



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, April 9, 2019
Jim McCuaig Education Centre

Ian MacRae
Director of Education

George Saarinen
Chair

AGENDA

PUBLIC SESSION
7:00 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 – 6:30 p.m. (SEE ATTACHED AGENDA)		
6. Delegations/Presentations		
6.1 École Gron Morgan Public School - <i>A Living and Breathing School Improvement Plan</i>	S. Pharand	1-3
7. Approval of Minutes		
7.1 Standing Committee Meeting - February 12, 2019	G. Saarinen	4-7
8. 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:

- | | | | |
|-----|---|------------|------|
| 9. | Information Reports | | |
| 9.1 | New Teacher Induction Program – NTIP (033-19) | S. Pharand | 8-11 |
| 10. | First Reports | | |

MATTERS FOR DECISION:

- | | | | |
|------|---|-----------|-------|
| 11. | Postponed Reports | | |
| 12. | Ad Hoc and Special Committee Reports | | |
| 13. | New Reports | | |
| 13.1 | Policy Review - 3001 Governance (035-19) | I. MacRae | 12-14 |
| | <i>It is recommended that Lakehead District School Board approve 3001 Governance Policy, Appendix A to Report No. 035-19.</i> | | |
| 13.2 | Policy Review – 5010 Special Education (036-19) | C. Kappel | 15-20 |
| | <i>It is recommended that Lakehead District School Board approve 5010 Special Education Policy, Appendix A to Report No. 036-19.</i> | | |
| 13.3 | Policy Review – 6065 Prevalent Medical Conditions (037-19) | C. Kappel | 21-38 |
| | <i>It is recommended that Lakehead District School Board approve the 6065 Prevalent Medical Conditions Policy, Appendix A to Report No. 037-19.</i> | | |
| 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.



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STANDING COMMITTEE
Tuesday, April 9, 2019
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Ian MacRae
Director of Education

George Saarinen
Chair

AGENDA

COMMITTEE OF THE WHOLE – Closed Session
6:30 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 - January 8, 2019	G. Saarinen	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Finance Matter	I. MacRae/ D. Wright	Verbal
5.3.2. Legal Matter	I. MacRae	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



Celebrating Student Achievement

School: École Gron Morgan Public School

Title of Initiative: A Living and Breathing School Improvement Plan

Components of Initiative	School's Details
1. Description of the nature of the initiative to improve student achievement	We began this year with the goal of bringing our School Improvement Plan (SIP) to life! We created a Living Bulletin Board to demonstrate our school's goals in action through classroom activities and learning moments our students are experiencing throughout the school year. We also created a staff sharing space through the use of the app SeeSaw where staff take pictures/videos of their students and activities related to our SIP and post them in the corresponding folder. This way we are documenting our SIP as the year unfolds and are able to track and monitor student success and progress.
2. Rationale for selecting the initiative	We wanted the SIP to mean something not only to us, but to our school staff, our students and our community. Our belief was if we created a common sharing space where staff are taking pictures and videos of all the great things happening at École Gron Morgan Public School, they will be more apt to believe in our SIP and help us work toward those goals. The SIP goals were created together and now we can share our successes together and see the achievement in our students. Another main goal was to increase the integration of technology with our students and staff.
3. Intended outcomes of the initiative related to improved student achievement	<p>Our belief was to track our SIP goals and review them during staff meetings and PLCs. Our thought process was that the pictures would serve as a speaking point for staff when we got together to review our progress. As an aside, we ended up far exceeding our initial goal.</p> <p>We felt it was important that our SIP was more than a piece of paper posted in the office, but that it meant something for our staff and our students. The SIP would come alive at École Gron Morgan Public School!</p>

