



**Office of the Director**

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

**STANDING COMMITTEE**  
**Tuesday, January 10, 2012**  
**Jim McCuaig Education Centre**

Catherine Siemieniuk  
Director of Education

Karen Wilson  
Chair

**AGENDA**

**PUBLIC SESSION**  
**7:30 P.M. – in the Board Room**

	<u>Resource Person</u>	<u>Pages</u>
1. Call to Order		
2. Disclosure of Conflict of Interest		
3. Approval of the Agenda		
4. Delegations/Presentations		
4.1 Hammarskjold High School - Grade 9 Mathematics Initiatives and EQAO	I. MacRae	1-2
5. Confirmation of Minutes		
5.1 Standing Committee Meeting - November 8, 2011	K. Wilson	3-6
6. Business Arising from the Minutes		

**MATTERS NOT REQUIRING A DECISION**

7. Information Reports		
7.1 Heath and Safety Program - Semi-Annual Report (009-12)	I. MacRae	7-9
7.2 Special Education Advisory Committee Meeting Minutes - November 16, 2011	C. Kappel	10-14

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

**LAKEHEAD DISTRICT SCHOOL BOARD**

		<u>Resource Person</u>	<u>Pages</u>
7.3	Aboriginal Education Advisory Committee Meeting Minutes - November 17, 2011	S. Pharand	15-18
8.	First Reports		
<b><u>MATTERS FOR DECISION:</u></b>			
9.	Postponed Reports		
10.	Ad Hoc and Special Committee Reports		
11.	New Reports		
11.1	Special Education Policy and Procedures 5010 Review (010-12)	C. Kappel	19-30
	<i>It is recommended that Lakehead District School Board approve Special Education Policy 5010, Appendix A to Report No. 010-12, as amended.</i>		
11.2	Kingfisher Outdoor Education Policy and Procedures 6022 Review (011-12)	K. Pozihun	31-44
	<i>It is recommended that Lakehead District School Board approve Kingfisher Outdoor Education Policy 6022, Appendix A to Report No. 011-12, as amended.</i>		
11.3	Policy Review – 6070 Video Surveillance Policy (014-12)	I. MacRae	45-51
	<i>It is recommended that Lakehead District School Board approve Policy 6070 Video Surveillance, Appendix A to Report No. 014-12, as amended.</i>		
12.	New Business		
13.	Notices of Motion		
14.	Information and Inquiries		
15.	Adjournment		

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



Lakehead Public Schools

## CELEBRATING STUDENT ACHIEVEMENT

School: Hammarskjold High School

Title of Initiative: Grade 9 Mathematics Initiatives and EQAO

Components of Initiative	School's Details
1. Description of the nature of the initiative to improve student achievement	Our presentation will highlight the various initiatives undertaken to improve students' achievements in Grade 9 mathematical skills and abilities.
2. Rationale for selecting the initiative	Part of the ongoing daily mathematics and numeracy program for students.  Numeracy skills are an important life skill for all individuals.
3. Intended outcomes of the initiative related to improved student achievement	To improve Grade 9 students mathematical and numeracy skills and abilities including their scores on the EQAO provincial testing.
4. Description of the data used	<ul style="list-style-type: none"><li>- EQAO data (academic and applied levels):<ul style="list-style-type: none"><li>• Provincial success rates (level 3 and 4)</li><li>• Level 1 and 2 data</li><li>• Credit accumulation</li><li>• Participation rates</li><li>• Special needs IEP/IPRC data</li><li>• Strengths profiles</li><li>• Gender data</li></ul></li><li>- Stanford Diagnostic Test</li><li>- EQAO Mock Pre Test</li></ul>

5. <b>Brief</b> description of the significant activities or strategies involved with the initiative	<ul style="list-style-type: none"> <li>* Diagnostic Test</li> <li>* PLG's</li> <li>* PLC's</li> <li>* Common Assessment</li> <li>* Best Practice</li> <li>* Common Lessons</li> <li>* Technology-smart response, smart boards, graphing calculators, computers</li> <li>* EQAO questions</li> <li>* Extra Help</li> <li>* Communication</li> <li>* Mock Test</li> <li>* Coaching Role</li> <li>* Cross curricular team</li> </ul>
6. <b>One or two</b> highlights of the above activities	<ul style="list-style-type: none"> <li>• 100% of the Grade 9 Applied Level Students scored at Level 1 or above</li> <li>• 100% of the Grade 9 Academic Level Students scored at Level 2 or above</li> </ul>
7. Description of any unexpected results or “moments of serendipity” related to the initiative	<ul style="list-style-type: none"> <li>• Academic students demonstrated a deep understanding of analytic geometry – traditionally an area where students may struggle</li> </ul>
8. Description of <b>one or two</b> interesting findings that would be useful or helpful to other schools	Increased EQAO results due to the implementation of all of the strategies combined.
9. Identification of <b>one or two</b> noteworthy hurdles or stumbling-blocks	Finding the extra time for students to get together to work with teachers for extra support (i.e. barriers include students who are on busses; forty minute lunch period).
10. Next steps in pursuing the initiative	<p>Continuation of the strategies currently in use; exploration of new ideas, research and best practices for the future.</p> <p>Focus on moving more Applied Level 1 and Level 2 students into Level 3.</p>
11. Lessons learned about the school's efforts to improve student achievement	Improvement does not occur without a significant focus, time and effort by all individuals (student, teacher, families, and school community).

LAKEHEAD DISTRICT SCHOOL BOARD

**MINUTES OF STANDING COMMITTEE**

Board Room  
Jim McCuaig Education Centre

2011 NOV 08

**TRUSTEES PRESENT:**

Karen Wilson (Chair)  
Marg Arnone  
Pat Johansen  
Lori Lukinuk

Deborah Massaro  
Ron Oikonen  
Jack Playford  
George Saarinen  
Stephanie Philp (Student Trustee)

**SENIOR ADMINISTRATION:**

Catherine Siemieniuk, Director of Education  
Colleen Kappel, Superintendent of Education  
Ian MacRae, Superintendent of Education  
Sherri-Lynne Pharand, Superintendent of Education  
Kathy Pozihun, Superintendent of Business

**FEDERATION/UNION REPRESENTATIVES:**

Terry Hamilton, OSSTF – TBU

**PUBLIC SESSION:**

1. **Approval of Agenda**

Moved by Trustee Massaro

Seconded by Trustee Oikonen

*“THAT the Agenda for Standing Committee Meeting, November 8, 2011, be approved with the following addition:*

*Closed Session:*

*5.3.1 Personnel Matter.”*

**CARRIED**

2. **Resolve Into Committee of The Whole – Closed Session**

Moved by Trustee Saarinen

Seconded by Trustee Lukinuk

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

- *Confirmation of Committee of the Whole – Closed Session Minutes*
  - *October 11, 2011*
- *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. Celebrating Student Achievement – McKenzie Public School

Colleen Kappel, Superintendent of Education, introduced Laurel Moir, Vice Principal of McKenzie Public School. Ms. Moir introduced students Natalie W. and Tanner, who presented information regarding *Healthy Eating* and students Natalie P. and Emily, who provided Trustees with a delicious healthy snack. All Trustees’ questions were addressed.

5. Confirmation of Minutes

Moved by Trustee Saarinen

Seconded by Trustee Johansen

*“THAT the Standing Committee approve the Minutes of the Standing Committee Meeting October 11, 2011.”*

CARRIED

6. Special Education Advisory Committee Meeting Minutes – September 21, 2011

Colleen Kappel, Superintendent of Education, presented the September 21, 2011 minutes for information.

7. Legal Representation for 2010-2011 (137-11)

Catherine Siemieniuk, Director of Education, presented this information report. All Trustees’ questions were addressed.

MATTERS FOR DECISION:

8. 3001 Governance Policy - Appendix A Ad Hoc Committee (132-11)

Moved by Trustee Playford

Seconded by Trustee Lukinuk

*“THAT Lakehead District School Board:*

- 1. Incorporate 3001 Governance Policy - Appendix A into an internal document.*
- 2. Dissolve the 3001 Governance Policy – Appendix A Ad Hoc Committee.*
- 3. Strike a Trustee Manual Review Ad Hoc Committee comprised of all Trustees.”*

CARRIED

9. Policy Development - 3001 Governance (131-11)

Moved by Trustee Saarinen

Seconded by Trustee Playford

*"THAT Lakehead District School Board approve Policy 3001 – Governance, Appendix A to Report No. 131-11."*

CARRIED

10. Purchasing Policy 3030 Review (134-11)

Moved by Trustee Playford

Seconded by Trustee Johansen

*"THAT Lakehead District School Board approve Purchasing Policy 3030, Appendix A to Report No. 134-11, as amended."*

CARRIED

11. Administration of Medication/Anaphylaxis Policy 6060 Review (133-11)

Moved by Trustee Lukinuk

Seconded by Trustee Massaro

*"THAT Lakehead District School Board approve:*

1. *The splitting of Administration of Medication/Anaphylaxis policy into two policies: Administration of Medication and Anaphylaxis;*
2. *The draft policies to be sent out for stakeholder input on March 7, 2012 with input to be received by April 25, 2012; and*
3. *The draft policies be presented at the Standing Committee Meeting of May 8, 2012."*

CARRIED

12. Information and Inquiries

12.1 Trustee Arnone reported that Trustees and Senior Administration attended the Parent Involvement Committee's School Council "Kick-Off" *Making Connections* held at Hammarskjold High School on Monday, November 7, 2011.

