



Office of the Director

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

**STANDING COMMITTEE**  
**Tuesday, June 13, 2017**  
**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. Resolve into Committee of the Whole – Closed Session		
5. <b>COMMITTEE OF THE WHOLE - Closed Session – 7:00 p.m. (SEE ATTACHED AGENDA)</b>		
6. Delegations/Presentations		
7. Approval of Minutes		
7.1 Standing Committee Meeting - May 9, 2017	G. Saarinen	1-4
8. Business Arising from the Minutes		

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

**MATTERS NOT REQUIRING A DECISION**

9.	Information Reports		
9.1	Aboriginal Education Advisory Committee Meeting Minutes – March 30, 2017	S. Pharand	5-8
9.2	Aboriginal Education Advisory Committee Meeting Minutes – May 18, 2017	S. Pharand	9-13
9.3	Special Education Advisory Committee Meeting Minutes – April 19, 2017	C. Kappel	14-17
9.4	Health and Safety Semi-Annual Report (048-17)	D. Wright	18-19
9.5	2017-2018 Order of Policies for Review (039-17)	I. MacRae	20-21
9.6	2017-2018 Operational Plan (040-17)	I. MacRae	22-30
9.7	French as a Second Language (FSL) (049-17)	S. Pharand	31-34
10.	First Reports		

**MATTERS FOR DECISION:**

11.	Postponed Reports		
12.	Ad Hoc and Special Committee Reports		
12.1	Establishment of Capital Planning Committee (042-17)	I. MacRae	35-36

*It is recommended that Lakehead District School Board approve the establishment of the Capital Planning Committee to receive information and provide input on Lakehead District School Board's long-term capital plan for pupil accommodation and facility use.*

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>
13.	New Reports		
13.1	Approval of Appointments to the Supervised Alternative Learning (SAL) Committee 2017-2018 (053-17)	C. Kappel	37-38
	<i>It is recommended that Lakehead District School Board approve the following appointments to the Supervised Alternative Learning (SAL) Committee for the 2017-2018 school year:</i>		
	<ol style="list-style-type: none"> <li>1. <i>Colleen Kappel, Superintendent of Education;</i></li> <li>2. <i>Jeff Upton, Education Officer (alternate);</i></li> <li>3. <i>Cheryl Dillon, Human Resources Manager of YES Employment Services, as member; and</i></li> <li>4. <i>Wendy Koehler, Executive Assistant of YES Employment Services, as alternate member.</i></li> </ol>		
13.2	Policy Review – 3050 Ontario Student Record (041-17)	I. MacRae	39-46
	<i>It is recommended that Lakehead District School Board approve 3005 Ontario Student Record Policy, Appendix A to Report No. 041-17.</i>		
13.3	Policy Development – 6065 Prevalent Medical Conditions (051-17)	C. Kappel	47-81
	<i>It is recommended that Lakehead District School Board:</i>		
	<ol style="list-style-type: none"> <li>1. <i>Approve 6065 Prevalent Medical Conditions Policy, Appendix A to Report No. 051-17; and</i></li> <li>2. <i>Revoke 6062 Anaphylaxis and Medical Emergency Management Policy, attached as Appendix D to Report No. 051-17.</i></li> </ol>		
13.4	Policy Review – 8014 Advertising in the Schools (050-17)	D. Wright	82-89
	<i>It is recommended that Lakehead District School Board approve 8014 – Advertising in the Schools Policy, Appendix A to Report No. 050-17.</i>		

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

Resource  
Person

Pages

- 14. New Business
- 15. Notices of Motion
- 16. Information and Inquiries
- 17. Adjournment

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

**LAKEHEAD DISTRICT SCHOOL BOARD**



**Office of the Director**

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**STANDING COMMITTEE**  
**Tuesday, June 13, 2017**  
**Jim McCuaig Education Centre**

Ian MacRae  
Director of Education

George Saarinen  
Chair

**AGENDA**

**COMMITTEE OF THE WHOLE – Closed Session**  
**7:00 P.M. – in the Sibley Room**

	<u>Resource Person</u>	<u>Pages</u>
5.1 Approval of Committee of the Whole - Closed Session Minutes		
5.1.1 Standing Committee Meeting - April 11, 2017	G. Saarinen	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Finance Matters	D. Wright	Verbal
5.4 Information and Inquiries		
5.5 Rise and Ask Leave to Sit in Public Session		

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

**LAKEHEAD DISTRICT SCHOOL BOARD**

LAKEHEAD DISTRICT SCHOOL BOARD

**MINUTES OF STANDING COMMITTEE**

Board Room  
Jim McCuaig Education Centre

2017 MAY 09  
7:30 p.m.

**TRUSTEES PRESENT:**

George Saarinen (Chair)  
Marg Arnone  
Ellen Chambers  
Deborah Massaro

Ron Oikonen  
Jack Playford  
Trudy Tuchenhagen  
Karen Wilson  
Robyn Sulkko (Student Trustee)

**SENIOR ADMINISTRATION:**

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

**FEDERATION/UNION REPRESENTATIVES:**

Helen Valnycki, Managers

**PUBLIC SESSION:**

1. Approval of Agenda

Moved by Trustee Wilson

Seconded by Trustee Chambers

*"THAT the Agenda for Standing Committee Meeting, May 9, 2017 be approved."*

**CARRIED**

2. Introduction of the 2017-2018 Student Trustee

Chair Massaro introduced Lahama Naeem, the successful candidate for the 2017-2018 student trustee position who is a Sir Winston Churchill Collegiate & Vocational Institute student.

3. Five Mile Public School – Five Mile Green Team: Leadership & Environmental Stewardship

Colleen Kappel, Superintendent of Education, introduced Angelina Tassone, Principal of Five Mile Public School, Tracey Wilson, Grades 5 and 6 teacher, and students, Bailey and Mairin who provided information regarding *Five Mile Green Team: Leadership & Environmental Stewardship*. All trustees' questions were addressed.

4. Urban Garden Delegation #1

Raymond Smith, Thunder Bay resident, presented information regarding the Urban Garden.

5. Urban Garden Delegation #2

Brenda Cryderman, Thunder Bay resident, presented information regarding the Urban Garden.

6. Approval of Minutes

Moved by Trustee Tuchenhagen

Seconded by Trustee Arnone

*“THAT the Standing Committee approve the Minutes of the Standing Committee Meeting, April 11, 2017.”*

CARRIED

7. Parent Involvement Committee Meeting Minutes – March 6, 2017

Ian MacRae, Director of Education, presented the March 6, 2017 minutes for information.

MATTERS FOR DECISION:

8. 2017 to 2025 Policy Review Schedule (028-17)

Moved by Trustee Playford

Seconded by Trustee Oikonen

*“THAT Lakehead District School Board approve the 2017 to 2025 Policy Review Schedule, Appendix A to Report No. 028-17.”*

CARRIED

9. Approval of Appointment to the Special Education Advisory Committee (SEAC) (031-17)

Moved by Trustee Chambers

Seconded by Trustee Oikonen

*“THAT Lakehead District School Board approve the appointment of Jennifer Bean as a member to the Special Education Advisory Committee representing Anishnawbe Mushkiki, for the term ending November 30, 2018.”*

CARRIED

10. Policy Review – 8071 Bullying Prevention and Intervention Policy (032-17)

Revisions were noted and will be incorporated into the policy.

Moved by Trustee Arnone

Seconded by Trustee Chambers

*“THAT Lakehead District School Board approve 8071 Bullying Prevention and Intervention Policy, Appendix A to Report No. 032-17.”*

CARRIED

11. Approval of Standing Committee and Regular Board Meeting Schedule 2017-2018 (033-17)

Moved by Trustee Massaro

Seconded by Trustee Arnone

*“THAT Lakehead District School Board approve the revised Standing Committee and Regular Board Meeting Schedule 2017-2018, as set out in Appendix A to Report No. 033-17.”*

CARRIED

12. Policy Review – 3020 Legal Representation Policy (034-17)

Revision was noted and will be incorporated into the procedure.

Moved by Trustee Tuchenhagen

Seconded by Trustee Wilson

*“THAT Lakehead District School Board approve 3020 Legal Representation Policy, Appendix A to Report No. 034-17.”*

CARRIED

13. Information and Inquiries

13.1 Trustee Massaro reported that she, Trustee Arnone, Trustee Chambers, Trustee Oikonen and Trustee Tuchenhagen attended the 2017 Northwestern Ontario Aboriginal Youth Achievement & Recognition Awards on May 3, 2017. Six students received the Academic Award sponsored by Lakehead Public Schools.

13.2 Trustee Arnone reported that she, Trustee Massaro, Trustee Arnone, Trustee Chambers, Trustee Oikonen, Trustee Playford, Trustee Saarinen, Director MacRae and Superintendent Kappel attended the OSSTF District 6A Thunder Bay – Annual Student Awards Brunch on April 29, 2017.

13.3 Director MacRae reported that he attended the Parent Involvement Committee (PIC) Symposium on the afternoon of April 29, 2017.

13.4 Trustee Saarinen reported that he and Trustee Arnone attended the Westgate and Churchill Transition meeting on the evening of May 8, 2017.



14. Adjournment

Moved by Trustee Arnone

Seconded by Trustee Oikonen

*"THAT we do now adjourn at 8:35 p.m."*

CARRIED



**ABORIGINAL EDUCATION ADVISORY COMMITTEE MINUTES**

**DATE:** Thursday, March 30, 2017, Board Room, Education Centre

**MEMBERS PRESENT:** Sherri-Lynne Pharand, Dolores Wawia, Pauline Fontaine, Dr. Amy Farrell-Morneau, Anika Guthrie, Serena Essex, Sharon Kanutski, Lawrence Baxter, Trustee Chambers, Elyse Big George, Kathy Beardy, Neil Workman, Brittany Collins, Suzanne Tardif

**ABSENT WITH REGRET:** Cathy Ferrazzo, Elliott Cromarty, Jane Lower, Beverley White-Kokeza, Robin Haliuk, Trustee Saarinen, Ocean Meekis, Nicole Walter Rowan, Elder Gerry Martin, Elder Isabelle Mercier, Trustee Arnone

**ABSENT:** Mike Judge, Chris Ooshag, Donnalee Morettin

**GUESTS:** Denise Baxter, Felicia Waboose

	<b>AGENDA ITEM</b>	<b>DISCUSSION</b>	<b>ACTION</b>
1.	Opening Ceremonies	Sherri-Lynne Pharand called the meeting to order at 9:38 a.m. and asked Elder Felicia Waboose to conduct the opening.	
2.	Welcome and Introductions	<p>Sherri-Lynne thanked Felicia Waboose for the opening.</p> <p>Sherri-Lynne welcomed everyone, including our guests: Denise Baxter and Felicia Waboose. Introductions were made.</p> <p>Regrets and substitutions were noted and the attendance sheet was circulated.</p>	
3.	Agenda / Minutes		
	3.1 Approval of Agenda – Mar. 30, 2017	<p>Moved by Suzanne Tardif and seconded by Sharon Kanutski that the agenda for the March 30, 2017 meeting be approved as written.</p> <p><b>Carried.</b></p>	

	<b>AGENDA ITEM</b>	<b>DISCUSSION</b>	<b>ACTION</b>
	3.2 Approval of Minutes – Feb. 16, 2017	Moved by Suzanne Tardif and seconded by Lawrence Baxter that the minutes for the February 16, 2017 AEAC meeting be approved as written.  <b>Carried.</b>	
4.	Correspondence	The correspondence file was circulated.	
5.	Business Arising from the Minutes		
	5.1 Work Plan	- deferred from Feb. meeting Amy divided the committee into teams to work on specific parts of the work plan. The teams shared the highlights of their discussions with the committee as a whole. The information will be collated by Amy and brought back to the May meeting.	Dr. Amy Farrell-Morneau
	5.2 Aboriginal Programs	Letter of Support re D. Lentz's programs – deferred from Feb. meeting  Committee members received a copy of the draft reply written in response to the comment printed in the Chronicle Journal regarding the article: Students Take on Knowledge of Treaties. Sherri-Lynne asked members to think about the letter and be ready to give input at the May meeting. The response will be posted on the website. It was suggested that the letter include some information on the activities that took place during Treaty Recognition Week.	Sherri-Lynne Pharand
	5.3 PIC Funding	- deferred from Feb. meeting  The committee discussed a variety of ideas for spending the PIC funding. Sherri-Lynne suggested that we consider all the ideas and we would discuss it again at a later date.	Sherri-Lynne Pharand
	5.4 Video	Birch Bark Basket video – via Anika (from McKellar) - Deferred to May 18 meeting	

