



**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. 8**

**Tuesday, May 22, 2012**

**Jim McCuaig Education Centre**

Catherine Siemieniuk  
Director of Education

Deborah Massaro  
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. Resolve into Committee of the Whole – Closed Session		
5. <b>COMMITTEE OF THE WHOLE – Closed Session – 6:45 p.m. (SEE ATTACHED AGENDA)</b>		
6. Report of Committee of the Whole – Closed Session		
7. Delegations/Presentations		
7.1 Introduction of 2012-2013 Student Trustee	D. Massaro	Verbal
7.2 Westgate Collegiate and Vocational Institute - Tablet Device	I. MacRae	1-2
8. Confirmation of Minutes		
8.1 Regular Board Meeting No. 7 - April 24, 2012	D. Massaro	3-7
9. Business Arising from the Minutes		

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

**LAKEHEAD DISTRICT SCHOOL BOARD**

		<u>Resource Person</u>	<u>Pages</u>
<b><u>MATTERS NOT REQUIRING A DECISION:</u></b>			
10.	Information Reports		
10.1	Ontario Public School Boards' Association (OPSBA) Report	R. Oikonen	Verbal
10.2	Student Trustee Report	S. Philp	Handout
10.3	Common European Framework of Reference (CEFR) (068-12)	S. Pharand	8-9
10.4	Professional Activity Days Devoted to Provincial Education Priorities (051-12)	S. Pharand	10-11
10.5	Aboriginal Education (070-12)	S. Pharand	12-15
10.6	Canadian Red Cross – Healthy Eating Makes the Grade – Delegation (069-12)	S. Pharand/ K. Pozihun	16-17
10.7	Adult Education Program (067-12)	I. MacRae	18-19
10.8	Health and Safety Semi-Annual Report (063-12)	I. MacRae	20-22
10.9	Student Success School Support Initiative (066-12)	C. Kappel/ I. MacRae/ S. Pharand	23-24

11. First Reports

**MATTERS FOR DECISION:**

12. Postponed Reports

13. Recommendations from the Standing Committee (065-12)

13.1	Policy Review – 3073 Corporate Credit Card (055-12)	K. Wilson	25-56
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*It is recommended that Lakehead District School Board approve Corporate Credit Card Policy 3073, Appendix A1 to Report No. 065-12.*

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

**LAKEHEAD DISTRICT SCHOOL BOARD**

13.2 Policy Review – 6061 Administration of Oral Medication  
& 6062 Anaphylaxis and Medical Emergency  
Management (056-12)

*It is recommended that Lakehead District School Board:*

1. *Approve Policy 6061, Administration of Oral  
Medication, Appendix B1 to Report No. 065-12.*
2. *Approve Policy 6062, Anaphylaxis and Medical  
Emergency Management, Appendix C1 to Report  
No. 065-12.*
3. *Revoke Policy 6060, Administration of  
Medication/Anaphylaxis.*

14. Ad Hoc and Special Committee Reports
15. New Reports
16. New Business
17. Notices of Motion
18. Information and Inquiries
19. Adjournment

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



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**REGULAR BOARD MEETING NO. 8**

**Tuesday, May 22, 2012**

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Catherine Siemieniuk  
Director of Education

Deborah Massaro  
Chair

**AGENDA**

**COMMITTEE OF THE WHOLE – Closed Session**

**6:45 P.M. – in the Sibley Room**

	<u>Resource Person</u>	<u>Pages</u>
5.1 Confirmation of Committee of the Whole - Closed Session Minutes		
5.1.1 Regular Board Meeting No. 7 - April 24, 2012	D. Massaro	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Property Matter (073-12)	K. Pozihun	3-5
5.3.2 Recommendation from the Standing Committee (064-12)	K. Wilson	6
5.3.3 Personnel Matter (071-12)	C. Siemieniuk	Handout
5.4 Information and Inquiries		
5.5 Rise and Report Progress		

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

**LAKEHEAD DISTRICT SCHOOL BOARD**



Lakehead Public Schools

## CELEBRATING STUDENT ACHIEVEMENT

School: Westgate Collegiate and Vocational Institute

Title of Initiative: Tablet Device

Components of Initiative	School's Details
1. Description of the nature of the initiative to improve student achievement	Using Tablet Devices to enhance the Advanced Placement program at Westgate. (English, Science, and Mathematics)
2. Rationale for selecting the initiative	Access to wireless resources, and electronic literacy activities. Increase Student engagement. Use tablet technology, and using various applications to enhance student learning.
3. Intended outcomes of the initiative related to improved student achievement	Engage students to use Electronic Resources for textual reading and learning. Use various applications to enhance their learning for higher order learning. Increase the opportunities for student to do research based learning within a traditional classroom vs. a computer lab.
4. Description of the data used	Verbal and written feedback from students. Increased student engagement and participation in lesson, increase in awareness of learning goals. - use of wireless connections to Westgate's wireless network.
5. <b>Brief</b> description of the significant activities or strategies involved with the initiative	In Advanced Placement (AP) English students are using the tablet to read through specific literary texts. The version of the novel or short story is in an electronic form (ibook) on the device. Students can use the device to do any or all of the following: - Use the electronic dictionary/thesaurus on the device to look up unfamiliar terms - Use the Internet browser to look up history of author, or research about the time period referred to in the novel/short story or when the novel/short story was written

6. <b>One or two</b> highlights of the above activities	<p>The students are able to find/gather information quite quickly and can then read/watch/discuss their findings with the class. Use the table to connect to the LCD projector/smart board and can show their work/learning.</p> <p>Teacher led centre, now become student centered with students teaching other students their findings.</p>
7. Description of any unexpected results or “moments of serendipity” related to the initiative	<p>Initially overcoming several I.T. technical requirements, i.e. hardware/software issues.</p> <p>Students were able to help overcome some of the technical barriers.</p> <p>Students are able to adapt very quickly and embraced the technology to how they “use” technology to their advantage</p> <p>Grade 9 and 10’s are not strong on Internet research base skills, only use “Google” as their source. (starting point ok)</p> <p>Grade 11 and 12’s are very strong, but they two need to know how to source information (MLA (Modern Language Association), and bibliographic information)</p> <p>3 Tiers – 1. Research skills, 2. Credible, 3. Utilize the technology and multi-tasking.</p>
8. Description of <b>one or two</b> interesting findings that would be useful or helpful to other schools	<p>The device/tablet used should not be the focus of the assignment but rather how the device/table is used to engage student in their learning.</p> <p>Be aware of the pitfalls and teachable moments and how to “role” with students when unexpected things don’t work as intended.</p> <p>Increase in creative thinking as students share, the various ways to identify how they learned what they learned creates excellent discussion for follow up by teacher.</p>
9. Identification of <b>one or two</b> noteworthy hurdles or stumbling-blocks	<p>Specific technical issues (Ipad – software) and focus not just to be on the applications.</p> <p>Access to the devices (only 1 class set (30) in the school)</p> <p>Some sections of the schools do not have wireless access. Not available throughout the school.</p> <p>Be aware of students using the built in digital and video camera. (almost on all electronic devices today)</p>
10. Next steps in pursuing the initiative	<p>Allow teachers to share best practices as well as other courses use the devices/tablets to see how it engages other levels. (academic/applied/locally)</p> <p>Additional training for staff</p> <p>Expanding the number of devices and using multiple platforms (Ipad vs Playbooks)</p>
11. Lessons learned about the school’s efforts to improve student achievement	<p>Increased engagement.</p> <p>Using the technology to embrace Differentiated instruction as well as Assessment and Evaluation.</p>

LAKEHEAD DISTRICT SCHOOL BOARD

**MINUTES OF REGULAR BOARD MEETING NO. 7**

Board Room  
Jim McCuaig Education Centre

2012 APR 24

**TRUSTEES PRESENT:**

Deborah Massaro (Chair)  
Karen Wilson (Vice Chair)  
Marg Arnone  
Pat Johansen

Lori Lukinuk – via teleconference  
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:**

Sue Doughty-Smith, OSSTF - Educational Assistants  
Terry Hamilton, OSSTF – TBU  
Donica LeBlanc, Lakehead Principals/Vice Principals  
Jeff Upton, Lakehead Principals/Vice Principals

**PUBLIC SESSION:**

1. **Approval of Agenda**

Moved by Trustee Johansen

Seconded by Trustee Saarinen

*“THAT the Agenda for Regular Board Meeting No. 7, April 24, 2012 be approved.”*

**CARRIED**

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

Moved by Trustee Arnone

Seconded by Trustee Oikonen

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

- *Confirmation of Committee of the Whole – Closed Session Minutes*
  - *Regular Board Meeting No. 5*
  - *March 27, 2012*

- *Confirmation of Committee of the Whole – Closed Session Minutes*
  - *Board Meeting (Special) No. 6*
  - *April 10, 2012*
- *Personnel Matter (050-12)*

*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 Saarinen

Seconded by Trustee Johansen

*“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. 5, March 27, 2012.’*

*‘THAT Lakehead District School Board approve the Committee of the Whole – Closed Session Minutes of Board Meeting (Special) No. 6, April 10, 2012.’*

*‘THAT Lakehead District School Board, in accordance with the Education Act and Regulations Section 228. (1), excuse Trustee Lukinuk from Regular Board meetings from April to December 2012 for attendance at the Provincial Discussion Tables, as required.’”*

*“THAT the Report of Regular Board Meeting No. 03, January 25, 2012 – Committee of the Whole – Closed Session be adopted with the recommendations contained in Report No. 029-11.”*

CARRIED

5. Trustee Award of Recognition – Jessica Serson – Hammarskjold High School

Trustee Arnone, on behalf of the Board, presented Jessica Serson with the Trustee Award of Recognition. Jessica received her award for her receipt of the Ontario Secondary Student Teachers’ Federation (OSSTF) Achievement Award – Writing Excellence for *Butterflies and Salt*.