12.2 Trustee Oikonen reported that Trustees attended the 2011 Ontario Public School Boards' Association's Northern Meeting and Program held October 28 and 29, 2011 at the Valhalla Inn. Trustee Oikonen, on behalf of the Board, thanked Hammarskjold High School's Gay Straight Alliance Choir directed by Jennifer Smith and the Junior Concert Band directed by Dr. Jane Saunders for providing the entertainment. Trustee Oikonen congratulated former Trustee Trudy Tuchenhausen on her receipt of the Bernardine Yackman Award.

12.3 Trustee Lukiunk reported that she attended the People for Education Conference held November 5 and 6, 2011.

12.4 Trustee Saarinen noted that Trustees will be attending various Remembrance Day Ceremonies throughout the city November 11, 2011.

13. Adjournment

Moved by Trustee Johansen

Seconded by Trustee Saarinen

*"THAT we do now adjourn at 8:40 p.m."*

CARRIED



LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2012 JAN 10  
Report No. 009-12

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

RE: HEALTH AND SAFETY PROGRAM – SEMI-ANNUAL REPORT

1. Background

This semi-annual report is made to inform the Board of the current status of the Board's Health and Safety program and significant related activities. The Occupational Health and Safety Act requires Directors and Officers of corporations to take all reasonable care to ensure that the corporation complies with the Act and its regulations. This report will include the accident statistics for all employee groups during the 2010-2011 year and a brief update to ensure compliance with the various acts and regulations.

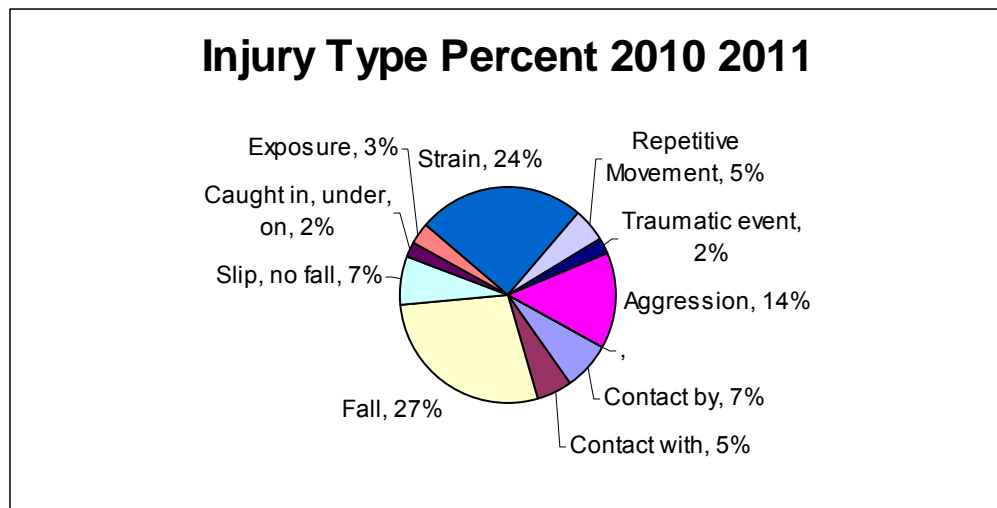
2. Situation

2.1 Accident Statistics

2.1.1 During the first semi-annual report of the year, a review of the previous year's accident activities is made to the Board. During this time, employees recorded a total of 158 work related incidents. The number of incidents requiring first aid was 104, up from 82 the previous year. The number of incidents requiring medical care was 34 which is a decrease from last years rate of 39 and the number of lost time incidents was 20, down from 23 the previous year. Even though the total number of incidents was up due to the increase in first aid injuries, the reportable injuries had a decrease of 12%. Reportable injuries are the medical aid and lost time injuries.

2.1.2 The injury frequency reflects the total medical aid and lost time claims frequency of our Board compared to the educational peer group across the Province, and is based on claims per 100 staff. Lakehead District School Board's frequency rate is 4.7 compared with other Boards in Ontario with a frequency rating of 3.9. In 2009-2010, our frequency rate was 5.23 and the peer group frequency was at 3.84.

- 2.2 The chart below indicates the breakdown of medical aid and lost time injuries. Slips, falls and strains make up 59 % of all injuries.



- 2.3 To continue to decrease our injury rate, the focus is on awareness of hazards and increasing the educational component for staff. Strain injuries continue to be one of the main causes of injuries. Last June, an awareness campaign was launched to reduce strain injuries for custodial staff. Most strain injuries at the end of the school year are related to material handling activities. This awareness campaign was deemed a success and will continue to be promoted. Educational Assistants also suffer a high rate of strain injuries, and continuous training and information material is being disseminated to them. Elementary teachers saw an increase in slip and fall injuries; therefore, a campaign has been started to try to increase hazard awareness around slips and falls on and off our property.

#### 2.4 Equipment Testing

To ensure compliance with the Occupational Health and Safety Act, the Health and Safety Officer coordinates and funds the annual testing and certification of 39 overhead cranes, hoists and floor jacks as well as three aerial lift platforms. Some minor repairs were required and are being scheduled for completion.

#### 2.5 Inspections

To ensure compliance with the Occupational Health and Safety Act, the Ministry of Labour conducts routine inspections of workplaces in Ontario. This school year, the Ministry of Labour has attended two secondary schools for a routine inspection of the technical shops and science and art areas. Orders had been issued and have been addressed within the time frame allotted.

3. Conclusion

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

Respectfully submitted,

RICK MOLLOY  
Health and Safety Officer

IAN MACRAE  
Superintendent of Education

CATHERINE SIEMIENIUK  
Director of Education

LAKEHEAD DISTRICT SCHOOL BOARD

**SPECIAL EDUCATION ADVISORY COMMITTEE**

Jim McCuaig Education Centre  
Thunder Bay, Ontario

2011 NOV 16

**MEMBERS PRESENT:**

Lori Lukinuk (Vice Chair)  
Marg Arnone  
David Fulton  
Pat Johansen

Sheila Marcinyshyn  
Mike Otway  
Laura Sylvestre  
Colleen Valiquette

**ABSENT WITH REGRET:**

Heather Conrad  
Theresa Graham-Horton  
Miranda Myers

**ABSENT:**

Tammy Bobyk

**OTHERS PRESENT:**

Colleen Kappel  
Andrea Pugliese  
Julie Gayoski-Luke

1. **Call to Order**

Vice Chair Lori Lukinuk called the meeting to order at 7:02 p.m.

2. **Approval of the Agenda**

Moved by David Fulton

Seconded by Mike Otway

*"THAT the agenda for the November 16, 2011 SEAC meeting be approved."*

**CARRIED**

3. **Declarations of Conflict of Interest**

There were no declarations of conflict of interest.

4. Presentations

4.1 Differentiated Instruction Project & Learning For All  
– J. Gayoski-Luke & Andrea Pugliese

Andrea Pugliese, Special Education Officer, provided a power point presentation on Learning For All. Julie Gayoski-Luke, Secondary Resource Teacher, provided a handout and information on the Differentiated Instruction Project with real life examples experienced at Westgate CVI. Members' questions were addressed.

5. Approval of Minutes

Mike Otway, VOICE Alternate Member, advised that Martha Mawakeesic was both present and absent in the minutes. Martha was present at the October 19, 2011 SEAC meeting, so her name was removed from the absent with regrets section.

Moved by Mike Otway

Seconded by Colleen Valiquette

*"THAT the minutes of the October 19, 2011 SEAC meeting be approved as amended."*

CARRIED

6. Business Arising From The Minutes

6.1 Special Olympics Request

Lori Lukinuk, Vice Chair of SEAC, provided a background on the information that was provided to SEAC at the October 19, 2011 meeting regarding the request from Special Olympics Officials.

Moved by Laura Sylvestre

Seconded by Mike Otway

*"THAT SEAC:*

- 1. Support the Special Olympics request to provide programs in the schools of Lakehead District School Board; and*
- 2. Send correspondence to the Chair of the Board advising of SEAC's support."*

CARRIED

6.2 Parent Involvement Committee Alternate Member

Lori Lukinuk, Vice Chair of SEAC, informed members that the next Parent Involvement Committee (PIC) meeting is scheduled for Monday, December 5, 2011 at 6:30 p.m. Members were asked to consider becoming the alternate SEAC member on PIC to attend in Miranda Myer's place when she is unable to attend.

6.3 Sponsorship of Children's Centre Foundation Event

Colleen Kappel, Superintendent of Education, informed members that she contacted Tom Walters, Executive Director of Children's Centre Thunder Bay, regarding the event. To date, details have not been received. Lori

Carson, Student Support Leadership Initiative Lead, is currently researching the possibility of Dr. Neufeld as a speaker as well.

6.4 Making Connections Event – November 7, 2011

Lori Lukinuk, Vice Chair of SEAC, provided information to SEAC members on the *Making Connections* event that was held at Hammarskjold High School on Monday, November 7, 2011. Trustees Arnone and Johnsen also attended. Andrea Pugliese, Special Education Officer, represented SEAC at the display booth that was set up at the event.

6.5 Administration of Medication/Anaphylaxis Policy

Andrea Pugliese, Special Education Officer, provided information to members on the decision to split the policy into two: Administration of Medication and Anaphylaxis. Timelines have been adjusted and the two draft policies will be provided to stakeholders in March 2012. SEAC will address the two policies at the March 21, 2012 meeting.

