



Lakehead
Public
Schools

Office of the Director

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

REGULAR BOARD MEETING NO. 16

**Tuesday, February 27, 2024
Jim McCuaig Education Centre**

Sherrilynne Pharand
Director of Education

Ellen Chambers
Chair

AGENDA

PUBLIC SESSION

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

	<u>Resource Person</u>	<u>Pages</u>
1. Call to Order		
2. Disclosure of Conflict of Interest		
3. Approval of the Agenda		
4. Resolve into Committee of the Whole – Closed Session		
5. COMMITTEE OF THE WHOLE – Closed Session – 6:45 p.m. (SEE ATTACHED AGENDA)		
6. Report of Committee of the Whole – Closed Session		
7. Land Acknowledgement		
8. Delegations/Presentations		
8.1 Trustee Character Award- Amy Graham	D. LeBlanc	Verbal
8.2 Celebrating Student Achievement - Five Mile Public School - <i>Five Mile Games Room</i>	H. Harris	1-3
9. Approval of Minutes	E. Chambers	4-10
9.2 Regular Board Meeting No. 15 - January 23, 2024		
10. 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:

11.	Information Reports		
11.1	Ontario Public School Boards' Association (OPSBA) Report		Verbal
11.2	Student Trustee – February Report	M. De Franceschi	Handout
11.3	Indigenous Student Trustee – February Report	E. Drake	Handout
11.4	Updates from the Chair/Director	E. Chambers/ S. Pharand	Verbal
11.5	Special Education Advisory Committee Meeting Minutes - January 17, 2024	M. Probizanski	11-13
11.6	Miiniwewinan: Indigenous Education Advisory Committee Minutes - December 14, 2024	H. Harris	14-17
12.	First Reports		

MATTERS FOR DECISION:

13.	Postponed Reports		
14.	Recommendations from the Board Advisory Committee (031-24)	D. LeBlanc	18-55
14.1	Policy Review – 7040 Violence in the Workplace (029-24)		
	<i>It is recommended that Lakehead District School Board approve the 7040 Violence in the Workplace Policy, Appendix A to Report No. 029-24.</i>		
14.2	Policy Review – 3072 Advocacy Policy (027-24)		
	<i>It is recommended that Lakehead District School Board approve the 3072 Advocacy Policy, Appendix A to Report No. 027-24.</i>		
14.3	Policy Review – 3091 Security Policy (025-24)		
	<i>It is recommended that Lakehead District School Board approve the 3091 Security Policy, Appendix A to Report No. 025-24.</i>		

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

		<u>Resource Person</u>	<u>Pages</u>
14.4	Policy Review – 3040 Transportation Policy and Procedure (028-24) <i>It is recommended that Lakehead District School Board approve the 3040 Transportation Policy, Appendix A to Report No. 028-24.</i>		
14.5	Policy Review –3020 Legal Representation Policy (026-24) <i>It is recommended that Lakehead District School Board approve 3020 Legal Representation Policy, Appendix A to Report No. 026-24.</i>		
14.6	Appointments to the Parent Involvement Committee (024-24) <i>It is recommended that Lakehead District School Board approve the appointments of Adora-Lee Nawagesic and Carla Mulholland as alternate parent members to the Parent Involvement Committee effective February 27, 2024, to November 14, 2024 as outlined in Report No. 024-24.</i>		
15.	Policy Review – 7030 Human Rights and Workplace Harassment Policy (032-24) <i>It is recommended that Lakehead District School Board approve the 7030 Human Rights and Harassment Policy, as indicated in Appendix A to Report No. 032-24.</i>	J. Lower	56-85
16.	Policy Review – 8061 Aboriginal Education Advisory Committee Policy (034-24) <i>It is recommended that Lakehead District School Board approve the 8061 Miiniwewinan: Indigenous Education Advisory Committee Policy, Appendix A to Report No. 034-24, and update any other LDSB policies where Aboriginal Education Advisory Committee is referenced.</i>	H. Harris	86-92

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>
17. School Year Calendar 2024-2025 (033-24)	H. Harris	93-97

It is recommended that Lakehead District School Board:

1. Approve the proposed 2024-2025 elementary school year calendar, including the opening and closing dates and professional activity days, as described in Appendix A of Report No. 033-24.

2. Approve the proposed 2024-2025 secondary school year calendar, including the opening and closing dates, professional activity days and examination days, as described in Appendix B of Report No. 033-24.

- 18. Ad Hoc and Special Committee Reports
- 19. New Reports
- 20. New Business
- 21. Notices of Motion
- 22. Information and Inquiries
- 23. Adjournment

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: **Five Mile School**

Title of Initiative: **Five Mile Games Room**

Presentation Team: **Paula Lombardo, Martin Mielke & Lisa Nutley**

Components of Initiative	School's Details
1. Description of the nature of the initiative to improve student achievement	At Five Mile School we noticed that our students needed to build their social and emotional skills. It was observed by staff both in the classroom and on the playground that students required more intentional opportunities that would challenge them to grow their communication skills. Students are provided with an opportunity to participate weekly during lunch hour in playing a variety of screen-free games. There is a dedicated, safe space where children are supervised and provided with positive feedback and encouragement while interacting with others. The Games Room allows students to focus on effective communication that will foster and support healthy relationships and reduce bullying behaviour.
2. Rationale for selecting the initiative	We felt as a staff we could provide students with another opportunity to connect in a healthy way face-to-face with their peers within the school community. The Games Room would provide transferrable skills such as the following: <ul style="list-style-type: none"> •problem solving; •responsibility and commitment; •reinforcement of the 7 Grandfather Teachings (Respect, Honesty, Wisdom, Courage, Humility, Truth, and Love); •reinforcement of Lakehead Public Schools Core Values (Respect, Responsibility, Empathy, Inclusion, and Integrity); and •building and fostering new friendships.
4. Description of the data used	Our data came from observations and conversations with school staff, community partners, Five Mile students and their families. There has been a noted decrease in office referrals. Positive feedback from staff regarding an increase in healthy communication between students during learning time in the classroom and at play was also considered.

<p>5. Brief description of the significant activities or strategies involved with the initiative</p>	<p>Grades 1-8 students are provided with one 20-minute block per week to choose and play a variety of games with their peers, for example, chess, puzzles, Connect 4, Jenga, Battleship, Cribbage, Hedbanz, etc. Students in Grades 4-8 are also encouraged to act as role models and peer leaders during the time when the primary students are participating. This allows the junior/intermediate students an opportunity to foster leadership skills by teaching new games, establishing rules, and providing literacy and numeracy support.</p>
<p>6. One or two highlights of the above activities</p>	<p>(Name) is a junior student who was struggling to build positive relationships with both students and staff. There has been significant growth observed with (Name). (Name) attends the Games Room regularly, playing and teaching new games to others. (Name) has taken on a leadership role during these times, and the classroom teacher noted a change in his interactions and willingness to take on an important role within group work. (Name) has shown an increase in his confidence and demeanor. He has now started his very own chess club in the Games Room. Further, there has been a noticeable difference in all students who attend. New relationships have been formed and communication skills are developing.</p>
<p>7. Description of any unexpected results or “moments of serendipity” related to the initiative</p>	<p style="text-align: center;">This can be heard every day!</p> <p>“Can I come to the Games Room today even though it’s not our day?”</p> <p>“Do you want to play with me today?” (Spoken to a student they have never spoken to before.)</p> <p>“It’s OK, this is just for fun.” (When a student has experienced losing a game.)</p> <p>“Can we please get Anomia?” (Asking for new games to play.)</p> <p>“Can I teach (Name) how to play this game?”</p> <p>“I love puzzles! Can we please leave our puzzle for next time?” (Showing perseverance.)</p> <p>“The Games Room is fun, and I’ve made new friends.”</p>
<p>8. Description of one or two interesting findings that would be useful or helpful to other schools</p>	<p>The use of face-to-face games has proven to be a useful tool in fostering the development of relationships and effective communication. Giving students an opportunity to experience the value of playing a board/card game with a peer will provide long-lasting life skills.</p>

<p>9. Identification of one or two noteworthy hurdles or stumbling blocks</p>	<p>Some of the challenges that we have experienced thus far are:</p> <ul style="list-style-type: none"> •The need for additional time for the students to play. They are often asking to stay longer. •Scheduling conflicts when classes are on a field trip. •Additional funding to provide seating for various ages, carpets, puzzle tables/puzzle mats, comfortable chairs, low lighting, etc. (although we did receive some funds for our initiative during Bullying Intervention & Prevention Week).
<p>10. Next steps in pursuing the initiative</p>	<p>Continued support to maintain and develop the Games Room for all students at Five Mile School.</p>
<p>11. Lessons learned about the school's efforts to improve student achievement</p>	<p>Lessons learned about Five Mile's efforts to improve student achievement are:</p> <ul style="list-style-type: none"> • effective communication; • problem-solving; • welcoming of new students; • turn taking and other life skills; • talking and interacting with no screen time; • facilitating an anti-bullying approach; • appreciating other students and their strengths; • acceptance of fair game play, honesty, and perseverance; • leadership roles; • courage to try new things; • understanding of scheduling and timelines; and • building and fostering new friendships

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF REGULAR BOARD MEETING NO. 15

Board Room/Microsoft Teams
Jim McCuaig Education Centre

2024 JAN 23
7:30 P.M.

TRUSTEES PRESENT:

Ellen Chambers (Chair)
Donica LeBlanc (Vice Chair)
Pat Johansen
Ron Oikonen
George Saarinen
Scottie Wemigwans

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

ABSENT WITH REGRET:

Trudy Tuchenhagen
Kirsti Alaksa, Superintendent of Business

SENIOR ADMINISTRATION:

Sherri-Lynne Pharand, Director of Education (virtual)
AJ Keene, Superintendent of Education
Jane Lower, Superintendent of Education
Michelle Probizanski, Superintendent of Education
Heather Harris, Superintendent of Education (Director Designate)

FEDERATION/UNION REPRESENTATIVES:

Angelina Tassone, Lakehead District School Board Principals/ Vice Principals
Angela Lee-Wiwcharyk, Lakehead District School Board Managers

PUBLIC SESSION:

1. **Approval of Agenda**

Moved by Trustee Johansen

Seconded by Trustee Saarinen

“THAT the Agenda for Regular Board Meeting No. 15, January 23, 2024 be approved.”

CARRIED

2. Resolve into Committee of the Whole – Closed Session

Moved by Trustee Wemigwans

Seconded by Trustee Vanderwey

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

- *Confirmation of Committee of the Whole – Closed Session Minutes*
 - *Regular Board Meeting No. 12 (Special)*
 - *November 22, 2023*

 - *Regular Board Meeting No. 13*
 - *November 28, 2023*
- *Personnel Matters (017-24)*
- *Personnel Matters (018-24)*
- *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. Report of Committee of the Whole – Closed Session

Moved by Trustee Johansen

Seconded by Trustee LeBlanc

“THAT the report of the Regular Board-Committee of the Whole – Closed Session be adopted with the following recommendations therein:

‘THAT Lakehead District School Board approve the Committee of the Whole – Closed Session Minutes of Regular Board Meeting No. 12 (Special), November 22, 2023.’

‘THAT Lakehead District School Board approve the Committee of the Whole – Closed Session Minutes of Regular Board Meeting No. 13, November 28, 2023.’

and

‘THAT the Memorandum of Settlement, Appendix A to Report No. 018-24, as negotiated between the Lakehead District School Board and the Elementary Teachers Federation of Ontario Lakehead Elementary Teachers Local Bargaining Unit effective September 1, 2022, to August 31, 2026, be ratified by the Board, and that the Officers of the Board be authorized to sign the Agreement on behalf of the Board and affix the corporate seal thereto.’

‘THAT the Memorandum of Settlement, Appendix A to Report 017-24, as negotiated between the Lakehead District School Board and the Ontario Secondary School Teachers’ Federation (OSSTF) representing OSSTF, District 6A, Student Support Professionals’ Bargaining Unit effective September 1, 2022 to August 31, 2026, be ratified by the Board, and that the Officers of the Board be authorized to sign the Agreement on behalf of the Board and affix the corporate seal thereto.’

CARRIED

5. Delegations/ Presentations

6. Approval of Minutes

Moved by Trustee Saarinen

Seconded by Trustee Oikonen

“THAT Lakehead District School Board approve the Minutes of Annual Board Meeting, December 5, 2023.”

and

“THAT Lakehead District School Board approve the Minutes of Regular Board Meeting No.14, December 19, 2023.”

CARRIED

MATTERS NOT REQUIRING A DECISION:

7. Ontario Public School Boards' Association (OPSBA) Report

Trustee Sitch informed the Board that, along with Director Pharand, Chair Chambers, Trustee Johansen and Trustee LeBlanc, he will be attending the OPSBA Public Education Symposium from January 25-26, 2024. Trustee Sitch informed the Board that the next OPSBA Directors meeting is scheduled for February 18, 2024.

8. Student Trustee Report

Morgann De Franceschi, Student Trustee, presented her January report to the Board. Items addressed in the report included: her continued goals in her role as student trustee; a school visit to Superior Collegiate and Vocational Institute to meet with the members of their Student Activities Council; attending the first planning meeting for Student Senate as well as attending her first Virtual Student Senate on November 29, 2023; monthly Mentorship meeting on December 8, 2023, with Trustee Saarinen and guest, Director Pharand, as well as attending and volunteering at Kindergarten Registration night at École Elsie MacGill Public School on January 15, 2024. All trustees questions were addressed.

9. Indigenous Student Trustee Report

Emily Drake, Indigenous Student Trustee, presented her January report to the Board. Items addressed in the report included: a school visit to Westgate Collegiate and Vocational Institute (WCVI) to provide volunteer experience and build cultural connections; on December 23, 2023, she attended a virtual meeting with the Indigenous Student Trustees' Council to review and provide revisions to OSTA-AECO's goals and calls to the government; On December 8, 2023, she started tutoring Indigenous youth, focusing on exam prep, culminating activities and building better study habits; met with Principal McDonnell on December 18, 2023, and January 15, 2024, to discuss Indigenous-based issues that students may be experiencing; invited LDSB's secondary schools to celebrate National Ribbon Skirt Day on January 11, 2024 (the National event date was on the weekend so students missed out on wearing their skirts to school); her "word of the day" council met at WCVI to discuss future plans for the initiative. All trustees questions were addressed.

10. Updates from the Chair/ Director

Sherril-Lynne Pharand, Director of Education, took the time to celebrate the presentations by motivational speaker Karl Subban. All sessions with students, parents and staff were well received. Director Pharand reminded the Board that it is nearing the end of the semester for LDSB's secondary schools, so it is a busy time for students and staff, with exams, culminating activities. In elementary schools, it is the end of term, and report cards will be going home to parents in early February. Chair Chambers informed the Board of the trustees' Informal Session on December 11, 2023, in which trustees' were able to experience the Big Map presentation and see how it is used as a learning tool in the schools.

11. Information Technology - Update (021-24)

Heather Harris, Superintendent of Education, introduced Will Fredrickson, Chair, Information and Technology Committee, and John Loovere, Supervisor of Computer Services, who presented the report. All trustees' questions were addressed.

12. Lakehead Public Schools International Education Report (021-24)

Jane Lower, Superintendent of Education, introduced Stephen Johnson, International Student Coordinator along with International Education Students, Ryan and Lisa who presented the report. All trustees' questions were addressed.

13. Demographic Census Report (022-24)

Sherril-Lynne Pharand, Director of Education, introduced Anthony Jeethan, Human Rights and Equity Advisor, who presented the report. All trustees' questions were addressed.

14. Special Education Advisory Committee Meeting Minutes

Michelle Probizanski, Superintendent of Education, presented the following minutes:

- September 13, 2023;
- October 18, 2023;
- November 15, 2023; and
- December 13, 2023.

All trustees' questions were addressed.

15. Miiniwewinan: Indigenous Education advisory Committee Meeting Minutes

Heather Harris, Superintendent of Education, presented the following minutes:

- September 21, 2023; and
- November 2, 2023.

All trustees' questions were addressed.

16. Parent Involvement Committee Minutes

Sherril-Lynne Pharand, Director of Education, presented the following minutes:

- May 1, 2023; and
- September 11, 2023.

All trustees' questions were addressed.

MATTERS FOR DECISION

17. Recommendations from the Board Advisory Committee (020-24)

Policy Review – 8061 Aboriginal Education Advisory Committee (007-24)

Moved by Trustee LeBlanc

Seconded by Trustee Vanderwey

“THAT Lakehead District School Board approve the review of 8061 Aboriginal Education Advisory Committee Policy, as indicated in Report No. 007-24 and update any other Lakehead District School Board policies where Aboriginal Education Advisory Committee is referenced.”

CARRIED

18. Recommendations from the Board Advisory Committee (020-24)

Policy Review – 3020 Legal Representation (010-24)

Moved by Trustee Leblanc

Seconded by Trustee Johansen

“THAT Lakehead District School Board approve the review of 3020 Legal Representation Policy, as indicated in Report No. 010-24.”

CARRIED

19. Recommendations from the Board Advisory Committee (020-24)

Policy Review – 7030 Human Rights and Workplace Harassment Policy (011-24)

Moved by Trustee Leblanc

Seconded by Trustee Sitch

“THAT Lakehead District School Board approve the review of 7030 Human Rights and Harassment Policy, as indicated in Report No. 011-24.”

CARRIED

20. Recommendations from the Board Advisory Committee (020-24)

Policy Review – 3040 Transportation Policy and Procedure (014-24)

Moved by Trustee Leblanc

Seconded by Trustee Saarinen

*“THAT Lakehead District School Board approve the review of 3040
Transportation Policy and Procedure, as indicated in Report No. 014-24.”*

CARRIED

21. Ad Hoc and Special Committee Reports

22. New Reports

23. New Business

24. Notices of Motion

25. Information and Inquiries

26. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee LeBlanc

“THAT we do now adjourn at 9:41 p.m.”

CARRIED

LAKEHEAD DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE

Jim McCuaig Education Centre

2024 JAN 17
6:00 p.m.

MEMBERS PRESENT:

Suzanne Posthumus, Chair	Michelle Blackburn
Alina Cameron, Vice Chair (virtual)	Sarah Niles (virtual)
Carey Murphy (virtual)	Scott McBean
Liz Tod	Trustee Trudy Tuchenhagen
Mike Otway (virtual)	Trustee Leah Vanderwey
Miranda Myers (virtual)	Wendy Carroll (virtual)

OTHERS PRESENT:

Maggie Fredrickson	Christine Jones
Michelle Probizanski	

ABSENT WITH REGRET:

Mike Otway

1. **Call to Order**

Suzanne Posthumus, Chair, called the meeting to order at 6:00 p.m.