<p>4. Description of the data used</p>	<p>We created folders in SeeSaw that were directly related to our goals in our SIP – literacy, math, community, technology and mindfulness. Staff began documenting classroom progress by way of putting pictures/videos of students in action in the appropriate folders and writing the learning goal and/or description of the activity. Each activity was directly related to our SIP.</p> <p>We reviewed these uploads at each staff meeting or PLC as a check-in and a sharing time with each other. This often spring boarded staff to venture into other learning opportunities for their students as a way to further enhance student achievement in their own classrooms.</p>
<p>5. Brief description of the significant activities or strategies involved with the initiative</p>	<ul style="list-style-type: none"> • documenting student learning through multi-media; • creating a ‘Making Gron Great’ bulletin board whereby student voice was shared (each student created a t-shirt with a message about how they contribute to making Gron Great); • the Living Bulletin Board that showcases the goals of our Student Improvement Plan is updated regularly; and • regularly meeting with staff to share and collaborate.
<p>6. One or two highlights of the above activities</p>	<ul style="list-style-type: none"> • Staff collaboration in a school the size of École Gron Morgan Public School is important and sometimes challenging so this has really opened up our classrooms to each other - staff are more involved in working together to be better for our students and this has, in turn, benefitted our students. • Students now see themselves as a part of our SIP and understand how important their role is in our building. Students now recognize they have an active voice at École Gron Morgan Public School and, as a result, are more engaged in their own learning and that of others in the building.
<p>7. Description of any unexpected results or “moments of serendipity” related to the initiative</p>	<ul style="list-style-type: none"> • Staff collaboration! Teachers across divisions are now partnered up to share resources, work together and engage in meaningful conversations to push their own personal practice forward which in turn, benefits our students. • Technology barriers and reluctance on the part of staff has been alleviated to some degree – they are now willing to share and use technology to work with each other to enhance the learning environment in their classrooms.

<p>8. Description of one or two interesting findings that would be useful or helpful to other schools</p>	<ul style="list-style-type: none"> • presenting this format of school improvement planning to staff (and then students and parents) was a relatively simple process that we felt really provided us, as administrators, a window into making our SIP come alive and helped us monitor and celebrate on a regular basis; • with a staff the size of École Gron Morgan Public School, it was a great way to connect everyone to other classrooms and share in the common goal of 'Making Gron Great!'; and • involving the students – make them part of the plan.
<p>9. Identification of one or two noteworthy hurdles or stumbling-blocks</p>	<ul style="list-style-type: none"> • Many staff regularly use the app SeeSaw for their own classrooms, so having them be a 'student' in our SeeSaw group meant that they had to log out of their own accounts and re-login for ours. • Initial buy-in for staff was seeing this as more than just a fad or another thing to do, but as an important part to furthering student achievement.
<p>10. Next steps in pursuing the initiative</p>	<ul style="list-style-type: none"> • identifying the learning goal in each post as it relates to the SIP (for example, how specifically is this activity helping move student achievement); and • re-evaluating how to use the artifacts to help review the school year and to help inform teaching practice and learning moves for staff.
<p>11. Lessons learned about the school's efforts to improve student achievement</p>	<ul style="list-style-type: none"> • staff buy-in is key but moving slowly and steadily is the best course of action for staff; and • involving students does make a difference as they want to be heard and can see themselves as part of the school community.

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF STANDING COMMITTEE

Board Room
Jim McCuaig Education Centre

2019 FEB 12
7:30 p.m.

TRUSTEES PRESENT:

George Saarinen (Chair)
Marg Arnone
Ellen Chambers
Sue Doughty-Smith

Deborah Massaro
Ron Oikonen (via teleconference)
Ryan Sitch
Trudy Tuchenhagen
Jaimi Plater (Student Trustee)

SENIOR ADMINISTRATION:

Ian MacRae, Director of Education
Colleen Kappel, Superintendent of Education
David Wright, Superintendent of Business

FEDERATION/UNION REPRESENTATIVES:

Jim Desaulniers – Manager

PUBLIC SESSION:

1. Approval of Agenda

Moved by Trustee Doughty-Smith

Seconded by Trustee Sitch

“THAT the Agenda for Standing Committee Meeting, January 8, 2019 be approved.”

CARRIED

PUBLIC SESSION:

2. Confirmation of Minutes

Moved by Trustee Tuchenhagen

Seconded by Trustee Arnone

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

CARRIED

3. Business Arising from the Minutes

Student Trustee Jaimi Plater informed the Board that she was in attendance at the Standing Committee Meeting – January 8, 2019.

MATTERS NOT FOR DECISION:

4. Learning Academies at Lakehead Public Schools (025-19)

Colleen Kappel, Superintendent of Education, introduced on behalf of Sherri-Lynne Pharand, Superintendent of Education, Jane Lower, Student Success Lead, and AJ Keene, Early Years and Program Principal, who presented the report. All trustees' questions were addressed.

