



Office of the Director

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

REGULAR BOARD MEETING NO. 12

Tuesday, June 23, 2020

Jim McCuaig Education Centre

Ian MacRae
Director of Education

Ellen Chambers
Chair

AGENDA

PUBLIC SESSION

7:30 p.m. – via Microsoft Teams

	<u>Resource Person</u>	<u>Pages</u>
1. Call to Order		
2. Disclosure of Conflict of Interest		
3. Approval of the Agenda		
4. Land Acknowledgement		
5. Delegations/Presentations		
6. Approval of Minutes		
6.1 Regular Board Meeting No. 10 - May 26, 2020	E. Chambers	1-7
6.2 Board Meeting No. 11 (Special) - June 3, 2020	E. Chambers	8-9
7. 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:

8.	Information Reports		
8.1	Ontario Public School Boards' Association (OPSBA) Report	E. Chambers	Verbal
8.2	Student Trustee – Final Report (058-20)	S. Gaudreau	10-14
8.3	Indigenous Student Trustee – June Report (057-20)	K. Essex	15-17
8.4	Annual Review of the Plan to Deliver Special Education Programs and Services 2019-2020 (056-20)	M. Probizanski	18-21
8.5	Aboriginal Education Advisory Committee Meeting Minutes – May 14, 2020	A. Keene	22-27
9.	First Reports		

MATTERS FOR DECISION:

10.	Postponed Reports		
11.	Recommendations from the Standing Committee (055-20)	T. Tuchenhagen	28-39
11.1	Approval of Appointment to the Supervised Alternative Learning Committee 2020-2021 (053-20)		

It is recommended that Lakehead District School Board approve the following appointments to the Supervised Alternative Learning (SAL) Committee for the 2020-2021 school year:

- *Marg Arnone, Trustee;*
- *Sue Doughty-Smith, Trustee (Alternate);*
- *Michelle Probizanski, Superintendent of Education;*
- *Jeff Upton, Education Officer (Alternate);*
- *Dianna Atkinson, Service Delivery Manager, YES;*
and
- *Lorna Hunda, Acting Executive Director, YES (Alternate).*

Trustees (Chair and Vice-Chair) and presenters of reports will be available for comment after the Board Meeting.
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- 11.2 Policy Review - 7030 Human Rights and Workplace Harassment (050-20)

It is recommended that Lakehead District School Board approve 7030 Human Rights and Workplace Harassment Policy, Appendix A, as outlined in Report No. 050-20.

- 11.3 Policy Review - 6061 Administration of Oral Medication (051-20)

It is recommended that Lakehead District School Board approve 6061 Administration of Oral Medication Policy, Appendix A, as outlined in Report No. 051-20.

- 11.4 Policy Review - 3100 Accessibility Standards for Customer Service (052-20)

It is recommended that Lakehead District School Board defer the review of 3100 Accessibility Standards for Customer Service Policy from the 2019-2020 school year to the 2020-2021 school year.

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

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

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF REGULAR BOARD MEETING NO. 10

Via Microsoft Teams and YouTube
Jim McCuaig Education Centre

2020 MAY 26
7:30 p.m.

TRUSTEES PRESENT:

Ellen Chambers (Chair)
Trudy Tuchenhagen (Vice Chair)
Marg Arnone
Sue Doughty-Smith
Deborah Massaro
Ron Oikonen

George Saarinen
Ryan Sitch
Sierra Gaudreau (Student Trustee)
Keira Essex (Indigenous Student
Trustee)

SENIOR ADMINISTRATION:

Ian MacRae, Director of Education
AJ Keene, Superintendent of Education
Michelle Probizanski, Superintendent of Education
David Wright, Superintendent of Business

FEDERATION/UNION REPRESENTATIVES:

Kirsti Alaksa, Managers

PUBLIC SESSION:

1. **Approval of Agenda**

Moved by Trustee Saarinen

Seconded by Trustee Sitch

"THAT the Agenda for Regular Board Meeting No. 10, May 26, 2020 be approved."

CARRIED

2. Resolve into Committee of the Whole – Closed Session

Moved by Trustee Doughty-Smith

Seconded by Trustee Tuchenhagen

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

- *Confirmation of Committee of the Whole – Closed Session Minutes*
 - *Board Meeting No. 6 (Special)*
 - *February 18, 2020*
- *Confirmation of Committee of the Whole – Closed Session Minutes*
 - *Regular Board Meeting No. 7*
 - *February 25, 2020*
- *Confirmation of Committee of the Whole – Closed Session Minutes*
 - *Board Meeting No. 9 (Special)*
 - *March 13, 2020*
- *Legal Matter*
- *Personnel Matter (046-20)*
- *Recommendations from the Standing Committee (047-20)*

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

CARRIED

COMMITTEE OF THE WHOLE – CLOSED SESSION:

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

PUBLIC SESSION:

4. Report of Committee of the Whole – Closed Session

Moved by Trustee Saarinen

Seconded by Trustee Sitch

“THAT the Report of the Regular Board – Committee of the Whole – Closed Session be adopted with the following recommendations therein:

THAT Lakehead District School Board approve the Committee of the Whole – Closed Session Minutes of Board Meeting No. 6 (Special) – February 18, 2020.’

‘THAT Lakehead District School Board approve the Committee of the Whole – Closed Session Minutes of Regular Board Meeting No. 7, February 25, 2020.’

‘THAT Lakehead District School Board approve the Committee of the Whole – Closed Session Minutes of Board Meeting No. 9 (Special) – March 13, 2020.’”

CARRIED

5. Report of Committee of the Whole – Closed Session

Moved by Trustee Sitch

Seconded by Trustee Arnone

“THAT the Report of the Regular Board – Committee of the Whole – Closed Session be adopted with the following recommendations therein:

‘THAT the Board of Trustees censure Trustee Massaro based on Principle 6: Upholding Decisions and remind her that each trustee shall comply with Board policies, procedures, by-laws and rules of order.’

‘THAT the Board confirm the previously passed motion regarding censure of Trustee Massaro.’”

CARRIED

6. Approval of Minutes

Moved by Trustee Sitch

Seconded by Trustee Tuchenhagen

“THAT Lakehead District School Board approve the Minutes of Board Meeting No. 6 (Special), February 19, 2020.”

