



PARENT INVOLVEMENT COMMITTEE

Monday, October 1, 2018

Jim McCuaig Education Centre

Laura Sylvestre
Chair

Jennifer Davis
Vice Chair

AGENDA

6:30 P.M. – in the Board Room

		<u>Resource Person</u>	<u>Pages</u>
1.	Call to Order, Welcome and Introductions		
2.	Disclosure of Conflict of Interest		
3.	Approval of the Agenda		
4.	Director's Report	I. MacRae	Verbal
5.	Confirmation of Minutes – September 10, 2018	L. Sylvestre	1-3
6.	Business Arising from the Minutes		
6.1	Report from the Sub-Committee re PIC Funding	L. Sylvestre	Verbal
6.2	People for Education's 22 nd Annual Making Connections Conference	L. Sylvestre	Verbal
7.	New Business		
7.1	Aboriginal Education Advisory Committee Policy 8061	A. Nurmela	4-7
7.2	Reporting of Children in Need of Protection Policy 6040	J. Upton	8-18
7.3	International Education	D. LeBlanc/S. Johnson	Verbal
7.4	Summer Programs	D. LeBlanc	Verbal
7.5	Appointments to the 2018-2019 Parent Involvement Committee	L.Sylvestre	Handout
7.6	Draft Parent Involvement Committee Annual Report to the Board	L. Sylvestre	Handout
7.7	Draft PIC 2018-2019 Meeting Schedule	L. Sylvestre	19
7.8	Aboriginal Education Advisory Committee Report	S. Essex	Verbal
7.9	Special Education Advisory Committee Report	L. Sylvestre	Verbal

8. Other Business
9. Next Meeting Date: Monday, November 19, 2018
10. Adjournment

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF PARENT INVOLVEMENT COMMITTEE

Board Room
Jim McCuaig Education Centre

2018 SEPT 10
6:30 p.m.

MEMBERS PRESENT:

Marg Arnone
Robin Cawlishaw
Jennifer Davis
Serena Essex
Donica LeBlanc
Ian MacRae
Susan Marion

Laura Prodanyk
Laura Sylvestre
Fred Van Elburg
Ruth Vannieuwenhuizen
Laura Walker

RESOURCE:

Judy Hill, Executive Assistant
Bruce Nugent, Communications Officer

MEMBERS ABSENT, WITH REGRET:

Nicole Carlson
Lisa Hipwell-Mineau
Krista Power
Trudy Tuchenhagen

GUESTS:

Mark Hakala, Capital Projects Coordinator
Jaimi Plater, Student Trustee

1. **Call to Order, Welcome and Introductions**

Laura Sylvestre, Chair of the Parent Involvement Committee, called the meeting to order and introductions were made around the table.

2. **Disclosure of Conflict of Interest**

There were no disclosures of conflict of interest.

3. Approval of the Agenda

The agenda was approved by consensus with the following change:

Item 7.1 Renderings of New Elementary Build be received first on the agenda.

4. Renderings of New Elementary Build

Mark Hakala, Capital Projects Coordinator, provided a power point presentation on the new elementary build. Questions from the group were addressed.

5. Director's Report

Director MacRae provided updates on the following:

- highlights of recent reports to the Board;
- funding to host a PIC event;
- information on the new Health & Physical Education curriculum; it was suggested that a letter be sent to the government, on behalf of PIC, in support of retaining the new curriculum; and
- update on the renovations at Westgate C.V.I. and the new elementary build.

Director MacRae also invited members, who are interested in a tour of Westgate C.V.I., to let him know.

6. Confirmation of Minutes – May 7, 2018

The minutes were confirmed by consensus.

7. Armstrong Teacher Recruitment Video

Bruce Nugent, Communications Officer, previewed the video that will be posted on the Board website, Facebook, Lakehead University and other educational institutions, in hopes of attracting new graduates to the area.

8. SEAC Funding Report

Chair Sylvestre referred to the report included in the package. A portion of the funds were used to have a presentation by Dr. Kristen McLeod who specializes in working with children and adolescents who have experienced trauma, abuse and neglect and working with families who care for these children. The committee agreed, by consensus, to approve the carry forward of the remaining 2016-2017 and 2017-2018 funds to create videos that would support students and families.