2. **Welcome and Introductions**

There were no introductions.

3. **Approval of the Agenda**

Moved by Trustee Tuchenhagen

Seconded by Michelle Blackburn

“THAT the agenda for the December 13, 2023, SEAC meeting be approved.”

CARRIED

4. **Declarations of Conflict of Interest**

There were no declarations of conflict of interest.

5. **Presentations**

There were no presentations.

6. **Approval of the Minutes**

Moved by Scott McBean

Seconded by Trustee Vanderwey

“THAT the minutes of the December 13, 2023, SEAC meeting be approved.”

CARRIED

7. Correspondence

Suzanne Posthumus, Chair, reviewed the following correspondence sent to all SEAC members:

- Kindergarten Night, LDSB;
- Empower Kids Ontario Scholarship, GJCC;
- Parent Involvement Committee Event with Karl Subban, LDSB;
- Special Incidence Portions Claim Funding, Hastings and Prince Edward DSB;
- 2024 Youth Action Committee Call Out, CMHO; and
- Support Student and Educator Wellbeing, Youth Mental Health Canada.

8. New Business

8.1 Maggie Fredrickson, Special Education Principal, provided the following special education update:

- Kindergarten Night was well attended with many children unidentified with special needs;
- a new partnership with Confederation College for Student Support Professionals prework placements;
- the special education team just returned from a visit to Armstrong Public School to provide support for the special education staff; and
- Michelle Probizanski, Superintendent of Education, shared that the Board has posted a bullying report button on their main page.

All members' questions were addressed.

8.2 Suzanne Posthumus, Chair, shared the 2023-2024 SEAC Workplan with the committee for their input.

8.3 Suzanne Posthumus, Chair, asked members for ideas for the SEAC 2023-2024 Event. A suggestion of creating a video explaining the process for new special education students and to share how it can be different for each student. Maggie Fredrickson, Special Education Principal, will bring further information to the committee. Trustee Vanderwey suggested the possibility of creating a simple flow chart for children entering special education. Maggie Fredrickson, Special Education Principal, will create and share with the committee in the Spring 2024.

8.4 Suzanne Posthumus, Chair, asked members for their input on the criteria of the new SEAC award for graduating students with special education needs. Michelle Probizanski, Superintendent of Education, will present the award criteria at the next meeting.

8.5 Suzanne Posthumus, Chair, asked members to share any advocacy. The following was shared:

- Tara Ingram, Easter Seals, shared that support is ongoing from December;
- Liz Tod, Learning Disabilities Association of Ontario, shared that support was recently provided on appropriate accommodations; and
- Alina Cameron, Vice Chair, is currently supporting a family on next steps.

9. Information/Inquiries & Association Reports

Tara Ingram, Easter Seals, reported that communication was shared with the director on the upcoming Red Shirt Day, May 29, 2024.

10. SEAC Budget Update

Michelle Probizanski, Superintendent of Education, reported the SEAC budget is \$13,251, which includes the Parent Involvement Committee contribution.

11. Board Update

Trustee Tuchenhagen provided the following Board Advisory Committee meeting highlights from January 9, 2024:

- Trustee Character Awards;
- The Arts;
- Early Learning;
- Health and Safety Semi-Annual Report;
- 8061 Aboriginal Education Advisory Committee Policy;
- 3020 Legal Representation Policy;
- 7030 Human Rights and Workplace Harassment Policy; and
- 3040 Transportation Policy.

12. Adjournment

Moved by Trustee Leah Vanderwey

Seconded by Tara Ingram

“THAT we do now adjourn at 7:07 p.m.”

CARRIED



**MIINWEWINAN
INDIGENOUS EDUCATION ADVISORY COMMITTEE MINUTES**

DATE: Thursday, December 14, 2023 – 9:00 am – 12:00pm – Boardroom/Virtual Meeting via Microsoft Teams

CO-CHAIR: Serena Essex
Heather Harris

MEMBERS PRESENT: Shelby Ch’ng, Elliott Cromarty, Emily Drake, Indigenous Student Trustee, Trustee Pat Johansen, Anna Fern Kakegamic, Angelina Tassone, Morning Star Tom, Indigenous Trustee Scottie Wemigwans, Elder Sheila DeCorte

ALTERNATES: Trustee Ellen Chambers

RESOURCES: Kali Bernst, Anika Guthrie, Anthony Jeethan, Tanya Moses, Sherri-Lynne Pharand, Director of Education, Jasmine Sgambelluri, Meghan Smelow

GUESTS: Corine Bannon

ABSENT WITH REGRETS: Myra Bannon, Kathy Beardy, Kristy Boucher, Dinah Jung, Sharon Kanutski, Cheryl King-Zewiec, Jane Lower, Leanna Marshall, Elder Gerry Martin, Dave Paddington, Brett Parres, Meghan Smelow, Elder/Knowledge Keeper Renee Tookenay, Trustee Trudy Tuchenhagen (Alternate), Leland Waboose, Yolanda Wanakamik, Neil Workman

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

3.	Agenda and Minutes		
	3.1 Approval of Agenda - December 14, 2023	<p>Moved by Trustee Pat Johansen and seconded by Neil Workman, that the agenda for the December 14, 2023 Miiniwewinan meeting be approved with the following amendments:</p> <p>1. Opening and closing remarks will be given by Elder Sheila DeCorte.</p> <p>Carried</p>	Heather Harris
	3.2 Approval of Minutes – November 2, 2023	<p>Moved by Trustee Pat Johansen and seconded by Neil Workman, that the minutes for the November 2, 2023 Miiniwewinan meeting be approved as written.</p> <p>Carried</p>	Heather Harris
4.	Presentations		
	Language Gathering	<p>Corine Bannon, NSL Teacher and Anika Guthrie, Anishnaabemowin Revitalization Coordinator, shared a presentation on a language gathering that occurred November 3, 2023, at Anemki Wajiw-Mount McKay. Algonquin Avenue Public School, McKellar Park Central Public School, Sherbrooke Public School, Ogden Public School, and St. James Public School participated.</p> <p>All members' questions were addressed.</p>	Corine Bannon Anika Guthrie
5.	Business Arising from the Minutes		
	5.1 Year at a Glance	<p>Jasmine Sgambelluri, FNMI Resource Teacher, shared the most recent update of the resource that is being created highlighting Indigenous Education Celebrations and Commemorations for teachers to use when planning their school year teachings. Feedback was requested from the committee.</p> <p>All members' questions were addressed.</p>	Jasmine Sgambelluri
	5.2 Treaties Recognition Week	<p>Jasmine Sgambelluri, FNMI Resource Teacher, shared a presentation about activities that occurred during Treaties Week from November 5 to November 11, 2023.</p> <p>All members' questions were addressed.</p>	Jasmine Sgambelluri

	5.3 Board Action Plan	Anika Guthrie, Anishnaabemowin Revitalization Coordinator, and Co-chair Heather Harris shared a summary of the 2022-2023 Board Action Plan (BAP) and asked the committee for input on what the focus should be for this school year. The members broke out into smaller groups to discuss the 2023-2024 BAP priority areas.	Anika Guthrie Heather Harris
	5.4 Membership	Co-chair Heather Harris updated the committee on the upcoming meeting scheduled with some of our education partners. It was also shared that membership is currently full and that interested agencies will be put on a wait list. All members' questions were addressed.	Heather Harris
	5.5 8061 Policy Opening	Co-chair Heather Harris shared that a request will be made to open Policy 8061 Aboriginal Education Advisory Committee and propose the name of the policy be changed to represent the committee's new name.	Heather Harris
6.	New Business		
	6.1 History of Turtle Island Presentation	Kali Bernst, Principal of Indigenous Education and Program shared pictures and information about a presentation that took place for students and staff on the history of Turtle Island and the Indigenous Peoples Atlas.	Kali Bernst
	6.2 Indigenous Peoples Atlas of Canada	All members' questions were addressed	
	6.3 Lakehead Kickstart	This item was deferred to the next meeting.	Jane Lower
	6.4 Parent Involvement Committee Funding	Co-chair Serena Essex shared that the committee has received funding from Parent Involvement Committee. A request was made for input on spending the funding to be discussed at the next committee meeting.	Serena Essex
	6.5 Annual Board Meeting	Co-chair Heather Harris shared that trustees were assigned to committees at the annual board meeting held on Tuesday, December 5, 2023. The trustees assigned to Miiniwewinan are Trustee Wemigwans, Trustee Pat Johansen as members, and the alternates are Trustee Chambers and Trustee Tuchenhagen.	Heather Harris
7.	Ongoing Business		
	7.1 Indigenous Student Trustee Update	Emily Drake, Indigenous Student Trustee shared initiatives she is currently working on. All members' questions were addressed.	Emily Drake

	7.2 Community Updates	Tanya Moses, FNMI Partnership Coordinator, shared an update on activities she is involved with and initiatives she is working on. All members' questions were addressed.	Tanya Moses
	7.3 Anishnaabemowin Revitalization	Anika Guthrie, Anishnaabemowin Revitalization Coordinator shared an update about events and initiatives connected to the Revitalization Project. All members' questions were addressed.	Anika Guthrie
8.	Information and Inquiries	Co-chair Heather Harris shared that Miiniwewinan has been invited to have a booth at the Kindergarten Information Night on January 15, 2024.	
9.	Closing	Elder Sheila DeCorte closed the meeting.	
10.	Next Meeting	Thursday, February 8, 2024	
11.	Adjournment	The meeting was adjourned at 12:36 p.m.	

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2024 Feb 27
Report No. 031-24

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

RE: RECOMMENDATIONS FROM THE BOARD ADVISORY COMMITTEE

Background

The following reports were received at the Board Advisory Committee Meeting of February 13, 2024, and have been referred to the Board for approval. The recommendations are as follows:

POLICY REVIEW - 7040 VIOLENCE IN THE WORKPLACE POLICY (029-24)

It is recommended that Lakehead District School Board approve the 7040 Violence in the Workplace Policy, Appendix A to Report No. 029-24.

POLICY REVIEW – 3072 ADVOCACY POLICY (027-24)

It is recommended that Lakehead District School Board approve the 3072 Advocacy Policy, Appendix A to Report No. 027-24.

POLICY REVIEW – 3091 SECURITY POLICY (025-24)

It is recommended that Lakehead District School Board approve the 3091 Security Policy, Appendix A to Report No. 025-24.

POLICY REVIEW – 3040 TRANSPORTATION POLICY (028-24)

It is recommended that Lakehead District School Board approve the 3040 Transportation Policy, Appendix A to Report No. 028-24.

POLICY REVIEW - 3020 LEGAL REPRESENTATION POLICY (026-24)

It is recommended that Lakehead District School Board approve 3020 Legal Representation Policy, Appendix A to Report No. 026-24.

APPOINTMENTS TO THE PARENT INVOLVEMENT COMMITTEE (024-24)

It is recommended that Lakehead District School Board approve the appointments of Adora-Lee Nawagesic and Carla Mulholland as alternate parent members to the Parent Involvement Committee effective February 27, 2024, to November 14, 2024 as outlined in Report No. 024-24.

Respectfully submitted,

Donica LeBlanc
Chair
Board Advisory Committee

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DRAFT FEBRUARY 27, 2024	
VIOLENCE IN THE WORKPLACE POLICY	7040

1. Rationale

Lakehead District School Board (LDSB) believes in the prevention of workplace violence and promotes a violence-free workplace in which all people respect one another and work together to achieve common goals. Any act of workplace violence is unacceptable conduct. Workplace violence in any form erodes the mutual trust and confidence that are essential to the well-being of our staff.

2. Definitions

As defined by the Occupational Health and Safety Act, workplace violence is:

- (a) the exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker;
- (b) an attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to a worker; and
- (c) a statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against a worker, in a workplace, that could cause physical injury to a worker.

3. The Policy

- 3.1 It is the policy of LDSB to adhere to the Occupational Health and Safety Act. Lakehead District School Board believes in the prevention of workplace violence and promotes a violence-free workplace in which all people respect one another and work together to achieve common goals. Any act of workplace violence is unacceptable conduct in any form and erodes the mutual trust and confidence that are essential to the well-being of our staff.
- 3.2 This policy applies to all work activities that occur while on Board premises, or while engaging in workplace activities or workplace social events.
- 3.3 This policy applies to all members of the Board community, including but not limited to, trustees, students, employees, visitors such as parents and community members, volunteers, permit holders, contractors, and employees of other organizations who work on or are invited to participate in Board related functions.
- 3.4 The Board is committed to implementing a process to deal with workplace violence and the requirements of the Occupational Health and Safety Act in accordance with Safe Schools legislation.

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4. Guiding Principles

- 4.1 Employees, students and other users will strive to foster a respectful workplace through the prevention and prompt resolution of workplace violence incidents. Complaints will be taken seriously and handled professionally.
- 4.2 The Board shall provide a mechanism to lodge an informal complaint.
- 4.3 The Board shall provide a mechanism to lodge a formal complaint.
- 4.4 The Board shall provide a fair and objective formal process for dealing with alleged incidents of workplace violence. This includes actions such as conducting ongoing risk assessments and creating safety plans.
- 4.5 Confidentiality will be maintained to every extent possible; however, the nature of the investigation may require additional information beyond the complainant(s) and the respondent(s) to verify factual information.
- 4.6 Violence prevention training shall be offered to managers, supervisors and employees.
- 4.7 Violence is a serious offence. Any individuals found to have perpetrated an act of violence may be subject to disciplinary action up to and including dismissal. In addition, individuals may be subject to action under the Criminal Code of Canada.

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5. Review

This policy shall be reviewed annually in accordance with the Occupational Health and Safety Act, R.S.O. 1990, Subsection 32.0.1.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
7030 Harassment and Human Rights Policy	May 25, 2010	Education Act
8070 Safe Schools Policy – System Expectations	<u>Date Revised</u> April 26, 2016	Safe Schools Act
8020 Access to School-Board Premises	February 27, 2024	Ontario Human Rights Code
1020 Equity and Inclusive Education		Ontario Health and Safety Act
8040 Trespass to Schools		Policy/Program Memorandum 120 – Reporting Violent Incidents
8071 Bullying Prevention and Intervention		Policy/Program Memorandum 128 – The Provincial Code of Conduct/ School Board Codes of Conduct
8092 Code of Conduct		Policy/Program Memorandum 144 – Bullying Prevention and Intervention
		Policy/Program Memorandum 145 – Progressive Discipline and Promoting Positive Student Behaviour
		Provincial Model for a Local Police/School Board Protocol (2015)

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1. The Policy

It is the policy of Lakehead District School Board (LDSB) to provide safe learning environments for students, staff and the general public. Lakehead District School Board will respond to any violence or disruptions in its schools or operations.

2. Violence Against Staff

Lakehead District School Board recognizes that violence in the workplace is an occupational health and safety concern, and in keeping with our Health and Safety Policy and Violence in the Workplace Policy, is committed to providing a safe and secure working environment for our employees, agents, and those who have authorized access to LDSB premises. It is an expectation of the Board that all its employees or others on Board business will, at all times, conduct themselves in a courteous, polite manner while dealing with the general public or members of the educational community. Accordingly, LDSB will protect and fully support any employee who is threatened, abused, or put at personal risk in the proper exercise of their duties.

3. Defining Violence in the Workplace

Violence can be defined as an act of aggression which produces damaging or hurtful results.

3.1 Three categories of risk are addressed by these procedures:

- 3.1.1 Student and Public Aggression - includes aggressive, hostile, or disruptive behaviour by members of the public (students/parents) either on their premises, in the public domain, at LDSB facilities, on the phone, or any form of written or electronic communications.
- 3.1.2 Workplace Violence - includes physical aggression, threats, intimidation, bullying and temper outbursts. Lakehead District School Board's position is that aggression between employees is unacceptable in any form.
- 3.1.3 Workplace Protection - recognizes that personal tensions can pursue an employee to the workplace. Resentment, rejection, stalking and domestic disputes are among the factors that may compromise workplace security and could lead to an entire work group being put at risk.

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3.2 To deal with the low frequency, but high priority that threats of violence have in the learning environment, the Board will monitor the internal risk environment of the Board and respond to events that could jeopardize LDSB staff. Human resources will develop tools to assist principals, managers and supervisors to resolve confirmed threats or acts of violence by: monitoring policy, conducting risk assessments, developing contingency plans, organizing resources, investigating serious incidents and ensuring that there is general awareness of Board practices and procedures to respond to workplace threats.

4. General Procedures

4.1 An employee who is seriously threatened or put at personal risk, in any of the three situations described above, is authorized to suspend work if the individual is not a student, terminate contact with the offending party, and to immediately report the circumstances to their supervisor. An employee who is seriously threatened or put at personal risk by a student will ensure the Duty of Care¹ of the student(s) in their charge. The employee will report the circumstances to their supervisor. Supervisors will assess the situation to determine whether:

- an assault or a serious threat has taken place;
- the victim is in need of medical, emotional or other assistance;
- when and in what circumstances the original work should be resumed; and
- the employee should be reassigned.

¹ - *The Education Act, Part x, Sec. 264 (e)*

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4.2 Violent Incident Report Form must be submitted to the health and safety officer by the employee and/or supervisor for all violent encounters, and in all serious cases of aggression. The report must contain:

- date, time and location of the occurrence;
- name(s) of the employee(s)/victim(s);
- name(s) and address(s) of the alleged assailant(s);
- specific language of the threat;
- actions that followed the threat;
- prior events or encounters that are relevant to the incident;
- the reason for contact between the victim(s) and the aggressor(s);
- a summary of events, including the outcome of the encounter;
- names and addresses of witnesses and of anyone else who was directly involved in the incident, including the police; and
- the supervisor's assessment of the encounter, including their recommendation for further action and the disposition of the case.

4.2.1 In reports about the conduct of a trustee, the director of education will notify the Board using the process outlined in the Trustee Code of Conduct.

4.2.2 In reports about the conduct of a superintendent, the director of education will engage outside legal counsel and, if necessary, an external human resources expert to manage the complaint and incident reporting.