6. Trustee Award of Recognition – Vicki Shannon – Sir Winston Churchill Collegiate and Vocational Institute

Trustee Massaro, on behalf of the Board, presented Vicki Shannon with the Trustee Award of Recognition. Ms. Shannon received her award for her accomplishments as an advocate for students and educators in Northern Ontario and her ever-evolving role as a leader.

Ms. Shannon thanked Trustees for her award.

7. Confirmation of Minutes

Moved by Trustee Wilson

Seconded by Trustee Arnone

*“THAT Lakehead District School Board approve the Minutes of Regular Board Meeting No. 5, March 27, 2012.”*

CARRIED

8. Confirmation of Minutes

Moved by Trustee Saarinen

Seconded by Trustee Oikonen

*“THAT Lakehead District School Board approve the Minutes of Board Meeting (Special) No. 6, April 10, 2012.”*

CARRIED

MATTERS NOT REQUIRING A DECISION:

9. Trustee Oikonen, Ontario Public School Boards' Association Director and voting delegate, informed the Board that the next OPSBA Board of Directors' meetings will take place on April 27 and 28.

10. Student Trustee Report

Stephanie Philp, Student Trustee, provided a handout as her report. Items addressed included: 2012-2013 Student Trustee selection process, Ontario Student Trustees' Association's (OSTA-AECO) 2012 Student Survey, Youth Embracing Diversity in Education (YEDE) conference, and the Student Trustee Reference Manual. All Trustees' questions were addressed.

11. Success Advisory Committee Meeting Report

Trustee Wilson, the Trustee representative on the Success Advisory Committee, presented this verbal report highlighting the April 12 meeting. Highlights included: 6061 Administration of Oral Medication and 6062 Anaphylaxis and Medical Emergency Management policies, Mental Health Steering Committee, Youth Embracing Diversity in Education (YEDE) conference, and Summer Literacy Program. The next Success Advisory Committee meeting will be held on June 7.

12. Learning Through the Arts (054-12)

Sherri-Lynne Pharand, Superintendent of Education, introduced Nicole Walter Rowan, Program Coordinator, and Crystal Nielsen, Regional Manager of Learning Through the Arts, who presented the report. Initiatives highlighted included: orientation sessions, partnerships, staff training, and dance, drama, music, and visual art programs. All Trustees' questions were addressed.

13. Student Achievement – Mid Year Update (052-12)

Sherri-Lynne Pharand, Superintendent of Education, introduced Robin Tabor-John, Elementary Program Coordinator, Nicole Walter Rowan, Program Coordinator, Paul Tsekouras, Secondary Program Coordinator, and Theresa Mayer, Special Education Resource Teacher, who presented the report. Initiatives highlighted included: numeracy and literacy goals, Developmental Reading Assessment (DRA), resources and supports for all students, Student Work Study Teacher (SWST), secondary mathematics applied and academic, credit accumulation, and next steps. All Trustees' questions were addressed.

MATTERS FOR DECISION:

14. Recommendation from the Standing Committee (049-12)

Policy Review – 3074 Travel and Reimbursement & 3075 Trustee, School Council Member and Non-Trustee Board Committee Member Expenditure (045-12)

Moved by Trustee Wilson

Seconded by Trustee Playford

*“THAT Lakehead District School Board approve:*

1. *The combining of 3074 Travel and Reimbursement and 3075 Trustee, School Council Member and Non-Trustee Board Committee Member Expenditure into one policy.*
2. *The draft policy be sent out for stakeholder input on April 18, 2012 with input to be received by May 30, 2012; and*
3. *The draft policy be presented at the Standing Committee Meeting of June 12, 2012.”*

Amendment

Moved by Trustee Wilson

Seconded by Trustee Playford

*“Item number two – strike the words ‘April 18, 2012’ and insert the words ‘April 25, 2012’.”*

CARRIED

Amended Main Motion

Moved by Trustee Wilson

Seconded by Trustee Saarinen

*"THAT Lakehead District School Board approve:*

1. *The combining of 3074 Travel and Reimbursement and 3075 Trustee, School Council Member and Non-Trustee Board Committee Member Expenditure into one policy.*
2. *The draft policy be sent out for stakeholder input on April 25, 2012 with input to be received by May 30, 2012; and*
3. *The draft policy be presented at the Standing Committee Meeting of June 12, 2012."*

CARRIED

15. Bill 13 – Accepting Schools Act, 2011 (053-12)

Moved by Trustee Oikonen

Seconded by Trustee Playford

*"THAT Lakehead District School Board send a letter to the Minister of Education supporting Ontario Public School Boards' Association's position on Bill 13, the legislation to implement Accepting Schools Act, 2011, as outlined in Appendix A to Report No. 053-12."*

CARRIED

16. Information and Inquiries

- 16.1 Trustee Oikonen reported that he and Trustees Massaro and Wilson attended the Achievement Program launch at Sherbrooke Public School on April 11. Trustee Oikonen thanked Sherbrooke Public School's staff for hosting the event.
- 16.2 Trustee Johansen reported that she and Trustees Arnone, Massaro, and Saarinen were in attendance at a meeting with a Russian delegation to discuss challenges to deliver Aboriginal Education in remote communities.
- 16.3 Trustee Lukinuk reported that she attended the National School Boards' Association's Annual Conference held April 21 to 23.
- 16.4 Student Trustee Philp reported that Westgate Collegiate and Vocational Institute's production of *"Seussical the Musical"* will be held from May 1 to 3 at Westgate Collegiate and Vocational Institute.

17. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Oikonen

*"THAT we do now adjourn at 8:58 p.m."*

CARRIED

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2012 MAY 22  
Report No. 068-12

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

RE: COMMON EUROPEAN FRAMEWORK OF REFERENCE (CEFR)

1. Background

- 1.1 The Common European Framework of Reference for Languages (CEFR) was accepted by the Canadian Council of Ministers of Education as a tool to describe, teach and assess second language proficiency for beginners through to proficient users.
- 1.2 The Ontario Ministry of Education is currently revising all French curricula for implementation in September 2013, using the CEFR as a “Guiding Principle”.
- 1.3 Lakehead District School Board has participated in the Ministry of Education’s CEFR Project since 2009, and is the Regional Lead Board for 2011-2012.
- 1.4 The internationally recognized “French Diploma” based on the CEFR is called the “Diplôme des Etudes en Langue Française” (DELF).
- 1.5 Lakehead District School Board has three teachers who are official DELF Corrector/Examiners and one official Examiner Trainer.

2. Situation

- 2.1 Lakehead District School Board held training this year for secondary and elementary core and immersion teachers enabling them to implement the CEFR.  
  
This included Regional Face to Face Workshops organized by Lakehead District School Board (Introduction, A.I.M. and the CEFR in Core French) and follow-up Professional Development in the form of cross-school PLCs for Elementary French Immersion teachers and Core French PLCs for both panels.
- 2.2 Lakehead District School Board carried out a DELF pilot project this April in collaboration with the Thunder Bay Catholic District School Board.
  - 2.2.1 Lakehead District School Board was approved as an official DELF Satellite Centre under the direction of Ottawa Carleton District School Board.
  - 2.2.2 All nine Grade 12 French Immersion students challenged the highest level possible for secondary students—B2, while the two Core French students challenged the next-highest level—B1.

- 2.2.3 The small number of candidates limits public reporting of the students' results.
- 2.2.4 Results from the Student Survey following the exam indicate a high level of enjoyment in taking French.
- 2.2.5 The Student Survey also indicated that almost all students felt the DELF exam was a 'fair measure of Grade 12 French proficiency'.
- 2.3 Lakehead District School Board is participating in a joint Ontario Ministry of Education/Council of Europe project to produce exemplars of oral interviews and written texts that will be used for the professional development and training of DELF examiners.

### 3. Next Steps

- 3.1 The DELF results will be used to help plan instruction and assessment as well as professional development activities.
- 3.2 Lakehead District School Board will continue to be actively involved with the Ministry of Education's CEFR Project and continue the role of Regional Lead Board in 2012-2013 in order to build on the positive results experienced so far.
- 3.3 The Program Department will review the DELF Satellite Pilot Project to determine the feasibility of making the DELF an annual opportunity for graduating students.

Lakehead Public Schools will work toward using the DELF as the basis for French Proficiency testing of French Immersion and Core French teachers.

### 4. Conclusion

Improving student learning and achievement in French Second Language will continue to be an area of focus for Lakehead District School Board. Continued participation in the Ontario Ministry of Education's CEFR Project and ongoing professional development for teachers will help every student set and achieve high personal goals for French proficiency which, in turn, will give them a distinct advantage in work, study and travel in Canada and internationally.

Respectfully submitted,

DIANE SCOCCHIA  
French Resource Teacher

ROBIN TABOR-JOHN  
Elementary Program Coordinator

SHERRI-LYNNE PHARAND  
Superintendent of Education

CATHERINE SIEMIENIUK  
Director of Education

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2012 MAY 22  
Report No. 051-12

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

RE: PROFESSIONAL ACTIVITY DAYS DEVOTED TO PROVINCIAL EDUCATION  
PRIORITIES

1. Background

- 1.1 The Ministry of Education and Training Regulation 304, “School Year Calendar, Professional Activity Days”, made under the Education Act, provides that school boards will designate two professional activity (PA) days per school year which must be devoted to provincial education priorities as outlined in Schedule 1 of Regulation 304.
- 1.2 The Appendix of Policy/Program Memorandum No. 151 outlines the criteria that determine the scope of these professional activities:
  - one PA day must be devoted to developing and implementing strategies to improve and/or close the gaps in student achievement in numeracy
  - the other must maintain a central focus on improving student achievement and student success and/or closing gaps in student achievement.
- 1.3 Report No. 044-11, School Year Calendar 2011-2012, presented to the Board at the February 22, 2011 Regular Board Meeting, identified six Professional Activity Days for this school year.

