



Office of the Director

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

STANDING COMMITTEE
Tuesday, January 14, 2020
Jim McCuaig Education Centre

Ian MacRae
Director of Education

Trudy Tuchenhagen
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. COMMITTEE OF THE WHOLE - Closed Session – 6:00 p.m. (SEE ATTACHED AGENDA)		
6. Land Acknowledgement		
7. Delegations/Presentations		
7.1 Trustee Character Award - Valley Central Public School's School Council	M. Arnone	Verbal
7.2 Trustee Character Award - Valley Central Public School's Staff	G. Saarinen	Verbal
8. Approval of Minutes		
8.1 Standing Committee Meeting - November 12, 2019	G. Saarinen	1-4
9. Business Arising from the Minutes		

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

LAKEHEAD DISTRICT SCHOOL BOARD

MATTERS NOT REQUIRING A DECISION:

10.	Information Reports		
10.1	Health and Safety Program - Semi-Annual Report (015-20)	D. Wright	5-9
10.2	The Arts (007-20)	S. Pharand	10-11
10.3	Aboriginal Education Advisory Committee Meeting Minutes – November 14, 2019	S. Pharand	12-17
10.4	Special Education Advisory Committee Meeting Minutes – October 16, 2019	M. Probizanski	18-21
11.	First Reports		

MATTERS FOR DECISION:

12.	Postponed Reports		
13.	Ad Hoc and Special Committee Reports		
14.	New Reports		
14.1	Policy Development – 8075 Service Animals in Schools (010-20)	M. Probizanski	22-46
	<i>It is recommended that Lakehead District School Board approve 8075 Service Animals in Schools Policy as indicated in Report No. 010-20.</i>		
14.2	Policy Development – Code of Conduct (014-20)	M. Probizanski/ D. Wright	47
	<i>It is recommended that Lakehead District School Board approve the development of a Code of Conduct Policy as indicated in Report No. 014-20.</i>		
14.3	Policy Review – 6010 Emergency Evacuation and Emergency School Closure (011-20)	M. Probizanski	48
	<i>It is recommended that Lakehead District School Board reschedule the review of 6010 Emergency Evacuation and Emergency School Closure Policy from the 2022-2023 school year to the 2019-2020 school year.</i>		

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>
14.4	Policy Review – 3096 Information Communication Technology Use (016-20)	S. Pharand	49
	<i>It is recommended that Lakehead District School Board reschedule the review of 3096 Information Communication Technology Use Policy from the 2021-2022 school year to the 2019-2020 school year.</i>		
14.5	Policy Review – 3100 Accessibility Standards for Customer Service (012-20)	M. Probizanski/ D. Wright	50
	<i>It is recommended that Lakehead District School Board reschedule the review of 3100 Accessibility Standards for Customer Service Policy from the 2020-2021 school year to the 2019-2020 school year and to release the documents for constituent input.</i>		
14.6	Policy Review – 7030 Harassment and Human Rights (013-20)	M. Probizanski/ D. Wright	51
	<i>It is recommended that Lakehead District School Board reschedule the review of 7030 Harassment and Human Rights Policy from the 2020-2021 school year to the 2019-2020 school year and to release the documents for constituent input.</i>		
15.	New Business		
16.	Notices of Motion		
17.	Information and Inquiries		
18.	Adjournment		

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



Office of the Director

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

STANDING COMMITTEE
Tuesday, January 14, 2020
Jim McCuaig Education Centre

Ian MacRae
Director of Education

Trudy Tuchenhagen
Chair

AGENDA

COMMITTEE OF THE WHOLE – Closed Session
6:00 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 - November 12, 2019	G. Saarinen	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Personnel Matter	M. Probizanski	Verbal
5.3.2 Property Matter	M. Probizanski	Verbal
5.3.3 Property Matter	I. MacRae/ D. Wright	Verbal
5.3.4 Personnel Matter	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

2019 NOV 12
7:30 p.m.

TRUSTEES PRESENT:

George Saarinen (Chair)
Marg Arnone
Ellen Chambers

Ron Oikonen
Ryan Sitch
Sierra Gaudreau (Student Trustee)

TRUSTEES ABSENT, WITH REGRETS:

Sue Doughty-Smith
Deborah Massaro
Trudy Tuchenhagen

SENIOR ADMINISTRATION:

Ian MacRae, Director of Education
David Wright

FEDERATION/UNION REPRESENTATIVES:

Jim Desaulniers - Managers
Mike Judge – LETO

PUBLIC SESSION:

1. **Approval of Agenda**

Moved by Trustee Chambers

Seconded by Trustee Sitch

“THAT the Agenda for Standing Committee Meeting, November 12, 2019 be approved.”

CARRIED

2. Resolve into Committee of the Whole – Closed Session

Moved by Trustee Arnone

Seconded by Trustee Oikonen

“THAT we resolve into Committee of the Whole – Closed Session with Trustee Saarinen in the chair to consider the following:

- *Confirmation of Committee of the Whole – Closed Session Minutes*
 - *October 8, 2019*
- *Legal Matter*
- *Negotiations Update*

and that this meeting shall not be open to the public pursuant to Section 207 (2) of the Education Act as amended.”

CARRIED

COMMITTEE OF THE WHOLE – CLOSED SESSION:

3. Committee of the Whole – Closed Session items were dealt with in their entirety.

PUBLIC SESSION:

4. Confirmation of Minutes

Moved by Trustee Oikonen

Seconded by Trustee Arnone

“THAT the Standing Committee approve the Minutes of the Standing Committee Meeting, October 8, 2019.”

CARRIED

MATTERS NOT FOR DECISION:

5. Legal Representation for 2018-2019 (093-19)

Ian MacRae, Director of Education, introduced David Wright, who presented the report. All trustees' questions were addressed.

6. Environment: Multi-Year Capital Forecast (094-19)

David Wright introduced Jim Desaulniers, Manager of Property Services, who presented the report. All trustees' questions were addressed.

MATTERS FOR DECISION:

7. Policy Review – 3073 Corporate Credit Card (088-19)

Moved by Trustee Oikonen

Seconded by Trustee Chambers

“THAT Lakehead District School Board approve 3073 Corporate Credit Card Policy (Appendix A) as outlined in Report No. 088-19.”

CARRIED

8. Policy Review – 3074 Expense and Travel Reimbursement (089-19)

Moved by Trustee Arnone

Seconded by Trustee Sitch

“THAT Lakehead District School Board approve 3074 Expense and Travel Reimbursement Policy (Appendix A) as outlined in Report No. 089-19.”

CARRIED

9. Policy Review – 3090 Use of Board Logo (091-19)

Moved by Trustee Arnone

Seconded by Trustee Chambers

“THAT Lakehead District School Board approve 3090 Use of Board Logo Policy, Appendix A to Report No. 091-19.”

CARRIED

10. Policy Review – 8015 Display of Flags (092-19)

Moved by Trustee Oikonen

Seconded by Trustee Chambers

“THAT Lakehead District School Board amend 8015 – Display of Flags Policy, Appendix A to Report No. 092-19.”

CARRIED

11. Information and Inquiries

11.1 Trustee Sitch inquired whether our cafeterias would be “going green” due to climate change. David Wright responded that he would provide information to trustees at the next meeting.

11.2 Trustee Chambers reported that she and Director MacRae attended the Citizenship Ceremony at Westgate Collegiate and Vocational Institute on November 6, 2019, where 115 new Canadian citizens were sworn in.

11.3 Trustee Chambers reported that she and Superintendent Pharand attended Hammarskjold High School’s Student Achievement Night on November 6, 2019.

11.4 Trustee Chambers reported that she laid a Remembrance Day wreath at the Remembrance Day Service at Waverley Park on November 11, 2019.

11.5 Student Trustee Gaudreau reported that she participated in Westgate Collegiate and Vocational Institute's Remembrance Day service on November 11, 2019, where she laid a Remembrance Day wreath and recited "In Flanders Fields".

12. Adjournment

Moved by Trustee Sitch

Seconded by Trustee Arnone

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

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2020 JAN 14
Report No. 015-20

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

RE: HEALTH AND SAFETY PROGRAM – SEMI-ANNUAL REPORT

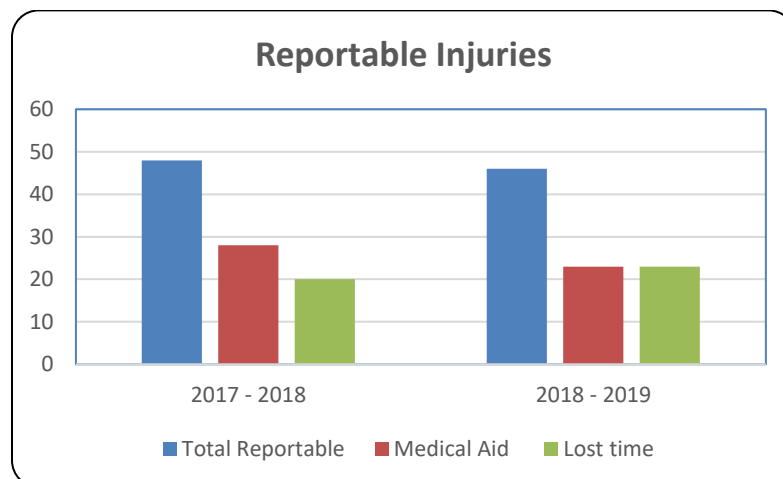
1. Background

This semi-annual report is to inform trustees of the current status of Lakehead District School 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

