement in FSL depends not only on their proficiency in the language but also on their confidence in using it. It is critical that students believe in their ability to apply their French-language knowledge and skills.” (A Framework for French as a Second Language in Ontario Schools: Kindergarten to Grade 12, p. 9)
- 1.3 Lakehead District School Board continues to engage stakeholders and staff to support the attainment of high levels of personal and academic excellence for every student. “Student achievement is enhanced when all stakeholders are engaged and place a high value on learning.” (A Framework for French as a Second Language in Ontario Schools: Kindergarten to Grade 12, p. 9)

2. Situation

2.1 The Canada-Ontario Agreement on Minority Language Education and Second Official -Language Instruction 2022-2023 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 in November/December, Grade 12 in April/May);
- 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;
 - 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; and
 - participation of seven Grade 11 Core French and French Immersion students from two schools in a five-day educational travel opportunity to the province of Québec, led by a French-speaking guide.
- participate in a conference supporting French literacy instruction;
- expand elementary French Immersion and Core French resources that support oral language and reading development; and
- expand resources that support the Grade 9 Core French de-streamed course.

2.2 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 2022 session.

2.2.1 Seventy-nine students completed the A2 DELF exam, representing a 93% participation rate.

2.2.2 Data shows that there was a 100% success rate.

2.2.3 The average total score was 77.5/100. 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 Thirty-two Core French and 37 French Immersion students took the DELF exams (A2, B1, B2) during the Spring 2023 session.
- 2.3.2 The participation rates this year in the DELF exam for Grade 12 French Immersion was 93%.
- 2.3.3 The participation rates this year in the DELF exam for Grade 12 Core French was 74%.
- 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;
 - accessing tutoring for FSL teachers to improve French language competencies;
 - supporting new French Immersion teachers through the New Teacher Induction Program (NTIP); and
 - supporting Professional Learning Communities for Senior Kindergarten French Immersion educator teams, elementary primary, junior and intermediate French Immersion teachers, elementary Core French teachers, and secondary Core French teachers.

- 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 2022-23 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:
- updating marketing materials for Senior Kindergarten French Immersion programs;
 - providing support and collaboration time to elementary and secondary school administration;
 - addressing recruitment, hiring and retention of FSL teachers;
 - seeking partnerships with various community organizations; and
 - promoting and providing an opportunity to travel inter-provincially for Grades 11 and 12 FSL students.

3. Next Steps

Lakehead District School Board will:

- provide the opportunity for secondary FSL students to travel to a French-speaking destination in February 2024 for Grades 10 to 12 students enrolled in FSL courses;
- continue to seek out opportunities that allow FSL learners to explore Francophone culture and experience authentic oral communication;
- continue to play a leadership role in CEFR regional initiatives, planning activities that align with provincial goals and providing teachers with learning and networking opportunities that support student engagement and success in FSL;
- continue to update and produce promotional materials that describe FSL programs and encourage students to take French and to stay in French;
- continue to support staff members in obtaining necessary qualifications needed to work in the French Immersion program;
- expand NTIP support offered in French; and
- provide CEFR learning opportunities to new FSL teachers.

4. Conclusion

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

Respectfully submitted,

OLIVIER DOUCET
French Resource Teacher

FRED VAN ELBURG
Program Coordinator

AJ KEENE
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD DISTRICT SCHOOL BOARD
OFFICE OF THE DIRECTOR OF EDUCATION

2023 JUN 13
Report No. 078-23

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 the Lakehead District School Board's (LDSB) 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 Workplace Violence Risk Assessment

Under the Occupational Health and Safety Act, school boards in Ontario are required to complete a Workplace Violence Risk Assessment as often as necessary to assess the risks that may arise from:

- the nature of the workplace;
- the type of work; or
- the conditions of the work.

Lakehead District School Board completed a system level assessment that included policy/procedures review, incident/injury reporting data and third-party lead and union specific focus groups.

Future assessments will also include site specific violence risk assessment and a staff violence survey.

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 effect on July 1, 2017, as O. Reg. 243/07 (Schools, Private Schools and Child Care Centres). To further protect children from lead in drinking water, the amended regulation includes updated requirements for lead sampling, filter and flushing.

Lakehead 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 Radon Gas Testing

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

Lakehead District School Board has completed radon testing of all our facilities.

All mitigation has now been completed and long-term testing has confirmed affected schools meet Health Canada standards.

2.4 COVID-19 Materials

The Ministry of Education has been providing LDSB 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 had been in place. Although the requirements had been removed, LDSB continues to receive materials that are available to staff and schools.

3. Conclusion

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

Respectfully submitted,

KYLE ULVANG
Health and Safety Officer

KIRSTI ALAKSA
Superintendent of Business

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2023 JUN 13
Report No. 074-23

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

RE: 2023-2024 ORDER OF POLICIES FOR REVIEW

1. Background

- 1.1 On June 5, 2023, the Board approved the 2023 to 2031 Policy Review Schedule.
- 1.2 Section 4.4.1 of the 2010 Policy Development and Review Procedures states “A specified review date will be established for all policies”.

2. Situation

The 2023-2024 order of policies for review, as developed by Executive Council, is attached as Appendix A to Report No. 074-23.

Respectfully submitted,

SHERRI-LYNNE PHARAND
Director of Education

2023–2024 ORDER OF POLICIES FOR REVIEW						
Draft Policy to Constituents	Policy Input Due Date	Board Advisory Committee Meeting	Regular Board Meeting	Policy #	Name of Policy	Superintendent
September 13	October 18	November 14	November 28	NEW 3026 6020 6021 7011	Accountability Budget Variance Extended Field Trip Day Field Trip Teacher Performance Appraisal	S. Pharand K. Alaksa M. Probizanski M. Probizanski AJ Keene
December 6	January 24	February 13	February 27	3072 3091 7040	Advocacy Security Violence in the Workplace	S. Pharand K. Alaksa K. Alaksa
February 7	March 20	April 9	April 23	NEW 3061 4040	Risk Management Reclamation of Properties French Immersion	S. Pharand K. Alaksa AJ Keene
March 6	April 17	May 14	May 28	8020 9030	Access to Schools/Board Premises Playground Structures	K. Alaksa K. Alaksa

June 13, 2023

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2023 JUN 13
Report No. 075-23

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

RE: LEADERSHIP STRATEGY

1. Background

- 1.1 Lakehead District School Board (LDSB) leaders play an integral role in improving student achievement and creating safe and caring learning environments for students.
- 1.2 Succession planning and talent development “is about encouraging all in the system to see themselves as part of the leadership strategy. The focus is on attracting and developing passionate and skilled leaders who can effectively support student achievement and well-being”. (Ontario Ministry of Education, 2011)
- 1.3 Lakehead District School Board is committed to the development, nurturing and mentoring of present and future leaders.