9. AEAC

Chair Sylvestre referred to the report included in the package. The committee agreed, by consensus, to carry forward the 2017-2018 funding and to extend the time limit for reporting on how funds were spent.

10. People for Education's 22nd Annual Making Connections Conference

Chair Sylvestre advised that funding is available for one member to attend the conference. Judy Hill will survey committee members seeking expressions of interest.

11. Aboriginal Education Advisory Committee Report

Serena Essex advised that the next AEAC meeting would be held on September 20, 2018.

12. Special Education Advisory Committee Report

Chair Sylvestre reported on the following topics from their last meeting:

- video update;
- 2017-2018 final SEAC Work Plan;
- 2018-2019 draft SEAC Work Plan;
- 2017-2018 PIC Funding Report;
- 2018-2019 SEAC draft meeting dates;
- 2018-2019 draft presentation schedule;
- 2018-2019 Newsletter schedule; and
- SEAC representative on PIC.

13. Other Business

Chair Sylvestre suggested that a sub-committee be struck to come up with suggestions for our current funding. Judy Hill will survey committee members seeking expressions of interest.

14. Next Meeting

The next meeting will be held on Monday, October 1, 2018 in the Board Room of the Jim McCuaig Education Centre.

15. Adjournment

The meeting adjourned at 8:00 p.m.

SCHOOL COMMUNITY RELATIONS

8000

DRAFT – November 13, 2018

ABORIGINAL EDUCATION ADVISORY COMMITTEE POLICY

8061

1. Rationale

At Lakehead District School Board the student as a person and a learner is our first priority. Lakehead District School Board is committed to meeting the unique needs of all students. Lakehead District School Board serves a growing population of Aboriginal students.

2. Policy

Lakehead District School Board is committed to deliver programs and services that meet the needs of all students. It is the policy of Lakehead District School Board to seek advice on meeting students' unique needs. Lakehead District School Board will seek the advice of the Aboriginal community through the establishment of the Aboriginal Education Advisory Committee.

3. Guiding Principles

Lakehead District School Board is committed to high student achievement for all students.

Lakehead District School Board will facilitate strong learning partnerships with Aboriginal students and their families to ensure academic success.

Lakehead District School Board accepts the Aboriginal culture and history and will seek partnerships with the broader Aboriginal community.

Lakehead District School Board is committed to an inclusive educational environment that promotes equity of opportunity. All schools will be reflective and responsive to the diverse and unique cultures and communities they serve.

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>
_____	June 22, 2004	_____
_____	<u>Date Revised</u>	_____
	June 28, 2011	

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SCHOOL COMMUNITY RELATIONS**8000**

DRAFT – November 13, 2018

**ABORIGINAL EDUCATION ADVISORY
COMMITTEE PROCEDURES****8061**

1. Policy

Lakehead District School Board is committed to deliver programs and services that meet the needs of all students. It is the policy of Lakehead District School Board to seek advice on meeting students' unique needs. Lakehead District School Board will seek the advice of the Aboriginal community through the establishment of the Aboriginal Education Advisory Committee.

2. Committee Membership

2.1 The Aboriginal Education Advisory Committee is established by resolution of Lakehead District School Board.

2.2 The Committee shall be composed of the following:

2.2.1 Six (6) parents/guardians who are public school supporters and have children of Aboriginal ancestry enrolled in Lakehead District School Board.

2.2.2 Three (3) community members appointed by the Board.

Preference will be given to candidates who:

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

2.2.3 A youth of Aboriginal ancestry presently enrolled in a secondary school program.

2.2.4 A trustee and two alternate trustees appointed by the Board

2.2.5 The Director or designate.

2.2.6 A Principal or Vice Principal

2.3 The Board shall provide personnel resources to support the work of the Aboriginal Education Advisory Committee.

3. Mandate

3.1 The mandate of the Aboriginal Education Advisory Committee is to advise the Board on matters relating to the education of Aboriginal students.

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The mandate specifically includes:

- Increasing the cultural awareness of all Board trustees and personnel through professional development and/or other related activities.
- Expanding the awareness of effective programs for the educational needs of Aboriginal students.
- Facilitating initiatives for all Aboriginal students.
- Providing advice on initiatives including but not limited to student programs, Aboriginal studies, student retention and alternative education programs.
- Developing and enhancing partnerships with community based agencies that support Aboriginal students and their families.
- Responding to the Board on requests for advice and recommendations on matters that the Board may direct to the committee.
- Advocating both provincially and locally for specific needs of Aboriginal students.
- Identifying community issues that impact education.
- Responding to other initiatives as they arise.

