



Office of the Director

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STANDING COMMITTEE
Tuesday, April 12, 2016
Jim McCuaig Education Centre

Ian MacRae
Director of Education

George Saarinen
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		
5. Confirmation of Minutes		
5.1 Standing Committee Meeting - March 8, 2016	G. Saarinen	1-2
6. Business Arising from the Minutes		

MATTERS NOT REQUIRING A DECISION

7. Information Reports		
7.1 Aboriginal Education Advisory Committee Meeting Minutes – February 18, 2016	S. Pharand	3-8
7.2 Special Education Advisory Committee Meeting Minutes - January 20, 2016	C. Kappel	9-13
7.3 Special Education Advisory Committee Meeting Notes - February 17, 2016	C. Kappel	14-18

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>
8.	First Reports		
<u>MATTERS FOR DECISION:</u>			
9.	Postponed Reports		
10.	Ad Hoc and Special Committee Reports		
11.	New Reports		
11.1	Policy Review – 7011 Teacher Performance Appraisal (042-16) <i>It is recommended that Lakehead District School Board approve 7011 Teacher Performance Appraisal Policy, Appendix A to Report No. 042-16.</i>	D. Wright	19-30
11.2	Policy Review – 7040 Violence in the Workplace (043-16) <i>It is recommended that Lakehead District School Board approve 7040 Violence in the Workplace Policy, Appendix A to Report No. 043-16.</i>	D. Wright	31-39
11.3	Policy Review – 9030 Playground Structures (044-16) <i>It is recommended that Lakehead District School Board approve 9030 Playground Structures Policy, Appendix A to Report No. 044-16.</i>	D. Wright	40-48
11.4	Policy Review – 6020 Extended Field Trip (045-16) <i>It is recommended that Lakehead District School Board approve 6020 Extended Field Trip Policy, Appendix A to Report No. 045-16.</i>	C. Kappel	49-82
11.5	Policy Review – 6021 Day Field Trip (046-16) <i>It is recommended that Lakehead District School Board approve 6021 Day Field Trip Policy, Appendix A to Report No. 046-16</i>	C. Kappel	83-110

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

		<u>Resource Person</u>	<u>Pages</u>
11.6	Special Education Advisory Committee Community Representatives (047-16)	C. Kappel	111-114

It is recommended that Lakehead District School Board approve the process and application form to select community representatives and alternate representatives to the Special Education Advisory Committee as outlined in Appendix A to Report No. 047-16.

- 12. New Business
- 13. Notices of Motion
- 14. Information and Inquiries
- 15. Adjournment

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

LAKEHEAD DISTRICT SCHOOL BOARD

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF STANDING COMMITTEE

Board Room
Jim McCuaig Education Centre

2016 MAR 8
7:30 p.m.

TRUSTEES PRESENT:

George Saarinen (Chair)
Ellen Chambers
Deborah Massaro
Ron Oikonen - via teleconference

Jack Playford
Trudy Tuchenhagen
Hannah Smith (Student Trustee)

TRUSTEES ABSENT, WITH REGRET:

Marg Arnone
Karen Wilson

SENIOR ADMINISTRATION:

Ian MacRae, Director of Education
Colleen Kappel, Superintendent of Education
Sherry-Lynne Pharand, Superintendent of Education
David Wright, Superintendent of Business

FEDERATION/UNION REPRESENTATIVES:

Christy Radbourne, Lakehead Principals/Vice Principals
Wayne Bahlieda, Managers

PUBLIC SESSION:

1. **Approval of Agenda**

Moved by Trustee Tuchenhagen

Seconded by Trustee Massaro

"THAT the Agenda for Standing Committee Meeting, March 8, 2016 be approved."

CARRIED

2. **Confirmation of Minutes**

Moved by Trustee Playford

Seconded by Trustee Chambers

"THAT the Standing Committee approve the Minutes of the Standing Committee Meeting, February 9, 2016."

CARRIED

3. Literacy and Numeracy Kindergarten – Grade 12 (038-16)

Sherril-Lynne Pharand, Superintendent of Education, introduced Dana Sawiak, Elementary Mathematics Resource Teacher, Andrea Lampo, Secondary Mathematics Coach, Nicole Walter Rowan, Program Coordinator, and Jane Lower, Student Success Leader, who presented the report. All Trustees' questions were addressed.

4. Grade 7-8 Program Report (039-16)

Sherril-Lynne Pharand, Superintendent of Education, introduced Heather Harris, Capital Planning Officer and Jane Lower, Student Success Leader, who presented the report. All Trustees' questions were addressed.

MATTERS FOR DECISION:

5. Aboriginal Education Advisory Committee (AEAC) Request for Endorsement of the Recommendations of the Truth and Reconciliation Commission (037-16)

Moved by Trustee Massaro

Seconded by Trustee Playford

“THAT Lakehead District School Board endorse the recommendations of the Truth and Reconciliation Commission of Canada: Calls to Action.”

6. Adjournment

Moved by Trustee Tuchenhagen

Seconded by Trustee Chambers

“THAT we do now adjourn at 8:56 p.m.”

CARRIED



ABORIGINAL EDUCATION ADVISORY COMMITTEE MINUTES

DATE: Thursday, Feb. 18, 2016, Board Room, Education Centre

MEMBERS PRESENT: Sherri-Lynne Pharand, Dolores Wawia, Trustee George Saarinen, Kathy Beardy, Elliott Cromarty, Serena Essex, Pauline Fontaine, Sharon Kanutski, Suzanne Tardif, Helaina Kwandibens, Robin Haliuk, Fay Zoccole

ALTERNATES PRESENT: Trustee Ellen Chambers, Trustee Karen Wilson, Elyse Big George

ABSENT WITH REGRET: Lawrence Baxter, Beverley White-Kokeza, Cathy Ferrazzo, Mike Judge, Jason Pilot, Nicole Walter Rowan, Jane Lower, Donnalee Morettin, Chris Ooshag

RESOURCE: Dr. Amy Farrell-Morneau, Anika Guthrie, Elder Isabelle Mercier, Neil Workman

GUESTS: Rita Fenton, Gerry Martin, Heather Harris – Capital Planning Officer, David Wright - Superintendent of Business, Jeff Upton - Education Officer

	AGENDA ITEM	DISCUSSION	ACTION
1.	Opening Ceremonies	Sherri-Lynne Pharand called the meeting to order at 9:35 a.m. and asked elder Gerry Martin to conduct the opening.	
2.	Welcome and Introductions	Sherri-Lynne welcomed everyone, including our guests. She thanked Gerry Martin for the opening. Introductions were made. Regrets and substitutions were noted and the attendance sheet was circulated.	
3.	Agenda / Minutes		
	3.1 Approval of Agenda – Feb. 18, 2016	Moved by Pauline Fontaine and seconded by George Saarinen, that the agenda for the Feb. 18, 2016 meeting be approved with the addition of 9.3 FNMI Leadership Camp - Neil Workman. Carried.	

	AGENDA ITEM	DISCUSSION	ACTION
	3.2 Approval of Minutes – Dec. 17, 2015	Moved by Robin Haliuk and seconded by Sharon Kanutski that the minutes for the December 17, 2015 meeting be approved. Carried.	
4.	Correspondence	The correspondence file was circulated.	
5.	Presentations		
	5.1 Budget 2016 - 17	David Wright, Superintendent of Business provided an overview of the budget for 2016-2017. He noted that although the funding package will not be released by the Ministry until late March/early April, he anticipates a decrease in operating revenues because of the drop in enrolment. AEAC was asked to present a Budget Deputation to the Board of Trustees on April 5, 2016. <ul style="list-style-type: none"> All questions were addressed. 	David Wright
	5.2 School Renewal	David Wright and Heather Harris provided an overview of the School Renewal Plan which will take place over the next three years. They emphasized that the plan is not about school closures, it is about renewal and opportunity. Information about the Renewal Plan is posted on the website. Heather Harris explained that the Accommodation Review Committees (ARC) will be made up of two staff reps (teaching and non-teaching), a school parent rep and a school administrator for schools that are impacted. Additionally, a representative from SEAC and AEAC will also be asked to participate. Their role will be to act as a conduit – to attend the public sessions and bring information back to the committee. There will be 5 evening meetings: an orientation meeting, two public meetings and two working meetings with a final meeting in June. The following AEAC volunteers for ARC were elected by consensus: North Side: Serena Essex (alternates: Gerry Martin, Suzanne Tardiff) South Side: Pauline Fontaine (alternates: Rita Fenton, Kathy Beardy and Suzanne Tardiff) <ul style="list-style-type: none"> All questions were addressed. 	David Wright and Heather Harris

	AGENDA ITEM	DISCUSSION	ACTION
	5.2 Day and Extended Field Trip Policies (review)	<p>Jeff Upton, Education Officer explained the procedure regarding policy reviews in general and noted that constituent input for the Day and Extended Field Trip Policies must be received by February 24, 2016. He asked the committee to look carefully at the definitions, safety, and transportation sections as well as consent, medical and information forms to be sure they are appropriate, informative and meet the needs of AEAC as parents and committee members.</p> <ul style="list-style-type: none"> All questions were addressed. 	Jeff Upton
6.	Business Arising From the Minutes		
	6.1 Telephone Message	<p>Pauline Fontaine explained that an elder is being consulted to ensure that the message is correct and appropriate.</p> <p>A tri-lingual student from Ecole Gron Morgan will be the voice of the message. Bruce Sauder will attend the March meeting and present the finished product for the Committee's approval.</p>	Sheri-Lynne Pharand Pauline Fontaine
	6.2 PIC Funding	Deferred to March meeting.	Sherri-Lynne Pharand
7.	New Business		
	7.1 Budget Discussion	<p>AEAC will present a Budget Deputation to the Board of Trustees on April 5. As indicated in the Budget presentation by David Wright, we do not anticipate receiving additional funds for the next school year. Sherri-Lynne said she has advocated to the Ministry that they begin to fund based on the self-identification numbers rather than just using Stats Canada information. Funding is not transferable – it is tied to the number of students involved.</p> <p>Amy, Anika and Suzanne will draft a submission and forward it to Brenda for formatting prior to presenting it for approval at the March meeting.</p>	<p>Amy, Anika, Suzanne</p> <p>Brenda Barradell</p>

	AGENDA ITEM	DISCUSSION	ACTION
	7.2 Change date of March meeting	The AEAC meeting scheduled for March 24 th must be re-scheduled. Moved by Robin Haliuk and seconded by Serena Essex, that the March 24 th AEAC meeting be rescheduled for Wednesday, March 30. Carried.	Sherri-Lynne Pharand
	7.3 Trustee Awards	Included in the agenda package was information about the Trustee Awards. Sherri-Lynne asked the members to think about who they would like to nominate. This will be discussed at the March meeting.	Sherri-Lynne Pharand
8.	Ongoing Business		
	8.1 Updates	a) Cultural Sensitivity Training – This is the ‘catch up year’ and training sessions will be held on March 24 and 31 for all staff. Amy will send an email reminding staff. b) AYARA – Amy recently participated in a fundraiser. Brenda will send the information and application to Committee today.	Dr. Amy Farrell-Morneau
	8.2 Updates to Aboriginal Presence in Our Schools booklet	Deferred to March meeting.	
9.	Information and Inquiries		
	9.1 Update on Semester 2 Courses	Sherri-Lynne gave details of the Native Studies Classes/Credits that are being offered at each of the Secondary Schools this semester. Sherri-Lynne will bring information regarding course outlines to the next meeting.	Sherri-Lynne Pharand
	9.2 Kindergarten Information Night	Sherri-Lynne thanked Amy Farrell, Chris Ooshag, and Brenda Barradell for attending and representing AEAC at the Kindergaarten Information Night on Feb. 1, 2016.	Sherri-Lynne Pharand
	9.3 FNMI Leadership Camp	Neil Workman shared his experience regarding the leadership camp (Tim Horton’s Memorial Camp) that he attended in Parry Sound this summer. This camp was for self-identified FNMI students. Last year	Neil Workman

	AGENDA ITEM	DISCUSSION	ACTION
		<p>all the students came from Hammarskjold CVI as it was linked with the mentoring program there.</p> <p>This year Lakehead District School Board will be the lead Board for planning. Neil is looking for help and guidance from AEAC regarding culturally relevant activities from this region. He asked for ideas / suggestions / names of people they could approach. Amy volunteered to help.</p> <p>This initiative will be discussed at a future meeting.</p>	
	9.4 Perception of Aboriginal Education Councils	<p>Yves Pelletier is a Senior Consultant with Academica Group who along with Mohawk College has been funded by the Ministry of Training, Colleges and Universities to complete a project on Aboriginal Education Councils</p> <p>This project aims to explore how Aboriginal Education Councils are perceived by both institutional and community members of the various AECs, the board focus of its discussions and the continuing collaborations.</p> <p>Yves interviewed both Sherri-Lynne and Dolores. It was an excellent opportunity to gain recognition for Lakehead District School Board and to tell the story of our AEAC.</p>	Sherri-Lynne Pharand Dolores Wawia
	9.5 Nishnawbe Aski Nation Education Partnerships Program	<p>Kathy Beardy shared information about the <u>Best Practices in First Nation Education Conference</u> that is being held at the Victoria Inn and Conference Centre on March 30 – 31, 2016</p> <p>More information is available on their website http://www.nan.on.ca under 'Upcoming Events'.</p>	Kathy Beardy
10.	Closing Ceremonies	Elder Isabelle Mercier conducted the closing.	
11.	Next Meeting:	Wednesday March 30, 2016	
12.	Adjournment:	The meeting adjourned at 12:10 pm	

AGENDA ITEMS FOR NEXT MEETING:

School Renewal -Delegates for ARC will share information with the AEAC committee at each meeting!

PIC Funding – deferred from Feb. 18

SLP talked about the letter that was sent by Ian MacRae.

\$750 received ... to support, increase and enhance parental involvementwere asked in Dec. to bring ideas to the Feb. meeting.

Neil to be invited to a future meeting for further discussion. (He can't attend the March meeting.)

LAKEHEAD DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE

Jim McCuaig Education Centre
Thunder Bay, Ontario

2016 JAN 20

MEMBERS PRESENT:

Laura Sylvestre (Chair)
Theresa Graham (Vice Chair)
Trustee Marg Arnone
Sheila Marcinyshyn

Mike Otway
Judy Kay
David Fulton

ABSENT WITH REGRET:

Trustee Trudy Tuchenhagen
Trustee Ron Oikonen
Kelly Matyasovszky
Liz Tod

OTHERS PRESENT:

Colleen Kappel
Lori Carson
Jeff Upton
Robin Cawlishaw
Jane Lower
Ron Gernat

ABSENT:

Jennifer Bean-Anderson

1. **Call to Order**

Laura Sylvestre, Chair of SEAC, called the meeting to order at 6:02 p.m.

2. **Approval of the Agenda**

Item 10.1, Day and Extended Field Trip Policies, was moved to Presentations and became item 4.1, followed by 4.2 EQAO Results and 4.3 Multi-Year Accessibility Plan.

Moved by Theresa Graham

Seconded by Sheila Marcinyshyn

“THAT the amended agenda for the January 20, 2016 SEAC meeting be approved.”

CARRIED

3. Declarations of Conflict of Interest

There were no declarations of conflict of interest.

4. Presentations

4.1 Day and Extended Field Trip Policies – Jeff Upton

Jeff Upton, Education Officer, explained the procedure regarding policy reviews and noted that constituent input must be received by February 24, 2016. He asked the committee to look carefully at the definitions, safety, and transportation sections as well as consent, medical and information forms to be sure they are applicable and meet the needs of SEAC as parents and committee members.

Colleen suggested that the committee review this at the next SEAC meeting and formulate feedback from the committee.

Questions from members were addressed.

4.2 EQAQO Results – Lori Carson and Jane Lower

Jane Lower, Student Success Lead, used a Power Point presentation to give a detailed explanation of the EQAQO data over a three year period of time. A comparison of Lakehead District School Board results to provincial results was explained. Ms. Lower noted that due to labour issues, there was no provincial data in math.

Ms. Lower noted that math coaches and literacy facilitators will continue to support all students. They work together as a team, along with the classroom tutors to help all students, including students with IEPs.

Testing this year will take place March 31, 2016.

Questions from members were addressed.

4.3 Multi-Year Accessibility Plan – Robin Cawlishaw

Robin Cawlishaw, Human Resources Officer, gave a detailed overview of the Multi-Year Accessibility Plan which was developed in 2013 and is now being updated. The plan is posted on the board website. Ms. Cawlishaw explained the make-up of the committee and stressed that it was an internal planning, working group committee. The key components of the plan are: Accessible Customer Service, Integrated Accessibility, Information and Communication, Employment Standards, Transportation, and Physical Barrier Removal. Some of the changes that have already been made in the board's endeavor to be barrier free by 2025 were shared. All questions were addressed.

5. Approval of the Minutes – December 9, 2015

Sheila Marchinychyn's name was inadvertently left off the list of attendees. The minutes will be amended to show she was in attendance.

Moved by Mike Otway

Seconded by Sheila Marcinyshyn

“THAT the amended minutes of the December 9, 2015 SEAC meeting be approved.”

CARRIED

6. Business Arising From the Minutes

6.1 Moving on Mental Health – Theresa Graham

Theresa Graham, Vice Chair of SEAC, reported that Children's Centre Thunder Bay recently sent a survey to all schools for inclusion in school newsletters to help them complete their Moving on Mental Health plan. Colleen Kappel, Superintendent of Education, will forward the link to Ms. Haven who will send it to SEAC members. Members are asked to share the survey with others in order to get as much feedback as possible. The closing date for the survey is February 12, 2016.

6.2 PIC Funding Event – Colleen Kappel

Colleen Kappel, Superintendent of Education noted that Dr. David Tranter, Mental Health Leader, is coordinating a conference in May and suggested that SEAC could partner with this conference by sponsoring a session geared specifically for parents/guardians. Superintendent Kappel asked the committee to think about topics that parents/guardians might find helpful and bring them to the next meeting.