2. Situation

2.1 School-Based Leadership

2.1.1 School Learning Team

Each elementary school has a School Student Learning Team, which brings together school leaders from various divisions. Each secondary school has a Cabinet of Chairs, which meets regularly throughout the year to discuss school learning goals and strategies.

2.1.2 Distributive Leadership Forum and Chairs’ Forum

All elementary school administrators and Student Learning Team members meet three times per year to collaborate and learn together. This team coordinates the Professional Learning Community (PLC) meetings at the school level, which is focused on School Learning Plans.

2.1.3 Leadership Within the School

Many opportunities to become engaged as a leader at the school level are possible. These opportunities include, but are not limited to, Equity and Diversity Lead, Environmental Lead, IT Champion, Wellness Champion, School Learning Team, Health and Safety Committee and Safe Schools Team.

2.1.4 Teacher-In-Charge

Teaching staff members gain valuable experience when acting as a teacher-in-charge in the absence of an administrator. The teacher-in-charge allows teachers to gain a better understanding of the administrator's role and responsibilities as well as practical experience in a supportive and coaching environment.

2.1.5 Additional Qualifications

Through Ministry funding, LDSB support teachers financially to complete Special Education and Math Additional Qualifications (AQ) courses.

2.1.6 Student Leadership

Student councils, clubs, teams, and organizations provide endless opportunities for students to get involved in their school. Students share the skills and further develop their leadership talents thanks to the dedicated teachers, support staff and administrators who provide the supervision and guidance throughout the year.

2.2 Board-Based Leadership

2.2.1 Committee Chair and Membership Opportunities

Committee chair/lead positions and committee membership provide many opportunities for employees to engage in system leadership.

2.2.2 Leadership Learning Teams

Leadership Learning Teams (LLTs) bring together principals and vice principals for professional dialogue and a supportive environment. Leadership Learning Teams gather at Program Forum where the agenda is driven by our central literacy and numeracy goals.

2.2.3 Central Staff Positions

Central staff positions capitalize on the expertise of employees and allow skills and knowledge to be shared across the system. Positions are available in various departments.

2.2.4 Leadership Committee

The Leadership Committee meets regularly throughout the year to plan professional learning, training and networking opportunities for teaching and non-teaching employees.

Leadership@LPS program aims to promote leadership growth in all employee groups, including; instructional leaders, leaders in non-teaching fields, and aspiring and current administrative leaders. Participation in the program is voluntary. In September, registration information is provided to all employee groups, at which time participants indicate their interest in being considered for opportunities to serve on committees when needed.

Participants in the Leadership@LPS program are invited to attend a variety of events, based on identified participant interest, such as: book/article studies, guest speakers, networking sessions and professional learning opportunities.

2.2.5 Mentoring for Newly Appointed School Leaders and Pool Candidates

Each year, newly appointed school leaders who are in the first two years as a principal or vice principal, are paired with an experienced principal or vice principal mentor. Mentees and mentors are provided with two half days of release to meet during the school year to discuss issues/concerns or areas for growth. This is a reciprocal learning opportunity which benefits the mentor and the mentee.

In addition, five after-school whole group mentor/mentee sessions are held to provide professional development on topics that are relevant to LDSB strategic plan, the needs surveyed by the group and overall hot topics throughout the year. Our goal this year was to ensure that relationships were developed among the members but also with central staff. At each session, a central staff member is invited that will complement the topic covered.

2.2.6 Focus on Youth Program

Funded by the Ministry of Education, Focus on Youth program (FOY) provides summer programs for children and youth as well as employment opportunities and leadership development for youth facing barriers to success. The FOY program supports opportunities for a positive transition to adulthood by connecting youth with employment experiences offered in collaboration with local organizations, such as Roots to Harvest. Additionally, Summer Learning Programs are offered during the month of July at LDSB to elementary students who meet the criteria of needing the support, engagement, and prevention of learning loss the most.

2.2.7 Student Leadership

Various system positions and committees provide opportunities for students to enhance their leadership skills in a safe and caring environment. One system leadership position to highlight is our student trustee and our Indigenous student trustee. These students represent the student voice at the Board level meetings and lead Student Senate with our Grades 7 to 12 students. Lakehead District School Board values the many contributions and insights of our students.

2.3 Community Leadership

2.3.1 Leadership Thunder Bay

Leadership Thunder Bay “is an innovative leadership program comprised of a 10-month curriculum based on community issues for emerging leaders. This program is designed to help participants acquire both a broader understanding of the critical issues affecting our community and the leadership skills necessary to resolve them” (Leadership Thunder Bay website www.leadershiptb.com).

Each year, LDSB nominates an employee to participate in this program. It is a great opportunity for LDSB to engage our employees in leadership skills development in a broader sense and share the excellent LDSB talent with the Thunder Bay Community.

2.3.2 Community Leaders

Lakehead District School Board leaders contribute greatly to the community of Thunder Bay, through committee work, participation on a variety of boards and volunteering.

3. Conclusion

Lakehead District School Board leaders play an essential role in improving student achievement and well-being. Lakehead District School Board is committed to distributive leadership and strives to develop exemplary leadership skills and competencies that foster excellence in teaching and learning.