	<b>AGENDA ITEM</b>	<b>DISCUSSION</b>	<b>ACTION</b>
6.	New Business		
	6.1 Adult Education	<p>Denise Baxter gave a very informative talk describing the programs and services available through Adult Education. They include, but are not limited to Literacy and Numeracy, Distance Education; Ojibwe evening course; Lunch and Learns; Drum Group; Indigenous Collaborative Inquiry.</p> <p>Denise will provide more information on courses and programs to anyone who has inquiries.</p> <p>This year will see the 30<sup>th</sup> graduating class in Adult Education at Lakehead District School Board.</p>	Denise Baxter
	6.2 Budget Deputation	<p>The draft budget deputation was discussed and small revisions made on recommendations of the committee.</p> <p>Moved by Pauline Fontaine and seconded by Suzann Tardif, that we approve the AEAC deputation as amended for 2017 – 2018 budget year.</p> <p>CARRIED</p> <p>Suzanne Tardif volunteered to present the deputation to the Board of Trustees on April 10<sup>th</sup>.</p>	<p>Dr. Amy Farrell-Morneau</p> <p>Brenda will provide speaking notes.</p>
	6.3 Role Titles	<p>Sherri-Lynne noted that we have a variety of positions in our system that we didn't have when this committee first started. The question has arisen as to the use of Native, Indigenous, FNMI.</p> <p>It is confusing when we use a variety of different titles and we want to be consistent. Some staff are requesting Indigenous as part of their titles. It was decided that further discussion is needed so we will re-visit this discussion at a future meeting.</p>	Sherri-Lynne Pharand

	<b>AGENDA ITEM</b>	<b>DISCUSSION</b>	<b>ACTION</b>
7.	Updates		
	7.1	Visit to Armstrong – Dec. 6, 2016 (deferred from Dec. meeting)	Dr. Amy Farrell-Morneau
		FNMI Presence in our Schools Booklet – revision (deferred from Dec. meeting)	
		NAN EPP (deferred from Dec. meeting)	
		Winterfest – Feb. 16 pm	
		Aboriginal Youth Achievement and Recognition Awards (AYARA) We had 100 applications this year ... competition was fierce! Of the 36 winners – there are eleven winners from our Board.  Those interested in attending should contact Brenda Barradell for a ticket.	
	7.2 Transition Teams	- No discussion	Sherri-Lynne Pharand
8.	Information and Inquiries		
	8.1 Indigenous Community Liaison	- Deferred to May 18 <sup>th</sup> meeting	
	8.2 Cultural Training Video	Based on feedback from AEAC, Sherri-Lynne asked Amy to review the Cultural Training video and make some minor revisions related to resiliency prior to beginning training with staff.	
	8.3 Lawrence Baxter	Lawrence expressed his opinion that we should acknowledge being on traditional territory when we begin our AEAC meetings.	
9.	Closing Ceremonies	Felicia Waboose closed the meeting with a prayer.	
10.	Next Meeting	Thursday, May 18, 2017	
11.	Adjournment	The meeting adjourned at 12:35 pm	



**ABORIGINAL EDUCATION ADVISORY COMMITTEE MINUTES**

**DATE:** Thursday, May 18, 2017, Board Room, Education Centre

**MEMBERS PRESENT:** Sherri-Lynne Pharand, Dolores Wawia, Pauline Fontaine, Dr. Amy Farrell-Morneau, Anika Guthrie, Serena Essex, Sharon Kanutski, Trustee Chambers, Cathy Ferrazzo, Elliott Cromarty, Jane Lower, Kathy Beardy, Brittany Collins, Suzanne Tardif, Nicole Walter Rowan

**ABSENT WITH REGRET:** Lawrence Baxter, Beverley White-Kokeza, Robin Haliuk, Trustee Saarinen, Trustee Arnone, Ocean Meekis, Neil Workman, Elder Gerry Martin, Elder Isabelle Mercier, Elyse Big George

**ABSENT:** Mike Judge

**GUESTS:** **Gerry McNeilly - Independent Police Review Director; Rosemary Parker - Manager, Communications, Outreach & Education (OIPRD); Angelina Tassone, Principal-Five Mile; Precious Anderson, Graduation Coach; Miriah Meservia - Sir Winston Churchill; Shannon McQuilter-Viau – Westgate; Tina Vieira – Westgate; Nathan Epp, Aboriginal Achievement Tutor – Westgate; Bark Kukko – Westgate; Willow Fiddler, APTN; Jo Jo Guillet – Education Officer-Indigenous Education Office, Ministry Of Education**

	<b>AGENDA ITEM</b>	<b>DISCUSSION</b>	<b>ACTION</b>
1.	Opening Ceremonies	Sherri-Lynne Pharand called the meeting to order at 9:35 a.m. and asked Elder Felicia Waboose to conduct the opening.	
2.	Welcome and Introductions	<p>Sherri-Lynne thanked Felicia Waboose for the opening.</p> <p>Sherri-Lynne welcomed everyone, including our guests and introductions were made.</p> <p>Regrets and substitutions were noted and the attendance sheet was circulated.</p>	

	<b>AGENDA ITEM</b>	<b>DISCUSSION</b>	<b>ACTION</b>
3.	Agenda / Minutes		
	3.1 Approval of Agenda – May 18, 2017	Moved by Pauline Fontaine and seconded by Trustee Ellen Chambers that the agenda for the May 18, 2017 meeting be approved as written.  <b>Carried.</b>	
	3.2 Approval of Minutes – Mar. 30, 2017	Moved by Pauline Fontaine and seconded by Suzanne Tardif that the minutes for the March 30, 2017 AEAC meeting be approved as written.  <b>Carried.</b>	
4.	Correspondence	The correspondence file was circulated.	
5.	Presentations		
	5.1 Westgate Dance Club	Sharon McQuilter-Viau, Tina Vieira and Nathan Epp provided a thorough account of how the Westgate Dance Club – now called the ‘Westgate Freestyle Creators’ was formed. They shared an excellent video presentation of the group showing the students’ enthusiasm and their respect for their peers.  Tina Vieira noted that she is hoping to work with students of all ages, from all schools on a production entitled “Dancing our Truth’ based on reconciliation. Jane Lower will share information on the TLLP grants that are available.  All questions were answered.	Sharon McQuilter-Viau, Tina Vieira, Nathan Epp  Jane Lower to give information re TLLP grants to Tina Vieira.
	5.2 Linking Schools and Families	Jane Lower discussed background information on barriers to success for students in the Limbrick area of Thunder Bay. The Grad Coach, Precious Anderson noted that there was a need to build trust between parents, students and the school in order to encourage the students to attend school. This led to discussions with community partners and applying for a grant (with assistance from Jo Jo Guillet, Education Officer – Indigenous Education Office, Ministry of Education from the	Precious Anderson, Angelina Tassone, Miriah Meservia – SWC student

	<b>AGENDA ITEM</b>	<b>DISCUSSION</b>	<b>ACTION</b>
		<p>Ministry). Angelina Tassone explained the project entitled “Linking Schools and Families’ and outlined some ideas they are working on to build trusting relationships / partnerships and dealing with/overcoming the barriers. Work on this project will continue throughout the summer</p> <p>All questions were answered.</p>	
	5.3 Birch Bark Basket Video	<p>Anika Guthrie gave some background information on how the Birch Bark Basket project at McKellar Park School started and the community partners that were involved in the project - including Fort William Historical Park. The informative video showed how many community members helped the students with this endeavour. It was evident from the video that the students were totally engrossed in the project which proved to be an excellent learning experience.</p> <p>This project/video has been shared at conferences and seminars around the province.</p>	Anika Guthrie
6.	Business Arising from the Minutes		
	6.1 Budget Deputation Update	<p>Sherri-Lynne thanked Suzanne Tardif for presenting the AEAC Budget deputation to Trustees at the Board meeting on April 10, 2017. The Board and Senior Administration are now reviewing the budget and more information will be forthcoming in June.</p>	Sherri-Lynne Pharand
	6.2 Work Plan	<p>The information derived from the group sessions during the April AEAC meeting was collated by Dr. Amy Farrell-Morneau to form the Draft Work Plan for 2017 – 2019 which was distributed to members. She briefly went over the items that were proposed and members were asked to consider this draft and decide on the priority tasks. We will discuss the plan in detail and look to approve it at the June 8<sup>th</sup> meeting.</p> <p>All questions were answered.</p>	Dr. Amy Farrell-Morneau
	6.3 Aboriginal Programs	- Deferred to June meeting	Sherri-Lynne Pharand
	6.4 PIC Funding	- Deferred to June meeting	Sherri-Lynne Pharand



	<b>AGENDA ITEM</b>	<b>DISCUSSION</b>	<b>ACTION</b>
	6.5 Role Titles	- Deferred to June meeting	Sherri-Lynne Pharand
7.	New Business		
	7.1 Proposed Calendar for 2017 - 2018	<p><b>Proposed Calendar for 2017 – 2018</b></p> <ul style="list-style-type: none"> <li>➤ Thursday, Sept. 21, 2017</li> <li>➤ Thursday, Nov. 16, 2017</li> <li>➤ Thursday, Dec. 14, 2017</li> <li>➤ Thursday, Feb. 15, 2018</li> <li>➤ Thursday, March 29, 2018</li> <li>➤ Thursday, May 17, 2018</li> <li>➤ Thursday, June 14, 2018</li> </ul> <p>Moved by Serena Essex and seconded by Kathy Beardy that the proposed calendar for 2017 – 2018 AEAC Meeting Calendar be approved.</p> <p><b>Carried.</b></p>	Sherri-Lynne Pharand
	7.2 Parent Involvement Committee	<p>Nomination for 2017-2018 Parent Involvement Committee (PIC)</p> <ul style="list-style-type: none"> <li>- 2 parent reps (1 Member + 1 Alternate)</li> <li>- Serena Essex and Sharon Kanutski will continue to represent AEAC at PIC meetings for the 2017-2018 school year.</li> </ul>	Sherri-Lynne Pharand
	7.3 OIPRD	<p>Gerry McNeilly - Independent Police Review Director and Rosemary Parker - Manager, Communications, Outreach &amp; Education (OIPRD) explained the purpose of their visit was to ask for recommendations, suggestions, advice and comments based on the work that we have done as a school board, regarding ways to improve relations between Indigenous youth and the Thunder Bay Police.</p> <p>A lengthy discussion ensued. Mr. McNeilly and Ms. Parker were very pleased with the information they learned about Aboriginal Education at Lakehead District School Board and with the suggestions given to them by AEAC.</p>	

	<b>AGENDA ITEM</b>	<b>DISCUSSION</b>	<b>ACTION</b>
8.	Information and Inquiries		
	8.1 Indigenous Community Liaison	Sherri-Lynne Pharand informed the committee that Dr. Amy Farrell-Morneau will be leaving the Lakehead District School Board to take on a new role as the Indigenous Curriculum Coordinator at Lakehead University. Her new role will begin in July. We wish her success in her new role.	Sherri-Lynne Pharand
	8.2 AYARA	- Deferred to June meeting	Sherri-Lynne Pharand
9.	Closing Ceremonies	Felicia Waboose closed the meeting with a prayer.	
10.	Next Meeting	Thursday, June 8, 2017	
11.	Adjournment	The meeting adjourned at 12:20 pm	

LAKEHEAD DISTRICT SCHOOL BOARD

**SPECIAL EDUCATION ADVISORY COMMITTEE**

Jim McCuaig Education Centre  
Thunder Bay, Ontario

2017 APR 19

**MEMBERS PRESENT:**

Laura Sylvestre (Chair)  
Trustee Marg Arnone  
Mike Otway  
Liz Tod  
Wilma Kleynendorst

Kelly Matyasovszky (Vice Chair)  
Trustee Trudy Tuchenhagen  
Ron Gernat  
Judy Kay

**OTHERS PRESENT:**

Colleen Kappel

**ABSENT WITH REGRET:**

Theresa Graham  
Angela Hill  
Martha Mawakeesic

1. **Call to Order**

Laura Sylvestre, Chair of SEAC, called the meeting to order at 6:00 p.m. Robin Orr, Executive Secretary was introduced; attendees did a roundtable introduction.

2. **Approval of the Agenda**

Moved by Judy Kay

Seconded by Trustee Trudy Tuchenhaagen

*“THAT the agenda for the April 19, 2017 SEAC meeting be approved.”*

**CARRIED**

3. **Declarations of Conflict of Interest**

There were no declarations of conflict of interest.

4. **Presentations**

**Bullying Prevention and Intervention Policy & Procedures** – Jeff Upton

Jeff Upton, Education Officers provided an overview of the Bullying Prevention & Intervention Policy and Procedures. Discussion ensued, and questions were addressed. Members' shared recommendations for changes to the Bullying Prevention and Intervention Policy and Procedure.

5. Approval of the Minutes

Moved by Wilma Kleynendorst

Seconded by Ron Gernat

*“THAT the minutes of the March 22, 2017 SEAC meeting be approved.”*

CARRIED

6. Business Arising From the Minutes

6.1 2017-2018 SEAC Budget Presentation

Laura Sylvestre, Chair of SEAC noted that the SEAC Budget Deputation was presented at the April 10, 2017 Budget Committee meeting and was well received.

6.2 Additional Parent Involvement Committee Funding

Colleen Kappel, Superintendent of Education, asked members for suggestions on preparing video sessions such as IAP, IPRC and assistive technology that would serve as support for parent engagement. Colleen Kappel noted mental health sessions are being offered that will help schools support staff in this area. Following discussion, it was suggested a video of a mock IPRC/IEP meeting would be beneficial as support to parents, and provide an opportunity to highlight IPRC and IEP pamphlets.

Members were asked to send further suggestions for videos to Colleen Kappel.

6.3 OPSBA 2017 Awards Program

Colleen Kappel, Superintendent of Education, shared the names of individuals nominated for the 2017 OPSBA Award.

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 Parent Involvement Committee (PIC) Report – March 6, 2017

Laura Sylvestre, Chair of SEAC provided a verbal update on the March 6, 2017 Parent Involvement Committee meeting, which was held at Superior CVI. Highlights included:

- PIC members were given a tour of the school.