4.2.3 In reports about the conduct of the director of education, the chair of the Board of Trustees shall engage external legal counsel and an external human resources expert to manage the complaint and incident reporting. The chair shall bring the matter to trustees at a Special Board meeting, or the next Regular Board as recommended by legal counsel.

4.3 Minor Incidents

Minor incidents may be resolved by the supervisor, the employee and the third party, providing the employee consents to having the issue summarily dealt with. Events in the minor category may, for example, include outbursts of intemperate language or signs of temper, where there was no serious intent to cause harm. In such cases a supervisor's intervention could serve to neutralize tension, to draw an apology from the offender and to show the employee that he or she is being supported. Minor incidents are to be reported to human resources within one working day. The supervisor will review and forward the completed Violent Incident Report to human resources and the health and safety officer.

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4.4 Serious Incidents

Serious Incidents include assault, confinement, believable threats of assault, abuse or harm, or sabotage. As well, behaviour that disturbs or threatens employees, students and others may be seen as serious. Serious incidents are to be reported to the principal or building manager immediately who will, without delay, notify the superintendent of education. The supervisor will review and fax the completed Violent Incident Report to the superintendent the same day. Human resources will be advised of all serious incidents.

5. Workplace Violence

5.1 Hostile exchanges between employees, or in the context of working relationships, are subject to the same rules of law that apply in the greater community. Criminal and Civil actions may result from aggressive or abusive behaviour between workers, in addition to Board sanctions that could include termination. The supervisor will review and forward the completed Violent Incident Report to human resources and the health and safety officer.

5.2 A potentially more damaging outcome of workplace violence, however, is the impact it has on teamwork and the corporate family. All cases of workplace violence at LDSB will be investigated by the principal, manager or supervisor. The investigation will specifically look for serious behaviour problems, the need to prompt an EAP referral, and the greater need to ensure a threat-free working environment for all employees.

6. Workplace Protection

Workplace Protection, in terms of these procedures, refers to the steps taken by management to deal with deviant personalities who may seek to bring violence or disruptive behaviour to Board work locations. Disoriented and alienated persons (not necessarily current employees or students) may find a target for their resentment in the Board. Domestic, economic and personal pressures could precipitate a workplace crisis, as could a random violent act.

7. Human Resources Department

7.1 The human resources department has been organized to respond to all serious incidents of student or public aggression, workplace violence, and workplace protection. In addition, human resources can be supported by external consultants in security, psychology, crisis management and other disciplines (Employee Assistance Program).

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- 7.2 The superintendent of education will update these procedures as required by its evaluations of serious incidents. Human resources will also coordinate awareness and educational programs designed to keep all employees and agents of the company aware of the measures taken to support employee protection.
- 7.3 The department will observe the strictest protocols of confidentiality so that employees will be encouraged to report potential and developing situations of violence.

8. Investigation

- 8.1 Investigation serves to protect Board employees from unfounded charges and counter charges. The process quickly documents the record of events, identifies witnesses and their evidence, corroborates facts and collects supporting detail. In most cases, investigation will give direction to, or reinforce, a police investigation.
- 8.2 The police and/or an independent investigator will be called on to look into all serious incidents. The investigator will begin their inquiries immediately. If possible, the investigator will interview the victim and the alleged offender the same day, and provide a summary report to the human resources department within 24 hours. All witness statements will preferably be taken the day of the occurrence. Where that is not practical, the statements will be taken at the earliest opportunity.
- 8.3 Copies of all statements will be attached to the confidential investigative report submitted to human resources. Copies will also be provided to the police if they are conducting a related investigation, in which case a summary of the police investigation and its conclusions should also be forwarded to the superintendent of education.
- 8.4 Investigations into the conduct of a superintendent will be forwarded to the director of education and the external legal advisors (per Section 4.2.2 of this procedure).
- 8.5 Investigations into the conduct of the director of education will be forwarded to the chair of the Board of Trustees and their external legal advisors (per Section 4.2.3 of this procedure).
- 8.6 If investigation determines the allegations are unfounded, all references will be removed from the individual's file as per statute of limitations.

9. Employee Support

- 9.1 Any employee who feels that a violent situation has not been effectively dealt with at the supervisory level, may directly contact the superintendent of education to review the circumstances and advise the employee.

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- 9.2 Lakehead District School Board will support any employee who has been subjected to aggression in the line of work, or in circumstances that lead to charges being laid. The Board will allow the employee paid time off to assist the inquiry and to appear in court. It may also encourage other witnesses to support the administration of justice by indemnifying them from wage loss.
- 9.3 If criminal prosecution for an unprovoked attack on an employee is not entered by the police or if it does not succeed, the Board may elect to support the victim by underwriting the cost of civil litigation for damages. This exceptional option will be decided on by senior management based on the merits of the case.
- 9.4 As a minimum, the Board will ensure that the offender is formally warned or that a "Trespass Notice" is issued. The offender will be advised that such behaviour is illegal and unacceptable, and warned that any repeat act of aggression toward Board employees will result in criminal charges being laid.
- 9.5 In some situations the police will issue this warning to the offender, and will officially record the warning. Where the police are unable or unwilling to cooperate, the warning will be given by the superintendent of education, who will then formally notify the police of the warning for record purposes.
- 9.6 Incidents involving students will be addressed according to the relevant legislation, policy and procedure applicable to the situation.

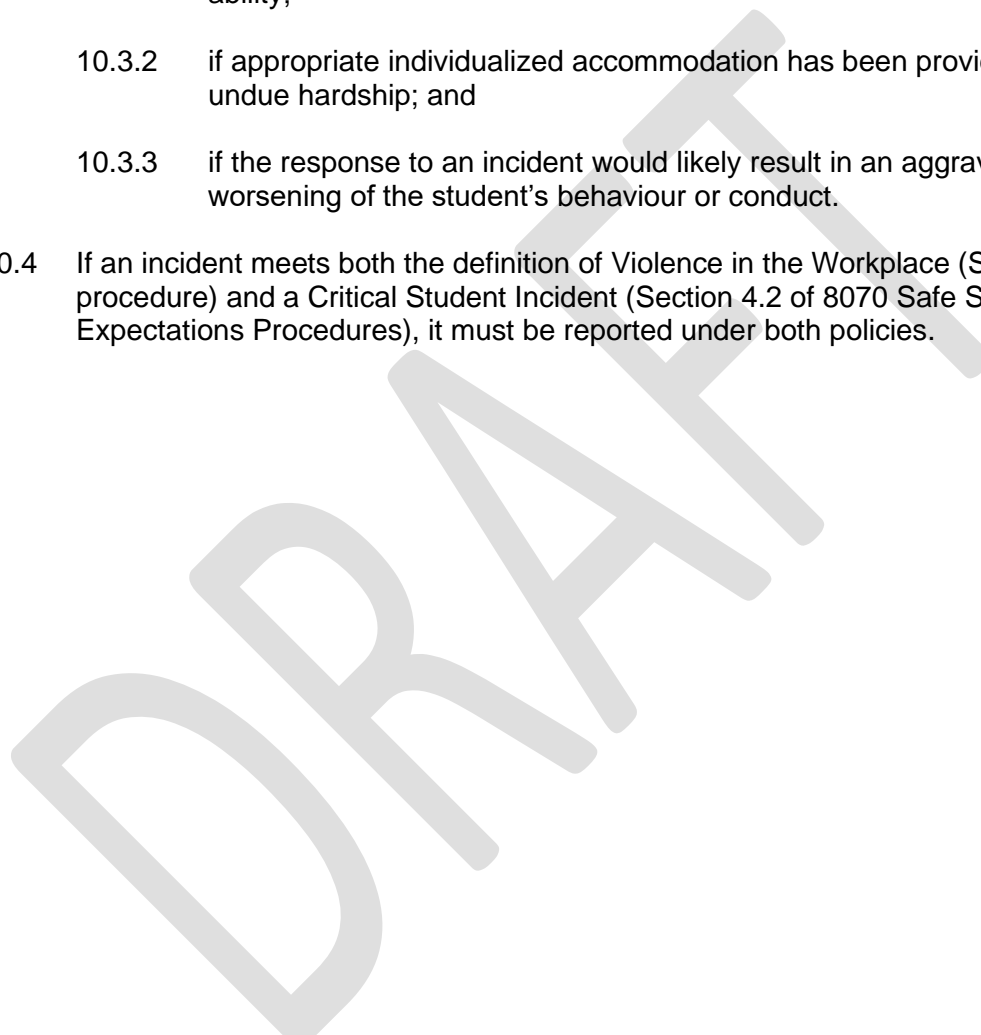
Violent incidences will be flagged so that personnel can be alerted to potential volatile behaviours and appropriate training be provided to deal with potential incidences.

10. Student-Led Incidents

- 10.1 Incidents of violence in the workplace caused by student behaviour or activities should be reported through 8070 Safe Schools – System Expectations Procedures.
- 10.2 When determining a response to student-led incidents in the workplace, the principal and/or superintendent must consider the following factors:
 - 10.2.1 The ability of the student to control their behaviour.
 - 10.2.2 The ability of the student to understand the foreseeable consequences of their behaviour.
 - 10.2.3 The level of risk the student’s continuing presence may pose to the safety of any person.

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- 10.3 Per Appendix C of 8070 Safe Schools – System Expectations Procedure: If an incident is caused by a student receiving special education services or who has ability-related needs, the principal and/or superintendent must also consider:
 - 10.3.1 if the behaviour causing the incident was a manifestation of the student’s ability;
 - 10.3.2 if appropriate individualized accommodation has been provided to the point of undue hardship; and
 - 10.3.3 if the response to an incident would likely result in an aggravating or worsening of the student’s behaviour or conduct.
- 10.4 If an incident meets both the definition of Violence in the Workplace (Section 3 of this procedure) and a Critical Student Incident (Section 4.2 of 8070 Safe Schools – System Expectations Procedures), it must be reported under both policies.



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11. Review

These procedures shall be reviewed annually in accordance with the Occupational Health and Safety Act, R.S.O. 1990, Subsection 32.0.1.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
7030 Harassment and Human Rights Policy	May 25, 2010	Education Act Safe Schools Act
8070 Safe Schools Policy – System Expectations	<u>Date Revised</u> April 26, 2016	Ontario Human Rights Code
8020 Access to School-Board Premises	February 27, 2024	Ontario Health and Safety Act
1020 Equity and Inclusive Education		Policy/Program Memorandum 120 – Reporting Violent Incidents
8040 Trespass to Schools		Policy/Program Memorandum 128 – The Provincial Code of Conduct/ School Board Codes of Conduct
8071 Bullying Prevention and Intervention		Policy/Program Memorandum 144 – Bullying Prevention and Intervention
8092 Code of Conduct		Policy/Program Memorandum 145 – Progressive Discipline and Promoting Positive Student Behaviour
Trustee Code of Conduct		Provincial Model for a Local Police/School Board Protocol (2015)

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DRAFT- February 27, 2024	
ADVOCACY POLICY	3072

1. Rationale

In the normal course of business, Lakehead District School Board (LDSB) and its employees have ongoing communications with other boards, Ontario Government ministries and other educational partners including related professional and provincial associations. Communications are necessary in order to facilitate the exchange of ideas and to discuss and resolve issues concerning professional requirements, financial matters, policy and program.

2. Policy

It is the policy of LDSB to ensure that expenditures on advocacy be used prudently and adhere to guidelines listed below.

3. Guidelines

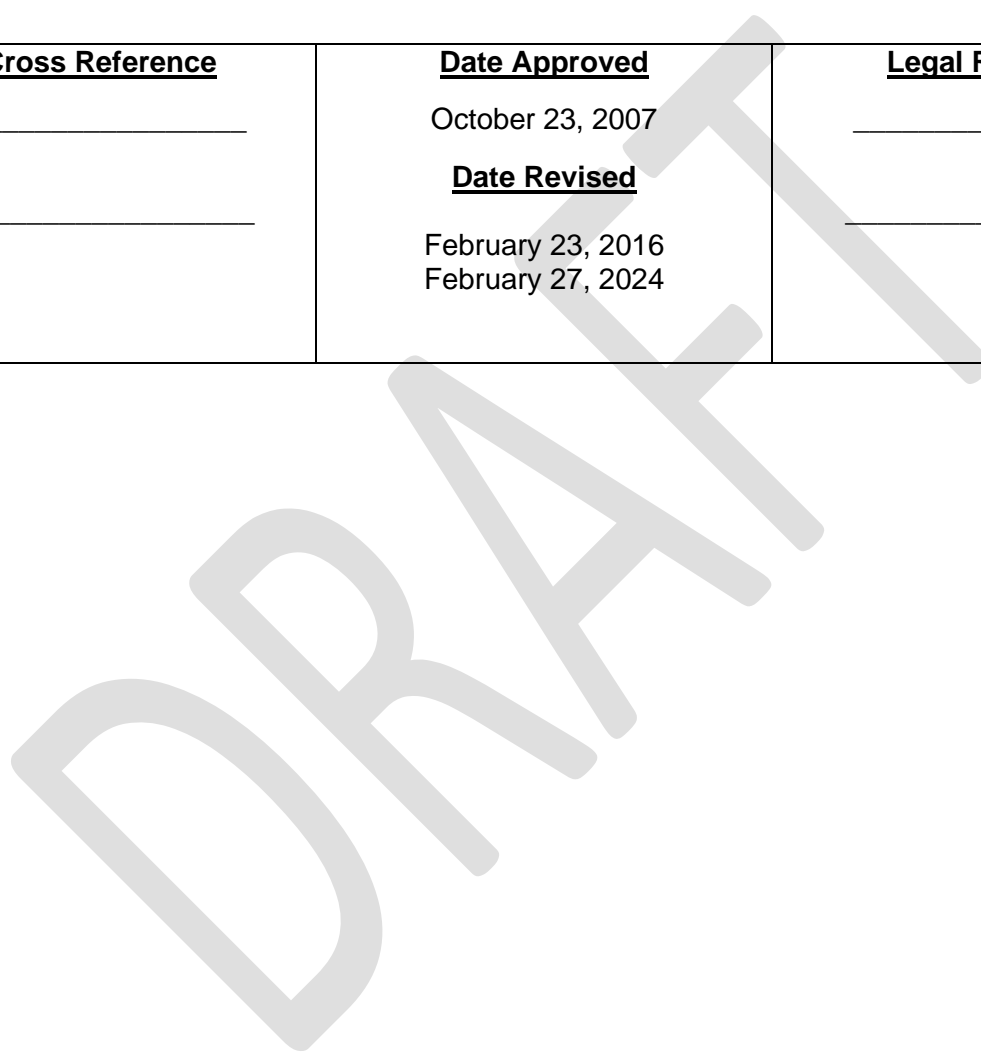
- 3.1 Focus should be on ongoing communication between school boards, education partners and governments through established mechanisms and channels.
- 3.2 Basing communications on personal or partisan political agendas should be avoided.
- 3.3 Maximizing resources for student success and achievement should be a focus.
- 3.4 Examples of suitable advocacy expenditures include:
 - membership dues and fees to organizations that meet policy objectives.
- 3.5 Examples of inappropriate advocacy expenditures include:
 - placing content intended to advocate for a particular position with report cards and annual reports;
 - using students as vehicles for Board or school advocacy to the public, education partners and governments; and/or
 - use of Board funds to attend events for specific political parties or to sponsor political parties.

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ADVOCACY POLICY	3072

4. 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>
_____	October 23, 2007	_____
_____	<u>Date Revised</u> February 23, 2016 February 27, 2024	_____



BUSINESS AND BOARD ADMINISTRATION	3000
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SECURITY POLICY	3091

1. Rationale

Lakehead District School Board (LDSB) operates numerous buildings containing equipment, furniture and supplies of significant value. In order to protect these buildings and contents a comprehensive security policy and set of procedures is necessary.

2. The Policy

It is the policy of LDSB that all property, buildings and contents be protected and made secure from theft, break-in, disappearance, fire and vandalism.

3. Guidelines

- 3.1 The security for each school building and the contents therein is the responsibility of the principal.
- 3.2 The security for each building and contents therein, without a principal, is the responsibility of the superintendent of business or designate.
- 3.3 Access through exterior doors will be controlled through a keyless frequency operated button (FOB) system.
- 3.4 All buildings will be keyed under a grand master key system with each building having a master key system. Key control will be maintained at all times.
- 3.5 Intrusion alarms will be installed in appropriate areas of each building to reduce the opportunity for break-in, theft and vandalism. Security provider shall automatically notify the police in the event of an intrusion.
- 3.6 Video surveillance cameras may be added to sites in accordance with Policy 6070, Video Surveillance.
- 3.7 Each building shall have one or more areas designated for storage of valuable moveable equipment which shall come within the surveillance of intrusion alarms.
- 3.8 Each building shall maintain a perpetual inventory of all moveable items with an individual or "set" value, as defined in procedures.
- 3.9 A system for controlling the loan of moveable items to community, staff and students will be maintained.