Respectfully submitted,

MEGHAN SMELOW
Secondary Vice Principal

SHANNON JESSIMAN
Elementary Principal

ANNE MARIE MCMAHON-DUPUIS
System Principal

MICHELLE PROBIZANSKI
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE

Vance Chapman Public School

2023 APR 19

MEMBERS PRESENT:

Alina Cameron	Sarah Niles
Amy Massalin	Student Trustee Mehar Mago
Brandon Robb	Indigenous Student Trustee Alexa Sagutcheway
Lesley Harding	Suzanne Posthumus, Chair
Liz Tod	Tara Ingram
Michelle Blackburn	Trustee Leah Vanderwey
Miranda Myers	Trustee Trudy Tuchenhagen

OTHERS PRESENT:

Christine Jones	Mark Moorhouse
Kirsti Alaksa	Michelle Probizanski
Lisa Sgambelluri	Sarah Umakoshi
Maggie Fredrickson	

ABSENT WITH REGRETS:

Andrea Stach	Rosemarie MacLean
Carey Murphy	Wendy Carroll
Mike Otway	

1. **Call to Order**

Suzanne Posthumus, Chair of SEAC, called the meeting to order at 6:06 p.m.

2. **Welcome and Introductions**

Suzanne Posthumus, Chair, welcomed the following:

- Kirsti Alaksa, Superintendent of Education;
- Lisa Sgambelluri, Special Needs Resource;
- Mark Moorhouse, Principal, Westmount Public School; and
- Sarah Umakoshi, Student Support Professional.

3. **Approval of the Agenda**

Moved by Trustee Vanderwey

Seconded by Miranda Myers

“THAT the agenda for the April 19, 2023, SEAC meeting be approved.”

CARRIED

4. Declarations of Conflict of Interest

There were no declarations of conflict of interest.

5. Presentations

5.1 Mark Moorhouse, Principal Westmount, Lisa Sgambelluri, Special Needs Resource Teacher, and Sarah Umakoshi, Student Support Professional, presented Westmount Public School's Special Education Classroom.

Following the presentation, members took a tour of Westmount Public School's Special Education Classroom. All members' questions were addressed.

6. Approval of the Minutes

Moved by Alina Cameron

Seconded by Sarah Niles

"THAT the minutes of the March 22, SEAC meeting be approved."

CARRIED

7. Business Arising from the Minutes

7.1 Kirsti Alaksa, Superintendent of Business, was present to answer any questions regarding the 2023-2024 budget process. She thanked the committee for their SEAC deputation. All members' questions were addressed.

7.2 Suzanne Posthumus, Chair of SEAC, advised the committee that a speaker for the SEAC Parent Evening is available the beginning of May 2023. The members agreed to delay this event until October 2023. The following was discussed:

- location: Girls and Boys Club or Bowling Alley;
- speaker: Dr. Mushquash;
- all community organizations will be represented and have a table at the event, providing support to parents/caregiver/guardians, if needed;
- supervision for children;
- snacks; and
- Sarah Niles, will contact Dr. Mushquash on available dates for October 2023 and confirm at next meeting.

7.3 Suzanne Posthumus, Chair of SEAC, advised the members that some input was received on the SEAC Advocacy documents. Christine Jones, Executive Secretary, will update the forms and bring to next meeting.

7.4 Maggie Fredrickson, System Principal, Special Education, confirmed the needs for the Special Needs Classrooms.

Moved by Trustee Vanderwey

Seconded by Alina Cameron

“THAT SEAC approve a donation of \$500 for each special needs classroom to be used to enhance programming.”

CARRIED

- 7.5 Trustee Tuchenhagen requested the SEAC scholarship amounts be increased.

Moved by Trustee Tuchenhagen

Seconded by Liz Tod

“THAT SEAC approve the increase of the three SEAC Scholarships from \$100 each to \$200 each and that the scholarship amounts be reviewed annually.”

CARRIED

8. Correspondence

There was no correspondence.

9. New Business

- 9.1 Maggie Fredrickson, System Principal, Special Education, provided the following Special Education update:

- SSP Conference quickly approaching April 28, 2023, currently 191 registered;
- the International Dyslexia Association of Ontario Conference was held last week and attended by Ruth Ann Fay, Special Education Resource Teacher, Inga Anderson Foster, Literacy Lead, a few elementary principals and educators. A special mention of Lakehead District School Board for the work that has taken place for the Right to Read Inquiry by the CEO and Director of the Dyslexia Association of Ontario.
- a few elementary teachers working on early screening tool Accadience. Pilot schools will start the screening in June 2023;
- approximately 120 students will attend Special Olympics Multi-Sports Festival at Lakehead University on April 20, 2023; and
- 2023-2024 summer programming funding is still to be confirmed.

Michelle Probizanski, Superintendent of Education, shared that she and Sherri-Lynne Pharand, Director of Education, will have a virtual meeting with the Assistant Deputy Minister of Special Education, to discuss the board's funding for special education.

All members' questions were addressed.

- 9.2 Tara Ingram, Easter Seals, provided the following update from the Parent Involvement Committee (PIC);

9.3

- PIC is holding a Wellness Symposium on April 19, 2023, at Westgate Collegiate Vocational Institute.

9.4 Amy Massalin, Children’s Centre Thunder Bay, provided the following update on the Equity and Inclusive Education Advisory Committee;

9.5

- pronoun stickers;
- Human Rights Statement;
- Student Leadership Summit;
- presentation by Thunder Pride;
- Special Education Update;
- Nishnawbe Aski Nation (NAN) Conference for Educators; and
- ETFO New Resource.

10. Information/Inquires & Association Reports

10.1 Michelle Blackburn, George Jeffrey Children’s Centre, shared that the Empower Kids Ontario Scholarship is open until May 31, 2023. Six awards of \$2500 are available. Maggie Fredrickson, System Principal Special Education, will share the press release with the secondary principals.

10.2 Alina Cameron, Vice Chair, provided an update on Ontario Autism Coalition.

10.3 Tara Ingram, Easter Seals, shared with the committee that May 31, 2023, is Red Shirt day in support of Accessibility and Inclusion.

11. SEAC Budget Update

Michelle Probizanski, Superintendent of Education, reported the budget currently sits at \$11,090.

12. Board Update

Trustee Vanderwey asked that the Board update be deferred until next SEAC meeting May 17, 2023.

13. Adjournment

Moved by Miranda Myers

Second by Trustee Vanderwey

“THAT we do now adjourn at 7:37 p.m.”

