



Office of the Director

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

**STANDING COMMITTEE**  
**Tuesday, April 12, 2022**  
**Jim McCuaig Education Centre**  
**Virtual via Microsoft Teams**

I. MacRae  
Director of Education

T. Tuchenhagen  
Chair

**AGENDA**

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

	<u>Resource Person</u>	<u>Pages</u>
1. Call to Order		
2. Disclosure of Conflict of Interest		
3. Approval of the Agenda		
4. Resolve into Committee of the Whole – Closed Session		
5. <b>COMMITTEE OF THE WHOLE - Closed Session – 6:35 p.m. (SEE ATTACHED AGENDA)</b>		
6. Land Acknowledgement		
7. Delegations/Presentations		
7.1 Celebrating Student Achievement - Vance Chapman Public School	M. Probizanski	1-3
8. Approval of Minutes		
8.1 Standing Committee Meeting - March 8, 2022	T. Tuchenhagen	4-7
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**

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

10.	Information Reports		
10.1	Honoraria for Board Members – Update (038-22)	K. Alaksa	8
10.2	New Teacher Induction Program (039-22)	A. Keene	9-11
10.3	Student Achievement (040-22)	A. Keene	12-17
10.4	2022 Municipal Election - Alternative Voting Methods for Elections (041-22)	I. MacRae	18-19
10.5	COVID-19 General Update	I. MacRae	Verbal
11.	First Reports		

**MATTERS FOR DECISION:**

12.	Postponed Reports		
13.	Ad Hoc and Special Committee Reports		
14.	New Reports		
14.1	Policy Development – 8066 Safe Arrival (037-22)	A. Keene	20-27
	<i>It is recommended that Lakehead District School Board approve 8066 Safe Arrival Policy, Appendix A to Report No. 037-22.</i>		
14.2	Policy Review – 3001 Governance (042-22)	I. MacRae	28
	<i>It is recommended that Lakehead District School Board approve the review of 3001 Governance Policy as indicated in Report No. 042-22.</i>		
14.3	Policy Review – 3060 Leasing of Space (043-22)	K. Alaksa	29-34
	<i>It is recommended that Lakehead District School Board approve 3060 Leasing of Space Policy, Appendix A to Report No. 043-22.</i>		

Trustees (Chair and Vice-Chair) and presenters of reports will be available for comment after the Board Meeting.
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14.4 Policy Review – 7020 Equitable Employment  
(045-22)

M. Probizanski

35-38

*It is recommended that Lakehead District School Board approve 7020 Equitable Employment Policy, Appendix A to Report No. 045-22.*

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

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

**LAKEHEAD DISTRICT SCHOOL BOARD**



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**STANDING COMMITTEE**  
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I. MacRae  
Director of Education

T. Tuchenhagen  
Chair

**AGENDA**

**COMMITTEE OF THE WHOLE – Closed Session**  
**6:35 p.m. – via Microsoft Teams**

	<u>Resource Person</u>	<u>Pages</u>
5.1 Approval of Committee of the Whole - Closed Session Minutes		
5.1.1 Standing Committee Meeting - March 8, 2022	T. Tuchenhagen	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Legal Matters	I. MacRae	Verbal
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: Vance Chapman Pubic School

Title of Initiative: VANCE CHAPMAN CHEWS  
(Life Skills Program - COVID Style)

Presentation Team: Lydia Wiita, Teacher, Corrine Russell, Principal

<b>Components of Initiative</b>	<b>School's Details</b>
1. Description of the nature of the initiative to improve student achievement	The Special Needs class started a homemade dog biscuit business – “Vance Chapman Chews”.
2. Rationale for selecting the initiative	<ul style="list-style-type: none"> <li>-COVID procedures and regulations had impacted important programming in the Special Needs class, in particular, the cooking program. This project allowed for bringing cooking back in a safe way (no eating the baked goods)</li> <li>-during virtual learning a keen interest in students’ pets became apparent</li> <li>-life skills related to cooking</li> <li>-sense of contribution to community (donating treats to New Hope Dog Rescue)</li> <li>-opportunity for authentic links to student’s individual education plans</li> <li>-raise funds for classroom specific supplies, field trips etc.</li> </ul>
3. Intended outcomes of the initiative related to improved student achievement	<ul style="list-style-type: none"> <li>-life skills (cooking/baking skills)</li> <li>-math skills (measuring, counting)</li> <li>-independence</li> <li>-tolerance for texture, smell, classmate proximity</li> <li>-fine and gross motor skills</li> <li>-school involvement (survey was sent to staff with treats to try for their dogs) teachers provided feedback which helped class decide which treats to produce</li> </ul>

4. Description of the data used	<p>-feedback from teachers that took the trial treats to their pets was analyzed by the group to inform types of treats to be produced and sold</p> <p>-observation of students throughout the project provided assessment of individual goals and used when reporting to parents</p>
5. <b>Brief</b> description of the significant activities or strategies involved with the initiative	<p>The main activity was the actual baking of the treats. The students followed a recipe, measured, mixed, rolled, cut out, baked, tidied up, and washed dishes. However, many other skills were incorporated. The treats were counted out, grouped and bagged for distribution. Students created the labels which included the ingredients and a student created logo. Some students helped track orders coming in and going out. The New Hope Dog Rescue came to Vance Chapman for a visit to collect the treats that were being donated to their organization.</p>
6. <b>One or two</b> highlights of the above activities	<p>- Having New Hope Dog rescue come for a visit with Luigi (elderly dog in their care with his own special needs). The students had a visit and gave them a large supply of dog treats to share with their dogs in care.</p> <p>- There was an overwhelming response from school community with the purchase of the treats (fund raiser was a huge success).</p>
7. Description of any unexpected results or “moments of serendipity” related to the initiative	<p>It was wonderful to see the joy and pride the students felt meeting Luigi and handing over the treats that were a result of hard work and teamwork! The process also resulted in the students and staff having fun together cooking again. The student’s enjoyment was proven when they were volunteering for jobs (even doing dishes). The unexpected huge success of the fundraiser has resulted in the class having funds to have special lunches, field trips and supplies for their room.</p>
8. Description of <b>one or two</b> interesting findings that would be useful or helpful to other schools	<p>Start small – It was helpful to only offer orders to staff first to determine interest and how much time orders would take to fill. This allowed the team to be prepared for the rush of orders once it opened up to the school community.</p>
9. Identification of <b>one or two</b> noteworthy hurdles or stumbling-blocks	<p>-Finding a few suitable recipes that did not contain any allergens but would still be appealing to the dogs.</p> <p>-cooking facilities</p>

<p>10. Next steps in pursuing the initiative</p>	<ul style="list-style-type: none"> <li>- Now that some restrictions have been lifted, we can invite another class or other students to foster integration and foster school community</li> <li>- Possibly a spring fundraiser to set aside funds for Fall field trips and class supplies</li> </ul>
<p>11. Lessons learned about the school's efforts to improve student achievement</p>	<p>- The big lesson for us is that during these challenging times it's necessary to think out of the box. Lydia (teacher) and her team did just that. They knew that the students needed to engage in life skills such as cooking to meet the students very different individual education goals. It was worth the risk and hard work! This project brought joy to the students, staff, school community and the dogs!</p>

LAKEHEAD DISTRICT SCHOOL BOARD

**MINUTES OF STANDING COMMITTEE**

Virtual  
Via Microsoft Teams

2022 MAR 08  
7:30 p.m.

**TRUSTEES PRESENT:**

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

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

**TRUSTEE ABSENT, WITH REGRET:**

Deborah Massaro

**SENIOR ADMINISTRATION:**

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

**FEDERATION/UNION REPRESENTATIVES:**

Helen Valnycki, Managers

**PUBLIC SESSION:**

1. **Introduction of 2022-2023 Indigenous Student Trustee**

Trustee Tuchenhagen introduced Alexa Sagutcheway, a Grade 11 student at Westgate Collegiate and Vocational Institute, as the incoming 2022-2023 Indigenous student trustee.