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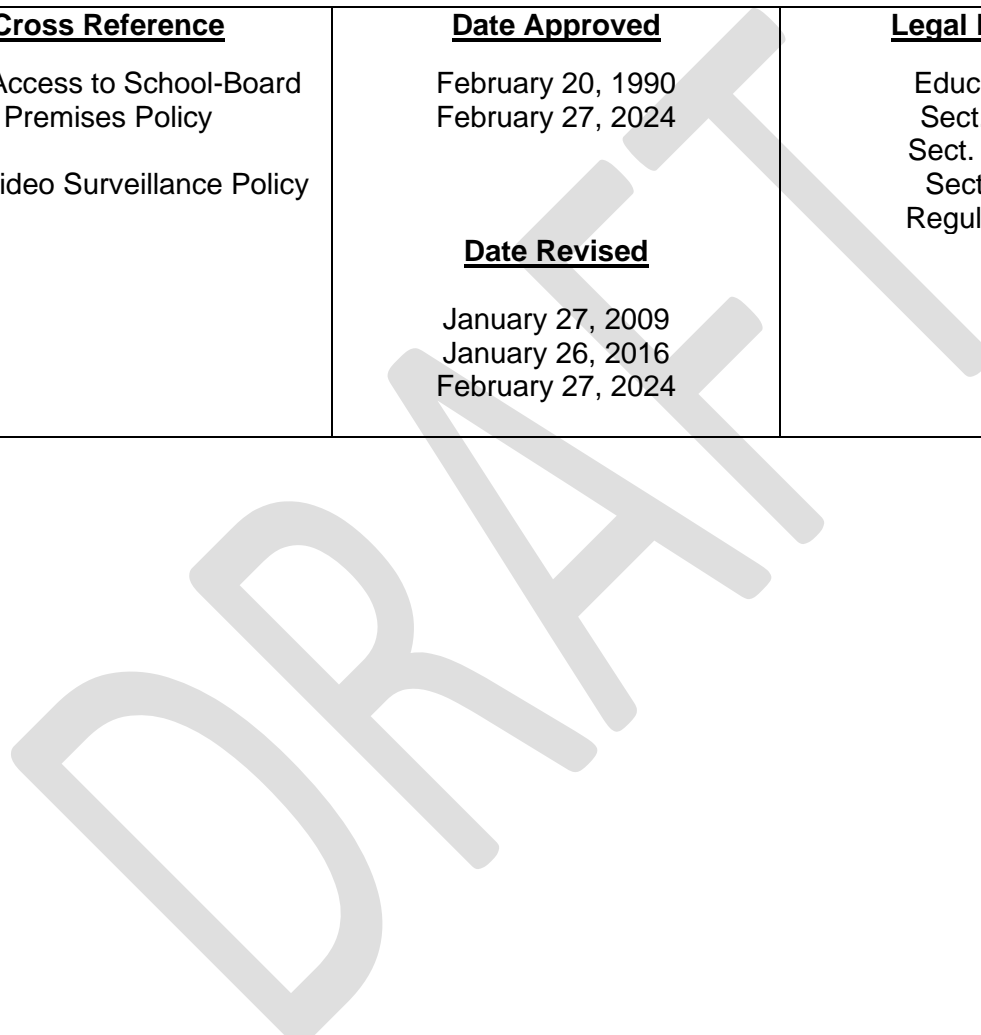
- 3.10 All moveable equipment shall be identified by an asset identification.
- 3.11 Money shall be secured nightly in a vault or suitable safe or deposited daily in a bank account.
- 3.12 Filing cabinets containing personal/confidential information (including OSR cards) shall be locked when not supervised.
- 3.13 3.13.1 Building specifications shall provide for design and construction to meet appropriate security standards.
3.13.2 Current buildings will be upgraded to meet the standards of this policy.
- 3.14 Robberies, break-ins, fires, and major acts of vandalism shall be reported to the police, fire department (as necessary), and the office of the superintendent of business using the prescribed format.
- 3.15 Persons apprehended as a result of a robbery, break-in, arson or vandalism will be requested, through the Attorney-General, to reimburse the board for the losses.
- 3.16 Unauthorized persons on premises will be handled in accordance with the Board's 8020 Access to School-Board Premises Policy.
- 3.17 The Board is not responsible for the loss of, or damage to, personal property of staff and students.
- 3.18 The unexplained disappearance of equipment or other contents in schools will be the responsibility of the school to replace from school budgets.
- 3.19 The Board shall maintain a central contingency fund for significant equipment losses due to break and enter, where such losses are not covered by insurance.
- 3.20 All Board buildings shall contain the warning that the building is protected by intrusion alarms and all equipment is identified by the police.

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4. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
8020 Access to School-Board Premises Policy	February 20, 1990 February 27, 2024	Education Act Sect. 149 (8) Sect. 235 (i) (j) Sect. 236 (j) Regulation 262
6070 Video Surveillance Policy	<u>Date Revised</u> January 27, 2009 January 26, 2016 February 27, 2024	



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SECURITY PROCEDURES	3091

1. Procedures

To outline the process for the security of Lakehead District School Board (LDSB) facilities and assets, to ensure the maximum benefit to the Board.

2. Key System/Frequency Operated Button (FOB) System

Each building shall have a sub-master and/or a change key for each lock and a keyless FOB entry system.

- 2.1 The issuance of Grand Master Keys shall be at the discretion of the superintendent of business.
- 2.2 The issuance of individual school/building keys to staff shall be the responsibility of the principal or building manager. School master/pass keys shall not be issued to students or volunteers.
- 2.3 The replacement or duplication of any building master/pass key must be authorized by the superintendent of business or designate.
- 2.4 All principals and building managers shall maintain written records of internal keys issuance and returns.
- 2.5 All internal keys shall be recalled at the end of each school year, checked against issuance records and re-issued to staff.
- 2.6 It is the responsibility of the principal or building manager to ensure that staff leaving return all keys on their last day of employment in the building.
- 2.7 All staff will be issued personal FOB's upon completing the Board's onboarding practice. The temporary issuance of FOB's to visitors may be done on an as-needed basis upon approval of the manager of property services or designate.
- 2.8 FOB's will provide site access based on standard permissions assigned to work groups. The approval of permissions will be the responsibility of the manager of property services or designate. The keyless system will record the date, time, door location and identity of individuals gaining access.
- 2.9 It is the responsibility of the supervisor to ensure that staff leaving the organization return their personal FOB. All staff leaving the organization will have their FOB's deactivated.

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3. Intrusion Alarms/Video Surveillance

- 3.1 Alarm systems described as silent motion detectors shall be installed in all buildings and areas of buildings where money, confidential records, and easily moveable, saleable equipment are kept. In rural buildings, exterior audible alarms will be installed.
- 3.2 Alarm systems shall be operated by a number program. Each employee assigned to a site will be given a unique code for arming/disarming the alarm system. This system will record the identity of the individual accessing the security panels.
- 3.3 The principal/building manager shall be responsible for instructing staff in operating the alarm system. Alarm codes shall not be passed on.
- 3.4 All overtime and penalties (due to false alarms only) shall be paid from school funds or the department of the person responsible. Malfunction of equipment is paid out of general funds.
- 3.5 In case of alarm, the security provider shall be instructed to call the police first and then one of the head custodians, principal, vice principal or plant department, in that order, to request entrance to the school/building. The manager of property services will provide the police with a current list of said names and numbers upon request.
- 3.6 Where possible, fire alarm systems will be tied into the intrusion alarm system.
- 3.7 If video surveillance has been added to a site, the nature of use will follow the 6070 Policy and Procedure Video Surveillance.

4. Storage of Valuable and Moveable Equipment

- 4.1 An appropriate room, preferably without windows and with a secure door, shall be identified for the storage of valuable and easily portable equipment. It shall be the responsibility of the school staff to ensure safe storage of the above, especially during vacation periods.
- 4.2 The intrusion alarm shall be extended to cover the above storage areas.
- 4.3 Computer rooms, science rooms, shops and other high-risk areas will be provided with intrusion alarms if deemed necessary by the superintendent of business.

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5. Inventory Control

5.1 Each principal shall maintain a perpetual inventory of moveable items as follows:

- all equipment with a useful life of three years and an item value in excess of \$750;
- sets of texts in excess of \$750;
- sets of science equipment in excess of \$750; and
- all library books and library resource materials.

5.2 The information technology department shall maintain a central perpetual inventory of all technology equipment (including interactive panel and instructional computers).

5.3 School based inventory shall be updated annually and electronic copies forwarded by principal to accounting department.

6. Loan of Items to Staff, Students and/or Community

6.1 Items may be loaned for educational purposes and to support the activities of community groups, at the discretion of the principal in the case of schools, and the superintendent of business in the case of items at other locations.

6.2 A log shall be maintained which will record date, nature of item loaned, serial number (if available), date to be returned, name and acknowledgement of borrower, date returned.

6.3 The borrower assumes full responsibility to the Board for loss or damage to the borrowed item.

7. Identification of Equipment

7.1 All portable school equipment shall be tagged with a school identification bar code.

7.2 Any new equipment purchased must be tagged with a bar code upon delivery to the system.

7.3 Identification numbers shall be placed in an inconspicuous location on the equipment and shall be recorded electronically, kept in the school office, and a copy filed for the superintendent of business.

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SECURITY PROCEDURES	3091

- 8. Building Specifications
 - 8.1 Building specifications shall provide for design and construction to meet appropriate security standards. Crime prevention through building design will be part of all new construction, and the security provider shall be requested to provide assistance towards its implementation.
 - 8.2 Current buildings will be upgraded to meet the standards of the policy. The security provider shall be consulted as to appropriate security changes to be made.
- 9. Reporting Robberies, Break-Ins, Fires and Major Acts of Vandalism
 - 9.1 Immediately telephone the Police upon evidence of robbery, break-in or major acts of vandalism.
 - 9.2 In case of fire, evacuate the school and immediately telephone the fire department.
 - 9.3 Telephone the office of the superintendent of business to advise the nature of the incident and request assistance if needed, i.e., maintenance required to repair damage. In off-hours, contact the maintenance department through the emergency list provided to each principal.
 - 9.4 The principal shall complete the form "Report of Unusual Occurrence" within 48 hours of incident and forward to the office of the superintendent of business. During the summer, the report shall be completed by the appropriate plant personnel.
 - 9.4.1 The preceding report shall include the name of anyone apprehended during the incident and the police occurrence number. If possible, the principal shall follow up any incident to conclusion.
 - 9.4.2 The form "Report of Unusual Occurrence" shall become part of these procedures. Form is attached as "Appendix A".
- 10. Vandalism
 - 10.1 In the case of minor vandalism (broken windows, graffiti, interior damage, etc.) the following steps will be followed:
 - 10.1.1 The principal will assess the cost of any damage, press for restitution and take necessary disciplinary action.

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10.1.2 Where restitution for vandalism, by students, is not made within 30 days, the principal will inform the superintendent of business who will officially invoice the parents for the damage.

10.1.3 Where restitution is not made within 60 days of the issuance of the official invoice, legal advice may be sought.

11. Personal Property

11.1 The security of the personal belongings of staff or students is not the responsibility of the Board. Losses should be claimed through personal homeowner’s insurance policies.

11.2 Personal property, which is used for instructional purposes, with the express written permission of the principal, becomes the responsibility of the principal for security. However, losses of such items usually fall below the Board's insurance deductible. Where a principal authorizes the use of such property, any losses must be recovered through personal insurance and/or school funds.

12. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
8020 Access to School-Board Premises Policy 6070 Video Surveillance Policy	1991 01 05	Education Act Sect. 149 (8) Sect. 235 (i) (j) Sect. 236 (j) Regulation 262
	<u>Date Revised</u>	
	January 27, 2009 January 26, 2016 February 27, 2024	

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1. Rationale

The Education Act allows a board to provide transportation for students under certain conditions. Lakehead District School Board (LDSB) supports an active and healthy lifestyle, and encourages active transportation; however, due to the diversity of the urban and rural area and the diversity of programs offered from Junior Kindergarten to Grade 12, a comprehensive transportation policy and set of procedures is necessary.

2. The Policy

It is the policy of LDSB that students may be transported for education reasons at the Board's expense between home and zoned school, and on other occasions, according to the guidelines in Section 4.

3. Definitions

- 3.1 Eligible Student will be a resident in the district of LDSB who is registered in, and attending a school operated by, or under, the jurisdiction of LDSB.
- 3.2 Consortium will mean Student Transportation Services of Thunder Bay (STSTB), an administrative consortium to deliver efficiency and cost-effective student transportation service for the Board.

4. Guidelines

- 4.1 Pursuant to the Education Act, R.S.O. 1990, LDSB may provide transportation to its students.
- 4.2 Lakehead District School Board will provide transportation, without charge, to students whenever such transportation is warranted, in accordance with the guidelines outlined in this policy and related procedures.
- 4.3 Lakehead District School Board considers transportation a privilege and not a right. Conduct detrimental to the safe operation of the bus or to other students riding on the bus will not be allowed.
- 4.4 Transportation will be organized and delivered by the STSTB consortium on behalf of its three-member school boards: Lakehead District School Board, Thunder Bay Catholic District School Board, and Conseil scolaire de district catholique des Aurores boréales.
- 4.5 All routes and designated stops will be established by the consortium on the basis of safety, time, efficiency, loading, and economy.

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- 4.6 Transportation may be provided for students residing in our area to and from provincial schools operated by the Ministry of Education, any Ontario hospital, or a Mental Health Centre established under the Child and Family Services Act, R.S.O. 1990. Transportation will be provided in accordance with regulations of the Ministry of Education.
- 4.7 Where a student qualifies for board, lodging, and transportation under the Education Act, R.S.O. 1990, the Board may, in lieu of daily transportation, reimburse the parent/guardian an amount established under the guidelines of the Board.
- 4.8 Video cameras may be installed on school bus routes. Use of video cameras on buses to monitor student behavior will be with the approval of administration.
- 4.9 Public transit system will be utilized, where economical and time efficient. Public transit will be a consideration for students at the secondary and/or senior elementary school levels for home to school transportation.
- 4.10 Transportation Contracts
- 4.10.1 School bus operators are licensed under the Public Vehicles' Act R.S.O. 1990 and the Ontario Highway Traffic Act. The regulations made under these Acts impose certain duties and responsibilities on the operator or a driver employed by the operator regarding control and safety in the operation of school buses.
- 4.10.2 The Board shall contract with transportation companies for the transportation of students, following tendering or negotiations.
- 4.10.3 Contracts will be presented to the Board for ratification.
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4.11 Employee and Private Individual Use of Private Cars

4.11.1 Employees and private individuals are permitted to use their vehicles or rented vehicles with the appropriate license, provided principals or the employee’s supervisor, authorize in writing, authorized use of the vehicles for:

- a) the transportation of small groups of students for curricular or co-curricular activities; or
- b) the performance of the conditions of employment.

Any such vehicles used must have adequate public liability insurance coverage. It is the responsibility of the employee and private individual to notify the Board, in writing, of any change in their public liability insurance coverage. Refer to Section 9 in the procedures for details.

Employees using their personal vehicle on Board business must adhere to 3070 Personal Use of Vehicles Policy and Procedures.

4.11.2 Students owning or operating vehicles are permitted to transport small groups of students for curricular or co-curricular activities as authorized, in writing, by the principal. The driver must file proof of having adequate liability insurance coverage and meet other requirements as set out in the procedures.

5. Minimum Walking Distances

5.1 Transportation will be provided for students who live beyond the distance from their zoned school as shown in the following:

<u>Grade</u>	<u>Distance</u>
JK/SK	0.8 km
1 – 3	1.6 km
4 – 8	1.6 km
9 – 12	3.2 km

5.2 Students will be required to walk to and from regular school bus stops.

5.3 Secondary school students attending Board programs outside their zone school areas and who, during the school year, change to a program available in their zone school, will no longer be eligible for transportation to the out of zone school.

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6. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Transportation Services Overview	March 19, 1991 November 23, 2021	Education Act Reg. 262 Section 24(5)
Student Transportation Services of Thunder Bay (STSTB) STS-GEN-023 Transportation Policy		Child and Family Services Act R.S.O. 1990
Student Transportation Services of Thunder Bay STS-GEN-024 Transportation Procedure		Ontario Public Vehicles' Act R.S.O. 1990
Student Transportation Services of Thunder Bay STS-SPE-001 Specialized Transportation Manual		Ontario Highway Traffic Act R.S.O. 1990
6010 Emergency Evacuation and School Closure Policy/Procedures		
3070 Personal Use of Vehicles Policy/Procedures	<u>Date Revised</u> April 28, 2009	
3100 Accessibility Policy/Procedures	October 22, 2013 November 23, 2021 February 27, 2024	
7030 Human Rights & Workplace Harassment Policy/Procedures		

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1. Policy

It is the policy of Lakehead District School Board (LDSB) that students may be transported for education reasons at the Board's expense between home and zoned school, and on other occasions, according to the guidelines in Section 4 of the policy.

2. Definitions

2.1 The procedures will define the action required to implement policy statements.

2.2 References to 'STSTB' shall mean Student Transportation Services of Thunder Bay, an administrative consortium to deliver efficiency and cost-effective student transportation service for the Board.

2.3 References to "Bus Operator" shall mean owner of the bus company.

2.4 References to "Driver" shall mean the driver of the school bus.

2.5 Eligibility defined in policy under Definitions, item 3.1.

3. Services – Daily Home to School

3.1 Accessibility is considered in contracting transportation services in accordance with 3100 Accessibility Procedures, Section 7.

3.2 Student Transportation Services of Thunder Bay shall design routes to accommodate the majority of students in a given area, taking into consideration road conditions, proper turnarounds, timing and efficiency of routes, safety of students involved, and economy.

3.3 Bus stop locations, including transfer points and any changes to routes, must be authorized by STSTB.

3.4 Student pick up address may be different from their drop off transportation address and either or both may be different than their home address provided that:

- a) the locations are within the school zone boundaries;
- b) the schedule is static; and
- c) request is received by LDSB from the parent(s)/guardian(s) and if approved by the consortium.

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- 3.5 Under specific circumstances, as approved by the director of education or designate, out of zone transportation to and from alternate home address may be provided, within existing scheduled routes, to and from the student's designated zone school.
- 3.6 Distances will be calculated as the distance by public pathway and public road from home to the closest school entrance of the school using the shortest route.
- 3.7 Seating accommodation and maximum loading factors for each bus servicing a school will be determined by:
- dividing the total inches of seating by 13 inches allowing three students per bench for Junior Kindergarten to Grade 6;
 - dividing the total inches of seating by 15 inches allowing two students per bench for Grades 7 to 12; and
 - immediate arrangements shall be made to eliminate overcrowding or standees on school buses.
- 3.8 Where practical and feasible, vehicles will be utilized to their fullest extent by servicing more than one route, and more than one district school board.
- 3.9 Student Transportation Services of Thunder Bay shall follow the summary of procedures, rules and regulations relating to school bus transportation as described in STSTB STS-GEN-023 Transportation Policy/STS-GEN-023fr Politique en maitiere de transport, prepared by consortium members.
- 3.10 No student will be discharged from a bus at a transfer point other than a designated transfer point. Students will only be discharged at a transfer point if there is Board supervision such as on school property or, otherwise, remain on their original bus until the transfer bus arrives. If, for any reason, the transfer bus does not arrive within a reasonable time, students must remain on the original bus until alternative arrangements can be made.
- 3.11 Whenever possible, no student will ride more than two buses while travelling to and from school. Routes will be designed, where possible, to limit the time riding on a bus to one hour each way. For students who reside in rural areas or attend programs at schools outside their home school catchment area (i.e., French Immersion, IB), ride times may exceed one hour.