CARRIED

7. Approval of Minutes

Moved by Trustee Saarinen

Seconded by Trustee Arnone

“THAT Lakehead District School Board approve the Minutes of Regular Board Meeting No. 7, February 25, 2020.”

CARRIED

8. Approval of Minutes

Moved by Trustee Sitch

Seconded by Trustee Doughty-Smith

“THAT Lakehead District School Board approve the Minutes of Board Meeting No. 8 (Special), February 27, 2020.”

CARRIED

9. Approval of Minutes

Moved by Trustee Sitch

Seconded by Trustee Arnone

“THAT Lakehead District School Board approve the Minutes of Board Meeting No. 9 (Special), March 13, 2020.”

CARRIED

MATTERS NOT REQUIRING A DECISION:

10. Ontario Public School Boards' Association Report

Trustee Chambers, Ontario Public School Boards' Association (OPSBA) Director and voting delegate, informed the Board that she attended an OPSBA Board of Director's meeting via Zoom on Saturday, May 23, 2020. She informed trustees that the Minister of Education, Stephen Lecce, was in attendance. The topics of discussion were the Grants for Student Needs (GSN), the opening of schools in September 2020, antibullying strategies and youth mental health supports.

11. Student Trustee Report

Sierra Gaudreau, Student Trustee, provided a handout as her report. Items addressed included: student wellbeing priority, introduction of 2020-2021 Student Trustee Simran Talpade, 2020 Student Leadership Conference, virtual meetings with student senates and the importance of maintaining connections with students during COVID-19.

12. Indigenous Student Trustee Report

Keira Essex, Indigenous Student Trustee, provided a handout as her report. Items addressed included: meeting with Superior's Gay Straight Alliance (GSA) at the end of February 2020, attendance at the new school tour of École Elsie MacGill Public School on March 3, 2020, attendance and support of the virtual student senate meetings with Student Trustee Gaudreau, her collection of thank you cards from LDSB students to Thunder Bay healthcare workers and attendance at the first virtual Aboriginal Education Advisory Committee meeting on May 14, 2020.

23. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Arnone

"THAT we do now adjourn at 8:21 p.m."

CARRIED

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF BOARD MEETING NO. 11 (SPECIAL)

Via Microsoft Teams
Jim McCuaig Education Centre

2020 JUN 03
12:00 p.m.

TRUSTEES PRESENT:

Ellen Chambers (Chair)
Marg Arnone
Sue Doughty-Smith
Deborah Massaro

George Saarinen
Ryan Sitch
Trudy Tuchenhagen

TRUSTEES ABSENT, WITH REGRETS:

Ron Oikonen
Sierra Gaudreau (Student Trustee)
Keira Essex (Indigenous Student Trustee)

SENIOR ADMINISTRATION:

David Wright, Superintendent of Business

PUBLIC SESSION:

1. Approval of Agenda

Moved by Trustee Tuchenhagen

Seconded by Trustee Doughty-Smith

“THAT the Agenda for Board Meeting, No. 11 (Special), June 3, 2020 be approved.”

CARRIED

2. Resolve into Committee of the Whole – Closed Session

Moved by Trustee Arnone

Seconded by Trustee Saarinen

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

- *Personnel Matter*

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

CARRIED

3. Report of Committee of the Whole – Closed Session

Moved by Trustee Doughty-Smith

Seconded by Trustee Sitch

“THAT the Report of the Regular Board – Committee of the Whole – Closed Session items were dealt with in their entirety.”

CARRIED

4. Adjournment

Moved by Trustee Sitch

Seconded by Trustee Tuchenhagen

“THAT we do now adjourn at 12:40 p.m.”

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2020 JUN 23
Report No. 058-20

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

RE: STUDENT TRUSTEE - FINAL REPORT

1. Introduction

I am extremely grateful for the opportunity that I was given to serve as one of the student trustees for Lakehead District School Board. Although this year has been unconventional and has presented us all with unique challenges, this opportunity has been so rewarding and has provided me with so much knowledge that will benefit me in the future. This year has been one of great change and adaptation, and I am so thankful to have been a part of an amazing team working to ensure that all students feel like they belong at Lakehead Public Schools. This experience has allowed me significant personal growth and I know that it has prepared me to be a more respectful and inclusive leader in all my future endeavors.

2. Year in Review

2.1 During the months of August and September, I refined my goals for my time as student trustee. I consulted with students to create a vision for my term that best served the needs for the student population. I also began to make connections with students, reaching out to members of leadership organizations, including Student Advisory Councils (SAC), Indigenous Leadership Teams (ILT) and Gender and Sexuality Alliances (GSA) to begin dialogues about priorities to students. Later in September, I had the opportunity to present these goals to trustees through my first Board report. I also had the opportunity to attend a variety of committee meetings including Parent Involvement Committee (PIC) and Special Education Advisory Committee (SEAC) which allowed me an insight of the diverse avocation occurring across our Board.

During September, I also began the foundations of our student senates. I created applications for mentor positions for Elementary Student Senates and began to promote Secondary Student Senate meetings to SACs, ILTs and GSAs. I worked with the focus on increasing diversity of participation at both Elementary and Secondary Student Senates. I hoped to achieve this at an elementary level by increasing the number of participants from dual track schools to two per stream and working to ensure that all students felt as though they were welcome. I worked to increase diversity at Secondary Student Senate meetings by attending meetings personally, inviting members of GSAs and ILTs to these meetings and reaching out to community lead youth organizations and inviting them to these meetings. I also held a Secondary Student Senate icebreaker.

- 2.2 In October, I met Jeff Upton, Education Officer and AJ Keene, Early Years and Program Principal, to finalize plans for our upcoming Elementary and Secondary Student Senate meetings. I also continued to meet with student leadership organizations to encourage their participation in senate meetings. We held our first Elementary Student Senate mentor meeting, as well as the first Elementary Student Senate meeting. There was a great turnout at both of these meetings and I was amazed at the perspectives of these young people. We also held our first Secondary Senate Meeting where it was very refreshing to see new faces at the table representing a more diverse sample of our students.

This month, I also had the amazing opportunity to attend the Ontario Public School Board's Association (OPSBA) Northern meeting. This conference allowed me to gain more knowledge about my role as a student trustee while forging connections with other trustees and learning about challenges specific to northern school boards.