6.3 Kindergarten Registration Evening – February 1, 2016 – Laura Sylvestre

Kindergarten Registration Evening will be held at the Valhalla Inn on February 1, 2016 starting at 7:00 p.m. SEAC will have a table - Lori Carson and Laura Sylvestre will attend. Additional SEAC members were encouraged to attend. SEAC will hand out bags to parents/guardians in attendance.

7. Correspondence

The folder was distributed for members' perusal.

8. Advocacy Tracking

The advocacy tracking template was circulated for member completion.

9. New Business

9.1 2015 – 2016 SEAC Work Plan – Laura Sylvestre

The committee studied the work plan and talked about increasing membership. Colleen Kappel, Superintendent of Education will check the requirements and on behalf of SEAC will approach a number of local associations that were suggested and report back at the next meeting.

9.2 PIC Report – Laura Sylvestre

The Parent Involvement Committee met on Monday, January 18, 2016. Laura Sylvestre, Chair of SEAC and PIC, noted that Colleen Kappel, Superintendent of Education and Dr. David Tranter, Mental Health Leader, reported on Mental Health. The next meeting is March 3, 2016.

9.3 Success Advisory Report – Laura Sylvestre

Donica LeBlanc, Early Learning Lead, presented information about Lakehead Public Schools International (LPSI) at the January 14, 2016 meeting. Ms. Haven will ensure SEAC members receive the LPSI website link <https://international.lakeheadschoools.ca>

Ten of Lakehead public schools are being tested for Radon gas. This testing is done over a ten month period. Mike Otway is very knowledgeable on the topic and will send some information to Ms. Haven for distribution to the members.

10. Information/Inquiries & Association Reports

10.1 Sheila Marcinyshyn, Anishnawbe Mushkiki representative, shared her enthusiasm about Anishnawbe Mushkiki partnering with Algonquin Avenue Public School and working out of their Best Start Hub. They will offer Prenatal and Postnatal programs on Monday and Thursday mornings respectively. All their programs are moving into the community as of February 1, 2016. Sheila will ensure the information is sent to the committee.

10.2 Laura Sylvertre, Autism Ontario Representative, shared information about Autism Ontario's partnership with the Thunder Bay Symphony Orchestra at the Grass Roots Church. Prior to their performances, their warm up area is open to the public. It provides a space to sing, dance or just admire the instruments in a totally non-judgmental environment prior to their performance. She encouraged everyone to call or check out the Autism website for more information.

11. Status of SEAC Budget 2015-2016 – Laura Sylvestre

The status of the 2015-2016 SEAC budget was provided to members.

12. Board Update

Trustee Marg Arnone provided information on the following Board Meetings:

December 15, 2015 Regular Board Meeting

Reports addressed at this meeting included:

- *Celebrating Student Achievement* where a delegation of students from Kingsway Park Public School gave a presentation on ‘Fostering Growth Mindset, Calm Classrooms, and Strengths through a Writing Continuum’;
- Aboriginal Education Report; and
- Accessibility for Ontarians with Disabilities Act (AODA).

Jan. 12, 2016 – Standing Committee

Reports addressed at this meeting included:

- Health and Safety Semi-Annual Report;
- Technology Report;
- The Arts – a musical trio performed prior to the start of the meeting); and
- Two Policy Reviews (Reclamation of Property and Security).

13. Adjournment

Moved by Mike Otway

Seconded by Judy Kay

“THAT we do now adjourn at 7:18 p.m.”

CARRIED

LAKEHEAD DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE
MEETING NOTES

Jim McCuaig Education Centre
Thunder Bay, Ontario

2016 FEB 17

MEMBERS PRESENT:

Laura Sylvestre (Chair)	Judy Kay
Theresa Graham (Vice Chair)	Kelly Matyasovszky
Trustee Marg Arnone	

OTHERS PRESENT:

Colleen Kappel
Lori Carson
Angela Hill
David Wright
Heather Harris

ABSENT WITH REGRET:

Trustee Trudy Tuchenhagen
Sheila Marcinyshyn
Martha Mawakeesic
Mike Otway
Liz Tod

ABSENT:

Jennifer Bean-Anderson

1. **Call to Order**

Laura Sylvestre, Chair of SEAC, noted that quorum was not achieved so no decision items could be addressed. Information items would be spoken to only.

2. **Presentations**

2.1 **2016-2017 Budget Presentation** – David Wright

David Wright, Superintendent of Business at Lakehead Public Schools, presented a PowerPoint presentation on the 2016-2017 budget process. Superintendent Wright addressed the 2016-2017 Budget Guiding Principles, and the 2016-2017 Special Education Budget amounts. Questions from members were addressed.

2.2 School Renewal Plan – David Wright and Heather Harris

David Wright, Superintendent of Business and Heather Harris, Capital Planning Officer, presented a PowerPoint presentation on the School Renewal Plan. The key messages, proposed North Side, South Side and Kingsway Park/Hyde Park renewal plans were highlighted. The Accommodation Review Committee (ARC) timeline was also presented as well as a request for a North Side and South Side ARC member and alternate member representing SEAC. Questions from members were addressed.

3. Introductions

Angela Hill, nominated new alternate representative from Children's Centre Thunder Bay was in attendance, so everyone introduced themselves.

4. Input to Day and Extended Field Trip Policies and Procedures

Members were asked if they had input to either policy and corresponding procedures. Laura Sylvestre, Chair of SEAC, suggested that input be provided to take into consideration students with special needs while on field trips and that accommodations for the student also extend to when the student is present at a field trip. Draft input will be developed and sent out for members to review prior to submitting by the deadline of February 24, 2016.

5. Moving on Mental Health

As a follow up to the presentation at the December 9, 2015 meeting on Moving on Mental Health, Darlene Niemi of Children's Centre Thunder Bay forwarded a document: *Moving on Mental Health*, that provided a synopsis on the Community Mental Health Plan and the Core Services Delivery Plan. Theresa Graham, Vice Chair of SEAC, and Children's Centre Thunder Bay representative, indicated that the survey that was sent to all members was still open if members wished to complete it. Once all of the information has been gathered, SEAC can request a follow up presentation at a future meeting.

6. SEAC Guest Speaker Event

Colleen Kappel, Superintendent of Education, indicated that a Regional Mental Health Conference is being planned by Dr. David Tranter, Mental Health Lead in May 2016. It was suggested to partner with the presenter for the conference and hold the parent event on the evening of May 12, 2016. Further details will be brought forward to the next SEAC meeting.

7. Kindergarten Registration Evening - February 1, 2016

Laura Sylvestre, Chair of SEAC, shared information on the SEAC Guest Speaker event that took place on February 1, 2016 at the Valhalla Inn. The event was well attended and numerous parents/guardians stopped by the booth to gather information on Special Education and SEAC.

8. SEAC WorkPlan – Recruiting Members

Theresa Graham, Vice Chair of SEAC, shared a poster recruiting members for SEAC. The information is posted on the website and was sent to four organizations seeking membership. Colleen Kappel, Superintendent of Education, spoke to drafting criteria and a selection process for parent/community members. Criteria and a process will be drafted for the March 23, 2016 SEAC meeting for members review and approval.

9. Correspondence

The correspondence folder was circulated to members.

10. Advocacy Tracking

10.1 Advocate Contact Cards

Laura Sylvestre, Chair of SEAC, shared the sample contact cards for use by SEAC members when they are acting as advocates.

10.2 Advocacy Tracking Template

The advocacy tracking template was circulated to members for completion.

11. 2016-2017 SEAC Budget Submission

Laura Sylvestre, Chair of SEAC, indicated that SEAC annually presents a budget deputation to the Budget Committee. Members were asked to consider joining an Ad Hoc Committee to assist in the development of the submission. An email will be sent to all members who were absent to determine their interest in participating.

12. Special Education Update

Colleen Kappel, Superintendent of Education, spoke to the Ministry of Education Special Education Update, October 2015. Superintendent Kappel thought the information would be beneficial to SEAC members. Members were asked to peruse the document and bring any questions to the March 23, 2016 SEAC meeting.

13. SEAC Promotional Materials

Laura Sylvestre, Chair of SEAC, spoke to promotional materials for distribution at future SEAC events. Costing and examples were provided for three styles of pens and ¼ page note pads. Members in attendance suggested the samples and prices be shared via email with those absent from the meeting and that approval to purchase be sought from members in order to expedite the ordering process. It was suggested to purchase 500 pads of 25 pages per pad, 500 pens and 500 advocacy contact cards.

14. Member Absent with Permission

Theresa Graham, Vice Chair of SEAC, will be absent due to unforeseen circumstances for the remainder of the school year. A motion will come forward at the next meeting authorizing her extended absence from the committee. A Vice Chair will need to be elected at the next meeting. Trustee Marg Arnone pre-nominated Judy Kay for the position. Further nominations will be requested from members prior to the meeting and from the floor at the March 23, 2016 meeting.

15. Accommodation Review Committee Members

The School Renewal Plan identifies two Accommodation Review Committees (ARCs), North Side and South Side. A SEAC representative and alternate representative are requested for each ARC. Kelly Matyasovszky and Laura Sylvestre volunteered for the South Side ARC. An email will be sent to all members seeking representation on the North Side ARC.

16. Information/Inquiries and Association Reports

16.1 Laura Sylvestre, Autism Ontario representative informed members that World Autism Awareness Day is April 2nd. This year because it falls on a Saturday, Autism Ontario will be 'Raising the Flag' in communities across the province on Monday April the 4th.

17. Board Update

Trustee Marg Arnone provided information on the following meetings:

January 26, 2016 Regular Board Meeting

Items addressed at this meeting included:

- St. James Public School, Caring Community Connections;
- Early Learning;
- Policy approvals: 3061 Reclamation of Properties and 3091 Security;
- Establishment of the 2016-2017 Budget Committee; and
- Appointment to the 2015-2016 Parent Involvement Committee.

February 9, 2016 Standing Committee Meeting

Items addressed at this meeting included:

- School Renewal Plan;
- Postponement of Prevalent Medical Conditions Policy development;
- Approval of the 2016-2017 School Year Calendar;
- Request for Policy Review 9030 Playground Structures;
- Appointment of Sandra Leonetti, External Member to the Audit Committee; and
- Approval of 3072 Advocacy Policy.

February 16, 2016 Standing Committee Meeting

- School Renewal Plan - approval of establishing the Accommodation Review Committees and proceeding with the Kingsway Park/Hyde Park School Renewal Plan.

18. SEAC Budget

Laura Sylvestre, Chair of SEAC provided the status of the 2015-2016 SEAC budget.

19. End of Meeting

The meeting concluded at 7:28 p.m.

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2016 APR 12
Report No. 042-16

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

RE: POLICY REVIEW – 7011 TEACHER PERFORMANCE APPRAISAL

1. Background

- 1.1 It is the policy of Lakehead District School Board that policies will be developed or reviewed in accordance with Policy Development and Review Policy 2010.
- 1.2 At the June 23, 2015 Regular Board Meeting, the Teacher Performance Appraisal policy was approved for review on the 2015-2016 policy development and review schedule.
- 1.3 On February 17, 2016, the Teacher Performance Review policy and procedures were posted on the board website and distributed to constituent groups for review and comment with input to be received by March 30, 2016.

2. Situation

- 2.1 The revised policy is attached as Appendix A and the procedures as Appendix B.
- 2.2 Upon final approval, the policy will be distributed according to board procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 7011 Teacher Performance Appraisal Policy, Appendix A to Report No. 042-16.

Respectfully submitted,

TRISH GLENA
Coordinator of Organizational Development

DAVID WRIGHT
Superintendent of Business

IAN MACRAE
Director of Education

PERSONNEL & EMPLOYEE RELATIONS**7000**

April 12, 2016 - DRAFT

**TEACHER PERFORMANCE
APPRAISAL POLICY****7011**1. Rationale

The Ministry of Education has directed that school boards conduct teacher performance appraisals that are consistent with the Education Act as amended, Ontario Regulations 98/02, and 99/02 **and 266/06** as amended, the ~~Manual for Performance Appraisal of New Teachers 2006~~ **New Teacher Induction Program Induction Elements Manual 2010**, the Performance Appraisal of Experienced Teachers Technical Requirements Manual ~~2007~~ **2010**, and the Ontario College of Teachers **Teachers' Standards of Practice for the Teaching Profession**.

2. Policy

2.1 It is the policy of Lakehead District School Board to:

- ensure all students receive the benefit of an educational system staffed by competent and effective teachers;
- provide fair, effective and consistent teacher evaluation in every school; and
- promote the professional growth of its teaching staff.

3. Guiding Principles

3.1 Lakehead District School Board supports the following guiding principles for the teacher performance appraisal process:

- 3.1.1 Teacher performance appraisals apply to members of the Elementary Teachers' Federation of Ontario (ETFO) and the Ontario Secondary Teachers' Federation (OSSTF), and teachers on a Letter of Permission;
- 3.1.2 Occasional or continuing education teachers, supervisory officers, principals, and vice principals are not evaluated by this process;
- 3.1.3 Teacher performance appraisal reflects the duties and expectations in accordance with the Education Act and with the regulations and guidelines of the Ministry of Education and of the Board;
- 3.1.4 Teachers determine their own professional growth recognizing expectations of the Ontario College of Teachers' Standards of Practice;
- 3.1.5 Teachers accept responsibility to develop their professional effectiveness;
- 3.1.6 The process provides opportunities for growth, continuous improvement, and concrete steps and support for improvement in areas of concern;

PERSONNEL & EMPLOYEE RELATIONS

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**TEACHER PERFORMANCE
APPRAISAL POLICY**

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3.1.7 Additional appraisals shall be conducted based upon issues of performance.

4. 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>
Procedures 7011	May 27, 2003	Quality in the Classroom Act 2001 (Part x.2)
	<u>Date Revised</u>	
	January 22, 2008	O. Reg. 98/02 O. Reg. 99/02 O. Reg. 266/06
	Reviewed by _____	

<p>PERSONNEL & EMPLOYEE RELATIONS</p> <p>April 12, 2016 - DRAFT</p> <p>TEACHER PERFORMANCE APPRAISAL PROCEDURES</p>	<p>7000</p> <p>7011</p>
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1. Policy

It is the policy of Lakehead District School Board to:

- ensure all students receive the benefit of an educational system staffed by competent and effective teachers;
- provide fair, effective and consistent teacher evaluation in every school; and
- promote the professional growth of its teaching staff.

2. Process for New Teachers

- 2.1 Teachers new to the profession must have at least two appraisals within their first twelve months, after they begin teaching.
- 2.2 Teachers new to the profession must have completed the New Teacher Induction Program within the first twenty-four months of beginning teaching.
- 2.3 Once new teachers have completed the New Teacher Induction Program, they will be placed on a five year evaluation cycle.
- 2.4 Each school year, Human Resources will identify new teachers who are scheduled for evaluation in that school year and notify the principal.
- 2.5 Where a new teacher is assigned to more than one school, the Human Resources Department, in consultation with the principals and the supervisory officer, will determine where the teacher’s performance appraisal is conducted.
- 2.6 The principal will follow the process and timelines of the performance appraisal process (Appendix A and Appendix B) as outlined in the **Teacher Performance Appraisal Technical Requirements Manual 2010** New Teacher Induction Program Manual for Performance Appraisal of New Teachers.
- 2.7 If a new teacher receives Development Needed rating, the principal, with input from the teacher, will develop an Enrichment Plan. The New Teacher Induction Program will extend into the second 12 month period.

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- 2.8 If the teacher receives an unsatisfactory rating, after having received a Development Needed rating, the teacher will be on review status and an Improvement Plan will be developed by the principal with input from the teacher. The principal shall inform the appropriate supervisory officer, provide necessary documentation and consult with appropriate union representatives.
- 2.9 Procedures to be followed, based on specific appraisal outcomes, relate to the following areas as outlined in the ***Teacher Performance Appraisal Technical Requirements Manual 2010*** ~~New Teacher's Induction Program Manual for Performance Appraisal of New Teachers.~~
- 2.9.1 Summary of Procedural Requirements Following Specific Appraisal Outcomes.
- 2.9.2 Detailed Procedural Requirements Following Specific Appraisal Outcomes.
- Timing between the first and second appraisal in the first 12 month period after the teacher begins teaching.
 - Where an appraisal rating is satisfactory.
 - Where the teacher has accumulated two satisfactory appraisal ratings at any time during the first 24 month period after he or she begins teaching.
 - Where the appraisal rating is Development Needed.
 - Where a teacher has received an unsatisfactory appraisal rating.
- 2.9.3 On Review Status.
- Provision for an additional appraisal while on Review Status.
- 2.9.4 Provisions for Termination of a Teacher's Employment.
- Recommendation for termination following a second unsatisfactory appraisal.
 - Termination while on review status without an additional appraisal.
- 2.9.5 Procedures followed by Board on receiving a recommendation to terminate a teacher's employment.

<p>PERSONNEL & EMPLOYEE RELATIONS</p> <p>April 12, 2016 - DRAFT</p> <p>TEACHER PERFORMANCE APPRAISAL PROCEDURES</p>	<p>7000</p> <p>7011</p>
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- The Director of Education/Secretary of the Board must suspend with pay or reassign the teacher to duties appropriate in the circumstances.
- Within 60 days of receiving the recommendation to terminate, the Board must make a decision by majority vote.
- Where a Board terminates a teacher's employment, the Director of Education/Secretary of the Board must promptly file a complaint with the Ontario College of Teachers.
- Where a teacher resigns while on review status, the Director of Education/Secretary of the Board must promptly file a complaint with the Ontario College of Teachers.