2. Situation

- 2.1 Professional Activity Days provide school and central staff with an opportunity to focus on student and teacher learning.
- 2.2 September 6, 2011 and April 20, 2012 Professional Activity Days comply with the specific provincial education priorities outlined in Policy/Program Memorandum No. 151.

2.2.1 Overview of September 6, 2011

K-12:

- Reflecting on the past year and developing school improvement plan numeracy smart goals that support board improvement plan targets
- Developing and implementing strategies to improve student achievement in numeracy.

### 2.2.2 Overview of April 20, 2012

K-12:

- Reflecting on school improvement plans and formulating next steps to support student achievement and engagement
- Promoting instructional leadership
- Using student work and other data to reflect on results of professional learning cycles and inform instruction.

#### 4. Conclusion

The focus on Provincial education priorities for Professional Activity Days continues to support K-12 alignment and school improvement planning within Lakehead District School Board. Through a consistent focus on student work, professional learning and school improvement plan monitoring, Lakehead District School Board will continue to support the learning of all students.

Respectfully submitted,

ROBIN TABOR-JOHN  
Elementary Coordinator

PAUL TSEKOURAS  
Secondary Coordinator

SHERRI-LYNNE PHARAND  
Superintendent of Education

CATHERINE SIEMIENIUK  
Director of Education

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2012 MAY 22  
Report No. 070-12

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

RE: ABORIGINAL EDUCATION

1. Background

- 1.1 The goals of Lakehead District School Board remain aligned with those outlined in the Ministry of Education's *Ontario First Nation, Métis and Inuit Education Policy Framework*, released in January of 2007.
  - 1.1.1 The *Policy Framework* identifies Aboriginal education as one of the Ministry of Education's key priorities, with a focus on:
    - improving achievement among First Nation, Métis, and Inuit students; and,
    - closing the gap between Aboriginal and non-Aboriginal students.
  - 1.1.2 Gap closing is further focused on the areas of:
    - literacy and numeracy;
    - retention of students in school;
    - graduation rates; and,
    - advancement to postsecondary studies.
- 1.2 With the support of the Board and Ministry funded grants, Lakehead District School Board continues to improve and expand programming that supports First Nation, Métis and Inuit students in achieving their educational goals.

2. Situation

- 2.1 Through at-the-elbow coaching and school- and system-based professional development, the Aboriginal Education Resource Teacher continues to work collaboratively with community members and staff to:
  - identify opportunities to embed indigenous knowledge and First Nation, Métis and Inuit perspectives in the curriculum;
  - utilize teaching strategies that are appropriate for Aboriginal learner needs; and,
  - develop school and class environments that encourage Aboriginal student and parent engagement.
- 2.2 The Aboriginal Community Liaison Officer continues to work with staff and the Aboriginal community to expand Board/school/community partnerships that support and enhance Aboriginal student learning and engage Aboriginal parents/guardians. This work is linked to the Aboriginal Education Advisory



Committee (AEAC) work plan and over the 2011-2012 school year, has been focused on:

- updating the Aboriginal Education Handbook, *Aboriginal Presence in our Schools: A Guide for Staff*;
- training for non-Aboriginal *Learning Through the Arts* artists;
- updating and translating information on the Board website;
- organizing consultations to update the Voluntary Self-Identification Policy;
- supporting work of the Aboriginal Transitions Committee;
- training new and continuing Advocates for the Parent/Guardian Volunteer Advocacy Program;
- collaborating with the Aboriginal Education Resource Teacher and Program Department staff to provide school- and system-based professional development.

2.3 System wide initiatives and partnerships to support First Nation, Métis and Inuit students' literacy and numeracy achievement and to increase retention of students in school that have been developed and extended during the 2011-2012 school year include:

- high school and parent presentations by David Bouchard;
- Achievement Project partnership with Lakehead University; and,
- expansion to the Summer Literacy Learning Program.

2.4 Over the 2011-2012 school year, the Family Connections Program has operated at three locations: McKellar Park Public School, Sherbrooke Public School and St. James Public School. Programming for parents who would like support helping their child/children be successful at school is offered during the school day. Opportunities for parents to complete a high school credit are also available.

2.5 Special Assignment Teachers (SATs) in each high school continue to identify, communicate and coordinate opportunities for staff to provide experiences within and beyond the school day that will engage, support and celebrate Aboriginal student participation within the school and community. Program Department staff, including the Aboriginal Education Resource Teacher and Aboriginal Community Liaison Officer, has been available to support the SATs in their role at the school.

2.6 Native Studies and Native Language courses continue to be offered system wide.

2.6.1 Native Language continues to be offered through in three elementary schools:

- Armstrong Public School
- Algonquin Avenue Public School and École Gron Morgan Public School as a pilot project.

2.6.2 Native Studies and Native Language classes continue to be offered in all four secondary schools.

2.6.3 A Grade 12 College and University course at Westgate Collegiate and Vocational Institute, Issues of Indigenous Peoples in a Global Context, is

being offered this semester as a dual credit with Lakehead University as a pilot project.

2.7 A pilot project, designed to promote student engagement and increase student achievement of First Nation students who have transitioned into the community and First Nation students who reside in the Thunder Bay area, has been established semester two at Sir Winston Churchill Collegiate and Vocational Institute. Additional funding, through a Ministry grant, has been provided to hire a *Tutor in a Cultural Learning Environment*. The tutor:

- provides tutoring to support learning needs of First Nation students;
- assists First Nation students who need information about the school, the community, career or volunteer opportunities;
- provides extra support, if required, to First Nation students writing the OSSLT;
- tracks attendance of students who access the Cultural Learning Environment;
- works with the Churchill student services, administration and social worker to ensure that the needs of the students are being met;
- fosters Aboriginal students leadership skills;
- facilitates opportunities for students to communicate with family and friends in their home communities; and,
- communicate with parents/guardians/education counselors.

The tutor promotes the appreciation of Aboriginal perspectives, values and cultures by all students and staff by:

- assisting with the planning and organizing of cultural events, guest speakers or workshops;
- increasing opportunities to share cultural knowledge with the staff and students of Churchill; and,
- creating a welcoming environment in the classroom with the input of the students who will be working with the tutor.

### 3. Next Steps

- 3.1 Program department staff will identify grades and courses to participate in Aboriginal Education professional development in the 2012-2013 school year.
- 3.2 Following consultation, the Aboriginal Community Liaison Officer will update the Voluntary Aboriginal Self-Identification policy. Updates will allow for the collection of more specific student achievement data to inform improvement planning and decision-making related to supporting increased student success.
- 3.3 School and central staff will continue to monitor the Native Language pilot program at École Gron Morgan and Algonquin Avenue Public Schools.
- 3.4 School and central staff will continue to monitor the impact of the *Tutor in a Cultural Learning Environment* pilot project on student engagement and achievement at Sir Winston Churchill CVI and consider expansion.

4. Conclusion

With the support of Trustees, Lakehead District School Board continues to use student achievement and engagement data to inform decisions and provide programming that:

- improves achievement among First Nation, Métis, and Inuit students;
- closes the gap between Aboriginal and non-Aboriginal students; and,
- ensures high levels of public confidence.

Miigwetch

Respectfully submitted,

AMY FARRELL  
Aboriginal Community Liaison Officer

NICOLE WALTER-ROWAN  
Program Coordinator

SHERRI-LYNNE PHARAND  
Superintendent of Education

CATHERINE SIEMIENIUK  
Director of Education

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2012 MAY 22  
Report No. 069-12

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

RE: CANADIAN RED CROSS – HEALTHY EATING MAKES THE GRADE – DELEGATION

1. Background

At the March 27, 2012 Regular Board Meeting, a delegation from the Garden Committee for Healthy Eating Makes the Grade provided a presentation on school food gardens and their importance to school communities.

2. Situation

2.1 Lakehead District School Board has a number of schools that have implemented a garden. In each case, they are connected to the curriculum and provide valuable learning opportunities for students.

2.2 School gardens are complex in their implementation. They require a strong partnership with a committed group of volunteers within the school community to weed, water and care for the garden since the majority of the growing months in Thunder Bay are during the summer months.

3. Next Steps

3.1 There are many steps and considerations from a program, plant, personnel and finance perspective when considering the implementation of a successful school garden.

3.2 To support schools and school councils, who wish to develop a garden, a protocol will be developed by June 2013. A committee will be struck to develop the protocol.

4. Conclusion

Lakehead District School Board is committed to programs and initiatives that support student learning and healthy living.

Respectfully submitted,

SHERRI-LYNNE PHARAND  
Superintendent of Education

KATHY POZIHUN  
Superintendent of Business

CATHERINE SIEMIENIUK  
Director of Education

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2012 MAY 22  
Report No. 067-12

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

RE: ADULT EDUCATION PROGRAM

1. Background

- 1.1 Lakehead Adult Education Centre's (LAEC) mission is to serve a diverse multi-cultural and multi-aged community with the highest quality of education.
- 1.2 Lakehead District School Board has offered Adult Education to the community of Thunder Bay since approximately 1982, responding always to the needs of the community and its economy.