CARRIED



ABORIGINAL EDUCATION ADVISORY COMMITTEE MINUTES

DATE: Thursday, March 23, 2023 – 9:30 am – 12:00pm – Boardroom/Virtual Meeting via Microsoft Teams

CHAIR: AJ Keene

MEMBERS PRESENT: Shelby Ch'ng, Elliott Cromarty, Trustee Pat Johansen, Sharon Kanutski, Elder Gerry Martin, Indigenous Student Trustee Alexa Sagutcheway, Morning Star Tom, Leland Waboose, Student Representative, Indigenous Trustee Scottie Wemigwans

ALTERNATES: Myra Bannon, Trustee Ellen Chambers, Dinah Jung

RESOURCES: Jackie Corbett, Anthony Jeethan, Tanya Moses, Jasmine Sgambelluri, Fred Van Elburg, Neil Workman

GUESTS: Leslie Hynnes, Toni-Lynn Palmer-Thompson

ABSENT WITH REGRETS: Tisha Duncan, Student Representative, Serena Essex, Anika Guthrie, Anna Fern Kakegamic, Cheryl King-Zewiec, Leanna Marshall, Ashley Nurmela, Dave Paddington, Brent Parres, Patti Pella, Education Officer, Indigenous Education Office, Ministry of Education, Ryan Sitch, Yolanda Wanakamik,

	AGENDA ITEM	DISCUSSION	ACTION
1.	Opening	Elder Gerry called the meeting to order	Elder Gerry
2.	2.1 Land Acknowledgement	Co-chair Keene acknowledged the lands and traditional territory.	AJ Keene
	2.2 Welcome and Introductions	Chair Keene welcomed everyone to the meeting and had all members introduce themselves.	AJ Keene

3.	Agenda and Minutes		
	3.1 Approval of Agenda - March 23, 2023	Moved by Trustee Pat Johansen and seconded by Indigenous Trustee Scottie Wemigwans that the agenda for the March 23, 2023 AEAC meeting be approved. Carried	AJ Keene
	3.2 Approval of Minutes – February 9, 2023	Moved by Trustee Pat Johansen and seconded by Elliot Cromarty that the minutes for the February 9, 2023 AEAC meeting be approved as written. Carried	AJ Keene
4.	Business Arising from the Minutes		
	4.1 AEAC Event	Jasmine Sgambelluri, FNMI Education Resource Teacher, shared a planning update with the committee regarding the upcoming AEAC event. All members' questions were addressed.	Jasmine Sgambelluri
	4.2 FNMI Team Updates	Co-chair AJ Keene updated the committee about the new members on the FNMI Team and that all positions have now been successfully filled.	AJ Keene
5.	New Business		
	5.1 Budget Deputation and Presentation	Co-chair AJ Keene presented a summary of the budget deputation process with the committee. All members' questions were addressed.	AJ Keene
	5.2 OPSBA Nominations	Co-chair AJ Keene shared with the committee that OPSBA nominations are due March 24, 2023 and shared the criteria with the group.	AJ Keene
	5.3 Policy 8062 and Policy 8065 Review	Co-chair AJ Keene gave a brief review of Policy 8062 – Voluntary Aboriginal Student Self Identification and Policy 8065 – Voluntary Aboriginal Staff Self Identification with the committee. Feedback was requested. All members' questions were addressed.	AJ Keene
6.	Presentations		
	6.1 The Role of the FNMI SSW	Leslie Hynnes, Elementary Principal and Toni-Lynn Palmer-Thompson, LPS FNMI SSP, shared a presentation with the committee highlighting the role of FNMI Student Support Workers at Lakehead Public Schools. All members' questions were addressed.	Leslie Hynnes Toni-Lynn Palmer-Thompson
	6.2 Ogden Students at LU Game	Co-chair AJ Keene shared a video of Ogden students singing O Canada in Ojibwe at a Lakehead University basketball game.	AJ Keene

7.	Ongoing Business		
	7.1 Indigenous Student Trustee Update	Indigenous Student Trustee, Alexa Sagutcheway, gave a brief update to the committee about her participation in selecting the next Indigenous Student Trustee. All members' questions were addressed.	Alexa Sagutcheway
	7.2 Community Update	Tanya Moses, FNMI Partnerships Coordinator, gave the committee an update on her activities within Lakehead Public Schools.	Tanya Moses
8.	Information and Inquiries		
		Co-chair AJ Keene shared information about the PIC Mental Health Symposium being held on Wednesday, April 19, 5:00 pm at Westgate CVI, showcasing community partners who offer mental health and wellness initiatives and support in our city.	
		Co-chair AJ Keene shared information about the Early Development Index assessments happening at Lakehead Public Schools. All members' questions were addressed.	
		Indigenous Trustee, Scottie Wemigwans inquired if an earlier meeting start time is possible to ensure items at the end of the agenda are not rushed and to avoid running overtime.	
9.	Closing	Elder Gerry closed the meeting.	
10.	Next Meeting	Thursday, May 11, 2023	
11.	Adjournment	The meeting was adjourned at 12:08 p.m.	

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2023 JUN 13
Report No. 070-23

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

RE: APPROVAL OF APPOINTMENTS TO THE SUPERVISED ALTERNATIVE LEARNING COMMITTEE 2023-2024

1. Background

1.1 In accordance with the Education Act of Ontario Regulation 374/10, Lakehead District School Board (LDSB) shall establish a Supervised Alternative Learning Committee (SAL).

1.1.1 The SAL Committee shall be composed of no fewer than three persons to be appointed by LDSB.

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 LDSB.

1.1.3 Trustee appointments to the SAL Committee are approved at the Annual Meeting in December.

1.2 During the 2022-2023 school year, members of the committee included:

- Trudy Tuchenhausen, Trustee;
- Donica LeBlanc, Trustee;
- Ron Oikonen, Trustee (Alternate);
- Michelle Probizanski, Superintendent of Education;
- Jane Lower, Superintendent of Education;
- Linda Grassia, Student Success Lead;
- Lorna Hunda, Executive Director, Youth Employment Services (YES);
- Dianna Atkinson, Service Delivery Manager, YES;
- Stacy-Ann Dyer-McNish, Service Delivery Manager, YES;
- Brad McKay, Employment Services Coordinator, YES (Alternate); 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/caregiver, 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 Committee for the 2023-2024 school year:

- Donica LeBlanc, Trustee;
- Ron Oikonen, Trustee (Alternate);
- Jane Lower, Superintendent of Education;
- Linda Grassia, Student Success Lead;
- Lorna Hunda, Executive Director, Youth Employment Services (Alternate);
- Stacy-Ann Dyer-McNish, Service Delivery Manager, Youth Employment Services; and
- Tom Nesti, Program Supervisor, Youth Employment Services.