- 2.3 Throughout November, I worked to promote the elections for the exciting new position of Indigenous student trustee. I had the opportunity to meet with SACs, GSAs and ILTs to discuss the role, the process of elections and answer any questions that they might have. I attended my first Aboriginal Education Advisory Committee (AEAC) meeting where I had the opportunity to explain to the members of the committee the process for electing the Indigenous student trustee. At the end of the month, I had the absolute honour of being a part of the election of the current Indigenous Student Trustee, Keira Essex. I am so incredibly proud of how quickly she became acclimatized to this position and could not imagine anybody better suited for this role.

I also worked throughout this month on the vision of Elementary Student Senate meetings. I worked with mentors to shape what they thought was most important for young leaders to learn about and we decided to focus on privilege and power. At our senate meeting, we then allowed the students to come up with their own definition for privilege and used this to shape the direction of further meetings.

- 2.4 In December, Indigenous Student Trustee Essex and I worked together to prepare for the rest of our term together.

During the month of January, Student Trustee Essex and I worked together to create a draft addition to Lakehead District School Board's Strategic Plan. This draft was focused on equity, student voice and student belonging and was created with consultation from students. I also began meeting with SACs about the upcoming student trustee elections.

I also had the amazing opportunity to attend the OPSBA Public Education Symposium in Toronto. This opportunity allowed me to further learn about the role of avocation in education while forming connections with trustees and student trustees from across the province.

- 2.5 In February, I had the opportunity to participate in a number of professional development activities. The most significant of these was the Ontario Student Trustees' Association (OSTA-AECO) while learning about their initiatives and the challenges that students face in their respective school boards.

Throughout February, I also worked extensively on Elementary and Secondary Student Senates. With the help of the Elementary Student Senate Mentors, we held another session on privilege, working to allow students to share their personal experiences in a safe environment. We hope to make these students world thinkers who are able to understand their privilege and use it to create positive change. We also prepared and held a conference at the end of the month for student leaders across the city. This conference brought together an exceptional group of students with unique perspectives on how to make our community a better and safer place for all students.

During February, we also elected our student trustee for the 2020-2021 school year, Simran Talpade. I know that she will do an amazing job next year and am so excited to see the future accomplishments of her and Student Trustee Essex.

- 2.6 In March, I had the opportunity to tour École Elsie McGill Public School and attend a SEAC meeting. I also had the opportunity to meet with 2020-2021 Student Trustee Talpade to begin to go over the role of student trustee

- 2.7 Throughout the month of April, Student Trustee Essex and I worked together to help students to adjust to distance learning. We held three virtual student senate meetings, working to gather input from all students about how they can best learn at home. We also met with Superintendent Keene to discuss how student voice can be incorporated into the learn at home plan.

- 2.8 In May, I was able to attend the OSTA-AECO Electronic Annual General Meeting (AGM). I had the opportunity to participate in a variety of professional development (PD) sessions that prepared me for my future.

3. Regrets

I am disappointed in the turnout at Secondary Student Senate meetings. Although I met with various organizations to try and promote senate meetings, we still struggled with attendance. Although attendance was lower than we had hoped, every student's participation was meaningful.

4. Recommendations for the Future

- 4.1 I would encourage future student trustees to continue to look for opportunities to connect with students on beyond a superficial level. Although it is important as a student trustee to have a multitude of connections with students, it is much easier to get honest feedback from them if you genuinely care about them and get to know them.

- 4.2 I would recommend that future student trustees work to give students a lot of notice before meetings. By ensuring that your students know about your meetings and events as soon as possible, it is easier for them to fit them into their schedules and makes them feel as though you genuinely care about them being there. It is also very helpful to give students reminders of meetings coming up, both over social media and, if possible, with personalized messages. I have found these methods the most useful in ensuring good turnout at meetings and events.
- 4.3 I would encourage future student trustees to become involved with OSTA-AECO. This year, I learned that their AGM would be the best meeting to attend, so I would recommend that future student trustees consider that conference to be one that they attend throughout their term as it is designed for both incoming and outgoing student trustees. I believe that if you make connections with student trustees at the beginning of your term, it will be beneficial to have a network to reach out to with any questions or proposed initiatives.
- 4.4 I would recommend that student trustees take every opportunity that they have to get involved. Some of my best learning, as student trustee, came from opportunities I did not think would be relevant to the position such as Strategic Planning sessions and Trustee Code of Conduct review. These not only allowed me to grow my skills in communication, governance and leadership, but they also presented valuable opportunities for student input in these vital areas of the framework of the Board.
- 4.5 I would encourage student trustees to attend as many events and meetings as possible. I did not realize how meaningful these events were and how important that informal communication with trustees was until they no longer were occurring. I believe it is vital to know trustees on a more personal level and these events are an opportunity for a student trustee to forge important connections with trustees.
- 4.6 I would recommend that student trustees do not put off things to later in their term. In this unusual time, I was so glad with all that I had accomplished before this term had ended and so relieved that I had decided to hold my conference when it was originally scheduled, even if this caused some extra stress at the time. Not only does your term move by extremely quickly, but you never know when something unexpected could occur and change everything.

5. Conclusion

I cannot express how thankful I am to have had this opportunity. I learned so much from this experience and I know that I will take all of these skills with me in the future. I am so thankful for all of the people that I met in this position. From the trustees who helped me every step of the way, to the amazing students who inspire me every time I have a conversation with them, to the amazing senior administration who have supported our various initiatives and finally Indigenous Student Trustee Essex who has become a true friend. It is very bittersweet that this term has come to an end. I feel as though this term has passed by too quickly and I am going to miss everybody once it is over, but I know that Indigenous Student Trustee Essex and 2020-2021 Student Trustee Talpade will accomplish amazing things next year.

Respectfully submitted,

SIERRA GAUDREAU
Student Trustee

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2020 JUN 23
Report No. 057-20

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

RE: INDIGENOUS STUDENT TRUSTEE – JUNE REPORT

1. Introduction

I am honoured to have been able to serve as the first ever Indigenous student trustee for the 2019-2020 school year. From the quick turn around after the mid-year election to the sudden shutdown of society due to the COVID-19 pandemic, this year has been anything but simple. Nonetheless, I am incredibly grateful for the experiences and skills that this role and these unique situations have taught me. I am thankful for the opportunity to continue in this role next year, and I look forward to furthering my work.