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3.12 Routes will be designed to make every effort to arrive at schools as near to school opening times as possible, no earlier than 15 minutes before the bell at elementary schools, and to arrive at the bus stop nearest home as soon after school closing time as possible.

4. Special Consideration

4.1 Courtesy Transportation

As a courtesy, transportation may be provided to students who are ineligible for transportation where there is room on a bus, the student is zoned for the school, and the student is expected to be able to get to and from an existing stop safely. Students may be transported, although they normally would not be eligible for transportation, provided that, when eligible students require transportation, those ineligible students living closest to the school will be the first to relinquish their occupancy.

4.2 Out of Zone Transportation

Students who choose to attend a school outside of their school area must assume responsibility for their transportation to the chosen school.

4.3 Hazards

The Board will provide transportation to students whose transportation address falls below the eligibility distance when the consortium identifies hazards that warrant overcoming traffic or other forms of hazards.

4.4 Special Transportation

The Board may provide transportation for students who cannot access regular modes of transportation. Transportation will be provided, at the discretion of the director of education or designate, for injuries/medical conditions where the lack of access to school transportation presents a hardship for the parent/guardian.

4.5 Students with Special Needs

4.5.1 Students enrolled in self-contained programs, or identified as exceptional students, will be transported to designated schools in accordance with policy concerning distance between home and school. When possible, these students will be transported on regular routes.

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4.5.2 If circumstances, which in the opinion of the principal and/or other agencies, indicate that a student's interests would best be served by a transfer to another school (and this is approved by the director of education or designate), the student's transportation to the new school will be provided at the expense of the Board.

4.5.3 Student Transportation Services of Thunder Bay shall follow the summary of procedures relating to special needs students as described in STSTB STS-SPE-001 Specialized Transportation Manual prepared by consortium members.

4.6 Other Considerations

On an as needed basis, as approved by the director of education or designate, transportation may be provided to students where the lack of access to school transportation presents an undue hardship for the parent/guardian.

5. Use of Video Cameras on School Buses

The use of video cameras on buses will be as per STSTB STS-GEN-024 Transportation Procedures 4.0.

6. Discipline on School Buses

6.1 Breaches of conduct detrimental to the safe operation of the school bus to other students riding the bus will not be tolerated.

6.2 Every student is responsible to the principal of the school that s/he attends for her/his conduct on the school board premises or while travelling on a school bus that is under contract to that board.

6.3 Reference of Conduct and Discipline on Buses is in the STSTB Consortium 'Transportation Services Overview' booklet.

7. Transportation Contracts

7.1 Transportation contracts with independent bus operators will be on the basis of tendered submissions.

7.2 Student Transportation Services of Thunder Bay is mandated to administer member Boards' transportation contracts.

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7.3 Bus operator shall ensure that each driver has required safety training as described in contract documents. Such training shall include, but not limited to, current Emergency First Aid, Adult and Child CPR, and Epinephrine autoinjector training.

8. Route Reviews

- 8.1 The consortia shall conduct reviews of routes to ensure the maintenance of an efficient, safe, and cost-effective transportation system.
- 8.2 Routes may be designed as to facilitate the use of central pick up and drop off locations to encourage efficiency and economies in the system.
- 8.3 Routes shall be established to minimize the amount of travelling time on the school bus. Pick ups before 7:00 a.m. and drop offs after 5:00 p.m. will be kept to a minimum, depending on the length of the route.
- 8.4 Routes will be designed to accommodate the concepts of double and triple routing and route sharing with all member boards of the consortia, where feasible and cost efficient.

9. Employee and Private Individual Use of Private Cars:

- 9.1 Policy Item 4.11, Employee and Private Individual Use of Private Cars shall have adequate public liability insurance coverage (minimum coverage shall be \$2,000,000).
- 9.2 Policy Item 4.11.2, Requirements for student use of cars:
 - ensure that the student has adequate public liability insurance (minimum coverage should be \$2,000,000);
 - be satisfied that the driver is a reliable, responsible person;
 - advise students that they are under the jurisdiction of the school and that rules and regulations of the school apply while on school event trips;
 - advise students that they are to go directly to the event and return within a given time authorized by the principal, or their designate;
 - obtain written approval from the owner that the driver has permission to transport other students in the vehicle;
 - give written authorization to the student granting permission to drive the vehicle for a school event; and
 - be satisfied that the number of students transported shall not exceed the loading capacity of the vehicle and that all passengers are properly seat belted.

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10. Disposal of School Bus Business

10.1 An operator may dispose of their school bus business or change the ownership of the firm in whole or in part as per conditions contained in the signed contract.

10.2 Notification of Relationship

Upon request of the superintendent of business, and, in any event annually, all bus operators shall file a declaration as to their relationship, if any, to the controlling common share ownership of any other bus operator or a statement that they are unrelated to any other bus operator verified by affidavit or statutory declaration.

11. Board and Lodging

11.1 Eligibility for board and lodging assistance will be for students who reside more than 64 kilometers (40 miles) from home to school and are not resident students of another board.

11.1.1 When a student travelling on a regular daily route provides proof that the long distance of the regular route is detrimental to their progress in school.

11.1.2 When a student travelling on a regular daily route wishes to participate in a regular recognized extra-curricular program.

11.1.3 When a non-resident student attends LDSB and resides in a district where there is no other board jurisdiction.

11.1.4 Board and lodging applications shall be submitted to the school but are subject to the approval of Board administration.

11.1.5 Assistance payments shall not exceed the maximum amount approved by senior administration.

12. Instructions

12.1 The Student Transportation Services of Thunder Bay Consortium booklet 'Transportation Services Guide' will be provided as a reference guide.

12.2 Emergency procedures for transportation and school closures are referred to in 6010 Emergency Evacuation and School Closure Policy and Procedures.

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13. Communications and or Complaints
- 13.1 Responsibility for providing information pertaining to this policy and its regulations to operators and/or bus drivers shall rest with the consortia office.
 - 13.2 Responsibility for providing information pertaining to this policy and its regulations to parents/guardians and students shall rest with principals.
 - 13.3 Parent/guardian and/or student inquiries should be directed to the principal for response.
 - 13.4 If the principal requires assistance, their inquiries should be directed to the consortia office, except in the case of disciplinary matters.
 - 13.5 Board trustees shall direct inquiries or complaints to the director of education or designate.
 - 13.6 The transportation manager of the Board shall have the authority to make decisions consistent with Board policy.
 - 13.7 Any individual may appeal decisions made under this policy after pursuing the matter through the appropriate administrative personnel. All appeals must be presented, in writing, for consideration by the consortium manager and further to the director of education or designate, should the appellant wish to challenge the decision of the consortium manager.

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14. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Transportation Services Overview	March 19, 1991	Education Act. Reg. 262 Section 24(5)
Student Transportation Services of Thunder Bay (STSTB) STS-GEN-023 Transportation Policy		Child and Family Services Act R.S.O. 1990
Student Transportation Services of Thunder Bay STS-GEN-024 Transportation Procedure		Ontario Public Vehicles' Act R.S.O. 1990
Student Transportation Services of Thunder Bay STS-SPE-001 Specialized Transportation Manual		Ontario Highway Traffic Act R.S.O. 1990
6010 Emergency Evacuation and School Closure Policy/Procedures		
3070 Personal Use of Vehicles Policy/Procedures	<u>Date Revised</u> April 28, 2009	
3100 Accessibility Policy/Procedures	October 22, 2013	
	November 26, 2013	
	November 23, 2021	
7030 Human Rights & Workplace Harassment Policy/Procedures	February 27, 2024	

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Draft February 27, 2024

LEGAL REPRESENTATION POLICY

3020

1. Rationale

There are occasions when legal advice is necessary to assist in resolving very complex and technical problems.

2. The Policy

It is the policy of Lakehead District School Board that all matters requiring professional legal assistance must be approved by the director of education or designate before referral is sought. In the instance that the legal matter is regarding the director of education, legal and human resources counsel shall be sought by the chair of the Board and the matter shall be brought to the Board.

3. Guidelines

- 3.1 That any solicitor or firm of solicitors so engaged will be recompensed on a fee-for-service basis.
- 3.2 For specific details concerning this policy, refer to 3020 Legal Representation Procedures. Any questions related thereto may be directed to the superintendent responsible.

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>
_____	February, 1979	_____
_____	<u>Date Revised</u>	_____
	June 22, 2010 May 23, 2017 February 27, 2024	

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LEGAL REPRESENTATION PROCEDURES

3020

1. The Policy

It is the policy of Lakehead District School Board that all matters requiring professional legal assistance must be approved by the director of education or designate before referral is sought.

2. Implementation Procedures

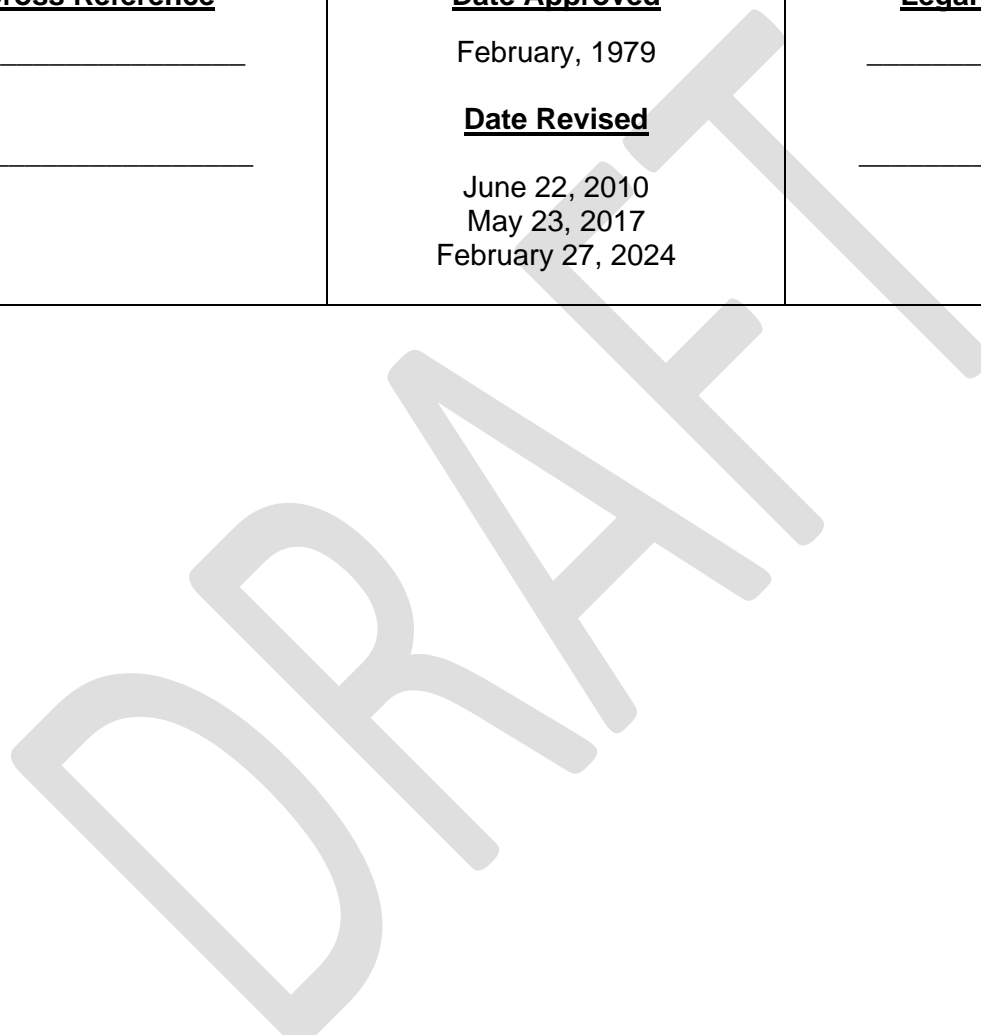
- 2.1 If legal representation is deemed necessary, by an employee, they should contact their superintendent or, if their superintendent is not available, the director or any other superintendent.
- 2.2 Briefly outline the matter to the superintendent.
- 2.3 The superintendent will decide if the matter requires legal representation. If the matter does not require legal representation, the superintendent will provide the necessary information to allow the matter to be resolved.
- 2.4 If the matter is deemed to require legal representation, the superintendent, in consultation with the director, will engage a solicitor to contact the employee directly and continue until the matter is resolved. All engagements must be confirmed in writing (this does not preclude a verbal engagement, but any verbal engagement must be followed by a written confirmation).
- 2.5 A copy of each referral will be forwarded to the director, who will keep a record of each legal engagement. Such a record will include: the date of engagement, authorizing official, brief description of the matter, the date of completion, and the cost.
- 2.6 The director files a report annually on the year's activities with respect to use of legal firms.
- 2.7 If the matter is regarding the director of education, the chair shall engage legal counsel and external human resources. They will bring the matter to either a Special Board Meeting or bring to the next Regular Board Meeting depending on its urgency and advice from legal counsel.

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3. 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>
_____	February, 1979	_____
_____	<u>Date Revised</u>	_____
	June 22, 2010 May 23, 2017 February 27, 2024	



LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2024 FEB 13
Report No. 024-24

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

RE: APPOINTMENTS TO THE 2023-2024 PARENT INVOLVEMENT COMMITTEE

1. Background

Vacant positions continue to be advertised for the 2023-2024 Parent Involvement Committee.

2. Situation

2.1 Through the Board website, PIC has continued to seek representation for vacant positions.

2.2 Two applications have been received for alternate parent members.

RECOMMENDATION

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

“That Lakehead District School Board approve the appointments of Adora-Lee Nawagesic and Carla Mulholland as alternate parent members to the Parent Involvement Committee effective February 27, 2024, to November 14, 2024 as outlined in Report No. 024-24.

Respectfully submitted,

SHERRI-LYNNE PHARAND
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2024 FEB 27
Report No. 032-24

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

RE: POLICY REVIEW – 7030 HUMAN RIGHTS AND WORKPLACE HARASSMENT POLICY

1. Background

- 1.1 On November 24, 2020, revised 7030 Human Rights and Workplace Harassment Policy was approved.
- 1.2 At the January 9, 2024 Board Advisory Committee Meeting, the 7030 Human Rights and Workplace Harassment Policy was approved for review during the 2023-2024 school year as part of the policy development and review cycle.

2. Situation

- 2.1 As per the direction of the Ontario Human Rights Commission and the Ontario Health and Safety Act, this policy is required to be opened for review annually.
- 2.2 The 7030 Human Rights and Workplace Harassment Policy was brought forth for review at the Board Advisory Committee meeting on February 13, 2024. The Board members collectively provided input, which was received and taken into consideration. Revisions were made to the policy and procedures.
- 2.3 The policy is attached as Appendix A and the procedures as Appendix B.
- 2.4 Upon final approval, the policy will be distributed according to Board procedures.

RECOMMENDATION

It is recommended:

“That Lakehead District School Board approve the 7030 Human Rights and Workplace Harassment Policy, Appendix A to Report No. 032-24”.

Respectfully submitted,

ANTHONY JEETHAN
Human Rights and Equity Advisor

JANE LOWER
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

PERSONNEL & EMPLOYEE RELATIONS	7000
DRAFT February 27, 2024	
HUMAN RIGHTS AND WORKPLACE HARASSMENT POLICY	7030

1. Rationale

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, as well as values equity and diversity. It is a shared responsibility across LDSB to foster a working and learning environment, where every individual is treated with respect.

2. Policy

It is the policy of LDSB to adhere to and uphold the Ontario Human Rights Code (the Code). Lakehead District School Board is committed to promoting a climate of understanding and mutual respect for each person. Harassment and discrimination based on the following grounds is prohibited:

sex (includes pregnancy);
 race;
 ancestry;
 place of origin;
 colour;
 ethnic origin;
 citizenship;
 creed (religion);
 age;
 record of offences (in employment);
 marital status;
 family status;
 disability;
 sexual orientation;
 gender identity; or
 gender expression.

This policy also includes any new prohibited grounds that may be added to the Ontario Human Rights Code at a future date and prior to policy review.

- 2.1 All LDSB students, employees/workers, trustees, and other users that work on or are invited on to LDSB premises, including prospective employees, volunteers, visitors, parents, guardians, and contractors, must adhere to and uphold the Code. Harassment and discrimination will not be tolerated or condoned.
- 2.2 Lakehead District School Board is committed to providing reasonable accommodation to fulfil obligations according to the Code. The Code also permits the creation of special programs at LDSB to address discrimination or inequality.

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- 2.3 This policy also fulfills LDSB's obligations to address workplace harassment according to the Occupational Health and Safety Act (OHSA).
- 2.4 Lakehead District School Board promotes a safe, equitable and respectful working and learning environment, and endeavours to prevent harassment, discrimination, and workplace harassment. Also, where necessary, LDSB will investigate and/or respond to incidents or complaints of harassment, discrimination, or workplace harassment.

3. Application and Scope

- 3.1 This policy addresses Code-based harassment and discrimination and it applies to all LDSB students, employees, trustees, and other users that work on or are invited on to LDSB premises including prospective employees, volunteers, visitors, parents, and contractors.

Actions will be consistently taken to address student behaviours that are contrary to this policy, provincial, LDSB and school codes of conduct according to the appropriate LDSB policy or procedure, such as the 8070 Safe Schools Systems Expectations Policy and 8071 Bullying Prevention and Intervention Policy.

- 3.2 This policy addresses workplace harassment; it applies to and protects all employees/workers. The policy covers workplace harassment from all sources including students, parents, guardians, trustees, volunteers, contractors, customers of LDSB, members of the public and other members of organizations not related to LDSB but who, nevertheless, work on, are invited on to LDSB premises, or utilize LDSB services.

4. Definitions

4.1 Discrimination

Discrimination means any form of unequal treatment based on a Code ground, whether imposing extra burdens or denying benefits. It may be intentional or unintentional. It may involve direct actions that are discriminatory on their face, or it may involve rules, practices or procedures that appear neutral, but disadvantage certain groups of people. Types of discrimination include systemic discrimination and poisoned environment.

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4.2 Harassment

Harassment is defined as a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome. Harassment can be based on age, disability, family status, marital status, creed, race, and ancestry, place of origin, colour, ethnic origin, sex, sexual orientation, gender identity, gender expression, citizenship, and record of offences. It can involve words or actions that are known or should be known to be offensive, embarrassing, humiliating, demeaning or unwelcome, based on a ground of discrimination identified by this policy.