2.10 Every new teacher will complete an Individual New Teacher Induction Program (NTIP) Strategy Form in collaboration with the new teacher's mentor and will share the plan with the principal. The principal will **introduce** approve the plan, arrange for the supports and allocate the appropriate resources.

~~2.11 Teachers are encouraged to reflect on parent/guardian and student input while developing, reviewing and updating their Annual Learning Plan (ALP) each year.~~

2.42~~11~~ Summative Reports and copies of the **NTIP Strategy Form ALP** will be filed with the appropriate supervisory officer by the last Monday in June. These will be kept on file at the board office for six years from the date of the report.

3. Process for Experienced Teachers

- 3.1 A teacher ceases to be a new teacher once he or she successfully completes the NTIP or, subject to any extension provided for in the regulations, his or her 24-month new teaching period has elapsed.
- 3.2 Each experienced teacher will be placed on a five-year cycle for performance appraisal.
- 3.3 During the evaluation year, a teacher must receive at least one performance appraisal.
- 3.4 The performance of experienced teachers who are new to a board must be appraised in the first year of employment with the Board.

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- 3.5 Each school year Human Resources will identify teachers who are scheduled for evaluation in that school year and notify the principal. Principals may identify additional teachers for review in light of circumstances relating to the teacher's performance.
- ~~3.6 Except during a teacher's evaluation year, a teacher may also request a performance appraisal in addition to those required. The principal of the school to which the teacher is assigned may refuse to conduct a requested performance appraisal if he or she is of the opinion that it is unlikely that the performance appraisal will lead to improvement in the teacher's performance.~~
- 3.76 Within 20 school days after a teacher commences teaching in his or her evaluation year, the principal must notify the teacher that his or her performance will be assessed during that school year.
- 3.87 Where a teacher is assigned to more than one school, the principal, in consultation with the supervisory officer, will determine where the teacher's performance appraisal is conducted.
- 3.98 A teacher who is teaching a minimum of half a school year shall be subject to the full requirements of the appraisal policy and timelines in his/her half of the school year.
- 3.409 Teachers who move from the new to the experienced teacher appraisal process must develop an **Alternative Learning Plan** (ALP) in their first year as an experienced teacher. The plan must include the teacher's professional growth goals, as well as his or her proposed action plan and timelines for achieving those objectives.
- 3.4410 Each year, teachers in consultation with their principal, are required to review and update their ALP as necessary, from the previous year.
- ~~3.12 Teachers are encouraged to reflect on parent/guardian and student input while developing, reviewing, and updating their ALP each year.~~
- 3.4311 The principal will follow the process and timelines of the performance appraisal process (Appendix ~~C~~**B**), as outlined in the Performance Appraisal of Experienced Teachers Technical Requirements Manual (~~2010~~) (~~2007~~).

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3.44~~12~~ The principal will use a two-point rating scale, satisfactory or unsatisfactory, in each performance appraisal of an experienced teacher.

3.45~~13~~ If the teacher receives an unsatisfactory rating, the teacher will be on review status and an Improvement Plan will be developed by the principal with input from the teacher. The principal shall inform the appropriate supervisory officer, provide necessary documentation and consult with appropriate union representatives.

3.46~~14~~ The Technical Requirements Manual ~~2010~~ 2007 outlines the procedures to be followed for these situations:

3.46 ~~14.1~~ Procedural requirements following a satisfactory rating.

3.46 ~~14.2~~ Where the first appraisal rating is an unsatisfactory rating.

3.46~~14~~ .3 Timing of a second appraisal following the first unsatisfactory appraisal.

3.46~~14~~ .4 Second unsatisfactory appraisal rating.

3.46~~14~~ .5 Review Status and third performance appraisal while on review.

3.46~~14~~ .6 Provisions for Termination of a teacher's employment.

- Recommendation of termination following a third unsatisfactory appraisal.
- Termination while on review status without an additional appraisal.
- Procedures followed by the Board on receiving a recommendation to terminate a teacher's employment.

3.47~~15~~ Summative reports and copies of the ALP from the evaluation year will be filed with the appropriate supervisory officer by the last Monday in June. These will be kept on file at the board office for six years from the date of the report.

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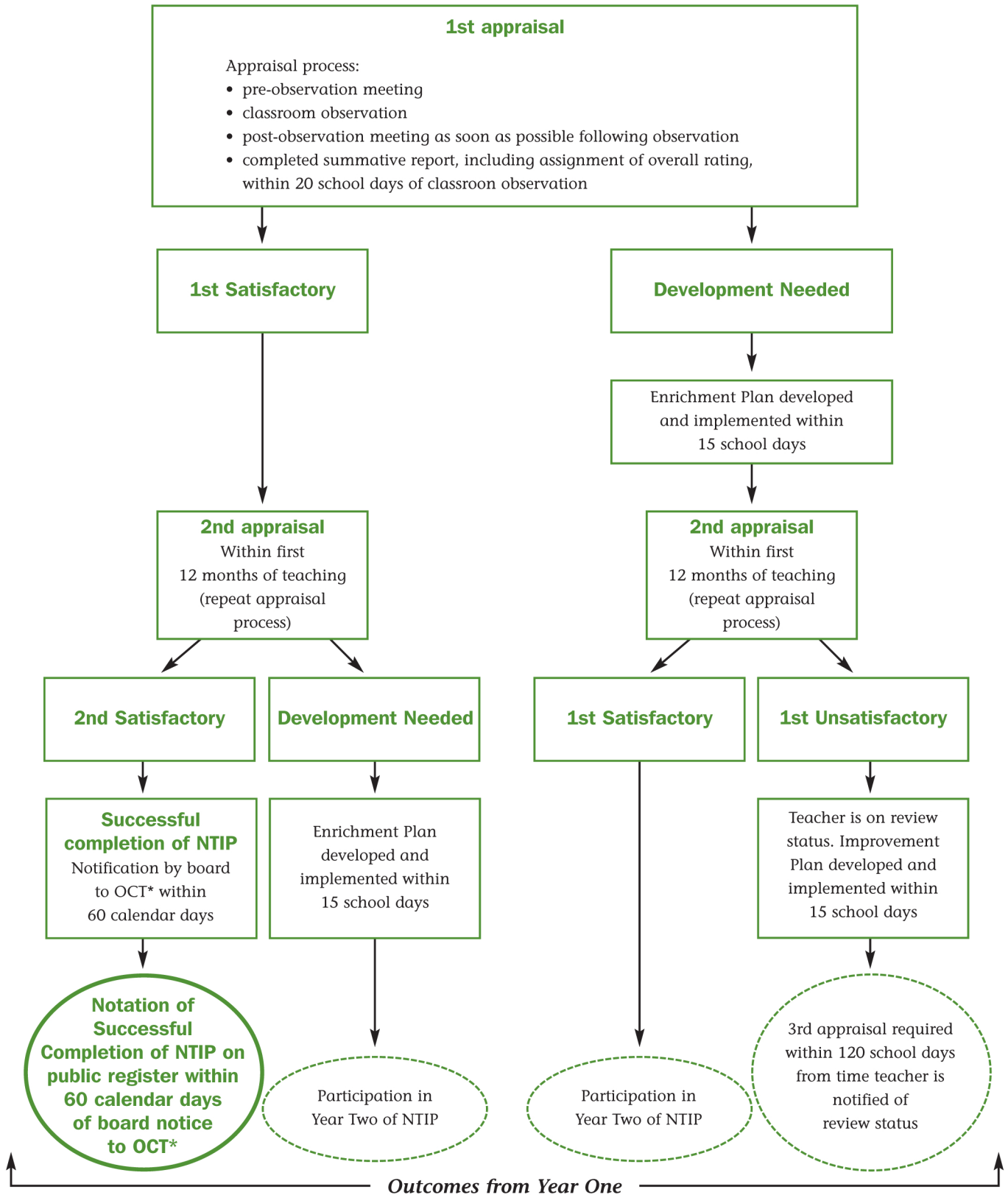
4. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Policy 7011	May 27, 2003 <u>Date Revised</u> January 22, 2008 Reviewed by _____	Quality in the Classroom Act 2001 (Part x.2) O. Reg. 98/02 O. Reg. 99/02 <i>O. Reg. 266/06</i>

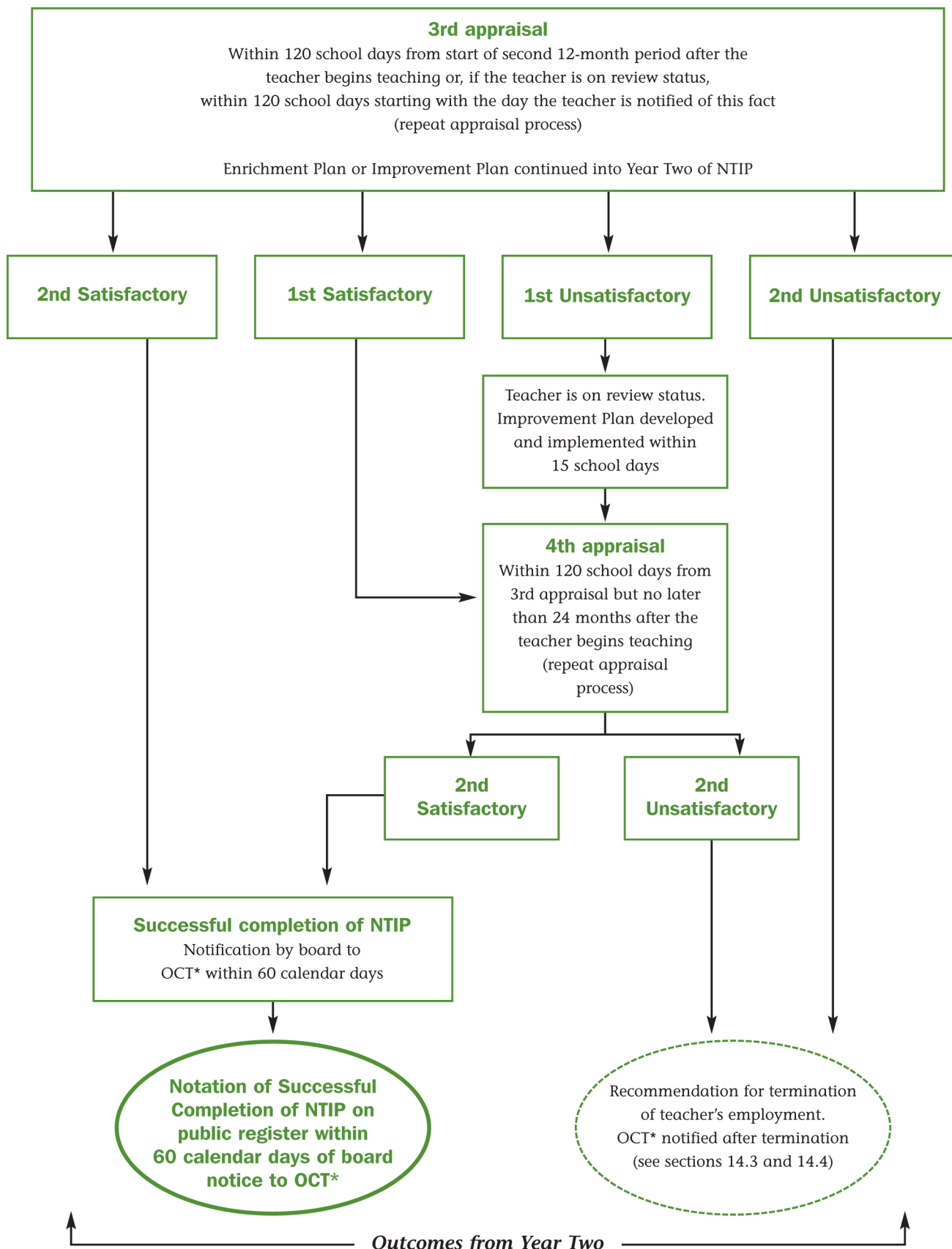
Figure 1. New Teacher Induction Program (NTIP): Performance Appraisal of New Teachers
 Flow Chart

NTIP Year One (two appraisals are required in the first 12 months after the teacher begins teaching)



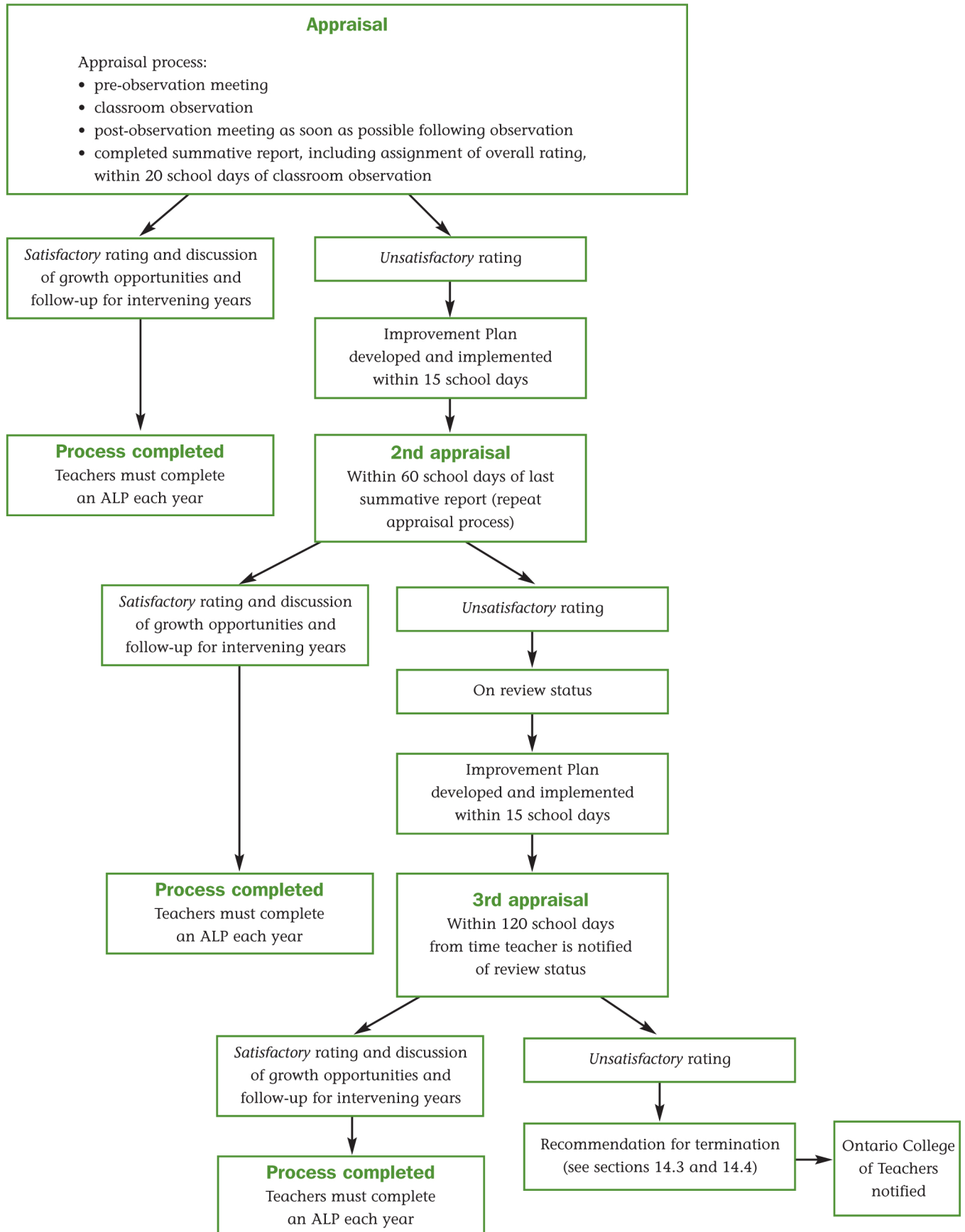
* Ontario College of Teachers

NTIP Year Two – If Required (must be completed within the teacher’s first 24 months of teaching)



* Ontario College of Teachers

Figure 2. Performance Appraisal of Experienced Teachers Flow Chart



LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2016 APR 12
Report No. 043-16

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

RE: POLICY REVIEW – 7040 VIOLENCE IN THE WORKPLACE

1. Background

- 1.1 It is the policy of Lakehead District School Board that policies will be developed or reviewed in accordance with Policy Development and Review Policy 2010.
- 1.2 At the June 23, 2015 Regular Board Meeting, the Violence in the Workplace policy was approved for review on the 2015-2016 policy development and review schedule.
- 1.3 On February 24, 2016, the Violence in the Workplace policy and procedures were posted on the board website and distributed to constituent groups for review and comment with input to be received by March 30, 2016.

2. Situation

- 2.1 Administration attended the Success Advisory Committee on March 3, 2016, the Parent Involvement Committee on March 7, 2016, and the Special Education Advisory Committee on March 23, 2016 to present the policy and procedures and obtain feedback.
- 2.2 The revised policy is attached as Appendix A and the procedures as Appendix B.
- 2.3 Upon final approval, the policy will be distributed according to board procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 7040 Violence in the Workplace Policy, Appendix A to Report No. 043-16.