2. Year in Review

2.1. During December, I was able to contribute to Lakehead District School Board's new strategic plan, which was a wonderful opportunity to help shape Lakehead Public School's community in the upcoming years. I especially enjoyed being able to work with Student Trustee Gaudreau to design the 'Belong' section of this plan.

During my second week as Indigenous student trustee, I was able to attend my first Aboriginal Education Advisory Committee meeting. These meetings were one of the highlights of my term, and I look forward to attending them next year.

In addition to this, I was able to attend the International Baccalaureate (IB) Programme graduation ceremony for the IB class of 2019, which was particularly exciting for me as a member of said program.

2.2. In January, I was able to attend the Public Education Symposium (PES) held by the Ontario Public School Boards' Association (OPSBA). This conference gave me a far deeper understanding of education, governance, the role of the Board, and allowing me to better fulfill the duties of my role.

- 2.3. Throughout February, I was able to work both alone and with Student Trustee Gaudreau to focus on student voice. In mid February, for starters, I was able to meet with Westgate Collegiate and Vocational Institute's Student Advisory Council (SAC) and Superior Collegiate and Vocational Institute's Gay Straight Alliance (GSA). It was wonderful to hear what the students had to say, and I look forward to furthering this form of communication next term.

Shortly thereafter, I was able to attend a conference held by the Ontario Student Trustee Association (OSTA-AECO). It was amazing to be able to connect with other student trustees and see the inspiring initiatives that they had taken on. Another aspect of this conference that I found particularly engaging were the amount of Indigenous student trustees, as it gave me more insight into my role.

On February 27, I assisted Student Trustee Gaudreau in hosting the Student Leadership Conference at the Victoria Park Training Centre. From crime prevention to First Nations, Métis and Inuit (FNMI) activism, the discussion was captivating, with participation from all students.

Also, in February, the student trustee elections were held. Though it will be sad to see Student Trustee Gaudreau go, I am excited to work with incoming Student Trustee Talpade next term.

- 2.4. In March, I was able to attend a Parent Involvement Committee (PIC) meeting and tour École Elsie MacGill Public School.
- 2.5. Throughout April, Student Trustee Gaudreau and I worked to ensure that student voice was heard as best as possible during the school closure. We did this by hosting multiple virtual meetings, discussing topics ranging from mental health to at-home learning strategies.
- 2.6. During May, I worked with Student Trustee Gaudreau to collect thank you cards for healthcare workers. The campaign was an overall success, and I am tremendously grateful for all the support that the Lakehead Public Schools' staff and community members gave to the campaign.

3. Regrets

- 3.1. Though it was wonderful to meet with Westgate CVI's SAC and Superior CVI's GSA, I do wish that I had been able to meet with each secondary school's SAC, GSA and Indigenous Student Council.
- 3.2. Though both the Elementary and Secondary Student Senates were a wonderful way to hear student voice, I wish I had implemented strategies to raise Indigenous participation in these groups.

4. Recommendations for the Future

- 4.1. I would strongly recommend that school visits be held in the fall, as December through March are packed with break time, exams, and conferences, thus making them difficult times to host school visits.
- 4.2. I believe that the Indigenous student trustee should also take the time to meet with the Board's Indigenous leads and with the Indigenous graduation coaches in each of the secondary schools as it will help in assessing the main wants and needs of the Indigenous students in Lakehead Public Schools.
- 4.3. As it is difficult to complete major projects in one term, I would strongly recommend more outreach to students in Grades 9 and 11 during election time, as it could potentially give any incoming student trustees the opportunity to run for two terms, which would be highly beneficial as it would allow them to better fulfill their role.

5. Conclusion

I am beyond grateful for the opportunity to serve as the Indigenous student trustee this term and am so thankful for the opportunity to return to this role next term. It has been an incredibly challenging year, but that has only provided me with skills and experience that I know will help me better fulfill the duties of my role next year. I would like to thank the amazing people in the Lakehead District School Board for all of their support and for this amazing opportunity. I look forward to continuing our work next year.

Respectfully submitted,

KEIRA ESSEX
Indigenous Student Trustee

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2020 JUN 23
Report No. 056-20

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

RE: ANNUAL REVIEW OF THE PLAN TO DELIVER SPECIAL EDUCATION PROGRAMS
AND SERVICES: 2019-2020

1. Background

- 1.1 On January 27, 2000, the Minister of Education announced the government's plans for improving the quality of Special Education programs and services in Ontario and for ensuring greater accountability in the area of Special Education.
- 1.2 This year, boards have been requested to update the 2019-2020 Special Education Plan based on a checklist provided by the Ministry of Education. In addition, boards must submit the checklist and the Special Education Plan for the 2020-2021 school year. As per Regulation 464/97, school boards must continue to consult with their Special Education Advisory Committee.

2. Situation

- 2.1 The Special Education Plan is posted on the Lakehead District School Board website.
- 2.2 Special Education Advisory Committee (SEAC) members were consulted at their June 17, 2020 meeting on the updates using the checklist provided (see Appendix A). These amendments will be submitted to the Ministry of Education by July 31, 2020.
- 2.3 In addition to minor changes, such as dates, amendments to the Plan include:
 - Section 4 – Early Identification Process and Intervention Strategies: Changes to Community Transition to School package/process;
 - Section 5 – Identification, Placement and Review Committee (IPRC):: Updates to IPRC statistics, and Special Class locations;
 - Section 7 – Specialized Health Support Services: Processes updated to reflect new community programs/processes;
 - Section 9 – Special Education Placements Provided by the Board: Programs and locations updated;
 - Section 12 – Special Education Staff: Updated staffing numbers;
 - Section 13 – Staff Development: Updated Professional Development;
 - Section 14 – Equipment: Updated link to Special Equipment Amount (SEA) Guidelines as well as SEA claim application forms;
 - Section 16 – Transportation: updated process;
 - Section 17 – SEAC: Updated membership list and contact information;
 - Section 18 – Coordination of Services with other Ministries and Agencies: New link for Ontario Autism Program and Coordinated Service Planning;
 - Section 19 – Glossary: removed section;
 - Section 20 – Application and Referral Information: removed section; and
 - Section 21 – Effective Behaviour Supports: removed and review in 20/21

3. Conclusion

Lakehead District School Board will continue to deliver high quality programs and services to students with special needs.

