



Office of the Director

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

**BOARD ADVISORY COMMITTEE**  
**Tuesday, January 10, 2023**  
**Jim McCuaig Education Centre**

Sherrilynne Pharand  
Director of Education

Donica LeBlanc  
Chair

**AGENDA**

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

	<u>Resource Person</u>	<u>Pages</u>
1. Call to Order		
2. Disclosure of Conflict of Interest		
3. Approval of the Agenda		
4. Resolve into Committee of the Whole – Closed Session		
5. <b>COMMITTEE OF THE WHOLE - Closed Session – 7:15 p.m. (SEE ATTACHED AGENDA)</b>		
6. Land Acknowledgement		
7. Delegations/Presentations		
7.1 Trustee Character Award - Lakehead Public Schools Social Work Team	E. Chambers	Verbal
7.2 Superior Collegiate and Vocational Institute - Celebrating Five Years of International Baccalaureate Programme Excellence at Superior Collegiate and Vocational Institute	M. Probizanski	1-2
8. Approval of Minutes		
8.1 Board Advisory Committee Meeting - October 11, 2022	T. Tuchenhagen	3-5
9. Business Arising from the Minutes		

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

**LAKEHEAD DISTRICT SCHOOL BOARD**

**MATTERS NOT REQUIRING A DECISION:**

- |      |   |                |       |
|------|---|----------------|-------|
| 10.  | Information Reports                                     |                |       |
| 10.1 | Health and Safety Program - Semi-Annual Report (023-23) | K. Alaksa      | 6-11  |
| 10.2 | Work from Home Administrative Practice (028-23)         | M. Probizanski | 12-17 |
| 11.  | First Reports   |                |       |

**MATTERS FOR DECISION:**

- |      |  |           |       |
|------|--|-----------|-------|
| 12.  | Postponed Reports  |           |       |
| 13.  | Ad Hoc and Special Committee Reports   |           |       |
| 14.  | New Reports  |           |       |
| 14.1 | Policy Review – 1011 Access to System Programs (026-23)  | AJ Keene  | 18-20 |
|      | <i>It is recommended that Lakehead District School Board approve 1011 Access to System Programs policy, Appendix A to Report No. 026-23.</i>             |           |       |
| 14.2 | Policy Review – 3070 Allowance for Use of Personal Vehicles (024-23)   | K. Alaksa | 21-27 |
|      | <i>It is recommended that Lakehead District School Board Approve 3070 Allowance for Use of Personal Vehicle policy, Appendix A to Report No. 024-23.</i> |           |       |
| 14.3 | Policy Review – 9020 Library Resource Centre (027-23)  | AJ Keene  | 28-56 |
|      | <i>It is recommended that Lakehead District School Board approve 9020 Library Resource Centre policy, Appendix A to Report No. 027-23.</i>               |           |       |
| 15.  | New Business   |           |       |
| 16.  | Notices of Motion  |           |       |
| 17.  | Information and Inquiries  |           |       |
| 18.  | Adjournment  |           |       |

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



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Donica LeBlanc  
Chair

**AGENDA**

**COMMITTEE OF THE WHOLE – Closed Session**  
**7:15 p.m. – in the Sibley Room**

	<u>Resource Person</u>	<u>Pages</u>
5.1 Approval of Committee of the Whole - Closed Session Minutes		
5.1.1 Board Advisory Committee Meeting - October 11, 2022	T. Tuchenhagen	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Personnel Matter	M. Probizanski	Verbal
5.4 Information and Inquiries		
5.5 Rise and Ask Leave to Sit in Public Session		

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

**LAKEHEAD DISTRICT SCHOOL BOARD**



## Celebrating Student Achievement

School: Superior Collegiate and Vocational Institute

Title of Initiative: Celebrating Five Years of International Baccalaureate Programme Excellence at Superior Collegiate and Vocational Institute

Presentation Team: Karen Watt, Emily Drake, Lily Hardy

<b>Components of Initiative</b>	<b>School's Details</b>
1. Description of the nature of the initiative to improve student achievement	The International Baccalaureate (IB) Programme moved to Superior CVI five years ago. With the move, came changes in staffing, staff and student transitions and the interruptions caused by the global pandemic. Despite these challenges, our IB students continue to thrive and succeed.
2. Rationale for selecting the initiative	The IB Programme has been a flagship programme of Lakehead Public Schools for the past 20 years. The move to Superior CVI has resulted in many positive outcomes. There has also been increased interest from the community.
3. Intended outcomes of the initiative related to improved student achievement	<p>Superior CVI is a caring and innovative community committed to the development of informed, engaged, responsible and respectful citizens of local, national and global communities.</p> <p>These aspects of citizenship are achieved through academic rigor, environmental stewardship, intercultural understanding and the pursuit of positive relationships, health and well-being.</p> <p>Our community of learners strive to embody the values of integrity, inclusion, responsibility, empathy and respect.</p>
4. Description of the data used	Several forms of data are used to measure our success. These include the individual final marks issued by the IB following exams in May, as well as our school average in comparison to the global average. We also consider the classroom marks for students, enrollment numbers and community involvement. Additionally, as part of our program review, we gather information and data from students, parents, teachers and stakeholders.

<p>5. <b>Brief</b> description of the significant activities or strategies involved with the initiative</p>	<ul style="list-style-type: none"> <li>• IB curriculum;</li> <li>• Learner Profile;</li> <li>• IB “Core”: Extended Essay, Theory of Knowledge, Creativity, Activity, Service (CAS);</li> <li>• approaches to teaching and learning;</li> <li>• faculty professional development and training; and</li> <li>• community building: IB retreats, service opportunities, Thailand trip.</li> </ul>
<p>6. <b>One or two</b> highlights of the above activities</p>	<p>IB Programme retreat in June: team building activities and CAS carousel, where students shared their CAS projects with each other and received feedback from peers and staff.</p>
<p>7. Description of any unexpected results or “moments of serendipity” related to the initiative</p>	<p>Results of a five-year review indicated that we needed a stronger focus on staff collaboration. That process has begun with regular monthly meetings with IB Programme faculty and a two-day training session in September. Bottom line: explicit teaching of specific learning skills.</p>
<p>8. Description of <b>one or two</b> interesting findings that would be useful or helpful to other schools</p>	<p>A focus on skill building, rather than content, enables our students to apply what they know in a variety of contexts with improved outcomes.</p>
<p>9. Identification of <b>one or two</b> noteworthy hurdles or stumbling-blocks</p>	<p>Moving the IB Programme to SCVI was a difficult transition for both staff and students. The interruptions to in-person learning and the cancellation of exams over the past few years has resulted in increased anxiety. We are working to overcome these challenges through our focus on community building.</p>
<p>10. Next steps in pursuing the initiative</p>	<p>Increased opportunities for students to interact (winter retreat, cultural celebrations).</p> <p>Continued regular staff training and collaboration further strengthens the IB Programme.</p> <p>Providing the students with the travel opportunity to Thailand in 2024 for a service and learning trip.</p>
<p>11. Lessons learned about the school’s efforts to improve student achievement</p>	<p>Continued focus on teaching skills and developing our students using the Learner Profile results in successful graduates.</p> <p>Providing increased opportunities for students to interact with their community, both in school and beyond, results in globally-minded individuals who are committed to making a positive difference in the world.</p>

LAKEHEAD DISTRICT SCHOOL BOARD

**MINUTES OF BOARD ADVISORY COMMITTEE**

Board Room/Microsoft Teams  
Jim McCuaig Education Centre

2022 OCT 11  
7:30 p.m.

**TRUSTEES PRESENT:**

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

George Saarinen  
Mehar Mago (Student Trustee)  
Alexa Sagutcheway (Indigenous Student Trustee)

**TRUSTEE ABSENT, WITH REGRET:**

Deborah Massaro  
Ryan Sitch

Scottie Wemigwans

**SENIOR ADMINISTRATION:**

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

**FEDERATION/UNION REPRESENTATIVES:**

Angela Lee-Wiwcharyk, Managers

**PUBLIC SESSION:**

1. **Approval of Agenda**

Moved by Trustee Saarinen

Seconded by Trustee Oikonen

*“THAT the Agenda for Board Advisory Committee Meeting, October 11, 2022 be approved.”*

**CARRIED**

2. Resolve into Committee of the Whole – Closed Session

Moved by Trustee Doughty-Smith

Seconded by Trustee Chambers

*“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*
  - *June 14, 2022*
- *Personnel Matter*

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

CARRIED

COMMITTEE OF THE WHOLE – CLOSED SESSION:

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

PUBLIC SESSION:

4. Grade 6 Book Study - *The Barren Grounds* by David A. Robertson

AJ Keene, Superintendent of Education, introduced Anika Guthrie, First Nation, Métis, Inuit Education Coordinator, who presented the report. All trustees’ questions were addressed.

5. Approval of Minutes

Moved by Trustee Doughty-Smith

Seconded by Trustee Saarinen

*“THAT the Board Advisory Committee approve the Minutes of the Board Advisory Committee Meeting, September 13, 2022.”*

CARRIED

MATTERS NOT FOR DECISION:

6. Summer Learning Program K-12 (095-22)

AJ Keene, Superintendent of Education, introduced Maureen Abbott, Early Years and Program Principal, Maggie Fredrickson, System Principal, Special Education, Anne Marie McMahon-Dupuis, System Principal, and Anika Guthrie, First Nation, Métis, Inuit Education Coordinator, who presented the report. All trustees’ questions were addressed.