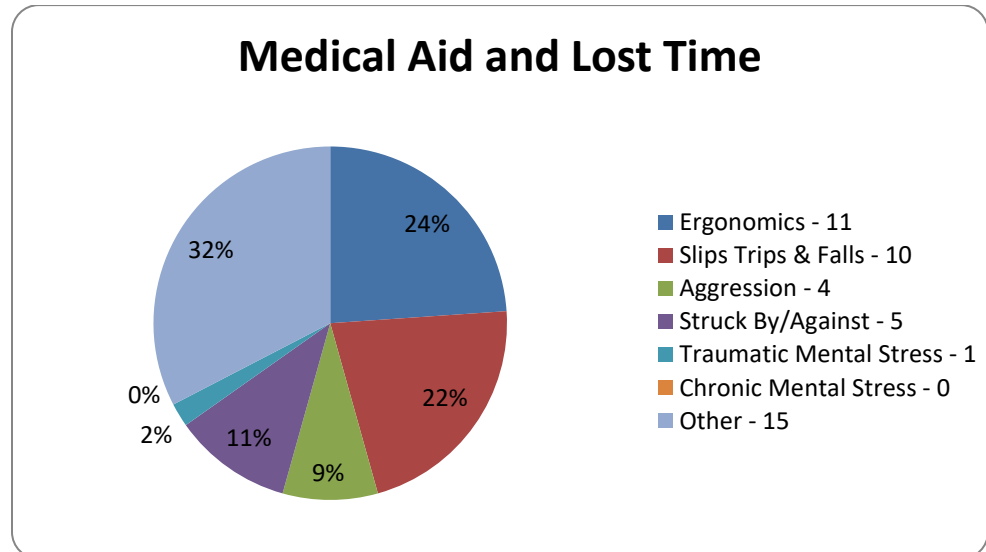
2.1 Accident Statistics

2.1.1 Over the 2018-2019 school year, employees recorded a total of 46 reportable injuries. Reportable injuries are defined as incidents that required medical aid or resulted in lost time. This was down from 48 reported the previous year. The number of incidents requiring medical care was 23, which is down from 28 in the previous year. The number of lost time incidents was 23, up from 20 the previous year.



Slips, trips, falls, ergonomics and other were the highest lost time categories of types of injury. It is important to note that aggression related injuries are not in the top three causes.

2.1.2 The graph below displays the cause of the injury, the total incidents per category and percent distribution of reportable injuries.



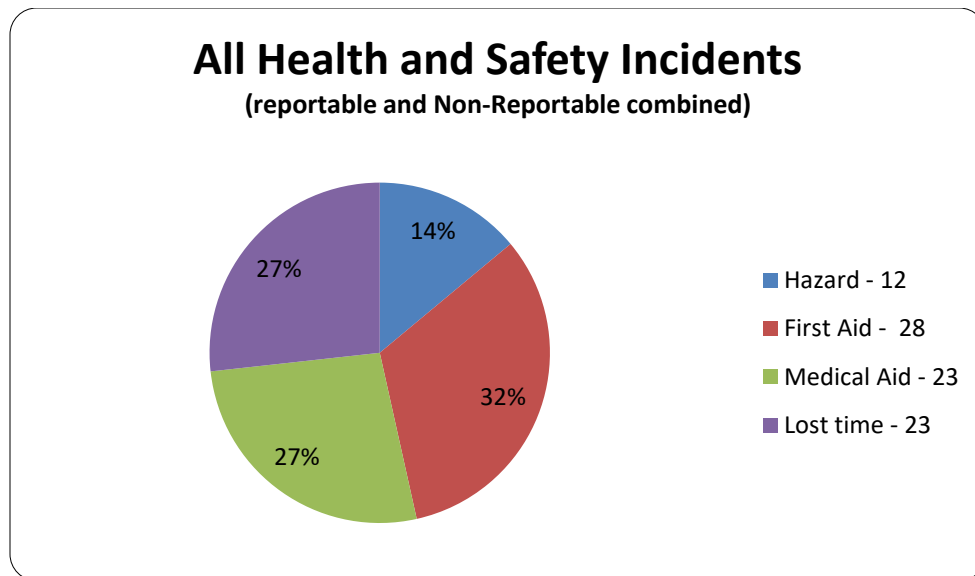
Note: Ergonomics – includes overexertion and repetitive motion strain Chronic Mental Stress (CMS) policy new in 2018 was retroactive to April 2014.

Other – MVA, heart attack, stroke, epileptic seizure, fainting (loss of consciousness), asthma attack, fire / explosion, exposure to hazardous material, contaminants and noise.

2.1.3 The total reportable injury frequency reflects the combined medical aid and lost time claim frequency compared to the educational peer group across the province and is based on claims per 100 staff. Lakehead District School Board's frequency rate is 4.12 compared to the provincial average rating of 4.53.

2.1.4 The total number of non-reportable incidents for the 2018-2019 school year was 40. Non-reportable injuries are defined as first aids and near misses (hazards). The number of incidents requiring first aid was 28 as opposed to 67 from the previous year. There were also 12 near miss (hazard) incidents reported in this period.

2.1.5 The graph below displays the cause of the injury, the total incidents per category and percent distribution of all health and safety incidents (includes all reportable and non-reportable injuries).



3. Health and Safety Initiatives

To decrease the Board's injury rate, a focus has been placed on employee training (in-person and online), equipment testing, online reporting and wellness.

3.1 Employee Training

The Health and Safety department 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 budget.

3.1.1 Classroom Based Learning

First Aid Training

Standard First Aid, CPR/AED training certificates are only valid for three years at which time re-certification is required. Eight First Aid courses were held and 49 employees completed training in the 2018-2019 school year. The sessions were one and two day certification courses. Each school is well staffed with individuals certified in First Aid.

Joint Health and Safety Committee Certification Training

Each site is required to have a Joint Health and Safety Committee comprised of management and worker members as per the Occupational Health and Safety Act (OHSA). At least one management and one worker member must be certified. To become certified, staff must complete a four day course divided into two parts covering a variety of topics. This past year, eleven staff successfully completed the certification course.

Aerial Lift Training

An aerial lift course was offered to both new and experienced staff with the purpose of training operators on all aspects of the safe operation of Telescopic & Articulating Booms, On-Slab/Rough Terrain Scissor Lifts and Aerial Work Platforms.

For this past year, 28 staff successfully completed the certification course.

3.1.2 Online Training

Since the fall of 2015, the Board has been using an online training platform. For the period of September 1, 2018 to August 31, 2019, there was 6,109 online course completions.

New Hire On-line Training

All new Lakehead District School Board employees receive the following mandatory training as part of the onboarding process:

- Workplace Violence and Harassment;
- Workplace Hazardous Material Information System (WHMIS 2015) training;
- Occupational Health and Safety Awareness training;
- Accessibility for Ontarians with Disabilities Act;
- Concussion Awareness;
- Student Concussion Management Policy;
- Ryan's Law; and
- Sabrina's Law.

Annually, all staff are required to complete training on Ryan's Law and Sabrina's Law.

3.2 Equipment Testing

To ensure compliance with the Occupational Health and Safety Act, the Health and Safety officer coordinates the annual testing and certification of the following:

- 44 overhead cranes, hoists and floor jacks as well as three aerial lift platforms;
- nine mechanical lifts and related equipment used in special needs/multi needs classrooms;
- stage and drama room rigging and lighting in each secondary school;
- chemical fume hoods in the science areas; and
- dust collection and spark detection systems located in all technology classes.

3.3 Online Health and Safety Reporting

As of September 1, 2019, Lakehead District School Board converted to an all online reporting platform for all health and safety incidents.

The following forms are now available to staff:

- Safe Schools Incident Reporting (Progressive Discipline – PPM 145);
- Staff Violence/Harassment Reporting Form;
- Staff Accident/Injury Reporting; and
- Non-Staff Injury Reporting (OSBIE for Students, Volunteers and Public).

3.4 Wellness

On November 15, 2019, a Health and Wellness Fair was held for all Lakehead District School Board staff as part of the scheduled professional development day. Vendors focused on the health and well-being of staff at work and in their personal lives. There were over 20 exhibitors with topics including cancer screening, hearing assessments, ergonomics, financial health and stroke awareness. The event also included an on-site flu shot clinic and hearing tests. The event saw 1,300 staff members attend over the day.

4. Conclusion

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

Respectfully submitted,

KYLE ULVANG
Health and Safety Officer

HELEN VALNYCKI
Manager of Human Resources and Payroll

DAVID WRIGHT

IAN MACRAE
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2020 JAN 14
Report No. 007-20

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

RE: THE ARTS

1. Background

- 1.1 As identified in the Strategic Plan, Lakehead District School Board seeks high levels of personal and academic excellence for every student. “Through the study of dance, drama, music and visual arts, students develop the ability to think creatively and critically. The arts nourish and stimulate the imagination, and provide students with an expanded range of tools, techniques and skills to help them gain insights into the world around them and to represent their understandings in various ways”. (Ontario Arts Curriculum 1-8)
- 1.2 Lakehead District School Board continues to provide high quality programs and professional learning in the arts to enhance student outcomes and support teacher learning.