- David Wright, Superintendent of Business attended the meeting and shared information related to the budget deputation process.
- Donica LeBlanc share information regarding a new kindergarten report card.
- Nicole Carson shared a draft 2017-2018 school year calendar. Trustees have approved this calendar; final ministry approval is outstanding.
- The OBSPA 2017 awards program was addressed at the meeting.
- The PIC workplan was reviewed.
- PIC is looking at options to be present at more schools, and meet with Parent Councils.
- A full day PIC Symposium is scheduled for April 29, 2017 at the Valhalla Inn.
- Work is underway to create more networking between PIC and Parent Councils.

## 9.2 Churchill / Westgate Transition Committee Update

Colleen Kappel, Superintendent of Education provided an update and noted, to date one meeting has occurred. The transition process is delayed until the Ministry provides further funding information.

## 9.3 MACSE Resources

Laura Sylvestre, Chair of SEAC shared MACSE website resources including EDUGains and PAAC on SEAC. Members interested viewing these resources can access these websites at <http://www.edugains.ca/newsite/SpecialEducation/index.html> and <http://www.paac-seac.ca/>.

## 10. Policies Currently Under Review

Colleen Kappel, Superintendent of Education advised members that policy 3020 Legal Representation was distributed for constituents' input, and that feedback is due by April 26, 2017.

## 11. Gift of Appreciation

A recommendation was tabled to use SEAC funding to purchase a gift of appreciation for Eileen Haven.

Moved by Mike Otway

Seconded by Trudy Tuchenhagen

*"THAT SEAC approve a gift for Eileen Haven not to exceed \$175.00."*

CARRIED

## 12. Information/Inquiries & Association Reports

- 12.1. Wilma Kleynendorst, Dilico representative noted the March 30, 2017 Wellness Through Water Community Pow Wow and Feast was attended

by more than 500 people. The Children's Mental Health Week is scheduled for May 1-7, 2017, with a number of activities scheduled through Dilico and Children's Centre Thunder Bay.

12.2. Laura Sylvestre, Chair of SEAC noted Churchill held a robotics event on April 19, 2017; approximately \$800.00 was raised at the event. Money raised will be used to help support the awards program.

12.3. Colleen Kappel, Superintendent of Education reminded members the Youth Embracing Diversity in Education student conference is scheduled for April 21, 2017.

13. Status of SEAC Budget

The status of the 2016-2017 SEAC budget was provided to members. Colleen Kappel, Superintendent of Education noted, a request can be sent to the Board to request carry forward of surplus funding not used in the fiscal year.

14. Board Update

Trustee Marg Arnone provided information on the following meetings:

- March 28, 2017 Regular Board Meeting
  - Celebrating Student Achievement, Claude E. Garton presentation;
  - Celebrating Student Achievement, McKellar Park presentation;
  - Report on the 2016-2017 bus transportation cost;
  - Safe Schools Update; and
  - Report on Numeracy for Kindergarten to grade 12.
- April 11, 2017 Standing Committee Meeting
  - Celebrating Student Achievement;
  - Policy and procedure review for 7010 Police Records Checks, 7080 Health and Safety, and 4005 English Language Learners.

15. Adjournment

Moved by Liz Tod

Seconded by Ron Gernat

*"THAT we do now adjourn at 6:48 p.m."*

CARRIED

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2017 JUN 13  
Report No. 048-17

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

RE: HEALTH AND SAFETY SEMI-ANNUAL REPORT

1. Background

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

2. Situation

2.1 Employee Training

Health and Safety continues to provide a number of important training sessions throughout the year. The cost for training, including supply staff coverage, is covered by the Health and Safety Department. Some examples of training offered includes:

- AED Awareness Training
- Smart Start - Safe Work Practices for Student Support Professionals
- Occasional Teachers Health and Safety Training
- Behaviour Management Systems (BMS) Training

2.2 Annual Lead Water Sampling

Lakehead Public Schools adheres to Ontario Regulation 243/07 of the Safe Drinking Water Act. The regulation is intended to reduce children's exposure to lead in drinking water. The regulation came into effect in 2007 and incorporates flushing and sampling requirements.

On December 15, 2016, the Ministry of Environment filed an amended O. Reg. 243/07. The amended regulation becomes effective on July 1, 2017 as O. Reg. 243/07 (Schools, Private Schools and Child Care Centres). To further protect children from lead in drinking water, the amended regulation includes updated requirements for lead sampling, filter and flushing.

In order to meet the amendments in the new regulation, Lakehead Public Schools is beginning a 3-year process to catalogue, label and sample all designated drinking water taps and fountains at all facilities.

### 2.3 Monthly Ladder Inspections

To increase the safety of staff working at heights in Lakehead Public Schools facilities, a new program that will inspect ladders on a monthly basis has been initiated. This program will include the installation of an inspection log and criteria tags on all ladders. This will allow not only the inspector to easily document inspections, but also allow the day-to-day user to understand requirements prior to using the equipment.

### 3. Conclusion

Lakehead District School Board is committed to achieving its strategic and operational plan goals of providing a safe environment for students and staff that facilitates their 21<sup>st</sup> century learning needs.

Respectfully submitted,

KYLE ULVANG  
Health and Safety Officer

DAVID WRIGHT  
Superintendent of Business

IAN MACRAE  
Director of Education



LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2017 JUN 13  
Report No. 039-17

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

RE: 2017-2018 ORDER OF POLICIES FOR REVIEW

1. Background

- 1.1 On May 23, 2017, the Board approved the Policy Review Schedule 2017 to 2025.
- 1.2 Section 4.4.1 of the Policy Development and Review Policy 2010 states “A specified review date will be established for all policies.”

2. Situation

The 2017-2018 order of policies for review, as developed by Director’s Council, is attached as Appendix A to Report No. 039-17.

Respectfully submitted,

IAN MACRAE  
Director of Education

<b>ORDER OF POLICIES FOR DEVELOPMENT AND REVIEW</b>					
<b>September 2017 to June 2018</b>					
<b>Draft Policy to Constituents</b>	<b>Policy Input Due Date</b>	<b>Standing Committee Meeting</b>	<b>Policy #</b>	<b>Name of Policy</b>	<b>Superintendent</b>
September 20	October 25	November 14	8011	Use of School Buildings, Facilities and Grounds	D. Wright
			6040	Reporting of Children in Need of Protection	C. Kappel
December 6	January 24	February 13	4022	Prior Learning Assessment & Recognition	S. Pharand
			4023	Prior Learning Assessment & Recognition for Mature Students	S. Pharand
February 14	March 28	April 10	8050	Naming and Opening of New or Consolidated School	D. Wright
			8080	School Council	I. MacRae
March 21	April 25	May 8	2010	Policy Development and Review	I. MacRae
			4045	Environmental	C. Kappel

June 13, 2017

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2017 JUN 13  
Report No. 040-17

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

RE: 2017-2018 OPERATIONAL PLAN

1. Background

On an annual basis, senior administration develops an Operational Plan that reflects the strategic direction set by the Board.

2. Situation

Senior administration met with key staff to review and renew the current Operational Plan. The Operational Plan 2017-2018 supports the areas of major emphasis in the Board's Strategic Plan and is aligned to the Board Improvement Plan for Student Achievement.

3. Conclusion

The Operational Plan is a living public document that will be widely shared and communicated with internal and external stakeholders. Staff will ensure that school and department plans are aligned to the actions outlined. Regular information reports will be brought forward to the Board throughout the school year. The 2017-2018 Operational Plan is attached as Appendix A to Report No. 040-17.

Respectfully submitted,

IAN MACRAE  
Director of Education



Lakehead  
Public  
Schools

2015-2018

## STRATEGIC PLAN

**Student Achievement & Well-Being**

Learning | Engagement | Environment

## OPERATIONAL PLAN

OBJECTIVES | 2017

**DRAFT**



# 2015-2018 STRATEGIC PLAN

## OUR MISSION

**Lakehead Public Schools is committed to the success of every student.**

## OUR VISION

**Your Children Our Students The Future**

## OUR VALUES

**Integrity  
Acceptance  
Responsibility  
Empathy  
Respect**

Trustees  
2014 - 2018

Chair  
**Deborah Massaro**

Vice Chair  
**George Saarinen**

**Marg Arnone**

**Ellen Chambers**

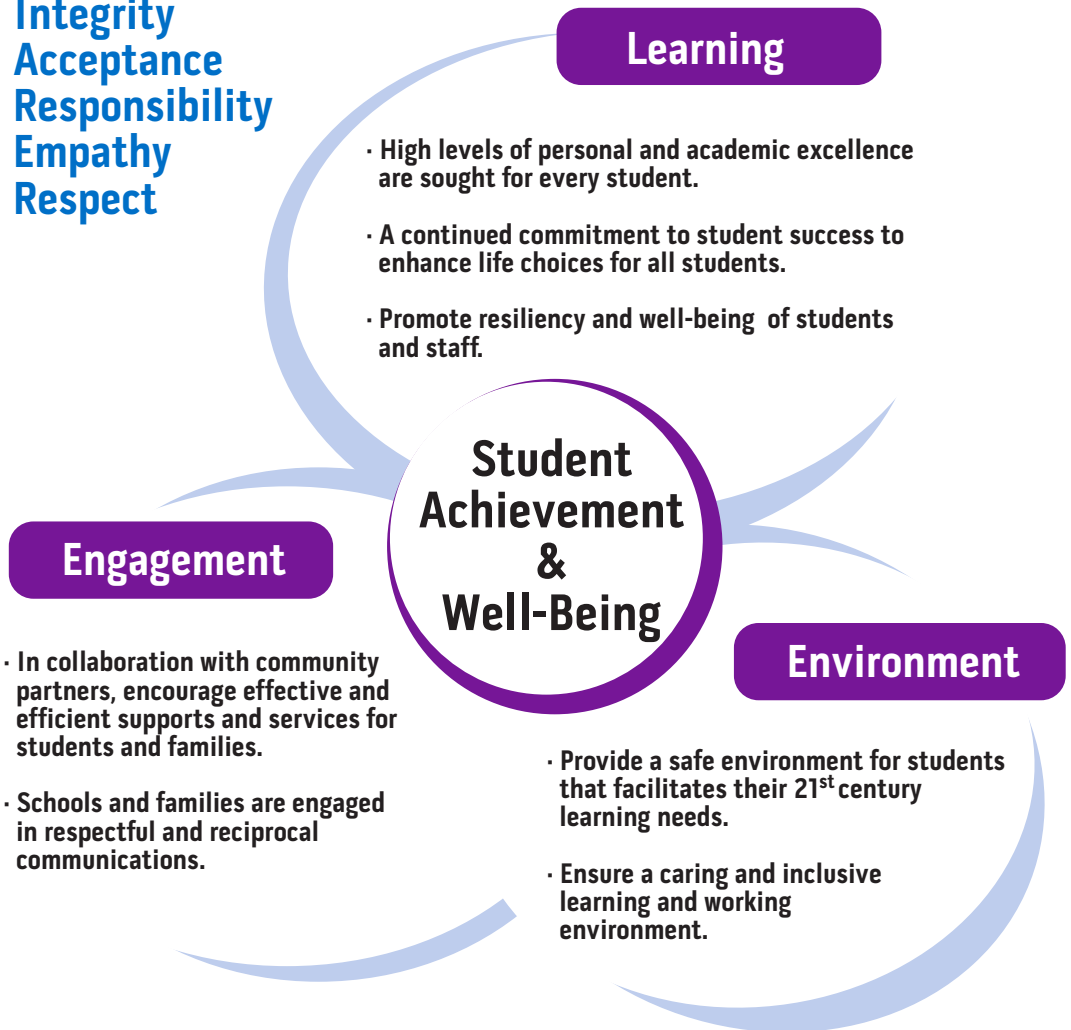
**Ron Oikonen**

**Jack Playford**

**Trudy Tuchenhagen**

**Karen Wilson**

Student Trustee  
**Robyn Sulkko**



**Building an equitable and inclusive community together.**



## Learning

- High levels of personal and academic excellence are sought for every student.
- A continued commitment to student success to enhance life choices for all students.
- Promote resiliency and well-being of students and staff.

### Student Achievement & Well-Being

# Learning

1

#### Increase the graduation rate and reduce achievement gaps for students at all grade levels by:

- Providing pathways and programs that support the learning needs and interests of all students.
- Supporting literacy and mathematics attainment at provincial standard.
- Monitoring credit accumulation, supporting the attainment of volunteer hours, creating programs to re-engage school leavers and providing summer programs.
- Implementing programs and services to support students at risk of not graduating.
- Implementing programs and services to meet the needs of First Nations, Métis, and Inuit (FNMI) learners as well as learners with special education needs.

2

#### Develop students' competence in strategies that will ensure their success both today and in the future by:

- Teaching and supporting students to develop good work habits, creativity, collaboration, communication, and critical thinking using tools that will support their participation in a 21<sup>st</sup> century world.
- Providing community connected experiential learning opportunities for intermediate students that build skills and help students explore future pathways.

3

#### Develop students' reading and writing skills to enable comprehension and the ability to express their thinking both orally and in writing by:

- Using strategies that are successful in teaching students to read.
- Providing early years programs that support students' foundation in reading, writing, and oral communication.
- Intervening early when students are not achieving reading and writing goals.
- Working together with parents to support literacy development at home.
- Supporting students at all grade levels to be able to comprehend and use language to think about ideas, form opinions, and support their thinking both orally and in writing.
- Giving students meaningful feedback about their progress and helping them to develop goals.