Respectfully submitted,

WAYNE BAHLIEDA
Manager of Human Resources

DAVID WRIGHT
Superintendent of Business

IAN MACRAE
Director of Education

PERSONNEL AND EMPLOYEE RELATIONS**7000**

April 12, 2016 - DRAFT

VIOLENCE IN THE WORKPLACE POLICY**7040**1. Rationale

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

2. Definitions

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

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

3. The Policy

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

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VIOLENCE IN THE WORKPLACE POLICY**7040**4. Guiding Principles

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

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>
<ul style="list-style-type: none"> • 7030 Harassment and Human Rights Policy • 8040 Trespass to Schools Policy • 8070 Safe Schools Policy – System Expectations • 8020 Access to School-Board Premises • 8070B Safe Schools Procedures – Maintaining Employee Safety while delivering Special Education Services 	<p style="text-align: center;">May 25, 2010</p> <p style="text-align: center;"><u>Date Revised</u></p> <hr style="width: 20%; margin: auto;"/>	

PERSONNEL AND EMPLOYEE RELATIONS**7000**

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VIOLENCE IN THE WORKPLACE PROCEDURES**7040**1. The Policy

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

2. Violence Against Staff

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

3. Defining Violence in the Workplace

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

3.1 Three categories of risk are addressed by these procedures:

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

3.2 To deal with the low frequency, but high priority that threats of violence have in the learning environment, Human Resources will monitor the internal risk environment of the Board and respond to events that could jeopardize Lakehead Board staff. Human Resources will develop tools to assist Principals, Managers and Supervisors to resolve confirmed threats or acts of violence by: monitoring policy, conducting risk assessments, developing contingency plans, organizing resources, investigating serious

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incidents and ensuring that there is general awareness of Board practices and procedures to respond to workplace threats.

4. General Procedures

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

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

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

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

4.3 Minor Incidents

Minor incidents may be resolved by the supervisor, the employee and the third party, providing the employee consents to having the issue summarily dealt with. Events in the minor category may, for example, include outbursts of intemperate language or signs of temper, where there was no serious intent to cause harm. In such cases a supervisor's intervention could serve to neutralize tension, to draw an apology from the offender and to show the employee that he or she is being supported. Minor incidents are to be

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

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reported to Human Resources within one working day. The supervisor will review and forward the completed Violent Incident Report to Human Resources, Health and Safety.

4.4 Serious Incidents

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

5. Workplace Violence

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

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

6. Workplace Protection

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

7. Human Resources Department

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

7.2 The Superintendent of Education will update these Procedures as required by its evaluations of serious incidents. Human Resources will also coordinate awareness and

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educational programs designed to keep all employees and agents of the company aware of the measures taken to support employee protection.

- 7.3 The Department will observe the strictest protocols of confidentiality so that employees will be encouraged to report potential and developing situations of violence.

8. Investigation

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

9. Employee Support

- 9.1 Any employee who feels that a violent situation has not been effectively dealt with at the supervisory level may directly contact the Superintendent of Education to review the circumstances and advise the employee.
- 9.2 Lakehead District School Board will support any employee who has been subject to aggression in the line of work, or in circumstances that lead to charges being laid. The Board will allow the employee paid time off to assist the inquiry and to appear in court. It may also encourage other witnesses to support the administration of justice by indemnifying them from wage loss.
- 9.3 If criminal prosecution for an unprovoked attack on an employee is not entered by the police or if it does not succeed, the Board may elect to support the victim by underwriting the cost of civil litigation for damages. This exceptional option will be decided on by senior management based on the merits of the case.

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- 9.4 As a minimum, the Board will ensure that the offender is formally warned or that a "Trespass Notice" is issued. The offender will be advised that such behaviour is illegal and unacceptable, and warned that any repeat act of aggression toward Board employees will result in criminal charges being laid.
- 9.5 In some situations the police will issue this warning to the offender, and will officially record the warning. Where the police are unable or unwilling to cooperate, the warning will be given by the Superintendent of Education, who will then formally notify the police of the warning for record purposes.
- 9.6 Incidents involving students will be addressed according to the relevant legislation, policy and procedure applicable to the situation.

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

- 9.7 Students receiving special education services, whose behaviour(s) or activity(ies) pose a threat to staff or other students, will be dealt with according to the practices/procedures developed to deal with the situation.

10. 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>
<ul style="list-style-type: none"> • 7030 Harassment and Human Rights Policy • 8040 Trespass to Schools Policy • 8070 Safe Schools Policy – System Expectations • 8020 Access to School-Board Premises • 8070B Safe Schools Procedures – Maintaining Employee Safety while delivering Special Education Services 	<p>May 25, 2010</p> <p><u>Date Revised</u></p> <hr style="width: 50%; margin: 0 auto;"/>	<hr style="width: 80%; margin: 0 auto;"/> <hr style="width: 80%; margin: 10px auto 0 auto;"/>

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2016 APR 12
Report No. 044-16

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

RE: POLICY REVIEW – 9030 PLAYGROUND STRUCTURES

1. Background

- 1.1 It is the policy of Lakehead District School Board that policies will be developed or reviewed in accordance with Policy Development and Review Policy 2010.
- 1.2 At the February 23, 2016 Regular Board Meeting, the Playground Structures policy was approved for review during the 2015-2016 school year.
- 1.3 On February 24, 2016, the revised draft Playground Structures policy and procedures were posted on the board website and distributed to constituent groups for review and comment with input to be received by March 30, 2016.

2. Situation

- 2.1 Administration attended the Success Advisory Committee on March 3, 2016 and the Parent Involvement Committee on March 7, 2016 to present the policy and procedures and obtain feedback.
- 2.2 The revised policy is attached as Appendix A and the procedures as Appendix B.
- 2.3 Upon final approval, the policy will be distributed according to board procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 9030 Playground Structures Policy, Appendix A to Report No. 044-16.

Respectfully submitted,

ROD BESSEL
Manager of Property Services and Transportation

DAVID WRIGHT
Superintendent of Business

IAN MACRAE
Director of Education

FACILITIES AND EQUIPMENT**9000**

DRAFT – April 12, 2016

PLAYGROUND STRUCTURES POLICY**9030**1. Rationale

Lakehead District School Board recognizes the need to promote positive play experiences within a safe environment for all students.

2. Policy

It is the policy of Lakehead District School Board to support the practice of school communities forming Parent Committees to raise funds for the purpose of providing and installing approved playground structures.

3. Guidelines3.1 Standards

All playground structures must conform to the standards from the Canadian Standards Association's Children's Playspaces (CSA) in effect at time of approval. This includes purchase, installation and ongoing inspections and maintenance.

3.2 Ownership

All donated and/or purchased structures shall become the property of the Board who will assume responsibility for the maintenance of the structure.

3.3 Responsibility

3.3.1 Parent Committees are responsible for all costs associated with selection, purchase, site preparation materials, and manufacturer's final inspection.

3.3.2 School Principals are responsible for the day-to-day safety of playground structures and the assignment of adequate supervision during school hours.

3.3.3 Plant Maintenance Department is responsible for final approval of the design, construction, location, and the annual inspections. Installation of play structures will normally be by Board Maintenance employees.

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PLAYGROUND STRUCTURES POLICY

9030

4. Extenuating Circumstances

Where circumstances arise which may require action in the best interest of a school community, the board may share part or all of the cost of new or replacement play equipment.

-4.5. 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>
<i>"Children's Playspaces and Equipment", CAN/CSA-Z614 - National Standard of Canada</i>	September 15, 1994	_____
<i>8012 Fundraising in the Schools Policy</i>	<u>Date Revised</u>	_____
	April 24, 2001 February 21, 2006 June 28, 2011	

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FACILITIES AND EQUIPMENT**9000**

DRAFT – April 12, 2016

PLAYGROUND STRUCTURES PROCEDURES**9030**1. Rationale

Lakehead District School Board recognizes the need to promote positive play experiences within a safe environment for all students.

2. Policy

~~It is the policy of Lakehead District School Board to support the practice of school communities forming Parent Committees to raise funds for the purpose of providing approved playground structures.~~

3.2 Responsibility

32.1 Parent Committees will be responsible for:

32.1.1 Development of a proposal to purchase and install playground equipment that meet the standards under the current Canadian Standards Association's Children's Playspaces (CSA) and adhere to all Lakehead District School Board construction standards and guidelines.

32.1.2 All costs associated with the selection, purchase, site preparation materials, and manufacturer's final inspection.

32.1.3 Exploring potential partnerships, public and private, in accordance with Board Policy.

32.2 Principals will be responsible for:

32.2.1 Providing Parent Committees with pertinent information as stipulated in this policy and the accompanying procedures.

32.2.2 The day to day safety of playground structures and the assignment of adequate supervision during school hours.

32.2.3 Completing a daily visual and a monthly recorded inspection of all playground structures. (Appendix A)

32.2.4 Maintaining a file of monthly and annual inspections of all playground structures.

32.2.5 Restricting access, posting warnings and contacting the Maintenance Department regarding the maintenance of structures which are considered to be unsafe.

32.2.6 Communicating with the Maintenance Department and the parents in situations where structures are determined to be no longer financially viable to repair.

FACILITIES AND EQUIPMENT**9000**

DRAFT – April 12, 2016

PLAYGROUND STRUCTURES PROCEDURES**9030**

~~32.3~~ Plant Maintenance will be responsible for:

- ~~32.3.1~~ Approving the playground proposal to ensure the purchase and installation of the playground structures is in accordance with the manufacturer's instructions and the C.S.A. standards and adheres to all Board construction standards and guidelines.
- ~~32.3.2~~ Providing a written cost estimate, including all materials, for installation of the playground structures that are to be installed by Board Maintenance employees.
- ~~32.3.3~~ Arranging for the completion of an annual inspection of all playground structures by a certified inspector. (Appendix B).
- ~~32.3.4~~ Completing the necessary repairs at the Board's expense to structures determined to be unsafe.
- ~~32.3.5~~ Determining when repairs are no longer economical and part or all of a structure must be removed. This information will be communicated in writing to the Principal and Parent Committee. Removal and disposal will be at the Board's expense.

~~4.3~~ Parent Committee Proposals

~~4.3.1~~ Parent Committee proposals will include:

- ~~4.3.1.1~~ A detailed description of the type and construction of playground structures.
- ~~4.3.1.2~~ A detailed plan for location of the structure(s).
- ~~4.3.1.3~~ Costs, including purchase and site preparation materials.
- ~~4.3.1.4~~ Timeline for construction/installation. The proposal submission must be no later than four months prior to the fiscal year in which installation is required.
- ~~4.3.1.5~~ The level of community participation in all phases e.g., fundraising and purchasing.
- ~~4.1.6~~ ~~The financing plan, with consideration for replacement based on the 15-year life expectation of most playground structures.~~
- ~~4.1.7~~ ~~3.1.6~~ Detailed information on any partnerships and the level of commitment.

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PLAYGROUND STRUCTURES PROCEDURES

9030

4. Extenuating Circumstances

Where circumstances arise which may require action in the best interest of a school community, the board may share part or all of the cost of new or replacement play equipment.

5. 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>
<p><i>Children's Playspaces and Equipment", CAN/CSA-Z614 - National Standard of Canada</i></p> <p><i>8012 Fundraising in the Schools Policy</i></p>	<p>September 15, 1994</p> <p><u>Date Revised</u></p> <p>April 24, 2001 February 21, 2006 June 28, 2011</p>	<p>_____</p> <p>_____</p>

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LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2016 APR 12
Report No. 045-16

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

RE: POLICY REVIEW – 6020 EXTENDED FIELD TRIP

1. Background

- 1.1 It is the policy of Lakehead District School Board that policies will be developed or reviewed in accordance with Policy Development and Review Policy 2010.
- 1.2 At the June 23, 2105 Regular Board Meeting, the Extended Field Trip policy was approved for review on the 2015-2016 policy development and review schedule.
- 1.3 On January 20, 2016, the Extended Field Trip policy and procedures were posted on the board website and distributed to constituent groups for review and comment with input to be received by February 24, 2016.

2. Situation

- 2.1 Administration attended the Success Advisory Committee on January 14, 2016, the Parent Involvement Committee on January 18, 2016, the Special Education Advisory Committee on January 20, 2016, and the Aboriginal Education Advisory Committee on February 18, 2016 to present the policy and procedures and obtain feedback.
- 2.2 The revised policy is attached as Appendix A and the procedures as Appendix B.
- 2.3 Upon final approval, the policy will be distributed according to board procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 6020 Extended Field Trip Policy, Appendix A to Report No. 045-16.

Respectfully submitted,

JEFF UPTON
Education Officer

COLLEEN KAPPEL
Superintendent of Education

IAN MACRAE
Director of Education

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EXTENDED FIELD TRIP POLICY**6020**1. Rationale

Lakehead District School Board recognizes the importance of out of classroom experiences for students. Extended field trips can expand and reinforce concepts learned in the classroom, provide for new and unique learning experiences not available in the classroom, and make learning experiences more interesting and relevant for students.

2. The Policy

It is the policy of Lakehead District School Board to support the participation of students and teachers in approved extended field trips.

3. Definitions

~~3.1 An extended field trip is an excursion which requires students to be away from home for one or more nights outside the controlled environment of the school. Examples of extended field trips are listed below:~~

~~3.1.1 outdoor education excursions such as canoe trips, cross-country skiing, hiking and camping;~~

~~3.1.2 exchange programs with students from another area;~~

~~3.1.3 athletic team trips by individuals whose activities are endorsed by the school principal; or~~

~~3.1.4 extended program based travel such as Grade 8 Toronto trips, out-of-country trips.~~

~~3.2 Programs at Kingfisher Lake Outdoor Education Centre, under the auspices of Kingfisher staff, are not considered to be extended field trips under the terms of this policy.~~

~~3.3 A supervisor is an individual who has reached the age of eighteen 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.~~

~~Additional supervision may be provided by students who are sixteen years or older who have demonstrated leadership skills, are on a special program placement (i.e., C.I.P.), or who have special qualifications (e.g., Bronze Medallion).~~

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EXTENDED FIELD TRIP POLICY**6020**4-3. Guidelines-Guiding Principles

~~4-3.1~~ All extended field trips must have curricular relevance.

~~4.2~~ The Extended Field Trip Approval Form I must be approved by the principal and superintendent before commencing any organized activities relating to the trip.

~~4.3~~ The Extended Field Trip Approval Form II must be approved by the principal and superintendent, a minimum of 30 days prior to the departure date. The superintendent may waive this requirement in special circumstances.

4.4.3.2 Student participation in all extended field trips is voluntary and subject to parental approval.

~~4.5.3.3~~ While **Every** effort will be made to include students with exceptionalities **special needs** on extended field trips. ~~children with exceptionalities will be considered on an individual basis for participation in extended field trips.~~ **Consideration will be given to all accommodations appropriate for the student.**

This decision will be made by the principal in consultation with the classroom teacher and parent/guardian. The school **in partnership** and **with the** parent/guardian **are will be** responsible for any additional supervision or care required for individual children.

~~4.6.3.4~~ The principal, in consultation with the teacher and the parent/guardian, may exclude a pupil from participation in a particular trip. **An alternate program will be provided at the school for such occasions.**

~~4.7.3.5~~ Written parental/guardian **informed** consent and agreement to all conditions specified is required for all students under age eighteen participating in extended field trips.

~~4.8.3.6~~ It is the principal's responsibility to ensure that suitable supervision and safety measures are provided.

~~4.9.3.7~~ When arranging transportation, please refer to the 3040 Transportation Policy for guidelines.

3.8 Schools will not agree to waiver forms of liability and/or excursion agreements as a condition of participation to attend a venue, tour, or event.

3.9 It is the responsibility of the principal to ensure that field trip supervisors have the necessary knowledge, experience and training and qualifications, including Police Records Checks, where applicable, and that suitable supervision and safety measures are provided. At least one supervisor must be a teacher employed by the Lakehead District School Board.

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EXTENDED FIELD TRIP POLICY

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3.10 All high risk activities must be discussed with and approved by the superintendent or designate.

~~4-3.4011~~ It is the responsibility of the principal to keep appropriate records for all extended field trips.

~~5-4.~~ Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
3040 Transportation	<u>1985 06 04</u>	Education Act, R.S.O. 1990, c. E.2
8012 Fundraising in the Schools	<u>Date Revised</u> <u>April 28, 2009</u>	_____

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EXTENDED FIELD TRIP PROCEDURES**6020**1. The Policy

It is the policy of Lakehead District School Board to support the participation of students and teachers in approved extended field trips.

2. Definitions

2.1 An extended field trip is an excursion which requires students to be away from home for one or more nights outside the controlled environment of the school.

2.2 A supervisor is an individual who has reached the age of eighteen and who has agreed to assist in the supervision of a group of students.

2-3. Planning, Safety and Supervision

2-3.1 All extended field trips must have curricular relevance. Therefore, each project must be preceded by adequate classroom preparation appropriate to the understanding of the students, and where applicable, must include directed learning en route and/or be complemented by follow-up assignments. The importance of timing the experience with relation to the classroom program should be given high priority.

2-3.1.1 The Extended Field Trip Approval Form 1 requests approval in principle. It must be submitted and approved by the principal and superintendent prior to commencing any organized activity relating to the trip.

~~**2-3.1.2** There may be times when the Extended Field Trip Form II will be unnecessary. For example, some events occur with short notice. For those events, approval Form I is the only form necessary. In these instances the Principal should consult with the Superintendent.~~

The Extended Field Trip Approval Form 2 must be approved by the principal and superintendent, a minimum of 30 days prior to the departure date. The superintendent may waive this requirement in special circumstances.

~~**2-3.2** It is the Principal's responsibility to ensure that trip supervisors have the necessary knowledge, experience, and qualifications and that suitable safety measures are provided.~~

It is the responsibility of the principal to ensure that field trip supervisors have the necessary knowledge, experience and training and qualifications, including Police Records Checks, where applicable, and that suitable supervision and safety measures are provided. At least one supervisor must be a teacher employed by the Lakehead District School Board.