5. Parent Involvement Committee Meeting Minutes – November 19, 2018

Ian MacRae, Director of Education, presented the November 19, 2018 minutes for information.

MATTERS FOR DECISION:

6. Policy Review – 6050 Food and Beverage (018-19)

Moved by Trustee Chambers

Seconded by Trustee Doughty-Smith

“THAT Lakehead District School Board defer the review of the 6050 Food and Beverage Policy, from the 2018-2019 school year to the 2019-2020 school year.”

CARRIED

7. Policy Review – 6065 Prevalent Medical Conditions (022-19)

Moved by Trustee Arnone

Seconded by Trustee Tuchenhagen

“THAT Lakehead District School Board amend the 6065 Prevalent Medical Conditions Policy during the 2018-2019 school year.”

CARRIED

8. Policy Review – 4030 Territorial Student Program Transportation and Services (023-19)

Moved by Trustee Sitch

Seconded by Trustee Chambers

“THAT Lakehead District School Board approve 4030 Territorial Student Program – Transportation and Services Policy and Procedures, Appendix A and B, to Report No. 023-19.”

CARRIED

9. Policy Review – 4035 Board and Lodging – Payment (024-19)

Moved by Trustee Doughty-Smith

Seconded by Trustee Arnone

“THAT Lakehead District School Board approve 4035 Board and Lodging – Payment Policy and Procedures, Appendix A and B, to Report No. 024-19.”

CARRIED

10. Appointment of an External Member to the Audit Committee (019-19)

Moved by Trustee Tuchenhagen

Seconded by Trustee Massaro

“THAT Lakehead District School Board appoint Ms. Christy McClelland as an external member to the Audit Committee to serve a three-year term commencing February 26, 2019 and ending February 28, 2022.”

CARRIED

11. Approval of Appointment to the Special Education Advisory Committee (SEAC) (014-19)

Moved by Trustee Arnone

Seconded by Trustee Doughty-Smith

“THAT Lakehead District School Board approve the appointment of Lesley Harding as alternate member to the Special Education Advisory Committee representing Dilico Anishinabek Family Care, for the term ending November 30, 2022.”

CARRIED

12. Information and Inquiries

- 12.1 Trustee Chambers reported that she, Trustee Saarinen, Trustee Doughty-Smith, Trustee Sitch and Student Trustee Plater attended the Ontario Public School Boards’ Association (OPSBA) Public Education Symposium (PES) Conference in Toronto on January 24–26, 2019.
- 12.2 Trustee Chambers reported that she attended, along with the Honourable Patty Hajdu, Minister of Labour, the Thunder Bay Health Unit’s launch of the new Canada’s Food Guide at Superior Collegiate and Vocational Institute on February 8, 2019.
- 12.3 Trustee Chambers reported that she, Trustee Doughty-Smith and Trustee Sitch attended a Pow Wow hosted by Biwaase’aa at McKellar Park Central Public School on February 8, 2019.
- 12.4 Trustee Arnone reported that she, Trustee Chambers, Trustee Sitch and Trustee Doughty-Smith attended Lakehead Public Schools’ Kindergarten Registration Night at the Valhalla Inn on February 4, 2019.
- 12.5 Student Trustee Plater reported that she attend Lakehead Public Schools’ French Immersion Information Session at École Gron Morgan Public School on January 29, 2019.
- 12.6 Director MacRae thanked Bruce Nugent, Communications Officer, for all of his hard work organizing Lakehead Public Schools’ Kindergarten Night and informed trustees that there would be a Trustees’ Orientation Session on February 19, 2019 from 6:00 p.m. to 8:00 p.m.
- 12.7 Trustee Chambers reported that she and Trustee Doughty-Smith attended an information rally about the importance of not taking money out of the provincial education budget, outside the constituency office of Thunder Bay-Superior North Liberal MPP Michael Gravelle on February 12, 2019.

12.8 Trustee Saarinen reported that he attended the Thunder Bay Health Unit's launch of the Northern Fruits and Vegetable Program at Algonquin Avenue Public School on February 7, 2019.

13. Adjournment

Moved by Trustee Arnone

Seconded by Trustee Massaro

"THAT we do now adjourn at 8:20 p.m."