Lakehead  
Public  
Schools

OPERATIONAL PLAN

# Learning

## 4

### **Develop student mathematics computation skills and their ability to solve problems by:**

- Engaging staff in collaborative learning and teaching in order to support students' thinking and their learning needs in mathematics.
- Working with teachers to develop an understanding of the connections between and among math concepts from Kindergarten through Grade 12.
- Ensuring early years programs that encourage students to be inquisitive about mathematical concepts and ideas and develop a strong foundation for math learning.
- Challenging and supporting students to understand mathematical ideas and explain their thinking in mathematical terms.
- Connecting mathematics to the world around students so they understand the application of math in the world around them.
- Intervening early and as frequently as necessary to ensure students develop understanding.
- Giving students meaningful feedback about their progress and helping them to develop goals.

## 5

### **Support the development of a positive attitude towards learning and a student's belief in his/herself by:**

- Ensuring a school and classroom culture where each student can confidently say, "I am valued, I am trusted, I belong."
- Teaching students a sense of responsibility for self (i.e., getting homework done, attending class), for others (i.e., supporting bullying awareness, treating staff and students with respect, respect for other cultures) and for community (i.e., volunteering, participating in civic responsibilities, developing a global understanding).

## 6

### **Strengthen the awareness of the connection between mental health, well-being, and achievement by:**

- Communicating a shared framework and commitment to student well-being
- Supporting mental health champions in each school who will liaise between school staff and the mental health leader
- Providing researched-based information regarding the connection between well-being and achievement during professional learning sessions throughout the year
- Promoting active living for students and staff

**7**

**Increase the understanding, acceptance, and engagement of students whose well-being may be at risk by:**

- Engaging in an anti-stigma campaign in schools
- Promoting daily attendance at school with students, parents/guardians and community members

**8**

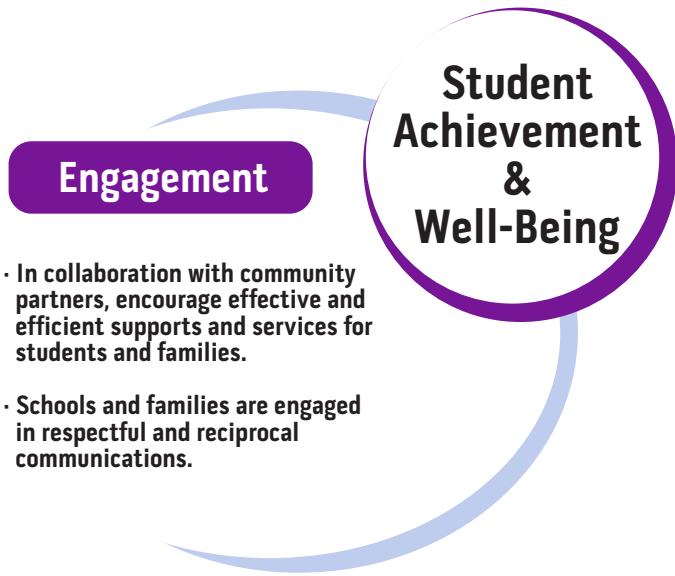
**Provide mental health and well-being literacy training to students, staff and community members with a focus on brain development.**

- Providing system-wide mental health literacy to all staff (e.g. anxiety, depression, self-harm, suicide)
- Enhancing parents' engagement in supporting students' well-being through on-going information sessions for parents

## Measures of Success

- Student report card marks and anecdotal comments
- Improve results on provincial measures
- Increased graduation rates
- Increased attendance
- Reduced suspensions
- Professional learning opportunities embed mental health and well-being connections when possible
- SHARE survey results
- Feedback from school mental health champions
- Staff surveys
- Improved student achievement





- In collaboration with community partners, encourage effective and efficient supports and services for students and families.
- Schools and families are engaged in respectful and reciprocal communications.

## Student Achievement & Well-Being

1

**Strengthen and broaden communication with students, staff, and community members through enhanced communications methods and practices by:**

- Continuing to refine and further develop the ongoing social media strategy to meet the needs of our stakeholders.
- Continuing to develop the website to ensure that it meets the needs of stakeholders and is consistent with technological trends.
- Encouraging reciprocal communication between home and school.
- Enhancing communication through the strengthening of community relationships.
- Formalizing communication practices with schools and system regarding the use of technology.
- Supporting schools to identify target audiences for communication.
- Enhancing the student voice in our communication with the community.
- Promoting specialized programs to target audiences using the appropriate communication methods.

2

**Support a communication plan that focuses on student and staff achievement by:**

- Developing an ongoing and comprehensive communication plan that promotes and celebrates the commitment to the vision, mission, and values, and enhances communication with our stakeholders.
- Continuing to work with stakeholder and staff groups to promote student, staff, and system achievements.

# Engagement



Lakehead  
Public  
Schools

OPERATIONAL PLAN

# Engagement

3

## **Expand and strengthen community partnerships and pathways to care by:**

- Providing input to the Coordinated Service Planning Committee which is responsible for creating a more coordinated system of service delivery in Thunder Bay.
- Working with community partners, parents and students to improve supports for students and enhance transitions for students with special needs

4

## **Engage parents as key partners in mental health and well-being initiatives by:**

- Strengthening parent outreach and support through Parent Involvement Committee, School Councils, monthly newsletter, Twitter, and website.

### **Measures of Success**

- **Increased student involvement in board-wide initiatives**
- **Increased awareness of Lakehead Public Schools programs**
- **Student feedback**
- **Parent feedback**
- **Completion of the Special Needs Strategy Coordinated System Plan**
- **Increased number of stakeholders engaged with social media channels**
- **Increased number of visitors to website**
- **Increased number of media opportunities**

## Student Achievement & Well-Being

### Environment

- Provide a safe environment for students that facilitates their 21<sup>st</sup> century learning needs.
- Ensure a caring and inclusive learning and working environment.

# Environment

1

### Develop a deeper understanding of equity and inclusive education practices at the school and classroom level.

- Increasing awareness and knowledge of equity and inclusive education practices
- Developing school-based key actions that promote a safe and caring learning environment
- Initiating an anti-racism campaign in collaboration with community partners

2

### Provide safe, clean learning and working environments for students and staff by:

- Communicating the results of Quality Maintenance Inspections (QMI) to all schools.
- Working with custodians and administrators to focus on areas for improvement.

3

### Develop a capital plan for schools, focusing on supporting academic achievement by:

- Gathering input on needs from school stakeholders, and prioritizing work based on student success.

4

### Lakehead Public Schools will further reduce its carbon footprint by:

- Reducing greenhouse gas emissions.
- Continuing to promote and support Green Teams and environmental activities in schools.
- Continuing with a long-term energy management strategy that guides capital investments in schools.

### Measures of Success

- **SHARE survey results**
- **Staff surveys**
- **Partnership with various Board committees and resources ensuring structural improvements align with student success, information technology, safety, accessibility, and energy**
- **Reduction in greenhouse gas emissions measured through year over year energy consumption**
- **Further incorporation of energy management projects into the capital plan**
- **Active Green Teams at every site**
- **80% of buildings scoring three or better on the spring Quality Maintenance Inspections (QMI)**
- **No facilities scoring less than 2 on the spring Quality Maintenance Inspections (QMI)**

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2017 JUN 13  
Report No. 049-17

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

RE: FRENCH AS A SECOND LANGUAGE (FSL)

1. Background

- 1.1 Lakehead District School Board seeks high levels of personal and academic excellence for every student. Learning French “enhances the student’s confidence as a learner and contributes to academic achievement.” (The Ontario Curriculum: French as a Second Language, p. 7)
- 1.2 Lakehead District School Board is committed to student success and enhanced life chances and choices for all students. The ability to speak and understand French not only provides a competitive edge in the workplace, but also “prepares students for their role as active and engaged citizens in today’s bilingual and multicultural Canada.” (The Ontario Curriculum: French as a Second Language, p. 6)

2. Situation

- 2.1 The Canada-Ontario Agreement on Minority Language Education and Second Official Language Instruction 2013-2017 enabled Lakehead District School Board to implement numerous initiatives to support professional learning and improve student outcomes in FSL. These provided the opportunity to:
- increase the number of certified examiners of the *Diplôme des études en langue française* (DELF) within the Board;
  - participate in DELF refresher sessions and the moderated marking of DELF exams;
  - participate in provincially-lead web conferences highlighting the application of the Common European Framework of Reference (CEFR) in the classroom;
  - participate in a learning session highlighting the website IDÉLLO;
  - enhance the oral language skills of elementary and secondary FSL students through:
    - attendance at bilingual concerts;
    - participation in a banner exposition, developed by Northwestern Ontario Francophone Association (AFNOO), highlighting the history of the francophone community in Northwestern Ontario; and
    - participation in visual art workshops, lead by French artists, that combined language learning and culture; and
  - make homework support in FSL available through access to on-line Homework Help and French language tutors.

- 2.2 For the first time, the Lakehead District School Board provided Grade 8 French Immersion students with the opportunity to challenge the A2 DELF exam and receive certification.
- 2.2.1 Sixty students completed the A2 DELF exam, representing an 87% participation rate.
- 2.2.2 Data shows that there was a 100% success rate.
- 2.2.3 The average total score was 83/100. While scores in all sub-tests were relatively high, oral comprehension and written comprehension scores were slightly higher than oral production and written production scores.
- 2.3 The Lakehead District School Board participated in the Ontario Ministry of Education FSL Student Proficiency DELF Project - Phase 4.
- 2.3.1 Thirty-four Core French and twenty-two French Immersion students took the DELF exams (A2, B1, B2) in the Spring 2017, up 6 students from 2016.
- 2.3.2 The participation rate this year in the DELF exams for Grade 12 French Immersion was 54%.
- 2.3.3 The participation rate this year in the DELF exams for Grade 12 Core French was 77%.
- 2.3.4 Data shows that there was a 93% success rate for Lakehead District School Board students who completed the DELF this year. As well, students had higher total scores for levels A2, B1, and B2 compared to the 2016 DELF results.
- 2.3.5 Written comprehension scores continue to be the highest at levels B1 and B2. This year, oral comprehension scores are highest for A2. Written production and oral production are areas for improvement at all three levels.
- 2.4 Lakehead District School Board has a concise Three Year Plan (2014- 2017) to work toward the three provincial goals outlined in the document, *A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12*. Priorities include:
- increasing student achievement by 12% in Grade 8 (speaking strand) and in Grade 9 Applied Core French;
  - increasing the percentage of Grade 12 Core French students from less than 1% to 13%; and
  - increasing by 5% each year the percentage of parents that recognize the advantages of learning French for their children.

- 2.5 The Lakehead District School Board continues to provide professional learning for FSL teachers by:
- supporting the implementation of authentic communication in the FSL classroom with the purchase of Elementary Core French resources which align with the CEFR;
  - providing support for new French Immersion teachers through the New Teacher Induction Program (NTIP); and
  - supporting well-established Professional Learning Communities for elementary Core French teachers and secondary French teachers.
- 2.6 Lakehead District School Board, in collaboration with regional boards in the CEFR Implementation network, planned and implemented three initiatives for the 2016-17 school year:
- review and revise the draft FSL portfolios currently being piloted to align with the provincial focus identified for 2017-18;
  - FSL teacher learning and networking opportunities through regional sessions; and
  - FSL teacher learning and networking opportunities through DELF examiner training.

### 3. Next Steps

- 3.1 Lakehead District School Board will:
- provide the opportunity for secondary FSL students to travel to Québec City in May for Grades 10-12 students enrolled in their courses;
  - offer expanded on-line Homework Help for all FSL learners;
  - continue to seek out opportunities that allow FSL learners to explore francophone culture and experience authentic oral communication;
  - continue to play a leadership role in CEFR Regional initiatives, planning activities that align with provincial goals and providing teachers with learning and networking opportunities that support student engagement and success in FSL;
  - expand French Immersion course offerings at the secondary level that support FSL language acquisition;
  - update and produce promotional materials that describe FSL programs and encourage students to take French and to stay in French;
  - establish a sub-committee to address library, classroom, and technology needs in FSL classrooms;
  - continue to encourage staff members to obtain necessary qualifications needed to work in the French Immersion program; and
  - provide CEFR learning opportunities to new FSL teachers.

4. Conclusion

Improving student achievement continues to be the focus at Lakehead District School Board. Students acquire a strong oral foundation in French, strengthened first-language skills, and “an interest in language learning that continues not only during a student’s time in school but later in life” (The Ontario Curriculum: French as a Second Language, p. 8). Lakehead District School Board will continue to support our staff in delivering FSL learning programs that are balanced and engaging, and support student success.

Respectfully submitted,

LINDA GRASSIA  
French Resource Teacher

NICOLE WALTER ROWAN  
Program Coordinator

SHERRI-LYNNE PHARAND  
Superintendent of Education

IAN MACRAE  
Director of Education

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2017 JUN 13  
Report No. 042-17

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

RE: ESTABLISHMENT OF CAPITAL PLANNING COMMITTEE

1. Background

1.1 Lakehead District School Board is committed to the success and well-being of every student. Long-term capital planning supports this commitment by ensuring that programs and facilities are managed effectively and efficiently in response to changing demographics, program needs and funding.