7. Initial Report – Special Education Program Review (093-22)

Michelle Probizanski, Superintendent of Education, introduced Maggie Fredrickson, System Principal, Special Education, who presented the report. All trustees’ questions were addressed.

MATTERS FOR DECISION:

8. Appointments to the 2022-2023 Parent Involvement Committee (094-22)

Moved by Trustee Oikonen

Seconded by Trustee Arnone

*“THAT Lakehead District School Board:*

1. *Approve the following appointments to the 2022-2023 Parent Involvement Committee effective November 15, 2022 to November 14, 2023:*
  - *Rae-Ann Rees, school council representative;*
  - *Serena Essex, Aboriginal Education Advisory Committee representative;*
  - *Anne Antenucci, Special Education Advisory Committee representative;*
  - *Shannon Jessiman-MacArthur, principal representative;*
  - *Laura Prodanyk, community representative;*
  - *Fred Van Elburg, teacher representative; and*
  - *Connor Pratt, alternate teacher representative.*
2. *Approve the appointments of Robin Cawlishaw and Jenna Samakese, parent members, to the 2022-2023 and 2023-2024 Parent Involvement Committee effective November 15, 2022 to November 14, 2024.”*

CARRIED

9. Information and Inquiries

- 9.1 Trustee Chambers reported that she attended an assembly, on October 11, 2022, at both Superior Collegiate and Vocational Institute and Hammarskjold High School with MP Hajdu and Grade 11 students, to learn about her Constituency Youth Council.
- 9.2 Trustee Chambers reported that she attended the 2022 Community Partners Evening at Confederation College with Trustee Sitch, Director Pharand, Roger Drcar, Student Success Resource Teacher OYAP/SHSM/SCWI and Linda Grassia, Student Success Lead, on September 29, 2022.
- 9.3 Trustee Oikonen encouraged Board members to attend one of our secondary school’s exciting football games.

10. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Arnone

*“THAT we do now adjourn at 8:30 p.m.”*

CARRIED



LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2023 JAN 10  
Report No. 023-23

TO THE CHAIR AND MEMBERS OF  
LAKEHEAD DISTRICT SCHOOL BOARD - Public Session

RE: HEALTH AND SAFETY PROGRAM – SEMI-ANNUAL REPORT

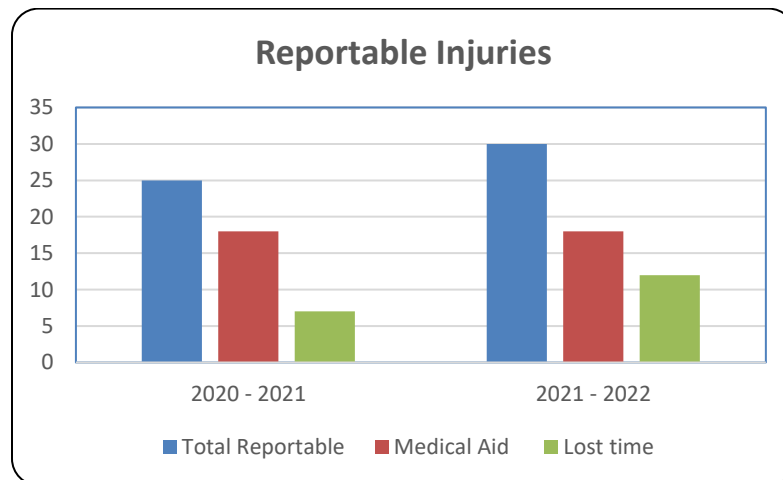
1. Background

This semi-annual report is to inform trustees of the current status of Lakehead District School Board's Health and Safety program and significant related activities. The Occupational Health and Safety Act requires directors and officers of corporations to take all reasonable care to ensure that the corporation complies with the Act and its regulations.

2. Situation

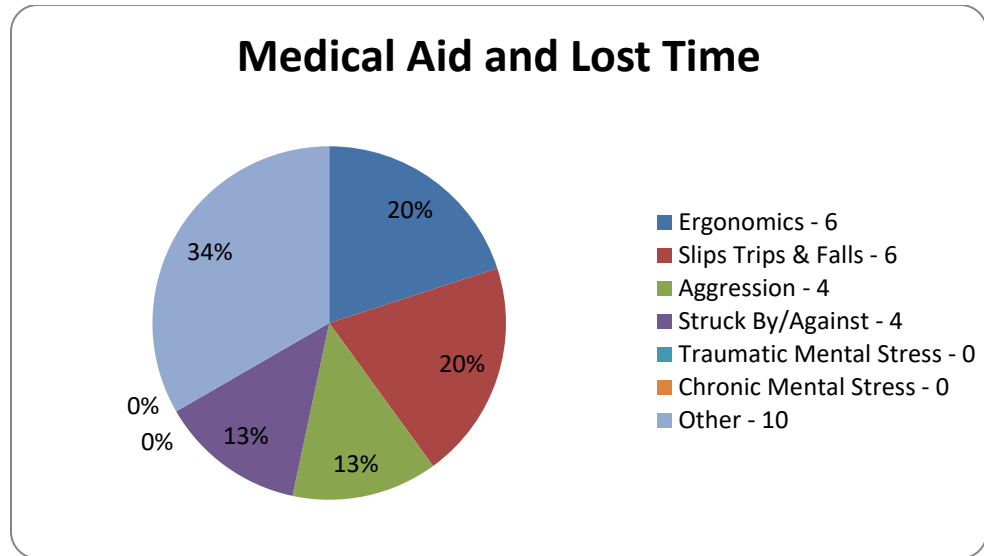
2.1 Accident Statistics

2.1.1 Over the 2021-2022 school year, employees recorded a total of 30 reportable injuries. Reportable injuries are defined as incidents that required medical aid or resulted in lost time. This was up from 25 reported the previous year. The number of incidents requiring medical care was 12, which is up from nine in the previous year. The number of lost time incidents was 18, the same from 18 the previous year.



Positive COVID-19 cases (listed in other), slips/trips/falls and ergonomics were the highest lost time categories of types of injury. It is important to note that aggression related injuries are not in the top three causes.

2.1.2 The graph below displays the cause of the injury, the total incidents per category and percent distribution of reportable injuries.

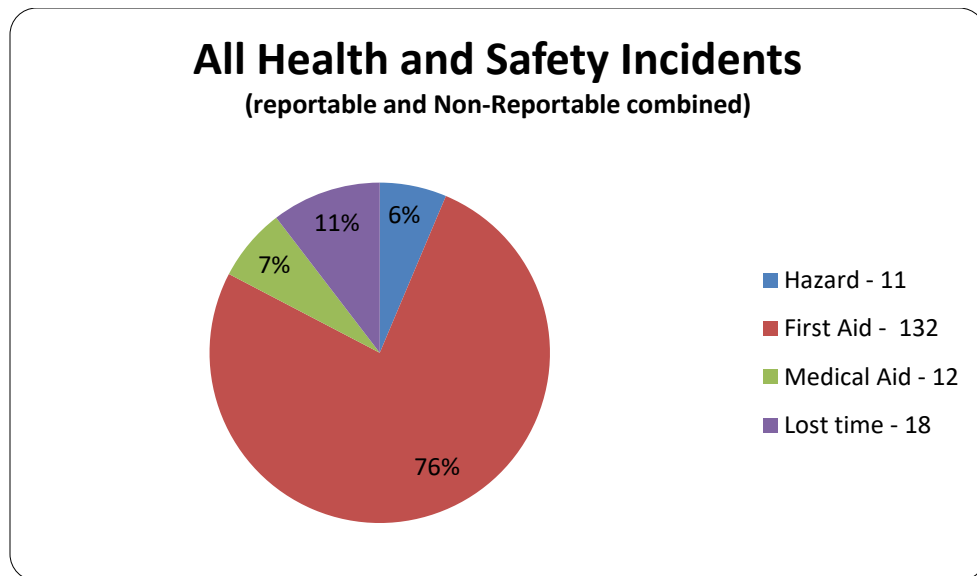


Note: Ergonomics – includes overexertion and repetitive motion strain Chronic Mental Stress (CMS) policy new in 2018 was retroactive to April 2014.  
 Other –Covid cases, MVA, heart attack, stroke, epileptic seizure, fainting (loss of consciousness), asthma attack, fire / explosion, exposure to hazardous material, contaminants and noise.

2.1.3 The total reportable injury frequency reflects the combined medical aid and lost time claim frequency compared to the educational peer group across the province and is based on claims per 100 staff. Lakehead District School Board’s frequency rate is 2.62 compared to the provincial average rating of 3.61.

2.1.4 The total number of non-reportable incidents for the 2021-2022 school year was 143. Non-reportable injuries are defined as first aids and near misses (hazards). The number of incidents requiring first aid was 132 as opposed to 89 from the previous year. There were also 11 near miss (hazard) incidents reported in this period.

2.1.5 The graph below displays the cause of the injury, the total incidents per category and percent distribution of all health and safety incidents (includes all reportable and non-reportable injuries).



### 3. Health and Safety Initiatives

The emergence of the COVID-19 global pandemic has driven the need for new or updated protocols and equipment reviews.

It was important to also still work on decreasing the Board's injury rate. To do so, a focus has been placed on employee training (in-person and online), equipment testing and online reporting.

#### 3.1 COVID-19

The health and safety of our staff is very important and essential to the learning experience of our students. Measures were put in place for the protection of our school communities from the COVID-19 virus.