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- 2-3.2.1 All supervisors participating in extended field trips must possess a current Criminal Background Check (CBC) **Police Records Check (PRC)** with current declaration. **The process for collection of PRCs for staff is outlined in policy 7010 Police Records Check. The process for collection of PRCs for volunteers is outlined in Volunteer Practices – Supervisor’s Manual.**
- 2-3.3 Since student safety is of paramount importance, principals and teachers must adhere to the following standard of supervision for extended field trips:
- Adult to student ratios shall be at least **minimum**:
- 1:5 for JK, SK, Grades 1, 2, 3
 - 1:10 for Grades 4, 5, 6, 7, 8
 - 1:15 for Grades 9, 10, 11, 12
- 2-3.3.1 ~~It is recommended that~~ **no** fewer than two supervisors **shall** accompany students on all extended field trips.
- 2-3.3.2 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.
- 2-3.3.3 Increased supervision should be considered for activities involving increased risks and/or participation by students with exceptionalities.
- 2-3.3.4 **At least one supervisor must be a teacher employed by Lakehead District School Board.**
- 2-3.4 Written **parental/guardian informed** consent and agreement to all conditions specified is required **for all students under the age of 18** ~~from the parents of all participating in field trips students.~~ Students may also be required to agree to specific conditions.
- ~~2-4~~ 3.5.1 The original signed parental/**guardian** consent form will be retained at the school.
- ~~2.5~~ ~~The Extended Field Trip Approval Form II must be approved by the Principal and Superintendent a minimum of 30 days prior to the departure date. The Superintendent may waive this requirement in special circumstances.~~
- 3.5 **The principal, in consultation with the teacher and the parent/guardian, may exclude a student from participating in a particular field trip. The principal or designate shall ensure that an appropriate alternate learning opportunity is arranged for these students, for students whose parents or guardians withhold**

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permission to take part in an out-of-school activity, and also for students who are of the age of 18 and choose not to take part in the out-of-school activity.

- 3.6** *In approving a field trip, the principal shall consider the following factors before giving their consent:*
- *the impact on student learning due to the loss of regular instructional time;*
 - *the contribution of the experience to curricular learning and school program objectives, including how it ties in with class activities before and after the trip;*
 - *the contribution of the experience to general student development;*
 - *the appropriateness of the field trip given the students' ages and development;*
 - *the safety and supervision requirements for all students on the trip;*
 - *the development of a responsible fiscal plan;*
 - *the development of an appropriate and cost effective plan for the coverage of any teacher and support staff absence;*
 - *the effect of the absence from school of teacher field trip leaders and student field trip participants on students, teachers, and programs remaining at the school.*
- 3.7** *If user fees are required to cover the cost of a field trip, financial assistance may be provided for a student in need, stressing equity for all students. Prior to the approval of any field trip by the superintendent or designate, any type of financial assistance shall be decided at the school and school council level and may include local fundraising, school budgets, and/or user fees.*
- 3.8** *It is the responsibility of the principal to keep appropriate records for all extended field trips. The principal shall keep a file on an approved field trip, containing the following information:*
- *date(s) of the trip;*
 - *the name(s) of the trip leader;*
 - *the name(s) of additional supervisor(s);*
 - *the students involved; and*
 - *the nature and destination of the trip.*
- This file shall be maintained by the principal and shall be accessible in case of emergency.*
- 3.9** *All high risk activities must be discussed with and sanctioned by the superintendent or designate.*
- 3.10** *Some international field trips may be required to be organized through the services of a licensed and approved tour company or travel agent.*

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3.11 *For extended field trips, supervisors of the trip may have their trip paid for by funds paid by students or by the tour company. This should be made clear in the information provided to parents/guardians prior to the trip.*

~~3.~~ **4.** Responsibilities of Supervisors

4.1 *It is the responsibility of the principal to ensure that field trip supervisors have the necessary knowledge, experience, training, and qualifications, including Police Records Checks, where applicable, and that suitable supervision and safety measures are provided. At least one supervisor must be a teacher employed by the Lakehead District School Board.*

~~3.1~~ **4.2** Extended field trip supervisors include teachers and other adults responsible for the supervision of students participating in the day field trip.

~~3.4.2.1~~ Supervisors are expected to exhibit appropriate behaviour and require appropriate behaviour in their students. Refer to the **Provincial and** individual school's Code of Conduct.

~~3.2~~ **4.3** Supervising teachers of students participating in the activity must ensure that all participants and supervisors are adequately prepared for the activity to be undertaken. They must be fully aware of all potential hazards and possess the knowledge, skills and abilities necessary for safe and successful completion of proposed activities.

~~3.3~~ **4.4** A detailed outline of the trip shall be supplied to each student and his or her **their** parent(s)/**guardians(s)** including an itinerary, information about accommodation, routing, expected departure and arrival times, and any other pertinent information. Refer to the Extended Field Trip Approval Checklist.

~~3.34.4.1~~ For wilderness trips, the proper authorities must be notified in advance of the trip and must be supplied with an itinerary of the proposed trip.

~~3.44.5~~ Where appropriate, supervising teachers are expected to organize an orientation session with participating students, parents and other supervisors.

~~3.~~ **4.5.1** Parents/**guardians** are to be informed of any potential risks that are inherent in the extended field trip.

~~3.~~ **4.5.2** Expectations with regard to conduct and sanctions to be applied for breaches of discipline should also be discussed.

~~3.54.6~~ At least one supervisor must hold valid certification in Red Cross Standard First Aid, St. John Ambulance Standard First Aid, or the equivalent. *For specialized activities (such*

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as **those involving** ~~watercraft or skiing~~), additional skills and knowledge may be required. (~~Reference – The Royal Life Saving Society Canada Aquatic Emergency Care Award, Canadian Ski Patrol System~~).

- ~~3.64.7~~ For wilderness trips, all participants must hold valid certification in Red Cross Emergency First Aid, St. John Ambulance Emergency First Aid, or the equivalent.
- ~~3.64.8~~ Supervisors must ensure that appropriate first aid supplies are available.
- ~~3.64.9~~ Supervisors must have available a list of all participants, names and addresses of persons to be contacted in an emergency, ~~health card numbers,~~ and **prevalent medical conditions** ~~medical concerns~~ for each participant. Completion of the Extended Field Trip Medical Information Form is required for each participant and these forms should be safe guarded.
- ~~3.64.9.1~~ The original will be retained at the school and a copy carried by the supervisor.
- ~~3.64.9.2~~ **Supervisors must be fully aware of and prepared for handling student prevalent medical conditions.**
- ~~3.64.9.3~~ **Supervisors must have a safety action plan in place prior to the trip for addressing student prevalent medical conditions.**
- ~~3.64.10~~ In addition to the information required in the policy, the Ontario School Boards' Insurance Exchange (OSBIE) website **and the OPHEA curricular supports and Ontario Safety Guidelines websites** contains information related to school activities **and** risk management. ~~and the Claims Handling Procedures~~. Supervisors should review this information during the planning stages of an extended field trip.
- ~~3.64.11~~ Supervisors must ensure that all participants are aware of the procedures to be followed in the event that separation or an accident occurs during the planned activity.
- ~~3.64.12~~ Supervisors must ensure that all participants in outdoor activities have proper clothing, footwear, and equipment.
- ~~3.64.13~~ If the activity is in the water but does not require life jackets (for example, swimming or wading), at least one supervisor must hold a valid Royal Life Saving Society Canada Bronze Medallion Award.
- ~~3.64.14~~ A passenger list must be kept for each vehicle by the supervising teacher.

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EXTENDED FIELD TRIP PROCEDURES**6020****4-5. Canoeing Trips and Watercraft Activities**

Educators need to ensure safety during both preparatory and actual phases of all programs involving water ~~and the use of boats~~. In addition to the requirement of above sections 2 and 3, educators planning extended field trips involving water activities must ensure the following:

- 4-5.1 All participants must wear a properly sized and fastened small vessel life-jacket or personal flotation device, which is currently approved by the Federal Department of Transport, at all times during watercraft activities ~~other than commercially contracted services such as Lakehead Harbour and Kam River Cruises~~.
- 4-5.2 Extended field trips involving canoeing are limited to students who have completed Grade 6.
- 4-5.3 All participants in watercraft activities, including supervisors, must demonstrate proficiency in the swimming and rescue skills **through an approved certified program** ~~described in Appendix A~~, prior to acceptance as a participant in extended field trips involving watercraft activities.
- 4-5.4 Prior to an extended field trip involving canoeing, all participants including supervisors must demonstrate proficiency in the Canoeing Skills outlined ~~in~~ **through an approved certified program** ~~Appendix B, Canoeing Skills for Supervisors and Participants~~.
- 4-5.5 All canoe trips require supervision by an approved Canoe Trip Leader. An approved Canoe Trip Leader is one who has qualified under the conditions specified in Appendix C, Criteria for Canoe Trip Leader Status.
- 4-5.6 Route planning should reflect the knowledge and experience of the participants. At least one supervisor must have travelled the proposed route.
 - 4-5.6.1 Large lake crossings shall not be undertaken by elementary students. Elementary students are restricted to small bodies of water. For secondary students, if the route includes large lake crossings, this must be specified in ~~Section 10 of the~~ Extended Field Trip Approval Form 2. A route map must be attached as well.
 - 4-5.6.2 No white water or fast current shall be attempted.
- 4-5.7 Supervisors must be aware of weather predictions and conditions and take appropriate precautions.
- 5.8 **OPHEA & Ontario Safety Guidelines regarding canoe trips must guide and be followed in planning canoe trips.**

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5.9 *In order to take students canoeing, supervisors need a minimum certification of an Ontario Recreational Canoeing and Kayaking Association (ORCKA) Basic Instructor.*

5.10 *In order to take students on a canoe trip, supervisors need a minimum certification of ORCKA Canoe Tripping 3 Trip Leader.*

5.6. Out of Country Trips

5.6.1 Where a group is travelling outside Canada, additional information and requirements must be provided by participants and supervisors:

5.6.1.1 birth certificate;

5.6.1.2 visa/passport;

5.6.1.3 immunization;

5.6.1.4 medical history of participants; and

5.6.1.5 extra insurance (compulsory, medical, liability, transportation); and

5.6.1.6 *status card (as appropriate).*

5.6.2 Where a group is traveling outside Canada, additional information and requirements such as the following should be considered by participants and supervisors:

5.6.2.1 knowledge of political/social climate of the country, relevant laws and customs; and

5.6.2.2 knowledge of customs regulations.

5.6.3 *The Canadian Government – Foreign Affairs and International Trade Canada website provides up-to-date advisories for travel and must be referred to as part of the planning process.*

7. Transportation

7.1 *School buses, private carriers or public transportation shall be used whenever possible and is the preferred method of transportation.*

7.2 *The teacher/leader must carry a list of passengers travelling in each vehicle used on a trip. A list of participants must be left with the principal prior to the trip.*

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7.3 *In the event that it is necessary for teachers, parents/guardians or students to use private vehicles for school sponsored trips, principals are directed to request written assurance from individuals that they have the minimum public liability coverage of \$1,000,000. Volunteer drivers must be in compliance with Lakehead District School Board Consortium Transportation Policy and must complete the Volunteer Drivers – Authorization to Transport Students Participating in School Events form.*

6-8. Additional Requirements

The procedures described in this document are not meant to be inclusive. Principals and supervisors are expected to take any other precautions necessary to ensure the safety of all participants.

7-9. 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>
3040 Transportation Policy and Procedure	<u>1985 06 04</u>	Education Act, R.S.O. 1990, c. E.2
3070 Allowance for Use of Personal Vehicles		
3092 Privacy and Information Management		
7010 Police Records Check Policy and Procedure		
8091 Use of Volunteers in Schools Policy and Procedure		
Volunteer Practices Supervisors Manual		
OPHEA Curricular Supports		
Ontario Safety Guidelines ORCKA Certification	<u>Date Revised</u> <u>April 28, 2009</u>	

SWIMMING AND RESCUE SKILLS
FOR SUPERVISORS AND PARTICIPANTS
OF CANOEING TRIPS AND WATERCRAFT ACTIVITIES

1. All participants in watercraft activities, including supervisors, must demonstrate proficiency in the swimming and rescue skills ***as per the appropriate governing body certification process.*** ~~described below:~~

1.1 ~~The participant must have a valid Royal Life Saving Society Canada Boat Rescue Award (see Section 2 below). For further reference see:~~
~~<http://www.lifesavingsociety.com/default.asp?PageId=63>.~~

1.2 ~~The participant must pass the Water Safety Survival Requirements based on the Canadian Swim to Survive Standard. For further reference see~~
~~<http://www.lifesavingsociety.com/default.asp?PageId=795&SectionId=5&LevelId=2>.~~

2. ~~The Royal Life Saving Society Canada Boat Rescue Award~~

2.1 ~~Aim:~~

~~This award is intended to provide life saving knowledge and ability for those engaged in small craft activities. Candidates may confine their evaluation to the use of one type of vessel, e.g., sailboat, canoe, kayak, etc., or may demonstrate knowledge and ability to perform using a variety of craft.~~

2.2 ~~Prerequisites: None~~

2.3 ~~Test Items: (may be subject to change)~~

~~The website reference the Royal Life Saving Society Canada Boat Rescue Award is: <http://www.lifesavingsociety.com/default.asp?PageId=63>.~~

2.3.1 ~~Oral or written examination (or both) to include:~~

2.3.1.1 ~~an understanding of the R.L.S.S.C. slogan: REACH, THROW, ROW, GO, TOW;~~

2.3.1.2 ~~the increasing degree of risk to the rescuer as one experiences more complex rescue situations;~~

2.3.1.3 ~~knowledge of buoyancy of various types of craft;~~

2.3.1.4 ~~ability to define appropriate procedural steps in rescues involving small craft;~~

2.3.1.5 ~~methods of manoeuvring rescue craft into the best possible position for rescue under various weather conditions; and~~

~~2.3.1.6 knowledge of types of personal flotation devices and lifejackets suitable in small craft use.~~

~~2.3.2 Self-rescue; all items to be performed while wearing shirt, windbreaker or shell, shorts or pants and shoes:~~

~~2.3.2.1 don personal flotation device or lifejacket while treading water;~~

~~2.3.2.2 demonstrate H.E.L.P. (Heat Escape Lessening Posture) and Huddle positions for use in cold water conditions;~~

~~2.3.2.3 demonstrate ability to remove shoes plus any clothing considered by the candidate to impair his ability to remain afloat; and~~

~~2.3.2.4 demonstrate ability to tread water or survival float for a period of 3 minutes without the use of buoyant objects or aids.~~

~~2.3.3 Perform a reaching assist and a throwing assist from a boat, canoe, kayak, etc.~~

~~In each case, the victim should be brought to the side or stern of the craft and, where deemed essential and practical, assisted into the craft with appropriate follow-up.~~

~~2.3.4 Perform a rescue of a non-breathing victim in a situation described by the examiner. Rescue breathing should be commenced as soon as practical. Assistance may be used in the situation with appropriate follow-up.~~

~~2.3.5 Perform a towing rescue: tow a clothed victim (man overboard) a minimum distance of 20 m or yd. to a position of safety. The situation is to be determined by the examiner, depending upon the training undertaken by the candidate.~~

~~2.3.6 Perform a contact rescue of an unconscious victim in a situation to be described by the examiner. The total rescue should require a minimum distance of 20 m or yd.~~

~~3. The Water Safety Survival Requirements~~

~~3.1 Aim:~~

~~This award is intended to provide life saving knowledge and ability for those involved in water activities.~~

~~3.2 Prerequisites: None~~

~~3.3 Test items:~~

~~3.3.1 Safety education~~

~~3.3.1.1 water safety – hazards;~~

~~3.3.1.2 cold water survival;~~

~~3.3.1.3 personal assists – 2 reaching assists;~~

~~3.3.1.4 rescue breathing – performance of steps; and~~

~~3.3.1.5 PFD/Lifejacket.~~

~~3.3.2 Safety skills (clothing to be worn)~~

~~3.3.2.1 water entries;~~

~~3.3.2.2 surface support (1 minute);~~

~~3.3.2.3 H.E.L.P. (1 minute); and~~

~~3.3.2.4 huddle position.~~

~~3.3.3 Movement skills (with PFD)~~

~~3.3.3.1 swimming with PFD/Lifejacket;~~

~~3.3.3.2 front swim – 25 metres; and~~

~~3.3.3.3 back swim – 25 metres.~~

~~3.3.4 Continuous activity~~

~~3.3.4.1 don PFD/jump in/swim 50 metres; and~~

~~3.3.4.2 water entry/25 metres front/25 metres back.~~

CANOEING SKILLS
FOR SUPERVISORS, TRIP LEADERS
AND PARTICIPANTS

1. Canoe trip participants, ***trip leaders*** and supervisors must ***follow and*** possess the following:
 - ~~1.1 a valid Canadian Red Cross Small Craft Safety Survival Award;~~
 - ~~1.2 a valid Canadian Red Cross Canoeing 1 Award; and~~
 - ~~1.3 a valid Canadian Red Cross Canoeing 2 Award.~~
 - 1.1 ***OPHEA Curricular Supports***
 - 1.2 ***Ontario Safety Guidelines***
 - 1.3 ***Ontario Recreational Canoeing and Kayaking Association (ORCKA) Certification***
 - 1.3.1 ***for taking students canoeing ORCKA Basic Instructor is mandatory***
 - 1.3.2 ***for taking students on a canoe trip ORCKA Tripping Level 3 Trip Leader is mandatory***
2. ***Canoeing and Canoeing tripping is a high risk activity and thus superintendent or designate approval is mandatory.***

CRITERIA FOR CANOE TRIP LEADER STATUS

All canoe trips require supervision by an approved Canoe Trip Leader. Canoe Trip leaders must meet the following requirements:

1. Have a valid Ontario Recreational Canoeing Affiliation (O.R.C.A.) Level 2 certification or approved equivalent.

OR

2. Complete the following requirements:

- 2.1 Produce a Canoe Trip Log to prove a minimum of 500 kilometres total canoe tripping experience, to include 4 trips of 3 nights' duration, each of 50 kilometres minimum total distance.
- 2.2 Previous experience as a supervisor during an extended field trip in a wilderness setting, sleeping in tents.
- 2.3 Demonstrate proficiency in the following canoe strokes on both sides of the canoe:
 - 2.3.1 forward bow stroke;
 - 2.3.2 draw stroke – both bow and stern;
 - 2.3.3 sweep stroke – both bow and stern; and
 - 2.3.4 j-stroke, pitch stroke or Canadian stroke (stern).
- 2.4 As a solo paddler, propel the canoe forward and keep it on a straight course for at least 400 metres. The paddle is to be kept on the same side of the canoe throughout the 400 metre distance.
- 2.5 With a bow partner, paddle 25 metres in deep water and perform a canoe over canoe rescue, including management of victims.
- 2.6 In windy conditions, paddle with a bow partner 400 metres into the wind, go around a marker without touching it and return.
- 2.7 Single-handedly portage a canoe a minimum of 100 metres over varied terrain.
- 2.8 Explain an emergency repair of a small puncture in either aluminum, fibreglass or canvas covered canoes and repair thwarts.