7. Correspondence

The correspondence folder was distributed to members. Vice Chair Lori Lukinuk brought to members attention, the resignation letter of Council of School Council Chairs' a representative on SEAC.

8. Advocacy Tracking

The Advocacy Tracking form was distributed for members completion.

9. Equity and Inclusive Education

Colleen Kappel, Superintendent of Education, informed members that the *I AM NORM* campaign will be rolled out this month.

10. SEAC Annual Report 2010-2011

The draft SEAC Annual Report 2010-2011 was presented to members for their review and input. A volunteer to present the report at the Board's Annual Meeting on December 6, 2011 was requested. An email will be sent to members who were absent from the meeting to seek interest in presenting the report.

Moved by Colleen Valiquette

Seconded by David Fulton

*"THAT SEAC approve the SEAC Annual Report to be presented at the December 6, 2011 Annual Meeting of the Lakehead District School Board."*

CARRIED

11. Information and Inquiries

11.1 Trustee Marg Arnone, expressed concern about attendance at SEAC. Discussion ensued on increasing membership. It was noted that a few agencies/organizations have resigned from SEAC in the last few years.

- 11.2 Vice Chair Lori Lukinuk reminded members that at the December 14, 2011 SEAC meeting, a Chair and Vice Chair will be elected for the year. Vice Chair Lukinuk requested members consider the position of Chair.
- 11.3 Sheila Marcinyshyn, Anishnawbe Mushkiki representative, inquired about the Connections Program. Colleen Kappel, Superintendent of Education, responded to the inquiry.
- 11.4 Mike Otway, VOICE alternate member, indicated that he had a request from a principal if SEAC could do a presentation to teachers regarding the role of SEAC and advocacy. Colleen Kappel, Superintendent of Education, responded she will bring up the topic at a principals meeting.

12. SEAC Budget 2011-2012

The status of the 2011-2012 SEAC budget was provided to members.

13. Policy Review – Special Education Policy 5010

Andrea Pugliese, Special Education Officer, went through the Special Education Policy and Procedures with members. Suggestions were noted. The policy and procedures will be brought back to the December 14, 2011 SEAC meeting. A letter will be sent to the Chair of the Standing Committee, Karen Wilson, to request an extension to December 15, 2011 to provide input to the policy and procedures.

14. Board Update

Vice Chair Lori Lukinuk, provided information on the following Board meetings:

October 25, 2011 Regular Board Meeting

Highlights at this meeting included:

- Director's Action Plan
- Approval of Extended Field Trip Policy
- Appointments to AEAC and PIC

November 8, 2011 Standing Committee Meeting

Highlights at this meeting included:

- Celebrating Student Achievement – McKenzie Public School, Healthy Eating
- SEAC Minutes
- Legal Representation Annual Report

15. Association Reports

- 15.1 Laura Sylvestre, Autism Ontario Thunder Bay and District member, informed members about the *Parade of Lights* that will take place on December 3, 2011. This year, proceeds will go to Autism Ontario, George Jeffery Children's Centre, and the Special Olympics.

15.2 Sheila Marcinyshyn, Anishnawbe Mushkiki member, informed members about the *Family Market Drive*, from 10:00 a.m. to 2:00 p.m., November 18, 2011 at the Ontario Native Women's Association (ONWA). Ms. Marcinyshyn also informed members about *Family Physical Activity* that takes place each Saturday.

16. Adjournment

Moved by Colleen Valiquette

Seconded by Sheila Marcinyshyn

*"THAT we do now adjourn at 7:42 p.m."*

CARRIED





## ABORIGINAL EDUCATION ADVISORY COMMITTEE MINUTES

**DATE:** Thursday, November 17, 2011 – Board Room, Education Centre

**MEMBERS PRESENT:** Kathy Beardy, Elliott Cromarty, Pauline Fontaine, Lori Laforme , Lori Lukinuk, Sylvia O'Meara, Sara Shonias, Dolores Wawia

**ALTERNATES PRESENT:** Jonathon Campeau, Pat Johansen, Jack Playford

**ABSENT WITH REGRET:** Ellen Chambers, Sylvia Davis, Leisa Desmoulins, Suzanne Eddy, Serena Essex, Agnes Hardy, Jane Lower, Sherri-Lynne Pharand, Suzanne Tardif, Beverley White-Kokeza

**RESOURCE:** Dawn Aho, Senator Robert McKay, Robin Tabor-John, Nicole Walter-Rowan

**GUESTS:** Cathi Siemieniuk, Lori Carson, Heather Harris, Brian Stevenson

AGENDA ITEM	DISCUSSION	ACTION
1. Opening Exercises	<ul style="list-style-type: none"> <li>Cathi Siemieniuk co-chaired the meeting due to the absence of Sherri-Lynne Pharand. Cathi called the meeting to order and called upon Senator Robert McKay to conduct the opening.</li> </ul>	
2. Welcome and Introductions	<ul style="list-style-type: none"> <li>Cathi welcomed everyone to the meeting and thanked Senator McKay for the opening. Introductions were made around the table.</li> <li>Regrets and substitutions were noted and the attendance sheet was circulated.</li> </ul>	
3.1 Approval of Agenda	<ul style="list-style-type: none"> <li>Moved by Trustee Lukinuk and seconded by Sylvia O'Meara, that the agenda for the November 17, 2011 meeting be approved as amended. Defer Items 7.3, 7.4 and 9.2 to the December 15, 2011 meeting. Carried.</li> </ul>	
3.2 Approval of Minutes - September 16, 2011	<ul style="list-style-type: none"> <li>Moved by Trustee Lukinuk and seconded by Lori LaForme, that the minutes of the September 16, 2011 meeting be approved. Carried.</li> </ul>	
4. Correspondence File	<ul style="list-style-type: none"> <li>Correspondence file was circulated.</li> </ul>	

AGENDA ITEM	DISCUSSION	ACTION
<p>5. Presentations:</p> <p>5.1 Lakehead University Presentation</p>	<ul style="list-style-type: none"> <li>• Cathi Siemieniuk welcomed Brian Stevenson to the Board and to the AEAC meeting. Mr. Stevenson apprised the group of his vision for Lakehead University with regard to Aboriginal education. He outlined the five initiatives the University is currently working on. <ul style="list-style-type: none"> <li>- Commitment to establish an Aboriginal building at the University that will provide services to Aboriginal students. This building will be called the Gichi Kendaasiwin Centre.</li> <li>- The expansion of the Nanabijou day-care centre.</li> <li>- A youth activity program – the University sport teams will visit remote northern communities.</li> <li>- The expansion of distance education to northern communities.</li> <li>- The establishment of an Achievement Fund – for every student registered in an outreach program, funds will be put towards an LU scholarship for the student.</li> </ul> </li> <li>• Questions from the group were addressed. Dolores thanked Dr. Stevenson on behalf of the AEAC committee for sharing his dreams and vision of Lakehead University in regards to Aboriginal education.</li> </ul>	
<p>5.2 Circle of Light Presentation</p>	<ul style="list-style-type: none"> <li>• Heather Harris, Vice-Principal of McKellar Park School, provided a video of her presentation on Strong Aboriginal/School Board Partnerships for Full Day Kindergarten that she presented at the Circle of Light Conference in Toronto on November 14, 2011. Cathi thanked Heather for her presentation to the group.</li> </ul>	
<p>5.3 Superior Model Website</p>	<ul style="list-style-type: none"> <li>• Colleen Kappel, Superintendent of Education, introduced Lori Carson, Student Support Leadership Initiative Lead for Lakehead Public Schools, who provided a power point presentation and demonstration of the Superior Model Website. This website is a portal that provides a focused search for the programs, services and resources in our communities that support the mental health of children and youth. Information will be provided to schools to include in newsletters. Schools will also be provided with posters to display in common areas of the school for parents to access. The group suggested sending the information home with report cards, a brochure or through Shaw programming. It was also suggested to contact Jonathan Kakegamic, Principal of Dennis Franklin Cromarty High School and to create a link to the daycares throughout the City. Colleen thanked Lori for her work on this initiative. Further</li> </ul>	

AGENDA ITEM	DISCUSSION	ACTION
	suggestions can be e-mailed to Lori Carson at <a href="mailto:lori_carson@lakeheadschoools.ca">lori_carson@lakeheadschoools.ca</a> . Cathi thanked Colleen and Lori for their presentation.	
6.0 Business Arising from the Minutes  6.1 Work Plan Update	<ul style="list-style-type: none"> <li>The revised work plan was reviewed and changes noted. Final review at December meeting.</li> </ul>	
7. New Business  7.1 AEAC Annual Report	<ul style="list-style-type: none"> <li>Once all changes have been made, Judy will e-mail a draft of the report to the Committee for comments.</li> </ul>	Judy
7.2 Volunteer to Present the Annual Report	<ul style="list-style-type: none"> <li>Cathi asked for a volunteer to present the AEAC Annual Report at the Annual Meeting of the Board on December 6, 2011. As there were no volunteers, Judy to e-mail members to identify a volunteer.</li> </ul>	Judy
7.3 OFNMI Policy Framework	<ul style="list-style-type: none"> <li>Deferred to December 15, 2011 meeting.</li> </ul>	Sherri
7.4 Policies for Review (Library Resource)	<ul style="list-style-type: none"> <li>Deferred to December 15, 2011 meeting.</li> </ul>	Sherri
8. Information Reports	<ul style="list-style-type: none"> <li>Cathi informed the group that a report was going forward to the November 22, 2011 Board Meeting requesting the Board to develop a Policy for Voluntary Staff Self Identification.</li> </ul>	
9. Ongoing Business:  9.1 K-1 Teacher Training	<ul style="list-style-type: none"> <li>Dawn Aho, Aboriginal Resource Teacher, provided an update on K-1 Teacher Training.</li> <li>PD Elementary Kindergarten – Four full days of training are going to be held for all Kindergarten and Grade 1 teachers. Kindergarten focus is on embedding Indigenous knowledge into the new Kindergarten curriculum. The focus will also be on building relationships, welcoming parents and developing resources for teachers.</li> <li>PD Elementary Grade 1 – Same as Kindergarten PD as well as embedding Aboriginal perspective into the curriculum and developing resources.</li> <li>Secondary PD – still in process of identifying areas where PD is needed.</li> </ul>	