2. Situation

1.1 Section 5.2 of the 2014 Procedural By-Law states, *“The Board or Standing Committee may establish a committee which shall be designated a Special Committee to consider specific matters on an ongoing basis.”*

1.2 The Capital Planning Committee will adhere to the Terms of Reference, which are included as Appendix A.

RECOMMENDATION

It is recommended that Lakehead District School Board approve the establishment of the Capital Planning Committee to receive information and provide input on Lakehead District School Board’s long-term capital plan for pupil accommodation and facility use.

Respectfully submitted,

IAN MACRAE  
Director of Education



## **Lakehead District School Board Capital Planning Committee**

### **Terms of Reference**

June 2017

Lakehead District School Board is committed to the success and well-being of every student. Long-term capital planning supports this commitment by ensuring that programs and facilities are managed effectively and efficiently in response to changing demographics, program needs and funding. The Board also recognizes that cooperative and collaborative relationships between school boards and community organizations are part of the foundation of a strong, vibrant and sustainable publicly funded education system that can improve access to services for students, and the wider community.

#### **1. Purpose**

This committee will provide input on Lakehead District School Board's long-term capital plan for pupil accommodation and facility use.

The Capital Planning Committee will consider a variety of relevant data, including, but not limited to:

- facilities of the Board (location, use, condition and renewal needs, accessibility, community partnerships);
- enrolment data;
- community and municipal plans that could impact facility use; and
- potential funding sources.

Administration will compile and assess required data, and will present information to the committee. Capital Planning Committee members will review the information presented and may ask for clarification as required.

#### **2. Membership**

2.1 Membership of the Capital Planning Committee will consist of:

- all trustees
- director of education
- superintendents of education
- superintendent of business
- manager of IT Services and Corporate Planning
- manager of Property Services and Transportation
- Capital Planning officer

2.2 The chair of the committee shall be a trustee elected at the first meeting.

2.2 The quorum for meetings of the Capital Planning Committee shall consist of a majority of the trustees of the Board.

#### **3. Meetings**

3.1 The Capital Planning Committee will meet as required.

3.2 Meeting agendas will be prepared by the chair, in consultation with the director or designate.

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2017 JUN 13  
Report No. 053-17

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

RE: APPROVAL OF APPOINTMENTS TO THE SUPERVISED ALTERNATIVE LEARNING (SAL) COMMITTEE 2017-2018

1. Background

- 1.1 In accordance with the Education Act of Ontario Regulation 374/10, the Board shall establish a Supervised Alternative Learning (SAL) Committee.
- 1.1.1 The SAL Committee shall be composed of no fewer than three persons to be appointed by the Board.
- 1.1.2 The members of the SAL Committee shall include: a trustee of the Board; a supervisory officer; and at least one person who is not an employee of the Board.
- 1.1.3 Trustee appointments to the SAL Committee are approved at the Annual meeting in December.
- 1.2 During the 2016-2017 school year, members of the committee included:
- Trustee Jack Playford;
  - Trustee Alternate Marg Arnone;
  - Colleen Kappel, Superintendent of Education;
  - Jeff Upton, Education Officer, (Alternate);
  - Kendra Perry, Service Delivery Manager of YES Employment Services (September – May)
  - Cheryl Dillon, Human Resources Manager of YES Employment Services (May – June); and
  - Wendy Koehler, Executive Assistant of YES Employment Services (Alternate).

2. Situation

The role of the SAL Committee is to accept and consider applications from parents/guardians of compulsory secondary school age children, who are at least fourteen (14) years of age, and who wish to be excused from either full-time or part-time attendance at school. Where such applications are approved, the SAL Committee, in consultation with a representative(s) from the student's home school, and the student's parent/guardian, determines an alternative learning program directed towards the student's needs and interests.

## RECOMMENDATION

It is recommended that Lakehead District School Board approve the following appointments to the Supervised Alternative Learning (SAL) Committee for the 2017-2018 school year:

1. Colleen Kappel, Superintendent of Education;
2. Jeff Upton, Education Officer (alternate);
3. Cheryl Dillon, Human Resources Manager of YES Employment Services, as member; and
4. Wendy Koehler, Executive Assistant of YES Employment Services, as alternate member.

Respectfully submitted,

COLLEEN KAPPEL  
Superintendent of Education

IAN MACRAE  
Director of Education

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2017 JUN 13  
Report No. 041-17

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

RE: POLICY REVIEW – 3005 – ONTARIO STUDENT RECORD

1. Background

- 1.1 It is the policy of Lakehead District School Board that policies will be developed/reviewed in accordance with Policy Development and Review Policy 2010.
- 1.2 At the May 24, 2016 Regular Board Meeting, 3005 Ontario Student Record Policy was approved for review on the 2016-2017 policy schedule.
- 1.3 On April 26, 2017, the draft policy and procedures were posted on the Board website and distributed to constituent groups for review and comment with input to be received by May 31, 2017. There was no input received.

2. Situation

- 2.1 Administration has concluded its review of the existing policy and there are no changes to the policy.
- 2.2 The policy is attached as Appendix A 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 3005 Ontario Student Record Policy, Appendix A to Report No. 041-17.

Respectfully submitted,

IAN MACRAE  
Director of Education

**BUSINESS AND BOARD ADMINISTRATION**

**3000**

**DRAFT – June 13, 2017**

**ONTARIO STUDENT RECORD POLICY**

**3005**

1. Rationale

Lakehead District School Board acknowledges its responsibility to ensure compliance with Ministry of Education Guidelines and Freedom of Information and Privacy legislation regarding confidential student information.

2. The Policy

It is the policy of Lakehead District School Board to follow the Ontario Student Record (OSR) Guideline 2000 as amended. The Guideline sets out the requirements of the Ministry of Education in regard to the establishment, maintenance, access, retention, transfer, and disposal of the OSR. School administrators must be conversant with the OSR guideline.

3. 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>
<p>_____</p> <p>_____</p>	<p>June 23, 2009</p> <p><u>Date Revised</u></p> <p>_____</p>	<p>_____</p> <p>_____</p>

**BUSINESS AND BOARD ADMINISTRATION****3000**

DRAFT – June 13, 2017

**ONTARIO STUDENT RECORD PROCEDURES****3005**1. The Policy

It is the policy of Lakehead District School Board to follow The Ontario Student Record (OSR) Guideline 2000 as amended. The guideline sets out the requirements of the Ministry of Education in regard to the establishment, maintenance, access, retention, transfer, and disposal of the OSR. School administrators must be conversant with the OSR Guideline.

2. Definitions

2.1 OSR - The Ontario Student Record as defined in the Ontario Student Record (OSR) Guideline issued by the Ontario Minister of Education.

2.2 OST - The Ontario Student Transcript is a continuous record of credits earned by the student in Grades 9 through 12.

2.3 IPRC - Identification, Placement, and Review Committee.

2.4 IEP - An Individual Education Plan for a student receiving special education programs and/or services.

3. Guidelines

The OSR will consist of the following, and maintenance of the OSR will be in compliance with, the Ontario Student Record Procedures, section 4, below:

3.1 The OSR folder, containing biographical and health information, schools attended, and parent/guardian information as set out in section 3 of the guideline.

3.2 Provincial report cards.

3.3 Ontario Student Transcript (OST) for secondary students.

3.4 Documentation File(s), if required.

3.5 The Office Index Card.

3.6 Accumulated Instruction in French.

3.7 Additional information identified as being conducive to the improvement of the instruction of the student.

**BUSINESS AND BOARD ADMINISTRATION****3000**

DRAFT – June 13, 2017

**ONTARIO STUDENT RECORD PROCEDURES****3005**4. Procedures4.1 Maintenance

- 4.1.1 The principal shall ensure that an OSR is prepared for all students and that they are stored in a secure area.
- 4.1.2 The principal shall ensure that access is provided in accordance with the Municipal Freedom of Information and Protection of Privacy Act (R.R.O. 1990, Regulation 823), see sections 4 and 5 of the OSR Guideline, and to any Ministry or Board employee who requires access in order to fulfill their employment mandate.
- 4.1.3 Every student has a right to access his or her OSR, and the parent or guardian of students who are not adults also have the right to access the student's OSR.
- 4.1.4 Every person shall preserve secrecy in respect of the contents of any record that comes to the person's knowledge in the course of his or her duties of employment, and no such person shall communicate any such knowledge to any other person except:
- (a) as may be required in the performance of his or her duties; or
  - (b) with the written consent of the parent or guardian of the pupil where the pupil is a minor; or
  - (c) with the written consent of the pupil where the pupil is an adult.
- 4.1.5 The Office Index Card must be completed in accordance with the OSR Guideline 3.5. This is available electronically from the Trillium System and need only be printed, if required, or when the student retires.
- 4.1.6 The contents of the OSR folder and Documentation File shall be in chronological sequence with the most current data in the front.

4.2 Transfer

- 4.2.1 The principal shall ensure that transfers of OSRs to other schools only occur when written notice of the student transfer has been received. Transfers to and from other schools will be recorded and comply with OSR Guideline 6. OSRs may only be transferred to private schools, or federal or First Nation Schools, if the principal has received:
- (a) a written request from the principal of the receiving school which agrees to comply with the OSR Guideline – see OSR Guideline, section 6.2; and

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- (b) a written consent has been provided by the parent or guardian of the student, if he or she is not an adult, or by the student if he or she is an adult.
- 4.2.2 An original OSR may not be transferred to a school outside of Ontario. However, an exact copy of the OSR may be provided to the receiving school, provided that the principal has received;
- (a) a written request from the principal of the educational institution outside of Ontario; and
  - (b) a written consent has been provided by the parent or guardian of the student, if he or she is not an adult, or by the student if he or she is an adult.
- 4.2.3 A principal may be served with a subpoena requiring that he or she appear in court on a particular date and bring part or all of an OSR. If a principal receives a subpoena, he or she must comply with it but should report the matter to the superintendent, who may contact the Board's legal counsel for advice.

As a general rule, the principal should go to court with both the original OSR and a complete and exact photocopy of it, and should propose to the judge that the photocopy be submitted instead of the original. The principal should also inform the judge that the subpoena is inconsistent with subsection 266(2) of the Education Act. The principal must, however, relinquish the documents if ordered to do so by the judge.

If a principal is served with a search warrant under the Criminal Code requiring the surrender of an OSR to the police, or is served with a subpoena requiring his or her appearance at court with the OSR, he or she is obliged to comply with the search warrant or the subpoena. In both cases, the principal should contact his/her superintendent who may contact the Board's legal counsel for advice.

Under the Child and Family Services Act, it is possible for a court to order a principal of a school to produce a student's OSR for inspection and copying. A court may make such an order if it is satisfied that: (a) a record contains information that may be relevant to consideration of whether a child is suffering abuse or likely to suffer abuse; and (b) the person in control of the record has refused to permit a Children's Aid Society director to inspect it. If a principal receives a court order under the Child and Family Services Act, he or she should seek legal advice about how to comply with it by contacting their superintendent.



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If a grievance arbitration board orders the production of a student's OSR despite the provisions of 266 of The Education Act, the principal, through the superintendent, should contact the Board's legal counsel for advice. Reference OSR Guideline, section 4 – Access to the OSR.

5. Documentation File

If required, the documentation file will contain the following information:

- 5.1 Verification of custody orders and name changes.
- 5.2 Violent incident reports.
- 5.3 Suspension and expulsion reports.
- 5.4 SALEP reports.
- 5.5 Written request for name change by repute or marriage – see OSR Guidelines 10.1 and 10.2.
- 5.6 Proof of date of entry into Canada for ESL students.
- 5.7 Any other information required by the OSR Guideline identified as being conducive to the improvement of the instruction of the student, or directed by administration.
- 5.8 Referrals to the attendance counsellors.
- 5.9 15-day letters from attendance counsellors.
- 5.10 The statements of decision of the IPRC committee and the review minutes.
- 5.11 Educational, psychological, and health assessment reports.
- 5.12 Individual education plans for the current and previous five years.
- 5.13 Other notes or information conducive to the improvement of the instruction or well being of the student, including the student's individual learning profile.

6. Correction or Removal of Information in the OSR

- 6.1 Subject to the retention requirements in subsection 7, the principal may have information or material removed from the OSR folder if it is no longer conducive to the improvement of the instruction of the student. Such information will be given to the parent or guardian or to the student if he or she is an adult.

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- 6.2 The principal will ensure that the OSR is reviewed at the end of Grade 8. The following information may not be removed from the OSR or Documentation File, even when the OSR is transferred to another Board:
- 6.2.1 Expulsion and violent incident reports, except in accordance with the Ministry's Violence-Free Schools Policy as follows:
- 6.2.1.1 The information relating to suspension for violent behaviour shall not be removed from the OSR unless three consecutive years have passed during which no further suspensions for serious violent incidents have taken place.
- 6.2.1.2 The information relating to expulsion shall be removed five years after the date on which the school board expelled the student.
- 6.2.1.3 Where an expelled student has been readmitted to school by a school board, and is expelled again, the information relating to the expulsions shall not be removed from the OSR until five consecutive years have passed without any further expulsion.
- 6.2.1.4 Where the student has not been suspended or expelled, the Violent Incident Form shall be removed after three years if no further serious violent incident is reported to the police during that time.
- 6.2.2 The Special Education documentation, except when it is no longer conducive to the improvement of the pupil's education. However, professional assessments that provide recommendations for the specific instruction of the student must be retained.