2. **Approval of Agenda**

Moved by Trustee Arnone

Seconded by Trustee Chambers

*“THAT the Agenda for Standing Committee Meeting, March 8, 2022, be approved.”*

**CARRIED**



3. Resolve into Committee of the Whole – Closed Session

Moved by Trustee Doughty-Smith

Seconded by Trustee Sitch

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

- *Confirmation of Committee of the Whole – Closed Session Minutes of the Standing Committee Meeting – February 8, 2022;*
- *Legal Matters;*

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

CARRIED

COMMITTEE OF THE WHOLE – CLOSED SESSION:

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

PUBLIC SESSION:

5. Confirmation of Minutes

Moved by Trustee Saarinen

Seconded by Trustee Arnone

*“THAT the Standing Committee approve the Minutes of the Standing Committee Meeting, February 8, 2022.”*

CARRIED

MATTERS NOT FOR DECISION:

6. COVID-19 General Update

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

MATTERS FOR DECISION:

7. Approval of Appointment to the Special Education Advisory Committee (027-22)

Moved by Trustee Arnone

Seconded by Trustee Oikonen

*“THAT Lakehead District School Board approve the appointment of Sarah Niles as a replacement member to the Special Education Advisory Committee representing Dilico Anishinabek Family Care, for the term ending November 30, 2022.”*

CARRIED

8. Appointment of an External Member to the Audit Committee (030-22)

Moved by Trustee Doughty-Smith

Seconded by Trustee Wemigwans

*“THAT Lakehead District School Board appoint Mr. Lorenzo Di Gregorio as an external member to the Audit Committee to serve a three-year term commencing March 22, 2022 and ending March 22, 2025.”*

CARRIED

9. Indigenous Trustee Report (032-22)

Moved by Trustee Saarinen

Seconded by Trustee Arnone

*“THAT Lakehead District School Board request that the First Nations’ Chief and Council of the First Nations communities with whom we have a signed Education Service Agreement, work together to appoint a person to be a member of the LDSB Board of Trustees and forward the name of their appointee to the Board, in writing, by October 24, 2022, as outlined in Report No. 032-22.”*

CARRIED

10. Information and Inquiries

10.1 Trustee Chambers informed trustees that she attended the ice fishing event on March 3, 2022, at the Prince Arthur’s Landing where Lakehead Public Schools’ students learned about ice fishing.

10.2 Trustee Sitch informed trustees that he attended the Ontario Public School Boards’ Association (OPSBA) Board of Directors Meeting. He reminded trustees of the following upcoming OPSBA events: April 9, 2022 Spring Council meeting, April 28, 2022 Labour Relations Symposium, April 29-30 Board of Directors Meeting, and the June 9-11 OPSBA Annual General Meeting.

10.3 Trustee Doughty-Smith informed trustees that she attended a Kingsway Park Public School hockey game. Kingsway Park Public School Grade 4 students and the Kam River Fighting Walleye played against each other.

10.4 Trustee Chambers asked about Kindergarten Registration Night and how Kindergarten registration is going so far. Superintendent Keene spoke to the registration numbers indicating that we have had 460 junior Kindergarten students registered as of March 8, 2022, which is on track with what would normally be anticipated at this time. Stephanie Rea, Communications Officer, spoke to the Kindergarten Registration Night and indicated that it was a well-attended event. Approximately 147 families participated online during the live event and there have been many YouTube views of the recorded presentation since the live event.

11. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Arnone

*"THAT we do now adjourn at 7:52 p.m."*

CARRIED

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2022 APR 12  
Report No. 038-22

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

RE: HONORARIA FOR BOARD MEMBERS - UPDATE

1. Background

- 1.1 Ontario Regulation 357/06 "Honoraria for Board Members" sets out the base amount and process for determining the level of honoraria for board members of district school boards.
- 1.2 On December 8, 2010, The Public Sector Compensation Restraint to Protect Public Services Act, 2010 was made effective retroactively to March 24, 2010, freezing remuneration for employers, office holders, and employees of public sector entities until the beginning of April 2012. This included trustee honoraria.
- 1.3 On March 31, 2012, the minister of education amended Ontario Regulation 357/06 "Honoraria for Board Members" to maintain the limits on trustee honoraria until March 31, 2014, to the levels that would have been obtained had the restraint period not ended.
- 1.4 On March 28, 2014, the minister of education further amended Ontario Regulation 357/06 "Honoraria for Board Members", to maintain the current base amount of honoraria at \$5,900 for the 2014-2018 term of office.
- 1.5 On August 24, 2018, the minister of education released B14 Memo 2018: announcing base amount would remain \$5,900.

2. Conclusion

In accordance with Ontario Regulation 357/06, the base trustee honoraria for trustees of Lakehead District School Board will continue to be \$5,900 for the 2022-2023 school year.

Respectfully submitted,

KIRSTI ALAKSA  
Superintendent of Business

IAN MACRAE  
Director of Education

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2022 APR 12  
Report No. 039-22

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

RE: NEW TEACHER INDUCTION PROGRAM

1. Background

- 1.1 The New Teacher Induction Program (NTIP) has been designed to support the growth and professional development of new teachers for up to two years. It also provides school boards and administration with the strategies, as well as the funding required, to support new teachers as they develop the requisite skills and knowledge that will enable them to achieve success as experienced teachers in Ontario.
- 1.2 New teachers are defined as all teachers certified by the Ontario College of Teachers who have been hired into permanent positions, full-time or part-time, by a school board to begin teaching for the first time in Ontario. Teachers are considered “new” until they successfully complete the NTIP or when 24 months have passed since the date on which they first began to teach for a board.
- 1.3 All teachers new to publicly funded schools in Ontario are required to participate in the NTIP. All publicly funded boards are required to offer three elements of the program to new teachers, which are as follows:
- orientation for all new teachers to the school and school board;
  - professional learning relevant to the individual needs of new teachers; and
  - mentoring for new teachers by experienced teachers.
- Principals are also required to complete two performance appraisals for new teachers in the twelve months after they begin teaching.
- 1.4 In September 2010, an amendment was made to the definition of new teachers for the purposes of NTIP. Boards now include beginning long-term occasional (LTO) teachers in the induction elements of NTIP. A beginning LTO teacher is defined as a certified occasional teacher who is in their first long term assignment, with that assignment being 97 or more consecutive school days as a substitute for the same teacher.
- 1.5 In September 2018, a further amendment was made to include beginning occasional teachers, short and long term occasional teachers, continuing education teachers, permanent hires past year one and mentors supporting any beginning teacher.
- 1.6 Upon successful completion of NTIP, the Ontario College of Teachers places a notation on the teacher’s Certificate of Qualification and Registration. This provides public assurance that the teacher has demonstrated successful teaching in an Ontario publicly-funded school board.

## 2. Situation

- 2.1 Professional development in areas such as literacy and numeracy, effective assessment practices, special education, Indigenous education, classroom management, communication with parents, strategies for effective teaching in itinerant subjects, technology in the classroom and other activities aligned with current Board and ministry initiatives are key priorities.
- 2.2 Presently at Lakehead District School Board (LDSB), there are 27 new elementary teachers hired in 2021/2022. There are an additional 28 elementary teachers who meet the parameters for beginning LTO teachers and have been included in NTIP.

## 3. Key Actions

### 3.1 New Teacher Orientation

Orientation procedures for new teachers have been prepared for both the school and system levels.