Respectfully submitted,

LORI CARSON
Special Education Officer

MICHELLE PROBIZANSKI
Superintendent of Education

IAN MACRAE
Director of Education

2020-2021 Special Education Plan Checklist
Please submit to your regional office by July 31, 2020

District School Board/School Authority: Lakehead District School Board		
Compliance with <i>Standards for School Boards' Special Education Plans (2000)</i> reproduced in full in <i>Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide (2017)</i>	Report on the provision of Special Education Programs and Services 2019-2020	Amendments to the 2020-2021 Special Education Plan
Special Education Programs and Services		
Model for Special Education	✓	
Identification, Placement, and Review Committee (IPRC) Process	✓	✓
Special Education Placements Provided by the Board	✓	✓
Individual Education Plans (IEP)	✓	
Special Education Staff	✓	✓
Specialized Equipment	✓	✓
Transportation for Students with Special Education Needs	✓	✓
Transition Planning	✓	
Provincial Information		
Roles and Responsibilities	✓	
Categories and Definitions of Exceptionalities	✓	
Provincial and Demonstration Schools in Ontario	✓	
Other Related Information Required for Community		
The Board's Consultation Process	✓	
The Special Education Advisory Committee (SEAC)	✓	✓
Early Identification Procedures and Intervention Strategies	✓	✓
Educational and Other Assessments	✓	
Coordination of Services with Other Ministries or Agencies	✓	✓
Specialized Health Support Services in School Settings	✓	✓
Staff Development	✓	✓
Accessibility (AODA)	✓	
Parent Guide to Special Education	✓	
<i>Where programs and services have not been provided as outlined in the 2019-2020 Special Education Plan, please provide a description of the variance:</i>		

Additional Information:	
Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149) posted on school board website.	✓
Special education is included in our ongoing self-improvement with respect to the Board Improvement Plan for Student Achievement.	✓

Document:	Format:	Please indicate the URL of the document on your website (if applicable)
Special Education Plan	<input checked="" type="checkbox"/> Board Website <input type="checkbox"/> Electronic file <input type="checkbox"/> Paper Copy	https://www.lakeheadschoools.ca/special-education/special-education-plan/
Parent Guide to Special Education	<input checked="" type="checkbox"/> Board Website <input type="checkbox"/> Electronic file	https://www.lakeheadschoools.ca/special-education/special-education-guide-for-parents-and-
Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149)	<input checked="" type="checkbox"/> Board Website <input type="checkbox"/> Electronic file	https://www.lakeheadschoools.ca/docs/Special%20Ed/partnership_protocol.pdf

Name of Director of Education <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> Signature of Director of Education	Date <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/>
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ABORIGINAL EDUCATION ADVISORY COMMITTEE MINUTES

DATE: Thursday, May 14, 2020 - Virtual Meeting via ZOOM

MEMBERS PRESENT: Pauline Fontaine, Trustee Ryan Sitch, Donna Flaszka; Ashley Nurmela, Board Chair Ellen Chambers, Brittany Collins, Elder Gerry Martin, Elliott Cromarty, Serena Essex, Mahejabeen Ebrahim, Kathy Beardy, Anika Guthrie, Leanna Marshall, Noel Jones, Jasmine Sgambelluri, Fred Van Elburg, Patti Pella, AJ Keene, Emma Kaminawash, Ardelle Sagutcheway, Sharon Kanutski, Skylene Metatawabin, Sue Doughty-Smith, Keira Essex, Emma Kaminawash, Dolores Wawia

ABSENT WITH REGRET: Knowledge Keeper Renee Tookenay, Cheryl King-Zewiec, Jane Lower, Sophie Sutherland, Chris Larocque, Lawrence Baxter, Mike Judge

GUESTS: Patti Pella, Jo Jo Guillet, Megan Tiernan, Rita Fenton

	AGENDA ITEM	DISCUSSION		ACTION
1.	Opening Ceremonies			Gerry Martin
2.	Welcome and Introductions	<p>2.1 Anika Guthrie welcomed everyone and thanked Elder Martin for the opening which included a smudging ceremony.</p> <p>She welcomed everyone, in particular AJ Keene as the new Superintendent of Education, Rita Fenton, and Megan Tiernan, Mental Health Worker. All attendees were asked to introduce themselves and share some experiences of working through this pandemic.</p>		Anika Guthrie
3.	Agenda / Minutes			
	3.1 Approval of Agenda – May 14, 2020	<p>Moved by Pauline Fontaine and seconded by Serena Essex that the agenda for the May 14, 2020 AEAC virtual meeting be approved with the change of 5.2 being moved to the beginning of the meeting (during introductions).</p> <p>Carried</p>		Anika Guthrie

	AGENDA ITEM	DISCUSSION		ACTION
	3.2 Approval of Minutes – Feb. 13, 2020	Moved by Serena Essex and seconded by Ryan Sitch that the minutes for the Feb. 13, 2020 AEAC meeting be approved as written. Carried.		Anika Guthrie
4.	Business Arising from Minutes			
	4.1 Equity and Community Inclusive Education Committee	Equity and Community Inclusive Education Committee needs one member from AEAC to sit on their committee. AEAC has been asked for a volunteer to sit as a member on Equity and Inclusive Education Committee. The committee will meet during the day, a minimum of 3 times per year. Serena Essex offered to be the AEAC rep.		Anika Guthrie
	4.2 Diversity Breakfast	Due to the COVID-19 pandemic, this event was rescheduled to March 21, 2021. Members who agreed to attend will be reminded of this new date in February of next year.		Anika Guthrie
	4.3 Budget Update	AEAC's Budget deputation was received and reviewed by trustees. At this time, there is no information on the budget. Updates from Ministry will be coming – hopefully funding will not change but this cannot be confirmed until we hear back from the Ministry. All questions were answered.		AJ Keene
5.	New Business			
	5.1 COVID-19 Update	AJ Keene gave a general update re closure of our schools due to the COVID-19 pandemic. He stated that it's been an 'evolution' and emphasized the following: <ol style="list-style-type: none"> 1. We take direction from the Ministry (re whether schools are open or not); 2. LDSB is working in conjunction with the Health Unit's guidance; 3. We are awaiting the announcement from the Ministry re opening schools. There are so many scenarios – the 		AJ Keene