~~2.9 Demonstrate or explain:~~

~~2.9.1 positioning of all gear;~~

~~2.9.2 cooperative efforts of canoe partners;~~

~~2.9.3 safety measures to protect canoes and packs;~~

~~2.9.4 sequence of entering canoe; and~~

~~2.9.5 landings, tandem and solo, at dock and on beach.~~

~~2.10 Attend a one-day Board-sponsored workshop to cover the following:~~

~~2.10.1 route planning and navigation;~~

~~2.10.2 trip management;~~

~~2.10.3 search and rescue; and~~

~~2.10.4 general camping skills, such as fires, cooking, food and menu preparation, equipment selection, sanitation.~~

~~2.11 Meet the swimming and rescue skill requirements described in Appendix A and B.~~

Appendix for High Risk Activities

For the most up to date information for safety and planning please refer to and seek assistance from the Superintendent/designate.

Information can be found at:

- **OPHEA Curricular Guidelines <https://www.ophea.net/>**
- **OPHEA Ontario Safety Guidelines <http://safety.ophea.net/>**
- **OSBIE <http://www.osbie.on.ca/>**

Examples of Activities:

- **Cycling**
- **Downhill skiing**
- **Cross-country skiing**
- **Snowboarding**
- **Ice skating**
- **Hockey**
- **Outdoor camping**
- **Canoeing**
- **Kayaking**
- **Hiking**
- **Swimming**
- **Tobogganing/sliding on snow/tubing**
- **Dog Sledding**
- **Wall climbing**

School _____

EXTENDED FIELD TRIP APPROVAL FORM I

1. Trip Description

1.1 Destination: _____

1.2 Departure Date: _____

1.3 Return Date: _____

1.4 Purpose: _____

1.5 Curricular Relevance: _____

1.6 Brief Description of Participants: _____

total number _____ male _____ female _____

grade(s) _____ age _____

1.7 Number of adult supervisors: total _____

male _____ female _____

It is required that you have supervisors who are of the same sex as the participants.
(6020 Extended Field Trip Procedures, Section 2.3.2)

2. ~~Extended Field Trip Approval Form II must be submitted a minimum of thirty (30) days prior to departure. In order to provide adequate time for consultation and/or clarification the form should ideally be submitted as follows:~~

~~a. Canada - United States trips - 90 days before the trip; or~~

~~b. outside Canada and United States - 3 - 6 months before the trip.~~

~~It is recommended that, if you are planning an extended field trip for the Fall, Approval Form 1 should be submitted by June 15 of the previous school year.~~

3. ~~Please submit any preliminary information regarding the trip.~~

Signature of Teacher in Charge

Date

Approval to Proceed to Form II Planning Stage:

Principal _____ Date _____

Superintendent _____ Date _____

EXTENDED FIELD TRIP APPROVAL – FORM 1

School: Choose an item.

1. Trip Description

1.1 Destination: *Click here to enter text.*

1.2 Departure Date: *Click here to enter a date.*

1.3 Return Date: *Click here to enter a date.*

1.4 Purpose: *Click here to enter text.*

1.5 Curricular Relevance: *Click here to enter text.*

1.6 Brief Description of Participants:

Total Number: *Click here to enter.*

Grade(s): *Click here to enter.*

Male: *Click here to enter.*

Age(s): *Click here to enter.*

Female: *Click here to enter.*

1.7 Number of adult supervisors:

Total: *Click here to enter.*

Male: *Click here to enter.*

Female: *Click here to enter.*

It is required that you have supervisors who are of the same gender as the participants.

(6020 Extended Field Trip Procedures)

2. Please submit any preliminary information regarding the trip.

Signature of Teacher in Charge

Date: *Click here to enter a date.*

Approval to proceed to Form II Planning Stage

Principal _____ **Date** _____

Superintendent _____ **Date** _____

Note:

Extended Field Trip approval FORM 2 must be submitted a minimum of thirty (30) days prior to departure. In order to provide adequate time for consultation and/or clarification, the form should ideally be submitted as follows:

- a) Canada trips – 60 days before the trip**
- b) United States trips – 90 days before the trip**
- c) Outside Canada & United States – 6 months before the trip**

It is recommended that if you are planning an extended field trip for the fall, Approval FORM 1 should be submitted by June 15 of the previous school year.

School _____

EXTENDED FIELD TRIP APPROVAL FORM 2

This form should be submitted a minimum of thirty (30) days prior to departure. In order to provide adequate time for consultation and/or clarification the form should ideally be in as follows:

- a. Canada – 60 days before the trip
- b. United States – 90 days before the trip
- c. Outside Canada and United States – 6 months before the trip.

1. Trip Description

- 1.1 a. Purpose of Trip: [Click here to enter text.](#)

b. Curricular Relevance: [Click here to enter text.](#)
- 1.2 Destination: [Click here to enter text.](#)
- 1.3 Departure Date [Click here to enter a date.](#) and Time: [Click here to enter text.](#)
- 1.4 Return Date [Click here to enter a date.](#) and Time: [Click here to enter text.](#)
- 1.5 Number of Students: total [Click here to enter text.](#)
Male: [Click here to enter text.](#) female: [Click here to enter text.](#)
Grades: [Click here to enter text.](#) age(s): [Click here to enter text.](#)

<u>Minimum Ratios</u>	
1:5	JK – 3
1:10	4 – 8
1:15	9 - 12

- 1.6 Names of Supervisors:
 - 1.6.1 Staff: Female: [Click here to enter text.](#)
Male: [Click here to enter text.](#)
 - 1.6.2 Others: Female: [Click here to enter text.](#)
Male: [Click here to enter text.](#)

It is required that you have supervisors who are of the same sex as the participants. (6020 Extended Field Trip Procedures, Section 2.3.2)

2. Types of transportation to be used throughout the trip:

Provider details (provide company name and contact information if appropriate):

- (a) For departure: [Click here to enter text.](#)
(b) On location: [Click here to enter text.](#)
(c) Return: [Click here to enter text.](#)

3. Types of accommodation throughout the duration of the trip (provide details – company name, address & contact information): [Click here to enter text.](#)

4. Safety Requirements

(a) Students/Parents must complete the (1) Medical and (2) Consent Forms

- Medical Forms provided and completed
- Consent Forms provided and completed**

4.1 Identify how you will be aware of and prepared for student prevalent medical conditions.

- Awareness of prevalent medical conditions**
[Click here to enter text.](#)
 - a list of students with prevalent medical conditions is attached;**
 - contact with each student with a prevalent medical condition parent/guardian has been made to review the prevalent medical condition safety plan;**
 - the prevalent medical condition safety plan(s) are attached;**
 - a copy of the “grab and go” emergency plan is attached.**

4.2 Identify how you will be aware of and prepared for student support plans & IEPs.

- Awareness of student support plans and IEPs.**
[Click here to enter text](#)

- 4.3 Specify safety requirements/supplies to be considered.

5. Other Considerations:

[Click here to enter text.](#)

6. ***Attach a detailed outline of the trip.***

This will include an itinerary, information about accommodation, routing, and any other information which has been supplied to the parent and student. See attached checklist.

Itinerary and documents attached.

7. Finances

7.1 Estimated Expenditures

7.1.1 Travel [Click here to enter text.](#)

7.1.2 Meals [Click here to enter text.](#)

7.1.3 Accommodation [Click here to enter text.](#)

7.1.4 Supply teacher costs [Click here to enter text.](#)

7.1.5 Additional (please specify) [Click here to enter text.](#)

7.1.6 Total [Click here to enter text.](#)

7.2 Estimated Receipts

Sources of Funds	Amount Request or Anticipated	Amount Approved of Actual
7.2.1 Ontario Young Travellers	Click here to enter text.	Click here to enter text.
7.2.2 Other Agencies (specify)	Click here to enter text.	Click here to enter text.
7.2.3 Participant Contribution <u> </u> x \$ (no. of participants)	Click here to enter text.	Click here to enter text.
7.2.4 Fundraising (specify methods) Click here to enter text.	Click here to enter text.	Click here to enter text.
7.2.5 Other (specify)	Click here to enter text.	Click here to enter text.
7.2.6 Lakehead District School Board Fund_Click here to enter text.	Click here to enter text.	Click here to enter text.
7.2.7 Totals	Click here to enter text.	Click here to enter text.

7.3 Total expenditures (7.1.6) Click here to enter text.

Total receipts (7.2.7) Click here to enter text.

**Name of Teacher
Supervisor**

Signature

Date

Principal Approval

Signature

Date

Superintendent Approval

Signature

Date

LAKEHEAD DISTRICT SCHOOL BOARD
EXTENDED FIELD TRIP APPROVAL CHECKLIST- FORM 3

Form 2, number 6, requests the following:

6. **Attach a detailed outline of the trip, including an itinerary, information about accommodation, routing, and any other information which has been supplied to the parent/guardian and student.**

The following is a comprehensive outline regarding an extended field trip which displays to the parent(s) and student:

- (a) the organized state of the trip
- (b) all pertinent aspects of the outing.

The parent(s) and students are, therefore, totally aware of the expectations before entering into an agreement to participate.

It is advisable in most cases to have a parent/student meeting prior to the extended field trip to inform and clarify different aspects of the trip. Preplanning with parents should clarify all trip factors, costs and possible cancellation due to participants, fund raising, etc.

Use the following outline as a checklist of headings/topics that should be included in your parent/student package.

- _____ 1. school;
- _____ 2. activity;
- _____ 3. supervisor's name(s) and telephone number if there are any specific questions;
- _____ 4. curriculum relevance and objectives of the activity;
- _____ 5.
 - (a) general description of the field trip;
 - (b) a detailed itinerary of each day which includes times, transportation, accommodation and specific sites to be visited;
- _____ 6.
 - (a) potential risks involved, plus health and safety precautions to reduce the risk factors. Additional documents (i.e. passports) & insurance coverage that might be required;

- _____ (b) medical Information form completed; (appendix a to form II)
- _____ (c) ***prevalent medical conditions are identified and support plans are to be developed collaboratively with parents***
- _____ 7. (a) equipment provided by the school;
- _____ (b) equipment, clothing, and special items required by the student;
- 8. Costs
 - _____ (a) the trip package costs with a breakdown of the payment schedule;
 - _____ (b) fundraising activities with student and parent expectations;
 - _____ (c) personal costs a student should expect to incur; and/or
 - _____ (d) In the event that an activity is cancelled:
 - i. the terms and conditions of the contract with the commercial organization (e.g. travel agency) will apply;
 - ii. if the school organized the activity, the cost of participation will be refunded taking into account non-refundable deposits and any other non-recoverable expenses; or
 - iii. a donation in lieu of participating in fundraising activities is not refundable. **FOR DETAILED INFORMATION, REFER TO 8012 FUNDRAISING IN THE SCHOOLS POLICY.**
- The outline must have a notation: **IN THE EVENT OF CANCELLATION, NON-RECOVERABLE EXPENSES WILL NOT BE REIMBURSED.**
- _____ 9. Special items you want parents/students to be aware of on this educational outing, e.g., expectations, responsibilities.

PLEASE NOTE

The Extended Field Trip Medical Information (Appendix A to Form II), Consent Form (Appendix B to Form II) and ***Prevalent Medical Conditions Safety Plan*** must be filled out for each student and signed in the three appropriate places. This form should be readily available to the supervisors throughout the trip. Copies are to be left at the school in a secure yet accessible location for administration if necessary.

**LAKEHEAD DISTRICT SCHOOL BOARD
 EXTENDED FIELD TRIP MEDICAL INFORMATION FORM 4**

SCHOOL: _____

NAME OF STUDENT: _____

HOME PHONE: _____

DATE OF BIRTH: _____

HEALTH CARD NUMBER: _____

ADDRESS: _____

POSTAL CODE: _____

PARENT/GUARDIAN: _____

WORK PHONE: _____

Father

WORK PHONE: _____

Mother

EMERGENCY CONTACT (if above not available):

_____ PHONE: _____

MEDICAL INFORMATION:

NOTE TO PARENTS: An annual medical examination is strongly advised.

NAME OF FAMILY PHYSICIAN _____

1. Date of last complete medical examination: _____

2. Is your ~~son/daughter~~ **child** allergic to any drugs, food or medications? Yes ___ No ___
 If yes, provide details: _____

3. Is your ~~son/daughter~~ **child** currently taking any medication or drugs for which a prescription is required?
 Yes ___ No ___

If yes, provide details: _____

Would the medications be required during the proposed extended field trip? _____

4. Does your ~~son/daughter~~ **child** wear glasses? Yes ___ No ___

5. Does your ~~son/daughter~~ **child** wear a hearing aid? Yes ___ No ___

6. Does your ~~son/daughter~~ **child** wear contact lenses? Yes ___ No ___

7. Does your ~~son/daughter~~ **child** wear a medical alert bracelet or necklace? Yes ___ No ___

8. Has your ~~son/daughter~~ **child** had or have now, any of the following prevalent medical conditions?

- | | | | |
|----------------------|----------------|---------------|----------------|
| Anaphylaxis | Yes ___ No ___ | Diabetes | Yes ___ No ___ |
| Arthritis/Rheumatism | Yes ___ No ___ | Epilepsy | Yes ___ No ___ |
| Asthma | Yes ___ No ___ | Headaches | Yes ___ No ___ |
| Chronic Nose Bleeds | Yes ___ No ___ | Heart Trouble | Yes ___ No ___ |
| Concussion | Yes ___ No ___ | | |

If yes to any of the above, or any physical condition which may impact activities, please provide details: _____

OUT OF PROVINCE/OUT OF COUNTRY MEDICAL INSURANCE COVERAGE

(To be completed for trips out of the Province of Ontario)

INSURANCE COMPANY NAME: _____

CONTRACT NUMBER: _____

MEMBER NAME: _____

MEMBER I.D.: _____

FREEDOM OF INFORMATION

Personal information on the medical information form is collected under the authority of the Education Act, R.S.O. 1980, C.129, S.60, and will be kept in a secure place by the teacher. It will be made available to qualified medical personnel only in the event of an emergency. Questions regarding the collection of this information should be directed to the principal of the school where the student attends.

I have read the above information and agree that it can be made available to qualified medical personnel, if necessary.

Signature of Parent/Guardian _____ Date _____

Signature of Student _____ Date _____

LAKEHEAD DISTRICT SCHOOL BOARD

CONSENT FORM 5

Re: _____ Field Trip: _____ to: _____

Elements of Risk:

_____ field trip may present various elements of risk which includes the various forms of related transportation. Accidents related to such activities may occur and cause injury to a student or students through no fault of the school board, the transporter, or a facility at which activities take place.

Participants must assume these risks as Lakehead District School Board does not provide any accidental death, disability, dismemberment, or medical expenses insurance on behalf of students participating in field trips.

Acknowledgement:

We have read and understand these elements of risk.

Dated: _____

Signature of Student: _____

Signature of Parent/Guardian: _____

PERMISSION:

I give permission for my ~~son/daughter~~ **child** to participate in the _____ field trip

on the dates of _____.

Print Name: _____

Signed: _____ Date: _____

**PREVALENT MEDICAL CONDITIONS SAFETY PLAN FOR EXTENDED FIELD TRIP
FORM 6**

Student Name: _____

Parent/Guardian Name: _____

Date of Contact with Parent/Guardian to develop collaborative safety plan:

Questions to be addressed in the development of the plan:

- a) **How does / will the bus/airline/other mode of transportation have the means to deal with the prevalent medical condition?**
- b) **How will appropriate food / restaurants be chosen to address the student's prevalent medical condition?**
- c) **Who will speak to the restaurant manager / food provider to indicate and plan for the student's prevalent medical condition?**
- d) **What is the plan for emergency action:**
 - a. **While travelling to the destination?**
 - b. **While at the destination?**
 - c. **While travelling from the destination?**
- e) **Other than the lead supervisor of the trip, who are the backup supervisors that will be fully aware of this safety plan?**
- f) **Other considerations/ information/ knowledge?**

This Prevalent Medical Conditions safety plan specific to the trip to:

on the dates _____ **has been developed in collaboration by:**

Parent/Guardian Signature

Field Trip Supervisor Signature

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2016 APR 12
Report No. 046-16

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

RE: POLICY REVIEW – 6021 DAY FIELD TRIP

1. Background

- 1.1 It is the policy of Lakehead District School Board that policies will be developed or reviewed in accordance with Policy Development and Review Policy 2010.
- 1.2 At the June 23, 2105 Regular Board Meeting, the Day Field Trip policy was approved for review on the 2015-2016 policy development and review schedule.
- 1.3 On January 20, 2016, the Day Field Trip policy and procedures were posted on the board website and distributed to constituent groups for review and comment with input to be received by February 24, 2016.

2. Situation

- 2.1 Administration attended the Success Advisory Committee on January 14, 2016, the Parent Involvement Committee on January 18, 2016, the Special Education Advisory Committee on January 20, 2016, and the Aboriginal Education Advisory Committee on February 18, 2016 to present the policy and procedures and obtain feedback.
- 2.2 The revised policy is attached as Appendix A and the procedures as Appendix B.
- 2.3 Upon final approval, the policy will be distributed according to board procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 6021 Day Field Trip Policy, Appendix A to Report No. 046-16.

