



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, May 10, 2022
Jim McCuaig Education Centre
Virtual via Microsoft Teams

I. MacRae
Director of Education

T. Tuchenhagen
Chair

AGENDA

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

	<u>Resource Person</u>	<u>Pages</u>
1. Call to Order		
2. Disclosure of Conflict of Interest		
3. Approval of the Agenda		
4. Resolve into Committee of the Whole – Closed Session		
5. COMMITTEE OF THE WHOLE - Closed Session – 7:00 p.m. (SEE ATTACHED AGENDA)		
6. Land Acknowledgement		
7. Delegations/Presentations		
8. Approval of Minutes		
8.1 Standing Committee Meeting - April 12, 2022	T. Tuchenhagen	1-4
9. Business Arising from the Minutes		

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

LAKEHEAD DISTRICT SCHOOL BOARD

MATTERS NOT REQUIRING A DECISION:

10.	Information Reports		
10.1	English Language Learners (050-22)	A. Keene	5-8
10.2	COVID-19 General Update	I. MacRae	Verbal
10.3	Parent Involvement Committee Meeting Minutes - March 7, 2022	I. MacRae	9-11
11.	First Reports		

MATTERS FOR DECISION:

12.	Postponed Reports		
13.	Ad Hoc and Special Committee Reports		
14.	New Reports		
14.1	Approval of Standing Committee and Regular Board Meeting Schedule 2022-2023 (047-22)	E. Chambers	12-13
	<i>It is recommended that Lakehead District School Board approve the revised Standing Committee and Regular Board Meeting Schedule 2022-2023, as set out in Appendix A to Report No. 047-22.</i>		
14.2	2022 to 2030 Policy Review Schedule (049-22)	I. MacRae	14-16
	<i>It is recommended that Lakehead District School Board approve the 2022 to 2030 Policy Review Schedule, Appendix A to Report No. 049-22.</i>		
14.3	Appointment of an External Member to the Audit Committee (052-22)	K. Alaksa	17
	<i>It is recommended that Lakehead District School Board appoint Mr. Jason Flint as an external member to the Audit Committee to serve a three-year term commencing May 10, 2022 and ending May 10, 2025.</i>		

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

		<u>Resource Person</u>	<u>Pages</u>
14.4	Policy Review – 8091 Use of Volunteers in Schools (048-22) <i>It is recommended that Lakehead District School Board revoke 8091 Use of Volunteers in Schools Policy, Appendix A, as outlined in Report No. 048-22.</i>	M. Probizanski	18-25
14.5	Policy Review – 8071 Bullying Prevention and Intervention (051-22) <i>It is recommended that Lakehead District School Board approve 8071 Bullying Prevention and Intervention Policy, Appendix A to Report 051-22.</i>	M. Probizanski	26-48
14.6	Policy Review – 3093 Electronic Information Security (053-22) <i>It is recommended that Lakehead District School Board approve 3093 Electronic Information Security Policy, Appendix A to Report No. 053-22.</i>	K. Alaksa	49-56
14.7	Policy Review – 3096 Information/Communication Technology Use (054-22) <i>It is recommended that Lakehead District School Board approve 3096 Information/Communication Technology Use Policy, Appendix A to Report No. 054-22.</i>	A. Keene	57-72
15.	New Business		
16.	Notices of Motion		
17.	Information and Inquiries		
18.	Adjournment		

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



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STANDING COMMITTEE
Tuesday, May 10, 2022
Virtual via Microsoft Teams

I. MacRae
Director of Education

T. Tuchenhagen
Chair

AGENDA

COMMITTEE OF THE WHOLE – Closed Session
7:00 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 - April 12, 2022	T. Tuchenhagen	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.4 Information and Inquiries		
5.5 Rise and Ask Leave to Sit in Public Session		

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

LAKEHEAD DISTRICT SCHOOL BOARD

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF STANDING COMMITTEE

Virtual
Via Microsoft Teams

2022 APR 12
7:30 p.m.

TRUSTEES PRESENT:

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

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

TRUSTEE ABSENT, WITH REGRET:

Marg Arnone
Deborah Massaro
Ryan Sitch

SENIOR ADMINISTRATION:

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

PUBLIC SESSION:

1. **Celebrating Student Achievement – Vance Chapman Public School**

Michelle Probizanski, Superintendent of Education, introduced Corrine Russell, Principal, and Lydia Wiita, Teacher, to present on Vance Chapman Public School's Life Skills Program Initiative *Vance Chapman Chews* which included a PowerPoint presentation. All trustees' questions were addressed.

2. **Approval of Agenda**

Moved by Trustee Saarinen

Seconded by Trustee Chambers

"THAT the Agenda for Standing Committee Meeting, April 12, 2022, be approved."

CARRIED

3. Resolve into Committee of the Whole – Closed Session

Moved by Trustee Doughty-Smith

Seconded by Trustee Wemigwans

“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 – March 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 Wemigwans

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

CARRIED

MATTERS NOT FOR DECISION:

6. Honoraria for Board Members – Update (038-22)

Kirsti Alaksa, Superintendent of Business, presented the report.

7. New Teacher Induction Program (039-22)

AJ Keene, Superintendent of Education, introduced Fred Van Elburg, Elementary Coordinator, who delivered the report along with a PowerPoint presentation. All trustees' questions were addressed.

8. Student Achievement (040-22)

AJ Keene, Superintendent of Education, introduced the presentation team which included Fred Van Elburg, Elementary Coordinator, Nicholas Sacevich, Student Success Lead/MISA Board Lead, and Maureen Abbott, Principal of Program and Early Years. The report was delivered along with a PowerPoint presentation. All trustees' questions were addressed.

9. 2022 Municipal Election – Alternative Voting Methods for Elections (041-22)

Ian MacRae, Director of Education, introduced Kirsti Alaksa, Superintendent of Business, who introduced Bruce Sauder, Administrative Services, to present the report.

10. 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.

Trustee Doughty-Smith left the meeting, with regrets, at 8:11 PM.

MATTERS FOR DECISION:

11. Policy Development – 8066 Safe Arrival (037-22)

Moved by Trustee Oikonen

Seconded by Trustee Chambers

“THAT Lakehead District School Board approve 8066 Safe Arrival Policy, Appendix A to Report No. 037-22.”

CARRIED

12. Policy Review – 3001 Governance (042-22)

Moved by Trustee Saarinen

Seconded by Trustee Wemigwans

“THAT Lakehead District School Board approve the review of 3001 Governance Policy as indicated in Report No. 042-22.”

CARRIED

13. Policy Review – 3060 Leasing of Space (043-22)

Moved by Trustee Chambers

Seconded by Trustee Wemigwans

“THAT Lakehead District School Board approve 3060 Leasing of Space Policy as indicated in Report No. 043-22.”

CARRIED

14. Policy Review – 7020 Equitable Employment (045-22)

Moved by Trustee Saarinen

Seconded by Trustee Chambers

“THAT Lakehead District School Board approve 7020 Equitable Employment Policy, Appendix A to Report No. 045-22.”

CARRIED

15. Information and Inquiries

15.1 Michelle Probizanski, Superintendent of Education, informed trustees that she, along with AJ Keene, Superintendent of Education, Helen Valnycki, Human Resources Manager, and two aspiring leaders in teaching, will be attending the Developing Equity and Inspiring Inclusion Summit in Toronto in May 2022.

15.2 Trustee Chambers informed trustees that Anika Guthrie, First Nations, Métis and Inuit Education Coordinator, wrote an article for the Elementary Teachers' Federation of Ontario Voice magazine called *Biindigen: You are Welcome in this Place*.

16. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Wemigwans

"THAT we do now adjourn at 9:06 p.m."

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2022 MAY 10
Report No. 050-22

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

RE: ENGLISH LANGUAGE LEARNERS

1. Background

- 1.1. Lakehead District School Board (LDSB), in its Strategic and Operational Plans, identifies the commitment to high levels of personal and academic excellence for every student, as well as a continued commitment to student success, by providing individualized programs and support for English Language Learners (ELL) through a cross-curricular approach to learning English.
- 1.2. Lakehead District School Board ensures students are contributing members of the school community. This commitment supports the development of a positive attitude towards learning and a student's belief in themselves, for all ELL, by ensuring there is a safe, welcoming school and classroom culture where ELL feel valued, trusted, and that they are an integral part of the school community.
- 1.3. Lakehead District School Board encourages effective and ongoing communication with families, and acceptance of their diverse cultural backgrounds, by embracing and celebrating each through the development of strong community relationships.
- 1.4. English Language Learners are newcomers to Canada whose first language is a language other than English or is a variety of English that is different from the variety used for instruction, and who may require supports to assist them in attaining proficiency in English. The increasing number of ELL in Ontario schools, including those in LDSB, presents an array of challenges and opportunities to educators.

2. Situation

- 2.1. In order to support strategic planning, quality assessment, programming, evaluation, and communication, LDSB continues to employ both elementary and secondary itinerant teachers of ELL who support newcomer students. In response to the number of newcomers, as well as a renewed commitment to supporting ELL in partnership with the Elementary Teachers Federation of Ontario (ETFO), we have increased from 3.0 school based elementary teachers of ELL to 3.55 elementary itinerant teachers of ELL. At the secondary level, we have increased from 1.33 secondary itinerant teachers of ELL to 1.67.

- 2.2. Lakehead District School Board is committed to responding to and supporting the ongoing needs of staff, ELL, and their families. An ELL team, consisting of the program department principal, elementary resource teacher, and both elementary and secondary teachers of ELL, continues to work together to identify the current system needs regarding support for ELL and their families, and to plan in response to those needs.
- 2.3. The Ministry of Education has provided professional development opportunities for teachers of ELL and the elementary resource teacher related to effective supports for ELL through a series of Remote Learning Webinars. Lakehead District School Board leads have also had the opportunity to participate in professional learning related to the implementation of the English Language Learners Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12.
- 2.4. Lakehead District School Board continues to implement a consistent intake and orientation process that will allow for successful integration of all ELL and their families into our school communities. With a shift to online registration and periods of remote learning, we have adapted this intake and orientation process to respond to the changes in our situation.
- 2.5. Through the continued use of the Steps to English Proficiency (STEP) framework, students are provided with individualized programs that are responsive to their level of English proficiency. Teachers of ELL support classroom teachers to make accommodations and/or modifications for those who require them based on their level of language acquisition. A system process is in place to document modifications for students who do require them.
- 2.6. The Ministry of Education, through a proposal application process, provided funding in the 2020-2021 school year to:
 - support ELL through multi-level leadership (school and system leads) by working towards developing a more whole school and Board approach; and
 - support the development of a protocol for identifying ELL with suspected special education needs.
- 2.7. English Language Learners are provided with access to technology that will allow them to make use of translation supports and learning applications that will help support English language acquisition, development of literacy and numeracy skills, and access to content in other areas of the curriculum.
- 2.8. In partnership with Lakehead Adult Education Centre, LDSB was able to offer secondary ELL with an opportunity to receive additional language supports outside the school day.
- 2.9. We continue to expand and strengthen partnerships by working with community partners, such as the Thunder Bay Multicultural Association, to enhance transitions for newcomer students into elementary and secondary schools and the broader community.