4.3 Student

Student is anyone regardless of age, who is enrolled in an educational program offered by LDSB.

4.4 Workplace Harassment

Workplace harassment means:

(a) engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome; or

(b) workplace sexual harassment.

Workplace sexual harassment means:

(a) engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome; or

(b) making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

4.5 Worker or Employee

A worker or employee is any person included in the definition of “worker” under the OHS Act and includes all the LDSB employees. Worker is an employee who performs work or supplies services and includes a secondary school student who performs work or supplies services for no monetary compensation under a work experience program authorized by the school Board that operates the school in which the student is enrolled.

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4.6 *Complainant and Respondent*

Complainant refers to the person who makes a complaint of harassment, discrimination, or workplace harassment according to this policy. Respondent refers to the person who has a complaint made against them under this policy.

4.7 Workplace

Workplace is defined as any land, premises, location, or thing at, upon or near where a worker works. It includes places where individuals perform work or work-related duties or functions. It includes all schools, offices, and facilities of LDSB. Work related functions include business trips, conferences, seminars, co-op placements, social and extra-curricular events that arise out of LDSB's involvement.

4.8 External Legal Counsel

Within this policy and procedure, external legal counsel refers to a lawyer or law firm which has not had a previous relationship with LDSB, the director of education, or any member of the Board of Trustees. The role of external counsel is to be neutral and free from any known bias which would prevent them from acting impartially.

5. Duties and Responsibilities

5.1 All persons at LDSB and interacting with the LDSB are expected to engage in respectful conduct, adhere to and uphold this policy and will be held responsible for not following it.

5.1.1 All employees are responsible for contributing to a climate of understanding and mutual respect for each person.

5.1.1.1 Employees with supervisory authority at LDSB have additional responsibilities to:

- create and promote a safe, equitable and respectful working and learning environment that supports human rights; and
- act on observations or allegations of harassment, discrimination, or workplace harassment.

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5.1.1.2 Teachers have additional responsibilities to:

- foster learning environments that are safe, equitable and respectful that support human rights;
- respond to observations or allegations of harassment or discrimination; and
- refer or report observations or allegations of workplace harassment.

5.1.2 The Board of Trustees have responsibilities to:

- engage in respectful conduct;
- through governance, create and promote a safe, equitable and respectful learning and working environment that supports human rights;
- ensure the director of education acts in compliance with the 7030 Human Rights and Workplace Harassment Policy, the Ontario Human Rights Code, and the Ontario Health and Safety Act; and
- refer concerns and complaints of harassment, discrimination, or workplace harassment to the director of education or designate.

5.1.2.1 In the event of a complaint against the director of education, the chair of the Board of Trustees shall seek external legal counsel and an external human resources expert to support the investigation and management of the complaint. The chair shall bring the matter to the Board of Trustees.

5.2 The director of education is responsible for implementing this 7030 Human Rights and Workplace Harassment Policy and ensuring that it is reviewed annually in accordance with OHSA.

5.3 Lakehead District School Board takes incidents and complaints of harassment, discrimination, and workplace harassment seriously.

5.3.1 All persons are urged to express concerns and file complaints of harassment, discrimination, or workplace harassment according to this policy. Reprisal or retaliation against an individual who is seeking to claim or enforce their rights under this policy is prohibited.

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- 5.4 Lakehead District School Board will provide procedures to address incidents or complaints of harassment, discrimination, or workplace harassment. Complaints shall be dealt with in a fair and timely manner. All persons, including employees, shall cooperate so that the LDSB can address incidents or complaints under this policy.
- 5.5 Any person reporting an incident or complaint of harassment, discrimination, or workplace harassment, who participates in a process to resolve the complaint under this policy, is required to keep the incident/complaint-related information confidential or as required by law.
- 5.5.1 Those with supervisory authority at LDSB or designates, who are involved with addressing an incident or complaint, will strive for confidentiality and will share information on a need-to-know basis to the extent necessary to protect employees, for actions such as investigation, follow-up, corrective action or as otherwise required by law.
- 5.5.2 Unauthorized disclosure or violations of confidentiality, especially by those with supervisory authority, may be subject to remedial action or discipline, as outlined in Section 5.8.
- 5.6 If a complainant withdraws a complaint, LDSB may continue to act, if required.
- 5.7 If it is determined that a complainant has made a complaint that is malicious or made in bad faith, it may result in disciplinary action.
- 5.8 An employee found in violation of this policy may be subject to remedial action or discipline, up to and including termination of employment, in accordance with applicable collective agreement provisions.
- 5.9 Nothing in this policy precludes the employee from seeking support from their union, the Employee and Family Assistance Program, where available, or externally from the Human Rights Legal Support Centre or the police.

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This policy shall be reviewed annually in accordance with the Occupational Health and Safety Act, R.S.O. 1990, subsection 32.0.1(1).

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
7030 Workplace Harassment and Human Rights Procedures	April 19, 1994	Education Act
7040 Violence in the Workplace		Safe Schools Act
1020 Equity and Inclusive Education Faith and Creed Accommodation Guideline Appendix A		Ontario Human Rights Code
8070 Safe Schools, System Expectations		Occupational Health and Safety Act
8071 Bullying Prevention and Intervention		Policy/Program Memorandum 120 – Reporting Violent Incidents
8072 Sexual Orientation and Gender Identity		Policy/Program Memorandum 128 – Provincial Code of Conduct & School Board Codes of Conduct
8075 Service Animals in Schools		
	<u>Date Revised</u>	
	June 22, 2004	
	April 22, 2008	
	April 23, 2013	
	November 24, 2020	
	February 27, 2024	

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**HUMAN RIGHTS AND WORKPLACE
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Lakehead District School Board (LDSB) is committed to providing a safe, equitable and respectful learning and working environment. It is a shared responsibility across LDSB to foster an environment that is free from harassment, discrimination, and workplace harassment, where every individual is treated with respect.

These procedures support the implementation of the 7030 Human Rights and Workplace Harassment Policy.

2. Definitions

These terms are defined for implementing the 7030 Human Rights and Workplace Harassment Policy and Procedures.

Allegation is an unproven claim or assertion that someone has done something wrong based on a reasonable belief that a violation of the policy has occurred.

Complainant refers to anyone who makes a complaint under the policy alleging that harassment, discrimination and/or workplace harassment has occurred.

Disability¹ is defined (Ontario Human Rights Code, the Code) as:

- any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device;
- a condition of mental impairment or a developmental disability;
- a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language;
- a mental disorder; or
- an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997.

¹ <http://www.ohrc.on.ca/en/policy-ableism-and-discrimination-based-disability/2-what-disability>

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External legal counsel, within this policy, refers to a lawyer or law firm which has not had a previous relationship with LDSB, the director of education, or any member of the Board of Trustees. The role of external counsel is to be neutral and free from any known bias which would prevent them from acting impartially.

Gender identity² is each person's internal and individual experience of gender. It is their sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. A person's gender identity may be the same as or different from their birth-assigned sex. Gender identity is fundamentally different from a person's sexual orientation.

Gender expression³ is how a person publicly presents their gender. This can include behaviour and outward appearance such as dress, hair, make-up, body language and voice. A person's chosen name and pronoun are also common ways of expressing gender.

Harassment (the Code) means engaging in a course of a vexatious comment or conduct that is known to be, or ought reasonably to be known to be unwelcome, based on age, disability, family status, marital status, creed, race, and ancestry, place of origin, colour, ethnic origin, sex, sexual orientation, gender identity, gender expression, citizenship, and record of offences. It can involve words or actions that are known or should be known to be offensive, embarrassing, humiliating, demeaning or unwelcome, based on a ground of discrimination identified by the policy. Harassment can occur based on any of the Ontario Human Rights Code grounds.

Examples of harassment may include:

- inappropriate or insulting remarks, gestures, jokes, innuendoes or taunting about a person based on a prohibited ground – for example: racial slurs, taunting about a person's mental health or sexualized insults;
- unwanted questions or comments about an employee's private life pertaining to a prohibited ground in the Code – for example, intrusive questions about a person's disability, sex life, religion, or racial background; or
- posting, displaying materials, or the electronic publication of articles or graffiti etc. that is offensive because of a prohibited ground – for example, posting pornography, circulating hate literature or offensive emails.

Hate group activities intimidate, threaten, or promote hatred toward Code identifiable groups, contravene the policy and will not be tolerated at LDSB. They may also violate the Criminal Code of Canada.

Lakehead District School Board is LDSB. Lakehead District School Board is an employer, as defined by the Occupational Health and Safety Act (OHSA).

² <http://www.ohrc.on.ca/en/policy-preventing-discrimination-because-gender-identity-and-gender-expression>

³ <http://www.ohrc.on.ca/en/policy-preventing-discrimination-because-gender-identity-and-gender-expression>

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Marital status (the Code) means the status of being married, single, widowed, divorced, or separated and includes the status of living with a person in a conjugal relationship outside marriage.

Malicious or vexatious complaints are complaints that are brought forward without sufficient merit and are made to cause annoyance or distress.

Mediation is a confidential voluntary process that parties in a complaint may agree to participate in, where a trained mediator is in communication with parties to effect an agreed upon resolution that is satisfactory both to the parties and to LDSB.

Other Users refers to prospective employees, volunteers, visitors, parents, guardians, contractors, and all other individuals that work on or are invited on to LDSB premises. Other Users does not include LDSB's students or employees.

Poisoned Environment⁴ is a form of discrimination. It may be created when unwelcome conduct or comments are pervasive within the organization, which may result in a hostile environment for one or more people from a Code-protected group. This can happen when a person or group is exposed to ongoing harassment. However, a poisoned environment is based on the nature of the comments or conduct and the impact of these on an individual rather than just on the number of times the behaviour occurs. Sometimes a single remark or action can be so severe or substantial that it results in a poisoned environment.

Record of Offences (the Code) means a conviction for:

- an offence in respect of which a pardon has been granted under the Criminal Records Act (Canada) and has not been revoked; or
- an offence in respect of any provincial enactment.

Reprisal is any harassment, intimidation, threats, or negative action taken against a person (e.g., complainant, witness, investigator, or respondent) for making a report to LDSB about an incident or filing a complaint of alleged harassment, discrimination, or workplace harassment or for taking part in these complaint procedures, in good faith. Reprisal is prohibited under the policy.

Student is any person, regardless of age, who is enrolled in any program offered by LDSB.

Support person is a person whose role is to provide assistance to a complainant, respondent or witness who is engaged in these procedures. A support person can be a union representative, parent, guardian, caregiver, relative, friend, colleague, or peer.

⁴ <http://www.ohrc.on.ca/en/policy-ableism-and-discrimination-based-disability>

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Trans or transgender⁵ is an umbrella term referring to people with diverse gender identities and expressions that differ from stereotypical gender norms. It includes, but is not limited to, people who identify as transgender, trans woman (male-to-female), trans man (female-to-male), transsexual, cross-dresser, gender non-conforming, gender variant or gender queer. Transphobia⁶ is the aversion to, fear or hatred of trans people and communities. Like other prejudices, it is based on stereotypes that are used to justify discrimination, harassment, and violence toward trans people.

Workplace Harassment (OHSA) is engaging in a course of vexatious comment or conduct against a worker in a workplace that is known, or ought reasonably to be known, to be unwelcome or is Workplace Sexual Harassment.

Examples of Workplace Harassment may include:

- making repeated remarks, jokes or innuendos that demean, ridicule, intimidate or offend;
- displaying or circulating offensive pictures or materials in print or electronic form;
- singling out an individual for humiliating or demeaning “teasing”;
- making repeated offensive or intimidating phone calls or emails;
- gossiping or spreading negative rumours; and/or
- Workplace Sexual Harassment.

Workplace Sexual Harassment (OHSA) means:

- engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known, or ought reasonably to be known, to be unwelcome; or
- making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows, or ought reasonably to know, that the solicitation or advance is unwelcome.

⁵ <http://www.ohrc.on.ca/en/policy-preventing-discrimination-because-gender-identity-and-gender-expression>

⁶ <http://www.ohrc.on.ca/en/policy-preventing-discrimination-because-gender-identity-and-gender-expression>

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Examples of Sexual Harassment may include:

- unwanted remarks, jokes, innuendoes, or taunting about a person's gender, gender identity, gender expression, or sexual orientation;
- homophobic or transphobic comments;
- unwanted physical contact of a sexual nature such as touching, kissing, patting, hugging, or pinching;
- leering, whistling, or other sexually suggestive or insulting sounds;
- refusing to use an employee's chosen pronouns;
- posting or displaying (including electronic publication of) offensive materials of a sexual nature;
- unsolicited sexual advances or demands for dates or sexual favours;
- inappropriate jokes of a sexual nature; and/or
- sexual assault (also an offence under the Criminal Code of Canada).

What May Not Be Workplace Harassment:

Workplace Harassment does not include reasonable action taken by LDSB and its staff in supervisory roles relating to the management and direction of employees or the workplace, even if there are unpleasant consequences for the employee.

Examples may include:

- changes in work assignments or scheduling;
- performance evaluation;
- workplace inspections; and
- disciplinary action.

Workplace Harassment typically does not include differences of opinion or minor disagreements between employees.

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3.0 Procedures - General

- 3.1 It is a shared responsibility across LDSB to foster a learning and working environment where every individual is treated with respect. Lakehead District School Board supports the individual's efforts to resolve an incident or a complaint, at the earliest possible stage and at the lowest level through dialogue with peers, principals, or managers, where appropriate.

These procedures are designed to address a report of an incident or a complaint of harassment, discrimination including hate group activities, or a complaint of workplace harassment, that is brought to the attention of LDSB.

Employees with supervisory authority at LDSB (for example, principals) have a duty to respond or take action to resolve incidents or complaints of harassment, discrimination, or workplace harassment. Lakehead District School Board may act if employees with supervisory authority at LDSB become aware of harassment, discrimination, or workplace harassment. To provide a working and learning environment free from harassment, discrimination, or workplace harassment, LDSB may continue to act if a complainant determines they do not want to proceed with a complaint or decides to withdraw the complaint.

Lakehead District School Board will ensure that an investigation, appropriate in the circumstances in accordance with OHSA, will be conducted into incidents or complaints of workplace harassment.

- 3.2 Human Rights and Harassment Complaints may be reported through an online portal (<https://forms.office.com/r/wQhDnzW2DT>).

- 3.2.1 This portal is monitored by the Office of the Human Rights and Equity Advisor (OHREA), who will provide intake support and route complaints to the appropriate channels within the Board.

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- 3.2.2 Reports through the portal are not immediately considered to be formal written complaints, as detailed in Section 5 of this procedure.
- Complaints submitted through the portal that have all required information may be classified into two streams:
- 3.2.2.1 Stream A: Questions, concerns, or general inquiries that do not require a resolution process under 7030 policy/procedure; or
- 3.2.2.2 Stream B: Complaints or concerns that require a resolution process under 7030 policy/procedure. Complaints in Stream B may be classified as formal written complaints (per Section 5 of this procedure).
- 3.2.3 Anonymous complaints or complaints without sufficient information submitted through this portal may not be investigated.
- 3.3 In the following cases, individuals will be directed as noted:
- 3.3.1 Incidents/complaints against a trustee or superintendent (supervisory officer) will be referred to the director of education. If the alleged harasser is a trustee, the director of education may seek legal advice about referring the matter to the Trustee Code of Conduct, Board of Trustees, or an external investigator, as deemed appropriate. If the alleged harasser is a superintendent, the director of education will bring in outside legal counsel and, if necessary, an external human resources expert to support in the investigation.
- 3.3.2 Incidents/complaints against the director of education will be referred to the chair of the Board of Trustees. The chair shall seek external legal counsel and an external human resources expert to support the investigation and management of the complaint. The chair shall bring the complaint to a Special Board, or the next Regular Board meeting based on the advice of legal counsel.
- 3.3.3 Incidents/complaints against the chair of the Board of Trustees will be referred to the director of education. The director of education must notify the Board of Trustees of the complaint. Trustees must work to resolve it under the guidelines outlined in the Trustee Code of Conduct.
- 3.3.4 Incidents/complaints of harassment or behaviour of a violent nature, including physical assault and sexual assault, must be formally reported according to LDSB's policies, such as 7040 Violence in the Workplace policy and related procedures. The individual(s) may refer the matter to the police. Lakehead District School Board may refer the matter to the police.
- 3.4 All human rights and workplace harassment complaints must be filed within one year of the last alleged incident.

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- 3.4.1 In the event the complaint is being filed after one year, the complainant must identify, in writing, the reason(s) for the delay in filing the complaint, for consideration by the appropriate superintendent or designate.
- 3.4.2 It is within the discretion of LDSB to determine whether a complaint can be filed beyond the one-year anniversary of the last alleged incident.
- 3.4.3 Prompt reporting is encouraged as it allows for more thorough and accurate investigations, where needed. Investigations, where needed, will be conducted within a reasonable timeframe, respecting both the need for a prompt resolution and the need for a thorough and complete investigation.
- 3.5 Reprisal or retaliation against an individual for making a report of harassment, discrimination, or workplace harassment in good faith or against an individual for participating in good faith, in these procedures, is prohibited. An allegation of reprisal can be reported to the superintendent, for appropriate action.
- 3.5.1 Allegations of reprisal against a trustee or superintendent should be reported to the director of education. The director will initialize a review of the complaint using the processes outlined in Section 3.3 of this procedure.
- 3.5.2 Allegations of reprisal against the director of education should be reported to the chair of the Board of Trustees. The Board of Trustees will initialize a review of the complaint using the processes outlined in Section 3.3 of this procedure.
- 3.6 Any person can also pursue their complaint externally including at the Ontario Human Rights Tribunal, contact the Ministry of Labour or law enforcement, at any time, as appropriate.

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4.0 Informal Complaint Process

4.1 There is nothing in this process that would prevent a complainant from bypassing the informal resolution stage and proceeding directly to request a formal investigation. The informal options, (excepting for complaints involving students), to resolve complaints are the following.

4.1.1 Option One: Where appropriate, complainants can choose to resolve their complaint first by addressing the person(s) involved, stating clearly the behaviour or actions are objectionable and must be stopped. This is a voluntary step. If this encounter does not result in the end of the harassment, discrimination, or workplace harassment or if the complainant is uncomfortable with addressing the individual(s) involved, alternate methods of reporting are available. Complainants are encouraged to keep a record of dates, times, places and witnesses of the harassment, discrimination, or workplace harassment, as well as specific details.