2. Situation

- 2.1 Lakehead District School Board’s ongoing partnerships with the Royal Conservatory of Music’s program, the Thunder Bay Symphony Orchestra (TBSO) as well as numerous community partners continue to provide innovative learning for students and teachers in all areas of the arts – dance, drama, music and visual arts.
- 2.2 A breadth of programming in the arts continues to be offered across all three of Lakehead District School Board’s secondary schools.

3. Program Overview

- 3.1 In Kindergarten to Grade 8 classrooms across the 24 elementary schools, there are 47 teachers with teaching assignments that include vocal and/or instrumental music. During this school year, these teachers will be engaged in professional learning supported by partnerships with:
 - Royal Conservatory of Music;
 - Thunder Bay Symphony Orchestra; and
 - secondary music teachers.
- 3.2 Elementary classroom teachers will continue to be supported to integrate drama, dance and visual arts across the curriculum.

- 3.3 Along with public performances, relationships within each family of schools continue to provide opportunities for elementary students to be exposed to the broad range of experiences available in the arts at a secondary level.
- 3.4 Elementary students transitioning to secondary schools have a variety of opportunities available to them. Band, strings, guitar and vocal music, drama and dance and visual arts are offered across the three schools.
- 3.5 A full complement of arts programming in each secondary school will enable students to better customize their secondary school education and improve their prospects for success in school and in life.

4. Conclusion

“The arts nourish and stimulate the imagination, and provide students with an expanded range of tools, techniques, and skills to help them gain insights into the world around them and to represent their understandings in various ways. Study of the arts also provides opportunities for differentiation of both instruction and learning environments.” (Ontario Arts Curriculum 1-8) Lakehead District School Board continues to provide unique opportunities for students to enhance their lives through a range of experiences in the arts.

Respectfully submitted,

FRED VAN ELBURG
Program Coordinator

SHERRI-LYNNE PHARAND
Superintendent of Education

IAN MACRAE
Director of Education



ABORIGINAL EDUCATION ADVISORY COMMITTEE MINUTES

DATE: Thursday, Nov. 14, 2019, Board Room, Education Centre

MEMBERS PRESENT: Sherri-Lynne Pharand, Pauline Fontaine, Jasmine Sgambelluri, Trustee Ryan Sitch, Donna Flasz; Fred Van Elburg, Ashley Nurmela, Dolores Wawia, Ardelle Sagutcheway, Board Chair Ellen Chambers, AJ Keene, Leanna Marshall, Serena Essex; Sharon Kanutski, Anika Guthrie, Lindsay Catlin-Gravelle, Elder Isabelle Mercier, Dinah Jung

ABSENT WITH REGRET: Elliott Cromarty, Mahejabeen Ebrahim; Noel Jones, Brittany Collins, Skylene Metatawabin, Elder Gerry Martin, Cheryl King-Zewiec, Chris Larocque, Mike Judge, Kathy Beardy, Lawrence Baxter, Jane Lower

GUESTS: **Mike Parkhill – Ojibwe Language Strategy; Erin Aylward-Ecole Gron Morgan; Sierra Gaudreau-Student Trustee; Emma Kaminawash-Westgate; Ashley Johnston - NAN**

	AGENDA ITEM	DISCUSSION		ACTION
1.	Opening Ceremonies	Sherri-Lynne Pharand called the meeting to order at 9:30 a.m. and asked Elder Mercier to conduct the opening.		
2.	Welcome and Introductions	2.1 Sherri-Lynne Pharand thanked Elder Mercier for the opening. She welcomed everyone and introductions were made. Regrets and substitutions were noted and the attendance sheet was circulated.		
3.	Agenda / Minutes			
	3.1 Approval of Agenda – Nov. 14, 2019	Moved by Pauline Fontaine and seconded by Ardelle Sagutcheway that the agenda for the Nov. 14, 2019 AEAC meeting be approved. Carried		Sherri-Lynne Pharand

	AGENDA ITEM	DISCUSSION		ACTION
	3.2 Approval of Minutes – Sept 19, 2019	Moved by Ryan Sitch and seconded by Serena Essex that the minutes for the Sept. 19, 2019 AEAC meeting be approved as written. Carried.		Sherri-Lynne Pharand
4.	Correspondence	The correspondence file was circulated.		
5.	Presentations			
	5.1 Ecole Gron Morgan	<p>“Our Journey as a Legacy School: A Path Through ReconciliACTIONS Principal Erin Aylward shared her school’s journey through story and art. She also discussed their participation in a special day long walk (with classes taking part at various times throughout the day) to bring awareness to Chanie Wenjack’s experience in residential school.</p> <p>Ecole Gron Morgan applied to become a “Legacy School” through the Gord Downie and Chanie Wenjack Fund (DWF). The Legacy Schools program is a free national initiative to engage, empower and connect students and educators to further reconciliation through awareness, education and action (#reconciliACTION). Upon signing up as a Legacy Schools, educators will receive a Legacy Schools Toolkit free-of-charge in the fall for the start of the school year (existing schools will receive a booster pack). These toolkits contain resources to engage students, staff, and the school community and act as a catalyst for their commitment to the work of reconciliation.</p> <p>Other schools can google this information if they are interested in signing up as a Legacy School by visiting: https://downiewenjack.ca/our-work/legacy-schools-programs/.</p> <p>Sherri-Lynne thanked her for sharing their journey.</p>		Erin Aylward

	AGENDA ITEM	DISCUSSION		ACTION
		<p>Information regarding another project related to reconciliation called 'Project Heart' was also shared with the committee. More information on this project can be found at: http://projectofheart.ca/</p> <p>All questions were answered.</p>		
	5.2 Ojibwe Language Strategy	<p>Mike Parkhill (SayITFirst Inc.) presented information on the Language Project which he is piloting with the Rainy River District School Board. He is passionate about keeping the language alive and believes that you must continue to talk about the past to change the future. The following websites will provide more information on his project:</p> <ul style="list-style-type: none"> - Anishinaabemodaa.ca - wakingupojibwe.ca 		Mike Parkhill
6.	Business Arising from Minutes			
	6.1 REAs	<p>Reciprocal Education Agreements (REA) Sherri-Lynne explained that Reciprocal Education Agreements allow each student and their family to choose where they go to school (rather than gov't making the decisions). LDSB is still trying to work through the details with the northern communities. We are working closely with the Ministry while they develop the framework. As the details are being ironed out, we are doing what is best for the students we serve.</p>		Sherri-Lynne Pharand
	6.2 Indigenous Student Trustee Update	<p>Indigenous Student Trustee Update</p> <p>Sierra Gaudreau reported on the progress of the application process for the Indigenous Student Trustee. She reported that we have received an application from each secondary school. These applicants will be interviewed on November 27 by the Student Trustee, a representative from the Indigenous student leadership team and the student advisory team. The</p>		Sherri-Lynne Pharand

	AGENDA ITEM	DISCUSSION		ACTION
		<p>successful candidate will be sworn in at the Board's inaugural meeting on December 2, 2019</p> <p>All questions were answered</p>		
7.	New Business			
	7.1 Award	<p>2019 Women's History Month Award</p> <ul style="list-style-type: none"> - Sherri-Lynne congratulated Dolores for her award. AEAC is thankful for her work and guidance and is pleased that the City has also now recognized her 		Sherri-Lynne Pharand
	7.2 Land Acknowledgement	<p>After the conference with Kevin Lamoureux, Sherri-Lynne was approached about a possible revision to the Land Acknowledgement. A request for the addition of "We are all treaty people" and "Anemki Wajiw" was made.</p> <p>After some discussion, it was decided that Sherri-Lynne and Ashley will speak to Chief Collins and share the information provided by AEAC. The present Land Acknowledgement was written by Chief Collins, so any changes will have to be approved by him. She will report back to AEAC. Until this meeting takes place and a decision is made, we will continue to use the Land Acknowledgement below:</p> <p><i>The Lakehead District School Board office is located on the traditional territory of the Ojibwe people of Fort William First Nation, signatory to the Robinson Superior Treaty of 1850. We also acknowledge all of the First Nation, Métis and Inuit who reside in this territory and across our Nation. We are committed to moving forward in the spirit of reconciliation and respect for all Canadians.</i></p>		Sherri-Lynne Pharand
	7.3 Student Rep.	Brandon Moonias has tendered his resignation as Student Representative. An email was sent to him, thanking him for his participation in AEAC.		Sherri-Lynne Pharand

	AGENDA ITEM	DISCUSSION		ACTION
	7.4 Eng 3U	<p>Eng 3U (this is a Gr. 11 English compulsory credit course)</p> <p>A number of Boards are introducing a class that focuses on Indigenous knowledge as part of the curriculum.</p> <p>Teachers at LDSB are being trained this year so they will be ready to introduce the course which is called 'Understanding Contemporary First nations, Métis and Inuit Voices'. Ongoing support will be available as the new course is rolled out.</p> <p>Niigaan Sinclair is helping to make suggestions for resources to be used in these courses offering a full amount of information.</p>		Anika Guthrie
	7.5 AEAC Annual Report	A draft of the AEAC Annual Report to the Board was shared with the committee. Anika, Jasmine and Ashley reviewed the salient points. Ashley volunteered to present this report to the Board at the Dec. 3 rd meeting.		AnikaGuthrie, Jasmine Sgambelluri Ashley Nurmela
8.	Ongoing Business			
	8.1 Native Language Supports and Resources	Native Language Professional Learning Community meetings continue to take place – Gino Russo attended these meetings and explained the benefits of using the Smart TVs and I-pads in the classrooms. Two new Native Language Teachers been hired and they have joined NTIP (New Teacher Induction Program) under Fred VanElburg's supervision.		Anika Guthrie, Jasmine Sgambelluri
	8.2 Cultural Safety Plan	-deferred to next meeting		Ashley Nurmela
9.	Updates			
	9.1 Ashley's Updates	9.1 Treaty Week 9.2 Fall Harvest 9.3 Bus Tours		Ashley Nurmela (handout given to members)