- School level orientation includes the use of an Individual NTIP Strategy Form which has been developed for principals/vice principals. Staff meetings and Professional Learning Community meetings provide additional orientation for the new teacher about the strengths, needs and priorities that are specific to the school community.
- System level orientation delivered by NTIP facilitators includes an introduction to LDSB organization, operation and priorities, professional development as well as to NTIP itself.

### 3.2 Mentoring

3.2.1 An experienced teacher provides on-going support to enable the new teacher to improve his or her skills and confidence through participation in an effective professional, confidential relationship. The mentor acts as a role model, coach and advisor to the new teacher, sharing his/her experience and knowledge about effective teaching practices to promote student success on an ongoing basis.

3.2.2 Mentors are school-based and release time is provided for new teachers and their mentors to meet during the school year.

### 3.3 Professional Development and Training

The NTIP has been designed to support the growth and professional development of teachers. As such, professional development is provided that meets the specific needs of the new teacher.

- The NTIP team recognizes the need to differentiate professional development opportunities for new teachers, considering the teacher's previous experience, current teaching assignment and individual needs.
- Professional development opportunities include literacy and numeracy strategies, assessment and evaluation, positive behavior management, special education, and strategies for teaching itinerant subjects (i.e. music).

- All new teachers are part of a Microsoft Team (NTIP 2021/2022) which provides an excellent forum for professional discussions as it pertains to teaching/ learning for both students and teachers.
- New teachers are invited to participate in system-level professional development workshops that are offered throughout the year.

### 3.4 Teacher Performance Appraisal (TPA)

While the teacher is in their first year of the NTIP, two teacher performance appraisals are required. If, during the first year, a principal determines the teacher needs development, that teacher would continue in the NTIP for another 12-month period. Once teachers have completed the NTIP successfully, the Ontario College of Teachers is notified so that this information may be recorded on the teaching certificate.

### 3.5 Sustainability

A long range plan for the yearly implementation of the NTIP has been developed, and will be reviewed to measure the success of the program as well as to inform next steps for the coming year.

## 4. Next Steps:

Continue to offer professional development opportunities via In-Person/Teams:

- Literacy and Numeracy;
- SeeSaw, Teams and MathUP platforms; and
- System and school level initiatives.

## 5. Conclusion

Lakehead District School Board is committed to providing support for new teachers. The New Teacher Induction Program is an excellent process for teachers to receive effective instructional and classroom practices that promote student success.

Respectfully submitted,

FRED VAN ELBURG  
Elementary Coordinator

AJ KEENE  
Superintendent of Education

IAN MACRAE  
Director of Education

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2022 APR 12  
Report No. 040-22

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

RE: STUDENT ACHIEVEMENT

1. Background

- 1.1 Lakehead District School Board's (LDSB) Strategic Plan places student achievement and well-being at the center of our ongoing pursuit of excellence and our commitment to every student.
- 1.2 The Education Quality and Accountability Office (EQAO) assesses students' skills and knowledge in reading, writing and mathematics, at key points in their education.
- 1.3 The Education Quality and Accountability Office is one measure of student achievement, and these results are considered in conjunction with school-based information to plan for continuous improvement.

2. Situation

The Student Achievement report annually summarizes Lakehead Public Schools student achievement on the primary assessment, junior assessment, Grade 9 mathematics assessment, and the Ontario Secondary School Literacy Test (OSSLT).

3. Grades 3, 6, 9, and 10 Assessments for the 2020-2021 School Year

- 3.1 All primary and junior EQAO assessments were cancelled for the 2020-2021 school year.
- 3.2 Both the primary and junior EQAO assessments will take place in all schools in late May and early June of 2022.
- 3.3 Students enrolled in Grade 9 mathematics courses during semester one in the 2020-2021 school year were scheduled to participate in the provincial Grade 9 assessment of mathematics. While the assessment is online, students needed to be in person to complete the test. Due to the period of at-home learning in January, semester one Grade 9 students did not write the test. Students who are enrolled in Grade 9 mathematics during semester two will write the test in June 2022.



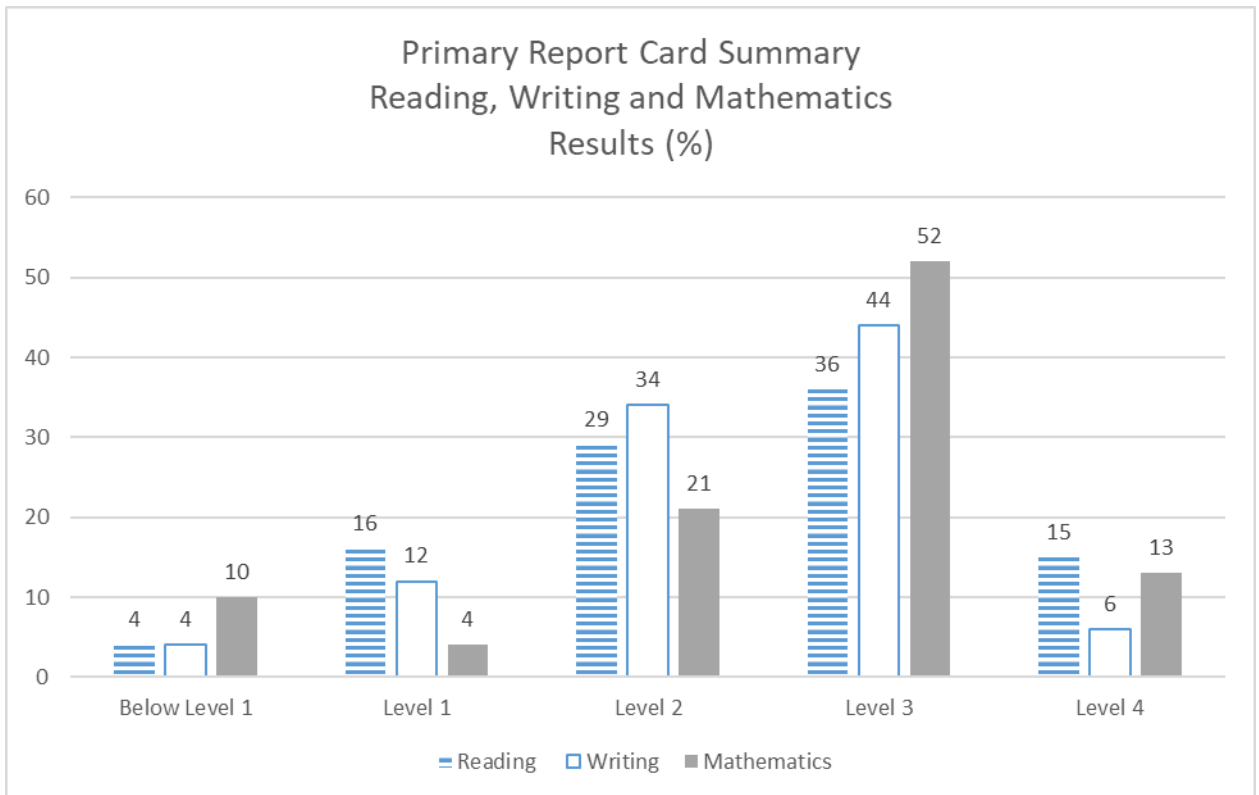
3.4 The OSSLT requirement is once again waived for students graduating this year. Students who graduate in the 2022-2023 school year and beyond will be required to complete the OSSLT requirement for graduation. All three secondary schools have been having cohorts of Grades 10 and 11 students writing the OSSLT this year. In semester one, 486 students, consisting of mostly Grade 11 and non-graduating Grade 12 students, wrote the online test. This spring, an additional 594 students, consisting mostly of Grade 10, and some Grade 11 students, will be writing in the window from March to the end of May 2022.