4. Guidelines

- 4.1 The Aboriginal Education Advisory committee will hold a minimum of three meetings per year.
- 4.2 A committee member missing three consecutive meetings may be removed from term by the Committee and a replacement would then be appointed for the remainder of the term.
- 4.3 Selection of the Committee will be managed by the Director or designate with responsibilities for the Aboriginal Education Advisory Committee and will be approved by the Board.
- 4.4 There will be two (2) co-chairs of the Aboriginal Education Advisory Committee – the Director or designate and a committee member. The committee member co-chair will be selected by the Committee.
- 4.5 Minutes of the meetings will be circulated to Trustees and a report to the Board will be made at the Annual Meeting of Lakehead District School Board.

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**ABORIGINAL EDUCATION ADVISORY
COMMITTEE PROCEDURES****8061**5. 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>
_____	June 22, 2004	_____
_____	<u>Date Revised</u>	_____
	June 28, 2011	

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SCHOOL SERVICES**6000**

DRAFT – November 13, 2018

**REPORTING OF CHILDREN IN
NEED OF PROTECTION POLICY****6040**

1. Rationale

The Ministry of Education has directed that school board policies and procedures on reporting suspected cases of children in need of protection conform to the provisions of the Child and Family Services Act.

2. Policy

It is the policy of Lakehead District School Board that every employee and any person, including those performing professional or official duties with respect to children, who has reasonable grounds to suspect that a child is, or may be, in need of protection must report this information without delay to a children's aid society.

3. Guidelines**3.1 Reporting Children in Need of Protection**

- 3.1.1 If an employee or person, including a person who performs professional or official duties with respect to children, has reasonable grounds to suspect that a child is, or may be, in need of protection must report this information without delay to a children's aid society.
- 3.1.2 A person who has a duty to report a matter shall make the report directly to a children's aid society and shall not rely on any other person to report on his or her behalf.
- 3.1.3 A person who has additional reasonable grounds to suspect that child abuse or neglect may have occurred, or is likely to occur, shall make a further report even if he/she has made previous reports with respect to the same child.

3.2 Privacy and Confidentiality

- 3.2.1 The duty of an employee or a person, including those performing professional or official duties with respect to children, to make a report overrides the provisions of any other provincial statute that would otherwise prohibit the professional or official from disclosing confidential or privileged information.
- 3.2.2 In all cases of suspected child abuse or neglect, employees or persons, including those performing professional or official duties with respect to children, shall respect the privacy of all individuals involved and the confidentiality of all discussions and reports.
- 3.2.3 Nothing overrides any privilege that may exist between a solicitor and client.

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**REPORTING OF CHILDREN IN
NEED OF PROTECTION POLICY****6040****3.3 Liability**

3.3.1 No action for making a report shall be instituted against a person who acts in accordance with the duty to report unless the person acts maliciously or without reasonable grounds for the suspicion.

3.3.2 A person performing professional or official duties with respect to children who does not report the suspicion that a child is in need, or may be in need of protection based on information obtained in the course of his/her professional /official duties, and is convicted of the offence, is liable to a fine.

4. Review

The 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>
Procedures 6040	June 23, 1987	Child and Family Services Act (Section 72), March 31, 200
Ministry of Education Policy/Program Memorandum No. 9, August 10, 2001, "Reporting of Children in Need of Protection"	<u>Date Revised</u> April 22, 2003 November 23, 2010	Student Protection Act, 2002
The Protocol for the Investigation of Child Abuse and Neglect – a Coordinated Response in the District of Thunder Bay, October 2007		Teacher Profession Act Regulation

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DRAFT – November 13, 2018

REPORTING OF CHILDREN IN NEED OF PROTECTION PROCEDURES

6040

1. Policy

It is the policy of Lakehead District School Board that every employee and any person, including those who perform professional or official duties with respect to children, who has reasonable grounds to suspect that a child is, or may be, in need of protection must report this information, without delay, to a children's aid society.

2. Definitions

2.1 Employee

Any adult employed by Lakehead District School Board.