7. Retention

- 7.1 Documentation must be retained in the Documentation Folder for a period of one year after its last use.
- 7.2 Report cards and the Documentation Folder must be retained for five years following the retirement of the student.
- 7.3 The OSR folder, OST, and Office Index Card must be retained for 55 years following the retirement of the student.

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8. Destruction of Records

The destruction of anything removed from the OSR folder, and the ultimate destruction of the OSR and its remaining contents, must be carried out in a secure manner by shredding or incineration - reference OSR Guideline 8.

<u>Cross Reference</u>	<u>Date Received</u>	<u>Legal Reference</u>
_____	June 23, 2009	_____
_____	<u>Date Revised</u>	_____

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# LAKEHEAD PUBLIC SCHOOLS

## OFFICE OF THE DIRECTOR OF EDUCATION

2017 JUN 13  
Report No. 051-17

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

RE: POLICY DEVELOPMENT - 6065 PREVALENT MEDICAL CONDITIONS POLICY

### 1. Background

- 1.1 It is the policy of Lakehead District School Board that policies will be developed/reviewed in accordance with Policy Development and Review Policy 2010.
- 1.2 On April 30, 2015, a memorandum was released by George Zegarac, Deputy Minister of Education informing school boards that Ryan's Law 2015 (Ensuring Asthma Friendly Schools) had been passed by the Ontario Legislature.
- 1.3 The Ministry expected school boards to either adjust their existing policies and procedures or more substantially, create new policies and procedures to reflect the legislative requirements of Ryan's Law 2015.
- 1.4 On November 24, 2015, Lakehead District School Board approved development of the new policy during the 2015-2016 school year.
- 1.5 Ministry directives for the new policy were delayed. On February 23, 2016, Lakehead District School Board postponed the development of the Prevalent Medical Conditions policy to the 2016-2017 school year.

### 2. Situation

- 2.1 On April 26, 2017, the draft policy and procedures were posted on the Board website and distributed to constituent groups for review and comment with input to be received by May 31, 2017.
- 2.3 Administration presented the draft policy and procedures at the Parent Involvement Committee meeting on May 1, 2017, Success Advisory Committee meeting on May 4, 2017, Occasional Teachers Health and Safety Training session on May 5, 2017, and Special Education Advisory Committee meeting on May 17, 2017. Independent feedback was obtained from principals, vice principals, teachers, student support professionals, special needs teachers, student services, and facilitators of both panels. Feedback obtained at these meetings, and from individual groups was incorporated into the draft policy.
- 2.3 Legislative requirements of both Ryan's Law 2015, Sabrina's Law, 2005, are included in Policy 6065 Prevalent Medical Conditions. Therefore, administration is recommending that on approval of Policy 6065 Prevalent Medical Conditions, the Board revoke Policy 6062 Anaphylaxis and Medical Emergency Management.

2.4 The policy is attached as Appendix A; the procedures are attached as Appendix B, and Appendix A Administration of Medication Appendices 1-7 are attached as Appendix C.

2.5 Upon final approval, the policy will be distributed according to Board procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board:

1. Approve 6065 Prevalent Medical Conditions Policy, Appendix A to Report No. 051-17; and
2. Revoke 6062 Anaphylaxis and Medical Emergency Management Policy, attached as Appendix D to Report No. 051-17.

Respectfully submitted,

LESLIE HYNNES  
Education Officer

COLLEEN KAPPEL  
Superintendent of Education

IAN MACRAE  
Director of Education

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<b>PREVALENT MEDICAL CONDITIONS POLICY</b>	<b>6065</b>

1. Rationale

- 1.1 In compliance with Sabrina’s Law, Ryan’s Law and all other relevant legislation, the Lakehead District School Board recognizes the seriousness of prevalent medical conditions.
- 1.2 It is the policy of Lakehead District School Board to establish and maintain policies and procedures that ensure the safety of students with prevalent medical conditions. The safety of students with prevalent medical conditions is a shared responsibility of the Board, school, family, health care provider and community partners.

2. Policy

It is the policy of Lakehead District School Board that staff members are aware of prevalent medical conditions, minimize the risks of an occurrence of a medical exacerbation/reaction and respond accordingly to emergency situations as laid out in the medical management plans.

3. Guidelines

- 3.1 All procedures related to prevalent medical conditions for students must be administered in a manner that respects, to the degree possible in the circumstances, the student’s privacy, dignity and cultural sensitivity.
- 3.2 Each school principal shall ensure that there is a mechanism to identify students with prevalent medical conditions. Each school shall be responsible for developing a Medical Management Plan/Emergency Action Plan for managing the prevalent medical conditions of all students. This plan shall be developed in conjunction with parents/guardians/caregivers and health professionals upon registration or upon a new diagnosis and should be reviewed yearly.
- 3.3 In preventing the potential for an exacerbation or life-threatening allergic reaction, the principal shall identify strategies to reduce the risk of exposure to allergens or known triggers in classrooms and common school areas.
- 3.4 In responding to emergency situations, staff and third party employees are acting according to the principle of “in loco parentis” and not as health professionals. These individuals who provide supports to students in an emergency situation shall have full coverage under the Board’s liability policies.
- 3.5 On an annual basis, the principal will arrange regular training on dealing with prevalent medical conditions for all employees and others who are in direct and regular contact with identified students.

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- 3.6 Parent/guardian/caregiver cooperation is essential in preventing the spread of communicable diseases and pediculosis (lice). Under the Education Act, the principal may refuse to admit a student to the school or classroom, until the necessary diagnosis and documentation/evidence is provided.

4. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Administration of Oral Medication Policy and Procedures 6061	  <u>Date Revised</u>  	Bill 3 Sabrina's Law, 2005 – An act to protect anaphylactic pupils
Ministry of Education Policy & Program Memorandum No. 81, Provision of Health Support Services in School Settings, July, 1984		Bill 20 Ryan's Law, 2015 – Ensuring Asthma Friendly Schools

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1. Policy Statement

It is the policy of Lakehead District School Board that staff, students and parents/guardians/caregivers collaborate to ensure the safety of students with prevalent medical conditions in compliance with Sabrina’s Law, Ryan’s Law and all other relevant legislation.

2. Definitions

- 2.1 Allergies - Allergies occur when the immune system becomes unusually sensitive and overreacts to substances that are normally harmless, e.g., pollens, dust, foods etc. These substances are called allergens.
- 2.2 Asthma - Asthma is described as a chronic inflammatory disease of the airway. When in the presence of triggers, the airways react by narrowing or obstructing which can make breathing difficult.
- 2.3 Asthma Inhaler - Commonly known as a puffer. A hand held portable device that delivers medication to the lungs. Available types include a dry powder tube inhaler, a powder disk inhaler and a single dose powder disk inhaler.
- 2.4 Anaphylaxis - As defined by Sabrina’s Law, 2005, anaphylaxis means a severe systemic allergic reaction that can be fatal, resulting in circulatory collapse or shock, and “anaphylactic” has a corresponding meaning.
- 2.5 Consent - Means consent given by an individual with the capacity to provide consent to treatment for the purposes of the Health Care Consent Act, 1996.
- 2.6 Diabetes - Diabetes is a chronic, often debilitating and sometimes fatal disease, in which the body either cannot produce insulin or cannot properly use the insulin it produces. Insulin is a hormone that controls the amount of glucose (sugar) in the blood.
- 2.7 Emergency - Emergency refers to those medical related issues that require an immediate response such as, but not limited to, anaphylaxis, asthma, diabetes, seizures and may be life threatening.
- 2.8 Epilepsy - Epilepsy is a condition of the brain causing seizures. A seizure is a disruption of the electrical communication between neurons.
- 2.9 Epinephrine - The medication that treats anaphylaxis. It is available in a preloaded syringe or auto-injector more commonly known as the EpiPen®.



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- 2.10 In Loco Parentis - A legal term, meaning in the place of a parent or with a parent's rights, duties and responsibilities.
- 2.11 Medication - Refers to medications that are prescribed by a health care provider and, by necessity, may be administered to a student, or taken by the student during school hours or school related activities. A number of safe and effective medicines are available to help control prevalent medical conditions. These medications are prescribed and typically involve a personalized medical management plan.
- 2.12 Seizure - A seizure is a brief episode caused by a transient disruption in brain activity that interferes with one or more brain functions.

3. Procedures

Identification and Medical Management Plans/Emergency Action Plans

- 3.1 At the time of registration, or upon diagnosis; all parents/guardians/caregivers are required to inform the school administration of the student's prevalent medical condition.
- 3.2 Procedures related to medical/health needs of individual students will include physician or health care professional prescribed plans of care.
- 3.3 Detailed information must be provided with regard to the student's prevalent medical condition (i.e., signs/symptoms, triggers, prevention/avoidance strategies, treatment, staff responsibilities, changes to the student's condition, authorized medical intervention, storage of medication or equipment, record of administration of medication, relevant consents of parents/guardians/caregivers). Emergency contact information must always be kept up to date.
- 3.4 The school will maintain a file including a Medical Management Plan/Emergency Action Plan and relevant correspondence in the Ontario Student Record (OSR) of the student with the prevalent medical condition. Educators and/or support staff of the student will also retain a copy of the Medical Management Plan/Emergency Action Plan. In order to keep supply staff informed, educators and/or support staff will leave detailed information about the management care of students who have prevalent medical conditions in their day books.
- 3.5 A clearly visible display area or a binder system must be maintained in the school office, cafeteria and/or staff room showing students with prevalent medical conditions attending the school. Materials for implementing the Medical Management Plan shall be kept in a clearly identified and secured area for quick access. Students should carry their own equipment/materials.

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- 3.6 Parents/guardians/caregivers are responsible to provide an up-to-date supply of necessary materials. Unused medications/materials must be returned at year's end to the student with the prevalent medical condition or their parent/guardian/caregivers as per Policy and Procedures 6061 Administration of Oral Medication, Med Form 6 (Appendix A).
- 3.7 Physical properties of the school, class schedules, exam/EQAO schedules, extra-curricular activities, field trips and transportation must be taken into consideration when creating the Medical Management Plan.
- 3.8 In the event of an emergency, an evaluation of the procedure or protocol shall be undertaken, responsive changes made and the staff notified of the changes.
- 3.9 The original Medical Management Plan must be created in consultation with and signed by the physician or health care professional. Upon annual review, only changes to the original plan will require updated authorization from the physician. Parents must indicate, in writing, that no changes to the original plan are required. A health care professional will be requested to demonstrate the correct procedures if necessary.

4. Administration of Medication

- 4.1 In exceptional cases in which a student must have prescribed medication administered during school hours, the principal will arrange to have the medication administered at school as per Policy and Procedures 6061 Administration of Oral Medication.
- 4.2 Parents/guardians/caregivers must provide the school with the prescribed health supports, including but not limited to epinephrine auto-injectors, asthma medications (i.e., relievers inhalers), diabetes medications and supplies (i.e., insulin, fast acting glucose, glucometer) etc. Medication expiry dates must be monitored appropriately.
- 4.3 Written notification will be provided in Med Forms 1 and 2 (Appendix A) which must be completed by the student's physician and parent/guardian/caregiver.
- 4.4 Med Forms 1, 2, and 5 (Appendix A) must be completed in order to release medical information in an emergency.
- 4.5 Med Forms 1, 2, and 5 (Appendix A) will be placed in the student's Ontario Student Record (O.S.R.)
- 4.6 Services and supports as described in the guidelines contained within this policy and procedures shall be rendered by authorized personnel only (i.e., health care professionals and Board staff who have received pertinent information and training). Classmates/peers and volunteers are not considered authorized personnel.

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- 4.7 The injection of medication in non-emergency situations will be administered only by a health care professional or by the parent/guardian/caregiver or student as per authorization. Board staff do not administer medication via rectal suppository or syringe injection.
- 4.8 In order to best support the possible emergency medical needs of a student with asthma, students will be allowed to carry their asthma inhalers/medication with them if they have their parent/guardian/caregiver’s permission to do so if they are under 16. Students over 16 are not required to have their parent/guardian/caregiver’s permission to carry their inhalers/medication with them.
- 4.9 In the case of anaphylaxis, the parent/guardian/caregiver will provide an epinephrine auto-injector as soon as possible. One single-dose is essential; however, two doses is highly recommended. Devices must be clearly labelled with the student’s full name. Consideration for the age, maturity and responsibility level of students with potential anaphylaxis must be taken into account. Students should be responsible for carrying/having immediate access to an epinephrine auto-injector at all times.
- 4.10 The principal of a school will ensure that all staff and students will have easy access to their prescribed reliever inhaler(s), medications, epinephrine auto-injectors, blood glucose testing equipment, insulin etc.
- 4.11 In any emergency situation and in the absence of a signed consent form, staff shall proceed “in loco parentis” in administering prescribed medication in order to reduce risk to the student.
- 4.12 In that schools are not equipped to deal safely with the storage and administration of a variety of medicines and staff usually do not have medical training, each situation shall be dealt with individually in order to minimize risk in transportation, storage, and administration of medication.
- 4.13 The principal of a school is required to ensure that a record of administering medication as per Policy and Procedures 6061 Administration of Oral Medication, Med Form 4 (Appendix A) whenever a student with asthma, diabetes, anaphylaxis or another prevalent medical condition is administered emergency medication at school or a school-related event. The staff person or health care professional who administered the emergency medication is required to fill out the appropriate form.