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2019 APR 09
Report No. 033-19

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

RE: NEW TEACHER INDUCTION PROGRAM - NTIP

1. Background

1.1 The New Teacher Induction Program (NTIP) has been designed to support the growth and professional development of new teachers for up to two years. It also provides school boards and administration with the strategies, as well as the funding required, to support new teachers as they develop the requisite skills and knowledge that will enable them to achieve success as experienced teachers in Ontario.

1.2 New teachers are defined as all teachers certified by the Ontario College of Teachers who have been hired into permanent positions, full-time or part-time, by a school board, to begin teaching for the first time in Ontario. Teachers are considered “new” until they successfully complete the NTIP or when 24 months have lapsed since the date on which they first began to teach for a board.

1.3 All teachers new to publicly funded schools in Ontario are required to participate in the NTIP. All publicly funded boards are required to offer all elements of the program to new teachers, which are as follows:

- orientation for all new teachers to the school and school board;
- professional learning relevant to the individual needs of new teachers; and
- mentoring for new teachers by experienced teachers.

New teachers are also required to complete two performance appraisals conducted by principals in the twelve months after they begin teaching.

1.4 In September 2010, an amendment was made to the definition of new teachers for the purposes of NTIP. Boards now include beginning long-term occasional (LTO) teachers in the induction elements of NTIP. A beginning LTO teacher is defined as a certified occasional teacher who is in their first long-term assignment, with that assignment being 97 or more consecutive school days as a substitute for the same teacher.

1.5 In September 2018, a further amendment was made to include beginning occasional teachers, short and long-term occasional teachers, continuing education teachers, permanent hires past year one and mentors supporting any beginning teacher.

- 1.6 Upon successful completion of NTIP, the Ontario College of Teachers places a notation on the teacher's Certificate of Qualification and Registration. This provides public assurance that the teacher has demonstrated successful teaching in an Ontario publicly funded school board.

2. Situation

- 2.1 Professional development in areas such as literacy and numeracy, effective assessment practices, special education, Indigenous perspectives, classroom management, communication with parents, strategies for effective teaching in itinerant subjects, technology in the classroom and other activities aligned with current board and ministry initiatives are key priorities.
- 2.2 Presently at Lakehead District School Board, there are 20 new elementary teachers. There are an additional 19 elementary teachers who meet the parameters for beginning LTO teachers and have been included in NTIP.

3. Key Actions

3.1 New Teacher Orientation

Orientation procedures for new teachers have been prepared for both the school and system levels:

- School level orientation includes the use of an Individual NTIP Strategy Form that has been developed for principals/vice principals. Staff meetings and Professional Learning Community meetings provide additional orientation for the new teacher about the strengths, needs and priorities that are specific to the school community.
- System level orientation delivered by NTIP facilitators includes an introduction to Board organization, operation and priorities, professional development as well as to NTIP itself.

3.2 Mentoring

- 3.2.1 An experienced teacher provides ongoing support to enable the new teacher to improve their skills and confidence through participation in an effective professional, confidential relationship. The mentor acts as a role model, coach and advisor to the new teacher, sharing their experience and knowledge about effective teaching practices to promote student success on an ongoing basis.
- 3.2.2 Mentors are school-based and release time is provided for new teachers and their mentors to meet during the school year.

3.3 Professional Development and Training

The NTIP has been designed to support the growth and professional development of teachers. As such, professional development is provided that meets the specific needs of the new teacher.

- The NTIP committee recognizes the need to differentiate professional development opportunities for new teachers, considering the teacher's previous experience, current teaching assignment and individual needs.
- Professional development opportunities include literacy and numeracy strategies, assessment and evaluation, positive behavior management, Special Education and strategies for teaching itinerant subjects (i.e. music).
- All new teachers are part of Professional Learning Communities and provide an excellent forum for professional discussions as it pertains to teaching/ learning for both students and teachers.
- New teachers are invited to participate in system-level professional development workshops that are offered throughout the year.

3.4 Teacher Performance Appraisal (TPA)

While the teacher is in their first year of the NTIP, two teacher performance appraisals are required. If, during the first year, a principal determines the teacher needs development, that teacher would continue in the NTIP for another twelve month period. Once teachers have completed the NTIP successfully, the Ontario College of Teachers is notified so that this information may be recorded on the teaching certificate.