2. Situation

- 2.1 Currently, off site locations providing service include the Friendship Centre, District Jail, Canadian Mental Health Association, March of Dimes, Thunder Bay Correctional Centre, and Ontario Works.
- 2.2 A variety of delivery styles and programming is used including:
  - A unique distance education model for remote First Nations. This model has been recognized in a report prepared for Human Resources and Skills Development Canada (HRSDC) "Best Practices in Aboriginal Adult Education in Canada";
  - English as a Second Language 2012-2013. This program, funded through Ministry of Citizenship and Immigration (MCI) will see the introduction of the Centre for Language Assessment and Referral Service in the fall of 2012;
  - Native as a Second Language. This program includes both language acquisition and cultural components;
  - International Languages. These are offered to elementary school-aged children – this has expanded this year to include Karen/Burmese, as well as Mandarin, Arabic, and Finnish;
  - Family Connections – an opportunity for parents to learn how to help their children be successful in school;
  - Correspondence/Self-study. This model of credit delivery with teacher support enables students who are working or parenting to earn credits needed for their Grade 12 diploma or further training/education;
  - Structured classrooms for PLAR support and the Ontario Secondary School Literacy Course – Ontario Works students have increased participation by 42% in the PLAR classroom and 33% in the OLC classroom;

- LAEC has a highly developed network of community partners that work collaboratively to meet the needs of our students. This includes community agencies, ministries, business, educational institutions and labour groups. Our students are also parents of children in our schools, and their successes are intertwined. As well, the partnering agencies' employees are parents of children in our schools; the opportunity to build bridges and good will are critical to Lakehead District School Board.

### 3. Update

- 3.1 As part of the Board Improvement Plan, LAEC is committed to increasing lesson completion and thereby the graduation rate. In 2011, the lesson count went up by .004% and the graduation rate increased by 19% (from 137 in 09/10 to 163 in 10/11).
- 3.1.1 The School Improvement Project completed in 2010-2012 has provided rich data that informs current practices. This includes providing support to reduce exam anxiety thus increasing credit completion going forward.
- 3.2 Provincially, Adult Education programming is supported by three Ministries: Ministry of Education (EDU), Ministry of Citizenship and Immigration (MCI) and Ministry of Training Colleges and University (MTCU). With EDU as the lead, four projects were funded across the province to enhance partnerships that benefit adult learners. Lakehead District School Board, through LAEC, was selected to conduct one of these projects.
- 3.2.1 As a result, the Northwest Education and Training Access Network (NETAN) has been established to build regional partnerships and help ensure students get to the right place at right time. (one-stop-shop concept).
- 3.2.2 Deliverables include the information brochure – “I Can”, a website and a referral form. A final report will include a business case for ongoing support of NETAN to ensure information is updated and maintained.

### 4. Conclusion

Through the ongoing support of Lakehead District School Board, Lakehead Adult Education Centre continues to provide the support needed for student achievement regardless of age.

Respectfully submitted,

BARBARA KUCHERKA  
Manager, Lakehead Adult Education Centre

IAN MACRAE  
Superintendent of Education

CATHERINE SIEMIENIUK  
Director of Education

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2012 MAY 22  
Report No. 063-12

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

RE: HEALTH AND SAFETY 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 a brief update of some recent activities in Health and Safety to ensure compliance with the various Acts and Regulations.

2. Situation

2.1 Safety Leadership Award

School Boards' Co-operative Inc. has created a Safety Leadership Award Program that recognizes safety performance statistically for various size school boards in Ontario for different categories. In this inaugural year, Lakehead District School Board was a recipient of the "Most Improved Board" award for middle sized school boards. The hard work by all employee groups, joint health and safety committees and management staff has made this award possible. The Board should be very proud of its achievements.

2.2 Employee Training

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

2.2.1 First Aid Training

First Aid, CPR/AED training certificates are only valid for three years at which time re-certification is required. First Aid courses were held and a total of 55 employees completed training this school year. Each school is well staffed with people certified in First Aid. A partnership with Whitesands First Nation was developed with the help of John Clouthier, Principal of Armstrong Public School to provide cost effective First Aid training for ten school employees.

2.2.2 Joint Health and Safety Committee Development

Each site within Lakehead District School Board has a joint Health and Safety committee comprised of worker and management representatives



working together to help make their site a safer place to work and learn. To enhance the functionality of the committee, a full day orientation session is held early in the school year. One worker member from each committee was in attendance. Items covered included Health and Safety law, roles and responsibilities of the committees and school fire safety. The result of this orientation session is better workplace inspections being conducted with corrective action taking place.

### 2.2.3 Custodial Ergonomic Session

Each year an ergonomic session for custodians called “Clean Sweep”, which is centered on sweeping, mopping and material handling activities that tend to create strain injuries, is provided. The CUPE Modified Work Committee has become the leader in providing this training session. This was the forth year in a row in which a program dealing with ergonomics has been provided to custodians. The programs are having a positive effect on the injury rate for custodians and the feedback has been very positive.

### 2.2.4 On-Line Training

On-line training in certain safety related topics is an easy, cost efficient way to provide training to a large number of employees. Some of the on-line safety training courses being offered this year are:

- Violence in the Workplace which all employees must complete.
- WHMIS is being offered to Co-op students at the Adult Education Centre and to students in the Storefront program.
- Students in the Storefront program are also taking an on-line course on Violence in the Workplace for the Service Sector.
- Blood Borne Pathogens training is being completed by the Custodial and Educational Assistants employee groups.

### 2.2.5 Planned or Up Coming Training

#### 2.2.5.1 Supervisor Training

In April of 2012, the Occupational Health and Safety Act has been amended to reflect the increase in workplace injuries in Ontario. One new area is mandatory training for all supervisors. The Board is currently scheduling a one day training session for supervisory personnel by School Boards' Co-operative Inc. which will cover such topics as duties, leadership, various workplace hazards, violence and accident investigation.

#### 2.2.5.2 Secondary Science Teachers Lab Safety

Secondary science teachers have asked for further training in dealing with hazards in handling, storage and disposal of chemical waste in the science labs. This training program is currently being developed. Delivery of the proposed training is planned for the 2012-2013 school year.

#### 2.2.5.3 Education Assistants Ergonomic Training

Similar to the custodial clean sweep training, there is a new ergonomic training program for Educational Assistants called Smart Start. This training focuses on lifting and moving students, working and assisting students with various activities. Delivery of the proposed training is planned for the 2012-2013 school year.

Currently this program is provided by School Boards' Co-operative Inc., but the goal is to have Educational Assistants deliver the training to their peers.

#### 2.2.5.4 Dust Hazards in Woodworking Shops

Fine dust is produced in woodworking shops, and under the right conditions, can pose a risk of fire or explosions. A program of equipment inspections, maintenance and housekeeping has been developed. One component of the program is staff training. A local Occupational Hygienist will be providing this training to woodshop teachers and custodians before the end of this school year.

### 3. Conclusion

Lakehead District School Board is committed to continuous staff development and training for all staff to ensure a safe working and learning environment for all.

Respectfully submitted,

RICK MOLLOY  
Health and Safety Officer

IAN MACRAE  
Superintendent of Education

CATHERINE SIEMIENIUK  
Director of Education

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2012 MAY 22  
Report No. 066-12

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

RE: STUDENT SUCCESS SCHOOL SUPPORT INITIATIVE

1. Background

- 1.1 The Student Success School Support Initiative (SSSSI) is a partnership between the Student Success/Learning to 18 Implementation, Training and Evaluation Branch of the Student Achievement Division of the Ministry of Education and a number of school boards in Ontario.
- 1.2 This initiative flows directly from the Student Success/Learning to 18 Strategy and focuses on schools where the indicator data points to a significant number of students not being on track to graduate. The data, including credit accumulation, compulsory course pass rates, achievement levels and EQAO results, identifies students who are struggling to meet the provincial target of graduation within four or five years of entering Grade 9.
- 1.3 The School Support Initiative (SSI) is grounded in research referencing the work of Fullan, Schmoker, Marzano, Elmore, Hargreaves, Leithwood and others that provide evidence of the key strategies to enhance success and positive outcomes for students. These strategies include the use of evidence-based instructional practices; the setting of high expectations for student achievement responsive to individual needs; the focused collaboration of staff in professional learning teams and the recognition of the importance of the instructional leadership capacity of the Principal.
- 1.4 Schools are provided with funding to support the following:
  - Release time for staff to participate in job-embedded learning, observation of and collaboration with colleagues and feeder schools;
  - Release time for in-school staff teams; for example, the Student Success Team, Department Chairs, the Literacy Team, and the Numeracy Team;
  - Release time for the Principal to work with his/her coach, individual teachers and/or teams in the school, the Board Student Success Leaders and colleagues;
  - Release time for the Administration, Student Success Leader and staff to plan;
  - Opportunities to promote a collaborative learning culture through the creation of professional learning networks within the school, family of schools and district;
  - Regular in-school meetings for the purpose of enhancing student support strategies and monitoring student improvement/achievement.

## 2. Situation

- 2.1 Lakehead District School Board is completing its third year of participation in this initiative which currently supports 124 schools in 17 school boards. The Ontario School Information System (OnSIS) data indicates that in the majority of participating schools, student achievement has improved at a rate significantly greater than the rate of increase in the province.
- 2.2 Superior Collegiate and Vocational Institute has been a member school for three years and, as a result of their demonstrated improvement in student achievement, will conclude their involvement in June.
- 2.3 Hammarckjold High School and Westgate Collegiate and Vocational Institute have participated in SSSSI for one year and will receive support for the 2012-2013 school year.
- 2.4 In 2012-2013, the initiative will include 150 schools from 27 participating school boards with a sustained focus on enhancing student achievement, promoting effective classroom instructional practices, encouraging job-embedded coaching, and building the capacity of Principals as instructional leaders.
- 2.5 The SSSSI will continue to directly align with and support the Board Improvement Plan for Student Achievement, the School Effectiveness Framework, Differentiated Instruction, Professional Learning Communities, Growing Success and other Student Success initiatives.