5. Prevention and Minimizing Risk

- 5.1 All reasonable precautions shall be taken to provide a safe environment for students with prevalent medical conditions, with consideration that it is not possible to provide an absolute guarantee or elimination of all risks.

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- 5.2 With respect to anaphylaxis and severe allergies, the school administration, in consultation with health care professionals and their school council, shall determine and implement safe school policies.
- 5.3 Students who are formally identified to the school by a physician as being at risk of severe life threatening anaphylaxis or other risks as a result of the ingestion of or exposure to certain foods or allergens will not be provided or exposed to such known foods or allergens by Lakehead District School Board staff.
- 5.4 Each school shall implement the Diabetes Management Plan, for students with diabetes in order to provide for the needs of students with this condition.
- 5.5 Each school shall develop and implement strategies to reduce the risk of exposure to known common asthma triggers in classrooms and common school areas.

6. Training

- 6.1 It is the responsibility of the principal, on an annual basis, to notify the student, parents/guardians/caregivers and staff within the school of their responsibilities under this policy.
- 6.2 It is the responsibility of the teacher to educate their students regarding the relevant components of a classmate's Medical Management Plan in case of an emergency.
- 6.3 At the start of the school year, all students with prevalent medical conditions attending the school shall be identified to all appropriate staff members including the location of the prevalent medical condition student information board or binder and the location of necessary equipment.
- 6.4 The Board shall provide regular training on how to recognize symptoms i.e., anaphylaxis, asthma exacerbations, hyperglycemia/hypoglycemia etc. for all employees, including supply staff and others who are in direct contact with students. Additional training will be provided on an as needed basis where appropriate.
- 6.5 The principal will coordinate training for all staff. Training will be available to all individuals in the school; for example, but not limited to, administrators, teachers, coaches, lunchroom supervisors, cafeteria staff, custodians, secretaries, student support professionals, and designated early childhood educators. Training shall occur annually at or around the beginning of the school year.
- 6.6 For any specific medical procedure, a minimum of two staff members should be trained, i.e., first aid.

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6.7 The principal will co-ordinate with local health agencies, the development, management and delivery of in-service concerning specific health conditions. Parents/guardians/caregivers of students with prevalent medical conditions may wish to be involved in training staff members in the appropriate emergency procedures.

7. Non Routine Events/Field Trips

7.1 The principal, in co-operation with the school staff, parents/guardians/caregivers and the student will develop the necessary accommodations for when a student with a prevalent medical condition is expected to participate in special events within or outside of the classroom or excursions that are off school premises or out of town, province or the country.

7.2 When planning extended field trips, more than one emergency medication must be available (i.e., two epi-pens) and hospital, police, fire or ambulance services must be accessible.

7.3 Where excursions are out of cell phone range and no land line is available, consideration for the age, maturity and responsibility level of the student, the severity of the prevalent medical condition, the level of support through a trained supervisor and the overall safety of the student will be taken into account before a parent/guardian/caregiver is requested to accompany the student.

8. Transportation

8.1 It is required that each bus company is to direct its drivers to respond to a medical emergency with respect to a student with a prevalent medical condition riding its vehicles and take reasonable steps to prevent a medical emergency.

8.2 The principal, with the cooperation of Student Transportation Services Thunder Bay, will ensure that the bus drivers are informed of students with prevalent medical conditions and will provide a copy of the relevant components of the students' Medical Management Plans to bus drivers in case of an emergency. It is the responsibility of the bus companies to provide appropriate training for their employees.

8.3 The principal, with the cooperation of Student Transportation Services Thunder Bay will ensure that the bus drivers are aware of the location (i.e., backpack, lunch kit) of medication/equipment of each student with a prevalent medical condition. Students with prevalent medical conditions must have their medication or equipment with them while riding the bus.

8.4 The principal, with the cooperation of Student Transportation Services Thunder Bay will ensure that bus drivers are reminded that students identified with diabetes will need permission to eat or drink juice while riding the bus, when needed.

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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>
Administration of Oral Medication Policy and Procedures 6061		Bill 3 Sabrina's Law, 2005 – An act to protect anaphylactic pupils
Ministry of Education Policy & Program Memorandum No. 81, Provision of Health Support Services in School Settings, July, 1984	<u>Date Revised</u>	Bill 20 Ryan's Law, 2015 – Ensuring Asthma Friendly Schools



Lakehead Public Schools

2135 Sills Street  
 Thunder Bay, Ontario P7E 5T2  
 Telephone (807) 625-5100  
 Fax (807) 623-5833

<b>ADMINISTRATION OF MEDICATION</b>		<b>MED FORM 1</b>
<b>PARENT/GUARDIAN REQUEST/RELEASE</b>		
STUDENT:	D.O.B:	
ADDRESS:	HOME PHONE:	
PARENT/GUARDIAN:	WORK PHONE:	
EMERGENCY CONTACT:	PHONE:	
SCHOOL:	GRADE:	PRINCIPAL:
PRESCRIBING PHYSICIAN:		
ADDRESS:	PHONE:	
<p>I/We, the parents/guardians of the above-named student, hereby request and give permission to Lakehead District School Board to provide for the administration of prescribed medication to our child during school hours, according to Policy and Procedures 6060 adopted by the Board which we have read, understood and acknowledge receiving a copy.</p> <p>I/We release Lakehead District School Board, its employees and agents, from any liability for loss, damage or injury, howsoever caused, to our child's person or property arising out of the administration of prescribed medication under the Board's Administration of Medication Policy.</p> <p>I/We give permission to Lakehead District School Board to release medical information on the above-named student in case of a medical emergency.</p>		
_____	_____	_____
Parent/Guardian (signature)		Date
_____	_____	_____
Witness (signature)		Date

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



Lakehead Public Schools

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

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

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





Lakehead Public Schools

Appendix C to Report No. 051-17  
Appendix A to Procedure 6065  
APPENDIX 3

2135 Sills Street  
Thunder Bay, Ontario P7E 5T2  
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<b>ADMINISTRATION OF MEDICATION</b>		<b>MED FORM 3</b>
<b>CONSULTATION FOR SERVICE</b>		
STUDENT:	D.O.B:	
ADDRESS:	HOME PHONE:	
SCHOOL:	GRADE:	
<p>I/We, the parents/guardians of the above-named student, hereby give permission to:</p> <ul style="list-style-type: none"> <li>Lakehead District School Board to release information on Med Forms 1 and 2 to the specified health professional.</li> <li>the health professional to consult regarding the administration of prescribed medication to our child.</li> </ul>		
<p>_____</p> <p>Name of Health Professional</p>		
<p>_____</p> <p>Parent/Guardian (signature)</p>	<p>_____</p> <p>Date</p>	
<p>_____</p> <p>Witness (signature)</p>	<p>_____</p> <p>Date</p>	
<b>CONFIRMATION OF TRAINING</b>		
<p>An assessment has been conducted and staff has been trained in the administration of the prescribed medication to the above-named student.</p>		
<p>_____</p> <p>Health Professional (signature)</p>	<p>_____</p> <p>Date</p>	
<p>_____</p> <p>Staff member(s) (signature)</p>	<p>_____</p> <p>Date</p>	

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

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



Lakehead Public Schools

Appendix C to Report No. 051-17  
 Appendix A to Procedure 6065  
 APPENDIX 4

2135 Sills Street  
 Thunder Bay, Ontario P7E 5T2  
 Telephone (807) 625-5100  
 Fax (807) 623-5833

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

<b>ADMINISTRATION OF MEDICATION</b>						<b>MED FORM 4</b>
<b>RECORD OF ADMINISTRATION</b>						
Date	Name of Medication	Colour/ Manufacturer	Amount/ Dosage	Time Given	Staff Signature	Comments/Observations/ Reactions



Lakehead Public Schools

Appendix C to Report No. 051-17  
Appendix A to Procedure 6065  
APPENDIX 5

2135 Sills Street  
Thunder Bay, Ontario P7E 5T2  
Telephone (807) 625-5100  
Fax (807) 623-5833

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

(Supersedes September 3, 1996)



Lakehead Public Schools

2135 Sills Street  
 Thunder Bay, Ontario P7E 5T2  
 Telephone (807) 625-5100  
 Fax (807) 623-5833

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



Lakehead Public Schools

2135 Sills Street  
Thunder Bay, Ontario P7E 5T2  
Telephone (807) 625-5100  
Fax (807) 623-5833

<b>ADMINISTRATION OF MEDICATION</b>		<b>MED FORM 7</b>
<b>PARENTAL/GUARDIAN REQUEST TO TERMINATE ADMINISTRATION OF MEDICATION</b>		
STUDENT:	D.O.B:	
PARENT/GUARDIAN:		
SCHOOL:	GRADE:	PRINCIPAL:
<p>I/We, the parents/guardians of the above-named student, hereby request and give permission to Lakehead District School Board to terminate the administration of prescribed medication to our child during school hours, according to Policy and Procedures 6060 adopted by the Board which we have read, understood and acknowledge receiving a copy.</p>		
<p>I/We release Lakehead District School Board, its employees and agents, from any liability for loss, damage or injury, howsoever caused, to our child's person or property arising out of the termination of the administration of prescribed medication under the Board's Administration of Medication Policy.</p>		
_____ Parent/Guardian <i>(signature)</i>	_____ Name <i>(please print)</i>	_____ Date
_____ Witness <i>(signature)</i>	_____ Name <i>(please print)</i>	_____ Date

**STUDENT SERVICES**

**6000**

**ANAPHYLAXIS AND MEDICAL EMERGENCY  
MANAGEMENT POLICY**

**6062**

1. Rationale

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

2. Definitions

2.1 — Anaphylaxis

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

2.2 — Epinephrine

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

2.3 — Emergency

Emergency refers to those medical related issues that require an immediate response, such as, but not limited to, anaphylaxis, asthma, diabetes, seizures and may be life-threatening.

3. Policy

- 3.1 — It is the policy of Lakehead District School Board that staff members who have reason to believe that a pupil is experiencing an anaphylactic reaction, may administer an epinephrine auto-injector or other medication prescribed to the pupil for the treatment of an anaphylactic reaction, even if there is no preauthorization to do so.

**STUDENT SERVICES**

**6000**

**ANAPHYLAXIS AND MEDICAL EMERGENCY  
MANAGEMENT POLICY**

**6062**

~~3.2 — The Board supports the participation of staff in the administration of epinephrine at school. Staff shall provide help or seek assistance for a student in an emergency or life threatening situation.~~

~~4. — Guidelines~~

~~— The Principal shall:~~

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



<b><del>STUDENT SERVICES</del></b>	<b><del>6000</del></b>
<b><del>ANAPHYLAXIS AND MEDICAL EMERGENCY MANAGEMENT POLICY</del></b>	<b><del>6062</del></b>

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>
<del>Anaphylaxis and Emergency Management Procedures 6062</del>  <del>Administration of Oral Medication Policy and Procedures 6061</del> <del>Ministry of Education Policy &amp; Program Memorandum No. 81, July, 1984</del>	<b>May 22, 2012</b>  <u>Date Revised</u>	<del>Bill 3 — Sabrina's Law</del> <del>An act to protect anaphylactic pupils</del>

**STUDENT SERVICES****6000****ANAPHYLAXIS AND MEDICAL EMERGENCY  
MANAGEMENT PROCEDURES****6062**1. Policy

1.1 It is the policy of Lakehead District School Board that staff members who have reason to believe that a pupil is experiencing an anaphylactic reaction may administer an epinephrine auto-injector or other medication prescribed to the pupil for the treatment of an anaphylactic reaction, even if there is no preauthorization to do so.

1.2 The Board supports the participation of staff in the administration of epinephrine at school. Staff shall provide help or seek assistance for a student in an emergency or life threatening situation.

2. Procedures

2.1 The Principal shall;

2.1.1 notify parents/guardians and staff members of their responsibility under this policy on an annual basis;

2.1.2 inform parents/guardians of their responsibility to provide written notification to the school of their child's medical and/or anaphylactic condition upon registration of students each school year;

2.1.3 develop an individualized Medical Emergency Management Plan (Appendix B) for each identified student. Items in the plan will be considered in the context of the student's age and maturity.

2.2 Written notification will be provided in the Med Forms 1 and 2, (Appendix A) which must be completed by the child's physician and parent/guardian; and

2.3 Med Forms 1, 2, and 5 (Appendix A) must be completed in order to release medical information in an emergency.

2.4 Med Forms 1, 2, and 5 (Appendix A) will be placed in the student's Ontario Student Record (O.S.R.).

2.5 The parent/guardian will ensure that the school has the current treatment plans, emergency contact list and other relevant information for their child on file.

3. Anaphylaxis Procedures

3.1 In the case of anaphylaxis the parent/guardian will provide an epinephrine auto-injector as soon as possible. One single dose is essential, however, two single dose epinephrine auto-injectors or one dual dose epinephrine auto-injector is highly recommended. Devices must be clearly labelled with student's full name. The principal shall notify parents/guardians that students are required to carry an EpiPen® on their person.