3.5 Sustainability

A long range plan for the yearly implementation of the NTIP has been developed, and will be reviewed to measure the success of the program as well as to inform next steps for the coming year.

4. Next Steps:

Continue to offer professional development opportunities in:

- literacy and numeracy;
- system and school level initiatives as detailed in Board and School Improvement Plans; and
- Safety Procedures training.

5. Conclusion

Lakehead District School Board is committed to providing support for new teachers. NTIP is an excellent process for teachers to receive effective instructional and classroom practices that promote student success.

Respectfully submitted,

ELAINE OADES
Principal of New Teacher Induction Program

FRED VAN ELBURG
Elementary Coordinator

SHERRI-LYNNE PHARAND
Superintendent of Education

IAN MACRAE
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2019 APR 09
Report No. 035-19

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

RE: POLICY REVIEW – 3001 GOVERNANCE

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 June 26, 2018 Standing Committee Meeting, 3001 Governance Policy was approved for review on the 2018-2019 policy schedule.
- 1.3 On February 13, 2019, the draft policy was posted on the Board's website and distributed to constituent groups for review and comment with input to be received by March 27, 2019. There was no input received.

2. Situation

- 2.1 Administration has concluded its review of the existing policy and there are no changes to the policy.
- 2.2 The policy is attached as Appendix A.
- 2.3 Upon final approval, the policy will be distributed according to Board procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 3001 Governance Policy, Appendix A to Report No. 035-19.

Respectfully submitted,

IAN MACRAE
Director of Education

BUSINESS AND BOARD ADMINISTRATION**3000****DRAFT – April 9, 2019****GOVERNANCE POLICY****3001**1. Rationale:

The Lakehead District School Board is a board of education established under the Education Act, with power to perform all of the duties conferred or imposed upon a public school board by that or any other Act of the Legislative Assembly of the Province of Ontario.

2. Policy:

It is the policy of the Lakehead District School Board to govern lawfully, in accordance with the provisions of the Education Act, other applicable legislation, the pertinent regulations of the Ministry of Education and the Board's Procedural By-Law.

3. Guidelines:

The Board will:

- uphold the mission, vision and values of the organization;
- operate in all ways mindful of its obligation to the people of the region served by the Lakehead District School Board;
- deliberate in many voices and govern in one;
- direct the corporation through the establishment of broad written policies;
- ensure fiscal responsibility and accountability;
- commit to continual board development for all members;
- entrust the director of education with the management of all functions of the organization;
- foster public confidence in the Board and in public education; and
- communicate a clear understanding of the role of the Board, the role of the officers of the Board, the role of individual trustees and the role of the director of education.

BUSINESS AND BOARD ADMINISTRATION**3000**

DRAFT – April 9, 2019

GOVERNANCE POLICY**3001**4. Review:

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
_____	November 22, 2011	_____
_____	<u>Date Revised</u>	_____

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LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2019 APR 09
Report No. 036-19

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

RE: POLICY REVIEW – 5010 SPECIAL EDUCATION

1. Background

- 1.1 On January 24, 2012, revised 5010 Special Education Policy was approved.
- 1.2 At the June 26, 2018 Regular Board Meeting, the 5010 Special Education Policy was approved for review during the 2018-2019 school year as part of the policy development and review cycle.
- 1.3 On February 13, 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 March 27, 2019.

2. Situation

- 2.1 The Special Education Policy was presented to the Special Education Advisory Committee on February 20, 2019 and to the Parent Involvement Committee on March 4, 2019.
- 2.2 Input was received from the Special Education Advisory Committee and incorporated into the revised policy and procedures.
- 2.2 The policy is attached as Appendix A and the procedures as Appendix B.
- 2.3 Upon final approval, the policy will be distributed according to Board procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 5010 Special Education Policy, Appendix A to Report No. 036-19.

Respectfully submitted,

MAGGIE RUTTER
Education Officer

COLLEEN KAPPEL
Superintendent of Education

IAN MACRAE
Director of Education

SPECIAL EDUCATION PROGRAM & SERVICES	5000
DRAFT – April 9, 2019	
SPECIAL EDUCATION POLICY	5010

1. Rationale

Lakehead District School Board believes in the ability of every student to learn and to benefit from learning. Lakehead District School Board believes that every student has the right to an instructional program appropriate to their individual needs, within the spectrum of services defined and described in the Special Education Plan.