4. Student Achievement

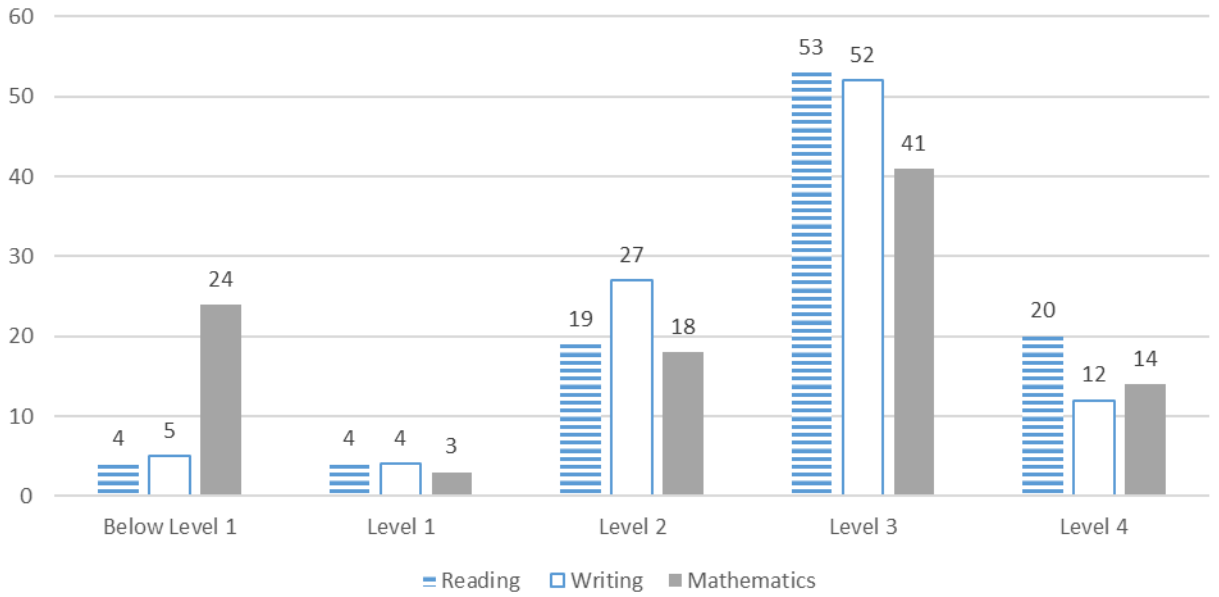
4.1 Summary and Analysis – Interim Report Card Data – Reading, Writing and Number Sense, and Numeration February 2022

Based on these interim report card marks, those students who are achieving at or above the provincial standard in reading, writing and mathematics are:

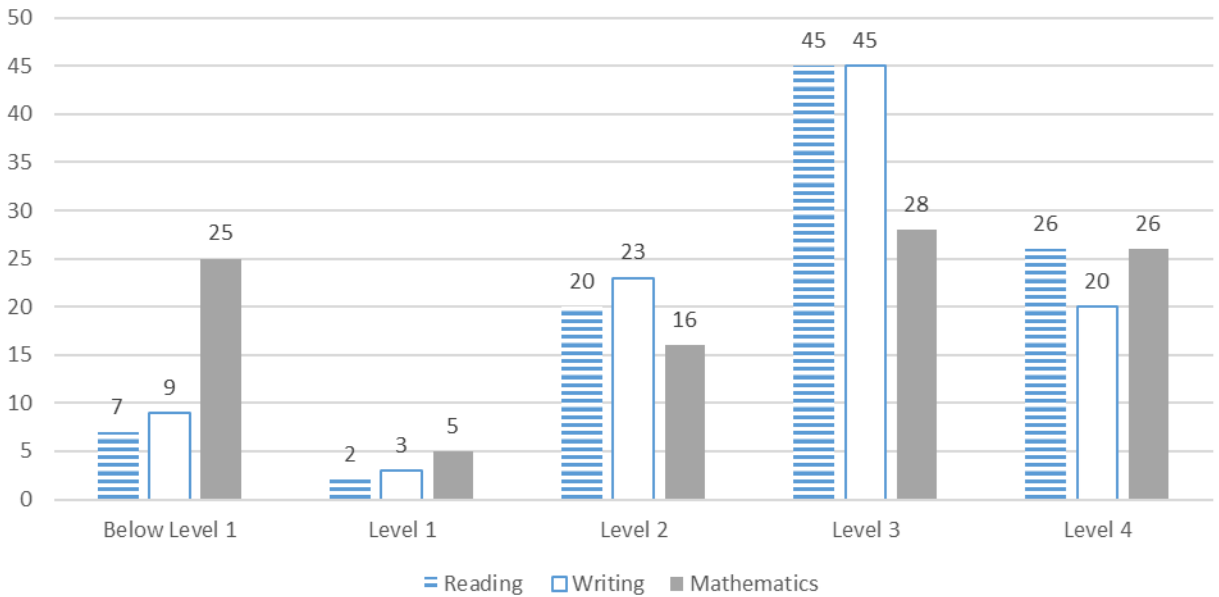
- Primary – Reading: 51%, Writing: 50% and Mathematics: 65%;
- Junior – Reading:73%, Writing: 64% and Mathematics :55%; and
- Intermediate – Reading: 71%, Writing: 65% and Mathematics: 54%.