## 3. Conclusion

Lakehead District School Board is committed to the success of every student. Alignment of initiatives that focus on student success is critical to enhanced student achievement.

Respectfully submitted,

WAYNE FLETCHER  
Secondary Principal

COLLEEN KAPPEL  
Superintendent of Education

IAN MACRAE  
Superintendent of Education

SHERRI-LYNNE PHARAND  
Superintendent of Education

CATHERINE SIEMIENIUK  
Director of Education

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2012 MAY 22  
Report No. 065-12

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

RE: RECOMMENDATIONS FROM THE STANDING COMMITTEE

Background

The following reports were received at the Standing Committee Meeting of May 8, 2012 and have been referred to the Board for approval. The recommendations are as follows:

**POLICY REVIEW – 3073 CORPORATE CREDIT CARD (055-12)**

It is recommended that Lakehead District School Board approve Corporate Credit Card Policy 3073, Appendix A1 to Report No. 065-12.

**POLICY REVIEW – 6061 ADMINISTRATION OF ORAL MEDICATION & 6062 ANAPHYLAXIS AND MEDICAL EMERGENCY MANAGEMENT (056-12)**

It is recommended that Lakehead District School Board:

1. Approve Policy 6061, Administration of Oral Medication, Appendix B1 to Report No. 065-12.
2. Approve Policy 6062, Anaphylaxis and Medical Emergency Management, Appendix C1 to Report No. 065-12.
3. Revoke Policy 6060, Administration of Medication/Anaphylaxis.

Respectfully submitted,

KAREN WILSON  
Chair  
Standing Committee

DRAFT – May 22, 2012

**CORPORATE CREDIT CARD POLICY****3073**1. Rationale

Lakehead District School Board provides corporate credit cards to designated individuals, simplifying the acquisition, receipt and payment of purchases and travel expenses incurred on behalf of the Board.

2. Policy

It is the policy of Lakehead District School Board to ensure cardholders are responsible for exercising due care and judgment when using corporate credit cards.

3. Guidelines

- 3.1 Corporate credit cards remain the property of the Board and must be surrendered upon termination of employment or otherwise when so directed by Administration.
- 3.2 Corporate credit cards may include ~~Visa~~ **Credit** Cards, Procurement Cards and Fuel Cards.
- 3.3 The Superintendent of Business determines credit card limits.
- 3.4 On a monthly basis, the credit card statements and supporting original documentation/receipts must be reviewed and approved by the cardholder's immediate supervisor.
- 3.5 The purpose of the review is to ensure items charged to the credit card:
  - Meet all Board Policies and Procedures
  - Are reasonable and justifiable
  - Are adequately supported by original receipts and explanations for expenditures.

4. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
_____	October 23, 2007	_____
_____	<u>Date Revised</u>	_____
	January 26, 2010	

**DRAFT – May 22, 2012****CORPORATE CREDIT CARD PROCEDURES****3073**1. Policy

It is the policy of Lakehead District School Board to ensure cardholders are responsible for exercising due care and judgement when using corporate credit cards.

2. Procedures2.1 Availability of Corporate Credit Cards

Corporate credit cards may be issued to the following individuals:

- i. Trustees
- ii. Senior Administration
- iii. Principals
- iv. Vice Principals
- v. Managers & Supervisors
- vi. Other employees as determined from time to time by Administration

2.2 Use of Corporate Credit Cards

Corporate credit cards may be used for the following business purposes:

- i. Payment for business related travel, meals, hospitality and supplies in accordance with established policies and procedures.
- ii. Payment for tokens of appreciation for voluntary services.
- iii. Other purchases as appropriate and approved by Supervisor.

2.3 Payment of Credit Card Billings

- i. Credit card statements must be checked by the cardholder, reconciled and approved by the Supervisor promptly, in order to avoid incurring interest charges.
- ii. Original receipts and credit card charge slips must accompany the statement for payment. Unsubstantiated charges will be the responsibility of the card holder.

2.4 Restrictions on Use of Corporate Credit Cards

- i. Corporate credit cards may not be used for personal expenditures of any nature whatsoever.
- ii. Corporate credit cards are for the sole use of the holder and must not be used for expenditures on behalf of other employees, other than normal hospitality expenses initiated by the holder for business purposes.
- iii. The purchase order limits, set out in Policy and Procedures No. 3030, apply to credit card purchases (i.e., the splitting of payments in order to circumvent the requirements of the policy will be considered an abuse of the card).

# BUSINESS AND BOARD ADMINISTRATION

DRAFT – May 22, 2012

**3000**

Appendix A2 to  
Report No. 065-  
12

## CORPORATE CREDIT CARD PROCEDURES

**3073**

- iv. Use of the card must be in compliance with all other policies.
- v. Misuse of the card may result in suspension of corporate credit card privileges.

### 2.5 Approvals

Expenditures approvals are as follows:

- i. The Vice Chair, who is responsible for the Trustees' Budget, approves all other Trustee expenditures.
- ii. The Chair approves the expenditures of the Vice Chair and the Director of Education.
- iii. The Superintendent of Business reviews all Trustee expenditures and approves them in the absence of the Vice Chair.
- iv. All other expenditures are approved by the cardholder's immediate Supervisor.

### 3. Review

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

<u>Cross Reference</u>	<u>Date Received</u>	<u>Legal Reference</u>
_____	October 23, 2007	_____
_____	<u>Date Revised</u>	_____
	January 26, 2010	



<p><b>STUDENT SERVICES</b></p> <p><b>DRAFT – MAY 22, 2012</b></p> <p><b>ADMINISTRATION OF ORAL MEDICATION POLICY</b></p>	<p><b>6000</b> Appendix B1 to Report No. 065- 12</p> <p><b>6061</b></p>
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1. Rationale

Under the terms of Ministry of Education Memorandum Policy/Program No. 81 (July 1984), the local school board is responsible for the administration of medication to students attending school during regular school hours.

2. Policy

- 2.1 Lakehead District School Board, upon request from the parent/guardian and verification from a physician, shall endeavour to provide for the administration of prescribed medication to allow the student to attend school, if the student is unable to take the medication without assistance or supervision.
- 2.2 Lakehead District School Board shall arrange for administration of prescribed medication at school in accordance with the accompanying procedures. The Board may require individuals employed as Educational Assistants (EAs) to provide the assistance regardless of the primary purpose of their assignment to the school.

3. Guidelines

- 3.1 The primary responsibility for the administration of medication rests with the parent/guardian, and student.
- 3.2 Medication shall be administered only during school hours if determined to be absolutely necessary on an ongoing basis.
- 3.3 Board staff shall not administer non-prescription medication or prescription medication on a short-term basis (i.e. completion of a prescribed drug for any illness).
- 3.4 If the medication must be administered during school hours, every attempt shall be made to have the student self-administer or another family member administer the medication at school.
- 3.5 Board assistance in the administration of prescribed medication will be through Educational Assistants (EAs), administrators or voluntary participation of staff.
- 3.6 The Principal shall ensure that, upon registration and each subsequent year, parents/guardians and/or pupils shall be asked to supply information on the need for the administration of prescribed medication.
- 3.7 Staff members who administer medication to students, having been fully instructed by a health professional, shall have full coverage under the Board's liability policy.

<b>STUDENT SERVICES</b>  <b>DRAFT – MAY 22, 2012</b>  <b>ADMINISTRATION OF ORAL MEDICATION POLICY</b>	<b>6000</b> Appendix B1 to Report No. 065- 12  <b>6061</b>
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4. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Administration of Oral Medication Procedures 6061  Anaphylaxis and Medical Emergency Management Policy & Procedures 6062		Bill 3 – Sabrina's Law An act to protect anaphylactic pupils
Ministry of Education Policy & Program Memorandum No. 81, July, 1984	<u>Date Revised</u>	

<p><b>STUDENT SERVICES</b></p> <p><b>DRAFT – MAY 22, 2012</b></p> <p><b>ADMINISTRATION OF ORAL MEDICATION PROCEDURES</b></p>	<p><b>6000</b> Appendix B2 to Report No. 065-12</p> <p><b>6061</b></p>
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1. Policy

- 1.1 Lakehead District School Board, upon request from the parent/guardian and verification from a physician, shall endeavour to provide for the administration of prescribed medication to allow the student to attend school, if the student is unable to take the medication without assistance or supervision.
- 1.2 Lakehead District School Board shall arrange for administration of prescribed medication at school in accordance with the accompanying procedures. The Board may require individuals employed as Educational Assistants (EAs) to provide the assistance regardless of the primary purpose of their assignment to the school.

2. Procedures

- 2.1 The parent/guardian will:
  - 2.1.1 complete and sign the Parent/Guardian Request/Release form (Appendix A – Med Form 1) each school year;
  - 2.1.2 provide the school with a signed Physician Information form (Appendix A – Med Form 2) each school year; and
  - 2.1.3 complete and sign the Consultation for Service form (Appendix A – Med Form 3) if a health professional consultation is required.
- 2.2 The Principal shall:
  - 2.2.1 retain the originals of completed Appendix A – Med Forms 1, 2 and 3 in the student's OSR and also in the student's Medical Emergency Management Plan file; and
  - 2.2.2 ensure that a minimum of two staff members assume the responsibility for the administration of the medication to each student requiring this health support service.
- 2.3 If the administration of prescription medication at school is not possible through self-administration, EAs, administrators or staff volunteers, the Board will make arrangements to access the necessary service to administer the medication.