2. Policy

It is the policy of Lakehead District School Board to provide education for all students with special needs as defined by the Ontario Education Act and Regulations.

3. Guiding Principles

3.1 Lakehead District School Board supports the following guiding principles for the education of students with special needs developed in consultation with parents/guardians, the Special Education Advisory Committee (SEAC) and other appropriate organizations.

There shall be a focus on:

- the whole child;
- equitable and inclusive education;
- high expectations for all students;
- early identification and intervention;
- a continuum of services;
- partnerships with parents, teachers, professional staff and the community supported by ongoing communication;
- support for teachers, **and support staff**, to develop the necessary skills and teaching strategies to teach all students; and
- a range of learning opportunities designed to meet the needs of each student.

SPECIAL EDUCATION PROGRAM & SERVICES**5000**

DRAFT – April 9, 2019

SPECIAL EDUCATION POLICY**5010**

- 3.2 Lakehead District School Board shall establish processes to ensure that all students needs are met by providing:
- a continuum of program options, which are ~~periodically~~ **annually** reviewed by the Board;
 - student/teacher ratios as required under the Ontario Education Act for the different exceptionalities;
 - fair access to specialized programs;
 - integration experiences within the school **with a focus on inclusion**;
 - consistent Identification, Placement and Review Committee (IPRC) processes; and
 - assessment and evaluation procedures consistent with the Individual Education Plan (IEP), 4021 Assessment and Evaluation Policy and related procedures.

4. Fiscal Responsibility

Lakehead District School Board is committed to providing services for all students within the context of available Board resources and subject to budget review and approval.

5. Review

This policy shall be reviewed according to 2010 Policy Development and Review Policy.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Lakehead District School Board Special Education Plan Policy and Procedures 1021, Equity and Inclusive Education Policy and Procedures 3040, Transportation Policy and Procedures 4021, Assessment and Evaluation	February 25, 2003 (Consolidation of 5010, 5020, 5021, 5040) <u>Date Revised</u> January 24, 2012	Ontario Education Act

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SPECIAL EDUCATION PROGRAM & SERVICES	5000
DRAFT – April 9, 2019	
SPECIAL EDUCATION PROCEDURES	5010

1. Policy

It is the policy of Lakehead District School Board to provide education for all students as defined by the Ontario Education Act and Regulations.

2. Special Education Plan

2.1 Specific information regarding programs and procedures for special education students are described in the Lakehead District School Board Special Education Plan available on the Board Web Site: www.lakeheadschoools.ca > “Special Ed Plan”. The Special Education Plan embodies the guidelines for special education at Lakehead District School Board.

2.2 As required under the Ontario Education Act, the Special Education Plan of Lakehead District School Board shall be reviewed annually in accordance with Ministry of Education guidelines and under the direction of the superintendent of education responsible for Special Education.

3. Board Responsibilities

Lakehead District School Board shall:

3.1 Ensure that parents/guardians of each student with special needs are consulted **as contributing team members** with regard to the assessment, identification, placement and review of each student. Students who have reached the age of 16 years shall also be invited to an Identification, Placement and Review Committee (IPRC). Through parental/guardian consultation, students below the age of 16 years may be invited.

3.2 Prepare, adopt, ~~and~~ implement **and review** an Individual Education Plan (IEP) in accordance with current Ministry of Education regulations to define and create programs and services for students with special needs.

4. Definitions

4.1 Students with Special Needs

For the purpose of this policy and procedures, “student with special needs” refers to a student who has been identified as exceptional through the Identification Placement and Review Committee process, a student with Individual Education Plans and any other student who requires special education services.

SPECIAL EDUCATION PROGRAM & SERVICES	5000
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SPECIAL EDUCATION PROCEDURES	5010

4.2 Exceptional Students

Those whose behavioural, communication, intellectual, physical or multiple exceptionalities are such that the student meets the definition of Exceptional according to the current Ministry of Education definitions.

4.3 Special Education Program

An ongoing program accommodated or modified by the results of continuous assessment and evaluation. It includes a plan containing specific objectives and an outline of educational **and support** services and equipment that meet the needs of the student.