##### 3.1.1 Protocols

- Daily Pre-Entry Screening using the Provincial Screening Tool Update with staff login (<https://screening.lakeheadschoools.ca/index.html>);
- PPE protocol update – masking and eye protection;
- Rapid Antigen Tests;
- floor and wall signage;
- hand hygiene (entry point hand sanitizing and in-room hand washing); and
- enhanced COVID-19 cleaning procedures.

##### 3.1.2 Equipment

- deployment of mobile HEPA air filtration units to all facilities;
- HVAC review completed by consulting engineer;
- Clorox fogger disinfection mobile unit; and
- increased number of water bottle filling stations.

## 3.2 Employee Training

The Health and Safety department continues to provide a number of important training sessions throughout the year. The cost for training, including supply staff coverage, is covered by the Health and Safety department budget.

### 3.2.1 Classroom Based Learning

#### First Aid Training

Standard First Aid, CPR/AED training certificates are only valid for three years at which time re-certification is required. Three First Aid courses were held, and 60 employees completed training in the 2021-2022 school year. The sessions were one and two day certification courses. Each school is well staffed with individuals certified in First Aid.

#### Joint Health and Safety Committee Certification Training

Each site is required to have a Joint Health and Safety Committee comprised of management and worker members as per the Occupational Health and Safety Act (OHSA). At least one management and one worker member must be certified. To become certified, staff must complete a four day course divided into two parts covering a variety of topics. This past year, five staff successfully completed the certification course.

### 3.2.2 Online Training

Since the Fall of 2015, the Board has been using an online training platform. For the period of September 1, 2021 to August 31, 2022, there were 13,561 online course completions.

2021-2022 requirements:

- Ministry of Education 2021-2022 Health and Safety Protocols;
- Donning the Benehal N95 Particulate Respirator;
- Ryan's Law;
- Sabrina's Law; and
- LPS Concussion Training.

## New Hire Online Training

All new Lakehead District School Board employees receive the following mandatory training as part of the onboarding process:

- Workplace Violence and Harassment;
- Workplace Hazardous Material Information System (WHMIS 2015) training;
- Occupational Health and Safety Awareness training;
- Accessibility for Ontarians with Disabilities Act;
- LPS Concussion training (New 2020);
- Student Concussion Management Policy;
- Cybersecurity (New 2020);
- Online Health and Safety Reporting Instructions (New 2020);
- LPS Health and Safety Protocols for COVID19 (New 2020);
- Ryan's Law; and
- Sabrina's Law.

Annually, all staff are required to complete training on Ryan's Law and Sabrina's Law.

### 3.2 Equipment Testing

To ensure compliance with the Occupational Health and Safety Act, the health and safety officer coordinates the annual testing and certification of the following:

- forty-four overhead cranes, hoists and floor jacks as well as three aerial lift platforms;
- nine mechanical lifts and related equipment used in special needs/multi needs classrooms;
- stage and drama room rigging and lighting in each secondary school;
- chemical fume hoods in the science areas; and
- dust collection and spark detection systems located in all technology classes.

4. Conclusion

Lakehead District School Board continues to promote a safe learning and working environment for all students and staff. A continuing commitment to education, training, and health and safety promotion, will ensure that Lakehead District School Board remains compliant with all acts and regulations and, in turn, reduce operating costs. This commitment to safety will also make our schools and facilities the best place for students and staff to work and learn.

Respectfully submitted,

KYLE ULVANG  
Health and Safety Officer

JIM DESAULNIERS  
Manager of Property Services

KIRSTI ALAKSA  
Superintendent of Business

SHERRI-LYNNE PHARAND  
Director of Education

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2023 JAN 10  
Report No. 028-23

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

RE: WORK FROM HOME ADMINISTRATIVE PRACTICE

1. Background

The Lakehead District School Board values the contributions of all employees in the attainment of our mission, vision and values. Lakehead District School Board is committed to continuing its reputation as a competitive employer. The needs of the organization always take precedence; however, work from home arrangements may serve as a method for advancing strategic priorities while empowering employees to enhance work/life balance and to foster a culture of high job satisfaction.

2. Situation

- 2.1 Lakehead District School Board is committed to continuing to be a competitive employer, enhancing recruitment and retention, maintaining quality of service and increasing staff well-being.
- 2.2 Lakehead District School Board has developed a Work from Home Administrative Practice.
- 2.3 The purpose of this report is to share the practice.
- 2.4 The practice is attached as Appendix A.

Respectfully submitted,

JENNY FENTON  
Human Resources Manager

MICHELLE PROBIZANSKI  
Superintendent of Education

SHERRI-LYNNE PHARAND  
Director of Education

**Lakehead District School Board**  
**Topic: Work from Home**  
**Effective: January 2023***Administrative Practice***Intended Purpose:**

The Lakehead District School Board (LDSB) values the contributions of all employees in the attainment of our mission, vision and values. The needs of the organization always take precedence; however, Work from Home (WFH) arrangements may serve as a method for advancing strategic priorities, while empowering employees to enhance work/life balance and to foster a culture of high job satisfaction.

**Eligibility and Scope:**

This practice applies to union and non-union staff at LDSB administrative sites (defined below) who have been authorized for remote working.

This practice does not apply to school-based staff, school assigned staff, or staff that directly support students and/or programming.

Due to the nature of some employees' work, it may not be possible for some employees to perform their job duties from home, in which case WFH will not be approved.

Work from Home eligibility will be based on employee job description, performance expectations and the ability to carry out job responsibilities from home as determined by the employee's manager.

With the approval of the superintendent and/or immediate manager, employees can work from home for up to a maximum of two days per week. See Remote Work Form attached.

**Definitions:**

Administrative sites refer to Lakehead District Board Office, Jim McCuaig Education Centre.

Working from Home (WFH) refers to an alternate work arrangement in which work that is normally conducted by the employee, at an administrative site, is performed at the employee's home.



## PROCEDURES

### 1. General Principles

- A successful WFH program is built on mutual trust between LDSB employees and supervisors.
- Employees may request work from home, if practicable, on a temporary or permanent basis.
- Determination of eligibility to participate for WFH, will be at the manager's discretion and subject to the approval of the appropriate superintendent in consultation with the superintendent responsible for Human Resources.
- In order for an employee to be eligible for WFH, the resources that an employee needs to do their job must easily be transferable or available electronically. The employee must also have access to secure a reliable internet and the ability to have phone extension transferred to personal cell phone/home phone or laptop using Virtual Private Network (VPN) as a condition for WFH approval.
- At no cost to the Board, employees must designate a secure, clean, ergonomically-suitable, safe and quiet space in their residence as their work space for WFH.
- Employees authorized for WFH will be expected to maintain the same level of service and responsiveness to clients, both internal and external, while working from home.
- All LDSB policies and procedures continue to apply as appropriate for WFH, including but not limited to the 3093 Information Security Policy.

### 2. Performance Accountability

- Employees working from home must continue to meet performance expectations as set out by their manager including responding to their manager and others in a timely and reasonable manner.
- Employees working from home are expected to be reachable via email, virtual meeting or LDSB mobile phone (if applicable).
- Employees working from home will be expected to complete their required working hours between standard LDSB work hours.
- Employees working from home will be expected to attend meetings that are scheduled at the work location in person.
- Managers are entitled to discontinue WFH arrangements if the employee(s) are not meeting performance expectations and will address performance related matters without delay, in accordance with LDSB established processes.
- Work from Home arrangements may be modified or revoked by the manager at any time with at least five working days' notice to the employee where possible. There should not be any expectation that a position previously approved for WFH will continue in the same manner.
- Employees working from home may request from their manager modification to their existing WFH arrangement at any time with at least five working days' notice.

### **3. Attendance Reporting**

- An employee working from home is required to report to work and/or report time worked in accordance with their terms and conditions of employment or collective agreement.
- Employees working from home who are ill, or unable to report to work, are expected to notify their manager as early as possible in the same manner as when working from home and from an administrative site.

### **4. Work Related Injuries and Reporting**

- An employee who sustains a workplace accident or injury while working from home must comply with the normal reporting requirements for any work-related accident as outlined in the LDSB reporting procedures.
- The LDSB will not be held responsible for any non-work related injuries that occur while working from home (e.g. tripping and falling when letting pets out during your work hours; injuring back while installing an air conditioning unit in the window of the home office).

### **5. Records Management and Protection of Privacy**

- Employees working from home will comply with the 3092 Privacy and Information Management Policy.
- Employees working from home will minimize the amount of paper files and hard copies of LDSB materials removed from LDSB property. Confidential or sensitive files should generally not be printed in hard copy or removed from LDSB property.
- In the event that documents are to be removed for the performance of duties, sensitive documents must be treated as confidential and not exposed to unauthorized parties, including family members or individuals in the same WFH location.

## Remote Work Form

Instructions: This form is to be completed by the supervisor/manager in consultation with the employee. Sections C and D are to be signed off by the supervisor/manager and the employee, respectively.

Note: If this request for remote work was initiated by the employee and is part of a request for an accommodation, no further information is required as accommodation is managed via a different process. The employee should contact Rob Agostino, Disability Management Officer at 625-5139 or robert\_agostino@lakeheadschoos.ca.