- 2.10. English Language Learners in LDSB have opportunities to participate in school and community events where they can celebrate their own culture as well as experience Canadian culture.

3. Next Steps

- 3.1. Ongoing school based professional learning and support will be provided for classroom teachers of ELL to plan for and meet their unique needs through conversations and staff meetings.
- 3.2. The ELL team will work in partnership with the special education department to finalize a special education protocol for ELL who have suspected special learning needs.
- 3.3. Lakehead District School Board will implement use of a student information management and tracking system that will make initial and ongoing STEP information accessible to all schools and make it easier to identify and track ELL through the use of STEP. This will help in making informed programming decisions and will help to identify when ELL may require additional intervention and support.
- 3.4. We will continue to provide ELL at the very early stages of English language acquisition with technology that will help support them with their transition to school in Ontario.
- 3.5. Lakehead District School Board will continue to work in partnership with the Lakehead Adult Education Centre to provide additional language supports for secondary ELL.
- 3.6. Programs that are in place to support ELL will be promoted by developing an ELL link on the Board website.
- 3.7. Lakehead District School Board will ensure that a section in the LDSB Operational Plan addresses the needs of ELL.

4. Conclusion:

Through input from staff, families and community stakeholders, we will build on our understanding of the unique needs of our ELL and this will enable us to revise programs and services as necessary in order to respond in a timely and precise manner to meet these needs. This will support us in reaching our goal of being committed to reducing gaps in performance and supporting ELL so that they are able to achieve high levels of academic achievement. Lakehead District School Board is committed to ensuring a safe and welcoming environment for our ELL and their families to ensure they achieve this success.

Respectfully submitted,

INGA ANDERSON-FOSTER
Elementary Resource Teacher

MAUREEN ABBOTT
Principal of Program and Early Years

AJ KEENE
Superintendent of Education

IAN MACRAE
Director of Education

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF PARENT INVOLVEMENT COMMITTEE

Microsoft Teams

2022 MAR 7
6:30 p.m.

MEMBERS PRESENT:

Marg Arnone
Kristy Boucher
Robin Cawlishaw
Ellen Chambers
Shannon Jessiman-MacArthur
Ian MacRae

Julie Morin
Carla Mulholland
Michael Otway
Laura Prodanyk
Fred Van Elburg

RESOURCE:

Judy Hill, Executive Assistant

MEMBERS ABSENT, WITH REGRET:

Chitra Jacob

GUESTS:

Jesslynn Friday, Indigenous Student Trustee
Mehar Mago, Student Trustee
Stephanie Ryyanen, Supervisor of Financial Services

1. **Call to Order, Welcome and Introductions**

Director MacRae called the meeting to order and welcomed everyone.

2. **Land Acknowledgement**

Director MacRae acknowledged the lands and traditional territory.

3. **Disclosures of Conflict of Interest**

There were no disclosures of conflict of interest.

4. **Approval of Agenda**

The agenda was approved by consensus.

5. **Confirmation of Minutes – January 17, 2022**

The minutes were approved by consensus.

6. **Business Arising from the Minutes**

There was no business arising from the minutes.

7. 2022-2023 Budget Process

Stephanie Ryyananen, Supervisor of Financial Services, shared a power point presentation on the upcoming 2022-2023 budget process.

8. PIC Budget Deputation

Members were asked for feedback into this year's PIC budget presentation. Feedback can be emailed to Judy Hill, jhill@lakeheadschoools.ca, prior to March 25, 2022. Budget deputations will be presented on Tuesday, April 5, 2022, at 6:30 p.m.

9. OPSBA 2022 Awards Program

Individuals may nominate non-teaching staff, volunteers, parents, and community partners for their contribution to the overall well-being of the school(s) or community(ies). This information has been shared with school council chairs as well. Completed nomination forms are due to Sarah Schoales in the director's office, sarah_schoales@lakeheadschoools.ca, no later than Friday, March 11, 2022.

10. Aboriginal Education Advisory Committee Report (AEAC)

Kristy Boucher, AEAC representative, provided the following update from the February 10, 2022, AEAC meeting:

- During the month of March, on Thursday evenings, the Native Language teacher at Algonquin Avenue Public School will be leading family language nights. Funding from PIC will be used to pay the honorariums for individuals leading the sessions.
- Indigenous Student Trustee, Jesslynn Friday, is working on an Indigenous student survey that will be used to identify Indigenous student needs with the Lakehead District School Board. Jesslynn is also working on the Indigenous Student Circle which is a secondary student group focused on identifying needs and concerns and amplifying Indigenous student's voices.
- AEAC Work Plan.
- Staffing Updates.
- I AM Census.

11. Special Education Advisory Committee (SEAC)

Report deferred to the next meeting.

12. Director 's Report

Director MacRae reported on the following:

- Reports to the Board included Information Technology, Early Learning, School Year Calendar, and several Policy reviews.
- COVID-19 update – The Board has been able to keep schools open. The mask policy may be lifted after the March break. Student activities are picking up. In-person meetings may resume in September.

13. Other Business

There was no other business.

14. Next Meeting

Monday, May 2, 2022.

15. Adjournment

The meeting adjourned at 6:55 p.m.

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2022 MAY 10
Report No. 047-22

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

RE: APPROVAL OF STANDING COMMITTEE AND REGULAR BOARD MEETING
SCHEDULE 2022-2023

1. Background

- 1.1 Section 4.1.1 of the 2018 Procedural By-Law requires that regular meetings of the Board shall be held on the fourth Tuesday of every month excluding July and August.
- 1.2 Section 4.1.2 of the 2018 Procedural By-Law requires that Standing Committee shall meet on the second Tuesday of every month excluding July and August.
- 1.3 To avoid revisions to the Standing Committee and Regular Board meeting schedule on a recurring basis throughout the year, the Board attempts to recommend all revisions at the outset of each new school year.

2. Situation

- 2.1 As a result of the new Board term beginning November 15, 2022, the Inaugural meeting will be held on November 15, 2022.
- 2.2 The date for the Standing Committee meeting of December 13, 2022 will be cancelled due to the winter break.
- 2.3 The date for the December Regular Board meeting will be held on December 13, 2022 due to the winter break.
- 2.4 The date for the Standing Committee meeting of March 14, 2022 will be cancelled due to the spring break.

RECOMMENDATION

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

Respectfully submitted,

ELLEN CHAMBERS
Chair

SEPTEMBER 2022

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER 2022

SUN	MON	TUE	WED	THU	FRI	SAT
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23 30	24 31	25	26	27	28	29

NOVEMBER 2022

SUN	MON	TUE	WED	THU	FRI	SAT
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER 2022

SUN	MON	TUE	WED	THU	FRI	SAT
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY 2023

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY 2023

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH 2023

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
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26	27	28	29	30	31	

APRIL 2023

SUN	MON	TUE	WED	THU	FRI	SAT
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23 30	24	25	26	27	28	29

MAY 2023

SUN	MON	TUE	WED	THU	FRI	SAT
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE 2023

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

-  **First Day of School for Students**
September 6, 2022
-  **Holidays & Breaks**
-  **Standing Committee**
September 13, 2022
October 11, 2022
November 8, 2022
January 10, 2023
February 14, 2023
April 11, 2023
May 9, 2023
June 13, 2023
-  **Regular Board**
September 27, 2022
October 25, 2022
November 22, 2022
December 13, 2022
January 24, 2023
February 28, 2023
March 28, 2023
April 25, 2023
May 23, 2023
June 27, 2023
-  **Inaugural Meeting**
November 15, 2022
-  **Final Day of School for Students**
June 29, 2023

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2022 MAY 10
Report No. 049-22

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

RE: 2022 to 2030 POLICY REVIEW SCHEDULE

1. Background

- 1.1 Section 5.1 *Identification of Policies Requiring Development and/or Review of Policy 2010* Policy Development and Review identifies that “Senior Administration prepares an annual plan of action that outlines the process for managing policies for development and for review.”
- 1.2 Section 5.4 states “The Standing Committee considers policies annually for development or review.”
- 1.3 Section 4.1 *Policy Review of Procedures 2010* Policy Development and Review states “A specified review date will be established for all policies.”
- 1.4 Section 4.2 states “The Standing Committee shall annually review the status of current policies.”

2. Situation

- 2.1 Section 5.5 *Identification of Policies Requiring Development and/or Review of Policy 2010* Policy Development and Review states “The Standing Committee will recommend all Policies to be reviewed or developed to the Board for approval.”
- 2.2 The 2022 to 2030 Policy Review Schedule (Appendix A) is attached for the Standing Committee’s consideration.

RECOMMENDATION:

It is recommended that Lakehead District School Board approve the 2022 to 2030 Policy Review Schedule, Appendix A to Report No. 049-22.