2.2 Person

Any adult working or placed at a school in an official capacity; such as, but not limited to health professional, student teacher, student social worker.

2.3 Child

Refers to a person under the age of 16 years. This is extended to 18 years of age when the person is a ward of a children's aid society.

2.4 Child in Need of Protection

Section 37(2) of the Child & Family Services Act:

A child is in need of protection where:

2.4.1 The child has suffered physical harm, inflicted by the person having charge of the child or caused by or resulting from that person's failure to adequately care for, provide for, supervise or protect the child, or pattern of neglect in caring for, providing for, supervising or protecting the child.

2.4.2 There is a risk that the child is likely to suffer physical harm inflicted by the person having charge of the child or caused by or resulting from that person's failure to adequately care for, provide for, supervise or protect the child, or pattern of neglect in caring for, providing for, supervising or protecting the child.

2.4.3 The child has been sexually molested or sexually exploited, by the person having charge of the child or by another person where the person having charge of the child knows or should know of the possibility of sexual molestation or sexual exploitation and fails to protect the child.

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- 2.4.4 There is a risk that the child is likely to be sexually molested or sexually exploited as described in 2.4.3.
- 2.4.5 The child requires medical treatment to cure, prevent or alleviate physical harm or suffering and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, the treatment.
- 2.4.6 The child has suffered emotional harm, demonstrated by serious anxiety, depression, withdrawal, self-destructive or aggressive behaviour, or delayed development and there are reasonable grounds to believe that the emotional harm suffered by the child results from the actions, failure to act, or pattern of neglect on the part of the child's parent or the person having charge of the child.
- 2.4.7 The child has suffered emotional harm of the kind described in 2.4.6 and the child's parent or the person having charge of the child does not provide, or refuses, or is unavailable or unable to consent to, services or treatment to remedy or alleviate the harm.
- 2.4.8 There is a risk that the child is likely to suffer emotional harm of the kind described in 2.4.6 resulting from the actions, failure to act, or pattern of neglect on the part of the child's parent or the person having charge of the child.
- 2.4.9 There is a risk that the child is likely to suffer emotional harm of the kind described in 2.4.6 and that the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, services or treatment to prevent the harm.
- 2.4.10 The child suffers from a mental, emotional or developmental condition and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, treatment that, if not remedied, could seriously impair the child's development to remedy or alleviate the condition.
- 2.4.11 The child has been abandoned, the child's parent has died or is unavailable to exercise his or her custodial rights over the child and has not made adequate provision for the child's care and custody, or the child is in a residential placement and the parent refuses or is unable or unwilling to resume the child's care and custody.
- 2.4.12 The child is less than 12 years old and has killed or seriously injured another person or caused serious damage to another person's property, services or treatment are necessary to prevent a recurrence and the child's parent or the person having charge of the child does not provide, or refuses to provide, or is unavailable or unable to consent to, those services or treatment.

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2.4.13 The child is less than 12 years old and has on more than one occasion injured another person or caused loss or damage to another person's property, with the encouragement of the person having charge of the child or because of that person's failure or inability to supervise the child adequately.

2.5 Neglect

Failure of a caregiver to provide basic needs such as adequate food, sleep, safety, supervision, clothing, or medical treatment.

2.6 Abuse or Risk of Abuse**2.6.1 Physical Abuse**

The deliberate application of force to any part of the child's body, which results or may result in a non-accidental injury. It may involve hitting a child a single time, or it may involve a pattern of incidents. Physical abuse also includes behaviours such as shaking, choking, biting, kicking, burning or poisoning a child, holding a child under water, or any other harmful or dangerous use of force or restraint. Child abuse is usually connected to physical punishment or is confused with child discipline. Other examples: continual or lengthy beating, slapping, or kicking; hitting with fist; twisting; dropping; bludgeoning; scalding; suffocating; using weapons, etc.

2.6.2 Sexual Abuse

Occurs when an adult or youth uses a child for sexual purpose. Sexual abuse includes fondling a child's genitals, intercourse, incest, rape, sodomy, exhibitionism, and commercial exploitation through prostitution or the production of pornographic materials. It also includes sexual harassment. Furthermore, the Criminal Code identifies forms of sexual abuse that also include: sexual interference; invitation to sexual touching; parent or guardian procuring sexual activity from a child; householder permitting sexual activity; exposing genitals to a child with sexual intent; and sexual assault.