### A. Employee Details:

Date:	Employee Number:
Employee First Name:	Employee Last Name:
Employee Job Title:	Department:
Supervisor/Manager First Name:	Supervisor/Manager Last Name:

### B. Work Assessment (to be completed by direct supervisor) check all boxes that apply:

- Job has a high level of autonomy and minimal requirements for face-to-face interactions.
- Job requires reading, writing, research, working with data or talking on the phone.
- Job can be done off-site without disruption to flows of work and communication.
- Job is specifically contracted or developed to be executed remotely.
- Job can be executed with minimal disruption to student or employee services.
- Job can be performed remotely in a similar manner as if it were being performed on-site.
- Job has clearly defined and measurable outputs/outcomes.

- Job does not strictly require full-time in-person contact/service to support core functions of the Board.
- Job does not rely upon specific equipment or supplies which require on-site working.
- Job works with classified documents and remote working introduces a risk.
- Job has compliance requirements that cannot be effectively met in a remote working arrangement.
- Employee is in good standing (no disciplinary).
- The employee competently demonstrates the competencies, knowledge and skills required to perform the job remotely.
- Managing the employee's performance can be effectively done in a remote setting.

C. Manager Attestation:

I have completed the required assessment and have met with the employee to ensure the employee understands the requirements for remote working.

Manager Name (Print): \_\_\_\_\_

Manager Signature: \_\_\_\_\_

Date: \_\_\_\_\_

D. Employee Attestation:

Employee Name (Print): \_\_\_\_\_

Employee Signature: \_\_\_\_\_

Date: \_\_\_\_\_

A copy of this Remote Work Form, once completed and signed, will be saved in the employee's personnel file.

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2023 JAN 10  
Report No. 026-23

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

RE: POLICY REVIEW - 1011 ACCESS TO SYSTEM PROGRAMS

1. Background

- 1.1 Lakehead District School Board (LDSB) is committed to offering specialized system programs of choice for students.
- 1.2 Lakehead District School Board is dedicated to having equal access to recognized system programs within LDSB.
- 1.3 The 1011 Access to System Programs policy was first created in 2003.
- 1.4 At the June 28, 2022, Regular Board Meeting, 1011 Access to System Programs policy was approved for review during the 2022-2023 school year as part of the policy development and review cycle.
- 1.5 On September 14, 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 October 19, 2022. There was no input received.

2. Situation

- 2.1 Administration has concluded its review of the existing policy and there are no changes to the policy.
- 2.2 The policy is attached as Appendix A.
- 2.3 Upon final approval, the policy will be distributed according to Board procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 1011 Access to System Programs policy, Appendix A to Report No. 026-23.

Respectfully submitted,

AJ KEENE  
Superintendent of Education

SHERRI-LYNNE PHARAND  
Director of Education

<b>PHILOSOPHY AND GOALS</b>	<b>1000</b>
<b>DRAFT – NOVEMBER 8, 2022</b>	
<b>ACCESS TO SYSTEM PROGRAMS POLICY</b>	<b>1011</b>

1. Rationale

Lakehead District School Board (LDSB) is committed to offering specialized system programs of choice for students.

2. Policy

All students of LDSB shall have equal access to recognized system programs of the Board.

3. Definitions

3.1 System Programs - Programs which are identified by formal Board resolution such as the French Immersion and the International Baccalaureate Programme.

3.1.1 Certificates of Accomplishment may be issued by the school to a student who has successfully completed the specific program as laid out by the school.

3.1.2 The opportunity to meet the prescribed standards of an external accredited program may be an optional component of a system program.

3.2 Equal Access - The opportunity for all qualified students to register for system programs.

4. Guidelines

4.1 System programs:

- will be offered at designated schools;
- may require that a student meet established entry criteria;
- may or may not require specialized facilities;
- are normally, but not necessarily, offered over a number of years; or
- do not include Special Education programs.

4.2 In the event that registration must be limited, specific criteria will be clearly outlined in determining entrance.

4.3 Transportation to system programs shall be provided according to the 3040 Transportation Policy.



LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2023 JAN 10  
Report No. 024-23

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

RE: POLICY REVIEW – 3070 ALLOWANCE FOR USE OF PERSONAL VEHICLE

1. Background

- 1.1 At the June 28, 2022, Regular Board Meeting, 3070 Allowance for Use of Personal Vehicle policy was approved for review during the 2022-2023 school year as part of the policy development and review cycle.
- 1.2 On September 14, 2022, the draft policy and procedures were posted on the Board website and distributed to constituent groups for review and comment with input to be received by October 19, 2022. No input was received from constituents.

2. Situation

- 2.1 The policy is attached as Appendix A, the procedures as Appendix B and appendices as Appendix C.
- 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 3070 Allowance for Use of Personal Vehicle policy, Appendix A to Report No. 024-23.