<b>AGENDA ITEM</b>	<b>DISCUSSION</b>	<b>ACTION</b>
92. Handbook Update	<ul style="list-style-type: none"> <li>Defer to December 15, 2011 Meeting.</li> </ul>	
10. Information and Inquiries	<ul style="list-style-type: none"> <li>Nicole Walter-Rowan provided an update on the upcoming David Bouchard visit. Parents, guardians and community members are invited to hear David speak at Sir Winston Churchill High School on the evening of Thursday, December 1, 2011 from 7:00 p.m. – 8:30 p.m. Transportation is available. David will also be speaking to students and staff at Superior High School on November 29, Churchill and Westgate High Schools on November 30 and Hammarskjold High School on December 1.</li> </ul>	
11. Closing Exercises	<ul style="list-style-type: none"> <li>Closing exercises were conducted by Senator McKay.</li> </ul>	
12. Next Meeting	<ul style="list-style-type: none"> <li>Thursday, December 15, 2011, 9:30 a.m. – 12:00 p.m., Board Room, Education Centre.</li> </ul>	All
13. Adjournment	<ul style="list-style-type: none"> <li>The meeting adjourned at 12:15 p.m.</li> </ul>	

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2012 JAN 10  
Report No. 010-12

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

RE: SPECIAL EDUCATION POLICY AND PROCEDURES 5010 REVIEW

1. Background

- 1.1 The Special Education Policy and Procedures (5010) was last revised in February 2003.
- 1.2 It is the policy of Lakehead District School Board that policy will be developed and/or reviewed in accordance with the Policy Development and Review Policy 2010.

2. Situation

- 2.1 It is the policy of Lakehead District School Board to provide education for all students with special needs as defined by the Ontario Education Act and its Regulations.
- 2.2 Lakehead District School Board believes in the ability of every student to learn and to benefit from learning. Lakehead District School Board believes that every student with special needs has the right to an instructional program appropriate to that student's needs.

3. Process

- 3.1 On October 26, 2011, the policy and procedures were posted on the Board website and distributed to constituent groups for review and comment with input to be received by December 14, 2011.
- 3.2 Input received from the Special Education Advisory Committee and constituents was considered for inclusion in the policy and procedures and is attached as Appendix C.
- 3.3 The revised policy is attached as Appendix A and the procedures as Appendix B.
- 3.4 Upon final approval, the policy will be distributed according to Board procedures.

## RECOMMENDATION

It is recommended that Lakehead District School Board approve Special Education Policy 5010, Appendix A to Report No. 010-12, as amended.

Respectfully submitted,

ANDREA PUGLIESE  
Special Education Officer

COLLEEN KAPPEL  
Superintendent of Education

CATHERINE SIEMIENIUK  
Director of Education

*DRAFT – January 10, 2012***SPECIAL EDUCATION POLICY****5010**1. Rationale

Lakehead District School Board believes in the ability of every student to learn and to benefit from learning. Lakehead District School Board believes that every student ~~with exceptional needs~~ has the right to an instructional program appropriate to ~~that students'~~ **their individual needs, within the spectrum of services defined and described in the Special Education Plan.**

2. Policy

It is the policy of Lakehead District School Board to provide education for all students with ~~exceptional~~ **special** needs as defined by the Ontario Education Act and Regulations.

3. Guiding Principles

- 3.1 Lakehead District School Board supports the following guiding principles for the education of ~~exceptional~~ students **with special needs** developed in consultation with parents/guardians, the Special Education Advisory Committee (SEAC) and other appropriate organizations.

There shall be:

- a) **A focus on the whole child;**
  - b) **A focus on equitable and inclusive education;**
  - c) **High expectations for all students;**
  - ~~b) d)~~ **An emphasis on early identification and intervention;**
  - ~~e) e)~~ **A continuum of services;**
  - ~~d) f)~~ **Partnerships with parents, teachers, professional staff and the community supported by ongoing communication;**
  - ~~e) g)~~ **Support for teachers to develop the necessary skills and teaching strategies to teach all students; and**
  - f) **h) A range of learning opportunities designed to meet the needs of each**  
~~exceptional student. and~~
  - g) ~~facilities programs to meet the needs of all students with exceptional needs.~~
- 3.2 Lakehead District School Board shall establish processes to ensure that student needs are met by providing:

# SPECIAL EDUCATION PROGRAM & SERVICES

**5000**

Appendix A to  
Report No. 010-12

*DRAFT – January 10, 2012*

## SPECIAL EDUCATION POLICY

**5010**

- a) **A** continuum of program options **to meet the needs of all students** which are periodically reviewed by the Board;
- b) **Student/teacher ratios** as required under the Ontario Education Act for the different exceptionalities;
- d) **Fair** access to specialized programs;
- d) **Integration** experiences within the school;
- e) **Ongoing** and appropriate assessment **to inform instruction and learning goals**;
- f) **Consistent Identification, Placement and Review Committee (IPRC) processes; and**
- g) **Assessment and evaluation procedures** consistent with the Individual Education Plan (IEP) and Policy 4021, Assessment and Evaluation, **and related procedures.**

### 4. Fiscal Responsibility

Lakehead District School Board is committed to providing services for all students **within the context of available Board resources and** subject to budget review and approval.

### 5. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Lakehead District School Board Special Education Plan Policy and Procedures 3040, Transportation	February 25, 2003  (Consolidation of 5010, 5020, 5021, 5040)  Reviewed by _____	Ontario Education Act



*DRAFT – January 10, 2012***SPECIAL EDUCATION PROCEDURES****5010****1. Policy**

It is the policy of Lakehead District School Board to provide education for all students ~~with exceptional special needs~~ as defined by the Ontario Education Act and Regulations.

**2. Special Education Plan**

2.1 Specific information regarding programs and procedures for special education students are described in the Lakehead District School Board Special Education Plan available on the Board Web Site: [www.lakeheadschoools.ca](http://www.lakeheadschoools.ca) > “Special Ed Plan”. The Special Education Plan embodies the guidelines for special education in **the** Lakehead District School Board.

2.2 As required under the Ontario Education Act, the Special Education Plan of Lakehead District School Board shall be reviewed annually **in accordance with Ministry of Education guidelines and** under the direction of the Superintendent of Education responsible for Special Education., ~~and shall be submitted to the Minister not later than the 15th day of May every second year.~~

~~2.3 Where amendments have been made as a result of the annual review in the alternate year, these amendments shall be submitted to the Minister by May 15th of that year.~~

**3. Board Responsibilities**

Lakehead District School Board shall:

3.1 **Ensure** that parents/guardians of each ~~exceptional~~ student **with special needs** are consulted with regard to the assessment, identification, placement and review of each student. Students who have reached the age of 16 years shall also be invited to an IPRC. ~~When deemed appropriate~~ Through **parental/guardian consultation**, students below the age of 16 years may be invited.

3.2 **Prepare**, adopt and implement an Individual Education Plan (IEP) in accordance with current Ministry of Education regulations to define and create programs and services for ~~exceptional~~ students **with special needs**.

**4. Definitions****4.1 Exceptional Students**

**Those** whose behavioural, communication, intellectual, physical or multiple exceptionalities are such that the student meets the definition of Exceptional according to the current Ministry of Education definitions.

<p><b>SPECIAL EDUCATION PROGRAM &amp; SERVICES</b></p> <p><i>DRAFT – January 10, 2012</i></p> <p><b>SPECIAL EDUCATION PROCEDURES</b></p>	<p><b>5000</b></p> <p>Appendix B to Report No. 010-12</p> <p><b>5010</b></p>
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4.2 Special Education Program

An ongoing program accommodated or modified by the results of continuous assessment and evaluation. It includes a plan containing specific objectives and an outline of educational services and equipment that meet the needs of the ~~exceptional~~ student.

4.3 Support Personnel

***Includes specialized teachers and professionals as detailed in the Special Education Plan*** ~~partners~~ who will assist in identifying student needs, placement decisions, planning special education programs and the review process, as well as providing direct service to ~~exceptional~~ students, their teachers and their parents/***guardians***.

4.4 IEP

An Individual Education Plan for students which sets out the educational goals, expectations, the special education programs, services and assessment methods.