Respectfully submitted,

IAN MACRAE
Director of Education

ANNUAL POLICY DEVELOPMENT AND REVIEW PLAN			
September 2022 to June 2030			
Year	Policy #	Title	Superintendent
1 2022-2023	3094	Electronic Meetings	Director
	6010	Emergency Evacuation and School Closure	M. Probizanski
	8070	Safe Schools – System Expectations	
	8074	Student Concussion Management	
	1011	Access to System Programs	AJ Keene
	7060	Staff Training	
	8062	Voluntary Aboriginal Student Self-Identification	
	8065	Voluntary Aboriginal Staff Self-Identification	
	9020	Library Resource Centre	
	3070	Allowance for Use of Personal Vehicle	K. Alaksa
3092	Privacy and Information Management		
9010	School Accommodation		
9015	Facility Partnership		
2 2023-2024	3072	Advocacy	Director
	6020	Extended Field Trip	M. Probizanski
	6021	Day Field Trip	
	4040	French Immersion	AJ Keene
	7011	Teacher Performance Appraisal	
	3026	Budget Variance	K. Alaksa
	3061	Reclamation of Properties	
3091	Security		
7040	Violence in the Workplace		
8020	Access to Schools/Board Premises		
9030	Playground Structures		
3 2024-2025	3005	Ontario Student Record	Director
	3020	Legal Representation	
	8015	Display of Flags	
	6065	Prevalent Medical Conditions	M. Probizanski
	6070	Video Surveillance	
	4005	English Language Learners	AJ Keene
	7010	Police Record Checks	M. Probizanski
	8014	Advertising in the Schools	
7080	Health & Safety	K. Alaksa	
4 2025-2026	2010	Policy Development and Review	Director
	3001	Governance	
	8080	School Council	
	4022	Prior Learning Assessment & Recognition	M. Probizanski
	4023	Prior Learning Assessment & Recognition for Mature Students	
	4045	Environmental	K. Alaksa
8011	Use of School Buildings, Facilities and Grounds		
8012	Fundraising in the Schools		
8050	Naming and Opening of New or Consolidated School		
5 2026-2027	5010	Special Education	M. Probizanski
	6040	Reporting of Children in Need of Protection	
	4030	Territorial Student Program – Transportation & Services	AJ Keene
	4035	Board and Lodging – Payment	K. Alaksa
8010	Fees for Learning Materials and Activities		

ANNUAL POLICY DEVELOPMENT AND REVIEW PLAN				
September 2022 to June 2030				
Year	Policy #	Title	Superintendent	
6 2027-2028	3090	Use of Board Logo	Director	
	6050	Food and Beverage	M. Probizanski	
	6061	Administration of Oral Medication		
	8073	Dress Code		
	8075	Service Animals in Schools		
	4021	Assessment & Evaluation	AJ Keene	
	3073	Corporate Credit Card	K. Alaksa	
	3074	Expense & Travel Reimbursement		
	6022	Kingfisher Outdoor Education		
7 2028-2029	1020	Equity & Inclusive Education	M. Probizanski	
	3100	Accessibility Standards for Customer Service		
	4020	Alternative Schools		
	7021	Teacher Hiring		
	7022	Conflict of Interest – Teacher Hiring		
	7030	Human Rights and Workplace Harassment		
	8072	Sexual Orientation & Gender Identity		
	3080	Research	AJ Keene	
	8061	Aboriginal Education Advisory Committee		
	3030	Purchasing	K. Alaksa	
8 2029-2030	3002	Annual Evaluation of the Director of Education	Director	
	3095	Student Trustees		
	7020	Equitable Employment	M. Probizanski	
	8071	Bullying Prevention and Intervention		
	8091	Use of Volunteers in Schools		
	4010	Program Implementation	AJ Keene	
	8066	Safe Arrival		
	8090	Community/Education Partnerships		
		3040	Transportation	K. Alaksa
		3060	Leasing of Space	
	3071	Advertising		
	3093	Information Security		
	3096	Information/Communication Technology Use		
	7005	Code of Conduct		

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2022 MAY 10
Report No. 052-22

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

RE: APPOINTMENT OF AN EXTERNAL MEMBER TO THE AUDIT COMMITTEE

1. Background

According to Ontario Regulation 361/10 *Audit Committees*, the Lakehead District School Board Audit Committee is comprised of three trustees and two external members.

2. Situation

- 2.1 Christy McClelland's term as an external member of the Audit Committee expired on February 8, 2022.
- 2.2 In February 2022, an advertisement for an external member of the Audit Committee was placed on the Board's website.
- 2.3 Mr. Jason Flint applied for the external member position, which was posted to replace Christy McClelland. In accordance with Ontario Regulation 361/10, Mr. Flint meets the requirements to be appointed as an External Member to the Audit Committee.

RECOMMENDATION

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

Respectfully submitted,

KIRSTI ALAKSA
Superintendent of Business

IAN MACRAE
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2022 MAY 10
Report No. 048-22

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

RE: POLICY REVIEW – 8091 USE OF VOLUNTEERS IN SCHOOLS

1. Background

- 1.1 It is the policy of Lakehead District School Board that policies will be developed/reviewed in accordance with 2010 Policy Development and Review Policy.
- 1.2 At the May 25, 2021, Regular Board Meeting, 8091 Use of Volunteers in Schools Policy was approved for review on the 2021-2022 policy schedule.
- 1.3 On March 9, 2022, the policy and procedures were posted on the Board website and distributed to constituent groups for review and comment with input to be received by April 20, 2022.
- 1.4 There was no constituent input received.

2. Situation

- 2.1 In 2010, the Ministry of Education released a Parent Engagement Policy for Ontario schools that help to guide school boards in recognizing and valuing the importance of parental involvement in our schools.
- 2.2 Lakehead District School Board has a policy, 8090 Community/Education Partnerships, to guide the encouragement of community involvement in education.
- 2.3 Many policies under School-Community Relations 8000 include sections on parental and community involvement.
- 2.4 Lakehead District School Board has a comprehensive Supervisor Volunteer Manual and Volunteer Manual to guide the use of volunteers, both parental and community, in our schools.
- 2.5 The 8091 Use of Volunteers Policy and Procedures will be re-written as a Board practice which will include the above-mentioned manuals.

RECOMMENDATION

It is recommended that Lakehead District School Board revoke 8091 Use of Volunteers in Schools Policy, Appendix A, as outlined in Report No. 048-22.

Respectfully submitted,

MICHELLE PROBIZANSKI
Superintendent of Education

IAN MACRAE
Director of Education

SCHOOL-COMMUNITY RELATIONS**8000****USE OF VOLUNTEERS IN SCHOOLS POLICY****8091**1. Rationale

- 1.1 In order to sustain a variety of activities, both curricular and extra-curricular, within our schools, it is important to encourage the participation of volunteers in Board schools in performing tasks under the direction and supervision of staff, while helping to ensure the safety and security of students, staff and volunteers.
- 1.2 In order to ensure the safety and security of students, staff, and volunteers, volunteer participation under the direction and supervision of Board staff will be effectively arranged.
- 1.3 Cooperation with recognized community organizations involved in recruiting, screening, and placing volunteers will be arranged.

2. Policy

Lakehead District School Board supports and values the involvement of parent/guardian and community volunteers in its schools. A cooperative team approach for the management of volunteers in schools is supported.

3. Guidelines

- 3.1 The purpose of inviting volunteers to assist students in our schools is to:
 - a) encourage participation in order to enhance school-based activities and academic learning; and
 - b) increase communication and positive relationships amongst the school, parents/guardians and the community.
- 3.2 In exceptional circumstances, in accordance with the established procedures of the Board, a volunteer may assist in the operation of an extra-curricular activity when a teacher advisor is not available to oversee or supervise the activity.
- 3.3 Cooperation with other volunteer bureau and agencies is encouraged in recruiting, placing, training, and recognizing volunteers.
- 3.4 Lakehead District School Board shall, for the safety of students and the integrity of programs, ensure that there are procedures for screening, orientation, training, supervision, recognition, and program evaluation for the volunteer program in effect.

All volunteers who come into direct contact on a regular basis with students shall obtain a Police Record Check in accordance with Policy and Procedures 7010, Police Record Checks.

SCHOOL-COMMUNITY RELATIONS**8000****USE OF VOLUNTEERS IN SCHOOLS POLICY****8091**

3.5 Lakehead District School Board shall ensure that school volunteers will be covered by the Board's liability insurance while they are performing their assigned tasks.

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>
_____	November 21, 2000	_____
_____	<u>Date Revised</u>	_____
	January 26, 2010	
	January 28, 2014	
	May 27, 2014	

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SCHOOL-COMMUNITY RELATIONS**8000****USE OF VOLUNTEERS IN SCHOOLS
PROCEDURES****8091**1. Rationale

- 1.1 In order to sustain a variety of activities, both curricular and extra-curricular, within our schools, it is important to encourage the participation of volunteers in Board schools in performing tasks under the direction and supervision of staff, while helping to ensure the safety and security of students, staff and volunteers.
- 1.2 In order to ensure the safety and security of students, staff, and volunteers, volunteer participation under the direction and supervision of Board staff will be effectively arranged.
- 1.3 Cooperation with recognized community organizations involved in recruiting, screening, and placing volunteers will be arranged.

2. Policy

Lakehead District School Board supports and values the involvement of parent/guardian and community volunteers in its schools. A cooperative team approach for the management of volunteers in schools is supported.

3. Definitions

- 3.1 A Parent/Guardian Volunteer in a school is a parent/guardian who currently has a child enrolled in and attending that school or is a member of the community who continues as a volunteer in a school without interruption, after the child has left school.
- 3.2 A Community Volunteer is a member of the community who does not have a child enrolled in the school, and who agrees to undertake, without pay, a designated task that supports a classroom, school or Board-sponsored activity.

When not specifically stated, the word volunteer refers to both parent/guardian and community volunteers.

Co-op students are not defined as volunteers.

- 3.3 Management of Volunteers includes procedures for screening, orienting/training, supervising, evaluating, and recognizing volunteers.

SCHOOL-COMMUNITY RELATIONS**8000****USE OF VOLUNTEERS IN SCHOOLS
PROCEDURES****8091**

3.4 Supervision is the overseeing of an activity for regulation or direction. The Ontario Physical and Health Association (OPHEA) has produced Physical Education Safety Guidelines to assist school boards in formulating site-specific safety guidelines for physical education, intramural sports programs and inter-school athletics at the elementary and secondary levels. The guidelines designate three categories of supervision:

- constant visual supervision;
- on-site supervision; and
- in-the-area supervision.

3.5 Constant Visual Supervision means that a teacher or volunteer is physically present, watching the activity in question. Only one activity requiring constant visual supervision may take place while other activities are going on.

3.6 On-Site Supervision entails teacher or volunteer presence, but not necessarily constantly viewing one specific activity.

3.7 In-the-Area Supervision means that the teacher or volunteer could be in the area while another activity is taking place nearby.

4. Responsibility

Implementation of this policy, at the school level, is the responsibility of the school Principal.

5. Screening and Risk Management

5.1 Recognizing that the welfare of students is, at all times, of paramount importance, all Board employees are required to exercise their full responsibility for the care, welfare, and supervision of pupils. In this regard, all volunteers must be assessed as to their suitability for placement within a school or program setting.

The Volunteer Manual and Volunteer Practices – Supervisors Manual, will be used as a template to screen and monitor all volunteers in schools.