If the complainant is not satisfied with the results of the above process or is uncomfortable addressing the individual(s) involved, the harassment, discrimination or workplace harassment can be reported to those with supervisory authority at LDSB (for example, the principal or vice principal of the school, supervisor, manager, or a union representative, if applicable). Once the harassment, discrimination or workplace harassment has been reported to an employee with supervisory authority at LDSB and a preliminary investigation (at a minimum talking to complainant and respondent) has taken place, if deemed appropriate, an informal resolution can be sought using Option Two or Option Three.

4.1.2 Option Two: Attempt an informal resolution with the involvement of the employee with supervisory authority at LDSB (e.g., complainant speaking with respondent or with respondent apologizing to the complainant).

4.1.3 Option Three: LDSB may offer mediation or other forms of alternative dispute resolution to the complainant(s) and respondent(s) where appropriate.

4.1.3.1 If one or more parties identify as Indigenous, LDSB may be able to provide resolution or mediation services that are in line with the parties' Indigenous practices and beliefs on conflict resolution. Parties must agree to proceed with culturally aligned resolution. Lakehead District School Board will endeavour to provide these services if appropriate and feasible.

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- 4.2 As part of Option Two and Option Three the complainant will be informed:
- of the policy and these procedures;
 - about the limits to the confidentiality of the process (see section 5.6.4);
 - about counselling for eligible employees provided by LDSB;
 - they can withdraw the complaint at any time;
 - they can bring a support person (e.g., union representative) to assist them with the process and in accordance with collective agreement provisions. A support person must keep complaint related information confidential and may be required to sign a confidentiality agreement; and
 - they can initiate a formal written complaint.
- 4.3 As part of Option Two and Option Three the respondent will be informed:
- of the policy and these procedures;
 - about the limits to the confidentiality of the process (see section 5.6.4);
 - about counselling for eligible employees provided by LDSB;
 - they can bring a support person to assist them with the process and in accordance with collective agreement provisions. A support person must keep complaint related information confidential and may be required to sign a confidentiality agreement; and
 - of the nature of the allegation, and who has filed the complaint.
- 4.4 If the complaint cannot be resolved informally, to the satisfaction of the complainant, the complainant can choose to file a formal written complaint.
- 4.5 Employees, in accordance with these procedures, may also file informal complaints if they witness harassing or discriminatory behaviour, if they are unable to speak to the individual(s) involved, or if speaking with the individual(s) involved was unsuccessful.

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5.0 Formal Complaint Process

5.1 Employees

It is preferred that employee complainants report the incident or complaint using the online complaint reporting form but should keep a written copy that describes the incident, the steps taken to resolve the matter, and the names of witnesses. The complaint will be forwarded to the appropriate supervisory authority at LDSB. If an employee opts to report the matter verbally initially, they can report it to their immediate supervisor or the human resources officer for their area. If the immediate supervisor is the respondent, the complaint will be provided to the person to whom the supervisor reports or the appropriate superintendent. If the respondent is a superintendent, trustee, or the director of education, the complainant should address their complaint to the designated person outlined in Section 3.3.

5.2 Students

Student complainants should provide a written copy of the harassment or discrimination complaint, describing the incident(s), witnesses and any steps already taken to resolve the matter to their principal or vice-principal directly. If assistance is required in reporting the complaint, the student should contact the principal or vice-principal directly, or through their parent/guardian/teacher. If the principal is the respondent, then the complaint letter should be sent directly to the appropriate superintendent. The principal or designate (as determined by the superintendent) will address the complaint according to the policy and procedures and other applicable LDSB policies or procedures. If the respondent is a superintendent, trustee, or the director of education, the complainant should address their complaint to the designated person outlined in Section 3.3.

5.3 Other Users

Other user complainants should send a written copy of the harassment or discrimination complaint, describing the incident(s), witnesses and steps already taken to resolve the matter, to the immediate supervisor of the area/school/Board office where the respondent is working. In cases where the respondent is the supervisor, the complaint should be provided to the appropriate superintendent. If the respondent is a superintendent, trustee, or the director of education, the complainant should address their complaint to the designated person outlined in Section 3.3.

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- 5.4 The Role of the Superintendent (Supervisory Officer)
- 5.4.1 The supervisory officer under this procedure is responsible for dealing with complaints (the “Responsible SO or RSO”). The RSO will respond to complaints by having a preliminary assessment of incidents/complaints of harassment/discrimination or workplace harassment conducted, in order to determine if, on the face of the complaint, the allegation(s) meet the definition of harassment/discrimination or workplace harassment and to determine appropriate next steps to deal with an incident/complaint, in a manner deemed appropriate in the circumstances. This may include consulting with the Office of the Human Rights & Equity Advisor (OHREA) or re-directing matters to another department of the LDSB as deemed appropriate by the RSO. Actions taken or fact-finding conducted for the purposes of an assessment will be deemed an investigation appropriate in the circumstances for purposes of the OHSA, if the assessment determines that on the face of the complaint no further investigation of the matter is warranted.
- 5.4.2 If it is determined that on the face of the complaint it rises to the definition of harassment/discrimination or workplace harassment, the RSO will retain carriage of the complaint and assign it to an investigator or investigation team, as appropriate.
- 5.4.3 If, on the face of the complaint, the allegations do not meet the definition of harassment/discrimination or workplace harassment, the RSO may forward the complaint to another area of the Board to address (e.g., appropriate supervisory/managerial staff, human resources in cases involving alleged culpable behavior, workplace violence), or the RSO may recommend mediation or alternative dispute resolution, as deemed appropriate in the circumstances. In such cases, supervisory staff, in conjunction with the union/association/federation representative and the affected employee(s), should give consideration as to whether a third-party mediator (agreeable to all parties), is appropriate. In some cases, the RSO may determine that no further action is required.
- 5.4.4 Where it is determined by the RSO that the matter is more appropriately dealt with by another department of LDSB, the complainant will be notified prior to forwarding the complaint. In such cases, the alleged respondent is typically not notified by the RSO.
- 5.4.5 The RSO may also determine, in consultation with human resources, that the matter complained of has already been dealt with through another forum (i.e., grievance/arbitration, human resources, disciplinary process). In such cases, the complainant will be advised of this by the RSO prior to file closure.

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- 5.4.6 The RSO has discretion to limit the allegations in any complaint due to duplication of information or in order to streamline the complaint, without loss of any substantive information.
- 5.4.7 In the event of a complaint against a superintendent, the director of education will bring in external legal counsel and, if necessary, an external human resources expert to support in the investigation and fulfill the duties of the RSO.
- 5.4.8 In the event of a complaint against a trustee, the director of education will notify the Board of Trustees who will manage the complaint through the process outlined in the Trustee Code of Conduct.
- 5.4.9 In the event of a complaint against the director of education. The chair of the Board shall seek external legal counsel and an external human resources expert to support the investigation and management of the complaint and fulfil the duties of the RSO. The chair shall bring the complaint to a Special Board or the next Regular Board meeting based on the advice of legal counsel.
- 5.5 Investigators
- To conduct an investigation most appropriate according to the policy, LDSB can assign an employee(s) with supervisory authority as an internal investigator(s) and/or may appoint an external investigator(s). Lakehead District School Board may assign an external third-party investigator(s), where necessary, for various reasons such as complexity or limited resources. The investigator(s) shall act in accordance with the policy and these procedures and with any small variations if deemed necessary by LDSB. If the respondent is a superintendent, trustee, or the director of education, an investigator will be appointed per the procedures outlined in Section 3.3.
- 5.6 Investigation Process
- 5.6.1 The investigation of an allegation of harassment, discrimination or workplace harassment must be consistent with current collective agreements in case of employees, applicable Board policy(s) in case of students, and the doctrine of "procedural fairness".
- 5.6.2 Normally, LDSB will aim to complete an investigation within 90 days of the complaint being assigned for investigation. Factors that may affect this timeline include the number of parties, the availability of parties to the complaint, the time of the year the complaint is received (e.g., during summer, school-based employees may not be available), and the complexity of the matter.
- 5.6.3 Any person reporting an incident or complaint of harassment, discrimination or workplace harassment or participating in a process to resolve the matter, are required to keep the complaint related information confidential.

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- 5.6.4 Lakehead District School Board keeps the files in accordance with the records retention schedule. Lakehead District School Board maintains confidentiality and will share information, to the extent necessary, to protect students and employees (e.g., to create a safety plan or for the separation of parties) for actions such as investigation, follow-up, corrective action or as otherwise required by law. Lakehead District School Board may be legally required to provide information to an outside authority. As well, LDSB may be legally required to speak to the respondent regarding the harassment, discrimination, or workplace harassment and, where appropriate, take further action. It is for these reasons that absolute confidentiality cannot be provided. Lakehead District School Board cannot be held responsible for the actions of the complainant(s), respondent(s) or others involved and in relation to any outside agency.
- 5.6.5 The investigator(s) will explore, with parties, any concerns of physical safety and will make them known to the appropriate superintendent and, when the matter involves an employee(s), inform the human resources manager.
- In some circumstances, an interim separation of parties pending final disposition of the complaint may be needed. An interim separation pursuant to these procedures does not constitute “discipline” or a “transfer”.
- 5.6.6 Regardless of the outcome of the complaint, no action will be taken against a complainant unless it can be shown that the complaint was made maliciously or in bad faith.
- 5.6.7 All parties (such as, complainants, respondents, and witnesses) shall be provided copies of the policy, these procedures and will also be advised about maintaining confidentiality and not engaging in reprisal or threats of reprisal.
- 5.6.8 Where a report or complaint is filed in good faith, the employee who filed the report shall not be subject to any reprisal by anyone in the employ of LDSB or not in the employ of the LDSB if said individual is a student, parent, guardian, community member or person who works on or is invited to LDSB premises.
- 5.6.9 Should an employee who filed a report or complaint in good faith be the subject of a reprisal, then an investigation into the alleged reprisal shall be initiated following its reporting to the superintendent, as needed.
- 5.6.10 Should the individual who is found to have reprimed against an employee who filed a report in good faith, also be an employee of LDSB and the reprisal was proven as a result of an investigation, then said individual may be subject to disciplinary action in accordance with the appropriate collective agreement and LDSB policies governing such matters.

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5.6.11 Should the individual be found to have reprimanded against an employee who filed a report in good faith be someone other than an employee of LDSB, and the reprimand is proven as a result of an investigation, then said individual may be subject to some form of sanction issued in accordance with LDSB policies and procedures and school/office where the employee who was subject to the proven reprimand works.

5.7 Formal Employee Complaints

5.7.1 Participants involved in the formal investigation will normally include the complainant, the respondent, witnesses (if any), an investigator(s) and/or support person(s).

5.7.2 Once a formal written complaint alleging harassment, discrimination or workplace harassment is received, the superintendent(s) appoints an investigator(s) with an identified lead investigator, where needed.

5.7.3 The investigator(s) meets with the appropriate principal or manager to discuss the issue. Investigator(s) will keep detailed notes pertinent to the investigation and as outlined in "records of investigation" (8.4).

5.7.4 The investigator(s) normally will meet with the complainant first, to obtain the necessary information pertaining to their complaint.

5.7.5 The investigator(s) will inform the respondent about the complaint and seek the respondent's response to the allegations. A copy of the formal signed complaint will be submitted to the respondent, indicating the name of the complainant and respondent, the places, times, dates, and nature of the alleged incidents being investigated.

5.7.6 The investigator(s) conducts further fact-finding meeting(s) as needed including to interview potential witnesses.

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- 5.7.7 Once the investigator(s) has completed the fact-finding, the final report of the investigation and a final summary report will be prepared. The final summary report is provided to the complainant, respondent, and the appropriate superintendent(s) or RSO. This summary will respect confidentiality to the extent possible.
- 5.7.8 In cases where there is a breach of the policy, appropriate disciplinary or remedial sanctions will be implemented. A record of the remedial or disciplinary action will be placed in the appropriate employee's personnel file. The complainant and respondent will be informed, in writing, about results of the investigation and of any corrective action that has been or will be taken as a result of the investigation. In accordance with confidentiality and/or collective agreements, details of corrective action(s) against employees may not be disclosed.
- 5.7.9 Where a resolution cannot be reached, or if the complainant is not satisfied with the resolution, an outside agency may become involved. Lakehead District School Board will cooperate, as required, with external proceedings (i.e., police, Ontario Human Rights Tribunal) as required by law.
- 5.7.10 Should the complaint be proven to be malicious or in bad faith, the complainant may be subject to the disciplinary action.
- 5.7.11 Where an employee related complaint has been investigated, human resources will maintain the investigation records in accordance with section 8.0, Records.
- 5.7.12 Under Regulation 18(1) (b) of the Teaching Profession Act, a teacher must "on making an adverse report on another member, furnish that member with a written statement of the report at the earliest possible time and not later than three days after making the report."
- 5.8 Formal Student Complaints
- 5.8.1 Participants involved in the formal investigation procedure will include the complainant, the respondent, witnesses (if any), and the principal or designated investigator and/or support person.
- 5.8.2 Once a formal written complaint alleging harassment or discrimination from a student is received, the principal or designate(s) shall conduct an investigation. The principal or designate(s) will keep detailed notes pertinent to the investigation and as outlined in "records of investigation" (8.4).
- 5.8.3 The principal or superintendent will inform the parents/guardians of the involved parties if the student(s) are under the age of 18.

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- 5.8.4 The investigator(s) normally will meet with the complainant first, to obtain the necessary information pertaining to their complaint.
- 5.8.5 The investigator(s) will inform the respondent about the complaint and seek the respondent's response to the allegations. A copy of the formal signed complaint will be submitted to the respondent, indicating the name of the complainant and respondent, the places, times, dates, and nature of the alleged incidents being investigated.
- 5.8.6 The principal or designate(s) conducts further fact-finding meeting(s,) as needed, including to interview potential witnesses.
- 5.8.7 Once the principal or designate(s) has completed the fact-finding investigation, the final report of the investigation and a final summary report will be prepared. The final summary report is provided to the complainant (parent/guardian where appropriate), respondent and the appropriate superintendent(s) or RSO. This summary will respect confidentiality to the extent possible.
- 5.8.8 In cases where there is a finding that a breach of the policy has occurred, appropriate disciplinary/remedial sanctions will be implemented. A record of the remedial or disciplinary action will be kept. The complainant and respondent will be informed, in writing, about results of the investigation and of any corrective action that has been or will be taken as a result of the investigation. In accordance with confidentiality and/or collective agreements, details of corrective action(s) against employees may not be disclosed.
- 5.8.9 Where a resolution cannot be reached, or if the complainant and/or their parents/guardians are not satisfied with the resolution, an outside agency may become involved. Lakehead District School Board will cooperate, as required, with any external proceedings (for example, police, Ontario Human Rights Tribunal).
- 5.8.10 Should the complaint be determined to be malicious or in bad faith, the complainant may be subject to the disciplinary action.

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5.9 Formal Other User Complaints

- 5.9.1 Participants involved in the formal investigation procedure will include the complainant, the respondent, witnesses (if any), and an investigator and/or support person.
- 5.9.2 Once a formal written complaint alleging harassment or discrimination is received from another user, the appropriate superintendent will appoint an investigator(s).
- 5.9.3 The investigator(s) will meet with the manager to discuss the issue, as needed. The investigator(s) will keep detailed notes pertinent to the investigation and as outlined in "records of investigation" (8.4).
- 5.9.4 The investigator(s) conducts further fact-finding meeting(s), as needed, including to interview potential witnesses.
- 5.9.5 Once the investigator(s) has completed the fact-finding investigation, the final report of the investigation and a final summary report will be prepared. The final summary report is provided to the complainant, respondent, and the appropriate superintendent(s) or RSO. This summary will respect confidentiality to the extent possible.
- 5.9.6 The complainant and respondent will be informed, in writing, about results of the investigation and of any corrective action that has been or will be taken as a result of the investigation. In accordance with confidentiality and/or collective agreements, details of corrective action(s) against employees may not be disclosed.
- 5.9.7 Where a resolution cannot be reached, or if the complainant and/or their parents/guardians are not satisfied with the resolution, an outside agency may become involved. Lakehead District School Board will cooperate, as required, with external proceedings (for example, police, Ontario Human Rights Tribunal).
- 5.9.8 Should the complaint be determined to be malicious or in bad faith, the complainant may be subject to the disciplinary action.

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6.0 Possible Remedial or Disciplinary Action

The type of remedy or discipline should:

- be based on an investigation;
- take all relevant factors into consideration; and
- be in accordance with the principles of progressive discipline and just cause, where applicable.

6.1 Employee Respondents

Any remedial or disciplinary action must be taken in consultation with the human resource manager or the superintendent of business. Action taken against an employee respondent may include discipline, up to and including, termination.

Some examples are as follows:

- an oral or written reprimand and/or a letter in file;
- counselling or training with an educational component focused on the impact of discrimination;
- continuing the employee in their assignment with precautionary measures, where appropriate;
- suspending the employee without pay; and
- termination.

Depending on the severity of remedial or disciplinary action taken, LDSB may be obligated to report the matter to the employee's regulatory body.

6.2 For student respondents remedial or disciplinary action to address the misconduct could be as follows:

- an oral or written reprimand and/or a letter;
- counselling with an educational component focused on discrimination;
- informing parents, where applicable, according to LDSB policy;
- suspension;
- transfer (class or school);
- expulsion; and
- other appropriate discipline as outlined in the Education Act, other LDSB policies, or applicable Code(s) of Conduct.

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6.3 For other user respondents action taken could be as follows:

- a letter of disapproval and warning;
- revoking of permits or contracts;
- issuing a trespass notice; and
- other remedies as applicable by law.

7.0 Withdrawn & Abandoned Complaints

7.1 A complainant who has submitted a formal or informal complaint under this policy may opt at any time to withdraw their complaint.

7.1.1 Intent to withdraw a complaint must be submitted to the investigator or RSO in writing.

7.1.2 Once a complaint is withdrawn, the file will be considered closed and cannot be revived. The complainant can resubmit the complaint to open a new file, subject to the time limits outlined in this procedure.

7.2 A complainant can also voluntarily elect to forgo their formal complaint and investigation to instead participate in any options outlined in Section 4 – Informal Complaint Process.