	AGENDA ITEM	DISCUSSION		ACTION
	9.2 Community Visits	NAN invited LDSB to visit some northern communities and meet with education counsellors and students that will soon be attending secondary school in Thunder Bay. Anika visited Muskrat Dam First Nation and Dave McCallum and Jason Tymko visited Aroland First Nation. On Nov. 28, a grad coach from each school, Sherri-Lynne and Anika will be visiting Eabematong FN (Fort Hope) with Matawa.		Anika Guthrie
	9.3 George Couchie	- deferred to next meeting		Anika Guthrie
10.	Information and Inquiries			
	10.1	Ellen Chambers reported that when she recently had an opportunity to speak to Chief Collins. She asked him about the Indigenous Trustee issue. He informed her that FWFN will be having a by-election in February and the Indigenous Trustee would be elected at that time		Sherri-Lynne Pharand
	10.2	Ardelle Sagutcheway reported that the 'Coming Together' report with student feedback will be out soon. Sherri-Lynne asked her to bring it to the December AEAC meeting (if possible).		
11.	Closing	Elder Mercier closed the meeting with a prayer.		
12.	Next Meeting	Thursday, December 12, 2019		
13.	Adjournment	The meeting adjourned at 12:10 p.m.		

LAKEHEAD DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE

Jim McCuaig Education Centre
Thunder Bay, Ontario

2019 OCT 16

MEMBERS PRESENT:

Liz Tod (Chair)
Kelly Matyasovszky (Vice Chair)
Miranda Myers
Carey Murphy (A)
Suzanne Posthumus

Trustee George Saarinen
Trustee Sue Doughty-Smith
Angela Hill
Wilma Kleynendorst

OTHERS PRESENT:

Michelle Probizanski

Lori Carson

ABSENT:

Jennifer Bean
Ashley Etienne (A)
Mike Otway

Cory Koski
Debby Dick

1. **Call to Order**

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

2. **Approval of the Agenda**

Moved by Wilma Kleynendorst

Seconded by George Saarinen

“THAT the agenda for the October 16, 2019 SEAC meeting be approved.”

CARRIED

3. **Declarations of Conflict of Interest**

There were no declarations of conflict of interest.

4. **Presentations**

4.1. **Learning Disabilities Association of Ontario (LDAO)**

Liz Tod gave a brief presentation and provided an overview of LDAO including their purpose, goals, and services provided.

4.2. **OPTIONS Northwest**

Suzanne Posthumus provided an overview of OPTIONS Northwest.

5. Approval of the Minutes

Moved by Suzanne Posthumus

Seconded by Trustee George Saarinen

“THAT the minutes of the September 18, 2019 SEAC meeting be approved.”

CARRIED

6. Business Arising From the Minutes

6.1. 2019-2020 SEAC Draft Work Plan - Advocacy

Liz Tod, Chair of SEAC noted the Advocacy Sub-Committee met last week to discuss recommendations. Angela Hill provided an update to the meeting and noted:

- There has been a decline in advocacy requests – what is the reason. Is it because families have support from other organizations or are families not aware SEAC provides this service to families.
- Will be reviewing all public school boards in the province to see how they advertise and what materials are available to the public, and how they are involved with advocacy.
- SEAC information available to families may be too detailed and difficult to understand. Suggested simplifying materials to clarify advocacy role of SEAC.
- Further updates will be provided as the sub-committee continues to explore advocacy and the role of SEAC.

6.2. SEAC Video

Item was deferred to a future meeting when sub-committee has met and will report on recommendations for parameters for SEAC video.

6.3. 2019-2020 Off Site Meeting Locations

Liz Tod, Chair of SEAC shared past school locations where SEAC has held meetings and asks members for input on school meeting locations for 2019-2020. The following schools were identified as sites for 2019-2020: Westmount, Hammarskjold and Sherbrooke. Michelle Probizanski and Robin Orr will review and organize school visits for future meetings.

6.4. Parent Involvement Committee (PIC) Report

There was no report presented.

6.5. Community Representative on SEAC

Liz Tod, Chair of SEAC advised that Danielle Miller has resigned as a member of SEAC and we no longer have a community representative on the committee. Based on member feedback; the majority voted to advertise for new community representatives. Robin Orr will work with

Bruce Nugent, Communications Officer to post on social media, as well as sending to schools and posting on the Board website.

7. Correspondence

The correspondence folder was share for members' perusal.

8. Advocacy

8.1. Advocacy Tracking

The advocacy tracking template was circulated for member completion.

8.2. Summary of Monthly Advocacy Tracking

Liz Tod, Chair of SEAC referred to the advocacy tracking summary included in the meeting package. Will continue to review monthly and as we have a better understanding of provincial advocacy, SEAC can determine how to use this information to form work of the committee.

9. New Business

9.1. School Awards

Item deferred to next meeting.

9.2. IEP/IPRC Materials

Item deferred to next meeting.

9.3. OHRC – Right to Read

Michelle Probizanski, Superintendent of Education informed members that the Ontario Human Rights Commission launched a Right to Read inquiry and Lakehead Public Schools has been selected as one of the eight boards from across Ontario to participate in the inquiry. Discussion ensued. Members interested in participating can contact OHRC at the number listed on meeting attachment.

9.4. Special Education Review

Michelle Probizanski, Superintendent of Education advised SEAC members that a complete review special education will take place. More information will be shared as updates occur.

10. Policies Currently Under Review

10.1. 2019-2020 Policy Review Schedule

Michelle Probizanski, Superintendent of Education let members know that policy 6062 Anaphylaxis and Medical Emergency Management should not have appeared on the policy review schedule as this policy was

revoked in 2017 when it was incorporated into policy 6060 Prevalent Medical Conditions.

It was also noted, the Ministry of Education PPM 163 requires school Board to have a policy in place by January 1, 2020 to address Service Animals in Schools. Due to timing there will not be an opportunity to present the new policy at a SEAC meeting however, members can provide input when it is released to constituents.

11. Information/Inquires & Association Reports

Trustee George Saarinen noted Poverty Free Thunder Bay flag raising ceremony will occur tomorrow at City Hall at 10:00 am with guest speakers presenting. Tomorrow is recognized as International Day to Eliminate Poverty.

Miranda Myers noted FASIN will be holding month FASD support sessions for parents and caregivers. Ms. Myers will forward the schedule for distribution.

12. Board Update

Trustees Sue Doughty-Smith shared the following highlights:

- Brice Foster was the recipient of a Trustee Recognition Award on September 24. Brice is a member of the Canadian Men's Para Volleyball team, and is a recent graduate of Westgate CVI.
- The Board will soon have an Indigenous trustee who will be selected through the Aboriginal community. Additionally, the Board recently passed a motion to amend the Student Trustee Policy to include the appointment of two student Trustees, one of who will be a self-identified FMNI student and elected by students who voluntarily self-identify as FMNI.

Trustee George Saarinen shared the following updates from the October 8 Standing Committee meeting:

- Safe Schools System Expectation policy update; and
- PIC appointments for the period of November 2019 to November 2020.

13. Adjournment

Moved by Miranda Myers

Seconded by Wilma Kleynendorst

"THAT we do now adjourn at 6:45 p.m."

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2020 JAN 14
Report No. 010-20

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

RE: POLICY DEVELOPMENT - 8075 SERVICE ANIMALS IN SCHOOLS

1. Background

- 1.1 It is the policy of Lakehead District School Board that policies will be developed/reviewed in accordance with 2010 Policy Development and Review Policy.
- 1.2 At the September 24, 2019 Regular Board Meeting, creating a new policy to address Ministry requirements for use of service animals in schools was approved.
- 1.3 On December 5, 2019, the draft policy and procedures were posted on the Board's website and distributed to constituent groups for review and comment with input to be received by January 3, 2020.

2. Situation

- 2.1 The policy and procedures were shared with the Special Education Advisory Committee.
- 2.2 There was no external constituent input received.
- 2.3 The policy is attached as Appendix A and the procedures as Appendix B.
- 2.4 Upon final approval, the policy will be distributed according to Board procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 8075 Service Animals in Schools Policy as indicated in Report No. 010-20.

Respectfully submitted,

MICHELLE PROBIZANSKI
Superintendent of Education

IAN MACRAE
Director of Education

SCHOOL-COMMUNITY RELATIONS	8000
SERVICE ANIMALS IN SCHOOLS POLICY	8075

1. Policy

- 1.1. Lakehead District School Board (referred to as “the Board” in 8075 Service Animals in Schools Policy and Procedures) is committed to the learning of all students and provides a range of differentiated placements, programs and interventions to support student success. It is the policy of the Lakehead District School Board, in accordance with its obligations pursuant to the Ontario *Human Rights Code*, to provide individualized accommodation to students with disabilities to enable them to have meaningful access to education services.
- 1.2. In circumstances where a parent, student, or an employee requests to have the student’s Guide Dog/Service Dog or Service Animal accompany the student, while attending school or a school-related event, each request shall be reviewed individually by Lakehead District School Board. Each review will take into consideration the student’s dignity, integration, independence and disability-related learning needs, and the accommodations available to enable meaningful access to education.
- 1.3. The process of accommodation shall also consider the competing human rights of other students and staff; the impact of the Guide Dog/Service Dog or Service Animal on the learning environment; and the health and safety of all individuals who are or might be in the school, on school grounds or at a school-related event.
- 1.4. The Board shall retain data regarding the requests for Guide Dogs/Service Dogs or Service Animals as outlined in its Procedures 8075.
- 1.5. Pursuant to the *Education Act and Regulations*, a school building is not a place to which the public is customarily admitted, and pursuant to the Ontario Regulation 474/00 *Access to School Premises*, Lakehead District School Board requires each school to have a process for visitors.