2.6.3 Severe Neglect

Occurs when a child's parents or other caregivers are not providing the necessities of a child's emotional, psychological, and physical development. Physical neglect occurs when a child's needs for food, clothing, shelter, cleanliness, medical care and protection from harm are not adequately met.

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3. Determination Procedures

3.1 In determining if there are reasonable grounds to suspect a child is, or may be, in need of protection, an employee may consult with:

3.1.1 the principal or designate;

3.1.2 other personnel such as guidance counsellor, attendance counsellor, social worker and colleagues associated with the student;

3.1.3 an employee of a children's aid society; and

3.1.4 consultation shall not delay the referral to a children's aid society.

3.2 An employee or person who reports suspected child abuse or neglect to a children's aid society regarding a student shall inform the on-site principal or designate.

3.2.1 The on-site principal/designate shall inform the home school principal.

3.3 When there is suspicion that a child has marks on his/her body resulting from physical force or use of a weapon, and the marks are not visible, it may be appropriate for the principal or designate, guidance counsellor, social worker, using their discretion, to observe the injury to the child, with the child's consent, in order to request an immediate response from a children's aid society. Any observation shall be done by a person of the same sex, and always with an adult witness present. Underclothes will not be removed under any circumstances. Whether marks are observed or not, the staff member shall report to the children's aid society if there are reasonable grounds to suspect that the child is, or likely will be, in need of protection.

3.4 Where a young person, over 16 years old, and not a ward of a children's aid society, reports abuse or neglect, the young person should be encouraged to report the abuse/neglect directly to the police. This applies even if the abuse occurred when the young person was under the age of 16, but no longer is under 16. The young person should also be encouraged to take advantage of whatever victim assistance, therapy and legal assistance resources exist in the community.

4. Reporting Procedures

4.1 The individual who suspects that a child is in need of protection has a personal and/or professional duty to report the suspicion directly to a children's aid society. The individual may request the presence of a principal, professional support staff or senior administrator while making the report to the society.

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- 4.2 If an employee or person has reasonable grounds to suspect that child abuse or neglect may have occurred or is likely to occur, he/she shall report the suspicion and the information upon which it is based to a children's aid society without delay.
- 4.3 An employee or person who has additional reasonable grounds to suspect that child abuse or neglect may have occurred, or is likely to occur, shall make a further report even if he/she has made previous reports with respect to the same child.
- 4.4 The person who makes the report shall document the referral using "Record of Referral for Children in Need of Protection" (Appendix A).
- 4.5 Refer to "Checklist for Referral of Children in Need of Protection" (Appendix B).

5. Access to Children in School

- 5.1 If an interview is requested of a child at school as part of an abuse/neglect investigation, the principal/designate shall confirm the identity of the individual(s) requesting the interview as police or an employee(s) of a children's aid society.
- 5.2 The principal shall permit the interview after consultation with the children's aid society representative to determine who will be present during the interview.
- 5.3 To reduce the trauma that a student may experience, and with the student's consent, the principal or designate shall ensure that a supportive adult from the school is present whenever possible during the children's aid society/police interview with the child.
- 5.4 Once a report is received by the children's aid society, the intake worker and the reporting person will develop a strategy for informing the parents. School or Board personnel will not inform parents that a report has been made without consultation with the society.

6. Students with Special Needs

- 6.1 The school board recognizes the particular vulnerability of children with special needs. Procedures after the report of a suspicion of abuse/neglect or a disclosure will be followed with consideration of additional and appropriate assistance to a child whose disability affects the ability to understand and communicate.
- 6.2 The reporting person and/or the principal will ensure that the investigating agency or police are aware of the needs and accommodations necessary for the child. Such accommodations may include the presence of supportive adults from the school with whom the child is familiar during the interview.