5.2 The process of screening for volunteers begins at the very moment a person applies or is recruited to the time he/she terminates this commitment. The degree of screening is dependent upon the volunteer activity, the extent of interaction with and responsibility for students, and the degree of direct supervision of the volunteer. Levels of risk are outlined below:

SCHOOL-COMMUNITY RELATIONS**8000****USE OF VOLUNTEERS IN SCHOOLS
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Low Risk

- in classroom, under direct supervision of staff; and/or
- in open common areas (hallways, library, gym) with intermittent observation.

Medium Risk

- in isolated area working with group of students.

High Risk

- in isolated area working with one or two students coaching or other group activities off-site.

6. Use of Volunteers in Schools6.1 Scope of Procedures

- 6.1.1 Parent/guardian, community volunteer, and causal staff participation is encouraged but remains optional.
- 6.1.2 All volunteers who come into direct contact on a regular basis with students shall obtain a Police Record Check in accordance with Policy and Procedures 7010, Police Record Checks.
- 6.1.3 Within a school, volunteers are assigned at the discretion of the school Principal and in accordance with the restrictions and requirements outlined in this and other Board Policies and Procedures.
- 6.1.4 All provisions of Board Policies and Procedures and of negotiated collective agreements supersede any statements regarding the use of volunteers unless specifically noted herein.

6.2 Role of Volunteers

- 6.2.1 Volunteers serving in any capacity are to be assigned appropriately in order to augment and supplement staff supervising school activities or programs.
- 6.2.2 Where school staff are not available to supervise an activity, a volunteer may be assigned that task, assuming that all of the procedures for screening, orienting/training have been adhered to by the Principal.
- 6.2.3 Volunteers enhance and support student and school activities at the request of and under the supervision of Board staff and the Principal in particular.
- 6.2.4 Volunteers cannot assume any responsibility for the diagnosis of learning strengths or difficulties, the assignment of learning experiences, or the evaluation of pupil progress.

SCHOOL-COMMUNITY RELATIONS**8000****USE OF VOLUNTEERS IN SCHOOLS
PROCEDURES****8091**6.3 Responsibility for Volunteers

6.3.1 Subject to the Policies of the Board and barring direction or intervention by the Director of Education or designate to the contrary, the Principal of a school in which a volunteer is serving will be responsible for determining that any activity to which the volunteer is assigned is a school-sponsored activity.

6.3.2 Volunteers shall maintain confidentiality in accordance with Freedom of Information and Protection of Privacy Act and adhere to the code of conduct normally expected of employees regarding all student and school issues.

6.4 School Sponsored Activities: refer to current Volunteer Practices – Supervisors Manual

It is the responsibility of the Principal to ensure that:

- prior to any assignments, all volunteers have been screened in keeping with Board policies for parent/guardian and community volunteers;
- references have been requested and verified;
- all volunteers are given an orientation to the school as appropriate; to relevant school and Board Policies and Procedures, and to the role, responsibilities and expectations for volunteers;
- all aspects of volunteer management are being carried out once the volunteer is placed; and
- appropriate in-service for Board staff who have supervisory responsibilities for volunteers is provided to ensure the effective management of all.

7. Liability

For any school-sponsored activity that is undertaken by a volunteer, the Board's liability insurance regarding negligence will apply. Volunteers should be aware that the Board's insurance does not include a loss of income provision should the volunteer sustain an injury that prevents him/her from resuming his/her normal employment.

8. Review

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

Cross Reference

Date Received

November 21, 2000

Date Revised

January 26, 2010

January 28, 2014

May 27, 2014

Legal Reference

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2022 MAY 10
Report No. 051-22

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

RE: POLICY REVIEW – 8071 BULLYING PREVENTION AND INTERVENTION

1. Background

- 1.1 The 8071 Bullying Prevention and Intervention Policy was last revised on May 23, 2017.
- 1.2 At the May 25, 2021 Regular Board Meeting, 8071 Bullying Prevention and Intervention Policy was approved for review during the 2024-2025 school year as part of the policy development and review cycle.
- 1.3 At the January 18, 2022 Regular Board Meeting, the 8071 Bullying Prevention and Intervention Policy was approved to be moved to the Policy Review Schedule for 2021-2022 because of amendments received from the Ministry of Education on November 25, 2021.
- 1.4 Revisions were made to the policy as per the direction of the Ministry of Education's Revised Policy/Program Memorandum No. 144 Bullying Prevention and Intervention.
- 1.5 On March 9, 2022, the policy was posted on the Board website for review and comment with input to be received by April 20, 2022. There was no input received.

2. Situation

The policy is attached as Appendix A and the procedures as Appendix B.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 8071 Bullying Prevention and Intervention Policy, Appendix A to Report 051-22.

Respectfully submitted,

ANNE MARIE MCMAHON-DUPUIS
System Principal

MICHELLE PROBIZANSKI
Superintendent of Education

IAN MACRAE
Director of Education

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1. Rationale

Students who are free from bullying are able to give their education the full attention and effort needed for success. ***Bullying behaviour adversely affects a student's well-being and ability to learn. Bullying adversely affects the school climate, including healthy relationships. Bullying, including cyber-bullying, is a serious issue and is not acceptable in the school environment (including virtual), in a school-related activity, or in any other circumstances that will have an impact on the school climate.*** Bullying behaviour negatively impacts not only the learning environment of a school but can lead to more serious violence, as well as long-term social and emotional problems, not only for those individuals who are the victims of repeated aggression, but for those who perpetrate it and for those who see it happening.

2. Policy

- 2.1 Lakehead District School Board (LDSB) is committed to providing a safe, equitable and respectful working and learning environment. Lakehead District School Board promotes and supports the human rights of all individuals. There is a strong commitment to safety, human rights, and equity for student well-being and success. The Board has an important role to play in keeping all students including those who identify as Indigenous, Black, racialized, people of colour, having disabilities, members of Two Spirit, Lesbian, Gay, Bisexual, Transgender, Queer, Intersex and Asexual (2SLGBTQIA+) communities and other marginalized groups safe from bullying behaviour.***
- 2.2 Welcoming and engaging school environments lead to positive student experiences, especially when families and communities are intentionally involved in the students' learning (Ministry of Education). (2021) [Parent Engagement: Encouraging Parent Involvement in Schools](#). Safe Schools, both physically and psychologically, are a critical element to successfully nurturing positive student experiences. Due to almost daily contact with students, teachers and other education staff are well placed to educate on prevention, promote healthy relationships, notice troubling changes in behaviour, and connect with students as caring adults. By training staff to recognize the signs of bullying, they will be better equipped to identify the cues and assist a student.***

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- 2.3 It is the policy of LDSB that every student has the right to be treated with dignity and respect and to feel safe within the school environment. Bullying behaviour is not acceptable on LDSB property, at school related activities, on school buses, or in any other circumstances where engaging in bullying behaviour will have a negative impact on the school climate. At LDSB, we believe that it is everyone's responsibility to stop bullying behaviour within the school community

3. Guiding Principles

3.1 Board, School, Staff, Student, Parental/Guardian/*Caregiver* Responsibilities

All members of the school community have responsibility for bullying prevention and for addressing bullying when it occurs. Although this responsibility rests with all members of the school community, some members have a responsibility to provide leadership in specific areas/ situations.

3.1.1 Board

Lakehead District School Board will:

- ~~e~~Establish a **Board** bullying prevention and intervention plan; ~~for the schools of the Board.~~
- ~~r~~Require its schools to implement the plan **and require schools to develop a school plan within the framework of the Board's prevention and intervention plan;**
- ~~m~~Make its bullying prevention and intervention plan available to the public
- ~~r~~Review periodically the bullying prevention and intervention plan and solicit input from community stakeholders;
- **develop a process to track and monitor incidents of bullying and cyber bullying to guide and inform school and Board planning;**
- **at least once every two years, conduct anonymous school climate surveys of students, staff, and parents;**
- **yearly collect and analyze data of violent incidents to support the development of Board policies and school improvement plans and to comply with Ministry reporting requirements;**
- **establish and provide annual professional development programs to educate school staff about bullying prevention and strategies to promote a climate of understanding and mutual respect;**
- **put in place curriculum-linked culturally responsive and relevant training on bullying prevention and intervention for administrators and**

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school staff. The training will support the dismantling of systemic barriers and addresses all forms of bullying; and

- *communicate policies and procedures on bullying prevention and intervention to administrators, school staff, school councils, all Board advisory boards and appropriate community partners.*

3.1.2 School

The principal of the school will:

- ~~m~~**M**ake the Board's *and the school's* bullying prevention and intervention plan available to the public;
- *lead the development and reviews of the school's bullying prevention and intervention plan using any collected data and stakeholders' input; and*
- *lead the development and reviews of the school's Code of Conduct.*

3.1.3 Staff

All staff members within LDSB will:

- ~~m~~**M**odel caring, respectful interactions;
- ~~t~~**T**reat everyone with dignity and respect;
- ~~r~~**R**aise awareness of bullying and **cyber-bullying** behaviour and its long-term effect on all students;
- ~~r~~**R**ecognize that creating a climate of ~~positive environments~~ **understanding and mutual respect** is key in the prevention of bullying behaviours in schools;
- ~~d~~**D**evelop and share a clear and developmentally appropriate definition of bullying behaviour, based on the definition;
- ~~i~~**I**nclude bullying prevention as a regular item on staff meeting agendas;
- ~~p~~**P**rovide support to new students to ensure that they understand expectations and routines;
- ~~p~~**P**rovide opportunities for positive student leadership for all students;
- ~~e~~**E**ncourage students to report bullying behaviours;
- ~~t~~**T**each students the difference between tattling/ratting (getting someone into trouble) and telling (helping someone who is in trouble);
- ~~c~~**C**onsider mitigating and other factors before applying progressive discipline;
- ~~d~~**D**evelop a safe and anonymous way for students to report bullying (~~drop box, phone line, and website~~);
- ~~t~~**T**ake every report of bullying seriously; *and*
- ~~e~~**E**ngage bystanders – teach skills needed to deal with bullying situations positively and safely.

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- ~~L~~Label and intervene quickly in any bullying behaviour of which they are aware;
- ~~w~~Work with students and parents/**guardians/caregivers** to resolve bullying issues in a timely and developmentally appropriate manner;
- ~~t~~Teach students pro-social behaviours, prompt, and reinforce them throughout the school day; **and**
- ~~c~~Communicate to students and parents that a student who is engaged in bullying will be subject to a range of interventions, including suspension.