4.5 IPRC (Identification, Placement and Review Committee)

A process to identify students as exceptional and to determine suitable placement. The committee consists of a minimum of three voting members. One member must be of the following; a principal/designate employed by the Board, a Supervisory Officer/designate employed by the Board, or a Supervisory Officer employed by another Board and whose services are provided by a Minister of Education-approved agreement with another Board.

5. Programming for ~~Exceptional~~ Students ***With Special Needs***

5.1 Ministry of Education curriculum ***and*** policy documents provide the basis for programs for ~~exceptional~~ students ***with special needs***.

5.2 Special Education Services including support personnel, resources, equipment, materials and appropriate programming, shall be provided within the financial resources of Lakehead District School Board.

6. Staff Development

Opportunities for ~~orientation programs and for~~ Professional Development to support ~~exceptional~~ students ***with special needs*** shall be provided to elementary and secondary staff within the financial resources of the Board.

# SPECIAL EDUCATION PROGRAM & SERVICES

**5000**

Appendix B to  
Report No. 010-12

*DRAFT – January 10, 2012*

## SPECIAL EDUCATION PROCEDURES

**5010**

7. Transportation

Appropriate home-to-school transportation shall be provided for ~~exceptional~~ students **with special needs** who meet the criteria outlined in Policy 3040, Transportation, section 16.0 of the Special Education Plan, and Ministry of Education policy.

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Lakehead District School Board Special Education Plan Policy and Procedures 3040, Transportation	February 25, 2003  (Consolidation of 5010, 5020, 5021, 5040)  Reviewed by _____	Ontario Education Act

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February 25, 2003

## **SEAC Input to Special Education Policy and Procedures 5010**

### **Policy 5010 Input**

#### 1. Rationale

Lakehead District School Board believes in the ability of every student to learn and to benefit from learning. Lakehead District School Board believes that every student ~~with exceptional needs~~ has the right to an instructional program appropriate to ~~that~~ **each** student's needs.

#### 2. Policy

It is the policy of Lakehead District School Board to provide education for all students with ~~exceptional~~ **special** needs as defined by the Ontario Education Act and Regulations.

#### 3. Guiding Principles

3.1 Lakehead District School Board supports the following guiding principles for the education of ~~exceptional students~~ students with special needs developed in consultation with parents/guardians, the Special Education Advisory Committee (SEAC) and other appropriate organizations.

There shall be:

- a) a focus on the whole child;
- b) a focus on Equitable and Inclusive Education;**
- c) high expectations for all students;**
- b) an emphasis on early identification and intervention;
- c) a continuum of services;
- d) partnerships with parents, teachers, professional staff and the community supported by ongoing communication;
- e) support for teachers to develop the necessary skills and teaching strategies to teach all students;
- f) a range of learning opportunities designed to meet the needs of each ~~exceptional~~ student; and
- g) ~~facilities programs to meet the needs of all students with exceptional needs.~~

3.2 Lakehead District School Board shall establish processes to ensure that student needs are met by providing:

- a) a continuum of program options **to meet the needs of all students** which are periodically reviewed by the Board;
- b) student/teacher ratios as required under the Ontario Education Act for the different exceptionalities;
- d) fair access to specialized programs;
- d) integration experiences within the school;
- e) ongoing and appropriate assessment **to inform instruction and learning goals**;
- f) consistent Identification, Placement and Review Committee (IPRC) processes;
- g) assessment and evaluation procedures consistent with the Individual Education Plan (IEP) and Policy 4021, "Assessment and Evaluation", **and related procedures.**

### **Procedures 5010 Input**

#### **1. Policy**

It is the policy of Lakehead District School Board to provide education for all students ~~with exceptional special needs~~ as defined by the Ontario Education Act and Regulations.

#### **2. Special Education Plan**

- 2.1 Specific information regarding programs and procedures for special education students are described in the Lakehead District School Board Special Education Plan available on the Board Web Site: [www.lakeheadschoools.ca](http://www.lakeheadschoools.ca) > "Special Ed Plan". The Special Education Plan embodies the guidelines for special education in Lakehead District School Board.
- 2.2 As required under the Ontario Education Act, the Special Education Plan of Lakehead District School Board shall be reviewed annually under the direction of the Superintendent of Education responsible for Special Education, ~~and shall be submitted to the Minister not later than the 15th day of May every second year.~~
- 2.3 Where amendments have been made as a result of the annual review in the alternate year, these amendments shall be submitted to the Minister by May 15th of that year.

#### **3. Board Responsibilities**

Lakehead District School Board shall:

- 3.1 ensure that parents/guardians of each ~~exceptional~~ student **with special needs** are consulted with regard to the assessment, identification, placement and review of each student. Students who have reached the age of 16 years shall also be invited to an IPRC. ~~When deemed appropriate~~ Through parental consultation, students below the age of 16 years may be invited.
  - 3.2 prepare, adopt and implement an Individual Education Plan (IEP) in accordance with current Ministry of Education regulations to define and create programs and services for ~~exceptional~~ students **with special needs**.
4. Definitions
  - 4.1 Exceptional Students - those whose behavioural, communication, intellectual, physical or multiple exceptionalities are such that the student meets the definition of Exceptional-according to the current Ministry of Education definitions.
  - 4.2 Special Education Program - an on-going program accommodated or modified by the results of continuous assessment and evaluation. It includes a plan containing specific objectives and an outline of educational services and equipment that meet the needs of the ~~exceptional~~ student.
  - 4.3 Support Personnel ~~partners who will assist in identifying student needs, placement decisions, planning special education programs and the review process, as well as providing direct service to exceptional students, their teachers and their parents~~ includes specialized teachers and professionals as detailed in the *Special Education Plan* who will assist in identifying student needs, in placement decisions, in planning special education programs and in the review process, as well as providing direct service to students with special needs, their teachers and their parents.
  - 4.4 IEP - an Individual Education Plan for students which sets out the educational goals, expectations, the special education programs, services and assessment methods.
  - 4.5 IPRC (Identification, Placement and Review Committee) - a process to identify students as exceptional and to determine suitable placement. The committee consists of a minimum of three voting members. One member must be of the following; a principal/designate employed by the Board, a supervisory officer/ designate employed by the Board, or a supervisory officer employed by another board and whose services are provided by a Minister of Education-approved agreement with another board.
5. Programming for ~~Exceptional~~ Students **with Special Needs**
  - 5.1 Ministry of Education Curriculum ~~and~~ Policy Documents provide the basis for programs for ~~exceptional~~ students **with special needs**.

5.2 Special Education Services including support personnel, resources, equipment, materials and appropriate programming, shall be provided within the financial resources of Lakehead District School Board.

6. Staff Development

Opportunities for ~~orientation programs and~~ Professional Development to support ~~exceptional~~ students **with special needs** shall be provided to elementary and secondary staff within the financial resources of the Board.

7. Transportation

Appropriate home-to-school transportation shall be provided for ~~exceptional~~ students **with special needs** who meet the criteria outlined in Policy 3040, "Transportation", section 16.0 of the Special Education Plan, and Ministry of Education policy.

**Constituent Input to Special Education Policy and Procedures 5010**

**Input from Susan Blekkenhorst:**

**Policy & Procedure 5010 SPECIAL EDUCATION**

While my preference would be to completely rewrite this policy in conjunction with the documents *Education for All* and *Learning for All*, I will limit my comments on this policy to recommending the inclusion of Regulation 181-98, specifically section 17, whereby regular classroom placement is to be considered before placement within a congregated setting when this is consistent with parental request and the student's needs. I would suggest that congregation and segregation are never in a student's best interest however, as with undue hardship, the onus is on the board to demonstrate that a student's needs cannot be met in a regular classroom placement. Additionally, and in particular with students who have been labelled with an intellectual exceptionality, this option is not always provided to families. Despite this regulation, I personally experienced resistance to inclusion for my daughter and had to rely on my own awareness of education policy and legislation to ensure she was not placed in a segregated setting. Current educational research supports the inclusion of all students as does the Equity and Inclusive Education Strategy. Until we update our policies to reflect these concepts, we will continue to practice outdated pedagogies. We owe it to our students to be better.



LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2012 JAN 10  
Report No. 011-12

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

RE: KINGFISHER OUTDOOR EDUCATION POLICY AND PROCEDURES 6022 REVIEW

1. Background

- 1.1 The Kingfisher Outdoor Education Policy 6022 was last revised in June 2003.
- 1.2 It is the policy of Lakehead District School Board that policy will be developed and/or reviewed in accordance with the Policy Development and Review Policy 2010.

2. Situation

- 3.1 On October 26, 2011, the policy and procedures were posted on the Board website and distributed to constituent groups for review and comment with input to be received by December 14, 2011.
- 3.2 Input received from constituents was considered for inclusion in the policy and procedures and is attached as Appendix C.
- 3.3 The revised policy is attached as Appendix A and the procedures as Appendix B.
- 3.4 Upon final approval, the policy will be distributed according to Board procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve Kingfisher Outdoor Education Policy 6022, Appendix A to Report No. 011-12, as amended.

Respectfully submitted,

DAVE COVELLO  
Manager of Information Technology and Corporate Planning

KATHY POZIHUN  
Superintendent of Business

CATHERINE SIEMIENIUK  
Director of Education

<b>STUDENT SERVICES</b>	<b>6000</b>
<i>DRAFT – January 10, 2012</i>	
<b>KINGFISHER OUTDOOR EDUCATION POLICY</b>	<b>6022</b>

1. Rationale

Lakehead District School Board recognizes the importance of outdoor education experiences for its students. The Kingfisher Lake Outdoor Education Centre provides unique opportunities for students and teachers of Lakehead Public Schools to experience a variety of curriculum- related outdoor and environmental education activities.