2 Policy Review

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

SCHOOL-COMMUNITY RELATIONS	8000
SERVICE ANIMALS IN SCHOOLS POLICY	8075

Notes:

For definitions of terms used in this policy, refer to 8075 Service Animals in Schools Procedures
 A copy of this policy shall be available on the Board's website and can be requested in accessible formats.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
8075 Service Animals in Schools Procedures 3100 Accessibility Standards for Customer Service	_____ <u>Date Revised</u> Reviewed by: _____	<i>Human Rights Code, RSO 1990, c.H.19 Education Act, RSO 1990, c.E2, s. 170(1), s.265(1); O. Reg. 298, s.11</i>

SCHOOL-COMMUNITY RELATIONS	8000
SERVICE ANIMALS IN SCHOOLS PROCEDURES	8075

1. Purpose

- 1.1. It is the policy of Lakehead District School Board, in accordance with its obligations pursuant to the Ontario *Human Rights Code*, to provide individualized accommodation to students with disabilities to enable them to have meaningful access to education services in a manner that respects their dignity, maximizes integration and facilitates the development of independence.
- 1.2. These procedures identify the individualized process to be followed when a Parent or Adult Student applies to the Board to have a Guide Dog/Service Dog or Service Animal accompany the student while the student is attending school or a school-related event.
- 1.3. Any determination of whether a Guide Dog/Service Dog or Service Animal is an appropriate accommodation for a student while receiving education services is a decision of the Board. A regulated health professional cannot unilaterally prescribe that a Guide Dog/Service Dog or Service Animal be a specific accommodation while the student is receiving education services at school.

2. Background

- 2.1. Service Animals have traditionally been trained dogs that assist individuals with various tasks of daily living (Guide Dog, Hearing and Signal Dogs, Mobility Assistance Dogs, Seizure Response Dogs).
- 2.2. In most circumstances, a Guide Dog will be a trained dog provided to support the orientation and mobility needs of a student Handler who has blindness/low vision, and the Guide Dog will provide the student Handler with greater independence, dignity and opportunity for integration.
- 2.3. The term Service Animal is used in the *Accessibility Standards for Customer Service* made under the *Accessibility for Ontarians with Disabilities Act (AODA)*, to describe an animal that assists an individual with a disability to be able to access goods and services available to the public. A school is not a public space and is not generally accessible to the public. The AODA does not apply to a student's use of a Service Dog/Service Animal when accessing education services in school buildings.
 - a) Pursuant to the *Code* it is possible that a Service Animal might include different species that provide a therapeutic function (horses), emotional support, sensory function, companionship and/or comfort.

SCHOOL-COMMUNITY RELATIONS	8000
SERVICE ANIMALS IN SCHOOLS PROCEDURES	8075

- b) The determination of whether the animal is an appropriate accommodation in the school setting to accommodate a demonstrated disability-related learning need and/or act of daily living necessary while at school, is a decision of the Board. Such a decision will consider that animals, other than dogs, are not trained by an Accredited Training Organization and may pose a risk to the safety of students and staff and/or may be disruptive to the learning environment.

3. Definitions

For the purpose of this 8075 Service Animals in Schools Policy and Procedures, the following definitions apply:

Accredited Training Organization is a Guide Dog or Service Dog trainer that is accredited by:

- International Guide Dog Federation (“IGDF”): which develops and ensures compliance with the standards by which Guide Dogs for the blind/low vision are trained by its member organizations;
- Assistance Dogs International (“ADI”): which develops and ensures compliance with the standards by which Guide, Hearing and Service Dogs are trained by its member organizations; or
- A Guide Dog or Service Dog trainer that attests to compliance with the Meghan Search and Rescue Standard in Support of Accessibility: Persons with a Disability Teamed with Service Dogs standard for training (MSAR).

Adult Student shall be defined to mean a student who is 18 years of age or older or 16 or 17 years of age and has removed him/her/themselves from the care and control of their custodial parent.

Disability means:

- any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical coordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device;
- a condition of mental impairment or a developmental disability;

SCHOOL-COMMUNITY RELATIONS	8000
SERVICE ANIMALS IN SCHOOLS PROCEDURES	8075

- a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language;
- a mental disorder; or
- an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*.

Guide Dog means a dog trained as a guide for a blind person and having the qualifications prescribed by the regulations pursuant to the *Blind Persons' Rights Act*.

Handler refers to the individual trained by an Accredited Training Organization who is managing the Guide Dog/Service Dog and, in most cases, will be the student for whom the Guide Dog/Service Dog is provided.

Parent shall be defined to mean a custodial parent of the student or a guardian pursuant to the *Education Act*.

Service Dog means a dog, which has been certified after successfully completing a training program provided by an Accredited Training Organization.

Service Animal, for the purpose of these procedures, includes a therapy dog, companion animal, comfort animal and emotional support animal, and includes a dog or other domesticated animal that may legally reside in an urban, residential home, that is not highly trained to perform particular tasks to assist with a student's disability-related needs, but provides emotional support (and/or companionship, calming influence) for a student with a disability-related mental health, and/or psychological need. A Service Animal provides support relating to a student's disability to assist that student in meaningfully accessing education.

4. Roles and Responsibilities

4.1. Principals

4.1.1. School principals are responsible for the management of the school premises, the staff providing educational programs and the health and safety of all students.

- a) A school principal has authority to exclude any animal, including Guide Dogs/Service Dogs/Service Animals, from entry onto school premises and school building(s), as an accommodation for a student, provided that the student is offered alternative accommodation to meet the student's demonstrated disability-related learning needs and/or act of daily living necessary while at school.

SCHOOL-COMMUNITY RELATIONS	8000
SERVICE ANIMALS IN SCHOOLS PROCEDURES	8075

- b) School principals, before admitting a Guide Dog/Service Dog to the school or at school related activities with the student Handler, shall require a Parent/Adult Student to submit a completed application, included in Appendix A of the Procedures.
 - c) Before admitting a Service Animal, the school principal shall require the Parent/Adult Student to submit a completed application, included in Appendix B of the Procedures.
- 4.1.2. On receipt of an application for a Guide Dog/Service Dog or Service Animal, the school principal shall review the application for completeness and may request any additional information or clarification necessary to assess the request for accommodation.
- 4.1.3. The school principal shall be responsible for communication with the Parent/Adult Student with respect to the accommodation process, and where approved, the implementation and management of the accommodation.
- 4.1.4. Where a student supported by a Guide Dog/Service Dog/Service Animal, whose parent is the Handler, seeks only to attend a school excursion with the Guide Dog/Service Dog/Service Animal, which is at a location where the public is customarily admitted, efforts will be made to facilitate the student's participation with the Guide Dog/Service Dog/Service Animal and parent as the Handler. Inquiries may need to be made regarding competing rights and transportation arrangements.
- 4.2. Parents/Adult Students
- 4.2.1. Parents or Adult Students are required to provide all necessary documentation and engage in the consultation process for the purpose of considering and implementing, if appropriate, the request that a Guide Dog/Service Dog accompany the student at school and/or on school-related activities. The Parent or Adult Student shall be responsible for:
- a) submission of Appendix A;
 - b) costs related to the dog, food, grooming, harness, crate and/or mat and veterinary care;
 - c) obtaining training and maintaining the Guide Dog/Service Dog training to provide the accommodation in a safe manner that does not disrupt student learning;

SCHOOL-COMMUNITY RELATIONS	8000
SERVICE ANIMALS IN SCHOOLS PROCEDURES	8075

- d) providing confirmation of municipal license for the dog (to be updated annually);
- e) providing confirmation of certificates of training not older than six months from an Accredited Training Organization attesting that the dog and student Handler have successfully completed training and may safely engage in a public setting without creating a risk of safety or a risk of disruption within a school setting;
- f) assessment information provided by a registered pediatrician, psychologist, psychiatrist (or other regulated health professional as determined by the Board) with expertise regarding the student's disability-related needs supporting the request for a Guide Dog/Service Dog;
- g) supporting documents such as psychological, occupational or physical therapy assessments, functional behaviour assessments, etc. about the student's disability-related needs and learning needs;
- h) a description of the services provided by the Guide Dog/Service Dog to the student, and how those services will accommodate the student's disability-related needs and assist the student in achieving their learning goals and/or goals of daily living while at school;
- i) a certificate not greater than three months old (to be updated annually), from a veterinarian qualified to practice veterinary medicine in the Province of Ontario attesting that the dog is an adult; identifying the age and breed; does not have a disease or illness that might pose a risk to humans; has received all required vaccinations; and is in good health to assist the student (to be updated annually); and
- j) general liability insurance (to be updated annually), providing coverage in an amount specified by the Board ¹ in the event of an injury or death as a result of the Guide Dog/Service Dog's attendance on school property or on a school-related activity ².