<p><b>STUDENT SERVICES</b></p> <p><b>DRAFT – MAY 22, 2012</b></p> <p><b>ADMINISTRATION OF ORAL MEDICATION PROCEDURES</b></p>	<p><b>6000</b> Appendix B2 to Report No. 065-12</p> <p><b>6061</b></p>
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- 2.4 After consultation with the parent/guardian, the Principal will provide designated staff specific information and training with respect to the following:
- 2.4.1 the need to administer the medication in a manner which allows for sensitivity and privacy and which encourages the student to take an appropriate level of responsibility for his/her medication;
  - 2.4.2 dosage, frequency or time specified for administration and the method of administration specified by the physician;
  - 2.4.3 proper storage of the medication;
  - 2.4.4 possible side effects of the medication and how to respond to them;
  - 2.4.5 unique medical needs of the student, if any; and
  - 2.4.6 record of Administration of Medication (Appendix A – Med Form 4).
- 2.5 The health professional will complete the Confirmation of Training section of Appendix A – Med Form 3.
- 2.6 The parent/guardian will:
- 2.6.1 ensure that the medication is delivered to the Principal or designate in original sealed containers properly labeled with:
    - student's name,
    - name of medication,
    - dosage,
    - frequency/time to be given,
    - name of prescribing physician,
    - side effects and
    - treatment plan for side effects;
  - 2.6.2 ensure that the medication has not exceeded the expiry date noted on the medication;
  - 2.6.3 inform the Principal of any changes to the prescription; **and**
  - 2.6.4 complete Request to Terminate Administration of Medication form (Appendix A – Med Form 7) to stop the administration of medication.

<p><b>STUDENT SERVICES</b></p> <p><b>DRAFT – MAY 22, 2012</b></p> <p><b>ADMINISTRATION OF ORAL MEDICATION PROCEDURES</b></p>	<p><b>6000</b> Appendix B2 to Report No. 065- 12</p> <p><b>6061</b></p>
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- 2.7 The Principal shall:
- 2.7.1 ensure that the amount of medication is verified on the Record of Administration form (Appendix A –Med Form 4);
  - 2.7.2 return all surplus medication to the parent/guardian upon completion of the regimen or prior to summer holidays;
  - 2.7.3 ***ensure that the Return of Medication form (Appendix A – Med Form 6) is completed by the parent/guardian and witnessed by the Principal or designate;***
  - 2.7.4 dispose of surplus/unclaimed medication should the parent/guardian fail to respond to the Principal's request by the start of the summer holidays by delivering to a licensed pharmacy for disposal; ***and***
  - 2.7.5 ***ensure that disposal date and method are documented on the Record of Administration form (Appendix A – Med Form 4).***
- 2.8 All medication will be kept in a secure location designated by the Principal and accessible to staff administering medication.
- 2.9 All medication, whether administered by the student or staff, will be recorded on the Record of Administration form (Appendix A – Med Form 4) to protect against over and under medication. When dosage is omitted, reason(s) shall be given.
- 2.10 Any error in the administration of medication shall be immediately reported to the parent/guardian and to the Principal/designate by the person administering the medication.

<p><b>STUDENT SERVICES</b></p> <p><b>DRAFT – MAY 22, 2012</b></p> <p><b>ADMINISTRATION OF ORAL MEDICATION PROCEDURES</b></p>	<p><b>6000</b> Appendix B2 to Report No. 065-12</p> <p><b>6061</b></p>
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3. Review

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

<u><b>Cross Reference</b></u>	<u><b>Date Received</b></u>	<u><b>Legal Reference</b></u>
<p>Administration of Oral Medication Policy 6061</p> <p>Anaphylaxis &amp; Medical Emergency Management Policy &amp; Procedures 6062</p> <p>Ministry of Education Policy &amp; Program Memorandum No. 81, July 1984</p>	<p><u><b>Date Revised</b></u></p>	<p>Bill 3 – Sabrina's Law An act to protect anaphylactic pupils</p>



Lakehead Public Schools

Appendix B2 to Report No. 065-12  
Appendix A to Procedures 6061

2135 Sills Street  
Thunder Bay, Ontario P7E 5T2  
Telephone (807) 625-5100

ADMINISTRATION OF MEDICATION		MED FORM 1
PARENT/GUARDIAN REQUEST/RELEASE		
STUDENT:	D.O.B:	
ADDRESS:	HOME PHONE:	
PARENT/GUARDIAN:	WORK PHONE:	
EMERGENCY CONTACT:	PHONE:	
SCHOOL:	GRADE:	PRINCIPAL:
PRESCRIBING PHYSICIAN:		
ADDRESS:	PHONE:	
<p>I/We, the parents/guardians of the above-named student, hereby request and give permission to Lakehead District School Board to provide for the administration of prescribed medication to our child during school hours, according to Policy and Procedures 6061 Administration of Oral Medication adopted by the Board which we have read, understood and acknowledge receiving a copy.</p> <p>I/We release Lakehead District School Board, its employees and agents, from any liability for loss, damage or injury, howsoever caused, to our child's person or property arising out of the administration of prescribed medication under the Administration of Oral Medication Policy and Procedures 6061.</p> <p>I/We give permission to Lakehead District School Board to release medical information on the above-named student in case of a medical emergency.</p>		
_____ Parent/Guardian (signature)		_____ Date
_____ Witness (signature)		_____ Date

Please retain the original of this form in the student's OSR.



Lakehead Public Schools

Appendix B2 to Report No. 065-12  
Appendix A to Procedures 6061

2135 Sills Street  
Thunder Bay, Ontario P7E 5T2  
Telephone (807) 625-5100

ADMINISTRATION OF MEDICATION		MED FORM 2
PHYSICIAN INFORMATION		
STUDENT:	D.O.B:	
ADDRESS:	HOME PHONE:	
PARENT/GUARDIAN:	WORK PHONE:	
SCHOOL:	GRADE:	
PRESCRIBING PHYSICIAN:	PHONE:	
ADDRESS:		
MEDICAL CONDITION REQUIRING MEDICATION:		
<u>MEDICATION PRESCRIBED:</u>		
DOSAGE: _____		
FREQUENCY OR TIME SPECIFIED FOR ADMINISTRATION: _____		
METHOD OF ADMINISTRATION: _____		
POSSIBLE SIDE EFFECTS OR REACTION: _____		
SUGGESTED RESPONSE TO SIDE EFFECTS: _____		
DURATION OF MEDICATION TO BE GIVEN: _____		
_____ Prescribing Physician (signature)		_____ Date

Please retain the original of this form in the student's OSR.

**N.B.:** Any fees charged for the completion of this form are the responsibility of the student's parent(s)/guardian(s).





Lakehead Public Schools

Appendix B2 to Report No. 065-12  
Appendix A to Procedures 6061

2135 Sills Street  
Thunder Bay, Ontario P7E 5T2  
Telephone (807) 625-5100

<b>ADMINISTRATION OF MEDICATION</b>		<b>MED FORM 3</b>
<b>CONSULTATION FOR SERVICE</b>		
STUDENT:	D.O.B:	
ADDRESS:	HOME PHONE:	
SCHOOL:	GRADE:	
<p>I/We, the parents/guardians of the above-named student, hereby give permission to:</p> <ul style="list-style-type: none"><li>Lakehead District School Board to release information on Med Forms 1 and 2 to the specified health professional.</li><li>the health professional to consult regarding the administration of prescribed medication to our child.</li></ul> <div style="display: flex; justify-content: space-between;"><div style="width: 40%;"><hr style="border: none; border-top: 1px solid black;"/><p>Name of Health Professional</p></div><div style="width: 60%;"></div></div> <div style="display: flex; justify-content: space-between;"><div style="width: 45%;"><hr style="border: none; border-top: 1px solid black;"/><p>Parent/Guardian (signature)</p></div><div style="width: 55%;"><hr style="border: none; border-top: 1px solid black;"/><p>Date</p></div></div> <div style="display: flex; justify-content: space-between;"><div style="width: 45%;"><hr style="border: none; border-top: 1px solid black;"/><p>Witness (signature)</p></div><div style="width: 55%;"><hr style="border: none; border-top: 1px solid black;"/><p>Date</p></div></div>		
<b>CONFIRMATION OF TRAINING</b>		
<p>An assessment has been conducted and staff has been trained in the administration of the prescribed medication to the above-named student.</p> <div style="display: flex; justify-content: space-between;"><div style="width: 45%;"><hr style="border: none; border-top: 1px solid black;"/><p>Health Professional (signature)</p></div><div style="width: 55%;"><hr style="border: none; border-top: 1px solid black;"/><p>Date</p></div></div> <div style="display: flex; justify-content: space-between;"><div style="width: 45%;"><hr style="border: none; border-top: 1px solid black;"/><p>Staff member(s) (signature)</p></div><div style="width: 55%;"><hr style="border: none; border-top: 1px solid black;"/><p>Date</p></div></div>		

**FREEDOM OF INFORMATION**

Personal information for assessment is collected under the authority of the Education Act, R.S.O., 1990, c. E 2, R.S.O. 1990, c. M. 56, and will be used in the administration of prescribed medication to a student. Questions regarding the collection of this information should be directed to the school Principal.

Please retain the original of this form in the student's OSR.