### Junior Report Card Summary Reading, Writing and Mathematics Results(%)

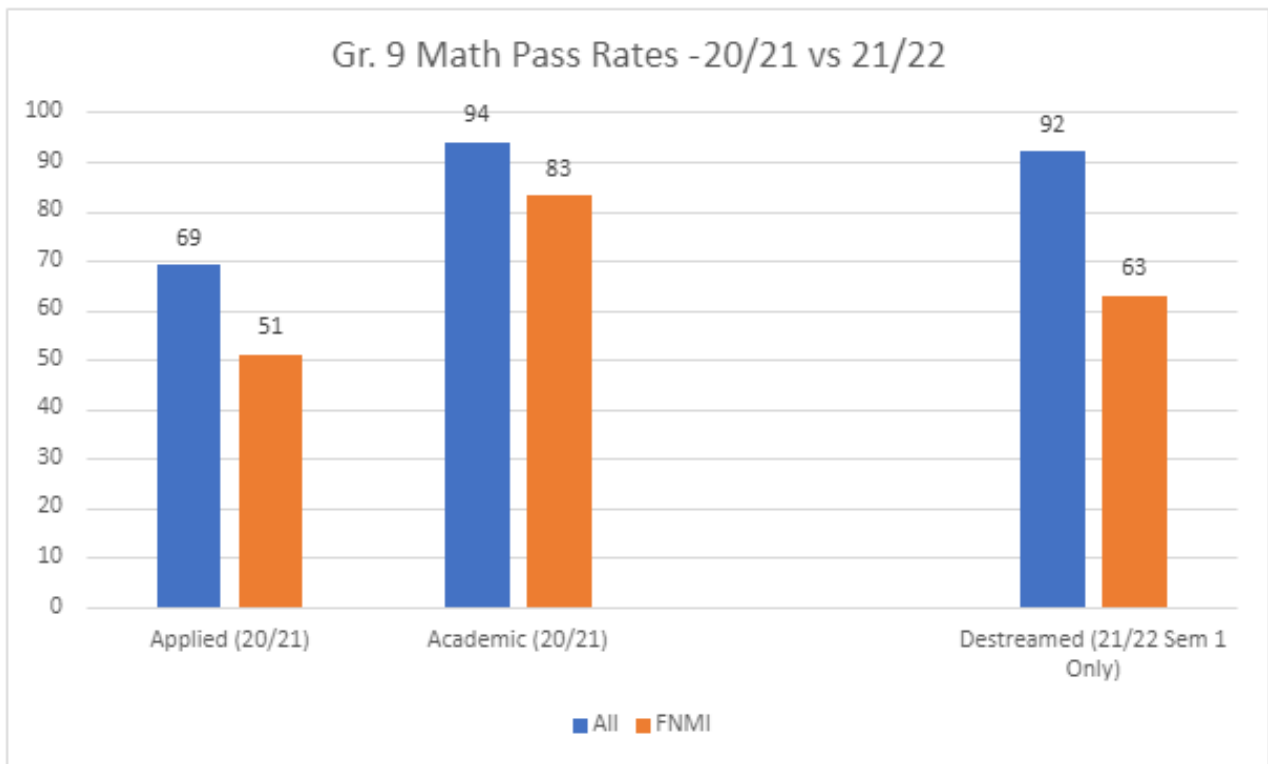


### Intermediate Report Card Summary Reading, Writing and Mathematics Results (%)



#### 4.2 Secondary Student Achievement Data

Students taking the de-streamed Grade 9 math course, MTH 1W, had an 89.9% pass rate in semester one, with our self-identified First Nation Métis, and Inuit (FNMI) students achieving a pass rate of 62.7% Board wide. When accounting for attendance, the pass rate was 96.6% when students had fewer than 30 absences. Seventy per cent of students taking the de-streamed math course achieved provincial standard, level 3 or higher. For comparison, students in semester one academic English classes had a 95.2% pass rate, while students in applied English classes had an 80.2% pass rate. Seventy-five point three per cent of academic English students achieved at provincial standard or higher versus 51.7% of applied English students.



## 5. Next Steps

- 5.1 Significant system-based supports are in place to support literacy and numeracy development:
- Haggerty was introduced as a pilot in 12 schools in Kindergarten and Grade 1;
  - Pratique Phonemique a Tier 1 program (K-1) piloted at École Gron Morgan Public School;
  - Lexia Core 5 in Grade 2 as a Tier 1 intervention for all Grade 2 students in the system;
  - Lexia as a Tier 2 intervention for students beyond Grade 2;
  - Lexia PowerUp available as a Tier 1 intervention for Grade 9 students;
  - Empower as a Tier 3 intervention; and
  - Focused school-based support at the classroom level in targeted schools.
- 5.2 Schools remain focused on sustaining and continuing to improve on gains made in literacy with a focus on new teachers and their mentors along with targeted supports to identify and respond to gaps. Based on assessment data, primary literacy programming is being implemented to support students.
- 5.3 The Special Education Department continues to focus on efficient alignment and use of resources to support success for all students. Ongoing training and resources have been dedicated to enhancing staff capacity to better understand individual student strengths and needs, and how to meet those individual needs using tools such as the Individual Education Plan, Student Support Plan as well as programs like Lexia and Empower. Special Education facilitators and central support staff will continue to play a role at the school level through Professional Learning Community meetings (PLCs) in order to assist in the planning and monitoring of strategies and interventions to support learning for all students.
- 5.4 All schools, system wide, continue to have a focus on improving mathematics and literacy learning and teaching for all students and on closing the gap for students not currently achieving at grade level. Every school in the system will be required to include a mathematics and/or literacy goal in their Student Learning Plan as well as a goal in Indigenous Education and Mental Health and Well-Being.
- 5.5 Program staff will work with teachers from the remaining departments being de-streamed next year: science, communications, and social sciences, to plan how de-streamed courses will be delivered next year.
- 5.6 Professional development will continue to be focused on improving student achievement through a variety of structures:
- continue to refine diagnostic assessments to identify gaps in literacy and numeracy;
  - continue the focus on building mathematics content knowledge as well as pedagogy;
  - ensure teachers and administrators are aware of and able to implement evidence based instructional strategies; and
  - focus on a deep understanding of assessment and evaluation to improve student success, engagement, and well-being.

- 5.7 Program staff will work collaboratively with administrators and teachers to create a plan for schools targeting the specific needs in each division and transition, provide grade specific training focused on numeracy and literacy strategies, and provide additional support for students in targeted classrooms and schools.
- 5.8 Access to assistive technology and devices will continue to support the needs of all learners at all grade levels. Literacy and numeracy interventions and differentiated instruction will continue in all schools to support individual student learning needs and inform next steps.

6. Conclusion

Improving student learning and closing gaps in achievement will continue to be the focus at LDSB. Through targeted professional learning, data analysis, at-the-elbow coaching, Ministry support and research-based instructional strategies, LDSB will continue to support the learning of all students.

Respectfully submitted,

FRED VAN ELBURG  
Program Coordinator

NICHOLAS SACEVICH  
Student Success Lead/MISA Board Lead

MAUREEN ABBOTT  
Principal of Program and Early Years

AJ KEENE  
Superintendent of Education

MICHELLE PROBIZANSKI  
Superintendent of Education

IAN MACRAE  
Director of Education

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2022 APR 12  
Report No. 041-22

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

RE: 2022 MUNICIPAL ELECTION – ALTERNATIVE VOTING METHODS FOR ELECTIONS

1. Background

- 1.1 Lakehead District School Board is responsible for conducting the election of trustees for the co-terminus school boards within the Province of Ontario localities (area without municipal organization).
- 1.2 Ontario Municipal Elections Act Section 42 states that the council of a local municipality may pass a by-law on or before May 1 in the year of the election to authorize “electors to use an alternative voting method, such as voting by mail or by telephone, that does not require electors to attend at a voting place in order to vote”.
- 1.3 Lakehead District School Board used the “vote by mail” alternative voting method for the past six trustee elections.
- 1.4 Administration has determined that the alternative voting method is more cost-effective and results in a greater level of participation than traditional methods.

2. Situation

In areas without municipal organization, the school Board is responsible for conducting the municipal election. These areas are of considerable size and have a sparse population. The need to use an alternative voting method is required to effectively conduct the trustee election. A new by-law must be passed to authorize the use of an alternative voting method for the 2022 municipal election.

3. Conclusion

As a result of the merger with the District School Authorities, a report will come forward at the next Regular Board meeting to:

- 3.1 rescind By-Law 115 authorizing the use of an alternative voting method for the 2022 election of trustees; and
- 3.2 adopt a new by-law authorizing the use of an alternative voting method for the election of trustees for the Province of Ontario localities - Auden, Armstrong, Collins, Ferland, and Lakehead (areas without municipal organization).

Respectfully submitted,

BRUCE SAUDER  
Administrative Services

DAVE COVELLO  
Manager of Information Technology and Corporate Planning

KIRSTI ALAKSA  
Superintendent of Business

IAN MACRAE  
Director of Education

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2022 APR 12  
Report No. 037-22

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

RE: POLICY DEVELOPMENT - 8066 SAFE ARRIVAL

1. Background

- 1.1 It is the policy of Lakehead District School Board (LDSB) that policies will be developed/reviewed in accordance with 2010 Policy Development and Review Policy.
- 1.2 The Ontario Ministry of Education introduced PPM 123 which outlined policy and practices for safe arrival programs for boards of education across Ontario.
- 1.3 On February 10, 2022, the draft policy and procedures were posted on the Board website for constituent feedback and comment with input to be received by March 23, 2022.

2. Situation

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

RECOMMENDATION

It is recommended that Lakehead District School Board approve 8066 Safe Arrival Policy Appendix A to Report No. 037-22.

Respectfully submitted,

AJ KEENE  
Superintendent of Education

IAN MACRAE  
Director of Education



**8000 School-Community Relations****8000**

DRAFT – APRIL 12, 2022

**SAFE ARRIVAL POLICY****8066**1. Rationale

Lakehead District School Board (LDSB) is committed to the safety of students. A safe arrival absence management system will be implemented for every elementary school in conjunction with daily school attendance-taking.