3.1.4 Students

All students within LDSB are expected to:

- ~~t~~Treat everyone with dignity and respect;
- ~~r~~Raise their awareness and understanding of bullying behaviour and its long-term effects. Realize that bullying behaviour is never acceptable;
- ~~r~~Report incidents of bullying behaviour whenever they see it;
- ~~e~~Engage in positive leadership opportunities;
- ~~p~~Provide support to new students or **to** students **who have difficulty finding a peer group alone/friendless.**;
- ~~e~~Endeavour to disengage from being a bystander to bullying behaviours;
- ~~a~~Actively support their school's bullying prevention and intervention programs;
- ~~s~~Support a ~~positive school~~ **climate of understanding and mutual respect; and**
- **follow Board and school Codes of Conduct.**

3.1.5 Parents/Guardians/Caregivers

All parents/guardians/**caregivers** of students within LDSB are expected to:

- ~~t~~Treat everyone with dignity and respect;
- ~~r~~Report incidents of bullying behaviour whenever they see it;
- ~~r~~Raise their awareness and understanding of bullying **and cyber-bullying** behaviour and its long-term effects;
- ~~i~~In partnership with the school staff, work to address and **rectify remedy** incidents of bullying behaviour (whether the parent of the student who is victimized, engaging in bullying behaviour, or bystander to bullying incidents);
- ~~c~~Create awareness among their children/youth that bullying is never acceptable;
- ~~e~~Endeavour to get appropriate social/emotional help for their child, if necessary;
- ~~s~~Support their school's anti bullying initiatives;
- ~~e~~Encourage their children/youth to report incidents of bullying behaviour;

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- ~~m~~Model caring and respectful interactions; **and**
- ~~t~~Teach their children/youth to be respectful and caring individuals.

3.2 Prevention/Intervention Strategies

3.2.1 Positive School Climate

A ~~positive school~~ climate of understanding and mutual respect is defined by the Ministry of Education as “the sum total of all the personal relationships within a school.” When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm. A positive school climate exists when all members of a school community feel safe, comfortable, and accepted. All schools will develop programs that actively promote and support positive behaviours and reflect LDSB’s Character Education development initiatives.

3.2.2 Teaching Strategies

Teaching strategies will be used that focus on developing healthy relationships including bullying and cyber-bullying prevention in daily classroom teaching.

3.2.3 Character Development/Education

Prevention and intervention strategies should be aimed at developing and promoting the Board’s identified character traits of ~~acceptance~~ **inclusion**, empathy, integrity, respect and responsibility.

3.2.4 Progressive Discipline

Incidents of bullying should be addressed with an appropriate and timely response. Intervention should be done in ways that are consistent with a progressive discipline approach.

3.2.5 Code of Conduct

All members of the school will become familiar with and demonstrate an understanding of the Board’s and school’s Code of Conduct, which sets out expected standards for behaviour.

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3.2.6 Safe School Committee (an existing school committee can assume this role)

Each school shall have a Safe Schools Team. The school’s Safe Schools Committee shall be composed of at least one student where appropriate, parent, teacher, support staff, community partner, and administrator. The Safe Schools Committee monitors and reviews the school climate and recommends appropriate interventions/preventions as needed. **The committee will review the school Code of Conduct and provide input.** The chair of the committee must be a staff member. The Safe School Committee should use data related to bullying behaviours to monitor and review the effect of school bullying prevention programs. Data may include safe school survey information, suspension and expulsion data, student comments, parental input, etc.

3.2.7 Training

Lakehead District School Board will continue to provide bullying prevention and intervention training to staff and students. Locally, schools are encouraged to provide ~~programs~~ **information for** parents on bullying prevention and intervention. Students will also be provided with training on bullying prevention and on leadership initiatives within their own schools. Training will include a focus on cultural sensitivity, respect for diversity and ~~special needs~~ **accessibility.**

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>
1020 Equity and Inclusive Education	September 28, 2010	Policy/Program Memorandum PPM 144 Bullying Prevention and Intervention
8070 Safe Schools – System Expectations		Policy/Program Memorandum PPM 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools
8072 Sexual Orientation and Gender Identity		Policy/Program Memorandum PPM 120 Reporting Violent Incident to the Ministry of Education
<i>7030 Human Rights and Workplace Harassment</i>		

<p>SCHOOL-COMMUNITY RELATIONS</p> <p><i>DRAFT – May 10, 2022</i></p> <p>BULLYING PREVENTION AND INTERVENTION POLICY</p>	<p>8000</p> <p>8071</p>	
	<p><u>Date Revised</u></p> <p>January 22, 2013 May 23, 2017 March 9, 2022</p>	<p><i>Policy/Program Memoranda PPM 128 The Provincial Code of Conduct and School Board Codes of Conduct</i></p> <p><i>Policy/Program Memoranda PPM 145 Progressive Discipline and Promoting Positive Student Behaviour</i></p> <p>Education Act Part XIII subsection 302 (3.4)</p> <p>Ontario Regulation 440/20</p> <p>Ministry of Education. (2021). <u>Parent Engagement: Encouraging Parent Involvement in Schools.</u></p>

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4. **Rationale**

~~Students who are free from bullying are able to give their education the full attention and effort needed for success. Bullying behaviour negatively impacts not only the learning environment of a school but can lead to more serious violence, as well as long-term social and emotional problems, not only for those individuals who are the victims of repeated aggression, but for those who perpetrate it and also for those who see it happening.~~

2 **Policy**

1. **Introduction**

It is the policy of Lakehead District School Board (LDSB) that every student has the right to be treated with dignity and respect and to feel safe within the school environment. Bullying behaviour is not acceptable on LDSB property, at school related activities, on school buses, or in any other circumstances where engaging in bullying behaviour will have a negative impact on the school climate. At LDSB, we believe that it is everyone's responsibility to stop bullying behaviour within the school community. ***These are the procedures to implement 8071 Bullying Prevention and Intervention policy.***

3.2. **Definitions and Clarifications**

~~***Bullying – typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.***~~

- ~~• ***Students who bully are learning to use power and aggression to control and distress others.***~~
- ~~• ***Students who are victimized become increasingly powerless and find themselves trapped in relationships in which they are being abused.***~~
- ~~• ***Students use power in many ways:***
 - ~~○ ***size, strength, intelligence, age;***~~
 - ~~○ ***social status;***~~
 - ~~○ ***economic status; and***~~
 - ~~○ ***knowledge of another person's vulnerability.***~~~~

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2.1 Ministry Definitions: **Subsection 1 (1) of Education Act**

“Bullying” means aggressive and typically repeated behaviour by a pupil where:

- (a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of;
 - (i) causing harm, fear, or distress to another individual, including physical, psychological, social, or academic harm, harm to the individual’s reputation or harm to the individual’s property, or;
 - (ii) creating a negative environment at a school for another individual; and
- (b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability, or the receipt of special education.

2.2 Bullying

For the purposes of the definition of “bullying” as above, behaviour includes the use of any physical, verbal, electronic, written, or other means.

2.3 Cyber-Bullying

- (a) For the purposes of the definition of “bullying” **in subsection (1) as above**, bullying includes bullying by electronic means (commonly known as cyber-bullying), including:
 - (i) creating a web page or a blog in which the creator assumes the identity of another person;
 - (ii) impersonating another person as the author of content or messages posted on the internet; and
 - (iii) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

The definition of bullying includes cyber-bullying and all requirements identified under the Education Act and under this procedure related to bullying also apply to cyber-bullying.

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2.4 Types of Bullying Behaviour (may include, but are not limited to the following):

- (a) Physical: ~~r~~Repeated hitting, kicking, shoving, or beating up another person;
- (b) Property: ~~r~~Repeated stealing or damaging another person's property;
- (c) Verbal: ~~r~~Repeated name-calling, mocking, humiliating, teasing, threatening, racist comments, and sexual harassment;
- (d) Social: ~~r~~Repeated rolling of the eyes, excluding others from the group, gossiping, spreading rumours, making another person or persons look foolish, and damaging another person's friendships;
- (e) Racial: ~~r~~Repeated aggression directed to a person or persons because of their religious beliefs or **racial group background**; repeatedly saying negative things about a religious background or belief; repeatedly calling a person name or making fun of his/her religious beliefs or ~~background or racial group~~;
- (f) Sexual: ~~r~~Repeatedly leaving a person or persons out or treating them badly because of their gender; repeatedly making crude comments about a person or persons' sexual behaviour; repeatedly making sexist comments or jokes, touching, **groping**, or grabbing someone in a sexual way; repeatedly spreading sexual rumours about a person or persons; repeatedly calling a person or persons ~~gay, fag, lesbian, or other~~ inappropriate names **because of their sex, sexual orientation, gender identity or gender expression**;
- (g) Ability: ~~r~~Repeatedly excluding a person or persons or treating them badly because of an ability or need for special education; repeatedly making comments or jokes to hurt a person or persons with a disability;
- (h) Homophobic and Gender Identity: ~~t~~The repeated ill treatment of another individual based on their sexual orientation, gender identity or perceived sexual orientation or gender identity, including disclosure of someone else's sexual orientation. Ill-treatment may include gossiping, physical or verbal aggression, physical or mental violence, obscene or sexualized gestures, or cyber harassment;
- (i) Electronic/Cyber: ~~t~~The repeated use of email, cell phones, text, internet, web sites, **social media, and digital gaming platforms** to threaten, harass, embarrass, ~~socially~~ exclude **by damaging means**, or damage reputations or friendships;
- (j) **Examples of cyber-bullying may also include:**
 - **sending or sharing hateful, insulting, offensive, and/or intimidating electronic communication or images via text messages, emails, direct messages;**
 - **revealing information considered to be personal, private, and sensitive without consent; and**

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- *making and/or engaging, and/or participating in fake accounts on social networking sites to impersonate, humiliate and/or exclude others.*

2.5 **Aggressive behavior** - may be intentional or unintentional, direct, or indirect. It can take many forms, including physical, verbal, and social. If aggressive behaviour is physical, it may include hitting, pushing, slapping, and tripping. If it is verbal, it may include name-calling, mocking, insults, threats, and sexist, racist, homophobic, or transphobic comments. If it is social or relational aggression, it is more subtle and may involve such behaviours as gossiping, spreading rumours, excluding others from a group, humiliating others with public gestures or graffiti, and shunning or ignoring. Social aggression may also occur through the use of technology (e.g., spreading rumours, images, or hurtful comments through the use of e-mail, cell phones, text messaging, Internet websites, social networking, or other technology).

2.6 **Harm** - means harm that can be experienced in a number of ways, including physical, mental, emotional, and psychological.