Respectfully submitted,

ANGELA LEE-WIWCHARYK  
Manager of Financial Services

KRISTI ALAKSA  
Superintendent of Business

SHERRI-LYNNE PHARAND  
Director of Education













	Agnew	Algonquin	Armstrong	Superior	CD Howe	Elsie MacGill	Claude Garton	Crestview	Five Mile	Gorham Ware	Gron Morgan	Hammarskjold	Hyde Park	Kakabeka	Kingfisher	Kingsway	Maintenance	McKellar Park	McKenzie	Nor'Wester View	Ogden	St James	Sherbrooke	Valley Central	Vance	Westgate	Westmount	Whitefish	Ed Center	Woodcrest
Agnew		8.8	254.0	10.4	9.5	0.1	13.7	19.1	14.7	27.5	7.1	7.3	3.2	31.1	39.2	3.3	6.6	3.4	33.1	12.0	5.2	8.9	1.2	21.6	10.7	2.4	1.5	37.7	1.8	5.7
Algonquin	8.8		246.0	3.0	1.4	6.8	7.6	19.5	7.4	19.4	0.9	0.8	7.8	30.9	31.4	7.9	5.1	6.4	25.8	19.2	6.9	3.5	6.2	27.2	3.9	10.9	8.6	45.4	7.1	3.9
Armstrong	254.0	246.0		244.0	246.0	254.0	241.0	264.0	250.0	262.0	248.0	246.0	257.0	277.0	216.0	257.0	249.0	253.0	250.0	264.0	250.0	244.0	253.0	274.0	243.0	255.0	256.0	289.0	256.0	248.0
Superior	10.4	3.0	244.0		1.7	9.3	5.0	21.9	7.4	19.4	2.9	2.8	10.1	33.0	28.4	10.3	5.6	8.7	24.8	21.2	7.4	1.5	8.5	31.2	1.4	12.8	11.4	47.4	11.7	6.2
CD Howe	9.5	1.4	246.0	1.7		8.1	6.3	20.0	6.3	18.2	1.9	0.9	9.3	31.7	30.4	9.5	6.2	7.9	25.5	19.8	7.6	2.8	7.9	29.8	2.8	11.5	9.3	46.1	8.6	4.7
Elsie MacGill	0.1	6.8	254.0	9.3	8.1		12.7	19.7	13.3	25.3	6.8	7.4	3.0	27.0	38.1	3.2	6.4	3.5	32.8	12.0	4.6	8.8	1.1	21.9	10.3	2.4	1.4	38.3	1.8	9.9
Claude Garton	13.7	7.6	241.0	5.0	6.3	12.7		25.4	11.8	24.2	7.8	7.6	13.5	37.0	25.4	13.5	8.4	10.6	19.3	25.1	10.3	3.9	12.1	35.0	3.8	16.8	17.2	51.3	12.8	10.1
Crestview	19.1	19.5	264.0	21.9	20.0	19.7	25.4		19.6	26.4	18.6	19.2	20.7	11.5	48.7	20.8	20.4	21.0	49.9	24.6	21.5	21.0	18.5	17.5	22.0	18.6	19.0	28.0	19.6	18.3
Five Mile	14.7	7.4	250.0	7.4	6.3	13.3	11.8	19.6		12.1	7.2	6.0	17.0	31.2	34.3	17.2	12.1	13.1	30.6	23.3	13.5	8.3	12.8	28.5	7.5	15.1	15.4	45.5	16.1	5.8
Gorham Ware	27.5	19.4	262.0	19.4	18.2	25.3	24.2	26.4	12.1		19.2	18.0	28.9	40.4	46.2	29.1	23.2	25.1	43.0	35.3	25.5	20.2	24.7	40.6	20.6	27.0	27.4	55.2	27.9	17.8
Gron Morgan	7.1	0.9	248.0	2.9	1.9	6.8	7.8	18.6	7.2	19.2		1.8	7.7	30.0	32.5	8.1	4.2	6.4	26.7	18.1	5.8	3.6	6.0	28.1	4.0	9.8	7.8	44.4	7.0	4.4
Hammarskjold	7.3	0.8	246.0	2.8	0.9	7.4	7.6	19.2	6.0	18.0	1.8		12.5	30.8	30.1	10.0	6.0	7.4	26.1	18.9	7.7	3.4	6.7	28.8	3.8	9.8	8.3	45.1	7.8	3.7
Hyde Park	3.2	7.8	257.0	10.1	9.3	3.0	13.5	20.7	17.0	28.9	7.7	12.5		28.8	41.3	0.2	7.4	2.9	34.5	11.5	3.8	9.8	4.1	21.5	12.6	1.8	1.6	39.1	1.3	13.3
Kakabeka	31.1	30.9	277.0	33.0	31.7	27.0	37.0	11.5	31.2	40.4	30.0	30.8	28.8		61.6	28.8	31.9	29.7	58.9	29.0	30.1	32.9	28.6	17.7	34.0	26.7	27.1	19.4	27.7	29.9
Kingfisher	39.2	31.4	216.0	28.4	30.4	38.1	25.4	48.7	34.3	46.2	32.5	30.1	41.3	61.6		41.6	33.2	35.5	34.6	47.9	34.6	28.6	37.6	58.0	27.3	39.7	39.9	72.9	40.4	32.7
Kingsway	3.3	7.9	257.0	10.3	9.5	3.2	13.5	20.8	17.2	29.1	8.1	10.0	0.2	28.8	41.6		7.4	3.0	37.6	11.7	4.1	9.8	4.1	21.7	12.3	2.1	1.8	39.3	1.6	13.6
Maintenance	6.6	5.1	249.0	5.6	6.2	6.4	8.4	20.4	12.1	23.2	4.2	6.0	7.4	31.9	33.2	7.4		4.4	30.2	18.1	3.5	4.9	5.9	28.2	7.6	8.7	7.3	43.2	6.4	8.2
McKellar Park	3.4	6.4	253.0	8.7	7.9	3.5	10.6	21.0	13.1	25.1	6.4	7.4	2.9	29.7	35.5	3.0	4.4		29.4	14.2	1.2	7.1	3.8	24.2	9.7	4.5	3.0	40.1	2.8	9.5
McKenzie	33.1	25.8	250.0	24.8	25.5	32.8	19.3	49.9	30.6	43.0	26.7	26.1	34.5	58.9	34.6	37.6	30.2	29.4		43.9	29.0	22.7	32.2	53.8	23.2	35.5	35.9	70.1	36.5	28.8
Nor'Wester View	12.0	19.2	264.0	21.2	19.8	12.0	25.1	24.6	23.3	35.3	18.1	18.9	11.5	29.0	47.9	11.7	18.1	14.2	43.9		15.5	20.7	13.1	11.2	22.7	10.1	11.6	33.8	12.3	19.8
Ogden	5.2	6.9	250.0	7.4	7.6	4.6	10.3	21.5	13.5	25.5	5.8	7.7	3.8	30.1	34.6	4.1	3.5	1.2	29.0	15.5		6.8	4.4	25.6	9.0	6.0	4.4	41.6	3.6	9.9
St James	8.9	3.5	244.0	1.5	2.8	8.8	3.9	21.0	8.3	20.2	3.6	3.4	9.8	32.9	28.6	9.8	4.9	7.1	22.7	20.7	6.8		8.5	31.1	2.5	12.3	9.8	46.9	9.1	6.6
Sherbrooke	1.2	6.2	253.0	8.5	7.9	1.1	12.1	18.5	12.8	24.7	6.0	6.7	4.1	28.6	37.6	4.1	5.9	3.8	32.2	13.1	4.4	8.5		22.8	9.6	3.8	2.4	39.2	2.7	9.1
Valley Central	21.6	27.2	274.0	31.2	29.8	21.9	35.0	17.5	28.5	40.6	28.1	28.8	21.5	17.7	58.0	21.7	28.2	24.2	53.8	11.2	25.6	31.1	22.8		31.5	19.6	21.6	22.4	21.9	27.4
Vance	10.7	3.9	243.0	1.4	2.8	10.3	3.8	22.0	7.5	20.6	4.0	3.8	12.6	34.0	27.3	12.3	7.6	9.7	23.2	22.7	9.0	2.5	9.6	31.5		13.1	11.5	47.7	11.9	6.5
Westgate	2.4	10.9	255.0	12.8	11.5	2.4	16.8	18.6	15.1	27.0	9.8	9.8	1.8	26.7	39.7	2.1	8.7	4.5	35.5	10.1	6.0	12.3	3.8	19.6	13.1		1.5	37.4	2.4	11.4
Westmount	1.5	8.6	256.0	11.4	9.3	1.4	17.2	19.0	15.4	27.4	7.8	8.3	1.6	27.1	39.9	1.8	7.3	3.0	35.9	11.6	4.4	9.8	2.4	21.6	11.5	1.5		37.6	0.9	11.8
Whitefish	37.7	45.4	289.0	47.4	46.1	38.3	51.3	28.0	45.5	55.2	44.4	45.1	39.1	19.4	72.9	39.3	43.2	40.1	70.1	33.8	41.6	46.9	39.2	22.4	47.7	37.4	37.6		38.1	29.9
Ed Center	1.8	7.1	256.0	11.7	8.6	1.8	12.8	19.6	16.1	27.9	7.0	7.8	1.3	27.7	40.4	1.6	6.4	2.8	36.5	12.3	3.6	9.1	2.7	21.9	11.9	2.4	0.9		12.4	
Woodcrest	5.7	3.9	248.0	6.2	4.7	9.9	10.1	18.3	5.8	17.8	4.4	3.7	13.3	29.9	32.7	13.6	8.2	9.5	28.8	19.8	9.9	6.6	9.1	27.4	6.5	11.4	11.8	29.9		

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2023 JAN 10  
Report No. 027-23

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

RE: POLICY REVIEW – 9020 LIBRARY RESOURCE CENTRE

1. Background

- 1.1 Lakehead District School Board (LDSB) is committed to maintaining and operating a Library Learning Commons in all schools.
- 1.2 Lakehead District School Board is dedicated to ensuring that the school Library Learning Commons creates a network of information, people and programs for learning within a school and beyond, and that the management of resources in the Commons is current, fluid and representative of learning needs.
- 1.3 At the June 28, 2022, Regular Board Meeting, 9020 Library Resource Centre policy was approved for review during the 2022-2023 school year as part of the policy development and review cycle.
- 1.4 On September 14, 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 October 19, 2022. No input was received.

2. Situation

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

RECOMMENDATION

It is recommended that Lakehead District School Board approve 9020 Library Resource Centre policy, Appendix A to Report No. 027-23.

Respectfully submitted,

AJ KEENE  
Superintendent of Education

SHERRI-LYNNE PHARAND  
Director of Education









<b>FACILITIES AND EQUIPMENT</b>	<b>9000</b>
<b>DRAFT – NOVEMBER 8, 2022</b>	
<b>LIBRARY RESOURCE CENTRE PROCEDURES</b>	<b>9020</b>

1. The Policy

It is the policy of the Lakehead District School Board (LDSB) that all schools will operate a Library Learning Commons which incorporates an effective program where all members of the school community can collaborate in learning partnerships. These can include, but not be limited to, the engagement of administration, staff, parents, students, and external partnerships. In this environment, everyone is engaged in the learning process.

2. Guidelines

The following guidelines will help to ensure the Library Learning Commons meets the needs of all students, staff, parents/guardians, and community, and remains viable and current.

2.1 Personnel

Information services technicians (ISTs), library technicians, teacher librarians, classroom teachers and principals all share the responsibility for the Library Learning Commons.

2.1.1 Elementary

In an elementary Library Learning Commons, resource management, program advocacy and delivery, and support, are provided by an information services technician in consultation with school administration.

2.2.2 Secondary

In a secondary Library Learning Commons, resource management, program advocacy and delivery, and support, are provided by a library technician in consultation with school administration.

2.2 Program and School Engagement

The Library Learning Commons values and supports self-directed inquiry-based learning. The model for inquiry-based learning is included in Appendix A.

<b>FACILITIES AND EQUIPMENT</b>  <b>DRAFT – NOVEMBER 8, 2022</b>  <b>LIBRARY RESOURCE CENTRE PROCEDURES</b>	<b>9000</b>          <b>9020</b>
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2.3 Resource Management

For additional information please refer to Learning Commons Manual in Appendix C.

2.3.1 Acquisition

Before making any purchases, the automated library management system will be checked.

Selection of materials involves administrators, teachers, information service technicians (ISTs), library technicians and teacher librarians. The IST, library technician and/or teacher librarian hold the responsibility for coordinating the selection of the instructional materials and making recommendations for purchase, in each school.

The main objective of each school's Library Learning Commons' collection is to enrich and support the instructional program of the school. The school's Library Learning Commons makes available, through its collection, a wide range of materials at varying levels of difficulty with a diversity of appeal to serve the different needs, interests, and viewpoints of students and teachers.

The expectations of the school's Library Learning Commons collection is as follows:

- To provide school library resources that will enrich and support the curriculum, taking into consideration individual needs and the varied interests, abilities, socioeconomic backgrounds and maturity levels of the students served.
- ***To provide school learning resources which reflect a commitment to equity, diversity and inclusion.***
- To provide school learning resources, which stimulate the growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
- To provide a background of information enabling students to make intelligent judgments in their daily lives.
- To provide materials on opposing sides of controversial issues so that students may develop, under guidance, the practice of critical thinking and critical analysis of all media.

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- To provide materials representative of the many religious, ethnic, and cultural groups in our country and the contribution of these groups to our heritage.
- ***To provide materials that represent our true collective history and the colonial impacts on Indigenous peoples in Canada.***
- ***To provide resources that honour and celebrate Indigenous strength, beauty and brilliance and is reflective of the recommendations set out in the Truth and Reconciliation Commissions Calls to Action.***
- To place principle above personal opinion and reason above prejudice in selecting school library media of the highest quality in order to assure a comprehensive collection appropriate for the users of the school library commons.