	AGENDA ITEM	DISCUSSION		ACTION
		<p>Ministry relies on the Chief Medical Officer for their decisions; and</p> <p>4. We will be ready when we are permitted to go back.</p>		
	5.2 Mental Health Supports	<p>Megan Tiernan, Mental Health Coordinator gave a brief update on the role of the mental health team during the pandemic. They have regularly been making training webinars available to the public. The social workers are working with the guidance counsellors at the secondary level to connect with teachers and students as needed. The elementary social workers are engaging with students and families who are requesting their services.</p> <p>She confirmed that it is ‘business as usual’ – they are still managing referrals and she encouraged everyone to reach out to her if they have a need/concern so they can help students in our system.</p>		Megan Tiernan
	5.3 Learn at Home Update	<p>Connection, Communication and Collaboration are the key to successful on-line learning.</p> <p>AJ Keene shared information on the comprehensive Learn at Home program that LDSB put together for our students. He commended the Program staff for getting this off the ground in a timely fashion. It was noted that LDSB had given out approximately 1,500 devices and numerous phone to assist students.</p> <p>LDSB has been responsive to our communities with regular contact with families. Expectations for on-line learning are set by the Ministry (re number of hours per week for different grade levels). The Ministry recently encouraged Synchronous Learning i.e. Live Teaching. Some of our teachers have already been doing this in addition to other methods.</p> <p>Families were surveyed for their approval of the Learn at Home program and LDSB received an 85% approval rating. Responsiveness to what the children need is what is making</p>		AJ Keene

	AGENDA ITEM	DISCUSSION		ACTION
		<p>families pleased with the approach.</p> <p>Paper packages have been made available to students who don't have internet capabilities or who choose not to use on-line leaning.</p> <p>Committee members shared their thanks for staff setting up the on-line learning.</p> <p>All questions were answered.</p>		
	5.4 Supports for FNMI Education	<p>Anika Guthrie gave a brief update on the Supports for FNMI Education.</p> <p>There is a Learn at Home website with specific FNMI resources for teachers. We purchased a membership to FNMI Education Association which has amazing resources.</p> <p>Jasmine Sgambelluri and Anika Guthrie are continually assisting staff. The Grad Coaches are playing a very important role especially at this time. They have excellent connections with secondary students.</p> <p>Ashley Nurmela and Anika Guthrie are continuing to connect with community partners, so they, in turn can continue to connect with students.</p> <p>Experiential Learning: LDSB is partnering with Keewatin Patricia District School Board and NAN to create a resource to help connect teachers with curriculum links for students working at home. This pulls out key learning that is already happening in the homes/communities. This can be used when students return to classrooms when school opens again.</p> <p>Feedback was received from the committee members to make this program even better.</p>		Anika Guthrie Jasmine Sgambelluri

	AGENDA ITEM	DISCUSSION		ACTION
	5.5 Student Trustee Report	<p>Keira Essex reported that during the Student Senate meeting which was led by Student Trustee Sierra Gaudreau, the At Home Learning Program received very positive feedback. She said it was noted that there will always be challenges but everyone believed that it was doing well. The major concern for the students was Graduation.</p> <p>Keira personally initiated an activity for students to create cards for Health Care Workers, to show that children and youth could have a positive impact when people feel powerless. She collected many cards from students from K – gr 12 and they were delivered to the Health Care Workers. We are hoping these will be posted on the LDSB website.</p>		Keira Essex
	5.6 AEAC Meeting Dates for 2020-2021	<p>The following meeting dates were suggested for 2020 – 2021: Thursday, Sept. 17, 2020 Thursday, Nov. 12, 2020 Thursday, Dec. 10, 2020 Thursday, Feb. 11, 2021 Thursday, March 25, 2021 Thursday, May 13, 2021 Thursday, June 10, 2021</p> <p>Moved by Sharon Kanutski and seconded by Pauline Fontaine that the meeting dates for 2020 – 2021 be approved.</p> <p>Carried</p>		
6.	Ongoing Business			
	6.1 Updates	Ashley Nurmela shared that AYARA has been postponed but they still accepting nominations, and that National Indigenous Peoples Day has been cancelled for this year.		Ashley Nurmela
	6.2 Native Language Supports and Resources	<p>Anika Guthrie and Jasmine Sgambelluri continue to support Native Language teachers through Microsoft Teams meetings where they can share information and ask questions</p> <p>An example of the sharing is the kitchen display by Corrine</p>		Anika Guthrie, Jasmine Sgambelluri

	AGENDA ITEM	DISCUSSION		ACTION
		Bannon where she teaches students the Indigenous words for kitchen utensils and appliances. This was posted on Algonquin's face book page and Jasmine will contact Bruce Nugent and Tim Dowling to have this put on LDSB's face book page as well. All answers were questioned		
7.	Information and Inquiries			
	7.1	Ellen Chambers thanked the Committee for doing a Virtual Meeting stressing the importance for staying connected.		Ellen Chambers
	7.2	AJ Keene spoke about a Teams Meeting with superintendents in other districts. He shared with them how much LDSB's AEAC has accomplished over the years under the direction of Sherri-Lynne and Dolores in comparison to other Boards.		AJ Keene
8.	Closing	Elder Martin closed the meeting with a prayer.		
9.	Next Meeting	Thursday, June 11, 2020		
10.	Adjournment	The meeting adjourned at 11:30 a.m.		

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2020 JUN 23
Report No. 055-20

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

RE: RECOMMENDATIONS FROM THE STANDING COMMITTEE

Background

The following reports were received at the Standing Committee Meeting of June 9, 2020 and have been referred to the Board for approval. The recommendations are as follows:

APPROVAL OF APPOINTMENTS TO THE SUPERVISED ALTERNATIVE LEARNING COMMITTEE 2020-2021 (053-20)

It is recommended that Lakehead District School Board approve the following appointments to the Supervised Alternative Learning (SAL) Committee for the 2020-2021 school year:

- Marg Arnone, Trustee;
- Sue Doughty-Smith, Trustee (Alternate);
- Michelle Probizanski, Superintendent of Education;
- Jeff Upton, Education Officer (Alternate);
- Dianna Atkinson, Service Delivery Manager, YES;
- and
- Lorna Hunda, Acting Executive Director, YES (Alternate).