3. Bullying Prevention and Intervention Strategies

Bullying prevention and early intervention are critical in supporting student learning and achievement and for maintaining a positive school environment. A positive school environment is established and sustained through programs and activities that focus on building healthy relationships, character development, and civic responsibility, which encourage positive participation of students in school life.

3.1 Character Education

Good character is modeled, taught, and practiced throughout the Board, and schools, parents, and the broader community are regularly engaged in character development initiatives. All school members are expected to model the Board's key character attributes of integrity, ~~acceptance~~ **inclusion**, responsibility, empathy, and respect, which transcend race, faith, gender, socio-economic status, or ability. System-wide character education provides a solid behavioural foundation upon which bullying prevention and intervention strategies can build.

3.2 Positive School Climate

A positive school climate **which is the promotion of a climate of understanding and mutual respect**, essential to the prevention of bullying behaviour, is created when schools:

- promote the development of healthy and inclusive relationships between staff and students and with parents and the broader community;

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- provide and support training for students and staff members that raises awareness of the problem of bullying, **and the various forms, and understand the actions that can be taken by those witnessing the behaviour;**
- **provide opportunities for students and staff to participate in equity and inclusive education, bullying prevention;**
- reinforce bullying prevention messages through **opportunities such as assemblies, presentations, discussions,** programs addressing discrimination based on such factors as **size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin,** sexual orientation, **family circumstances,** gender, **gender identity, gender expression,** race, **disability or the receipt of special education, sex, colour,** ability, **ancestry, and place of origin;** ~~faith and creed, ethnicity, and family status;~~
- post, communicate and enforce clear codes of student conduct;
- assess the awareness and scope of the bullying problem at the school through school climate surveys;
- ensure that students are supervised throughout the school and on the school grounds, with particular attention being given to any areas where bullying has been identified as a problem;
- find a variety of ways to reward students for positive, inclusive behaviour and to support them in being positive leaders with their peers and within the broader community;
- encourage parents/guardians/**caregivers** to participate and become engaged in the life of the school and to volunteer to assist in school activities and projects; **and**
- involve school councils in the development of anti-bullying initiatives and the ongoing implementation of bullying prevention programs.

The following positive preventive school practices will form the basis of schools' bullying prevention programs, consistent with **the promotion of a climate of understanding and mutual respect: establishment of a positive school climate:**

- promotion and acceptance of healthy student relationships and healthy lifestyles, including student-led initiatives in this regard;
- student success strategies;
- program modifications or accommodation;
- class placement;
- individual, peer, and group counselling;
- conflict or dispute resolution;
- restorative practices;
- mentorship programs;
- behaviour management and safety plans; and
- community support programs.

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In addition, staff will provide information to parents/guardians/*caregivers* and school councils about bullying, including ways to support a child who reports being bullied or witnessing bullying. This information will include the dangers of parent/guardian/*caregivers* encouraging children to be aggressive or to strike back. The school and home can work together to teach children to be assertive and to develop age-appropriate independence. This independence can contribute to self-confidence and may deter bullies who often seek out acquiescent victims. School staff will regularly reinforce the message that bullying will not be tolerated in the school and that everyone must work together to create a positive learning environment.

3.3 Classroom Prevention Strategies

The following classroom management and instructional strategies reinforce and support schools' overall efforts to address bullying:

- providing and regularly reinforcing clear expectations for appropriate student behaviour;
- focusing on developing healthy relationships in classroom lessons and including teaching resources that deal with related issues (see Appendix B - Resources);
- ~~f~~Focusing on equity and inclusive education principles in classroom lessons/discussions;
- providing opportunities for students to talk about bullying and to define unacceptable behaviours, including racism, homophobia, gender-based violence, sexual harassment, inappropriate sexual behaviour;
- involving students in establishing classroom rules against bullying and peer harassment;
- engaging students in classroom activities and discussions related to bullying and violence, including critical media literacy and safe internet use;
- promoting cooperation by assigning projects that require collaboration. Such cooperation teaches students how to compromise and how to assert without demanding; and
- varying the grouping of participants in these projects and monitoring the behaviour of participants in each group.

3.4 School-wide Intervention Strategies

Schools will consistently take appropriate action to address student behaviours that are contrary to provincial, Board and school Codes of Conduct, which include, but are not limited to, inappropriate sexual behaviour, gender-based violence, ~~homophobia~~ **homophobic behaviour**, harassment on the basis of sex, gender, **gender identity**, **gender expression**, sexual orientation, race, colour, ethnicity, **culture**, ancestry, **creed**, **religion**, **place of origin**, family or socio-economic status, ability, or other grounds protected by the Human Rights Code. ~~as well~~ **Schools will also act against**

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any other student behaviour, such as **bullying**, swearing, malicious gossip, name-calling, ~~sexist, homophobic or racial slurs~~, comments, jokes or teasing and defamatory or discriminatory electronic communication and postings, graffiti and other behaviour that might cause ~~a negative school climate~~ **a climate that does not promote understanding and mutual respect.**

3.4.1 Intervention will occur in a timely, supportive, and sensitive manner and be made in an effort to stop and correct the behaviour in a manner that is developmentally appropriate and takes into consideration individual student needs (at a level within reason of the students' ability for understanding). **The school and school staff will take these moments of interventions as teachable moments to work through situations with students in a supportive manner.**

Intervention strategies ~~will can~~ include:

- asking the student to stop the behaviour;
- identifying the behaviour as inappropriate and disrespectful;
- explaining the impact of the behaviour on others and the school climate;
- modelling appropriate communication;
- asking the student for a correction of the behaviour by restating or rephrasing their comments;
- asking the student to apologize for the behaviour;
- asking the student to **promise** not repeat the behaviour; and
- asking the student to explain why and how a different choice with respect to the behaviour would have been more appropriate and respectful (~~S~~see Appendix C).

3.4.2 ~~Strategies Interventions~~ will range from early and ongoing to more intensive interventions in cases of persistent bullying, with possible ~~referral involvement~~ to community **members (such as elders)**, social service agencies **or school-based services**. In cases where positive preventive practices may be ineffective or insufficient to address inappropriate student behaviour, the use of progressive discipline consequences, up to and including expulsion, may be appropriate. In circumstances where students receive a consequence for their behaviour, schools will follow the direction of the Ministry of Education as it applies to Progressive Discipline and/or suspensions. **The principles** will be applied, ~~the principles of progressive discipline~~ and consistent with the Human Rights Code, ~~and Ministry of Education direction Policy/Program Memorandum 145 (Progressive Discipline)~~ in the least restrictive manner to be effective, and so as not to add to the historical disadvantage of racialized students **or marginalized students** or students with exceptionalities. **Intervention should be curriculum-linked, consistent with a bias-free progressive discipline approach, and consider mitigating factors that influence behaviour.**

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- 3.4.3 School staff will support students in making a confidential report if they are the victim of bullying or are aware of other victim(s). Reporting methods will minimize the possibility of reprisal and will record details of the incident(s). Reports will be investigated and resolved expeditiously, consistent with school, Board and Ministry procedures. Parents/guardians/**caregivers** who report bullying will be listened to, and their reports will be followed by an investigation and resolution of the allegations.
- 3.4.4 Where appropriate, students and their parent/guardian/**caregiver** will receive developmentally appropriate contact information about professional supports such as community agencies, public health facilities, **and telecommunications forums, such as a** help phone lines **or and** websites.
- 3.4.5 Principals/vice principals are expected to review and amend, as appropriate, Individual Education Plans and **Support Plans Behaviour Management or Safety Plans** at regular intervals and, following an incident, to ensure that students with special needs are receiving appropriate **accommodation supports**.

3.5 Classroom Intervention Strategies

3.5.1 The following outline the intervention strategies that teachers will generally employ to prevent inappropriate and unacceptable classroom behaviours:

- oral reminders;
- visual cues to the desired behaviour;
- clear examples of appropriate behaviour;
- review of expectations in the school Code of Conduct;
- written work assignment addressing the behaviour that has a learning component;
- contact with the student's parent/guardian/**caregiver**;
- conflict mediation, consultation, and resolution;
- peer mentoring;
- referral to counseling; and
- restorative practices.

3.5.2 In the case of a bullying incident, teachers will:

- ~~t~~**Take** immediate action when bullying is observed;
- ~~r~~**Report** the incident to school administration by filling Safe Schools Incident Report form (**see** Appendix A) in accordance with 8070 Safe Schools – System Expectations Procedures, Section 7.3 Reporting of Incidents On and Off School Property. **This form can also be completed electronically. It**

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can be found at www.lakeheadschoools.ca/staff-resources/ **Safe Schools Incident Reporting;**

- ~~L~~et students know that they care and will not allow anyone to be mistreated. By taking immediate action in dealing with the **student doing the bullying, bully**, educators support both the victim and the witness(es);
- ~~o~~rdinarily confront the **bully-student engaging the bullying** in private. Dealing with the student does not necessarily mean confronting **them the bully** in front of ~~his or her~~ **their** peers. Challenging ~~a bully them~~ in front of ~~his or her~~ **their** peers may actually enhance ~~the bully's~~ **their** status and lead to further aggression;
- ~~n~~otify the parents/guardians/**caregivers** of both victims and **bullies the student(s) doing the bullying** when a confrontation occurs and seek to resolve the problem quickly at school. Where appropriate, this action will be taken by the school administration. **Following a serious incident, a parent must be contacted by the principal as per Ministry direction.** Both victims and aggressors will be referred to school and/or community supports whenever appropriate;
- ~~p~~rovide protection and support for **students who have experienced bullying bullying victims** whenever necessary, including creating a buddy system whereby students have a particular friend or older buddy on whom they can depend;
- ~~L~~isten receptively to parents/guardians/**caregivers** who report bullying and investigate reported circumstances so that immediate and appropriate action can be taken; **and**
- ~~a~~void attempts to mediate a threatening bullying situation alone if they are uncomfortable. They will inform the **school administrator Principal**, who will address the situation as appropriate, including contacting police services **where needed.**

In **all** cases where ongoing intervention strategies are used, the parent/guardian/**caregiver** of the **non-adult** student engaging in bullying behaviour will be contacted.