2. Policy

- 2.1 It is the policy of LDSB to maintain a safe arrival system in every elementary school that allows for communication between home and school to ensure the safe arrival of all students in elementary school.
- 2.2 Every elementary school must have in place a comprehensive safe arrival program to allow parents and staff to account for a student's unexplained absence. Schools shall make all reasonable efforts to make timely contact with parent(s)/guardian(s), or designated emergency/additional contacts when a student is absent and the school has not been notified by the parent(s)/guardian(s).
- 2.3 Parent(s)/guardian(s) are responsible for their child(ren)'s safety. Safe arrival programs are a mechanism in elementary schools that can be used to account for any pupil's unexplained failure to arrive at school.

3. Guiding Principals

- 3.1 All elementary schools have procedures in place that are conducted in conjunction with daily school attendance-taking procedures and that aim to account for any student's unexplained failure to arrive at school through reasonable efforts to make timely contact with parent(s)/guardian(s).
- 3.2 Implementation should exercise local discretion and take into account the unique circumstances of every school.
- 3.3 Programs will consider and prepare for both normal, recurring circumstances and unusual events and conditions (for example, inclement weather or bus cancellations).
- 3.4 Individuals involved in delivering the safe arrival program should receive appropriate training and supervision.
- 3.5 Any volunteers involved in delivering the safe arrival program must be trained in the adherence of protection of privacy of personal information.
- 3.6 There should be a reliable method for parent(s)/guardian(s) to communicate planned/known student absences or lateness to school on a timely basis.

<p><b>8000 School-Community Relations</b></p> <p style="text-align: center;">DRAFT – APRIL 12, 2022</p> <p style="text-align: center;"><b>SAFE ARRIVAL POLICY</b></p>	<p style="text-align: center;"><b>8000</b></p> <p style="text-align: right;"><b>8066</b></p>
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3.7 Information about the features of the elementary school's safe arrival program and the roles and responsibilities of all parties, should be communicated clearly and effectively by the principal to the school community at the beginning of each school year, and to additional registrations occurring throughout the year.

4. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
8066 Safe Arrival Procedures	<u>Date Revised</u>	Ministry of Education Policy and Program Memorandum (PPM) 123, February 2, 1999  Education Act, R.S.O. 1990, c. E.2  Municipal Freedom of Information and Protection of Privacy Act (MFFIPA)

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<b>8000 School-Community Relations</b>	<b>8000</b>
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<b>SAFE ARRIVAL PROCEDURES</b>	<b>8066</b>

1. Policy

It is the policy of Lakehead District School Board to maintain a safe arrival system in every elementary school that allows for communication between home and school to ensure the safe arrival of all students in elementary school.

2. Definitions

**Emergency Contact:** Any person, designated by parent(s)/guardian(s) who is available to be contacted in the event of an unexplained student absence, when the parent(s)/guardian(s) are unable to be reached.

3. Responsibility of the Board

Lakehead District School Board will maintain an attendance reporting system that is accessible to parent(s)/guardian(s) to report their child's late arrival or absence quickly and conveniently.

4. Responsibilities of Parent(s)/Guardian(s)

4.1 On the student admission form and annual student verification form, parent(s)/guardian(s) will provide current contact information, including:

- primary contact numbers for parent(s)/guardian(s);
- work phone numbers for parent(s)/guardian(s); and
- phone number of emergency contact(s) and/or additional contacts.

4.2 Parent(s)/guardian(s) will indicate who should be contacted for the safe arrival program.

4.3 Parent(s)/guardian(s) will ensure that the school has accurate and current contact information at all times.

4.4 Parent(s)/guardian(s) will provide updated information as necessary throughout the school year.

4.5 Parent(s)/guardian(s) will inform emergency contacts and any additional contacts that calls may be made to them if a parent/guardian cannot be reached when a child does not arrive at school.

4.6 Parent(s)/guardian(s) will communicate with the school prior to the school's start in the morning when a child will be absent or late for any reason during the school day.

4.7 Parent(s)/guardian(s) will provide written or verbal permission for their child to leave during the school day.

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5. Responsibilities of Elementary School Principals/Designates

- 5.1 Principals will organize and implement an effective safe arrival program that meets the needs of their school population and timetable.
- 5.2 Principals will stress the need for parent(s)/guardian(s) to provide current information for safe arrival programs.
- 5.3 Principals will inform parent(s)/guardian(s) that if an unexplained absence of their child occurs, calls may be made to the home, the parents'/guardians' place of work, the emergency contact, or any additional contacts.
- 5.4 Principals may enlist the aid of staff to implement safe arrival programs.
- 5.5 Principals may modify safe arrival programs to take into account unusual events and conditions such as inclement weather, late buses or bus cancellations.
- 5.6 Principals will ensure that the safe arrival program includes the following steps:
- Attendance is to be taken a minimum of once daily, within a reasonable amount of time from the start of the instructional day.
  - An attendance record is maintained, including a list of calls from parent(s)/guardian(s) who call to report absences or lateness. The attendance record shall include a list of safe arrival calls that are made by the school when there is an unexplained student absence. This record lists who has been called and when, and the result of each call.
  - Absences recorded by teachers are checked against those listed in the attendance record.
  - Phone calls are made in the order specified in the information provided by parent(s)/guardian(s).
  - An effort is made to check with any present siblings of pupils with unexplained absences, to determine if there is additional, pertinent information.
  - Principals will decide what action to take if contact cannot be made with the parent(s)/guardian(s), emergency or additional contact(s).
- 5.7 Police may be contacted when the school and the home, parent(s)/guardian(s) at work, emergency or additional contact(s) cannot reasonably account for a student's unexplained failure to arrive at school.

6. Responsibilities of Teachers

- 6.1 Teachers will record attendance and return it promptly to the office.

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6.2 Teachers will notify the office of students who arrive after attendance has been recorded.

7. 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>
8066 Safe Arrival Policy	<u>Date Revised</u>	

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## **General**

These practices outline how safe arrival programs are carried out at elementary schools and the roles and responsibilities of principals, teachers and parent(s)/guardian(s).

## **Reported Lates/Absences**

When parent(s)/guardian(s) report their student's late arrival or absence, the late arrival or absence will be recorded and parent(s)/guardian(s) will receive confirmation from SchoolMessenger. The automated system call-out will NOT be activated when a child's late arrival or absence has been reported.

Telephone: 1-844-288-7624

SchoolMessenger Website: <https://asp.schoolmessenger.ca/lakeheadschoools>

Free Smartphone App: available to download at the SchoolMessenger Website

## **Unreported Lates/Absences**

If a student's late arrival or absence is unverified, the automated notification system will try to contact parent(s)/guardian(s) using the communication preferences as entered in the SchoolMessenger system. This may include email, text and/or phone communication. The system will be seeking verification of the late arrival or absence. Parent(s)/guardian(s) will need to follow all prompts to indicate the reason for the late arrival or absence through the automated system.

The school principal will ensure that every reasonable effort is made to confirm unexplained pupil absences using the following order of contact:

1. parent(s)/guardian(s);
2. emergency contacts in the order you have provided; and
3. check with other siblings who may or may not be at school.

In the event that the principal has undue concerns regarding a student absence, Thunder Bay Police Services, or the Ontario Provincial Police may be contacted.