2. Policy

It is the policy of Lakehead District School Board to support the participation of students and teachers in outdoor education and environmental programs at the Kingfisher Lake Outdoor Education Centre **(the Centre)** under the auspices of the Kingfisher staff.

3. Philosophy of Operation

- 3.1 The underlying purpose of the operation of the Kingfisher Lake Outdoor Education Centre ~~(the Centre)~~ is to instill in the student an awareness and appreciation of the natural environment.
- 3.2 Programs at the Centre focus on natural science study, outdoor skills, and social learning experiences to support the Ontario Curriculum.
- 3.3 For all activities, the main resource is the natural environment. This necessitates the preservation of the environs of the Centre in as natural a state as possible. Therefore, the maintenance of the area is the cooperative responsibility of all.
- 3.4 Elementary students shall have the opportunity to participate in at least one Day Program in the primary level and one Residential Program between Grade 5 and Grade 8. Bookings for secondary students are filled as requested.
- 3.5 ~~Children~~ **Every effort will be made to include students with exceptionalities** ~~will be considered on an individual basis~~ for participation in Kingfisher programs.
- 3.6 Participation in all Kingfisher programs is voluntary and subject to parental approval.
- 3.7 Lakehead District School Board supports the limited use of the Centre by community groups. The needs of the students of the Board as well as environmental considerations will determine the extent to which the Centre will be available to outside users.
- 3.8 Weekend and holiday use by school staff and students shall be covered by Policy and Procedures 6020, Extended Field Trip.

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3.9 Alcoholic beverages, smoking and pets are not permitted on-site.

3.10 Lakehead District School Board employs fully qualified personnel at Kingfisher ~~the~~ **Centre**.

4. Review

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

<u><b>Cross Reference</b></u>	<u><b>Date Approved</b></u>	<u><b>Legal Reference</b></u>
Procedures 6022, Kingfisher Outdoor Education Policy and Procedures 6020, Extended Field Trip	November 1985	
Policy and Procedures 8011, Use of School Buildings, Facilities and Grounds	<u><b>Date Revised</b></u> June 24, 2003 Reviewed by _____	

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June 24, 2003  
(Supersedes November 1985)

**STUDENT SERVICES****6000***DRAFT – January 10, 2012***KINGFISHER OUTDOOR EDUCATION  
PROCEDURES****6022**1. Policy

It is the policy of Lakehead District School Board to support the participation of students and teachers in outdoor education and environmental programs at the Kingfisher Lake Outdoor Education Centre (***the Centre***) under the auspices of the Kingfisher staff.

2. Definitions

## 2.1 Day Program

A single day excursion to the Centre. Day Programs are available for Senior Kindergarten to Grade 12 classes.

## 2.2 Residential Program

Normally, a three-day/two-night visit to the Centre. Residential Programs are available for Grades 5-12 classes.

## 2.3 Independent Day Program

A day visit to the Centre is booked by the classroom teacher on an available day after regular bookings have been completed. The Independent Day Program is approved by Kingfisher staff but is not conducted or supervised by the staff. School staff is on-site and available for emergencies and supervision.

2.4 ***External/Weekend Program***

***A Day or a Residential Program offered by a school or community group at the Centre. Bookings are available on a limited basis and under clearly defined conditions.***

2.5 ***Supervisor***

***An individual who has reached the age of 18 years and who has agreed to assist in the supervision of a group of students. At least one supervisor must be a teacher employed by Lakehead District School Board.***

3. Guidelines

3.1 All Kingfisher programs shall have curricular relevance.

3.2 Programs shall be planned by the classroom teacher in consultation with Kingfisher staff.

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PROCEDURES****6022**

- 3.3 Elementary students should have the opportunity to participate in at least one day program and one residential between Senior Kindergarten and Grade 8.
- 3.3.1 It is intended that every student should have the opportunity to participate in at least one day program between Senior Kindergarten and Grade 6.
- 3.3.2 It is intended that every student should have the opportunity to participate in at least one residential program between Grade 5 and Grade 8.
- 3.3.3 ~~Children~~ **Every effort will be made to include students with exceptionalities with special needs and/or physical and/or mental disabilities will be considered on an individual basis** for participation in Kingfisher programs.
- This ~~The~~ decision will be made by the Principal in consultation with the classroom teacher and parent/guardian. The school **in partnership with the** and parent/guardian **will be** are responsible for any additional supervision or care required for individual ~~children~~ **students**.
- 3.3.4 The Principal, in consultation with the teacher and the parent/guardian, may exclude a pupil from participation in a particular trip.
- 3.4 Parents/**guardians** shall receive a program outline and consent form for the program prior to the visit.
- 3.5 Schools shall be responsible for any **willful** damages or losses to Kingfisher facilities and equipment caused by students during a Day or Residential Program.
- 3.6 ~~External/Weekend Program – a Day or a Residential Program offered by a school or community group at the Centre. Bookings are available on a limited basis and under clearly defined conditions.~~
- 3.7 ~~Supervisor – an individual who has reached the age of 18 years and who has agreed to assist in the supervision of a group of students. At least one supervisor must be a teacher employed by Lakehead District School Board.~~

**4. Bookings**

- 4.1 Kingfisher staff will determine on an annual basis the number of days allocated to each school for Day and Residential Programs.
- 4.2 The Principal, in consultation with the classroom teachers involved, will complete all booking request forms and return them to the Kingfisher Office by the required date.

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PROCEDURES****6022**

- 4.3 Kingfisher staff will coordinate specific attendance dates for Day and Residential Programs based on the following criteria and conditions:

4.3.1 ***Preferences of the school.***

4.3.2 ***Availability of days.***

4.3.3 ***Grade level and nature of requested activities.***

4.3.4 ***Winter Day programs are reserved for classes in Grades 5 to 12.***

4.3.5 ~~***Residential Programs at the North Camp are reserved for Grade 6 classes and over.***~~

- 4.4 After the school year bookings have been completed, any available days may be booked by individual teachers with the approval of the ~~school~~ Principal.

5. **Responsibilities**

5.1 **Principals**

It is the responsibility of the ~~school~~ Principal to:

5.1.1 ***Ensure that booking requests are completed and returned to the Kingfisher Office by the required date.***

5.1.2 ***Ensure that each child has the opportunity to attend at least one Day Program and one Residential Program between Senior Kindergarten and Grade 8.***

5.1.3 ***Ensure that secondary teachers are aware of the opportunity to book classes at the Centre.***

5.1.4 ***Ensure that all students participating in canoeing have achieved the Small Craft Safety Award and that this information is entered on their student record.***

5.1.5 ***Designate appropriately which classes will participate in Kingfisher programs during the school year.***

5.1.6 ***Ensure that the program designed by the classroom teacher in consultation with the Kingfisher staff is relevant to the curriculum.***

***5.1.7 Ensure that all supervisors participating in a Residential Program have a current Police Record Check (PRC) with current declaration.***

**STUDENT SERVICES****6000***DRAFT – January 10, 2012***KINGFISHER OUTDOOR EDUCATION  
PROCEDURES****6022**

5.1.7 ~~8~~ Ensure that all necessary arrangements have been made and that supervision is provided according to Section 6.

5.1.8 ~~9~~ Ensure that transportation arrangements are made in accordance with Policy 3040, Transportation.

5.1.9 ~~10~~ Ensure that one designated vehicle, with **at least the minimal public** liability insurance coverage of ~~\$1 million~~ **stipulated in the Transportation Policy 3040**, is on-site at all times during Residential Programs to be used in case of emergency.

5.1.40 ~~11~~ Arranges for reimbursement to the Centre for any willful damages or losses to Kingfisher facilities and equipment, caused by the students during the program, as reported to the Principal by the Kingfisher ~~S~~staff.

## 5.2 Classroom Teacher

It is the responsibility of the classroom teachers of those classes designated by the Principal to participate in Kingfisher programs to:

5.2.1 ~~Meet~~ with Kingfisher staff to plan a program which is relevant to the curriculum, and meets the needs and interests of the students.

5.2.2 ~~Be~~ familiar with the Kingfisher site prior to a Residential visit.

5.2.3 ~~Inform~~ parents/**guardians** of any special provisions required for the visit.

5.2.4 ~~Inform~~ the Principal and Kingfisher staff of any health, ~~or~~ behaviour ~~problems~~, or special needs of ~~children~~ **students**.

5.2.5 ~~Provide~~ parents/**guardians** with an outline of the program to be conducted at Kingfisher.

5.2.6 ~~Ensure~~ that parent/**guardian** consent forms are completed in advance of the trip by parents/guardians of all students under 18 years of age.

5.2.7 ~~Ensure~~ that any medical conditions or behaviour problems which may limit or restrict a student's ability to participate fully in the program are reported to Kingfisher staff during the planning session.

**STUDENT SERVICES****6000***DRAFT – January 10, 2012***KINGFISHER OUTDOOR EDUCATION  
PROCEDURES****6022**

## 5.3 Students

It is the responsibility of all students to abide by the ***school's and Kingfisher's Code of Conduct***. ~~Codes of Behaviour of the school, Kingfisher and the Ministry of Education while on-site.~~

## 5.4 Kingfisher Staff

It is the responsibility of Kingfisher staff to:

5.4.1 ***Make*** arrangements for any special certification required for activities scheduled during the school day.