Respectfully submitted,

LINDA GRASSIA
Student Success Lead

JANE LOWER
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2023 JUN 13
Report No. 076-23

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

RE: POLICY REVIEW – 8062 VOLUNTARY ABORIGINAL STUDENT SELF-IDENTIFICATION

1. Background

- 1.1 It is the policy of Lakehead District School Board (LDSB) that policies will be developed and reviewed in accordance with 2010 Policy Development and Review Policy.
- 1.2 The 8062 Voluntary Aboriginal Student Self-Identification Policy was last revised on June 25, 2013.
- 1.3 At the May 24, 2022, Regular Board Meeting, the 8062 Voluntary Aboriginal Student Self-Identification Policy was approved for review during the 2022-2023 school year.

2. Situation

- 2.1 The policy has been renamed the 8062 Voluntary First Nations, Métis, and Inuit Student Self-Identification Policy in keeping with the phasing out of the term “Aboriginal” in LDSB policies, documents and other communications.
- 2.2 Upon final approval, the policy will be distributed according to LDSB procedures.
- 2.3 The policy is attached as Appendix A and the revised procedures as Appendix B.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 8062 Voluntary First Nations, Metis, and Inuit Student Identification Policy, Appendix A to Report No. 076-23.

Respectfully submitted,

ANIKA GUTHRIE
Principal of Indigenous Education

AJ KEENE
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

SCHOOL-COMMUNITY RELATIONS	8000
DRAFT – May 9, 2023	
VOLUNTARY ABORIGINAL STUDENT SELF-IDENTIFICATION POLICY VOLUNTARY FIRST NATIONS, MÉTIS, AND INUIT STUDENT SELF-IDENTIFICATION POLICY	8062

4. Definitions

The following definitions are made without prejudice.

4.1 *“First Nations” peoples include both status and non-status peoples:*

- *Status refers to peoples registered under the Indian Act of Indigenous Services Canada (ISC), holding certain rights and benefits that are not available to non-status or Métis people and possessing a registry number with ISC.*
- *Non-status refers to peoples who can identify where their ancestral lands are (First Nation or reserve community), who are not registered under the Indian Act of Indigenous Services Canada due to ineligibility or who have not applied for their status.*

*(Sources: Indigenous Services Canada, “What is Indian Status” 2023
<https://www.sac-isc.gc.ca/> ; Indian Act, Sections 5,6)*

4.2 *“Métis” means a person who self-identifies as Métis, is distinct from other Aboriginal peoples, is of historic Métis Nation ancestry, and is accepted by the Métis Nation.*

(Source: Métis National Council, Métis National Council. “The Métis” Ottawa, ON: 2011)

4.3 *Inuit is a distinct group of Aboriginal people who have ancestral ties to Northern Canada (Nunavut, Northwest Territories, Northern Quebec, and Northern Labrador).*

*(Source Aboriginal Affairs and Northern Development Canada, “Inuit” 2013
www.aadnc-aandc.gc.ca; Inuit Tapiriit Kanatami. “Inuit Historical Perspectives”
<https://www.itk.ca/about-inuit>)*

<p>SCHOOL-COMMUNITY RELATIONS</p> <p>DRAFT – May 9, 2023</p> <p>VOLUNTARY FIRST NATIONS, MÉTIS, AND INUIT STUDENT SELF-IDENTIFICATION PROCEDURES</p>	<p>8000</p> <p>8062</p>
--	---------------------------------------

1. **Rationale**

Lakehead District School Board (LDSB) is aware that First Nations, Métis, and Inuit perspectives on the school system have been profoundly impacted by processes of colonization, including residential schools. These experiences have resulted in intergenerational mistrust of the education system. Lakehead District School Board understands that it will take continued time and commitment to build a climate of trust so that Indigenous families feel confident in voluntarily self-identifying. Accordingly, Indigenous education is recognized as a priority by LDSB and attention to Indigenous student achievement and wellbeing is actively supported at all levels.

2. **Policy**

It is the policy of LDSB to provide the opportunity for voluntary self-identification of Indigenous students as First Nations, Métis, or Inuit.

- 2.1 *First Nation, Métis, and Inuit identification is defined in the Constitution Act, 1982, Section 35 (2), and “includes the Indian, Inuit and Métis peoples of Canada.”*
- 2.2 *Self-identification data will be kept confidential in the same manner as Ontario Student Records (OSR).*
- 2.3 *Lakehead District School Board recognizes the importance of collaborative relationships with First Nations, Métis, and Inuit communities and will seek the advice of the Miiniwewinan: Indigenous Education Advisory Committee in policy review and implementation.*

SCHOOL-COMMUNITY RELATIONS DRAFT – May 9, 2023 VOLUNTARY FIRST NATIONS, MÉTIS, AND INUIT STUDENT SELF-IDENTIFICATION PROCEDURES	8000 8062
---	--

3. Definitions

The following definitions are made without prejudice.

3.1 “First Nations” peoples include both status and non-status peoples:

- *Status refers to peoples registered under the Indian Act of Indigenous Services Canada (ISC), holding certain rights and benefits that are not available to non-status or Métis people and possessing a registry number with ISC.*
- *Non-status refers to peoples who can identify where their ancestral lands are (First Nation or reserve community), who are not registered under the Indian Act of Indigenous Services Canada due to ineligibility or who have not applied for their status.*

(Sources: Indigenous Services Canada, “What is Indian Status” 2023 <https://www.sac-isc.gc.ca/> ; Indian Act, Sections 5,6)

3.2 “Métis” means a person who self-identifies as Métis, is distinct from other Indigenous peoples, is of historic Métis Nation ancestry, and is accepted by the Métis Nation.