Respectfully submitted,

JEFF UPTON
Education Officer

COLLEEN KAPPEL
Superintendent of Education

IAN MACRAE
Director of Education

STUDENT SERVICES**6000**

April 12, 2016 - DRAFT

DAY FIELD TRIP POLICY**6021**1. Rationale

Lakehead District School Board recognizes the importance of out of classroom experiences for its students. Day field trips can expand and reinforce concepts learned in the classroom, provide for new and unique learning experiences not available in the classroom, and make learning experiences more interesting and relevant for students.

2. The Policy

It is the policy of Lakehead District School Board to support the participation of students and teachers in approved day field trips.

3. Definitions

~~3.1 A day field trip is an excursion which requires students to leave the controlled environment of the school for a length of time not longer than one day. Any overnight trip is deemed to be an extended field trip.~~

~~3.2 Some trips, such as student activities on, in, or near water, rock climbing, street and highway cycling, skiing, hiking, and orienteering, are classified as high care student excursions requiring additional precautionary measures. Refer to Appendix A.~~

~~3.3 Programs at Kingfisher Lake Outdoor Education Centre, under the auspices of Kingfisher staff, are not included in this policy.~~

~~3.4 A supervisor is an individual who has reached the age of eighteen and 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.~~

~~Additional supervision may be provided by students who are sixteen years or older who have demonstrated leadership skills, are on a special placement (i.e., C.I.P.), or who have special qualifications (e.g., Bronze Medallion).~~

4-3. Guidelines **Guiding Principles**

4-3.1 All day field trips must have curricular relevance.

4-3.2 Normally, the Day Field Trip Approval Form will be approved by the principal a minimum of seven days prior to the departure date. Refer to Appendix D **of the procedures**.

STUDENT SERVICES**6000**

April 12, 2016 - DRAFT

DAY FIELD TRIP POLICY**6021**

- ~~4.3 Principals, in consultation with the teacher in charge of the field trip, should use their judgement when determining if parents should be informed of day field trip activities and if a parental consent form should be obtained.~~
- 4.4 **3.3** It is the responsibility of principals to ensure that day field trip supervisors have the necessary knowledge, experience, **training** and qualifications, **including Police Records Checks, where applicable**, and that suitable supervision and safety measures are provided. (See appendices in "Procedures" section). **At least one supervisor must be a teacher employed by the Lakehead District School Board.**
- 4.5 **3.4** When arranging transportation, please refer to the Transportation Policy 3040 for guidelines.
- 4.6 **3.5** It is the responsibility of the principal to keep records for all day field trips.
- 3.6 Student participation in all day field trips is voluntary and subject to parental/guardian approval.**
- ~~4-3.7~~ All activities requiring high care must be discussed with and sanctioned by the superintendent/**designate**.
- ~~4-3.8~~ **While** Every effort will be made to include students with ~~exceptionalities~~ **special needs** on day field trips. ~~children with exceptionalities will be considered on an individual basis for participation in day field trips.~~ **Consideration will be given to all accommodations appropriate for the student.**
- This decision will be made by the principal in consultation with the classroom teacher and parent/guardian. The school **in partnership** ~~and~~ **with the** parent/guardian ~~are~~ **will be** responsible for any additional supervision or care required for individual children.
- ~~4-3.9~~ The principal, in consultation with the teacher and the parent/ guardian, may exclude a pupil from participating in a particular trip and will provide an alternate program at the school for such occasions.
- 3.10 Written parental/guardian informed consent and agreement to all conditions specified is required for all students under age eighteen participating in day field trips.**
- 3.11 Schools will not agree to waiver forms of liability and/or excursion agreements as a condition of participation to attend a venue, tour, or event.**

STUDENT SERVICES April 12, 2016 - DRAFT DAY FIELD TRIP POLICY	6000 6021
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5-4. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
3040 Transportation Policy	<u>1985 06 04</u>	The Education Act
8012 Fundraising in the Schools <hr/>	<u>Date Revised</u> <u>April 28, 2009</u>	Section 150 (1) (35) Education Act, R.S.O. 1990, c. E.2

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STUDENT SERVICES**6000**

April 12, 2016- DRAFT

DAY FIELD TRIP PROCEDURES**6021**1. The Policy

It is the policy of Lakehead District School Board to support the participation of students and teachers in approved day field trips.

2. Definitions

2.1 A day field trip is an excursion which requires students to leave the controlled environment of the school for a length of time not longer than one day. Any overnight trip is deemed to be an extended field trip.

2.2 Some trips are classified as high care student excursions requiring additional precautionary measures. Refer to Appendix A.

2.3 A supervisor is an individual who has reached the age of eighteen and 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.

2-3 Planning, Safety and Supervision

2-3.1 All day field trips must have curricular relevance; therefore, each project must be preceded by adequate classroom preparation appropriate to the understanding of the students, and where applicable, must include directed learning enroute and/or be complemented by follow-up assignments. In order to derive maximum curricular benefit, the importance of timing the experience with relation to the classroom program should be given high priority.

2-3.1.1 The Day Field Trip Approval Form (Appendix D) describes the curricular relevance of the proposed day field trip.

2-3.2 It is the principal's responsibility to ensure that trip supervisors have the necessary knowledge, experience, **training**, and qualifications, **including Police Records Checks, where applicable**, and that suitable **supervision and** safety measures are provided. See Appendix A on high care activities.

2-3.3 Since student safety is of paramount importance, the following is a minimum standard of supervision:

~~1:40~~ **5** for JK, SK, Grades 1, 2, 3

~~1:45~~ **10** for Grades 4, 5, 6, 7, 8

~~1:30~~ **15** for Grades 9, 10, 11, 12

<p>STUDENT SERVICES</p> <p>April 12, 2016- DRAFT</p> <p>DAY FIELD TRIP PROCEDURES</p>	<p>6000</p> <p>6021</p>
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2-3.3.1 It is recommended that no fewer than two supervisors **shall** accompany students on day field trips.

2-3.3.2 Increased supervision should be considered for activities involving increased risks and/or participation by students with ~~exceptionalities~~ **special needs**.

3. 4. Responsibilities of Supervisors

3-4.1 Day field trip supervisors include teachers and other adults responsible for the supervision of students participating in the day field trip.

3-4.1.1 Supervisors are expected to exhibit appropriate behaviour and require appropriate behaviour in their students. Refer to the **Provincial and** individual school's Code of Conduct.

3-4.2 Supervising teachers of students participating in the activity must ensure that all participants and supervisors are adequately prepared for the activity to be undertaken. They must be fully aware of all potential hazards and possess the knowledge, skills and abilities necessary for safe and successful completion of proposed activities.

3-4.3 When judged appropriate by the principal, an outline of the trip, which includes the destination, date and time of departure, time of return, means of transportation, and any other pertinent information shall be supplied to each student and his or her parent(s)/guardian(s). See Appendix C. This may be presented in the form of a parent/guardian letter.

For activities which occur according to a schedule, supervisors may provide one information letter and consent form to cover the entire activity (e.g., ~~grade 5 swim program~~, skating, use of neighbourhood facilities, community based physical education, and **Superior Secondary Schools Athletics Association (S.S.S.A.A.)** and **E.S.A.A. Lakehead Elementary Athletics (L.E.A.)** activities). Refer to the check list in Appendix B.

3-4.4 For high care student excursions that occur in isolated areas where emergency care is not readily available, at least one supervisor must hold valid certification in Red Cross Standard First Aid, St. John Ambulance Standard First Aid, or the equivalent.

For all other high care student excursions, at least one supervisor must hold valid certification in Red Cross Emergency First Aid, St. John Ambulance Emergency First Aid, or the equivalent.

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DAY FIELD TRIP PROCEDURES**6021**

For specialized activities ~~such as watercraft or skiing~~, additional skills and knowledge may be required (~~Reference – Royal Life Saving Society Canada Aquatic Emergency Care Award, Ski Patrol Certification~~). **Contact the superintendent/designate for direction and information from Ontario School Boards Insurance Exchange (OSBIE), OPHEA curricular supports, and Ontario Safety Guidelines.**

For certain activities, all participants may be required to hold valid certification in Red Cross Emergency First Aid, St. John Ambulance Emergency First Aid, or the equivalent.

- 3-4.5 Supervisors must ensure that first aid supplies are available. These supplies will be determined by the nature of the activity and the ability to contact and obtain emergency care.
- 3-4.6 The principal must have a list of all participants. The principal must have available names and addresses of persons to be contacted in an emergency.
- (a) **Principals and supervisors must be fully aware of and prepared for handling student prevalent medical conditions.**
- (b) **A list of students with prevalent medical conditions must be provided as part of the day field trip planning process to the Principal.**
- (c) **Copies of the student “grab and go” emergency information sheet must be part of the day field trip planning process and with the supervisor while on the day field trip.**
- (d) **Contact with the student’s parents/guardians must occur prior to the day field trip to collaboratively develop a Prevalent Medical Conditions Safety Plan for the day field trip.**
- (e) ~~Health Card numbers and medical concerns~~ **Medical information** for each participant should be on file in the school office. Refer to Appendix B.
- 3-4.7 Supervisors must ensure that all participants are aware of procedures to be followed in the event that separation or an accident occurs during the trip.
- 3-4.8 Supervisors must ensure that all participants in outdoor activities have clothing, footgear, and equipment which are suitable to the nature of the activity.
- 3.9 ~~If the activity is in the water but does not require life jackets (for example, swimming or wading), at least one supervisor must hold a current Royal Life Saving Society Canada Bronze Medallion Award.~~
- 3.10 ~~Approved C.S.A. helmets must be worn for all skating, activities.~~

~~Players must wear approved C.S.A. helmets and face masks at all times during hockey and ringette.~~

<p>STUDENT SERVICES</p> <p>April 12, 2016- DRAFT</p> <p>DAY FIELD TRIP PROCEDURES</p>	<p>6000</p> <p>6021</p>
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4. Canoeing Trips and Watercraft Activities

Educators need to ensure that the utmost precautions be taken during both preparatory and actual phases of all programs involving water and the use of boats. In addition to the requirement of above sections 2 and 3, educators planning day field trips involving water activities must ensure the following:

- 4.1 All participants must wear a properly sized and fastened small vessel life jacket or personal floatation device which is currently approved by the Federal Department of Transport at all times during watercraft canoeing activities, other than commercially contracted services such as Lakehead Harbour and Kam River Cruises.
- 4.2 Day field trips involving canoeing are limited to students who have completed the Grade 5 swim program and have successfully achieved the Water Safety Survival Requirements or equivalent (Appendix E).
- 4.3 Supervisors in watercraft activities must demonstrate proficiency in the swimming and rescue skills described in Appendix F.
- 4.4 Day field trips involving canoeing should be used to enable participants to acquire the skills and experience as outlined in Appendix H. All training shall take place in controlled areas.
- 4.5 Large lake crossings shall not be undertaken. No white water or fast current shall be attempted.
- 4.6 All canoeing activities require supervision by an approved Canoe Trip Leader. An approved Canoe Trip Leader is one who has qualified under the conditions specified in Appendix H. Criteria for Canoe Trip Leader Status.
- 4.7 Supervisors must be aware of weather predictions and conditions and take appropriate precautions.

<p>STUDENT SERVICES</p> <p>April 12, 2016- DRAFT</p> <p>DAY FIELD TRIP PROCEDURES</p>	<p>6000</p> <p>6021</p>
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5. Transportation

- 5.1 School buses, private carriers or public transportation should be used whenever possible.
- 5.2 The teacher/leader must carry a list of passengers travelling in each vehicle used on a trip. Principals may wish to waive this activity for trips involving large numbers of students being transported in a number of vehicles, e.g., fans to an athletic activity, trips to the theatre, etc. A list of participants must be left with the principal prior to the trip.
- 5.3 In the event that it is necessary for teachers, parents, or students to use private vehicles, principals are directed to request written confirmation from individuals that they have the minimum public liability coverage as stipulated in the Transportation Policy 3040.

6. Out of Country Trips

For the rare occasion where groups might be travelling to the United States for the day (i.e., sports events), ~~extra **out of province** medical insurance or evidence of extra coverage will be is~~ required. Supervisors will carry student proof of coverage on the day field trip, plus a valid passport.

7. Additional Requirements

The procedures described in this document are not meant to be all-encompassing.

Principals and supervisors are expected to take any other precautions necessary to ensure the safety of all participants.

STUDENT SERVICES April 12, 2016- DRAFT	6000
DAY FIELD TRIP PROCEDURES	6021

8. 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>
3040 Transportation Policy and Procedure	<u>1985 06 04</u>	The Education Act
3070 Allowance for Use of Personal Vehicles		
3092 Privacy and Information Management		
7010 Police Records Check Policy and Procedure		
8091 Use of Volunteers in Schools Policy and Procedure		
Volunteer Practices Supervisors Manual	<u>Date Revised</u>	Section 150-(1) (35)
<hr/>	<u>April 28, 2009</u>	Education Act, R.S.O. 1990, c. E.2

G:\POL\6021_day_field_trip_proc.doc

HIGH CARE ACTIVITIES

1. ***Some trips are classified as high care student excursions and require additional precautionary measures.*** ~~Some trips, such as student activities on, in, or near water, rock climbing, street and highway cycling, skiing, hiking and orienteering, are classified as high care student excursions requiring additional precautionary measures. Some examples are as follows:~~
 - 1.1 A visit must be made to the site before the field trip.
 - 1.2 ***Student activities on, in, or near water, cycling, skiing, snowboarding, skating, hockey, dog sledding, hiking and orienteering, and climbing walls are classified as high care student excursions.***
 - 1.2 Helmets and flags are the minimum requirement for ~~street and highway~~ cycling.
 - 1.3 For downhill skiing, it is mandatory that ski patrols be present at the facility on that day.
 - 1.4 For cross country skiing, conditions should be carefully checked to determine the suitability of track conditions on that day.
 - 1.5 For activities such as hiking, which take participants into remote areas, the trip outline ~~referred to in Procedures 3.3~~ must include anticipated locations at various times during the day trip so that contact could be made, if necessary.
 - 1.6 ***Approved C.S.A. helmets must be worn for all skating, skiing, & snowboarding activities.***

Players must wear approved C.S.A. helmets and face masks at all times during hockey and ringette.
 - 1.7 ***Contact the superintendent/designate for direction and information from Ontario School Boards Insurance Exchange (OSBIE), OPHEA curricular supports, and Ontario Safety Guidelines.***
2. Please refer to day field trip procedures for special qualifications.
3. ***Principals and trip leaders shall review high risk activity guidelines, listing the actions that shall be taken in order to ensure that all potential risks are mitigated through proper planning and supervision. High risk activity checklists must be used by trip leaders before and during excursions.***
34. This list is not meant to be all-encompassing. Additional precautions may be added, as deemed appropriate.
45. All activities requiring high care must be discussed with and sanctioned by the ~~Zone~~ ***school's*** superintendent.

CHECK LIST FOR TEACHERS

1. Information letter to parent should include:

1.1 Trip Description (title).

- 1.1.1 purpose of the trip (curricular relevance);
- 1.1.2 destination;
- 1.1.3 departure time and date;
- 1.1.4 alternate date, if applicable; and
- 1.1.5 time of return.

1.2 Estimated Expenditures for Student or Parent.

List cost per student and reason for cost.

1.3 Type(s) of Transportation.

1.4 Other Information.

List any other pertinent information, for example, equipment, clothing, food to be brought, etc.

1.5 Invitation for Volunteers (if needed).

1.6 First aid supplies to be included.

2. As well as the items listed in (1), teachers should consider the following:

2.1 Access to student information, including:

- 2.1.1 ~~Health Card numbers~~ **Emergency Plan; and**
- 2.1.2 ~~medical problems~~ **prevalent medical conditions and safety plan.**
- 2.1.3 ~~emergency telephone numbers~~

This information should be carried by the supervisor, where appropriate.

2.2 A visit to the field trip site before the trip, when necessary.

2.3 Emergency plans for participants (~~see 3.8 in Procedures~~).

2.4 Alternate vehicle to be used in an emergency.

SAMPLE

PARENTAL/GUARDIAN CONSENT FORM FOR DAY FIELD TRIPS

I, the undersigned, as parent or guardian of _____,
(name)

a student in attendance at _____, give consent for this child to
(school)

participate in _____, to
(activity)

_____ on _____.
(place) (date(s))

Is your son/daughter **child** allergic to any food, drugs or medications? (Yes / No) _____

(please provide details) _____

Is your daughter/son **child** currently taking any medication or drugs for which a prescription is required? (Yes / No) _____

Does your child have any prevalent medical conditions? (Yes/No) _____

Please identify the prevalent medical condition(s): _____

Action - Emergency Safety Plan for prevalent medical conditions (refer to Appendix F of procedures):

(OPTIONAL)

- a) I enclose the fee of \$ _____ to cover costs.
- b) If inclement weather occurs, I understand that the alternate date will be _____.
- c) I will be available to help supervise this activity. (Yes / No)

Signed: _____
(Parent or Guardian)

Telephone: _____

Date: _____

OUT OF PROVINCE/OUT OF COUNTRY MEDICAL INSURANCE COVERAGE
(To be completed for trips out of the Province of Ontario)

INSURANCE COMPANY NAME: _____ CONTRACT NUMBER: _____

MEMBER NAME: _____ MEMBER I.D.: _____

SAMPLE

CONSENT FORM FOR DAY FIELD TRIPS – STUDENTS 18 OR OVER

I, the undersigned, _____,
(name)

a student in attendance at _____, consent to
(school)

participate in _____,
(activity)

to

_____ on _____.
(place) (date(s))

Are you allergic to any food, drugs or medications? (Yes / No) ____

(please provide details) _____

Are you currently taking any medication or drugs for which a prescription is required?
(Yes / No) ____

Do you have any prevalent medical conditions? (Yes/No) _____

Please identify the prevalent medical condition(s): _____

Action - Emergency Safety Plan for prevalent medical conditions (refer to Appendix F of
procedures):

(OPTIONAL)

a) I enclose the fee of \$ _____ to cover costs.

b) If inclement weather occurs, I understand that the alternate date will be

c) I will be available to help supervise this activity. (Yes / No)

Signed: _____
(Student)

Telephone: _____

Date: _____

OUT OF PROVINCE/OUT OF COUNTRY MEDICAL INSURANCE COVERAGE
(To be completed for trips out of the Province of Ontario)

INSURANCE COMPANY NAME: _____ **CONTRACT NUMBER:** _____

MEMBER NAME: _____ **MEMBER I.D.:** _____

DAY FIELD TRIP APPROVAL FORM

School _____

This form is to be approved by the principal of the school a minimum of seven (7) days prior to the day field trip.