5.4.2 ***Determine*** the maximum class size for any Day or Residential Program.

6. Supervision

Supervisors will exhibit appropriate behaviour and require appropriate behaviour of their students in accordance with ***the school's and Kingfisher's Codes of Conduct***. ~~Behaviour of the school, Kingfisher and the Ministry of Education.~~

## 6.1 Day Programs

## 6.1.1 Elementary

There will be a minimum of one teacher and two other supervisors, excluding Kingfisher staff, to accompany each elementary class.

## 6.1.2 Secondary

There will be a minimum of one teacher to accompany each secondary school class.

## 6.1.3 The supervisor/student ratio is:

JK-Grade 3: 1:10  
 Grades 4-8: 1:15  
 Grades 9-12: 1:30



**STUDENT SERVICES****6000***DRAFT – January 10, 2012***KINGFISHER OUTDOOR EDUCATION  
PROCEDURES****6022****6.2 Residential Programs****6.2.1 Elementary**

There will be a minimum of three supervisors, at least one of whom must be a teacher, on the site at all times for elementary Residential Programs.

**6.2.2 Secondary**

There will be a minimum of two supervisors, at least one of whom must be a teacher, on-site at all times for secondary Residential Programs.

**6.2.3 The supervisor/student ratio is:**

Grades 5-8: 1:10

Grades 9-12: 1:15

**6.2.4 Where male students are included it is required that at least one male supervisor accompany the group. Where female students are included it is required that at least one female supervisor accompany the group.****6.2.5 Kingfisher staff will be considered as supervisors during the school day.****6.2.6 There must be one teacher or supervisor on-site at all times with Red Cross Standard First Aid qualifications, St. John Ambulance Standard First Aid, or the equivalent.****7. Swimming**

Swimming is not permitted for Day and Residential Programs at ~~Kingfisher~~ **the Centre**.

**8. Canoe Activities**

8.1 Canoeing is an optional activity. Students may be exempted from canoeing by parents, teachers, Principals, or Kingfisher staff.

8.2 Students may be introduced to canoe instruction in late Grade 5 (May or June). All students participating in canoeing must take the Small Craft Safety Course prior to arriving for their Kingfisher experience. In addition, students will receive safety and skills training on-site as outlined in Appendix A.

8.3 Students who do not participate in canoeing safety and skills are not permitted to participate in on-water canoeing activities.

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PROCEDURES****6022**

- 8.4 During canoe instruction and activities, all participants must wear personal flotation devices, (PFDs) which are approved by Transport Canada.
- 8.5 To instruct canoeing at ~~Kingfisher~~ **the Centre**, instructors must have an Ontario Recreation Canoe Association Flatwater Instructor qualification or equivalent.
- 8.6 Ratios
  - 8.6.1 Elementary students shall have an ~~1~~ instructor/~~S~~student ratio of 1:16 with one additional ~~S~~supervisor for every 10 students.
  - 8.6.2 Secondary students shall have an ~~1~~ instructor/~~S~~student ratio of 1:16 with one additional supervisor for every 15 students.

9. Costs

- 9.1 The cost of all transportation will be assumed by the school.
- 9.2 A fee will be charged for participation in Kingfisher programs, ~~which will be established~~ **annually in accordance to Fees for Learning Materials and Activities Policy 8010.**
- 9.3 Supervision of students not participating in Kingfisher programs is the responsibility of the school.

10. Community Use

- 10.1 ~~Kingfisher Lake Outdoor Education~~ **The Centre** will be made available for community use at the discretion of the Kingfisher staff.
  - 10.1.1 Any user group not under the auspices of Lakehead District School Board must meet the current insurance standards as outlined in Procedures 8011, Use of School Buildings, Facilities and Grounds ~~s. 5.1.8.~~
  - 10.1.2 All community bookings will be of a low environmental impact nature.
- 10.2 Instruction/Supervision
  - 10.2.1 The user group will provide to Kingfisher staff a detailed written outline of activities planned at the Centre for the group.
  - 10.2.2 The user group will be responsible for covering costs of instruction/supervision of their program.

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PROCEDURES****6022**

10.2.3 It is the responsibility of Kingfisher staff to provide an on-site, pre-use orientation to first time user groups.

10.2.4 All outside user groups must follow the supervisor ratios of the ~~Kingfisher~~ **this** Policy as a minimum requirement (Section 6).

10.2.5 User groups are responsible for their own emergency procedures and first aid coverage.

10.3 A fee will be charged for use of ~~Kingfisher Outdoor Education~~ **the Centre**. This charge will be established on an annual basis.

10.4 Canoeing

10.4.1 All participants must wear approved Ministry of Transportation PFDs during all canoeing activities.

10.4.2 Canoeing instruction and activities with youth will meet the supervision and instruction ratios stated in 8.6.

**11. Review**

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

<b><u>Cross Reference</u></b>	<b><u>Date Approved</u></b>	<b><u>Legal Reference</u></b>
Policy 6022, Kingfisher Outdoor Education	November 1985	_____
Policy and Procedures 3040, Transportation	<b><u>Date Revised</u></b>	_____
Policy and Procedures 6020, Extended Field Trip	June 24, 2003	
Policy and Procedures 8011, Use of School Buildings, Facilities and Grounds	Reviewed by: _____	
<b><i>Policy and Procedures 8010, Fees for Learning Materials and Activities</i></b>		

## **MATERIAL TO BE COVERED IN CLASS BEFORE CANOEING AT KINGFISHER**

1. Canoes and Paddles
  - parts of a canoe
  - parts of and different style of paddles
  - proper sizing of a paddle
2. Life jackets and PFD's
  - differences between the two
  - why they must be worn
  - how to properly fit and wear them
  - how to care for them
3. Safety Equipment
  - what is required
  - how and when they are used
4. Clothing and Other Incidentals
  - proper clothing
  - sunglasses and sunscreen
  - bring your medications
  - things to make your paddle more pleasant ie: binoculars, snacks, etc.
5. Where Are You Going?
  - plan your route
  - tell someone where you are going and when you intend to come back
6. Weather and Water Conditions
  - what situations can weather conditions create
  - where to get weather forecasting information
  - recognizing a weather change
  - what to do if the weather changes
  - air and water temperature
7. Risks of Canoeing
  - know your limits
  - hypothermia
  - drowning
  - being overdue
8. Benefits of Canoeing
  - physical fitness
  - being outside
  - being in the natural environment
  - having the opportunity to cooperatively work with others
  - a chance to plan an activity
  - a challenging activity that can be met and will boost confidence

## **Constituent Input to Kingfisher Outdoor Education Policy & Procedures 6022**

**Input received from Susan Blekkenhorst:**

### **Policy 6022 KINGFISHER OUTDOOR EDUCATION**

*3.5 Children with special needs will be considered on an individual basis for participation in Kingfisher programs.*

### **Procedure 6022 KINGFISHER OUTDOOR EDUCATION**

*3.3.3 Children with special needs and/or physical and/or mental disabilities will be considered on an individual basis for participation in Kingfisher programs. This decision will be made by the Principal in consultation with the classroom teacher and parent/guardian. The school and parent/guardian are responsible for any additional supervision or care required for individual children.*

I spoke with a lawyer from ARCH and was provided with the opinion that paragraphs such as these do not meet the Board's human rights obligation and duty to accommodate up to a point of undue hardship. It is also the Board's responsibility to demonstrate undue hardship. The Ontario Human Rights Commission provides two documents available online (*Policy and Guidelines on Disability and the Duty to Accommodate* and *Guidelines on Accessible Education*) which can be used as resources. My experience with LPS has typically been one of cooperation however, I would suggest that Board policies should meet legal requirements.

**I recommend the complete removal of these paragraphs as they exemplify exclusionary practices.** In a truly inclusive system, there would be no need for these statements in a policy or procedure. The question should not be whether or not to include any student, but rather, *how will we include all students and ensure the experience is valuable to the students?* PPM 119<sup>1</sup> directs us to consider the Equity and Inclusive Education Strategy in the policy review process which is supported in LPS Policy 1020 Equity and Inclusive Education<sup>2</sup>. Policy 1020 also provides a definition of

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<sup>1</sup> *Through cyclical policy reviews, boards will embed the principles of equity and inclusive education in all their other policies, programs, guidelines, and practices, so that an equity and inclusive education focus is an integral part of every board's operations and permeates everything that happens in its schools.*

<sup>2</sup> *4.1 Board Policies, Guidelines, and Practices*

*Board policies, procedures, guidelines, and practices shall reflect Lakehead District School Board Core Values: Integrity, Acceptance, Respect, Responsibility and Empathy and ensure the needs of all students and staff are addressed. They shall reflect, respect and value diversity in the school community and workplaces, particularly towards the inclusion of all groups. Lakehead District School Board will review this commitment as part of the regular review process.*

equity and inclusive education that would not support exclusion of any student<sup>3</sup>. Highlighting the potential for excluding a student on the grounds of special needs in board policy and procedure not only singles out a specific sector of our student population, but also does not meet the expectations of Policy 1020. Any form of exclusion based on perceived incapacabilities is discriminatory in nature as highlighted in Procedure 1020 Appendix B: Definitions<sup>4</sup>.