4.3. Students

- 4.3.1. Students will be expected to act as the Guide Dog/Service Dog's primary handler. The student Handler must:

¹ Note usually 2 million in general liability insurance coverage is requested. This requirement might need to be waived on the basis of equity in the event that it causes financial hardship for a family.

² Note insurance should not pose a barrier to the provision of accommodation as a result of socio-economic factors.

SCHOOL-COMMUNITY RELATIONS	8000
SERVICE ANIMALS IN SCHOOLS PROCEDURES	8075

- a) demonstrate the ability to control the Guide Dog/Service Dog in accordance with the training received;
- b) ensure that the Guide Dog/Service Dog is always wearing a vest and leash or harness when the dog is not in its crate;
- c) ensure the Guide Dog/Service Dog does not disrupt the learning of others with unnecessary vocalization or other behaviour, including aggressive or threatening behaviour;
- d) ensure the Guide Dog/Service Dog's biological needs are addressed;
- e) transition and maintain at all times the Guide Dog/Service Dog on a leash, harness, mat and/or crate; and
- f) comply with an accommodation plan that addresses the competing rights of others.

4.3.2. In exceptional circumstances subject to the standards of undue hardship pursuant to the *Ontario Human Rights Code*, the Board will consider an application for a student who will not be acting as the primary Handler of the Guide Dog/Service Dog.

4.4. Guide Dog / Service Dog

The Parent/Adult Student need to co-operate in the accommodation process by taking necessary care of the Guide Dog/Service Dog to maintain a safe learning environment as follows.

The Guide Dog/Service Dog:

- a) shall be a trained and certified by Accredited Training Organization;
 - i) will have evidence of training or re-certification confirming compliance with training requirements within the last six months be required.
- b) must be groomed and clean;
- c) needs to be responsive to commands and demonstrate that it can perform the necessary tasks or accommodation while on school property;

SCHOOL-COMMUNITY RELATIONS	8000
SERVICE ANIMALS IN SCHOOLS PROCEDURES	8075

- i) not engage in behaviour that puts at risk the safety of others, including other animals, or that creates disruption in the learning environment, which will be assessed considering the behaviour such as, but is not limited to, growling, nipping, barking and biological functions in the school building; and
- ii) such behaviour is grounds to prohibit the Guide Dog/Service Dog's attendance on school property and in the school building.
- d) needs to have control of its biological functions so as not to soil the inside of buildings, and
- e) needs to demonstrate continuous appropriate behaviour with its Handler and others in the school environment to remain eligible for entry in school buildings or school-related events.

5. Assessment of the Accommodation Request

- 5.1. Once the application and all necessary documentation is received by the school principal, a review will take place by the Board team supporting the student and a meeting shall be scheduled to review the accommodation request. Every effort will be made to review the documentation and schedule a meeting in a reasonable timeframe.
- 5.2. A meeting(s) with the Board's team supporting the student, the Parent/Adult Student and student (as appropriate), the health practitioner recommending the Guide Dog/Service Dog or Service Animal for the student, the trainer of the Guide Dog/Service Dog and of the Handler, and any other individuals who may contribute to the accommodation process may be scheduled to review the request for accommodation.
- 5.3. Each request for a Guide Dog/Service Dog or Service Animal will be addressed on an individual basis giving consideration to factors including:
- a) the individual learning strengths and needs of the student, the student's existing IEP goals, safety plan, behaviour plan and/or student's medical plan of care (if any);
 - b) supporting documents such as psychological, occupational or physical therapy assessments, functional behaviour assessments, etc.;
 - c) evidence of how the Guide Dog/Service Dog or Service Animal's attendance at school might provide accommodation for a demonstrated disability-related learning need and/or act of daily living necessary while at school;

SCHOOL-COMMUNITY RELATIONS	8000
SERVICE ANIMALS IN SCHOOLS PROCEDURES	8075

- d) assessment information provided by a regulated health professional with expertise regarding the student's disability-related needs supporting the request for a Guide Dog/Service Dog or Service Animal;
 - e) the training and certification of the Guide Dog/Service Dog and student as Handler;
 - f) the impact of the accommodation on the student's dignity, integration and independence;
 - g) whether one or more alternative accommodations can meet the needs of the student;
 - h) whether the student's attendance with a Guide Dog/Service Dog or Service Animal might require an increase in the level of staff support provided to the student;
 - i) whether training will be required for staff and/or the student;
 - j) the impact of the accommodation on the learning environment for the student, other students, including: health, safety, disruption;
 - k) any competing human rights of students, staff, and community members using the school pursuant to a permit; and
 - l) recommendations for accommodation plans to reconcile competing rights.
- 5.4. The process of accommodation, including inquiries regarding competing rights and notice to the school community, shall respect the student's right to privacy regarding their disability and specific learning needs and/or needs of daily living.
- 5.5. Where the student is not the primary Handler, Board staff must be trained as the Handler(s) and accompany the student and dog at all times. As a result, such requests will be individually considered, in accordance with the duty to accommodate to the point of undue hardship, including consideration of the resources required and alternative accommodations that might meet the student's demonstrated disability-related learning needs.
- 5.6. Service Animals shall only be considered when reasonable methods in the school setting have been unsuccessful in meeting the demonstrated disability-related learning needs and/or act of daily living necessary while at school for meaningful access to education. Parents must complete an application for a Service Animal included in Appendix B of the Procedures.

SCHOOL-COMMUNITY RELATIONS	8000
SERVICE ANIMALS IN SCHOOLS PROCEDURES	8075

- a) The accommodation process following a request by a Parent/Adult Student for a Service Animal shall be consistent with the process noted above, but shall also include any special considerations that may arise if an animal is a species other than a dog, including the ability to be trained, necessary biological functions, the capacity for the animal to respond to commands, whether the animal may be kept on a leash/harness/crate/mat and how such restrictions might impact accommodation.

- 5.7. The determination with respect to the application for a Guide Dog/Service Dog or Service Animal shall be communicated to the Parent/Adult Student, in writing, in accordance with Appendix D. If the request for a Guide Dog/Service Dog/Service Animal is being denied, the decision will be made in consultation with the superintendent of education.

6. Implementing the Accommodation

- 6.1. Where approval is granted, the school principal, in consultation with the student's educational team, will do the following:
- a) make changes to the student's IEP goals, safety plan, behaviour plan and/or student's medical plan of care (if any);
 - i) may provide for the accommodation on an interim trial basis, in which case the indicators of success or lack of success for this form of accommodation will be identified before the trial period begins.
 - b) organize an orientation session for school staff, students and the student Handler;
 - c) develop a timetable identifying a bio-break, water break, location/process to be followed during instructional and non-instructional times;
 - i) access may be limited to certain activities, areas of the school, or certain times of the day, including but not limited to, where exclusion is required pursuant to the *Health Protection and Promotion Act* or the *Food Safety and Quality Act 2001*, which prohibit Service Animals from being in places where food is prepared, processed or handled; and
 - ii) assessment may be required by the Board's health and safety officer; health and safety issues may be applicable to different areas/activities in the school.

SCHOOL-COMMUNITY RELATIONS	8000
SERVICE ANIMALS IN SCHOOLS PROCEDURES	8075

- d) develop emergency procedures to include: a fire exit plan, lockdown plan, evacuation plan;
- e) notice to the community and leasers for e.g., day care centres, via a letter to parents and leasers; posting on the school's website/social media; presentation by the trainer of the Guide Dog/Service Dog during a school council meeting or association supporting the use of the Service Animal; signage on the school's front door, gymnasium and library doors; communication to potential occasional staff accepting a position where the Guide Dog/Service Dog or Service Animal may be providing service to the student;
- f) student assembly for introduction and orientation regarding the Guide Dog/Service Dog or Service Animal;
- g) arrangements for transportation of the Guide Dog/Service Dog or Service Animal to and from school, if necessary;
 - i) if the Guide Dog/Service Dog or Service Animal will be accompanying the student on a school vehicle, inquiries must be made regarding competing rights, the transportation plan must specify where the Guide Dog/Service Dog or Service Animal and student will be located; the vehicle shall have a sticker/sign identifying that the presence of a Guide Dog/Service Dog or Service Animal is on board;
 - ii) documentation about Guide Dog/Service Dog or Service Animal will be included with the route information so that new or substitute bus drivers are aware of the Guide Dog/Service Dog's or Service Animal's presence; and
 - iii) specialized transportation shall *not* be provided solely for the purpose enabling the Guide Dog/Service Dog or Service Animal to travel to and from school with the student.

7. Continuous Assessment

- 7.1. A review of the effectiveness of the Guide Dog/Service Dog or Service Animal in supporting the student's learning goals shall be undertaken as part of each review of the student's IEP, in the event of a violent incident report, and as otherwise deemed necessary by the principal.

SCHOOL-COMMUNITY RELATIONS	8000
SERVICE ANIMALS IN SCHOOLS PROCEDURES	8075

- 7.2. Approval may be revoked at any time by the principal if:
- a) there are concerns for the health and safety of students, staff or the Guide Dog/Service Dog or Service Animal;
 - b) there is behaviour that is disruptive or aggressive, including making noise, failing to follow commands, growling or nipping. In the event, that this behaviour occurs, the Handler will be required to remove the Guide Dog/Service Dog or Service Animal from the classroom immediately and the student's Parent will be called to pick up the Guide Dog/Service Dog or Service Animal from the school. Alternative options for accommodation will be discussed;
 - c) there has been a change to the student's circumstances or disability-related needs, which had supported the original approval or a change to the needs of students/staff such that there is a new competing right; or
 - d) the Board, in its discretion, determines that the accommodation is not effective for the student's demonstrated disability-related learning needs or acts of daily living while at school or a school-related activity.