ADMINISTRATION OF MEDICATION						MED FORM 4
RECORD OF ADMINISTRATION						(picture)
STUDENT:			D.O.B:			
SCHOOL/GRADE:			TEACHER:			
PARENT/GUARDIAN:			HOME PHONE: WORK PHONE:			
PRESCRIBING PHYSICIAN:			PHONE:			
Date	Name of Medication	Colour/ Manufacturer	Amount/ Dosage	Time Given	Staff Signature	Comments/Observations/ Reactions

[illegible]



ADMINISTRATION OF MEDICATION		MED FORM 5
<b>EMERGENCY SERVICES</b>		(picture)
STUDENT:	D.O.B:	
ADDRESS:	PHONE:	
SCHOOL/GRADE:	TEACHER:	
PARENT/GUARDIAN:		WORK PHONE:
EMERGENCY CONTACT:		PHONE:
PRESCRIBING PHYSICIAN:		PHONE:
ADDRESS:		
<b>SPECIFIC MEDICAL EMERGENCY:</b> (give a detailed description of the condition and possible symptoms) _____ _____		
<b>MEDICATION PRESCRIBED:</b> _____ _____		
Location of Medication: _____		
Method of Administration: _____		
Possible Side Effects/Reaction: _____		
<b>ACTION-EMERGENCY PLAN:</b> _____ _____ _____ _____		



Lakehead Public Schools

Appendix B2 to Report No. 065-12

Appendix A to Procedures 6061

2135 Sills Street

Thunder Bay, Ontario P7E 5T2

Telephone (807) 625-5100

ADMINISTRATION OF MEDICATION		MED FORM 6
RETURN OF MEDICATION FORM		
STUDENT:		D.O.B:
PARENT/GUARDIAN:		
SCHOOL:	GRADE:	PRINCIPAL:
<p>I/We, the parents/guardians of the above-named student, acknowledge that the following medication has been returned to us:</p> <p>MEDICATION:</p> <p>QUANTITY:</p>		
_____ Parent/Guardian (signature)	_____ Name (please print)	_____ Date
_____ Witness (signature)	_____ Name (please print)	_____ Date



ADMINISTRATION OF MEDICATION		MED FORM 7
<b>PARENTAL/GUARDIAN REQUEST TO TERMINATE ADMINISTRATION OF MEDICATION</b>		
STUDENT:		D.O.B:
PARENT/GUARDIAN:		
SCHOOL:	GRADE:	PRINCIPAL:
<p>I/We, the parents/guardians of the above-named student, hereby request and give permission to Lakehead District School Board to terminate the administration of prescribed medication to our child during school hours, according to Policy and Procedures Administration of Oral Medication 6061 adopted by the Board which we have read, understood and acknowledge receiving a copy.</p>		
<p>I/We release Lakehead District School Board, its employees and agents, from any liability for loss, damage or injury, howsoever caused, to our child's person or property arising out of the termination of the administration of prescribed medication under the Board's Administration of Oral Medication Policy and Procedures 6061.</p>		
_____ Parent/Guardian (signature)	_____ Name (please print)	_____ Date
_____ Witness (signature)	_____ Name (please print)	_____ Date

DRAFT - May 22, 2012

**ANAPHYLAXIS AND MEDICAL EMERGENCY  
MANAGEMENT POLICY****6062****1. Rationale**

- 1.1 Under Bill 3 – Sabrina's Law – An act to protect anaphylactic pupils 2005, school boards, principals and teachers play an important role in providing a safe environment for anaphylactic students. It is essential that boards and schools are aware of the issues facing students with anaphylaxis, have developed strategies to minimize the risk of an allergic reaction and are equipped to respond appropriately in the event of an emergency.
- 1.2 In order to ensure the safety of students with life threatening allergies, and in accordance with Sabrina's Law, 2005, Lakehead District School Board recognizes the need for emergency procedures for medical conditions that require an immediate response and may be life threatening. The Board recognizes the seriousness of life threatening anaphylactic reactions.

**2. Definitions****2.1 Anaphylaxis**

As defined by Sabrina's Law, 2005, anaphylaxis means a severe systemic allergic reaction which can be fatal, resulting in circulatory collapse or shock, and "anaphylactic" has a corresponding meaning.

**2.2 Epinephrine**

Is the medication that is the treatment of choice for anaphylaxis. It is available in a preloaded syringe more commonly known as the EpiPen®.

**3. Policy**

- 3.1 It is the policy of Lakehead District School Board that staff members who have reason to believe that a pupil is experiencing an anaphylactic reaction, may administer an epinephrine auto-injector or other medication prescribed to the pupil for the treatment of an anaphylactic reaction, even if there is no preauthorization to do so.
- 3.2 The Board supports the participation of staff in the administration of epinephrine at school. Staff shall provide help or seek assistance for a student in an emergency or life threatening situation.

DRAFT - May 22, 2012

**ANAPHYLAXIS AND MEDICAL EMERGENCY  
MANAGEMENT POLICY****6062****4. Guidelines**

The Principal shall:

- 4.1 identify strategies to reduce the risk of exposure to anaphylactic causative agents in classrooms and common school areas;
- 4.2 develop a communication plan for the dissemination of information on life-threatening conditions to parents/guardians, pupils and employees;
- 4.3 ensure that, upon registration and each subsequent year, parents/guardians and/or pupils shall be asked to supply information on students with serious medical or life-threatening conditions;
- 4.4 ensure that the school has a Medical Emergency Management Plan for any student who has a serious and/or life threatening medical condition that requires an immediate response;
- 4.5 establish emergency procedures for specific medical conditions or potential life-threatening conditions, in collaboration with parents/guardians;
- 4.6 arrange regular training on dealing with life-threatening conditions for all employees and others who are in direct contact with pupils on a regular basis; and
- 4.7 ensure that staff members who administer medication to students, have been fully instructed by a health professional, and shall have full coverage under the Board's liability policy.

**5. Review**

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Anaphylaxis and Emergency Management Procedures 6062		Bill 3 – Sabrina's Law An act to protect anaphylactic pupils
Administration of Oral Medication Policy and Procedures 6061 Ministry of Education Policy & Program Memorandum No. 81, July, 1984	<u>Date Revised</u>	



**ANAPHYLAXIS AND MEDICAL EMERGENCY  
MANAGEMENT PROCEDURES****1. Policy**

- 1.1 It is the policy of Lakehead District School Board that staff members who have reason to believe that a pupil is experiencing an anaphylactic reaction may administer an epinephrine auto-injector or other medication prescribed to the pupil for the treatment of an anaphylactic reaction, even if there is no preauthorization to do so.
- 1.2 The Board supports the participation of staff in the administration of epinephrine at school. Staff shall provide help or seek assistance for a student in an emergency or life threatening situation.

**2. Procedures**

- 2.1 Emergency refers to those medical related issues that require an immediate response, such as, but not limited to, anaphylaxis, asthma, diabetes, and seizures.
- 2.2 The Principal shall;
- 2.2.1 notify parents/guardians and staff members of their responsibility under this policy on an annual basis;
- 2.2.2 inform parents/guardians of their responsibility to provide written notification to the school of their child's medical and/or anaphylactic condition upon registration of students each school year.
- 2.2.3 develop an individualized Medical Emergency Management Plan (Appendix B) for each identified student. Items in the plan will be considered in the context of the student's age and maturity.
- 2.3 *Written notification will be provided in the Med Forms 1 and 2, (Appendix A) which must be completed by the child's physician and parent/guardian; and***
- 2.4 Med Forms 1, 2, and 5 (Appendix A) must be completed in order to release medical information in an emergency.
- 2.5 Med Forms 1,2, and 5 (Appendix A) will be placed in the student's Ontario Student Record (O.S.R.).
- 2.6 The parent/guardian will ensure that the school has the current treatment plans, emergency contact list and other relevant information for their child on file.

**3. Anaphylaxis Procedures**

- 3.1 In the case of anaphylaxis the parent/guardian will provide an epinephrine auto-injector as soon as possible. One single-dose is essential, however, two single-dose epinephrine auto-injectors or one dual-dose epinephrine auto-injector is highly recommended.

**ANAPHYLAXIS AND MEDICAL EMERGENCY  
MANAGEMENT PROCEDURES****6062**

Devices must be clearly labelled with student's full name. The principal shall notify parents/guardians that students are required to carry an EpiPen® on their person.

The student will carry one EpiPen® on their person; the second EpiPen® will be stored in a secure location identified in the student's Medical Emergency Management Plan.

- 3.2 Consideration for the age, maturity and responsibility level of students with potential anaphylaxis must be taken into account. Students should be responsible for carrying/having immediate access to an epinephrine auto-injector device at all times.
- 3.3 The Principal will:
- 3.3.1 obtain back-up epinephrine auto-injectors for emergency use in the school.  
***EpiPen® auto-injector comes in two dosage strengths: EpiPen® for adults and children weighing 30 kg (66lb) or more and EpiPen® Jr. for children weighing 15-30 kg (33-66 lb).***
  - 3.3.2 ***monitor medication expiry dates accordingly;***
  - 3.3.3 request that the parent/guardian provide their child with a medic-alert bracelet which identifies specific allergies;
  - 3.3.4 ensure that all staff and regular school volunteers are aware of and can clearly identify the students who have an anaphylactic condition;
  - 3.3.5 ***ensure that all staff and school volunteers are aware of the contents and location of any anaphylactic students' individual Medical Emergency Management Plan;***
  - 3.3.6 ensure that appropriate signage is posted in the school; and
  - 3.3.7 with the cooperation ***of all people who transport students***, inform bus drivers of students with severe medical and/or anaphylactic conditions and will provide a copy of the relevant components of the Medical Emergency Management Plan to bus drivers in case of an emergency.
- 3.4 ***It is the responsibility of the bus companies to provide appropriate training for their employees.***
- 3.5 The classroom/homeroom teacher will educate their students regarding anaphylaxis and relevant components of an anaphylactic classmate's Medical Emergency Management Plan in case of an emergency.

**4. Training**

The Principal will coordinate training for all staff. Training will be available to all employees and volunteers in the school, for example, lunchroom supervisors, custodians, secretaries and educational assistants. Staff training shall occur annually and as soon as possible in the school year.