*Our schools should be places where students not only learn about diversity but experience it<sup>5</sup>.* Continuing to condone exclusionary practices within board policy and procedure will only serve to deny opportunities for students and to perpetuate negative societal attitudes which impose barriers for our students with exceptionalities.

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<sup>3</sup> *Equity and Inclusive Education*

- *Is a foundation of excellence; In a diverse society, equity is a fundamental requirement for educational excellence and high standards of student achievement*
- *Meets individual needs; Equity does not mean treating all students in the same way but, rather, responding to the individual needs of each student and providing the conditions and interventions needed to help him or her succeed*
- *Identifies and eliminates barriers; All students are supported equitably through the identification and removal of discriminatory barriers that limit their ability to achieve to their full potential*
- *Promotes a sense of belonging; Equity and inclusive education contribute to every student's sense of well-being*
- *Involves the broader community; Effective and meaningful school-community partnerships are an essential component of an equitable and inclusive education system*
- *Builds on and enhances previous and existing initiatives; Sound research and analysis of successful policies and practices form the basis for the development and sharing of resources.*

<sup>4</sup> *Discrimination – an act of making distinctions among social groups based on characteristics such as race, ethnicity, nationality, language, faith, gender, ability, sexual orientation or gender identity that leads to inequitable treatment of members of the targeted groups.*

<sup>5</sup> *Realizing the Promise of Diversity; Ontario's Equity and Inclusive Education Strategy 2009 page 15*

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2012 JAN 10  
Report No. 014-12

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

RE: POLICY REVIEW – 6070 VIDEO SURVEILLANCE POLICY

1. Background

1.1 The Video Surveillance Policy was created to comply with the expectations in the document “Guidelines for Using Video Surveillance Cameras in Schools”, which was developed by the office of the Information and Privacy Commissioner of Ontario.

1.2 The Video Surveillance Policy was approved in February 2005.

2. Situation

2.1 The policy was sent to stakeholders and placed on the Board website for feedback and input on October 19, 2011.

2.2 Due to the cancellation of the December 13, 2011 Standing Committee Meeting, stakeholder feedback and input was extended until December 14, 2011. Constituent groups were informed of the extension.

2.3 The policy was presented to the Parent Involvement Committee at their December 5, 2011 meeting.

2.4 The revised Policy is attached as Appendix A and the Procedures as Appendix B.

3. Next Steps

The document from the Information and Privacy Commissioner will be monitored for changes that may have an impact on the policy.

4. Conclusion

The Video Surveillance Policy and Procedures 6070 effectively represents the expectations of schools that are presented in the document “Guidelines for Using Video Surveillance Cameras in Schools.”

## RECOMMENDATION

It is recommended that Lakehead District School Board approve Policy 6070 Video Surveillance, Appendix A to Report No. 014-12, as amended.

Respectfully submitted,

CHARLES BISHOP  
Education Officer

IAN MACRAE  
Superintendent of Education

CATHERINE SIEMIENIUK  
Director of Education



# STUDENT SERVICES

DRAFT – JANUARY 10, 2012

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Appendix A to  
Report No. 014-12

## VIDEO SURVEILLANCE POLICY

6070

### 1. Rationale

Lakehead District School Board has the responsibility to ensure the safety and security of students, and the protection of Board property.

### 2. Policy

It is the policy of Lakehead District School Board to utilize video surveillance on school board property where it has been demonstrated that there is a need for surveillance, to ensure the safety of students and staff, as deterrent to negative behaviour (i.e., theft or vandalism), and to monitor unauthorized individuals on Board property.

### 3. Guiding Principles

- 3.1 Cameras will only be used when the Administration in each building has indicated that surveillance is necessary.
- 3.2 Cameras will only be used for intended purpose.
- 3.3 Schools will ensure that proper procedures are followed regarding disclosure, retention, disposal and security of video surveillance records.
- 3.4 Camera locations will be authorized by the Principal in conjunction with the Board Administration, ***and will be located only in those areas where it has been determined that surveillance is necessary.***
- 3.5 The Board shall maintain control of, and responsibility for the video surveillance system at all times.
- 3.6 The Board will communicate to parents, staff and students as to the installation of the video surveillance prior to implementation.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Procedures 6070	February 22, 2005	

**VIDEO SURVEILLANCE PROCEDURES****6070****1. Policy**

It is the policy of Lakehead District School Board to utilize video surveillance on school board property where it has been demonstrated that there is a need for surveillance, to ensure the safety of students and staff, or as a deterrent to negative behaviour (i.e., theft or vandalism), and to monitor unauthorized individuals on Board property.

**2. Definitions**

For the purpose of this policy and corresponding procedures:

- 2.1 Personal information will be collected and disclosed in accordance with the Municipal Freedom of Information and Protection of Privacy Act and the Ontario Human Rights Code.
- 2.2 Video Surveillance System refers to a video, physical or other mechanical, electronic or digital surveillance system or device that enables continuous or periodic video recording, observing or monitoring of individuals in school buildings and on school premises.
- 2.3 Record means any information, however recorded, whether in printed form, on film, by electronic means or otherwise, and includes; a photograph, a film, a microfilm, a videotape, a machine-readable record and any record that is capable of being produced from a machine-readable record.

**3. Guiding Principles**

- 3.1 Cameras will only be used when the Administration in each building has indicated that surveillance is necessary.

- 3.1.1 In determining the need for surveillance, Administration may consider the following:

- a history of incidents
    - the physical circumstances of the school
    - whether surveillance would be effective in dealing with or preventing future incidents

- 3.2 Cameras will only be used for the intended purpose.

- 3.2.1 Video surveillance cameras will be used to monitor/record for the safety of staff and students.

- 3.2.2 Video surveillance cameras will be used as deterrent to destructive acts.

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- 3.2.3 Video surveillance records may be used as evidence in any disciplinary action brought against any student arising out of the students conduct and for the enforcement of school rules.
- 3.2.4 Video surveillance records may be used as evidence for any criminal act.
- 3.2.5 Video surveillance shall not be used to monitor employee performance.
- 3.3 Schools will ensure that proper procedures are followed regarding disclosure retention, disposal and security of video surveillance records.
- 3.3.1 Disclosure
- 3.3.1.1 Access and disclosure of video surveillance records will be in accordance with the Municipal Freedom of Information and Protection of Privacy Act.
- 3.3.2 Retention and Disposal
- 3.3.2.1 All video records or surveillance equipment not in use should be stored in a secured environment.
- 3.3.2.2 All information that has not been viewed for law enforcement, school or safety purposes shall not be kept for more than 30 days.
- 3.3.2.3 Any video records that have been used will be stored with the date, time, and area that was recorded.
- 3.3.2.4 When recorded information has been viewed for law enforcement, school or public safety purposes, the information must be retained and securely stored for a minimum of one year following the last date of use of the information, unless the Board determines earlier disposal is acceptable, and the individual to whom the information relates consents to earlier disposal.
- 3.3.2.5 The Principal/Vice Principal(s) will be responsible for ensuring proper retention and disposal of records. Records will be disposed of in a manner such that personal information cannot be reconstructed or retrieved.
- 3.3.3 Security
- 3.3.3.1 Monitors for 'real time' viewing of video surveillance information should be placed in an area out of view from the public.

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- 3.3.3.2 Monitors shall only be viewed by the principal / Vice Principal(s) or by the staff of the Board designated by the Principal / Vice Principal(s).
- 3.3.3.3 Video surveillance information shall only be viewed where an incident has been reported or observed, or to investigate a potential crime.
- 3.3.3.4 The Principal / Vice Principal(s) will be responsible for security of video surveillance information.
- 3.4 Camera locations will be authorized by the Principal in conjunction with the Board Administration.
  - 3.4.1 Cameras will be installed in areas where there is a need for surveillance (i.e., hallways, cafeterias, entryways, outside areas, etc.).
  - 3.4.2 Cameras will be installed in such a way that only the identified area can be monitored.
  - 3.4.3 Video surveillance cameras will not monitor the insides of washrooms, change rooms, offices, staff rooms, or other areas where there is a higher expectation of privacy.
- 3.5 The Board shall maintain control of, and responsibility for the video surveillance system at all times.
  - 3.5.1 Any agreements between the Board and service providers will state that records dealt with or created while delivering a video surveillance system are under the Board's control and are subject to the applicable legislation.
  - 3.5.2 Employees who knowingly or deliberately breach this policy or relevant Acts may be subject to discipline.
  - 3.5.3 If a service provider fails to abide by the policy or provision under the Act, it will be considered a breach of contract and dealt with accordingly.
- 3.6 The Board will communicate to parents, staff and students as to the installation of the video surveillance prior to implementation.

# STUDENT SERVICES

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**6000**

Appendix B to  
Report No. 014-12

## VIDEO SURVEILLANCE PROCEDURES

**6070**

### 3.7 Covert Surveillance

- 3.7.1 Signage will be placed prominently along the perimeter of the surveillance area indicating that video surveillance is in use. Any exception to this, such as specific investigation into criminal conduct, must be authorized by the appropriate Superintendent. It must be demonstrated that covert surveillance is necessary to the success of the investigation, and the need for such surveillance outweighs the privacy interest of the persons likely to be observed. Covert surveillance should only be used as a last resort. Covert surveillance should only occur for limited periods of time. Covert surveillance is not otherwise permitted.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Policy 6070	February 22, 2005	Guidelines for Using Video Surveillance Cameras in Schools (Information and Privacy Commissioner of Ontario).

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