7.3 The investigator will take all reasonable steps to contact and gather information from the complainant and all parties involved. Should the complainant cease contact with the investigator during the investigation, the complaint file may be deemed abandoned.

7.3.1 The investigator must demonstrate that they attempted to communicate with the complainant without response for a period of at least thirty (30) days in order to deem a complaint abandoned.

7.3.2 The investigator will notify the RSO (or other designated party) that the file is abandoned and closed. These files cannot be reopened.

7.3.3 Complainants may resubmit their complaint to open a new file, subject to the time limits outlined in this procedure.

8.0 Records

8.1 All information will be gathered and dealt with in accordance with the Municipal Freedom of Information and Protection of Individual Privacy Act and be marked “PRIVATE AND CONFIDENTIAL”. Records of investigation will be kept securely and according to the record retention schedule at LDSB.

8.2 Records of investigation may include copies of the complaint, details regarding the incident/complaint, investigation notes, summaries, or reports.

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- 8.3 Human resources will maintain investigation records pertaining to employees in a confidential file.
- 8.4 Records shall be kept for a period of a minimum of two years and in accordance with LDSB's Records Retention Schedule. If, at the time prescribed in the retention schedule, there is no litigation, investigation, ongoing concerns, or further activity under these procedures and the 7030 Human Rights and Workplace Harassment Policy involving a party to the original complaint, all records of the complaint may be destroyed. A record of the type of document destroyed, by whom and when, should be kept in accordance with privacy legislation.
- 8.4.1 The director of education and superintendent of human resources must approve the destruction of records of the complaints from an employee's confidential file. Approval will not be unreasonably withheld.
- 8.4.2 For records of complaints against a superintendent, the director of education should follow the advice of the external legal counsel who managed the complaint.
- 8.4.3 For records of complaints against the director of education, the Board of Trustees should follow the advice of the external legal counsel and human resources expert who managed the complaint.

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9. Review

These procedures will be reviewed annually, in accordance with the Occupational Health and Safety Act, R.S.O. 1990, subsection 32.0.1(1).

<u>Cross Reference</u>	<u>Date Approved</u> April 19, 1994	<u>Legal Reference</u>
7030 Workplace Harassment and Human Rights Procedures	<u>Date Revised</u> June 22, 2004	Education Act
7040 Violence in the Workplace	April 22, 2008	Safe Schools Act
1020 Equity and Inclusive Education - Faith and Creed Accommodation Guideline Appendix A	April 23, 2013	Ontario Human Rights Code
8070 Safe Schools, System Expectations	November 24, 2020	Occupational Health and Safety Act
8071 Bullying Prevention and Intervention	February 27, 2024	Policy/Program Memorandum 120 – Reporting Violent Incidents
8072 Sexual Orientation and Gender Identity		Policy/Program Memorandum 128 – Provincial Code of Conduct & School Board Codes of Conduct
8075 Service Animals in Schools		
Trustee Code of Conduct		

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2024 FEB 27
Report No. 034-24

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

RE: POLICY REVIEW – 8061 ABORIGINAL EDUCATION ADVISORY COMMITTEE
POLICY

1. Background

- 1.1 The 8061 Aboriginal Education Advisory Committee Policy was last revised on April 27, 2021.
- 1.2 In 2022-2023, the committee adopted the name Miiniwewinan. In Anishnaabemowin, Miiniwewinan represents people from the community bringing, sharing, and giving their gifts to this work and contributing to Lakehead District School Board to support students. This name was considered to be more closely aligned with the nature and purpose of the committee.

The subtitle “Indigenous Education Advisory Committee” was included in the name so that organizations and agencies outside of Lakehead Public Schools have an understanding of the committee’s mandate.
- 1.3 At the January 9, 2024 Board Advisory Committee Meeting, the 8061 Aboriginal Education Advisory Committee Policy was approved for review during the 2023-2024 school year as part of the policy development and review cycle.

2. Situation

- 2.1 In order to change the name of 8061 Aboriginal Education Advisory Committee Policy to align with the name of the committee, 8061 Aboriginal Education Advisory Committee Policy was opened for review.
- 2.2 The policy is attached as Appendix A and the procedures as Appendix B.
- 2.3 Upon final approval, the policy will be distributed according to Board procedures.

RECOMMENDATION

It is recommended:

“That Lakehead District School Board approve the 8061 Miiniwewinan: Indigenous Education Advisory Committee Policy, Appendix A to Report No. 034-24, and update any other LDSB policies where Aboriginal Education Advisory Committee is referenced.”

Respectfully submitted,

HEATHER HARRIS
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education

SCHOOL COMMUNITY RELATIONS	8000
DRAFT February 27, 2024	
MIINIWEGINAN: INDIGENOUS EDUCATION ADVISORY COMMITTEE POLICY	8061

1. Rationale

At Lakehead District School Board (LDSB), the student, as a person and a learner, is our first priority. Lakehead District School Board is committed to meeting the unique needs of every student. Lakehead District School Board serves a growing population of First Nations, Métis, and Inuit (FNMI) students. We are committed to truth, reconciliation, and advancing the human rights of Indigenous peoples.

2. Policy

Lakehead District School Board is committed to delivering programs and services that meet the needs of every student. It is the policy of LDSB to seek input and recommendations on meeting the needs of FNMI students, including delivering content that is inclusive of FNMI peoples. Lakehead District School Board will seek the input and recommendations from local and regional FNMI community partners through the establishment of a representative advisory committee.

3. Guiding Principles

Lakehead District School Board is committed to student achievement and/or well-being for every student.

Lakehead District School Board is committed to moving forward in the spirit of Truth and Reconciliation.

Lakehead District School Board will promote strong and healthy relationships with students, families, and community partners.

Lakehead District School Board acknowledges and respects the distinct FNMI cultures, histories, perspectives, knowledges, and values, and will seek partnerships with local FNMI community partners to support the learning of students and staff.

Lakehead District School Board is committed to an inclusive learning environment that promotes cultural safety, human rights, and equity.

Lakehead District School Board values the Indigenous knowledges and ways of learning.

<p>SCHOOL COMMUNITY RELATIONS</p> <p>DRAFT February 27, 2024</p> <p>MIINIEWINAN: INDIGENOUS EDUCATION ADVISORY COMMITTEE POLICY</p>	<p>8000</p> <p>8061</p>
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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>
	<p>June 22, 2004</p> <p><u>Date Revised</u></p> <p>June 28, 2011 November 27, 2018 April 27, 2021 February 27, 2024</p>	

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SCHOOL COMMUNITY RELATIONS	8000
DRAFT February 27, 2024	
MIINIWEGINAN: INDIGENOUS EDUCATION ADVISORY COMMITTEE PROCEDURES	8061

1. Policy

Lakehead District School Board (LDSB) is committed to delivering programs and services that meet the needs of every student. It is the policy of LDSB to seek input and recommendations on meeting the needs of First Nations, Métis, and Inuit (FNMI) students including delivering content that is inclusive of FNMI peoples. Lakehead District School Board will seek the input and recommendations of local and regional FNMI community partners through the establishment of a representative advisory committee.

2. Committee Membership

2.1 The Miiniwewinan: Indigenous Education Advisory Committee is established by resolution of LDSB.

2.2 The committee shall be comprised of the following:

2.2.1 Six parents/guardians who are public school supporters and have children of Indigenous ancestry enrolled in LDSB.

2.2.2 Five community members appointed by LDSB.

Preference will be given to candidates who:

- i) are of Indigenous ancestry and have demonstrated interest in the education of Indigenous students; and
- ii) are members of agencies or groups that provide services to Indigenous people.

2.2.3 A youth who self identifies as FNMI, presently enrolled in a secondary school program.

2.2.4 Indigenous student trustee.

2.2.5 Two trustees, one of which is the Indigenous trustee, and two alternate trustees appointed by LDSB.

2.2.6 The director or designate.

2.2.7 A principal or vice principal.

2.2.8 A community Elder or Knowledge Carrier.

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2.3 Lakehead District School Board will provide personnel resources to support the work of Miiniwewinan.

3. Mandate

The mandate of Miiniwewinan is to provide input and recommendations to LDSB on matters relating to FNMI education.

The mandate includes:

Responding to LDSB requests on matters or initiatives related to Indigenous education as they arise including advising on:

- developing positive self-identity for FNMI students through learning their own histories, cultures, values and knowledges;
- sharing best practices in FNMI education;
- student programming related to FNMI studies, Native Language, student retention, self-identification and alternative education programs;
- engaging FNMI families;
- developing and enhancing partnerships with community-based agencies that support FNMI students and their families;
- advocacy at local and provincial levels for FNMI education needs; and
- identifying community issues that impact Indigenous education.

4. Guidelines

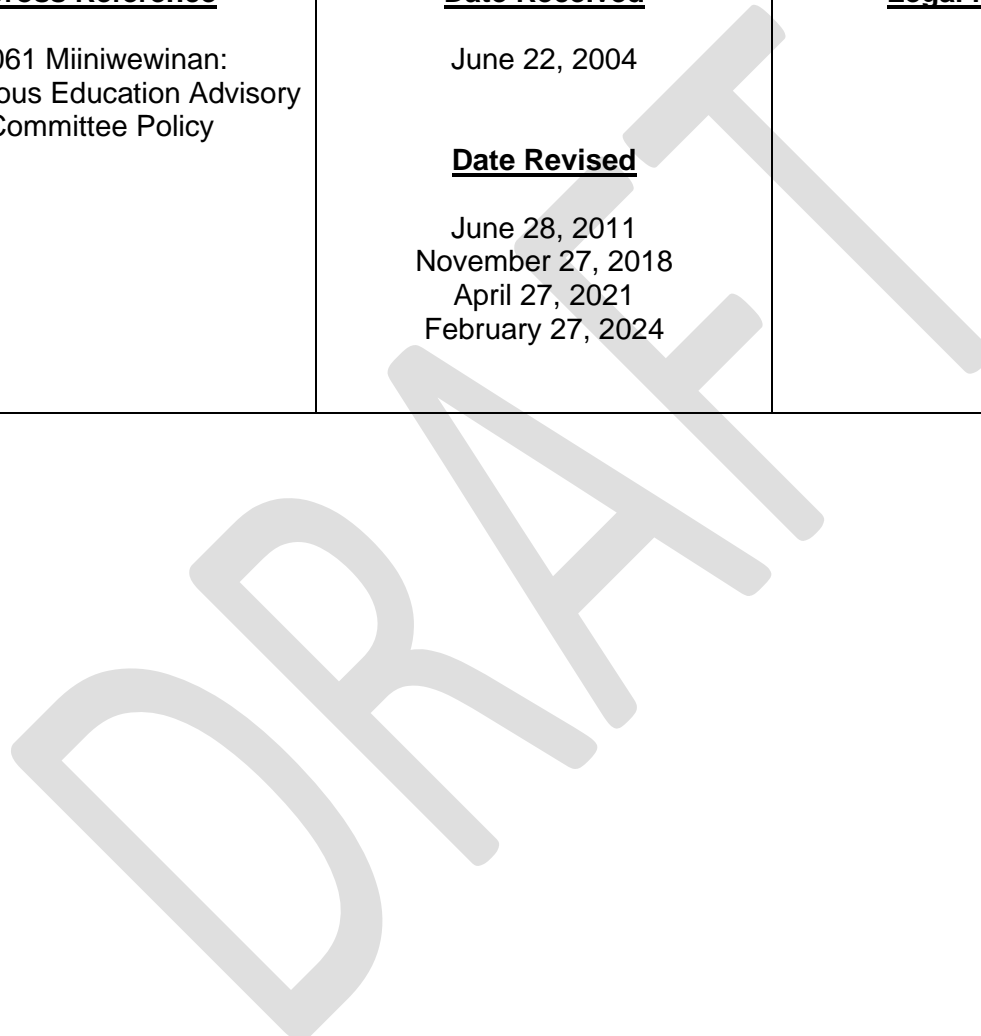
- 4.1 The Miiniwewinan: Indigenous Education Advisory Committee will hold a minimum of three meetings per year.
- 4.2 A committee member missing three consecutive meetings may be removed from term by Miiniwewinan and a replacement would then be appointed for the remainder of the term.
- 4.3 Selection of Miiniwewinan members will be managed by the director or designate with responsibilities for Miiniwewinan and will be approved by LDSB.
- 4.4 There will be two Miiniwewinan co-chairs – the director or designate and a committee member. The committee member co-chair will be selected by Miiniwewinan.
- 4.5 Minutes of the meetings will be circulated to trustees and a report to LDSB will be made at the Annual Meeting of LDSB.

<p>SCHOOL COMMUNITY RELATIONS</p> <p>DRAFT February 27, 2024</p> <p>MIINIWWINAN: INDIGENOUS EDUCATION ADVISORY COMMITTEE PROCEDURES</p>	<p>8000</p> <p>8061</p>
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5. 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>
<p>8061 Miiniwewinan: Indigenous Education Advisory Committee Policy</p>	<p>June 22, 2004</p> <p><u>Date Revised</u></p> <p>June 28, 2011 November 27, 2018 April 27, 2021 February 27, 2024</p>	



LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2024 FEB 27
Report No. 033-24

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

RE: SCHOOL YEAR CALENDAR 2024-2025

1. Background

- 1.1 Ministry of Education Regulation 304 requires that district school boards prepare, adopt, and submit a proposed school year calendar to the Minister for the 2024-2025 school year by March 1, 2024.
- 1.2 Regulation 304 indicates that the school year shall consist of a minimum of 194 school days, of which at least three days must be designated as professional activity (PA) days. In addition, the Board may designate up to four extra days as professional activity days. Criteria and topics for professional activity days are set out in PPM 151. A general outline of the activities to be conducted on the professional activity days indicated on the calendar is to be submitted to the Ministry by August 15, 2024.
- 1.3 Professional activity days for elementary schools are referred to in the collective agreement. Two days are to be designated for the purpose of assessment and completion of report cards, one day each, prior to the first and second report card dates.
- 1.4 Regulation 304 allows up to ten exam days for secondary schools. Five exam days are traditionally allocated in each semester.

2. Situation

- 2.1 The School Year Calendar Committee is comprised of the following individuals who provided input on behalf of their constituent groups:

Heather Harris	Lakehead District School Board;
Dave Paddington	LETO;
Nancy Nix	Lakehead Elementary Occasional Teachers;
Dinah Nelson	OSSTF Teachers;
Kari Simpson	OSSTF Student Support Persons;
Shelley Crupi	OSSTF Early Childhood Educators;
Jana Matikainen	COPE;
Rod McGee	CUPE;
Lorraine Mashongoane	Parent Involvement Committee;
Nikki Marks	OPC (Elementary);
Meghan Smelow	OPC (Secondary);
Patricia Johansen	Trustee;
Corey Deganaïs	Lakehead Public School , Elementary Principal;
Emily Drake	Indigenous Student Trustee; and
Morgann DeFranceschi	Student Trustee.

- 2.2 The committee met on December 14, 2023, and February 21, 2024, with the responsibility to provide input on a school year that best serves the educational needs of our students and is least disruptive to the community of Thunder Bay.

Discussion focused on the dates for school opening and closing, professional activity days, and the need to balance the instructional days between the two secondary school semesters and the elementary school terms.

- 2.3 The School Year Calendar Committee intends to make all members of our school community and community-at-large aware of the proposed school year calendar through various modes of communication once approval is received from the Board of Trustees.

- 2.4 Each year, as is our practice, we consulted with co-terminus school boards regarding their school year calendar.

- 2.5 Professional activity days devoted to provincial education priorities for elementary and secondary will be as follows:

Elementary Professional Activity Days
1. September 3, 2024
2. September 27, 2024
3. November 15, 2024
4. January 24, 2025
5. February 28, 2025
6. May 2, 2025
7. June 13, 2025

Secondary Professional Activity Days
1. September 3, 2024
2. September 27, 2024
3. November 15, 2024
4. January 30, 2025
5. January 31, 2025
6. May 2, 2025
7. June 27, 2025

- 2.6 Proposed school year calendars for the 2024-2025 school year are attached.
- Elementary School Year Calendar - Appendix A
 - Secondary School Year Calendar - Appendix B

RECOMMENDATIONS

It is recommended that Lakehead District School Board:

1. Approve the proposed 2024-2025 elementary school year calendar, including the opening and closing dates and professional activity days, as described in Appendix A of Report No. 033-24.
2. Approve the proposed 2024-2025 secondary school year calendar, including the opening and closing dates, professional activity days and examination days, as described in Appendix B of Report No. 033-24.

Respectfully submitted,

HEATHER HARRIS
Superintendent of Education

SHERRI-LYNNE PHARAND
Director of Education



2024-2025 ELEMENTARY

SEPTEMBER 2024

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 2024

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		

NOVEMBER 2024

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

DECEMBER 2024

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				

JANUARY 2025

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 2025

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 2025

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					

APRIL 2025

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			

MAY 2025

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

JUNE 2025

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 4, 2024

Holidays & Breaks *(Schools Closed)*

- Labour Day September 2, 2024
- Thanksgiving Day October 14, 2024
- Family Day February 17, 2025
- Good Friday April 18, 2025
- Easter Monday April 21, 2025
- Victoria Day May 19, 2025

Winter Break
December 23 - January 3

March Break
March 10-14, 2025

Professional Activity Day (PA Day)

- (Students do not attend school)*
- September 3, 2024
 - September 27, 2024
 - November 15, 2024
 - January 24, 2025
 - February 28, 2025
 - May 2, 2025
 - June 13, 2025

Final Day of School for Students
June 27, 2025



2024-2025 SECONDARY

SEPTEMBER 2024

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 2024

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		

NOVEMBER 2024

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

DECEMBER 2024

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				

JANUARY 2025

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 2025

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 2025

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					

APRIL 2025

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			

MAY 2025

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

JUNE 2025

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 4, 2024

Holidays & Breaks (Schools Closed)

Labour Day September 2, 2024
Thanksgiving Day October 14, 2024
Family Day February 17, 2025
Good Friday April 18, 2025
Easter Monday April 21, 2025
Victoria Day May 19, 2025

Winter Break
December 23 - January 3

March Break
March 10-14, 2025

Professional Activity Day (PA Day)

(Students do not attend school)
 September 3, 2024
 September 27, 2024
 November 15, 2024
 January 30-31, 2025
 May 2, 2025
 June 27, 2025

Final Day of School for Students
June 26, 2025

Examination Periods
 January 23-29, 2025
 June 20-26, 2025