(Source: Métis National Council, “The Métis” Ottawa, ON: 2023)

3.3 Inuit is a distinct group of Indigenous people who have ancestral ties to Northern Canada (Nunavut, Northwest Territories, Northern Quebec, and Northern Labrador).

(Source: [Crown-Indigenous Relations and Northern Affairs Canada - Canada.ca](https://www.itk.ca/about-inuit); Inuit Tapiriit Kanatami, “Inuit Historical Perspectives” <https://www.itk.ca/about-inuit>, 2023)

4. Collection of Information

4.1 *Voluntary self-identification data will be collected on Student Registration Forms for all new students enrolling in LDSB, and on Student Verification Process for all students currently enrolled.*

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2023 JUN 13
Report No. 080-23

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

RE: POLICY REVIEW – 8065 VOLUNTARY ABORIGINAL STAFF SELF-IDENTIFICATION

1. Background

- 1.1 The 8065 Voluntary Aboriginal Staff Self-Identification Policy was approved on June 25, 2013.
- 1.2 At the May 24, 2022, Regular Board Meeting, 8065 Voluntary Aboriginal Staff Self-Identification Policy was approved for review during the 2022-2023 school year.
- 1.3 On March 8, 2023, the draft policy and procedures were posted on Lakehead District School Board's (LDSB) website and distributed to constituent groups for review and comment with input to be received by April 19, 2023.

2. Situation

- 2.1 During the internal review process, several consulting groups looked closely at the relevance of this policy, considering factors such as workforce census and data collection.
- 2.2 It was determined that 8065 Voluntary Aboriginal Staff Self-Identification Policy is no longer necessary given that the intent of the policy is captured through other means at LDSB.

RECOMMENDATION

It is recommended that Lakehead District School Board rescind 8065 Voluntary Aboriginal Staff Self Identification Policy.

Respectfully submitted,

ANIKA GUTHRIE
Principal of Indigenous Education

AJ KEENE
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

DRAFT – May 9, 2023

VOLUNTARY ABORIGINAL STAFF SELF-IDENTIFICATION POLICY

8065

1. Rationale

1.1 The Ministry of Education’s Ontario First Nation, Métis and Inuit Educational Policy Framework identifies the goal of a high level of student achievement, and outlines “a significant increase in the number of First Nation, Métis, and Inuit teaching and non-teaching staff in school boards across Ontario” as one of the performance measures for attaining that goal.

(Source: Ontario Ministry of Education, Ontario First Nation, Métis, and Inuit Education Policy Framework, 2007)

1.2 In an effort to support and ensure continued student success gathered from the Voluntary Aboriginal Student Self-Identification data, Lakehead District School Board invites employees and applicants to participate in voluntary self-identification. Lakehead District School Board believes that Aboriginal staff could volunteer as mentors, share their culture and help foster an environment where Aboriginal students can reach a high level of achievement. Voluntary self-identification would also provide the Board baseline data of the number of Aboriginal staff currently employed. Data will be used to improve services to students and programs for staff.

(Source: Algoma District School Board, 2012)

2. Policy

Lakehead District School Board recognizes that it serves a diverse population and is committed to making education meaningful, responsive to, and inclusive of, Aboriginal heritage of our staff and students.

2.1 It is the policy of Lakehead District School Board to invite staff and applicants to the Board an opportunity to voluntarily self-identify as being of Aboriginal ancestry (First Nations, Métis, or Inuit).

2.2 Personal information will be kept confidential, in accordance with the Provincial Freedom of Information and Protection of Privacy Act (FIPPA) and protected and governed by the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), R. S. O. 1990 C. M56, unless individuals self-identified staff and applicants grant the right to share specific information.

3. Guiding Principles

3.1 Lakehead District School Board will facilitate strong learning partnerships with Aboriginal staff, students and their families to ensure academic success.

3.2 Lakehead District School Board acknowledges and respects Aboriginal culture and history and will seek collaboration with the broader Aboriginal community and their perspectives.

SCHOOL-COMMUNITY RELATIONS

8065

DRAFT – May 9, 2023

VOLUNTARY ABORIGINAL STAFF SELF-IDENTIFICATION POLICY

8065

3.3 — Lakehead District School Board is committed to an inclusive educational environment that promotes equity of opportunity. All schools will be reflective of and responsive to the diverse and unique cultures of their communities.

4. — Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Employment Equity Policy 7020	June 25, 2013	=====
Aboriginal Education Advisory Committee 8061		
Volunteer Student Self-Identification 8062		
Safe Schools 8070	<u>Date Revised</u>	=====
	Reviewed by: _____	

G:\POL8065\Voluntary Aboriginal Staff Self-Identification

DRAFT – May 9, 2023

VOLUNTARY ABORIGINAL STAFF SELF-IDENTIFICATION PROCEDURES**8065****1. Policy**

Lakehead District School Board recognizes that it serves a diverse population and is committed to making education meaningful, responsive to, and inclusive of, the Aboriginal heritage of our staff and students.

1.1 It is the policy of Lakehead District School Board to invite staff and applicants to the Board an opportunity to voluntarily self-identify as being of Aboriginal ancestry (First Nations, Métis, or Inuit).

1.2 Personal information will be kept confidential, in accordance with the Provincial Freedom of Information and Protection of Privacy Act (FIPPA) and protected and governed by the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), R. S. O. 1990 C. M56, unless individual self-identified staff and applicants grant the right to share specific information.

2. Definitions

The following definitions are made without prejudice.

2.1 Aboriginal identification refers to the definition in the Constitution Act, 1982, Section 35 (2), as: "In this Act, Aboriginal peoples of Canada include Indian, Inuit and Métis peoples of Canada".

(Source: Constitution Act 1982, Section 35 (2))

2.2 "First Nations" peoples include both status and non-status peoples:

- Status refers to peoples registered under the Indian Act of Aboriginal Affairs and Northern Development Canada (AANDC), holding certain rights and benefits that are not available to non-status or Métis people and possessing a registry number with AANDC.
- Non-status refers to peoples who can identify where their ancestral lands are (First Nation or reserve community), who are not registered under the Indian Act of Aboriginal Affairs and Northern Development Canada (AANDC) due to ineligibility registry requirements or who have not applied for their status.