POLICY REVIEW - 7030 HUMAN RIGHTS AND WORKPLACE HARASSMENT (050-20)

It is recommended that Lakehead District School Board approve 7030 Human Rights and Workplace Harassment Policy, Appendix A, as outlined in Report No. 050-20.

POLICY REVIEW - 6061 ADMINISTRATION OF ORAL MEDICATION (051-20)

It is recommended that Lakehead District School Board approve 6061 Administration of Oral Medication Policy, Appendix A, as outlined in Report No. 051-20.

**POLICY REVIEW - 3100 ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE
(052-20)**

It is recommended that Lakehead District School Board defer the review of 3100 Accessibility Standards for Customer Service Policy from the 2019-2020 school year to the 2020-2021 school year.

Respectfully submitted,

TRUDY TUCHENHAGEN
Chair
Standing Committee

PERSONNEL & EMPLOYEE RELATIONS	7000
HUMAN RIGHTS AND WORKPLACE HARASSMENT POLICY	7030

1. Rationale

Lakehead District School Board (LDSB) is committed to providing a safe, equitable and respectful a working and learning environment. Lakehead District School Board promotes and supports the human rights of all individuals, as well as values equity and diversity. It is a shared responsibility across LDSB to foster a working and learning environment, where every individual is treated with respect.

2. Policy

It is the policy of LDSB to adhere to *and uphold* the Ontario Human Rights Code (the Code). *Lakehead District School Board is committed to promoting a climate of understanding and mutual respect for each person. Harassment and discrimination based on the following grounds is prohibited:*

sex (includes pregnancy);
race;
ancestry;
place of origin;
colour;
ethnic origin;
citizenship;
creed (religion);
age;
record of offences (in employment);
marital status;
family status;
disability;
sexual orientation;
gender identity; or
gender expression.

This policy also includes any new prohibited grounds that may be added to the Ontario Human Rights Code at a future date and prior to policy review.

2.1 All LDSB students, employees/workers, trustees and other users that work on or are invited on to LDSB premises, including prospective employees, volunteers, visitors, parents, guardians and contractors, must adhere to and uphold the Code. Harassment and discrimination will not be tolerated or condoned.

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- 2.2 Lakehead District School Board is committed to providing reasonable accommodation to fulfil obligations according to the Code. The Code also permits the creation of special programs at LDSB to address discrimination or inequality.
- 2.3 This policy also fulfils LDSB’s obligations to address workplace harassment according to the Occupational Health and Safety Act (OHSA).
- 2.4 Lakehead District School Board promotes a safe, equitable and respectful working and learning environment, and endeavors to prevent harassment, discrimination and workplace harassment. Also, where necessary, LDSB will investigate and/or respond to incidents or complaints of harassment, discrimination or workplace harassment.

3. Application and Scope

- 3.1 This policy addresses Code-based harassment and discrimination and it applies to all LDSB students, employees, trustees and other users that work on or are invited on to LDSB premises including prospective employees, volunteers, visitors, parents and contractors.

Actions will be consistently taken to address student behaviours that are contrary to this policy, provincial, LDSB and school codes of conduct according to the appropriate LDSB policy or procedure, such as the 8070 Safe Schools Systems Expectations Policy and the policy on 8071 Bullying Prevention and Intervention.

- 3.2 This policy addresses workplace harassment; it applies to and protects all employees/workers. The policy covers workplace harassment from all sources including students, parents, guardians, trustees, volunteers, contractors, customers of LDSB, members of the public and other members of organizations not related to LDSB but who, nevertheless, work on or are invited on to LDSB premises or utilize LDSB services.

4. Definitions

- 4.1 Discrimination

Discrimination means any form of unequal treatment based on a Code ground, whether imposing extra burdens or denying benefits. It may be intentional or unintentional. It may involve direct actions that are discriminatory on their face, or it may involve rules, practices or procedures that appear neutral, but disadvantage certain groups of people. Types of discrimination include systemic discrimination and poisoned environment.

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4.2 Harassment

Harassment is defined as a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome. Harassment can be based on age, disability, family status, marital status, creed, race, ancestry, place of origin, colour, ethnic origin, sex, sexual orientation, gender identity, gender expression, citizenship and record of offences. It can involve words or actions that are known or should be known to be offensive, embarrassing, humiliating, demeaning or unwelcome, based on a ground of discrimination identified by this policy.

4.3 Student

Student is anyone regardless of age, who is enrolled in an educational program offered by LDSB.

4.4 Workplace Harassment

Workplace harassment means, (a) engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome, or (b) workplace sexual harassment.

Workplace sexual harassment means, (a) engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or (b) making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

4.5 Worker or Employee

A worker or employee is any person included in the definition of “worker” under the OHSA and includes all the LDSB employees. Worker is an employee who performs work or supplies services and includes a secondary school student who performs work or supplies services for no monetary compensation under a work experience program authorized by the school board that operates the school in which the student is enrolled.

PERSONNEL & EMPLOYEE RELATIONS	7000
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4.6 Workplace

Workplace is defined as any land, premises, location or thing at, upon or near where a worker works. It includes places where individuals perform work or work-related duties or functions. It includes all schools, offices and facilities of LDSB. Work related functions include business trips, conferences, seminars, co-op placements, social and extra-curricular events that arise out of LDSB's involvement.

5. Duties and Responsibilities

5.1 All persons at LDSB, and interacting with the LDSB, are expected to engage in respectful conduct, adhere to and uphold this policy and will be held responsible for not following it.

5.1.1 All employees are responsible for contributing to a climate of understanding and mutual respect for each person.

5.1.1.1 Employees with supervisory authority at LDSB have additional responsibilities to:

- create and promote a safe, equitable and respectful working and learning environment that supports human rights; and
- act on observations or allegations of harassment, discrimination or workplace harassment.