Individual learning styles, the curriculum, and the existing collection shall be considered when determining the needs for library media in individual schools. Materials considered for purchase are judged on the basis of the following criteria:

- purpose - overall purpose and its direct relationship to instructional objectives and/or the curriculum;
- reliability - accurate, authentic;
- quality - writing and/or production of merit;
- treatment - clear, comprehensible, skilful, convincing, well-organized, unbiased;
- technical production – audio, visual and/or graphics, clear and well-crafted;
- construction - durable, manageable, attractive;
- special features - useful illustrations, photographs, maps, charts, graphs, etc.; and
- possible uses - individual, small group, large group instruction, in-depth study.

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The IST, library technician, and/or teacher librarian, in conjunction with teachers and administrators, will be responsible for the selection of materials. In coordinating this process, the IST, library technician, and/or teacher-librarian will:

- Arrange, when possible, for firsthand examination of items to be purchased.
- Use reputable, unbiased, professionally prepared selection aids when first hand examination of materials is not possible.
- Judge gift items by standard selection criteria and, upon acceptance of such items, reserve the right to incorporate into the collection only those meeting these specified criteria.
- Purchase duplicates of extensively used materials.
- Weed continuously from the collection worn, obsolete and inoperable items.
- Purchase replacements for worn, damaged or missing materials basic to the collection.
- Evaluate carefully and purchase only to fill a specified need. Expensive sets of materials and items should be procured by subscription when possible.
- Follow procedures for preventive maintenance and repair of equipment.

### 2.3.2 Cataloguing

The following print and non-print materials will be catalogued: textbooks, reading room materials, library resources, classroom libraries, electronic devices and other items as required.

***Schools will catalogue such materials whether they are purchased centrally or at the school level.***

~~There is a central process for cataloguing system purchased materials (following), whereas school purchased materials may be done centrally or locally.~~

- ~~• Process for Purchasing and Distributing New System Resources~~
  - ~~1. Purchases will be made centrally, tied to a specific budget.~~

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**9020**

- ~~2. To avoid duplication of resources, the purchaser will search the automated library system for schools' holding.~~
- ~~3. Notification of orders will be provided in a timely manner to Instructional Materials Centre (IMC) staff.~~
- ~~4. Clear directions for distribution will be provided by the purchaser to IMC staff, school administrators, Information Service Technicians (ISTs)/library technicians.~~
- ~~5. Distribution — IMC will receive orders, catalogue materials and sort for distribution to schools.~~
- ~~6. Packing slips will be photocopied. One copy will be kept at IMC and the original will be sent to the purchasing department as materials are received.~~
- ~~7. For items not received/back ordered, IMC will follow up for a reasonable period of time.~~
- ~~8. There will be a file with outstanding orders that will be checked regularly. If orders are not fulfilled, notification will be sent to purchaser.~~
- ~~9. A confirmation will be sent from IMC staff when order is complete to purchaser.~~
- ~~10. When items arrive at the school, there will be clear instructions as to where these items should be housed along with cataloguing information.~~
- ~~11. Once items are processed and shelved in the school library staff will notify staff that the materials are available.~~

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### 2.3.3 Circulation

The following materials may be circulated using the automated system:

- library resources;
- textbooks;
- resource room;
- electronic devices; and
- other items as required.

### 2.3.4 Collection

The main objective of each school’s Library Learning Commons is to enrich and support the instructional program of the school. The collection will provide a wide range of materials that will accommodate all learners and address multiple learning styles and learning levels.

De-selection and inventory will be an ongoing process, to ensure the collections are relevant and current.

### 2.3.5 Technology

The information service technician (IST), library technician and/or teacher librarian will be a member of the school technology support team. Any needs regarding new technology in the school will be directed towards the personnel responsible for technology budgeting. It is important that the input of the IST, library technician and/or teacher librarian be sought in order to maintain an understanding of the importance of the Library Learning Commons as part of the technology plan for LDSB.

### 2.3.6 Copyright

It is the practice of LDSB to comply with the Fair Dealing Guidelines. The information service technician (IST), library technician and/or teacher librarian will communicate the Fair Dealing Guidelines to all school locations, on an annual basis, in order to ensure that all staff understand the obligations of school boards in accordance with the Copyright Modernization Act. These guidelines will also be posted on our website see Appendix D.



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2.3.7 Procedures for Reconsideration of Materials

Occasional objections to some materials may be voiced by the public despite the care taken in the selection process and despite the qualifications of persons selecting materials. Reconsideration of materials should be handled at the school level wherever possible. When the IST, library technician, teacher-librarian and principal feel they cannot resolve the problem at the school level, the complainant should be directed to the following procedures:

- Inform the complainant of the selection of materials procedures and make no commitments.
- Invite the complainant to file objections, in writing, and send the person a copy of the form, *Request for Reconsideration of School Material* (Appendix B), for submitting a formal complaint to the Materials Review Committee.
- The completed form is submitted to the superintendent of education by the principal of the school.
- The superintendent of education will convene a Materials Review Committee consisting of two parents, a community member, one principal, a program department staff member and one teacher to review the request. Committee members must not be from the school in which the complaint originated.
- The Materials Review Committee will:
  - Re-examine the challenged material with consideration of the acquisition of materials procedures.
  - Survey critical reviews/appraisals of the material in professional reviewing sources.
  - Weigh merits against alleged faults to form opinions based on the materials as a whole and not on passages isolated from context.
  - The superintendent of education will submit a report to the Board recommending the action to be taken considering the written request and the deliberations of the Materials Review Committee.
  - The final decision of the Materials Review Committee shall be delivered to the complainant in writing.

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3. Review

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

<u><b>Cross Reference</b></u>	<u><b>Date Received</b></u>	<u><b>Legal Reference</b></u>
9020 Library Resource Centre Policy  Turtle Island Curriculum Resources  Toronto District School Board – Aboriginal Voices in the Curriculum: A Guide to Teaching Aboriginal Studies in K-8 Classrooms	<u><b>Date Revised</b></u>  February 26, 2013	<hr style="width: 20%; margin: auto;"/>        <hr style="width: 20%; margin: auto;"/>

## **APPENDIX A: The Inquiry Process**

### **Phase 1: Exploring**

#### **Initiating Inquiry, Choosing the Topic, Developing Questions**

##### **Knowledge and Understanding:**

The student:

- identifies the purpose and features of the inquiry;
- identifies how the topic suits the purpose and features of the inquiry;
- uses prior knowledge and understandings to connect to the topic; and
- identifies a variety of questions about the topic.

##### **Thinking:**

The student:

- develops essential questions about the inquiry;
- uses a variety of strategies and resources to choose a relevant topic; and
- uses evaluation criteria for building effective questions for inquiry.

##### **Communication:**

The student:

- explains how understanding about the inquiry developed, using a variety of forms;
- uses conventions, vocabulary, and terminology related to choosing the topic for inquiry; and
- explains answers generated about the chosen topic, using a variety of forms.

##### **Application:**

The student:

- applies collaborative skills to help understand the purpose and features of the inquiry;
- transfers current knowledge and skills to modify choice of topic of the inquiry; and
- makes connections between current and previous questions/answers.

## Sample Activities

Elementary	Secondary
Use concept-mapping software to generate keywords and ideas.	Explore print and online reference materials to get an overview of the inquiry and topic chosen.
Brainstorm possible questions for the inquiry and topic chosen, and classify the questions according to type.	Complete a K-N-R chart or guided mapping activity to give context to the inquiry.
Use question-starter words in a W5H framework or use a question matrix.	Use social networking applications to interview peers on what they know about the topic chosen.
Identify details of assignment using a variety of tools and formats (e.g., product, purpose, audience, learning partnerships, assessment and evaluation).	Use concept-mapping software to map, classify, and extend prior knowledge and ideas about inquiry.
Explore multimedia on the topic and summarize issues raised prior to choosing a topic for inquiry.	Use Bloom's taxonomy to generate higher-order questions.
Develop a physical or virtual space to build the inquiry (e.g. interactive bulletin board, blog, wiki).	Develop a physical or virtual space to build the inquiry (e.g. interactive bulletin board, blog, wiki).
	Develop tools to manage the project timelines (e.g. notification apps, charts).

## Assessment Tools

- checklists to detail purpose, nature, and timeline of assignment;
- research portfolios - both digital and in print- to organize the assignment, notes, and conference details;
- rubrics to establish criteria for effective inquiry; and
- scoring charts to record development of Phase 1 knowledge and skills.

## Phase 2: Investigating

### Designing the Plan, Selecting Information, Formulating the Focus

#### Knowledge and Understanding:

The student:

- identifies available sources relevant to inquiry; and
- identifies how selected sources support investigation of the topic.

#### Thinking:

The student:

- uses a variety of strategies to design a plan for, and determine the form of, the presentation;
- uses a variety of strategies to select relevant information; and
- uses conferencing (physical and virtual) to discuss the topic with learning community.

#### Communication:

The student:

- expresses thoughts and feelings about the inquiry process;
- describes plan for inquiry, using a variety of forms; and
- explains personal focus formulated for inquiry, using a variety of forms.

#### Application:

The student:

- transfers current knowledge and skills to modify plan of the inquiry;
- applies knowledge of how information is organized to help locate and select information; and
- makes connections between the current focus of inquiry and previous foci.