(Sources: Aboriginal Affairs and Northern Development Canada, "Benefits and Rights: Indian Status" 2013 www.aadnc-aandc.gc.ca; Indian Act, Sections 5,6)

2.3 "Métis" means a person who self-identifies as Métis, is distinct from other Aboriginal peoples, is of historic Métis Nation ancestry, and is accepted by the Métis Nation.

(Source: Métis National Council, "The Métis" Ottawa, ON: 2011)

DRAFT – May 9, 2023

VOLUNTARY ABORIGINAL STAFF SELF-IDENTIFICATION PROCEDURES**8065**

2.4 — Inuit is a distinct group of Aboriginal people who have ancestral ties to Northern Canada (Nunavut, Northwest Territories, Northern Quebec and Northern Labrador).

(Source: Aboriginal Affairs and Northern Development Canada, "Inuit" 2013 www.aadnc-aandc.gc.ca; Inuit Tapiriit Kanatami, "Inuit Historical Perspectives" <https://www.itk.ca/about-inuit>)

3. — Collection of Information

Voluntary self-identification data will be collected on the Lakehead District School Board Voluntary Aboriginal Staff Self-Identification Form for all current and new employees with the Board commencing in the 2013-2014 school year. (Appendix A).

4. — Data Collection, Storage, Access and Usage

4.1 — Lakehead District School Board is committed to data collection and assessment practices which are multifaceted, bias-free and culturally and linguistically appropriate.

4.2 — All staff data will be collected and securely stored to respect privacy and will be used only as a means to enhance, develop and implement supportive education programs within the Lakehead District School Board.

4.3 — All staff data are stored in a staff information management system.

5. — Data Protection

Data will be maintained and used in compliance with the Provincial Freedom of Information and Protection of Privacy Act (FIPPA) and protected and governed by the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), R.S.O. 1990 C. M56.

SCHOOL-COMMUNITY RELATIONS DRAFT – May 9, 2023 VOLUNTARY ABORIGINAL STAFF SELF-IDENTIFICATION PROCEDURES	8065 8065
--	--

6. Review

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

<u>Cross Reference</u>	<u>Date Received</u>	<u>Legal Reference</u>
Employment Equity Policy 7020	June 25, 2013	=====
Aboriginal Education Advisory Committee 8061		
Volunteer Student Self-Identification 8062		
Safe Schools 8070	<u>Date Revised</u>	=====

G:\PRO\8065\Voluntary Aboriginal Staff Self-Identification

Voluntary Aboriginal Staff Self Identification Statement

Staff Member/Applicant Name: _____

Position: _____ **Date:** _____

~~I do not wish to participate~~

I am (check one):

~~First Nation (Status, Non-Status)~~

<input type="checkbox"/>	Ojibwe
<input type="checkbox"/>	Cree
<input type="checkbox"/>	Oji-Cree
<input type="checkbox"/>	Other (please indicate)

~~Métis~~

~~Inuit~~

~~Non-Aboriginal~~

Language(s):

<input checked="" type="checkbox"/>	Language	Written	Spoken
<input type="checkbox"/>	English		
<input type="checkbox"/>	French		
<input type="checkbox"/>	Ojibwe Western		
<input type="checkbox"/>	Ojibwe Eastern		
<input type="checkbox"/>	Oji-Cree		
<input type="checkbox"/>	Cree		
<input type="checkbox"/>	Other (please indicate)		

Voluntary Aboriginal Staff Self-Identification Supplementary Form

Staff Member Name: _____

If you have knowledge/experience in the area of Aboriginal cultural knowledge/traditions and practices, would you be willing to share your gifts and talents? ~~Yes~~ ~~No~~

If yes, in which areas of Aboriginal cultural knowledge/traditions and practices do you have knowledge/experience?

At what level(s) would you be willing to share this knowledge and information?

<input checked="" type="checkbox"/>	Area	Details
<input type="checkbox"/>	School	
<input type="checkbox"/>	Board/Program (i.e. Mentorship for students and/or staff, Leadership)	
<input type="checkbox"/>	As a representative of the Board within the community	

Signature

Personal information will be kept confidential, in accordance with the Provincial Freedom of Information and Protection of Privacy Act (FIPPA) and protected and governed by the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), R. S. O. 1990 C. M56, unless individual self-identified staff and applicants grant the right to share specific information.

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2023 JUN 13
Report No. 072-23

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

RE: POLICY UPDATE – 3096 INFORMATION COMMUNICATION TECHNOLOGY

1. Background

- 1.1 It is the policy of Lakehead District School Board (LDSB) that policies will be developed or reviewed in accordance with 2010 Policy Development and Review Policy.
- 1.2 The 3096 Information Communication Technology Policy was last revised on May 10, 2022.

2. Situation

- 2.1 Due to recent digital interactions between community members and schools, a recommended revision was brought forward for consideration.
- 2.2 Language was added to the policy and procedures to reflect the expectations for respectful digital communication.
- 2.3 The policy is attached as Appendix A, the procedures are attached as Appendix B and the appendices are attached as Appendix C.
- 2.4 Upon final approval the policy will be distributed according to LDSB procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 3096 Information Communication Technology Policy, Appendix A to Report No. 072-23.

Respectfully submitted,

CASEY CHARLES
Chair, Information Technology Committee

AJ KEENE
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

BUSINESS AND BOARD ADMINISTRATION	3000
DRAFT – June 13, 2023	
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.

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.

<p>BUSINESS AND BOARD ADMINISTRATION</p>	<p>3000</p>
<p>DRAFT – June 13, 2023</p>	
<p>INFORMATION/COMMUNICATION TECHNOLOGY USE PROCEDURES</p>	<p>3096</p>

- 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 the 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 the 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 the LDSB’s approved infrastructure. Users will not attempt to by-pass the 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 the 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 13, 2023	
INFORMATION/COMMUNICATION TECHNOLOGY USE PROCEDURES	3096

9. Guiding Principle #7

- 9.1 *Lakehead District School Board values the importance of respectful conversations between the Board and members of the LDSB community; however, when social media and/or online comments directed at the LDSB, school, students, or staff member become disrespectful (including harassing, swearing, etc.), LDSB reserves the right to discontinue engaging in that exchange or, depending on the seriousness of circumstances, block and/or remove the account or user in question for a period of time or permanently.***
- 9.2 *Should the user in question wish to restore account access and privileges, the request shall be made, in writing, to the appropriate manager, principal or supervisor for review.***

9-10. 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.