8. Records

- 8.1. A copy of the application and confirmation of approval, as well as any other relevant documents supporting the accommodation, shall be retained in the student's Ontario Student Record.
- 8.2. The Board shall be required to collect, use and disclose the personal information of the student in order to fulfill the accommodation process. Notice of the collection, use and disclosure must be provided to the Parent/Adult Student. Efforts should be made to limit the personal information to only that which is necessary.
- 8.3. The Board is required, pursuant to *PPM 163 School Board Policies on Service Animals*, to collect information regarding the implementation of the policy and procedures regarding Guide Dogs and Service Animals, including:
 - a) total number of requests for students to be accompanied by Guide Dog/Service Dog or Service Animal;
 - i) whether requests are for elementary or secondary school students;
 - ii) the student's grade; and

SCHOOL-COMMUNITY RELATIONS	8000
SERVICE ANIMALS IN SCHOOLS PROCEDURES	8075

iii) whether the student is the Handler.

b) the number of requests approved and denied;

i) if denied, the rationale for the decision, including a description of other supports and/or services provided to the student to support their access to the Ontario Curriculum;

ii) species of Service Animals requested and approved; and

iii) types of needs being supported (e.g., medical, physical, emotional).

The Board will report to the Ministry of Education, upon request, regarding activities related to the policy and data collected. The data will inform policy review at the Board.

9. Food Areas

Regulation 493/17, of Ontario's *Health Protection and Promotion Act*, allows Guide Dogs/Service Dogs and Service Animals in areas where food is served, sold, and offered for sale.

Steps should be taken to ensure that Guide Dogs/Service Dogs and Service Animals in school cafeterias, or areas where students are consuming food, are not disruptive and do not eat student food.

No animals are permitted in areas where food is prepared, processed, or handled such as the kitchen of the school cafeteria or the hospitality classroom.

10. Related Forms and Letters

Forms

Appendix A Application Request for Guide Dog/Service Dog

Appendix B Application Request for Service Animal

Appendix C Principal's Checklist for Guide Dog/Service Dog

Letters

Appendix D

Sample Letter to Employees & School Permit Holders*

Sample Letter to the School Community*

Sample Letter to the Parents of Students on the School Bus*

Sample Letter to the Parents of Students in the Class(es)*

Sample Letter Approving the Guide Dog/Service Dog/Service Animal

SCHOOL-COMMUNITY RELATIONS	8000
SERVICE ANIMALS IN SCHOOLS PROCEDURES	8075

Note: *When a sample letter is needed for communication about a Service Animal, create a custom letter(s) in consultation with the superintendent of education.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
3100 Accessibility Standards Policy	<p style="text-align: center;">_____</p> <p style="text-align: center;"><u>Date Revised</u></p> <p>Reviewed by: _____</p>	<p><i>Human Rights Code, RSO 1990, c.H.19</i></p> <p><i>Education Act, RSO 1990, c.E2, s. 170(1), s.265(1); O. Reg. 298, s.11</i></p> <p><i>PPM 163 School Board Policies on service animals</i></p> <p><i>J.F. v. Waterloo Catholic District School Board, 2017 HRTO 1121 (CanLII)</i></p> <p><i>Accessibility for Ontarians with Disabilities Act, 2005, SO 2005, c.11</i></p> <p><i>Blind Persons' Rights Act, RSO 1990, c.B7,</i></p> <p><i>Dog Owners' Liability Act, RSO 1990, c.D16</i></p> <p><i>Health Protection and Promotion Act, RSO 1990, c.H7</i></p> <p><i>Food Safety and Quality Act 2001, SO 2001, c.20</i></p>

Application for Guide Dog/Service Dog

This form is to be submitted to the school principal

School _____ Grade _____

Student Name _____

Address _____

Home/Cell Telephone Number _____

Disability-Related Needs to be Accommodated by Guide Dog/Service Dog

- Please attach a copy of the assessment report from a registered pediatrician, psychologist, psychiatrist, optometrist or audiologist containing the student's disability-related needs and describing in detail the disability-related learning needs or acts of daily living to be accommodated and how the guide dog/service dog will provide accommodation in a school setting.

Municipal License

- Please attach a copy of the municipal license, not more than 12 months old; confirmation to be updated annually.

Veterinary Certificate

- Please attach a certificate from a veterinarian qualified to practice veterinary medicine in the Province of Ontario (confirmation to be updated annually) attesting to:
 - the breed of dog, age of dog and that the dog is an adult;
 - the dog does not have a disease or illness that might pose a risk to humans;
 - the dog has received all required vaccinations; and
 - the dog is in good health to assist the student.

Certificate of Training

- Please attach a copy of the certificate, not more than six months old, confirming the guide dog/service dog's training by a training organization accredited by the International Guide Dog Federation or Assistance Dogs International or an attestation of compliance with the MSAR standard for training, as defined in the 8075 Service Animals in Schools Procedures.
- A letter confirming that the trainer will attend a school council meeting to provide a presentation and respond to questions from the school community.
- Please attach a copy of the certificate, not more than six months old, confirming the student Handler's training by an accredited training organization by the International Guide Dog Federation or Assistance Dogs International or an attestation of compliance with the MSAR standard for training, as defined in the 8075 Service Animals in Schools Procedures.

Student NOT the Handler

Where the student is not the Handler, please describe below what, if any, responsibilities the student is capable of performing independently and the responsibilities you wish to have assumed by a school staff member.

Insurance

Pursuant to *Dog Owners' Liability Act*, RSO 1990, c.D16, the owner of a dog is responsible for any injury or death caused by the dog. Please attach a certificate of home or contents insurance. Where the dog is owned by a registered charity, please provide a letter from the registered charity confirming their ownership of the dog.

Application for Service Animal

This form is to be submitted to the school principal

School _____ **Grade** _____
Student Name _____
Address _____
Home/Cell Telephone Number _____

Disability-Related Needs to be Accommodated by Service Animal

- Please attach a copy of the assessment report from a registered pediatrician, psychologist or psychiatrist, containing the student's disability-related needs and describing in detail the disability-related learning needs or acts of daily living to be accommodated and how the service animal will provide accommodation in a school setting.

Veterinary Certificate

- Please attach a certificate from a veterinarian qualified to practice veterinary medicine in the Province of Ontario (confirmation to be updated annually) attesting to:
 - the species of animal, age and confirmation that the animal is an adult;
 - the animal does not have a disease or illness that might pose a risk to humans or dogs;
 - the animal has received all required vaccinations; and
 - the animal is in good health to assist the student.

Information regarding Animal

- Describe in detail the tasks or services performed by the animal.
- Identify the oral commands or visual signs to which the animal responds.
- Attestation will be required confirming that the animal does not engage in disruptive behaviour, does not exhibit aggression.
- Identify whether the animal will be on a leash/harness or in a crate.
- Describe the biological needs of the animal.

Student

- Can the student independently manage the animal?
- Describe in detail where, when and how the student currently utilizes the animal's services in public spaces for accommodation purposes.
- Please describe below what, if any, responsibilities the student is capable of performing independently.
- Please describe below the responsibilities you wish to have assumed by a school staff member.

Insurance

A parent must provide an insurance certificate identifying Lakehead District School Board as an insured party in the event that the animal causes damage to the school or its contents, or causes injury or death to any person accessing the school building or the school grounds. A minimum of two million dollars of coverage will be required.

Principal's Checklist for Guide Dog/Service Dog

School _____ Grade _____
Student Name _____

Application Requirements for Guide Dog/Service Dog

- Assessment report with disability-related needs, learning needs and accommodation to be provided.
- Supporting documents (IEP, psychological, occupational therapy, physical therapy, functional behaviour, and/or orientation and mobility assessments).
- Copy of municipal license (within 12 months).
- Veterinary certificate (within three months).
- Certificate of training or attestation for Guide Dog/Service Dog (within six months).
- Certificate of training or attestation for student Handler (within six months).
- Letter of confirmation that the trainer will present to School Council.
- Certificate of insurance (within three months) or letter from the registered charity which owns the dog.
- Letter of inquiry with school staff and community using the school pursuant to permit regarding allergies, phobia/fear or cultural sensitivity.
- Assessment by health and safety officer.

Implementation Requirements

- Accommodation plan or an accommodation plan where there are competing rights (may include restriction of access to areas of school, change in classroom etc.).
- Timetable identifying bio breaks, when accompanying student, when in crate.
- Emergency procedures (fire exit plan, lockdown plan, evacuation plan).
- Letter to parents that Guide Dog/Service Dog will be accompanying student.
- Information session during to school council meeting.
- Posting on school website or Facebook that Guide Dog/Service Dog will be accompanying student.
- Signage for front door, gymnasium door and library door advising of Guide Dog/Service Dog.
- Transportation plan (if required).
- Orientation for school staff and students.
- Training for staff member acting as Handler (if required).
- Identification of benchmarks for assessment of effectiveness (to be reviewed with IEP).