5.1.1.2 Teachers have additional responsibilities to:

- foster learning environments that are safe, equitable and respectful that support human rights;
- respond to observations or allegations of harassment or discrimination; and
- refer or report observations or allegations of workplace harassment.

5.1.2 The Board of Trustees have responsibilities to:

- engage in respectful conduct;
- through governance, create and promote a safe, equitable and respectful learning and working environment that supports human rights; and
- refer concerns and complaints of harassment, discrimination or workplace harassment to the director of education or designate.

5.2 The director of education is responsible for implementing this 7030 Human Rights and Workplace Harassment policy and ensuring that it is reviewed annually in accordance with OHSA.

PERSONNEL & EMPLOYEE RELATIONS	7000
HUMAN RIGHTS AND WORKPLACE HARASSMENT POLICY	7030

5.3 Lakehead District School Board takes incidents and complaints of harassment, discrimination and workplace harassment seriously.

5.3.1 Complainant refers to the person who makes a complaint of harassment, discrimination or workplace harassment according to this policy. Respondent refers to the person who has a complaint made against them under this policy.

5.3.2 All persons are urged to express concerns and file complaints of harassment, discrimination or workplace harassment according to this policy. Reprisal or retaliation against an individual who is seeking to claim or enforce their rights under this policy is prohibited.

5.4 Lakehead District School Board will provide procedures to address incidents or complaints of harassment, discrimination or workplace harassment. Complaints shall be dealt with in a fair and timely manner. All persons, including employees, shall cooperate so that the LDSB can address incidents or complaints under this policy.

5.5 Any person reporting an incident or complaint of harassment, discrimination or workplace harassment, who participates in a process to resolve the complaint under this policy, is required to keep the incident/complaint-related information confidential or as required by law. Those with supervisory authority at LDSB or designates, who are involved with addressing an incident or complaint, will strive for confidentiality and will share information on a need to know basis to the extent necessary to protect employees, for actions such as investigation, follow-up, corrective action or as otherwise required by law.

— 5.6 If a complainant withdraws a complaint, LDSB may continue to act, if required.

5.7 If it is determined that a complainant has made a complaint that is malicious or made in bad faith, it may result in disciplinary action.

5.8 An employee found in violation of this policy may be subject to remedial action or discipline, up to and including termination of employment, in accordance with applicable collective agreement provisions.

5.9 Nothing in this policy precludes the employee from seeking support from their union, the Employee and Family Assistance Program, where available, or externally from the Human Rights Legal Support Centre or the police.

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HUMAN RIGHTS AND WORKPLACE HARASSMENT POLICY	7030

6. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
7030 Human Rights and Workplace Harassment Procedures	April 19, 1994	Education Act
1020 Equity and Inclusive Education Faith and Creed Accommodation Guideline Appendix A		Ontario Human Rights Code
8070 Safe Schools - System Expectations Policy and Procedures	<u>Date Revised</u>	Occupational Health and Safety Act
8071 Bullying Prevention and Intervention Policy and Procedures	June 22, 2004	
	April 22, 2008	
	April 23, 2013	
8072 Sexual Orientation and Gender Identity Policy and Procedures		
8075 Service Animals in Schools Policy and Procedures		

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STUDENT SERVICES	6000
DRAFT – June 9, 2020	
ADMINISTRATION OF ORAL MEDICATION POLICY	6061

1. Rationale

Lakehead District School Board is committed to ensuring the provision of plans, programs and/or services that will enable students with health or medical needs to attend and participate in school.

The Ontario Human Rights Code imposes a duty on school boards to accommodate the disability-related needs of each student to the point of undue hardship. All health support services must be administered in a manner that respects, to the degree possible in the circumstances, the student’s right to privacy, dignity and cultural sensitivity.

The Ministry of Education Memorandum Policy/Program No. 81 (PPM 81) Provision of Health Support Services in School Settings identifies that the local school board is responsible for the administration of medication to students attending school during regular school hours. PPM 81 identifies that “no child shall be denied access to education because of special health support needs during school hours.”

2. Policy

- 2.1 Lakehead District School Board, upon request from the parent/guardian and verification from a physician, shall endeavour to provide for the administration of prescribed medication to allow the student to attend school, if the student is unable to take the medication without assistance or supervision.
- 2.2 Lakehead District School Board shall arrange for administration of prescribed medication at school in accordance with the accompanying procedures. The Board may require individuals employed as Student Support Professionals (SSPs) to provide the assistance regardless of the primary purpose of their assignment to the school.
- 2.3 Lakehead District School Board is committed to ensuring the provision of support services and the appropriate staff training to enable students with health or medical needs to attend and participate in school, provided they can do so without undue risk.

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DRAFT – June 9, 2020

**ADMINISTRATION OF ORAL MEDICATION
POLICY**

6061

3. Guidelines

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

STUDENT SERVICES DRAFT – June 9, 2020 ADMINISTRATION OF ORAL MEDICATION POLICY	6000 6061
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4. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
6061 Administration of Oral Medication Procedures	May 22, 2012	Ontario Ministry of Education Policy & Program Memorandum No. 81
1020 Equity and Inclusive Education Policy and Procedures	<u>Date Revised</u>	Education Act, section 265 Duties of Principal: Care of Pupils
3092 Privacy and Information Management Policy and Procedures		Ontario Student Record (OSR) Guideline, clause 3.1.5 Special Health Information
6065 Prevalent Medical Conditions Policy and Procedures		Sabrina's Law, 2005, S.O. 2005, c. 7
8070 Safe Schools – System Expectations Policy and Procedures		Ryan's Law (Ensuring Asthma Friendly Schools), 2015, S.O. 2015, c. 3
		Regulated Health Professions Act 1991
		Health Protection and Promotion Act 1990
		Health Care Consent Act 1996
		Ontario Human Rights Code
		Good Samaritan Act, 2001, SOS 2001, c.2

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**ADMINISTRATION OF ORAL MEDICATION
POLICY**

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Municipal Freedom of
Information and Protection of
Privacy Act, RSO 1990,
c.M56

Personal Health Information
Protection Act, 2004, SO
2004, c3

Smoke Free Ontario Act,
2017

Ontario Ministry of Education
Policy & Program
Memorandum PPM 161
Supporting Children and
Students with Prevalent
Medical Conditions in
Schools