**5. Individual Medical Emergency Plans**

- 5.1 The Principal will ensure that completion of the Individual Medical Emergency Management Plan for each identified student is completed on an annual basis and revised as necessary.
- 5.2 A copy of the Medical Emergency Management Plan for each student with a severe medical and/or anaphylactic condition will be stored in the school office, the student's O.S.R., and in other accessible locations as outlined in the Medical Emergency Management Plan. All staff will be notified of the locations. The classroom/homeroom teacher will also retain a copy of the Medical Emergency Management Plan.
- 5.3 The Individual Medical Emergency Management Plan for each identified student will include:
  - 5.3.1 completed Med Forms 1, 2, and 5 (Appendix A);
  - 5.3.2 details informing employees and others who are in direct contact with the students on a regular basis of the medical condition, type of condition, monitoring and avoidance strategies, symptoms and appropriate treatment;
  - 5.3.3 a readily accessible emergency procedure for the pupil, including emergency contact information; and
  - 5.3.4 storage for epinephrine auto-injectors, where necessary.

# STUDENT SERVICES

DRAFT – MAY 22, 2012

## ANAPHYLAXIS AND MEDICAL EMERGENCY MANAGEMENT PROCEDURES

**6000**

Appendix C2 to  
Report No. 065-  
12

**6062**

### 6. Review

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>
Anaphylaxis and Emergency Management Policy 6062		Bill 3 – Sabrina's Law An act to protect anaphylactic pupils
Administration of Oral Medication Policy & Procedures 6061		
Ministry of Education Policy & Program Memorandum No. 81, July, 1984	<u>Date Revised</u>  Reviewed by: _____	



Lakehead Public Schools

Appendix C2 to Report No. 065-12  
Appendix A to Procedures 6062

2135 Sills Street  
Thunder Bay, Ontario P7E 5T2  
Telephone (807) 625-5100

ADMINISTRATION OF MEDICATION		MED FORM 1
PARENT/GUARDIAN REQUEST/RELEASE		
STUDENT:	D.O.B:	
ADDRESS:	HOME PHONE:	
PARENT/GUARDIAN:	WORK PHONE:	
EMERGENCY CONTACT:	PHONE:	
SCHOOL:	GRADE:	PRINCIPAL:
PRESCRIBING PHYSICIAN:		
ADDRESS:		
PHONE:		
<p>I/We, the parents/guardians of the above-named student, hereby request and give permission to Lakehead District School Board to provide for the administration of prescribed medication to our child during school hours, according to Anaphylaxis and Medical Emergency Management Policy and Procedures 6062 adopted by the Board which we have read, understood and acknowledge receiving a copy.</p> <p>I/We release Lakehead District School Board, its employees and agents, from any liability for loss, damage or injury, howsoever caused, to our child's person or property arising out of the administration of prescribed medication under the Anaphylaxis and Medical Emergency Management Policy and Procedures 6062.</p> <p>I/We give permission to Lakehead District School Board to release medical information on the above-named student in case of a medical emergency.</p>		
_____ Parent/Guardian (signature)		_____ Date
_____ Witness (signature)		_____ Date

Please retain the original of this form in the student's OSR.



Lakehead Public Schools

Appendix C2 to Report No. 065-12  
Appendix A to Procedures 6062

2135 Sills Street  
Thunder Bay, Ontario P7E 5T2  
Telephone (807) 625-5100

ADMINISTRATION OF MEDICATION		MED FORM 2
PHYSICIAN INFORMATION		
STUDENT:	D.O.B:	
ADDRESS:	HOME PHONE:	
PARENT/GUARDIAN:	WORK PHONE:	
SCHOOL:	GRADE:	
PRESCRIBING PHYSICIAN:	PHONE:	
ADDRESS:		
MEDICAL CONDITION REQUIRING MEDICATION:		
<u>MEDICATION PRESCRIBED:</u>		
DOSAGE: _____		
FREQUENCY OR TIME SPECIFIED FOR ADMINISTRATION: _____		
METHOD OF ADMINISTRATION: _____		
POSSIBLE SIDE EFFECTS OR REACTION: _____		
SUGGESTED RESPONSE TO SIDE EFFECTS: _____		
DURATION OF MEDICATION TO BE GIVEN: _____		
_____ Prescribing Physician (signature)		_____ Date

Please retain the original of this form in the student's OSR.

**N.B.:** Any fees charged for the completion of this form are the responsibility of the student's parent(s)/guardian(s).



<b>ADMINISTRATION OF MEDICATION</b>		<b>MED FORM 3</b>
<b>CONSULTATION FOR SERVICE</b>		
STUDENT:	D.O.B:	
ADDRESS:	HOME PHONE:	
SCHOOL:	GRADE:	
<p>I/We, the parents/guardians of the above-named student, hereby give permission to:</p> <ul style="list-style-type: none"><li>Lakehead District School Board to release information on Med Forms 1 and 2 to the specified health professional.</li><li>the health professional to consult regarding the administration of prescribed medication to our child.</li></ul> <div style="border-bottom: 1px solid black; width: 350px; margin-bottom: 10px;"></div> <div style="display: flex; justify-content: space-between;"><div style="width: 45%;">Name of Health Professional</div><div style="width: 45%;"></div></div> <div style="display: flex; justify-content: space-between; margin-bottom: 10px;"><div style="width: 45%; border-bottom: 1px solid black;"></div><div style="width: 45%; border-bottom: 1px solid black;"></div></div> <div style="display: flex; justify-content: space-between;"><div style="width: 45%; border-bottom: 1px solid black;"></div><div style="width: 45%; border-bottom: 1px solid black;"></div></div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"><div style="width: 45%;">Parent/Guardian (signature)</div><div style="width: 45%;">Date</div></div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"><div style="width: 45%;">Witness (signature)</div><div style="width: 45%;">Date</div></div>		
<b>CONFIRMATION OF TRAINING</b>		
<p>An assessment has been conducted and staff has been trained in the administration of the prescribed medication to the above-named student.</p> <div style="display: flex; justify-content: space-between; margin-bottom: 20px;"><div style="width: 45%; border-bottom: 1px solid black;"></div><div style="width: 45%; border-bottom: 1px solid black;"></div></div> <div style="display: flex; justify-content: space-between;"><div style="width: 45%; border-bottom: 1px solid black;"></div><div style="width: 45%; border-bottom: 1px solid black;"></div></div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"><div style="width: 45%;">Health Professional (signature)</div><div style="width: 45%;">Date</div></div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"><div style="width: 45%; border-bottom: 1px solid black;"></div><div style="width: 45%; border-bottom: 1px solid black;"></div></div> <div style="display: flex; justify-content: space-between;"><div style="width: 45%;">Staff member(s) (signature)</div><div style="width: 45%;">Date</div></div>		

FREEDOM OF INFORMATION

Personal information for assessment is collected under the authority of the Education Act, R.S.O., 1990, c. E 2, R.S.O. 1990, c. M. 56, and will be used in the administration of prescribed medication to a student. Questions regarding the collection of this information should be directed to the school Principal.

Please retain the original of this form in the student's OSR.



ADMINISTRATION OF MEDICATION						MED FORM 4
RECORD OF ADMINISTRATION						(picture)
STUDENT:			D.O.B:			
SCHOOL/GRADE:			TEACHER:			
PARENT/GUARDIAN:			HOME PHONE: WORK PHONE:			
PRESCRIBING PHYSICIAN:			PHONE:			
Date	Name of Medication	Colour/ Manufacturer	Amount/ Dosage	Time Given	Staff Signature	Comments/Observations/ Reactions



[illegible]



ADMINISTRATION OF MEDICATION		MED FORM 5
<b>EMERGENCY SERVICES</b>		(picture)
STUDENT:	D.O.B:	
ADDRESS:	PHONE:	
SCHOOL/GRADE:	TEACHER:	
PARENT/GUARDIAN:		WORK PHONE:
EMERGENCY CONTACT:		PHONE:
PRESCRIBING PHYSICIAN:		PHONE::
ADDRESS:		
<b>SPECIFIC MEDICAL EMERGENCY:</b> (give a detailed description of the condition and possible symptoms) _____ _____		
<b>MEDICATION PRESCRIBED:</b> _____ _____		
Location of Medication: _____		
Method of Administration: _____		
Possible Side Effects/Reaction: _____		
<b>ACTION-EMERGENCY PLAN:</b> _____ _____ _____ _____		



ADMINISTRATION OF MEDICATION		MED FORM 6
RETURN OF MEDICATION FORM		
STUDENT:		D.O.B:
PARENT/GUARDIAN:		
SCHOOL:	GRADE:	PRINCIPAL:
<p>I/We, the parents/guardians of the above-named student, acknowledge that the following medication has been returned to us:</p> <p>MEDICATION:</p> <p>QUANTITY:</p>		
_____ Parent/Guardian (signature)	_____ Name (please print)	_____ Date
_____ Witness (signature)	_____ Name (please print)	_____ Date



ADMINISTRATION OF MEDICATION		MED FORM 7
<b>PARENTAL/GUARDIAN REQUEST TO TERMINATE ADMINISTRATION OF MEDICATION</b>		
STUDENT:		D.O.B:
PARENT/GUARDIAN:		
SCHOOL:	GRADE:	PRINCIPAL:
<p>I/We, the parents/guardians of the above-named student, hereby request and give permission to Lakehead District School Board to terminate the administration of prescribed medication to our child during school hours, according to Policy and Procedures Administration of Oral Medication Policy and Procedures 6061 adopted by the Board which we have read, understood and acknowledge receiving a copy.</p>		
<p>I/We release Lakehead District School Board, its employees and agents, from any liability for loss, damage or injury, howsoever caused, to our child's person or property arising out of the termination of the administration of prescribed medication under the Board's Administration of Oral Medication Policy and Procedures 6061.</p>		
_____ Parent/Guardian (signature)	_____ Name (please print)	_____ Date
_____ Witness (signature)	_____ Name (please print)	_____ Date