10-11. 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	Policy/Program Memorandum No. 144 released by Ministry of Education, December 5, 2012
	<u>Date Revised</u>	
	June 26, 2007	
	September 24, 2013	
	May 26, 2020	
	May 10, 2022	

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:

- promoting adaptive and constructive uses of technology by students and staff in support of learning;
- supporting openness to, and the educated use of, new and future technologies;
- improving instruction through purposeful use of PMDs that contributes to teaching and learning; and
- 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:

- students are not required to provide personal communication and/or computing devices for educational purposes;
- Lakehead District School Board will ensure that all students have equitable access to all required technologies;
- personal mobile devices must be off/in silent mode in instructional areas unless otherwise directed by the teacher/supervisor;
- unless approved by department chairs, PMDs are not allowed in examination rooms or areas;
- 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
- principals have the authority to restrict the use of PMDs in schools and inappropriate use of PMD's will be governed by the school Code of Conduct.

3.3 Responsibility for Personal Mobile Devices

- students carrying a PMD on LDSB premises, including school buses or at LDSB sponsored events, will comply with all the requirements of this policy and procedures;
- 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 or data residing on those devices. Students bring the devices to school at their own risk;
- to ensure equitable access, schools will provide devices for teachers to sign out for students use;
- 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
- the student and parent/guardian will be required to sign an annual declaration outlining the student responsibility for PMDs.



Lakehead
Public
Schools

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 Code 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

Technology Use Standards for Students

The purpose of Information and Communication Technology in schools is to support research and education by providing access to extensive resources. These Technology Use Standards along with the school's Code of Conduct provide standards to help students exercise personal discretion and responsible choice. The use of technology-based equipment, computers, personal electronic devices, network resources and the internet is a privilege.

Responsibilities of Students

Students are accountable for behaviour on and off school property, which has negative impact on the school environment including but not limited to, behaviour which greatly harms the tone or dynamics of the school or the safety or security of its members.

Where a student uses the internet or electronic devices or technologies to threaten, harass or demean another member or members of the school community and where this action interferes with the members or members' feeling of safety or ability to function in the school, the student shall be subject to Lakehead District School Board (LDSB) policies and procedures.

Code of Conduct for Users of Information and Communication Technology

1. All individuals should be treated with common courtesy and respect; therefore:
 - I will not use abusive language of any type, including swearing and name calling;
 - I will follow the rules of internet etiquette, which includes the use of appropriate language and polite responses;
 - I will not use internet access to send threatening, obscene, or harassing materials; and
 - I will not participate in cyberbullying which includes the repeated use of email, cell phones, social media, text, internet, and websites to threaten, harass, embarrass, socially exclude or damage reputations or friendships.

2. The internet, as with any place where large numbers of people gather, can be a potentially dangerous place; therefore:
 - I will not share my password with anyone else;
 - I will not divulge my home address, phone number or personal information;
 - I will not agree to a personal encounter with anyone I meet online;
 - should I access information that is inappropriate, I will report it immediately to my teacher/supervisor;
 - I understand that electronic mail is not guaranteed to be private; and
 - I will not engage in email or "chat" discussions, or make use of other wireless technologies, while at school, without permission from the classroom teacher/supervisor.

3. Software and intellectual property are protected by copyright laws; therefore:
 - I will not make unauthorized copies of software found on school computers;
 - I will not give, lend or sell copies of software to others; and
 - I will not use another author's intellectual property without proper citation, i.e., footnote, bibliography.

4. The work of all users is valuable, and they need reliable access to computers; therefore:
 - I will respect the privacy of others by not using, or trying to learn their passwords;
 - I will not copy, change, or use files belonging to another student;
 - I will not attempt to gain unauthorized access to system programs or computer equipment;
 - I will not create or knowingly introduce any computer virus that may destroy files or disrupt the system; and
 - I will not download any resources without permission.

5. There is material available on the internet and other sources of computer software that is not appropriate in a school setting; therefore:
 - I will not retrieve or send unethical, illegal, immoral, inappropriate, or unacceptable information of any type; and
 - I will not use computer systems to disturb or harass other computer users by any means, including sending unwanted email.

6. The computer and internet services provided by LDSB are designed for the use of all students and employees; therefore:
 - I will not interfere with or disrupt internet users, services, traffic, or equipment; and
 - I will not attempt to bypass the security built into the system, and I recognize that doing so will result in immediate loss of computer privileges.

LAKEHEAD DISTRICT SCHOOL BOARD TECHNOLOGY USE AGREEMENT FOR STUDENTS

Student Name: <i>(Please print)</i>	School:	
Parent/Guardian: <i>Please sign below and return this page to your child's school. The terms and conditions outlined on the previous pages should be kept for future reference.</i>		
<p>As the parent/guardian of this student, I have read the student version of the Technology Use Standards document and reviewed it with my child. I understand that student internet access is designed for educational purposes only. I understand that all data, files, and messages generated on, or handled by, Lakehead District School Board (LDSB) systems and equipment, are considered to be the property of LDSB, and as such can be viewed or inspected by authorized LDSB personnel. I also recognize it is impossible for LDSB to restrict access to all controversial materials and I will not hold it responsible for inappropriate materials acquired by my child on the internet.</p> <p>The administrative or academic staff of LDSB may deny, revoke or suspend specific user access.</p>		
PARENT/GUARDIAN/CAREGIVER:		
I hereby give permission for my child (if under 18 years of age) to access the Internet in the school.		
_____ Parent/Guardian Signature	_____ Name of Parent/Guardian/Caregiver <i>(Please print)</i>	_____ Date
STUDENT		
I have read and understand the Technology Use Standards and agree to follow them.		
_____ Student Signature	_____ Date	
Comments or Recommendations:		