## Sample Activities

Elementary	Secondary
Browse the school library collection and search online catalogues for relevant sources and record information.	Browse the school library collection and search online catalogues for relevant sources and create a preliminary checklist of material consulted. Share social bookmarks.
Develop keywords to search all resources such as full-text online databases and e-books.	Use both simple and advanced search strategies in a variety of search engines and directories to find relevant information.
Read and discuss visual information such as pictures, graphs and illustrations.	Deconstruct elements of graphic information (e.g., graphs, charts, diagrams).
Employ various skim/scan techniques that match the resource used.	Ensure a vast array of primary and secondary resources (e.g. people, print, virtual) are explored at this stage.
Conference with learning partners concerning progress in the inquiry.	Conference with learning partners concerning progress in the inquiry.
Make use of “virtual field trips” in addition to actual excursions to enlarge the scope of the inquiry.	

## Assessment Tools

- checklists of possible sources of information, and actions taken to locate information;
- conference notes to record teacher conferences, including progress to date, teacher comments, and future plans;
- organizers and templates to plan inquiry and record information and sources;
- rubrics to establish criteria for selecting information, and formulating a focus; and
- scoring charts to record development of Phase 2 knowledge and skills.

## Phase 3: Processing

### **Analyzing Information, Evaluating Ideas, Organizing and Synthesizing Findings**

#### **Knowledge and Understanding:**

The student:

- identifies the purpose, features, and organization of print, media, and electronic information selected;
- identifies how evidence gathered supports the conclusions of the inquiry; and
- identifies how information and ideas can be sorted and classified for effective organization.

#### **Thinking:**

The student:

- uses a variety of strategies to record information from personal knowledge and selected sources;
- develops/uses criteria for evaluating ideas; and
- uses a variety of strategies to revise inquiry, based on new information, ideas, and situations.

#### **Communication:**

The student:

- expresses thoughts and feelings about analyzing ideas;
- explains how new knowledge was constructed; and
- explains how findings were drafted, revised, and edited to present to different audiences.

#### **Application:**

The student:

- makes connections between personal knowledge and new information;
- applies critical and creative thinking skills to evaluate ideas and information;
- transfers current knowledge and skills to modify product under changing conditions; and
- develops conclusions that are personally significant to learner.

## Sample Activities

Elementary	Secondary
<p>Summarize information found in a variety of ways (e.g., sequential storyline, illustration, timeline, video clip) or use an appropriate visual organizer to jot notes to clarify understanding.</p> <p>Use graphic organizers (e.g. T-chart, Venn diagram, information map) to compare information, according to content or validity (i.e. purpose, relevance, accuracy, bias, currency, authority).</p>	<p>Discuss successes and challenges arising during the processing of information and ideas using established physical or virtual spaces.</p> <p>Explore the issues of academic honesty (e.g., plagiarism and copyright) and put into practice.</p> <p>Experiment with established and innovative ways to take notes, record information, and discuss preliminary findings.</p> <p>Create appropriate documentation of information and sources selected using various tools.</p>

## Assessment Tools

- checklists to identify information still required to support inquiry;
- exemplars of a variety of forms and presentations;
- rating scales for evaluating and comparing websites;
- rubrics to establish criteria for analyzing, evaluating, organizing, and synthesizing information and ideas;
- scoring charts to record development of Phase 3 knowledge and skills; and
- survey forms to identify inquiry needs prior to processing information.



## Phase 4: Creating

### **Making & Presenting Products, Assessing Product & Process, Extending & Transferring Learning**

#### **Knowledge and Understanding:**

The student:

- identifies the features of effective presentations;
- identifies the criteria for assessing the product and process of inquiry; and
- identifies possible topics and real-life applications for subsequent inquiry.

#### **Thinking:**

The student:

- uses a variety of strategies to create a product that presents findings;
- use a variety of self- and peer assessment strategies to assess the product and process; and
- uses a variety of strategies to identify skills and knowledge required for subsequent inquiry.

#### **Communication:**

The student:

- expresses thoughts and feelings about presentation;
- explains how assessment of product and process of inquiry improves personal learning; and
- explains how new questions, issues, and ideas that emerged during inquiry may generate new learning.

#### **Application:**

The student:

- applies knowledge of exemplary practices to make effective products and presentations;
- makes connections between assessment of the current and past inquiries to track improvement information; and
- transfers current knowledge and skills to extend learning into new inquiries/contexts.

## Sample Activities

Elementary	Secondary
Use the most appropriate method to support and present findings while honouring the learner's choice (e.g. visual, oral, performance, written, multimedia, digital).	Use the most appropriate method to support and present findings while honouring the learner's choice (e.g. visual, oral, performance, written, multimedia, digital).
Post a presentation on an established physical or virtual space to rehearse and test its effectiveness.	Document sources using proper citation formats.
Offer opportunities to examine questions for future inquiry (e.g. journaling, online time capsule, role on the wall).	Post a presentation on an established physical or virtual space to rehearse and test its effectiveness.
Reflect on knowledge gained and the learning journey.	Offer opportunities to examine questions for future inquiry (e.g. journaling, online time capsule, role on the wall).  Reflect on knowledge gained and the learning journey.

## Assessment Tools

- anecdotal records for recording reflections about the strengths and challenges of the inquiry process used;
- checklists to chart possible topics, plans, and products for extending the inquiry and transferring learning;
- exemplars of a variety of effective presentations;
- rating scales for assessing product and process;
- rubrics to establish criteria for selecting information, and formulating a focus; and
- scoring charts to record development of Phase 4 knowledge and skills.

From: *Together for Learning: School Libraries and the Emergence of the Learning Commons*.

## Appendix B to 9020 Library Resource Centre Procedures

## REQUEST FOR RECONSIDERATION OF MATERIALS

Name of person making request: \_\_\_\_\_

Telephone: Address: 

Do you represent yourself or an organization or other group? (if organization or group please identify)

Name of school owning challenged material: | \_\_\_\_ &lt;&lt; Choose a school &gt;&gt; \_\_\_\_ -

Do you have a child in this school?  Yes

No

Grade: \_\_\_\_\_

Title of Item: \_\_\_\_\_

Type of media: (book, e-book, computer software, etc.): \_\_\_\_\_

Author/artist/composer: \_\_\_\_\_

Publisher/producer, if known: \_\_\_\_\_

How did you acquire this item? \_\_\_\_\_

Is this item part of a series or set? Yes  No

If yes, did you examine other items in the series or set? \_\_\_\_\_

What do you believe are the theme and purpose of this item?

To what in the item do you object? (Please be specific, cite pages, frames, etc.)

Does this item have any redeeming features or values? If yes, please list them.

For what age or grade level would you recommend this item?

What do you think might be the result of a student's reading, viewing, or listening to this item?

**Appendix B to 9020 Library Resource Centre Procedures**

Are you aware of any evaluations of this item by authoritative sources? ~~Yes~~ ~~No~~

If yes, did those sources agree with your opinion?

Please list the sources:

---

What would you like your school to do about this item?

Not assign it to your child?

Not assign it to any child?

Make it available only to those who wish to use it?

Withdraw it from the school library media collection?

Other; please specify: \_\_\_\_\_

What would you suggest that the school purchase in lieu of this item?

Why is your recommendation a better choice?

Reset Form

Print Form

Submit to the Board

## LEARNING COMMONS MANUAL

### ACQUISITIONS

#### For Literary Works – A List of Questions to Consider When Purchasing

(Adapted from “Selection of English Literature Books”)

1. Does the work promote the student's enjoyment of literature?
  - (a) Is it topical to the issues of the day?
  - (b) Is it relevant to their experience?
2. Is the work appropriate to the student's age and reading level in vocabulary, sentence structure, and form?
3. Does the work make the students aware of traditional and changing social values?
4. Does the work have literary merit?
  - (a) Has it stood the test of time?
  - (b) Is it widely acclaimed by appropriate authority?
5. Is the language usage appropriate to the context of the work?
6. Does the work avoid exploitation of the reader by unwarranted emphasis on:
  - (a) violence? (d) racism?
  - (b) sex? (e) religion?
  - (c) sexism? (f) politics?
7. Does the work move towards achieving a balance between pessimism and optimism?
8. Does the work help the students to discriminate between well written and poorly written literature?
9. Where Canadian content is concerned, does the work foster the students' awareness of a Canadian multi-cultural identity?

#### Criteria for Identifying Bias

The following criteria for identifying bias are adapted from *The Shocking Truth about Indians in Textbooks* (Winnipeg, MB: Manitoba Indian Cultural Education Centre, 1977). (Toronto District School Board: *Aboriginal Voices in the Curriculum: A Guide to Teaching Aboriginal Studies in K-8 Classrooms*)

## LEARNING COMMONS MANUAL

When analyzing the content of instructional material on Indigenous cultures, histories, and contemporary issues, the following criteria may be employed to identify forms of bias.

- Bias by omission: selecting information that reflects credit on only one group, frequently the writer's group.
- Bias by defamation: calling attention to the faults and ignoring the virtues of an individual or group.
- Bias by disparagement: denying or belittling the contributions of an identifiable group of people in Canadian culture.
- Bias by cumulative implication: constantly creating the impression that only one group is responsible for positive development.
- Bias by lack of validity: failing to ensure that information about issues is always accurate and unambiguous.
- Bias by inertia: perpetuation of myths and half-truths by failure to keep abreast of historical scholarship.
- Bias by obliteration: ignoring significant aspects of the history of a cultural or minority group in Canada.
- Bias by disembodiment: referring in a casual and depersonalized way to the historical role of identifiable cultural and minority groups.
- Bias by lack of concreteness: dealing with a cultural group in platitudes and generalizations (applying the shortcomings of one individual to the whole group). To be concrete, the material must be factual, objective, and realistic.
- Bias by lack of comprehensiveness: failing to mention all relevant facts that may help the student form an opinion.