1. Trip Description

1.1 Purpose of the trip (curricular relevance):

1.2 Destination: _____

1.3 Departure time and date: _____

1.4 Time of return: _____

1.5 Number of students: _____ Grade(s): _____

1.6 Number of supervisors: _____

1.6.1 Staff: _____

1.6.2 Others: _____

2. Estimated Expenditures

2.1 Travel: _____

2.2 Supply Teacher Costs: _____

2.3 Other: _____

2.4 Total: _____

3. Funding Arrangements

3.1 Direct Charge to Student(s) =

\$_____ per student x _____ no. of students = _____

TOTAL_____

4. Types of transportation to be used for the day trip:

School bus _____ Emergency vehicle _____

City bus _____ Other _____

Personal vehicle _____

5. Specify safety requirements/**supplies** to be considered:

6. **Prevalent Medical Conditions**

6.1 **Identify how you will be aware of and prepared for student prevalent medical conditions.**

Awareness of prevalent medical conditions

A list of students with prevalent medical conditions is attached.

Copies of the student “grab and go” emergency information sheet is attached.

Contact with the parent(s)/guardian(s) has been made and the Prevalent Medical Conditions Safety Plan has been created.

6.2 **Identify how you will be aware of and prepared for student support plans & IEPs.**

Awareness of student support plans and IEPs.

Click here to enter text.

6-7. Other considerations:

Teacher Approval _____ Date _____
(signature)

Principal Approval _____ Date _____
(signature)

For High Care Activities

Superintendent Approval _____ Date _____
(signature)

SWIMMING AND RESCUE SKILLS
FOR PARTICIPANTS OF WATERCRAFT ACTIVITIES

1. ~~Participants must be able to demonstrate proficiency in the swimming and rescue skills described below. Appropriate clothing, not bathing suits, must be worn.~~
 - 1.1 ~~Water safety knowledge.~~
 - 1.2 ~~Ability to do the following in a continuous activity wearing a P.F.D.:~~
 - 1.2.1 ~~perform a forward-roll entry;~~
 - 1.2.2 ~~tread water;~~
 - 1.2.3 ~~swim 20 metres on front; and~~
 - 1.2.4 ~~demonstrate rescue breathing.~~
 - 1.3 ~~Ability to do the following in a continuous activity:~~
 - 1.3.1 ~~remove P.F.D.;~~
 - 1.3.2 ~~swim 25 metres on back;~~
 - 1.3.3 ~~perform front survival position (3 minutes); and~~
 - 1.3.4 ~~swim 25 metres travel stroke.~~

CANOEING SKILLS FOR TRIP LEADERS, SUPERVISORS
AND PARTICIPANTS

1. Canoe trip participants and supervisors ***must follow and*** possess the following:
 - ~~1.1 valid Canadian Red Cross Small Craft Safety Survival Award;~~
 - ~~1.2 valid Canadian Red Cross Canoeing 1 Award; and~~
 - ~~1.3 valid Canadian Red Cross Canoeing 2 Award.~~
 - 1.1 *OPHEA Curricular Supports***
 - 1.2 *Ontario Safety Guidelines***
 - 1.3 *Ontario Recreational Canoeing and Kayaking Association (ORCKA) Certification***
 - 1.3.1 *for taking students canoeing ORCKA Basic Instructor is mandatory; and***
 - 1.3.2 *for taking students on a canoe trip ORCKA Tripping Level 3 Trip Leader is mandatory.***
2. ***Canoeing and Canoeing tripping is a high risk activity and thus superintendent or designate approval is mandatory.***

SWIMMING AND RESCUE SKILLS

FOR SUPERVISORS OF WATERCRAFT ACTIVITIES

1. ~~Supervisors must demonstrate proficiency in the swimming and rescue skills described below:~~

1.1 ~~The supervisor must have a valid Royal Life Saving Society Canada Boat Rescue Award (see Section 2 below). For further reference see:~~
~~<http://www.lifesavingsociety.com/default.asp?Pageld=63>.~~

1.2 ~~The participant must pass the Water Safety Survival Requirements based on the Canadian Swim to Survive Standard. For further reference see~~
~~<http://www.lifesavingsociety.com/default.asp?Pageld=795&SectionId=5&LevelId=2>.~~

2. ~~The Royal Life Saving Society Canada Boat Rescue Award~~

2.1 ~~Aim:~~

~~This award is intended to provide life saving knowledge and ability for those engaged in small craft activities. Candidates may confine their evaluation to the use of one type of vessel, e.g., sailboat, canoe, kayak, etc., or may demonstrate knowledge and ability to perform using a variety of craft.~~

2.2 ~~Prerequisites: None~~

2.3 ~~Test Items: (may be subject to change)~~

~~The website reference the Royal Life Saving Society Canada Boat Rescue Award is: <http://www.lifesavingsociety.com/default.asp?Pageld=63>.~~

2.3.1 ~~Oral or written examination (or both) to include:~~

2.3.1.1 ~~an understanding of the R.L.S.S.C. slogan: REACH, THROW, ROW, GO, TOW;~~

2.3.1.2 ~~the increasing degree of risk to the rescuer as one experiences more complex rescue situations;~~

2.3.1.3 ~~knowledge of buoyancy of various types of craft;~~

2.3.1.4 ~~ability to define appropriate procedural steps in rescues involving small craft;~~

2.3.1.5 ~~methods of manoeuvring rescue craft into the best possible position for rescue under various weather conditions; and~~

2.3.1.6 ~~knowledge of types of personal flotation devices and lifejackets suitable in small craft use.~~

~~2.3.2 Self-rescue; all items to be performed while wearing shirt, windbreaker or shell, shorts or pants and shoes:~~

~~2.3.2.1 don personal flotation device or lifejacket while treading water;~~

~~2.3.2.2 demonstrate H.E.L.P. (Heat Escape Lessening Posture) and Huddle positions for use in cold water conditions;~~

~~2.3.2.3 demonstrate ability to remove shoes plus any clothing considered by the candidate to impair his ability to remain afloat; and~~

~~2.3.2.4 demonstrate ability to tread water or survival float for a period of 3 minutes without the use of buoyant objects or aids.~~

~~2.3.3 Perform a reaching assist and a throwing assist from a boat, canoe, kayak, etc.~~

~~In each case, the victim should be brought to the side or stern of the craft and, where deemed essential and practical, assisted into the craft with appropriate follow-up.~~

~~2.3.4 Perform a rescue of a non-breathing victim in a situation described by the examiner. Rescue breathing should be commenced as soon as practical. Assistance may be used in the situation with appropriate follow-up.~~

~~2.3.5 Perform a towing rescue: tow a clothed victim (man overboard) a minimum distance of 20 m or yd. to a position of safety. The situation is to be determined by the examiner, depending upon the training undertaken by the candidate.~~

~~2.3.6 Perform a contact rescue of an unconscious victim in a situation to be described by the examiner. The total rescue should require a minimum distance of 20 m or yd.~~

~~3. The Water Safety Survival Requirements~~

~~3.1 Aim:~~

~~This award is intended to provide lifesaving knowledge and ability for those involved in water activities.~~

~~3.2 Prerequisites: None~~

~~3.3 Test items:~~

~~3.3.1 Safety education:~~

~~3.3.1.1 water safety — hazards;~~

~~3.3.1.2 cold water survival;~~

~~3.3.1.3 personal assists – 2 reaching assists;~~

~~3.3.1.4 rescue breathing – performance of steps; and~~

~~3.3.1.5 PFD/Lifejacket.~~

~~3.3.2 Safety skills (clothing to be worn):~~

~~3.3.2.1 water entries;~~

~~3.3.2.2 surface support (1 minute);~~

~~3.3.2.3 H.E.L.P. (1 minute); and~~

~~3.3.2.4 huddle position.~~

~~3.3.3 Movement skills (with PFD):~~

~~3.3.3.1 swimming with PFD/Lifejacket;~~

~~3.3.3.2 front swim – 25 metres; and~~

~~3.3.3.3 back swim – 25 metres.~~

~~3.3.4 Continuous activity:~~

~~3.3.4.1 don PFD/jump in/swim 50 metres; and~~

~~3.3.4.2 water entry/25 metres front/25 metres back.~~

Prevalent Medical Conditions Safety Plan for Day Field Trip

Student Name: _____

Parent/Guardian Name: _____

Date of Contact with Parent/Guardian to develop collaborative safety plan:

Questions to be addressed in the development of the plan:

- a) **How does / will the bus/airline/other mode of transportation have the means to deal with the prevalent medical condition?**
- b) **How will appropriate food / restaurants be chosen to address the student's prevalent medical condition?**
- c) **Who will speak to the restaurant manager / food provider to indicate and plan for the student's prevalent medical condition?**
- d) **What is the plan for emergency action:**
 - a. **While travelling to the destination?**
 - b. **While at the destination?**
 - c. **While travelling from the destination?**
- e) **Other than the lead supervisor of the trip, who are the backup supervisors that will be fully aware of this safety plan?**
- f) **Other considerations/ information/ knowledge?**

This Prevalent Medical Conditions safety plan specific to the trip to

on the date _____ **has been developed in collaboration by:**

Parent/Guardian Signature

Field Trip Supervisor Signature

CRITERIA FOR CANOE TRIP LEADER STATUS

All canoe trips require supervision by an approved Canoe Trip Leader. Canoe Trip leaders must meet the following requirements:

1. Have a valid Ontario Recreational Canoeing Affiliation (O.R.C.A.) Level 2 certification or approved equivalent.

OR

2. Complete the following requirements:

- 2.1 Produce a Canoe Trip Log to prove a minimum of 500 kilometres total canoe tripping experience, to include 4 trips of 3 nights duration, each of 50 kilometres minimum total distance.

- 2.2 Previous experience as a supervisor during an extended field trip in a wilderness setting, sleeping in tents.

- 2.3 Demonstrate proficiency in the following canoe strokes on both sides of the canoe:

- 2.3.1 forward bow stroke;

- 2.3.2 draw stroke – both bow and stern;

- 2.3.3 sweep stroke – both bow and stern;

- 2.3.4 j-stroke, pitch stroke or Canadian stroke (stern).

- 2.4 As a solo paddler, propel the canoe forward and keep it on a straight course for at least 400 metres. The paddle is to be kept on the same side of the canoe throughout the 400 metre distance.

- 2.5 With a bow partner, paddle 25 metres in deep water and perform a canoe over canoe rescue, including management of victims.

- 2.6 In windy conditions, paddle with a bow partner 400 metres into the wind, go around a marker without touching it and return.

- 2.7 Single-handedly portage a canoe a minimum of 100 metres over varied terrain.

- 2.8 Explain an emergency repair of a small puncture in either aluminium, fiberglass or canvas-covered canoes and repair thwarts.

- 2.9 Demonstrate or explain:

- 2.9.1 positioning of all gear;

- 2.9.2 cooperative efforts of canoe partners;

- 2.9.3 safety measures to protect canoes and packs;

- 2.9.4 sequence of entering canoe; and

- 2.9.5 landings, tandem and solo, at dock and on beach.

~~2.10 Attend a one-day Board-sponsored workshop to cover the following:~~

~~2.10.1 route planning and navigation;~~

~~2.10.2 trip management;~~

~~2.10.3 search and rescue; and~~

~~2.10.4 general camping skills, such as fires, cooking, food and menu preparation, equipment selection, sanitation.~~

~~2.11 Meet the swimming and rescue skill requirements described in Appendix F and G.~~

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2016 APR 12
Report No. 047-16

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

RE: SPECIAL EDUCATION ADVISORY COMMITTEE COMMUNITY
REPRESENTATIVES

1. Background

- 1.1 According to Regulation 464/97 of the Education Act, the Board must establish a Special Education Advisory Committee (SEAC).
- 1.2 Membership on SEAC is determined by the regulation:
 - no more than 12 representatives and alternate representatives of local associations that operate within the area of jurisdiction of the Board;
 - two Trustees and two alternate Trustees; and
 - one or more additional members who are neither representatives of a local association nor members of the Board or another committee of the Board.
- 1.3 At the Inaugural Board Meeting on December 2, 2014, Lakehead District School Board approved nine local associations/organizations for membership and six alternates to the Special Education Advisory Committee as well as two Trustees and two alternate Trustees for the next four year term.
- 1.4 As referenced in the 2015 Operational Plan Objectives, SEAC is committed to collaborate with community partners by “enhancing communication through the strengthening of community relationships”.

2. Situation

- 2.1 Since September 2014 conversations have taken place at the SEAC table regarding the appointment of one or more additional members.
- 2.2 A Smart Goal in the 2015-2016 SEAC Work Plan is to increase membership. As part of that goal, research took place to determine how other boards in the province select additional members to their SEAC.
- 2.3 At the February 17, 2016 SEAC meeting, preliminary information was reviewed and discussed. At the March 23, 2016 SEAC meeting, a process and application form for selecting community representatives and

alternate representatives was reviewed and approved. The process and application form is attached as Appendix A.

- 2.4 Upon Board approval of the process and application form, the information will be shared with the community through the Lakehead Social Planning Council 211 database, school newsletters, Facebook, Twitter and on the Board website.

3. Conclusion

Lakehead Public Schools will continue to engage interested community stakeholders to participate in Board Advisory Committees as membership becomes available.

RECOMMENDATION

It is recommended that Lakehead District School Board approve the process and application form to select community representatives and alternate representatives to the Special Education Advisory Committee as outlined in Appendix A to Report No. 047-16.

Respectfully submitted,

LAURA SYLVESTRE
Chair of SEAC

COLLEEN KAPPEL
Superintendent of Education



SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

The Role of SEAC Community Representative

The SEAC community representative position provides an opportunity for parents/guardians of students with special education needs and members of the community interested in special education to provide input to Lakehead District School Board (LDSB) about its special education programs and services. Community representatives are expected to provide the perspective of families whose children have special education needs and attend LDSB schools in the area of Thunder Bay. Most successful applicants have been active on School Councils or may connect with local community groups of diverse cultural backgrounds.

Community representatives attend all SEAC meetings as voting members. Community alternates are encouraged to attend meetings, but may only participate as voting members when covering for an absent representative. SEAC meetings are held at 6:00 p.m. on the third Wednesday of the month, in the Board Room at the Jim McCuaig Education Centre, 2135 Sills Street, Thunder Bay, ON.

Membership Selection

At Lakehead Public Schools, up to **two** community representatives and matching alternates may be appointed by the Board. In accordance with Regulation 464/97 under the Education Act, which covers the work and function of SEAC, the Board may appoint as community representatives, applicants who are not representatives of a local association, and not members of the Board or a committee of the Board.

Applicants must:

- be Canadian citizens aged 18 or older;
- be public school electors residing within the jurisdiction of Lakehead District School Board; and
- not be employed by the Lakehead District School Board in any capacity.

In addition to these requirements, the Board takes the following factors into consideration when appointing SEAC community representatives and alternates:

- reflecting diversity;
- a global perspective;
- a genuine interest in special needs students and special education programming;
- the ability to participate as a team player;
- good communication skills; and
- a varied background which is likely to compliment the knowledge and skill set of the SEAC Associations represented.

Application Process

Lakehead Public Schools invites interested members of the school community to apply to become the SEAC community representative or the alternate representative for the North Side or South Side.

Applications will be considered by the Board as vacancies arise. Appointed candidates serve in a volunteer capacity as either the representative or alternate representative for the community. The term of office coincides with the term of office of elected Trustees of the Board.

If you are interested in applying, please complete the following form and return it as directed.

Applications will be considered for vacancies as they arise.

Special Education Advisory Committee (SEAC) Community Representative Application

Applications will be considered for vacancies as they arise.

Parents/guardians and community members interested in becoming a community representative self-nominate. Self-nomination includes completion of this application form and the option of providing any additional information that would support an appointment, such as School Council experience, special needs experience/expertise and/or broader community-based connections. Please indicate which position you are applying for. Please print.

Application for (Please	<input type="radio"/> Community Representative AND / OR		<input type="radio"/> Alternate Representative
Name of Applicant			
Area of Residence (√ where you live)	<input type="radio"/> North Side	<input type="radio"/> South Side	
Home Address (Including Postal Code)			
Contact Phone Number(s) of Choice	Home	Cell	Work
Email Address			
Lakehead DSB School(s) Associated with the Applicant			
Special Education Exceptionalities or Area(s) of Interest			
Additional Background Information in Support of this Nomination (Experience/Expertise) (Append additional information)			

Candidates must meet the following Ministry of Education criteria, as set out in the legislation.

By my signature* I confirm the following:

- I am a Canadian Citizen aged 18 or older
- I am a public school elector residing in the jurisdiction of Lakehead District School Board
- I am **NOT** employed by the Lakehead District School Board in any capacity

*

Signature (*required)

Date

by FAX to: Executive Secretary
807-623-7848

by email to: ehaven@lakeheadschoools.ca

OR by post to: Special Education Advisory Committee
Lakehead District School Board, 2135 Sills Street, Thunder Bay, ON P7E 5T2