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7. Procedures Regarding Board Employees

- 7.1 In situations where a teacher, support staff or other Board employee is suspected of conduct which places a child in need of protection, the principal or designate will be notified when a report to a society is being made, and the principal or supervisor will notify the appropriate superintendent of education and the superintendent responsible for Human Resources.
- 7.2 A staff person or volunteer who has made a report to the principal or designate regarding a specific situation and is not satisfied with the response may contact the designated superintendent directly.
- 7.3 Under no circumstances should the implicated staff member be contacted regarding an allegation or disclosure until consultation with the investigating police or society is made. Notwithstanding Section 18 (1)(b) of the Teaching Profession Act Regulation a teacher shall NOT report to a fellow teacher that an allegation of sexual abuse of a student or disclosure has occurred. This procedure is designed to secure the safety of the student, to ensure that the rights of the victim and the accused person are protected, and to prevent possible destruction of evidence.
- 7.4 In situations where a principal is suspected of conduct which places a child in need of protection, the appropriate superintendent of education will be directly notified by the reporting person.
- 7.5 School Board staff will protect confidentiality of students and staff within the legal confines of the Board.
- 7.6 The Board will fully cooperate with the children's aid society and the police in any investigation and provide access to any relevant information within legal confines.
- 7.7 In instances involving school personnel, it must be remembered that the Board has two key areas of responsibility:
- i) acting in "loco parentis" for the children registered within their school system; and
 - ii) serving as the employer of the alleged abuser. It is the employer's determination whether the accused employee will be relieved of duties or reassigned during an investigation.
- 7.8 Where a situation involving a staff person is reported to a society or the police, and they decide not to pursue the matter, the matter shall be reviewed by the appropriate superintendent to determine if further action is warranted.

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**REPORTING OF CHILDREN IN
NEED OF PROTECTION PROCEDURES****6040**8. Review

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

<u>Cross Reference</u>	<u>Date Received</u>	<u>Legal Reference</u>
Policy 6040	June 23, 1987	Child and Family Services Act (Section 72), March 31, 2000
Ministry of Education Policy/Program Memorandum No. 9, August 10, 2001, "Reporting of Children in Need of Protection"	<u>Date Revised</u> April 22, 2003 November 23, 2010	Student Protection Act, 2002
The Protocol for the Investigation of Child Abuse and Neglect – a Coordinated Response in the District of Thunder Bay, October 2007		Teacher Profession Act Regulation

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Appendix A to 6040 Reporting of Children in Need of Protection

LAKEHEAD DISTRICT SCHOOL BOARD

RECORD OF REFERRAL FOR CHILDREN IN NEED OF PROTECTION

Date of Report: _____
Y/M/D

Child's Name: _____
Last Name Given Name(s)

Date of Birth: _____
Y/M/D

Address: _____
Apt./Street No. City Postal Code

Telephone: _____

Sibling(s) Under 16 Years: Yes No

Mother's Full Name: _____
Last Name Given Name(s) Business Phone:() _____

Father's Full Name: _____
Last Name Given Name(s) Business Phone:() _____

School Name: _____ Phone: _____ Grade: _____

Agency Contacted: _____

Intake Worker: _____

Date and Time of Referral: _____

Briefly state details of Abuse/Neglect: *(If additional space is required, please use back of this form)*

1. What the child said and to whom and when.
2. When and where the incident(s) occurred.
3. Brief description of easily visible marks or injuries or evidence of neglect.
4. The alleged offender(s) and relationship to the child.
5. Names of any other children who might be involved.

Any learning disability, exceptionality, or language difficulty which may impede the student in expressing or understanding written/oral communication _____

Report made by: _____
Name (please print) Position Signature

Principal: _____
Name (please print) Signature

Principal retains original form



RECOMMENDED
CHECKLIST FOR REFERRAL FOR
CHILDREN IN NEED OF PROTECTION

- Informed school principal or designate of your suspicion(s).
 - Informed student services or social worker assigned to the school.
 - Obtained consultation from appropriate resource (i.e., social worker/student services worker, child abuse resource person, children's aid society worker).
 - Documented details of disclosure, completed "Record of Referral for Children in Need of Protection" form.
 - Reported suspected abuse/neglect to the appropriate children's aid society.
 - ***Children's Aid Society of the District of Thunder Bay – 343-6100***
 - ***Dilico Anishinabek Family Care – 623-8511***
 - Ensured that the student is prepared and supported for possible outcomes which will follow.
 - Sought support for oneself or others involved.
- * **At any time, help is available from your school social worker or guidance department.**

PARENT INVOLVEMENT COMMITTEE MEETINGS

2018-2019

Monday, November 19, 2018
Monday, January 21, 2019
Monday, March 4, 2019
Monday, May 6, 2019
Monday, September 9, 2019
Monday, October 7, 2019

DRAFT