### Suggestions for Dealing with Bias in Learning Resources

- Know your materials- examine for implicit and explicit bias.
- Question your own assumptions and consider the diversity of backgrounds and experiences of students (such as ethnicity, gender, socio-economic status, family structure, and abilities/disabilities).
- Clarify your goals and objectives with your students.
- Provide positive presentations that complement and supplement the material, for example, resource persons, field trips, role models.
- Be aware of student attitudes and comfort levels.
- Anticipate and provide opportunities for recognition of potential student responses to the materials you are using.
- Ensure that materials are at appropriate age and maturity levels.
- Encourage open discussion of bias, prejudice, and stereotypes, and of the ways they are manifested and combated in school life community life.
- Place texts in broader historical/social context.
- Seek a balance of materials by provide several selections.
- Teach strategies to develop effective readers so that students can make inferences that make will be appropriate.
- Use the inquiry method to encourage students to question.

## LEARNING COMMONS MANUAL

- Be prepared for hostile reactions and anticipate constructive ways of defusing them.
- Introduce various points of view on the same issue from different sources and different genres.
- Consider writers' biases by study of their language and background or experience.
- Encourage opinions and responses as issues arise through discussions and journals.
- Use selected parts of the material to illustrate relevant points and issues.
- Discuss the similarities and differences between the situations and characters in the literature and life situations and people.
- Develop issues in small groups with the teacher as arbitrator.
- Expect students to keep a reading log and monitor their choices.
- Conduct reading conferences with students.
- Research gaps in the material and conduct research on issues raised.
- Have students construct alter Indigenous situations and endings.
- Change the situation to another ethnic group, culture, gender, or socioeconomic status, and have students discuss or write about the implications.
- Have students write letters to characters, authors/publishers, etc.
- Ask students to construct a student manifesto of rights and responsibilities.
- Have students insert "bookmarks" or sticky notes to alert other readers to bias.

### Guidelines for Selecting Children's Literature that Deals with Indigenous Peoples

(Taken from the Turtle Island Curriculum Resources)

- Scrutinize the author's biographical information. Many Indigenous authors will list their tribal affiliation. Other authors may describe authentic experiences with particular cultures, such as being a teacher for many years in an Indigenous school.
- Look carefully for any stereotypes in the text and illustrations. Mono-dimensional images, such as warrior, princess, stoic, environmental-ist, and primitive, should naturally be avoided.
- Avoid books that lump all Indigenous cultures together into generic images. These are not authentic representations.
- Examine the characters. Are they real, with in-depth personalities? Books should not glamorize any group of people.

## LEARNING COMMONS MANUAL

- Think about how the book relates to your overall curriculum. Does it fit into a more global topic, such as families, so that children can see similarities as well as differences among cultures?
- Resist highlighting Indigenous American cultures as topics for study. Integrate Indigenous books and materials all year, just as you would with other groups.
- Do not include books that show children playing Indian or depict animals dressed as Indians. This degrades and objectifies Indigenous peoples and cultures.
- Look for books that portray Indigenous peoples today. Otherwise, non-Indigenous children will continue to regard American Indians as living only in the past, or as living today exactly as they did a hundred years ago.
- Seek out books that represent present-day Indigenous peoples for preschoolers. Children of this age do not understand historical references.
- Seek out books that are historically accurate and include an Indigenous perspective on historical events or periods for primary-age children. Children of this age can distinguish between the present and history.

## CATALOGUING

The Central Cataloguer, IMC, is responsible for cataloging all print and non-print material.

Information service technicians (elementary school) and library technicians (secondary school) are responsible for:

- first checking the automated library system to see if the item is already catalogued;
- if not found, prepare the item for cataloguing by stamping with school stamp and packing in IMC provided book bins for shipping;
- if item is not found, but immediate circulation is necessary, follow specific procedures for “Quick Cataloguing” provided by Central Cataloguer;
- if item is found, add holdings to the database and designate location for each item; and
- once holdings are added, spine and barcode labels are printed and affixed to book. Control number and call no. is recorded on item (title page of book or where room permits on item). Reinforce or package item before circulation.

Library Staff are responsible for Asset management of school equipment (LCD projectors, cameras, printers, scanners, portable audio players, iPads, playbooks, etc.). This involves entering equipment information such as make, model, serial, etc. into the automated library system and then printing and affixing barcodes to the item.



## LEARNING COMMONS MANUAL

### CIRCULATION

Library staff is responsible for all aspects of circulation. These responsibilities include:

- circulation (check in /check out / renewal) of all catalogued book and non-book items;
- circulation of all catalogued textbooks;
- re-shelving all material to their specific location (Library, Resource Room, professional collection, classroom, etc.);
- inspection of material for wear and damage. Repair when able;
- usage of all letters / forms / reports, etc. generated in the automated library system;
- billing for lost / damaged items when necessary;
- generating of overdue reports, no less than monthly for all patrons;
- fulfillment of interlibrary loan requests from other schools. Requests from students or for Resource Room materials are filled at the discretion of the lending library; and
- orientating staff and students to the organization and use of the library.

### COLLECTION

Library staff is responsible for the development, and maintenance of the collection. Their responsibilities include:

- inventorying of all catalogued books and non-book items with the recommendation of a three year rotation. Suggest inventorying one section per year;
- knowledgeable of curriculum;
- keeping current with reading interests and trends; and
- promotion of reading for students by:
  - a) ensuring collection meets student needs;
  - b) themed and seasonal book displays;
  - c) recreational reading programs such as “Forest of Reading”;
  - d) book fairs;
  - e) read a-louds;
  - f) book reserves; and
  - g) school newsletter submissions.

#### De-selection/Weeding

De-selection should reflect the goals and objectives of LDSB. Criteria for de-selection should be similar to those used for selection and core collection development on the understanding that selection and withdrawal are different facets of the same continuous process.

## LEARNING COMMONS MANUAL

The library maintains a practice of on-going weeding based upon following criteria:

- outdated materials;
- materials no longer of interest;
- unused for three or more years to be determined by circulation statistics;
- inappropriate for curriculum;
- inaccurate information;
- duplicates; and
- worn or mutilated copies.

Exceptions

- works by local authors;
- works related to local history; and
- works of famous authors including the “classics”.

Weeded material is disposed of according to the following procedure:

- offered free to students and staff;
- offered free to outside charitable agencies; and
- recycled.

## TECHNOLOGY

Information service technicians (IST's) are the frontline contact for all technology queries:

- collect and store all Technology Use Forms and PED forms;
- promote and assist with online databases and OSAPAC software;
- create and edit user accounts;
- setup all school SEA equipment;
- update school webpages;
- install software and drivers;
- maintain peripherals i.e. change printer cartridges;
- troubleshoot computers, peripherals, AV Equipment, digital devices and software programs;
- inventory tablets, laptops and notebooks;
- assist staff and students with research, online programs, databases and communication programs;
- perform file management (pictures, backup);
- assist staff and students with file management and retrieval; and
- enter hardware/network request in the work order system.

## Appendix D - 9020 Library Resource Centre Procedures

# Fair Dealing Guidelines

The fair dealing provision in the *Copyright Act* permits use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties. To qualify for fair dealing, two tests must be passed.

First, the “dealing” must be for a purpose stated in the *Copyright Act*: research, private study, criticism, review, news reporting, education, satire, and parody. Educational use of a copyright-protected work passes the first test.

The second test is that the dealing must be “fair.” In landmark decisions in 2004 and in 2012, the Supreme Court of Canada provided guidance as to what this test means in schools and post-secondary educational institutions.

These guidelines apply fair dealing in non-profit K-12 schools and post-secondary educational institutions and provide reasonable safeguards for the owners of copyright-protected works in accordance with the *Copyright Act* and the Supreme Court decisions.

## GUIDELINES

1. Teachers, instructors, professors and staff members in non-profit educational institutions may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purposes of research, private study, criticism, review, news reporting, education, satire and parody.
2. Copying or communicating short excerpts from a copyright-protected work under these Fair Dealing Guidelines for the purpose of news reporting, criticism or review should mention the source and, if given in the source, the name of the author or creator of the work.
3. A single copy of a short excerpt from a copyright-protected work may be provided or communicated to each student enrolled in a class or course:
  - a) as a class handout;
  - b) as a posting to a learning- or course-management system that is password protected or otherwise restricted to students of a school or post-secondary educational institution;
  - c) as part of a course pack.
4. A short excerpt means:
  - a) up to 10% of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work);
  - b) one chapter from a book;
  - c) a single article from a periodical;
  - d) an entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works;
  - e) an entire newspaper article or page;
  - f) an entire single poem or musical score from a copyright-protected work containing other poems or musical scores;
  - g) an entire entry from an encyclopedia, annotated bibliography, dictionary or similar reference work.
5. Copying or communicating multiple short excerpts from the same copyright-protected work with the intention of copying or communicating substantially the entire work is prohibited.
6. Copying or communicating that exceeds the limits in these Fair Dealing Guidelines may be referred to a supervisor or other person designated by the educational institution for evaluation. An evaluation of whether the proposed copying or communication is permitted under fair dealing will be made based on all relevant circumstances.
7. Any fee charged by the educational institution for communicating or copying a short excerpt from a copyright-protected work must be intended to cover only the costs of the institution, including overhead costs.