## **Elementary School Principals/Designates will:**

- ensure office staff is designated and trained to implement the safe arrival program;
- ensure that any volunteer staff is trained in adherence of protection of privacy of personal information;
- determine the cut-off time for submitting of attendance appropriate for the specific circumstances of the school;
- ensure up to date records of parent(s)/guardian(s) and emergency contacts are maintained;
- take into account both normal, recurring circumstances and unusual events and conditions (for example, inclement weather or bus cancellations);
- ensure the safe arrival plan is communicated at the beginning of each school year, and as required throughout the year (e.g., for new registrations); and
- review the program periodically to confirm its effectiveness.

**Elementary School Homeroom Teachers will:**

- record attendance daily by the cut-off time communicated; and
- notify the office of students who arrive after attendance has been recorded.

**Elementary Parent(s)/Guardian(s) will:**

- communicate pupil absences or lateness to the school on a timely basis;
- provide the school with complete and current emergency information to enable the school to make any necessary follow-up contacts;
- upon receiving an automated message, listen to the full message and respond to the prompts to validate the pupil's attendance; and
- inform emergency contacts they may be contacted in the event of an unvalidated absence.

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2022 APR 12  
Report No. 042-22

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

RE: POLICY REVIEW – 3001 GOVERNANCE

1. Background

- 1.1 The 3001 Governance Policy was last revised on April 23, 2019.
- 1.2 At the May 25, 2021 Regular Board meeting, the 3001 Governance Policy was approved for review during the 2026-2027 school year as part of the policy development and review cycle.

2. Situation

- 2.1 As part of the review initiated by the Board to update the Board Self-Assessment process, suggested revisions were brought forward for 3001 Governance Policy.
- 2.2 As a result of requiring revisions, it is being recommended that 3001 Governance Policy be moved to the Policy Review Schedule for 2021-2022.

RECOMMENDATION

It is recommended that Lakehead District School Board approve the review of 3001 Governance Policy as indicated in Report No. 042-22.

Respectfully submitted,

IAN MACRAE  
Director of Education



LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2022 APR 12  
Report No. 043-22

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

RE: POLICY REVIEW – 3060 LEASING OF SPACE

1. Background

- 1.1 At the May 25, 2021 Regular Board Meeting, 3060 Leasing of Space Policy was approved for review during the 2021-2022 school year as part of the policy development and review cycle.
- 1.2 On February 9, 2022, the policy was posted on the Board website and distributed to constituent groups for review and comment with input to be received by April 20, 2022.

2. Situation

- 2.1 The policy is attached as Appendix A and the procedures as Appendix B.
- 2.2 Upon final approval, the policy and procedures will be distributed according to Board procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 3060 Leasing of Space Policy, Appendix A to Report No. 043-22.

Respectfully submitted,

DAVE COVELLO  
Manager of Information Technology and Corporate Planning

KIRSTI ALAKSA  
Superintendent of Business

IAN MACRAE  
Director of Education

<b>BUSINESS AND BOARD ADMINISTRATION</b>	<b>3000</b>
<b>DRAFT – April 12, 2022</b>	
<b>LEASING OF SPACE POLICY</b>	<b>3060</b>

1. Rationale

Lakehead District School Board (LDSB) occasionally has unused space in one or more facilities and periodically community organizations request to lease space from the Board. The Board recognizes that locating certain community organizations in school facilities may create mutually beneficial relationships. Providing leased space can strengthen the role of schools in communities, provide a place for programs and facilitate the coordination of, and improve access to, services for students and the wider community.

2. The Policy

It is the policy of LDSB to provide available space within its jurisdiction to community organizations through leasing arrangements in order to share facilities to the benefit of the Board, students and the community, and to optimize the use of public assets owned by the Board.

3. Guidelines

- 3.1 Available space in open and operating schools is identified annually as outlined in 9015 Facility Partnership Policy and Procedures.
- 3.2 Authority to lease space will be the responsibility of the superintendent of business, in consultation with the principal/building manager.
- 3.3 Terms of leases will be arranged by the superintendent of business with prospective tenants.
- 3.4 Clauses contained in normal landlord/tenant leases will be included in Board leases, without limiting the scope of Board leases: i.e., insurance, alterations, sub-leasing, non-payment of rent, damage to premises, parking, escape clauses, etc.
- 3.5 The lease cost for non-profit organizations will be determined after consideration of the area and nature of space required, and costs to the Board.
- 3.6 The lease cost of profit-oriented organizations will be in accordance with current rates in the community.

<b>BUSINESS AND BOARD ADMINISTRATION</b>	<b>3000</b>
<b>DRAFT – April 12, 2022</b>	
<b>LEASING OF SPACE POLICY</b>	<b>3060</b>

3.7 Payments in services or kind will be equated to the appropriate cash value by the superintendent of business.

3.8 Revenue from leases will be credited to general Board funds.

4. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
9015 Facility Partnership Policy	October 5, 1982	
8011 Use of School Buildings, Facilities and Ground Policy	<u>Date Revised</u> April 28, 2009 February 25, 2014 April 12, 2022	
8070 Safe Schools – System Expectations Policy		

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<b>BUSINESS AND BOARD ADMINISTRATION</b>	<b>3000</b>
<b>DRAFT – April 12, 2022</b>	
<b>LEASING OF SPACE PROCEDURES</b>	<b>3060</b>

1. Policy

It is the policy of Lakehead District School Board to provide available space within its jurisdiction to community organizations through leasing arrangements in order to share facilities to the benefit of the Board, students and the community, and to optimize the use of public assets owned by the Board.

2. Definitions

2.1 Available Space - means unoccupied areas within Board owned buildings and grounds that are not required to meet the needs of the Board.

2.2 Costs - may include heat, light, power, water, custodial, maintenance, depreciation, appropriate taxes, ground expenses, and any other items related to the operation of a building.

2.3 Lease - an arrangement providing dedicated use of space for a defined cost.

3. Available Space

3.1 Available space will be determined as outlined in section 3 of 9015 Facility Partnership Procedures and will be identified through the Capital Planning process and updates to the Capital Plan as required. Consideration will be given, but not limited to:

- school needs;
- enrolment projections;
- Board accommodation strategies;
- zoning and site restrictions;
- condition of the school; and
- configuration of the school.

3.2 A review of available space or potentially available space may be initiated by the superintendent of business if a request to lease space is made by a community organization.

<b>BUSINESS AND BOARD ADMINISTRATION</b>	<b>3000</b>
<b>DRAFT – April 12, 2022</b>	
<b>LEASING OF SPACE PROCEDURES</b>	<b>3060</b>

4. Lease Costs

- 4.1 The lease cost for non-profit organizations will be determined after consideration of the area and nature of space required, and costs to the Board.
- 4.2 The lease cost of profit oriented organizations will be in accordance with current rates in the community.
- 4.3 The lease cost will be calculated on a per square foot basis.
- 4.4 For the duration of the lease, the annual Consumer Price Index (all-items) will be applied to the base lease cost.
- 4.5 Costs for renovations to the space may be added to the terms of the lease.
- 4.6 Payments in services or kind will be equated to the appropriate cash value by the superintendent of business.

5. Terms of the Lease

- 5.1 Terms of the lease will be arranged by the superintendent of business with prospective tenants.
- 5.2 Clauses contained in normal landlord/tenant leases will be included, but are not limited to, the following:
  - term and possession;
  - assignment and sub-leasing;
  - use and Government requirements;
  - repair and maintenance;
  - alterations and additions;
  - insurance and liability;
  - damage to the premises;
  - acts of default and landlord remedies;
  - termination upon notice and at end of term; and
  - payment of rent.

<b>BUSINESS AND BOARD ADMINISTRATION</b>	<b>3000</b>
<b>DRAFT – April 12, 2022</b>	
<b>LEASING OF SPACE PROCEDURES</b>	<b>3060</b>

5.3 Clauses requesting compliance with the Board’s existing policies and procedures will be included but are not limited to the following:

- rules and regulations;
- Safe Schools Code of Conduct; and
- custodial and maintenance services provided (Collective Agreement).