4. 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>
1020 Equity and Inclusive Education	September 28, 2010	Policy/Program Memorandum PPM 144 Bullying Prevention and Intervention
807 Safe Schools – System Expectations 0		

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<i>7030 Human Rights and Workplace Harassment</i>	<p style="text-align: center;"><u>Date Revised</u></p> <p style="text-align: center;">January 22, 2013 May 23, 2017 March 9, 2022</p>	<p>Policy/Program Memorandum PPM 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools</p> <p><i>Policy/Program Memorandum PPM 120 Reporting Violent Incident to the Ministry of Education</i></p> <p><i>Policy/Program Memorandum PPM 128 The Provincial Code of Conduct and School Board Codes of Conduct</i></p> <p><i>Policy/Program Memorandum PPM 145 Progressive Discipline and Promoting Positive Student Behaviour</i></p> <p><i>Education Act Part XIII subsection 302 (3.4)</i></p> <p><i>Education Act subsection 1</i></p> <p><i>Ontario Regulation 440/20</i></p>

CONFIDENTIAL SAFE SCHOOLS INCIDENT REPORT – 1

Report No. _____ School: _____

Students Involved
(If known)

Location of Incident

Check (X) one

At a location in the school or on school property

Specify: _____

At a school-related activity

Specify: _____

On a school bus

Specify (Route No./Identification): _____

Other

Specify: _____

Time of Incident

Date

Time

Type of Incident Check (X) all that apply

ACTIVITIES LEADING TO A POSSIBLE SUSPENSION

Under Section 306 (1) of the Education Act

- Uttering a threat to inflict serious bodily harm on another person
- Possessing alcohol, illegal and/or restricted drugs
- Being under the influence of alcohol **or cannabis (unless a person is a medical cannabis user)**
- Swearing at a teacher or at another person in a position of authority
- Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school
- Bullying
- Any act considered by the principal to be injurious to the moral tone of the school
- Any act considered by the principal to be injurious to the physical or mental well-being of members of the school community
- Persistent opposition to authority
- The willful destruction of school property
- Incidents off school property which impact on the school
- Habitual neglect of duty
- Conduct inconsistent with the Code of Conduct of the school, Board, or province
- Conduct affecting the safe learning environment for the students or working environment of staff of the school

ACTIVITIES LEADING TO SUSPENSION AND POSSIBLE EXPULSION

Under Section 310 (1) of the Education Act

- Possessing a weapon, including possessing a firearm or knife
- Using a weapon to cause or to threaten bodily harm to another person
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- Committing sexual assault
- Trafficking in weapons, illegal or restricted drugs
- Committing robbery
- Giving alcohol **or cannabis** to a minor
- Bullying, if:
 - i. the pupil has previously been suspended for engaging in bullying; and
 - ii. the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person
- Any activity listed in subsection 306 (1) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.
- An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others
- A pattern of behavior that is so inappropriate that the student's continued presence is injurious to the effective learning and/or working environment of others

Any other activity that is an activity for which a principal may suspend a pupil under a policy of the Board

- Activities engaged in by the student on or off school property that cause the student's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board
- Activities engaged in by the student on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property
- The student has demonstrated through a pattern of behavior that they have not prospered by the instruction available to them and that they are persistently resistant to making changes in behavior which would enable them to prosper
- Any act considered by the principal to be a serious violation of the school, Board or Provincial Code of Conduct
- Where a student has no history of discipline or behavior intervention, or no relevant history, a single act, incident, or infraction considered by the principal to be a serious violation of the expectations of student behavior and/or a serious breach of the Board or school Code of Conduct
- Any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and, therefore, in accordance with this Part, conduct an investigation to determine whether to recommend to the Board that the pupil be expelled

Report Submitted By (Name) _____ Signature _____

Contact Information (Location) _____ Telephone _____

Date _____

Note: Detach SSIR-2 and give to the person who submitted the report.

SAFE SCHOOLS INCIDENT REPORT - 2

Report No. _____ Date _____

Report Submitted By (Name) _____

Action Taken No Action Taken

Principal _____ Signature _____ Date _____

Sample Resources

Note: many more resources are available, please research to find most currently available.

Available in Board schools:

- Erasing Prejudice for Good – elementary school resources including books and lesson plans for teachers; and
- The Kit - A Manual by Youth to Combat Racism through Education (United Nations Association in Canada).

Available in the Board’s Instructional Materials Centre:

- Race to Equity – Tim McKaskell;
- Speak Up, Reach Out – a service provider workbook for challenging homophobia; and
- The Kit – A Manual by Youth to Combat Racism through Education (United Nations Association in Canada).

Other:

- A Positive Space is a Healthy Space – Ontario Public Health Association;
- Equitable Schools – Toronto District School Board anti-homophobia education resource guide;
- How To Show You’re Gay Friendly – Laurie Vance (see Board website for PDF article);
- It’s Elementary – Talking about Gay Issues in School – Debra Chasnoff and Helen S. Cohen; and
- Ten Things You Can Say or Do When You Hear “That’s So Gay” – Gay and Lesbian Educators of British Columbia (www.galebc.org).

Internet:

www.interfaithcalendar.org

www.prevnet.ca

[**www.tolerance.org**](http://www.tolerance.org)

[**www.learningforjustice.org**](http://www.learningforjustice.org)

www.religioustolerance.org

www.pch.gc.ca (Canada Heritage site)

www.egale.ca

www.pflagcanada.ca

<http://www.edu.gov.on.ca/eng/general/elems/ec/speced/LearningforAll2013.pdf>

<http://edu.gov.on.ca/eng/safeschools/bullying.html>

<https://www.otffeo.on.ca/en/resources/useful-links/bullying-prevention/>

Secondary Resources

www.prevnet.ca/bullying/teens

(I'm Being Bullied, I am Hurting Others, I Know Someone Who is Being Bullied, I'm an LGBTQ Teen).

~~*Bullied Tip Sheets for Adolescents:*~~

~~*<http://prevnet.ca/Downloads/tabid/192/ctl/RepSurveySubmitted/mid/615/ItemID/28/language/en-US/Default.aspx>*~~

~~*Stop Being a Bully Tip Sheets for Adolescents:*~~

~~*<http://prevnet.ca/Downloads/tabid/192/ctl/RepSurveySubmitted/mid/615/ItemID/29/language/en-US/Default.aspx>*~~

~~*Bystander Tip Sheets for Adolescents:*~~

~~*<http://prevnet.ca/Downloads/tabid/192/ctl/RepSurveySubmitted/mid/615/ItemID/30/language/en-US/Default.aspx>*~~

Elementary Resources

www.prevnet.ca/bullying/kids

(I'm Being Bullied, I am Hurting Others, I Know Someone Who is Being Bullied, I'm an LGBTQ Teen).

~~*Bullied Tip Sheet for Elementary School Children:*~~

~~*http://www.practiquiest.com/bullying_PDF_PREVNET/Elementary_School_Bullied_Tip_Sheet.pdf*~~

~~*Stop Being a Bully Tip Sheet for Elementary School Children:*~~

~~*<http://prevnet.ca/Downloads/tabid/192/ctl/RepSurveySubmitted/mid/615/ItemID/32/language/en-US/Default.aspx>*~~

~~*Bystander Tip Sheet for Elementary School Children:*~~

~~*<http://prevnet.ca/Downloads/tabid/192/ctl/RepSurveySubmitted/mid/615/ItemID/33/language/en-US/Default.aspx>*~~

HOW TO HANDLE HARASSMENT IN THE HALLWAYS IN THREE MINUTES

(From the Toronto District School Board)

1. STOP the harassment.

Interrupt the comment/halt the physical harassment.

DO NOT pull students aside for confidentiality unless absolutely necessary.

Make sure all the students in the area hear your comments.

It is important that all students, whether onlookers, potential targets, or potential harassers, get the message that students are safe and protected in this school.

2. IDENTIFY the harassment.

Label the form of harassment: “You just made a harassing comment/put-down based upon race (religion, ethnicity, abilities, gender, age, sexual orientation, economic status, size, etc.).”

Do not imply that the victim is a member of that identifiable group.

A major goal is to take the “spotlight” off the target and turn the focus to the behaviour. Students should realize what was said, regardless of what was meant (e.g., kidding).

3. BROADEN the response.

Do not personalize your response at this stage: “At this school we do not harass people.” “Our community does not appreciate hateful/thoughtless behaviour.”

Re-identify the offensive behaviour: “This name calling can also be hurtful to others who overhear it.”

“We don’t do put-downs at this school” specifically includes those listening, as well as the school community in general. Even if they were “only kidding”, harassers must realize the possible ramifications of their actions.

4. ASK for change in future behaviour.

Personalize the response: “Chris, please pause and think before you act.”

Check in with the victim at this time: “If this continues, please tell me, and I will take further action. We want everyone to be safe at this school.”

Now turn the “spotlight” on the harasser specifically, asking for accountability. Again, be sure not to treat the target like a helpless victim. Rather, plainly give them this responsibility on behalf of others.

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2022 MAY 10
Report No. 053-22

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

RE: POLICY REVIEW – 3093 ELECTRONIC INFORMATION SECURITY

1. Background

1.1 At the May 25, 2021, Regular Board Meeting, 3093 Electronic Information Security Policy was approved for review during the 2021-2022 school year as part of the policy development and review cycle.

1.2 On March 9, 2022, the policy was posted on the Board's 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 the Board procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 3093 Electronic Information Security Policy, Appendix A to Report No. 053-22.

Respectfully submitted,

JOHN LOOVERE
Supervisor of Computer Services

DAVE COVELLO
Manager of Information Technology and Corporate Planning

KIRSTI ALAKSA
Superintendent of Business

IAN MACRAE
Director of Education

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1. Rationale

A considerable amount of sensitive and confidential information resides on computers and other electronic devices attached to the Lakehead District School Board's (LDSB) computer networks. This information represents many person years of input and a significant investment by LDSB. Like other sizable Board assets, such as buildings and equipment, this information must be secured and protected. In some cases, there are laws, such as the Federal Copyright Act, Federal Trade-marks Act, Municipal Freedom of Information and Protection of Privacy Act, Personal Health Information Act, and Education Acts, which clarify LDSB's responsibilities in this regard.

2. The Policy

Lakehead District School Board will take measures to protect information residing on networked computers, mobile devices and other storage media. Measures will be commensurate with the value and sensitivity of the information. Measures will strike a balance between the need to secure information and the need to run the organization efficiently. In general, the cost of protecting information against a threat will be less than the cost of recovering should we be affected by security threats.