**STUDENT SERVICES****6000****ANAPHYLAXIS AND MEDICAL EMERGENCY  
MANAGEMENT PROCEDURES****6062**

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

**STUDENT SERVICES****6000****ANAPHYLAXIS AND MEDICAL EMERGENCY  
MANAGEMENT PROCEDURES****6062**4. Training

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

5. Individual Medical Emergency Plans

5.1 The Principal will ensure that completion of the Individual Medical Emergency Management Plan for each identified student is completed on an annual basis and revised as necessary.

5.2 A copy of the Medical Emergency Management Plan for each student with a severe medical and/or anaphylactic condition will be stored in the school office, the student's O.S.R., and in other accessible locations as outlined in the Medical Emergency Management Plan. All staff will be notified of the locations. The classroom/homeroom teacher will also retain a copy of the Medical Emergency Management Plan.

5.3 The Individual Medical Emergency Management Plan for each identified student will include:

5.3.1 completed Med Forms 1, 2, and 5 (Appendix A);

5.3.2 details informing employees and others who are in direct contact with the students on a regular basis of the medical condition, type of condition, monitoring and avoidance strategies, symptoms and appropriate treatment;

5.3.3 a readily accessible emergency procedure for the pupil, including emergency contact information; and

5.3.4 storage for epinephrine auto injectors, where necessary.

**STUDENT SERVICES****6000****ANAPHYLAXIS AND MEDICAL EMERGENCY  
MANAGEMENT PROCEDURES****6062**6. — Review

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

<u>Cross Reference</u>	<u>Date Created</u>	<u>Legal Reference</u>
Anaphylaxis and Emergency Management Policy 6062	<b>May 22, 2012</b>	Bill 3 — Sabrina's Law An act to protect anaphylactic pupils
Administration of Oral Medication Policy & Procedures 6061		
Ministry of Education Policy & Program Memorandum No. 81, July, 1984	<u>Date Revised</u>	



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

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



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

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

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



Lakehead Public Schools

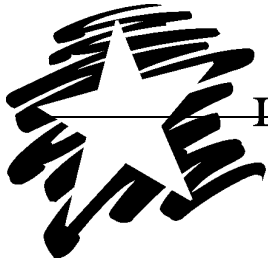
2135 Sills Street  
 Thunder Bay, Ontario P7E 5T2  
 Telephone (807) 625-5100

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

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

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





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

Date	Name of Medication	Colour/ Manufacturer	Amount/ Dosage	Time Given	Staff Signature	Comments/Observations/ Reactions



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



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



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

INDIVIDUAL MEDICAL EMERGENCY MANAGEMENT PLAN

Emergency Procedures For: \_\_\_\_\_ School: \_\_\_\_\_

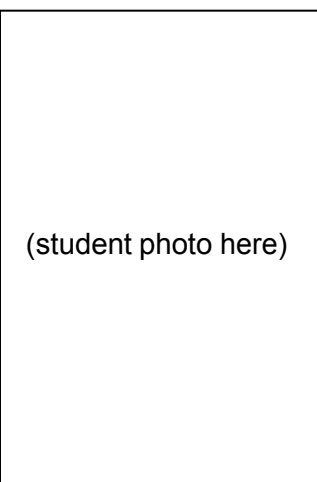
Grade: \_\_\_\_\_ Room: \_\_\_\_\_ Teacher: \_\_\_\_\_

Allergies:-

Symptoms:-

ACTION PLAN:

EpiPen® Location:



LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2017 JUN 13  
Report No. 050-17

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

RE: POLICY REVIEW – 8014 ADVERTISING IN THE SCHOOLS POLICY

1. Background

- 1.1 It is the policy of Lakehead District School Board that policies will be developed/reviewed in accordance with Policy Development and Review Policy 2010.
- 1.2 At the May 24, 2016 Regular Board Meeting, 8014 – Advertising in the Schools Policy was approved for review on the 2016-2017 policy schedule.
- 1.3 On April 26, 2017, the draft policy and procedures were posted on the Board website and distributed to constituent groups for review and comment with input to be received by May 31, 2017. There was no input received.

2. Situation

- 2.1 Administration has concluded its review of the existing policy and procedure. The changes recommended are minor in nature and do not substantively change either the policy or the procedure.
- 2.2 The policy is attached as Appendix A and the procedures as Appendix B.
- 2.3 Upon final approval, the policy will be distributed according to Board procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 8014 – Advertising in the Schools Policy, Appendix A to Report No. 050-17.

Respectfully submitted,

DAVID WRIGHT  
Superintendent of Business

IAN MACRAE  
Director of Education

<b>SCHOOL-COMMUNITY RELATIONS</b>	<b>8000</b>
<b>DRAFT – June 13, 2017</b>	
<b>ADVERTISING IN THE SCHOOLS POLICY</b>	<b>8014</b>

1. Rationale

One of the goals of Lakehead District School Board is to prepare its students to be actively involved in community life. Consequently we strive, within limits, to have our schools reflect the community in which we live. Advertising is everywhere around us, and the community views the schools as an ideal location to promote their products or events or points of view. Therefore, there is a need to provide direction to the schools and to the community regarding what forms of advertising are permissible in the schools of Lakehead District School Board.

2. Policy

It is the policy of Lakehead District School Board to permit a limited amount of advertising in the schools as outlined in the guidelines.

3. Definitions

3.1 Advertising

- ~~the promotion of a product or an event by giving public notice using verbal, written or pictorial methods.~~

3.2 Charity

- ~~an organization or institution engaged in non-profit assistance to the poor, distressed, incapacitated, etc., or such institution set up for the care of such individuals or groups.~~

3.3 Sponsorship

- ~~the provision of financial support to a school project or event for which the sponsor receives publicity for his/her product or company.~~

4.3. Guidelines **Guiding Principles**

4.43.1 Advertising for charities is permitted in the school with the approval of the principal.

4.23.2 Advertising of purely a commercial nature is not permitted in the schools.

Commercial sponsorship of an event, an ad in a school publication, or the purchase of equipment is permitted with the approval of the principal in consultation with the ~~zone~~ **school** superintendent.



<b>SCHOOL-COMMUNITY RELATIONS</b>	<b>8000</b>
<b>DRAFT – June 13, 2017</b>	
<b>ADVERTISING IN THE SCHOOLS POLICY</b>	<b>8014</b>

4.33.3 Announcements of political meetings or controversial social issues are permitted at the discretion of the principal. Political advertising during a campaign is not permitted.

5.4. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
_____	1991 11 04	_____
_____	<u>Date Revised</u>	_____
	April 27, 2010	

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<b>SCHOOL-COMMUNITY RELATIONS</b>	<b>8000</b>
<b>DRAFT – June 13, 2017</b>	
<b>ADVERTISING IN THE SCHOOLS PROCEDURES</b>	<b>8014</b>

1. Background

The Advertising in the Schools Policy 8014 was established to provide direction to the schools and the community regarding the distribution of community related materials within our Board.

2. Definitions of Distribution

**2.1 Advertising**

*The promotion of a product or an event by giving public notice using verbal, written or pictorial methods.*

**2.2 Charity**

*An organization or institution engaged in non-profit assistance to the poor, distressed, incapacitated, etc., or such institution set up for the care of such individuals or groups.*

**2.3 Sponsorship**

*The provision of financial support to a school project or event for which the sponsor receives publicity for his/her product or company.*

**2.4 Distribution**

Distribution is the process of evaluating material from outside agents, as appropriate, based on a set of distribution criteria, and having the materials transported to the schools of Lakehead District School Board via the courier service or by electronic means.

3. Distribution Criteria

- a. Material has educational relevance to students and/or staff.
- b. Non-profit, charitable organizations (registered), unless in a formal partnership with the Board.
- c. The distribution and/or display of materials do not increase the Board's liability.
- d. Ability of students to participate, i.e., cost.

**SCHOOL-COMMUNITY RELATIONS****8000**

DRAFT – June 13, 2017

**ADVERTISING IN THE SCHOOLS PROCEDURES****8014**

- e. The guidelines for distributing material will be applied consistently to all requests.
- ~~f. The Principal has the final decision whether to distribute or display materials within the school.~~
- g.f. The Board's ability to meet the demands of similar requests.
- ~~h. Samples of distributed materials should be kept on file for a period of one year.~~

4. Non-Distribution Criteria

- a. Advertising of a purely commercial nature.
- b. Non-educational or inappropriate material.
- c. Political advertising during a campaign.
- d. Materials, if distributed or displayed, would increase the Board's liability.
- e. The distribution or display of the materials would contravene an act or regulation.
- ~~f. Samples of all non-distributed materials should be kept on file for a period of one year.~~

5. Principal Responsibilities re: Distribution

- a. The principal of a school has the final decision whether to display or distribute any material addressed to their school.
- b. When material received by a school, directly from an outside agency or organization, for the purpose of display or distribution, does not meet distribution criteria, a sample of the material shall be sent to the education officer.

~~6. Goals of this Review~~

- ~~a. To enhance and clarify the guidelines for the efficient and consistent distribution of materials to the schools.~~
- ~~b. To increase the system's awareness of these guidelines.~~
- ~~c. To establish a statement of distribution.~~
- ~~d. To establish and document procedures to follow, when distributing materials to schools, pertaining to the Advertising in the Schools Policy.~~

<b>SCHOOL-COMMUNITY RELATIONS</b>	<b>8000</b>
<b>DRAFT – June 13, 2017</b>	
<b>ADVERTISING IN THE SCHOOLS PROCEDURES</b>	<b>8014</b>

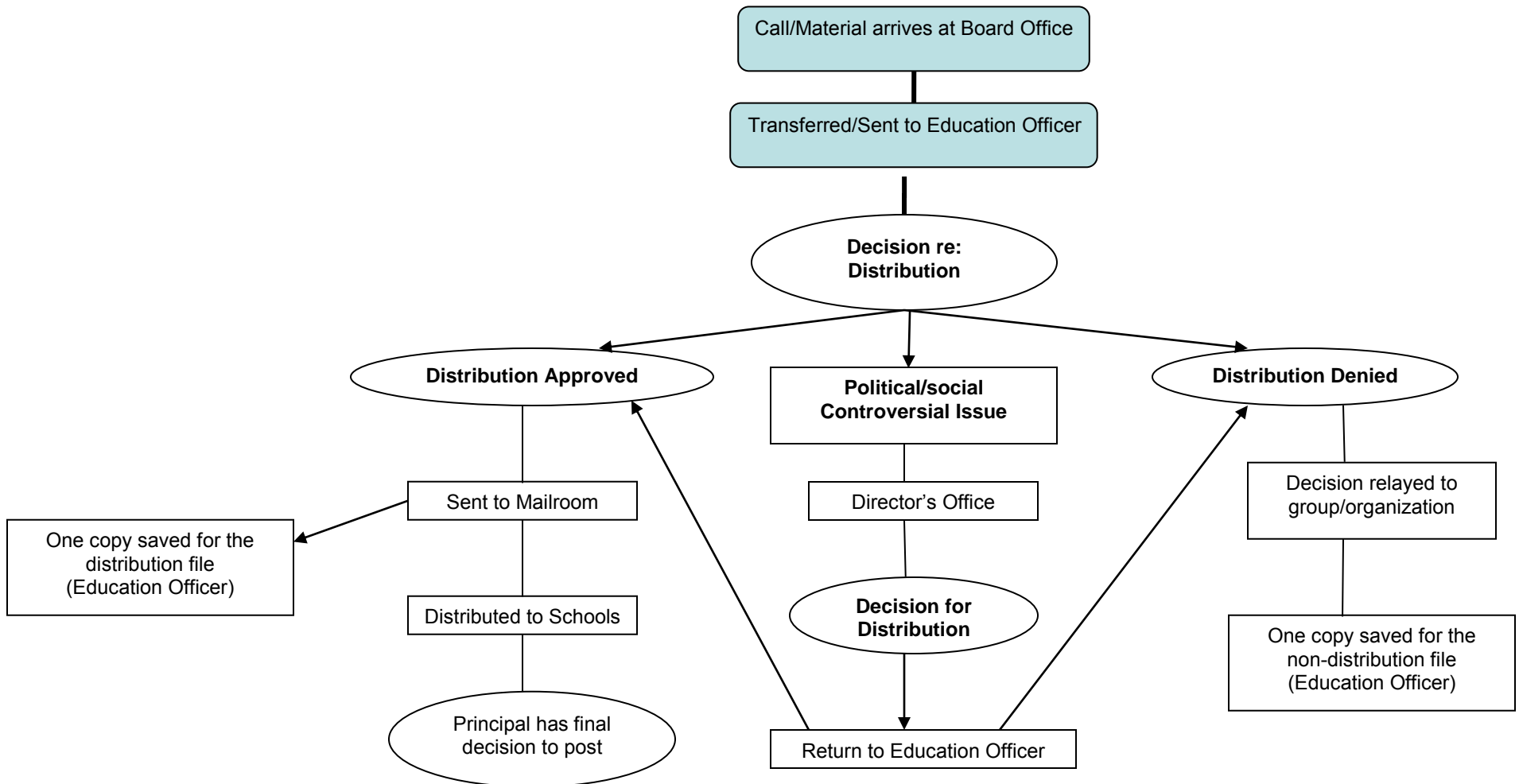
7. 6. Review

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>
_____	1991 11 04	_____
_____	<u>Date Revised</u>	_____
	April 27, 2010	

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## Distribution of Informational Material To Schools



## Distribution of Informational Material Within the School