Sample Letter to Employees and School Permit Holders

Date

To Employees and Permit Holders;

This letter is to advise that the school is in the process of planning for a Guide Dog/Service Dog to attend [school] with a student in order to accommodate the student's needs pursuant to the *Human Rights Code*.

The Guide Dog/Service Dog is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable by its vest or harness.

A specific timetable will be created, which identifies where and when the Guide Dog/Service Dog will be at different periods of the school day and will be shared with you.

We respect the needs of all staff and our community partners in providing a safe and inclusive workplace and environment. Please let us know if you have any specific concerns regarding the presence of a Guide Dog/Service Dog in our school including health and safety concerns such as allergies.

Thank you for your on-going cooperation and support.

Sincerely,

Principal

Sample Letter to the School Community

Date

Dear Parents/Guardians;

This letter is to advise that a Guide Dog/Service Dog will be attending [school] with a student in order to accommodate the student's needs pursuant to the *Human Rights Code*.

The Guide Dog/Service Dog is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable by its vest or harness.

An information session has been scheduled to take place following the school council meeting on [insert date]. A trainer from [insert] will be present to answer any questions that you might have about the training of Guide Dogs/Service Dogs.

An orientation session will be provided for all students, to explain the role of Guide Dogs/Service Dogs as working animals, not pets, and to identify how the Guide Dog/Service Dog will be integrated into our school community.

We respect the needs of all students in providing a safe and inclusive learning environment. Please let us know if you have any specific concerns regarding the presence of a Guide Dog/Service Dog in our school including health and safety concerns such as allergies.

Thank you for your on-going support.

Sincerely,

Principal

Sample Letter to the Parents of Students on School Bus

Date

Dear Parents/Guardians;

On [date] the school forwarded a letter home to all parents advising that a Guide Dog/Service Dog would be introduced to our school community.

This letter is to advise that a guide dog/service dog will riding a student to and from school to accommodate the student's needs pursuant to the *Human Rights Code* beginning [insert date].

The Guide Dog/Service Dog and student will be assigned a specific seating area on the bus, and the Guide Dog/Service Dog is trained not to be disruptive while riding on school transportation. It will be identifiable by its vest or harness.

Your child will be participating in an orientation session to explain the role of Guide Dogs/Service Dogs as working animals, not pets, and to identify how the Guide Dog/Service Dog will be integrated into our school community.

We respect the needs of all students in providing a safe and inclusive services for education. Please let us know if you have any specific concerns regarding the presence of a Guide Dog/Service Dog on your child's bus, including health and safety concerns such as allergies.

Thank you for your on-going support.

Sincerely,

Principal

Sample Letter to the Parents of Students in Class(es)

Date

Dear Parents/Guardians;

On [date] the school forwarded a letter home to all parents advising that a Guide Dog/Service Dog would be introduced to our school community.

This letter is to advise that a Guide Dog/Service Dog will be attending [school] with a student in your child's class/ [insert course] in order to accommodate the student's needs pursuant to the *Human Rights Code* beginning [insert date].

The Guide Dog/Service Dog is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable by its vest or harness.

Your child has participated in an orientation session to explain the role of Guide Dogs/Service Dogs as working animals, not pets, and to identify how the Guide Dog/Service Dog will be integrated into our school community.

If you have any questions or concerns including health and safety concerns such as allergies, please do not hesitate to contact your child's teacher or me.

Thank you for your on-going support.

Sincerely,

Principal

Sample Letter Decision Letter Approving Guide Dog/Service Dog/Service Animal

Date

Dear Parent/Adult Student;

I am writing to communicate the decision regarding your request that your child/you attend school with a Guide Dog/Service Dog/Service Animal to provide accommodation for disability-related learning needs/acts of daily living.

I wish to confirm approval of your request.

As we have discussed, your/your child's ability to perform the responsibilities of a Handler, and assessment of benchmarks established for evaluating the effectiveness of the Guide Dog/Service Dog/Service Animal in meeting your/your child's accommodation needs will take place on a regular basis.

You will be responsible for ensuring that the Guide Dog/Service Dog/Service animal is groomed, has a vest or harness and crate [if necessary], as well as a water bowl. All costs associated will be your responsibility.

If concerns arise regarding the integration of the Guide Dog/Service Dog/Service Animal into the school community and your/your child's class(es), a meeting will be scheduled to review how the issues might be resolved.

In the event that the Guide Dog/Service Dog/Service Animal engages in behaviour that is disruptive or aggressive, including: making noise, failing to follow commands, growling or nipping, you/your child/the Handler will be required to remove the Guide Dog/Service Dog/Service Animal from the classroom immediately, and you will be required to arrange for the Guide Dog/Service Dog/Service Animal to be removed from the school. In such a case, alternative options for accommodation will be reviewed.

Sincerely,

Principal

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2020 JAN 14
Report No. 014-20

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

RE: POLICY DEVELOPMENT - CODE OF CONDUCT

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 Past practice for schools within our Board is to model the Provincial Code of Conduct.

2. Situation

- 2.1 Best practice is for Lakehead District School Board to develop its own Code of Conduct for schools to model, which will ensure alignment with both Board and Provincial Requirements.

RECOMMENDATION

It is recommended that Lakehead District School Board approve the development of a Code of Conduct Policy as indicated in Report No. 014-20.

Respectfully submitted,

MICHELLE PROBIZANSKI
Superintendent of Education

DAVID WRIGHT

IAN MACRAE
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2020 JAN 14
Report No. 011-20

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

RE: POLICY REVIEW – 6010 EMERGENCY EVACUATION AND EMERGENCY SCHOOL CLOSURE

1. Background

- 1.1 It is the policy of Lakehead District School Board that policies will be developed or reviewed in accordance with 2010 Policy Development and Review Policy.
- 1.2 The 6010 Emergency Evacuation and Emergency School Closure Policy was last revised on June 23, 2015.
- 1.3 At the May 28, 2019 Regular Board Meeting, 6010 Emergency Evacuation and Emergency School Closure Policy was approved for review during the 2022-2023 school year as part of the policy development and review cycle.

2. Situation

Due to recent events at Hammarskjold High School, clarification of the policy and procedures is required to plan and prepare for emergency situations.

RECOMMENDATION

It is recommended that Lakehead District School Board reschedule the review of 6010 Emergency Evacuation and Emergency School Closure Policy from the 2022-2023 school year to the 2019-2020 school year.

Respectfully submitted,

MICHELLE PROBIZANSKI
Superintendent of Education

IAN MACRAE
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2020 JAN 14
Report No. 016-20

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

RE: POLICY REVIEW – 3096 INFORMATION COMMUNICATION TECHNOLOGY USE

1. Background

- 1.1 It is the policy of Lakehead District School Board that policies will be developed or reviewed in accordance with 2010 Policy Development and Review Policy.
- 1.2 The 3096 Information Communication Technology Use Policy was last revised on September 24, 2013.
- 1.3 At the May 28, 2019 Regular Board Meeting, 3096 Information Communication Technology Use Policy was approved for review during the 2021-2022 school year as part of the policy development and review cycle.

2. Situation

Due to the Ministry of Education's new directive regarding cell phone use, an update is required.

RECOMMENDATION

It is recommended that Lakehead District School Board reschedule the review of 3096 Information Communication Technology Use Policy from the 2021-2022 school year to the 2019-2020 school year.

Respectfully submitted,

AJ KEENE
Early Years and Program Principal

SHERRI-LYNNE PHARAND
Superintendent of Education

IAN MACRAE
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2020 JAN 14
Report No. 012-20

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

RE: POLICY REVIEW – 3100 ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE

1. Background

- 1.1 It is the policy of Lakehead District School Board that policies will be developed or reviewed in accordance with 2010 Policy Development and Review Policy.
- 1.2 The 3100 Accessibility Standards for Customer Service Policy was last revised on March 26, 2013.
- 1.3 At the May 28, 2019 Regular Board Meeting, 3100 Accessibility Standards for Customer Service Policy was approved for review during the 2020-2021 school year as part of the policy development and review cycle.

2. Situation

Recent changes to legislation necessitates the review of the policy and procedure to ensure alignment with requirements.

RECOMMENDATION

It is recommended that Lakehead District School Board reschedule the review of 3100 Accessibility Standards for Customer Service Policy from the 2020-2021 school year to the 2019-2020 school year and to release the documents for constituent input.

Respectfully submitted,

MICHELLE PROBIZANSKI
Superintendent of Education

DAVID WRIGHT

IAN MACRAE
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2020 JAN 14
Report No. 013-20

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

RE: POLICY REVIEW – 7030 HARASSMENT AND HUMAN RIGHTS

1. Background

- 1.1 It is the policy of Lakehead District School Board that policies will be developed or reviewed in accordance with 2010 Policy Development and Review Policy.
- 1.2 The 7030 Harassment and Human Rights Policy was last revised on April 23, 2013.
- 1.3 At the May 28, 2019 Regular Board Meeting, 7030 Harassment and Human Rights Policy was approved for review during the 2020-2021 school year as part of the policy development and review cycle.

2. Situation

Recent changes to legislation necessitates the review of the policy and procedure to ensure alignment with requirements.

RECOMMENDATION

It is recommended that Lakehead District School Board reschedule the review of 7030 Harassment and Human Rights Policy from the 2020-2021 school year to the 2019-2020 school year and to release the documents for constituent input.

Respectfully submitted,

MICHELLE PROBIZANSKI
Superintendent of Education

DAVID WRIGHT

IAN MACRAE
Director of Education