3. Guidelines

- 3.1 **aAll** staff will be aware of the need for security of information systems and networks and what they can do to enhance security-;
- 3.2 **aAll** staff are responsible for the security of information systems and networks-;
- 3.3 **aAll** staff will act in a timely and co-operative manner to prevent, detect and respond to security incidents-;
- 3.4 **aAll** staff will respect the legitimate interests of others-;
- 3.5 **rRisk** assessments will be conducted for all new systems-;
- 3.6 **aAll** staff will incorporate security as an essential element of their work with information systems and networks-;
- 3.7 Lakehead District School Board will adopt a comprehensive approach to security management-; **and**

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1. The Policy

Lakehead District School Board (LDSB) will take measures to protect information residing on networked computers, mobile devices, and other storage media. Measures will be commensurate with the value, sensitivity, and confidentiality of the information. Measures will strike a balance between the need to secure information and the need to run the organization efficiently. In general, the cost of protecting information against a threat will be less than the cost of recovering should we be affected by security threats.

2. Procedures

2.1 Security Structure

Computer Services is responsible for developing implementing, maintaining, coordinating, and monitoring a security program consistent with 3093 Electronic Information Security policy. These responsibilities include, but are not limited to:

- 2.1.1 developing, approving and issuing technical standards and guidelines on computer network security;
- 2.1.2 providing advice and guidance on the planning, acquisition, installation, and use of security related systems;
- 2.1.3 conducting periodic risk assessments and providing advice on threat and risk assessments as required;
- 2.1.4 evaluating security aspects of products and systems;
- 2.1.5 providing, **or arranging for**, specialized training on security;
- 2.1.6 providing assistance with investigations related to security issues; and/or
- 2.1.7 performing regular backups using authorized tools.

2.2 Superintendents, principals, and managers/supervisors are accountable for safeguarding information and physical assets under their control. All employees are responsible for the protection of these assets from unauthorized use, modification, disclosure, or destruction (whether accidental or intentional), and for maintaining the integrity of these assets and their availability to others as required in the performance of their duties. These responsibilities include, but are not limited to:

- 2.2.1 protecting personal and group account passwords;
- 2.2.2 accessing Board resources only through authorized systems and processes;

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- 2.2.3 ensuring staff log off computers and networks after use;
- 2.2.4 taking reasonable precautions (i.e., security cables, storing equipment in locked rooms, etc.) to secure physical assets;
- 2.2.5 adhering to acceptable use policies;
- 2.2.6 refraining from accessing the Internet or any other network through unauthorized connections;
- 2.2.7 reporting any unauthorized use of LDSB information or physical assets; and
- 2.2.8 using secure encryption methods to protect data from unauthorized access.

3. Classification and Risk Management of Information and Physical Assets

3.1 Information will be classified and safeguarded as to its value, sensitivity, integrity, availability, and accountability requirements. The chart below will assist in determining the level of sensitivity of certain types of information. The examples are not meant to be all-inclusive, but rather to provide a sample of data that would fall in that particular category.

Level of Sensitivity	Ways to Protect the Information	Examples of Information
Low Sensitivity	<ul style="list-style-type: none"> • No need to protect the information. The information is publicly available. 	<ul style="list-style-type: none"> • Corporate or school websites. • Minutes of the Board. • General information about enrolment (e.g., numbers of students).
Medium Sensitivity	<ul style="list-style-type: none"> • Share information on a need-to-know basis. • Limit the number of copies of the information. • Password protect the data where possible. • Destroy the information in a secure manner when no longer required. 	<ul style="list-style-type: none"> • E-mail messages that do not contain any personal or confidential business information. • Student collaborative work on projects. • Agendas and minutes of meeting.

Level of Sensitivity	Ways to Protect the Information	Examples of Information
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High Sensitivity	<ul style="list-style-type: none"> • Password protection. • Data encryption. • Non-disclosure. • Securely erase data when no longer required. 	<ul style="list-style-type: none"> • Student data (e.g., personal, medical, family, achievement, demographic information, etc.). • Staff data (e.g., personal, medical, absence, payroll, performance reviews, demographic information, etc.). • Confidential financial or other corporate data. • In-camera Board meeting minutes. • E-mail messages containing personal or confidential information.
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3.2 Access to assets that contain sensitive information is restricted to those whose duties require such access. Assets include servers, workstations, storage media, etc.

4. Personnel Security

4.1 The human resources department will ensure that superintendents, principals and managers/supervisors conduct the appropriate background reference check on any individual who is appointed to a position in the LDSB in which there is access to sensitive information.

4.2 The human resources department is responsible for notifying the computer services department of any employee resignations/terminations. The computer services department is responsible for removing the employee's computer access privileges.

5. Access to the Internet and Lakehead District School Board Networks

5.1 The computer services department will establish and maintain a network firewall to protect the Board network from external unauthorized access, and control internal access to Internet information and facilities.

5.2 Unauthorized, private Internet connections from any LDSB networked workstation (including school/department, local and wide area networks) are prohibited.

5.3 Lakehead District School Board expressly prohibits staff or students from accessing or disseminating any material that is pornographic, racist, or promotes violence.

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6. Security Awareness and Training

Superintendents, principals and managers/supervisors are responsible for ensuring that all staff and students are provided with a computer network security awareness program suitable for their needs.

7. Contingency Planning

Computer services is responsible for the maintenance of a plan of action to **backup and recover information and critical applications** in the central computing environment and the LDSB Wide Area Network in the event of a security incident resulting in a loss of data. ~~**Schools and departments are responsible for the development and implementation of a plan of action to recover information within their jurisdiction.**~~

Computer services is responsible for providing hardware, data services, and remote access to data and applications to enable staff to carry out the operations of the Board during any disruption of access to normal on-site working activities.

8. Security Breaches and Violations

8.1 All staff are responsible for monitoring and enforcing compliance with this procedure within the scope of their duties and responsibilities. Violations or suspected violations of these responsibilities must be reported immediately to the appropriate superintendent, principal or manager/supervisor who will investigate and, where warranted, take appropriate administrative or disciplinary action.

8.2 Persons found to be in violation of this procedure may be subject to immediate disciplinary action up to and including termination of employment.

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9. 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>
3096 Information/Communication Technology Use Policy <hr/>	January 27, 2009 <u>Date Revised</u> May 27, 2014 May 10, 2022	Education Act Copyright Act Trade-marks Act Municipal Freedom of Information and Protection of Privacy Act Personal Health Information Act

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LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2022 MAY 10
Report No.054-22

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

RE: POLICY REVIEW – 3096 INFORMATION/COMMUNICATION TECHNOLOGY USE

1. Background

- 1.1 At the May 25, 2021, Regular Board Meeting, the 3096 Information/Communication Technology Use policy was approved for review during the 2021-2022 school year as part of the policy development and review cycle.
- 1.2 On March 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 3096 Information/Communication Technology Use Policy, Appendix A to Report No. 054-22.

Respectfully submitted,

NICK SACEVICH
Chair, Information Technology Committee

GINNO RUSSO
Information Technology Resource Teacher

AJ KEENE
Superintendent of Education

IAN MACRAE
Director of Education

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1. Rationale

Information and communication technology plays a significant role in teaching and learning and in the administration of Board 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 Lakehead District School Board (LDSB) to recognize the use of information and communication technologies as productivity enhancement tools by Board students and employees in support of teaching and learning and Board 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.

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3.4 Privacy and Ownership

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

3.5 Security

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

3.6 Compliance

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

4. Failure to Comply

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

5. Review

This policy shall be reviewed according to 2010 Policy Development and Review Policy.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
3096 Information/ Communication Technology Procedures	June 24, 2003	
	<u>Date Revised</u>	
	June 26, 2007	
	September 24, 2013	
	May 26, 2020	
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1. Policy

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

2. Definitions

2.1 Technology

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

2.2 User

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

2.3 Cyber-bullying

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

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

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3. Guiding Principle #1

Supporting Learning

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

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

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

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

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

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

4. Guiding Principle #2

Digital Citizenship

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

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

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5. Guiding Principle #3

Equity

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

6. Guiding Principle #4

Privacy and Ownership

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

6.1 Data stored on LDSB technology, including email, electronic files and information in computer systems, are LDSB property and may be reviewed, monitored and accessed by authorized individuals, as required. Data is also subject to relevant legislation and may be accessed through Freedom of Information requests.

6.2 Information stored on personally owned devices is the responsibility of the device owner/user. However, personally owned devices on LDSB property which are used for displaying, storing, sending or creating fraudulent, harassing, sexually explicit, profane, obscene, intimidating, defamatory or otherwise inappropriate or unlawful materials will result in a full investigation and necessary action will be taken where appropriate.

6.3 Lakehead District School Board collects data to assist in monitoring the health and usage of systems. Examples include network, application and internet access logs. These logs may be reviewed periodically.

7. Guiding Principle #5

Security

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

7.1 Staff are provided access to data in order to perform their roles.

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

8. Guiding Principle #6

Compliance

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

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

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9. Failure to Comply

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

10. Review

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

<u>Cross Reference</u>	<u>Date Received</u>	<u>Legal Reference</u>
3096 Information/ Communication Technology Policy	June 24, 2003	
	<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 at school under the direction of teachers in order to engage students and enhance learning experiences.

2. Definitions

Personal mobile devices (PMDs) 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, **Playbook**, 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. The Board recognizes the benefits of the use of technology such as:

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

3.2 Learning and Teaching Environments in Schools

The use of some technology has also brought challenges related to safety, privacy, and disruption in schools. The 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. The Board will allow students to bring their own PMDs to school, provided they adhere to the follow expectations:

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

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



BRING YOUR OWN DEVICE

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

Mobile Devices

Personal mobile devices 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, **Playbook**, etc); and
- emerging technologies.

The Learning Environment

The Board supports the use of personal mobile devices at school to engage students and enhance learning experiences. We will be allowing students to bring their own personal mobile devices 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 personal mobile devices should reflect the expectations in Lakehead District School Board (LDSB):: e.g. Code of Conduct, Character Education including polices 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 personal mobile devices in schools. Inappropriate use of PMDs, will be governed by the school Code of Conduct.

Responsibility for Personal Mobile Devices

- all students bringing personal mobile devices to school will adhere to the requirements of this policy;
- the secure storage of these devices is the sole responsibility of the owner/user;
- LDSB does not accept responsibility for lost or stolen personal mobile devices; 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 personal electronic device 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 dynamic 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 Board 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; **and**
 - I will not use Internet access to send threatening, obscene, or harassing materials; **and**
 - I will not participate in cyber-bullying 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 the Board 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, Board systems and equipment are considered to be the property of the Board, and as such can be viewed or inspected by authorized Board personnel. I also recognize it is impossible for the Board to restrict access to all controversial materials and I will not hold it responsible for inappropriate materials acquired by my son/daughter on the Internet.</p> <p>The administrative or academic staff of the Board 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:		