6. Administration of Leases

6.1 Overall administration and supervision of leases is to be the responsibility of the superintendent of business.

6.2 Authority to lease space will be the responsibility of the superintendent of business, in consultation with the principal/building manager.

6.3 Renovations, including access to space will be determined and executed or overseen by the Board’s property services department in consultation with the organization.

6.4 Issues concerning the tenancy should initially be directed to the principal/building manager, then to Board staff responsible for leases or facilities, and then the superintendent of business.

7. Review

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

<u>Cross Reference</u>	<u>Date Received</u>	<u>Legal Reference</u>
9015 Facility Partnership Policy	February 25, 2014	
8011 Use of School Buildings, Facilities and Ground Policy	<u>Date Revised</u>	
8070 Safe Schools – System Expectations Policy	April 12, 2022	

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LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2022 APR 12  
Report No. 045-22

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

RE: POLICY REVIEW – 7020 EQUITABLE EMPLOYMENT

1. Background

- 1.1 At the May 25, 2021 Regular Board Meeting, the 7020 Equitable Employment Policy was scheduled for review during the 2021-2022 school year as part of the policy development and review cycle.
- 1.2 On February 9, 2022, the draft policy and procedures were posted on the Board's website and distributed to constituent groups for review and comment with input to be received by March 23, 2022.
- 1.3 No constituent input was received.

2. Situation

- 2.1 The new 7020 Equitable Employment Policy is attached as Appendix A.
- 2.2 Upon final approval, the policy will be distributed according to Board procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 7020 Equitable Employment Policy, Appendix A to Report No. 045-22.

Respectfully submitted,

MAHEJABEEN EBRAHIM  
Human Rights and Equity Advisor

HELEN VALNYCKI  
Human Resource Manager

MICHELLE PROBIZANSKI  
Superintendent of Education

IAN MACRAE  
Director of Education

<b>PERSONNEL AND EMPLOYEE RELATIONS</b>	<b>7000</b>
DRAFT – April 12, 2022	
<b>EQUITABLE EMPLOYMENT POLICY</b>	<b>7020</b>

1. Rationale

***Lakehead District School Board (LDSB) promotes human rights and equity, and is committed to achieving a representative workforce that reflects the diversity in the province, to meet the needs of students.***

Lakehead District School Board is committed to ***the recruitment, promotion, and retention of staff***, providing the ~~human~~ resources necessary to support ***LDSB's Board's*** mission, vision, ***and values, and strategic plans.*** ~~as well as supporting the professional growth and development of all its employees to ensure the full utilization of its human resources.~~

2. Policy

It is the policy of ~~Lakehead District School Board~~ ***LDSB*** to develop, implement, and maintain equitable employment strategies, in order to eliminate barriers to full ~~and equitable~~ participation in employment and ***to engage ensure a well-prepared and diverse workforce for the well-being and success of all students.*** ~~that reflects, understands, and responds to our diverse population.~~

***Hiring decisions are made by LDSB in accordance with applicable legislation, the Ontario Human Rights Code, and collective agreements.***

3. Definitions

- 3.1 Equity - a condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences. ***It is about understanding historical and current day context of marginalized or identifiable groups and recognizing that barriers can arise from systemic discrimination.***
- 3.2 Barriers - policies, procedures or practices that prevent ~~equality~~ ***equity*** of access and outcomes. They can be both systemic and individual.
- 3.3 Equitable Employment – ***involves the identification and*** removal of systemic barriers to equity of access and outcomes ***for designated groups*** in all aspects of employment.
- 3.4 Systemic Discrimination - policies, practices, ~~or~~ procedures, ~~systems or methods of operation~~ which have a negative impact on an identifiable group, whether or not that impact was intended, and which cannot be justified by job-relatedness or business necessity.
- 3.5 Discrimination - ~~an act of making distinctions among social groups based on characteristics such as race, ethnicity, nationality, language, faith, gender, ability, sexual orientation, or gender identity that leads to inequitable treatment of~~



<b>PERSONNEL AND EMPLOYEE RELATIONS</b>	<b>7000</b>
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<b>EQUITABLE EMPLOYMENT POLICY</b>	<b>7020</b>

~~members of the targeted groups, any form of unequal treatment based on a Human Rights Code ground, whether imposing extra burdens or denying benefits. It may be intentional or unintentional. It may involve direct actions that are discriminatory on their face, or it may involve rules, practices, or procedures that appear neutral but disadvantage certain groups of people.~~

- 3.6 Designated groups – refers to four groups in the context of employment – **Indigenous peoples (First Nation, Métis, and Inuit), people of colour or racialized people (“members of visible minorities”), persons with disabilities, and women. In addition, LDSB acts in accordance with 7030 Human Rights and Workplace Harassment policy to uphold human rights of persons from groups who may typically face ~~discrimination or other~~ barriers to equitable opportunities participation because of ~~Designated groups can include but may not be limited to: age, race, ancestry, creed, place of origin, culture, ethnic origin, ethnicity, gender, gender expression, gender identity, disability, language, physical and intellectual ability, race, religion, sex, sexual orientation, family status, marital status, and record of offences. socio-economic status.~~**

#### 4. Guidelines Objectives

**To recruit and retain a representative workforce, LDSB makes the following commitments.**

- 4.1 Practices with respect to employment shall be conducted in accordance with the Ontario Human Rights Code, the Labour Relations Act, the Accessibility for Ontarians with Disabilities Act, Ministry of Education policies and guidelines, and other pertinent statutes, regulations, and contractual requirements that may be applicable.
- 4.2 Recruitment, selection, and promotional practices will be transparent, fair, consistent, equitable, and **address bias free. These efforts will include the development and implementation of a Conflict of Interest Policy.**
- 4.3 **Identify and address barriers faced by designated groups and other identifiable groups based on human rights grounds that can face discrimination in employment.** Systemic barriers to equitable recruitment, selection, hiring, training and development, performance assessment, and promotion ~~shall will~~ be identified and eliminated.
- 4.4 Lakehead District School Board **hires and promotes candidates based on qualifications, knowledge, skills, abilities, and experience. Bona fide occupational requirements and qualifications are considered in hiring decisions. will hire and promote the most appropriate applicants for available positions. All candidates will be assessed and selected based on their qualifications, knowledge, skills, ability, and experience.**

<b>PERSONNEL AND EMPLOYEE RELATIONS</b>	<b>7000</b>
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- 4.5 There shall be an ongoing commitment to the development and communication of the principles of equitable employment throughout the Board.
- 4.6 ~~The potential of all staff shall be recognized, developed, actively encouraged, utilized, and monitored in order to progress towards a more diversified representation of the community we serve.~~  
**Workforce data will be collected to determine demographic representation.**
- 4.7 ~~Designated groups shall be the focus of employment and promotion strategies, but not to the exclusion of other groups.~~
- 4.8 ~~It is not the intention of this policy to limit the Board's ability to implement bona-fide occupational requirements.~~

5. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
1020 Equity and Inclusive Education	March 19, 1991	
<del>Harassment and</del> 7030 Human Rights and Workplace Harassment	<u>Date Revised</u>	
3100Accessibility <del>Standards for Customer Service</del>	February 25, 2014	
<b>7021 Teacher Hiring</b>	<b>April 12, 2022</b>	
<b>7022 Conflict of Interest, Teacher Hiring</b>		
7011 Teacher Performance Appraisal		
7060 Staff Training/Professional Development		
<del>Accommodation in the Workplace</del> <b>7090</b>		
8065 Voluntary Aboriginal Staff Self-Identification		