4.4 Support Personnel

Includes specialized teachers and other professionals as detailed in the Special Education Plan who will assist in identifying student needs, placement decisions, planning special education programs and the review process, as well as providing direct service to students, their teachers and their parents/guardians.

4.5 Individual Education Plan (IEP)

An Individual Education Plan for students which sets out the educational goals, expectations, the special education programs, services and assessment methods.

4.6 Identification, Placement and Review Committee (IPRC)

Identification, Placement and Review Committee is a process to identify students as exceptional and to determine suitable placement. The committee consists of a minimum of three voting members. One member must be of the following; a principal/designate employed by the Board, a supervisory officer/designate employed by the Board, or a supervisory officer employed by another Board and whose services are provided by a Minister of Education-approved agreement with another board.

5. Programming for Students with Special Needs

5.1 Ministry of Education curriculum and policy documents provide the basis for programs for students with special needs.

5.2 Special Education services including support personnel, resources, equipment, materials and appropriate programming, shall be provided within the financial resources of Lakehead District School Board.

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2019 APR 09
Report No. 037-19

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

RE: POLICY REVIEW – 6065 PREVALENT MEDICAL CONDITIONS

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 6065 Prevalent Medical Conditions Policy was last revised on June 27, 2017.
- 1.3 At the February 26, 2019 Regular Board Meeting, trustees approved the recommendation to amend the 6065 Prevalent Medical Conditions Policy to align with the Ministry of Education issued PPM 161.

2. Situation

- 2.1 The 6065 Prevalent Medical Conditions Policy has been updated to include epilepsy/seizure disorder as an additional prevalent medical condition.
- 2.2 The policy is attached as Appendix A and the procedures as Appendix B.
- 2.3 Upon final approval, the policy will be distributed according to Board procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve the 6065 Prevalent Medical Conditions Policy, Appendix A to Report No. 037-19.

Respectfully submitted,

MAGGIE RUTTER
Education Officer

COLLEEN KAPPEL
Superintendent of Education

IAN MACRAE
Director of Education

STUDENT SERVICES	6000
PREVALENT MEDICAL CONDITIONS POLICY	6065

1. Rationale

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

2. Policy

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

3. Guidelines

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

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~~3.5~~ **3.6** On an annual basis, the principal will arrange regular training in dealing with prevalent medical conditions for all employees and others who are in direct and regular contact with identified students.

~~3.6~~ **3.7** Parent/guardian/caregiver cooperation is essential in preventing the spread of communicable diseases and pediculosis (lice). Under the Education Act, the principal may refuse to admit a student to the school or classroom, until the necessary diagnosis and documentation/evidence is provided.

4. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
<p>Ministry of Education Policy & Program Memorandum No. 161, Supporting Children and Students with Prevalent Medical Conditions</p> <p>Administration of Oral Medication Policy and Procedures 6061</p> <p>Ministry of Education Policy & Program Memorandum No. 81, Provision of Health Support Services in School Settings, July, 1984</p>	<p>June 27, 2017</p> <p><u>Date Revised</u></p>	<p>Bill 3 Sabrina's Law, 2005 – An act to protect anaphylactic pupils</p> <p>Bill 20 Ryan's Law, 2015 – Ensuring Asthma Friendly Schools</p>

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STUDENT SERVICES	6000
PREVALENT MEDICAL CONDITIONS PROCEDURES	6065

1. Policy Statement

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

2. Definitions

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

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

4. Administration of Medication

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

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- 5.2 With respect to anaphylaxis and severe allergies, the school administration, in consultation with health care professionals and their school council, shall determine and implement safe school policies.
- 5.3 Students who are formally identified to the school by a physician as being at risk of severe life threatening anaphylaxis or other risks as a result of the ingestion of or exposure to certain foods or allergens, will not be provided or exposed to such known foods or allergens by Lakehead District School Board staff.
- 5.4 Each school shall implement the Diabetes Management Plan, for students with diabetes in order to provide for the needs of students with this condition.
- 5.5 ***Each school shall implement the Epilepsy/Seizure Management Plan, for students with Epilepsy/Seizure Disorder, in order to provide for the needs of students with this condition.***
- ~~5.5~~ 5.6 Each school shall develop and implement strategies to reduce the risk of exposure to known common asthma triggers in classrooms and common school areas.

6. Training

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

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

9. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
<p>Ministry of Education Policy Memorandum No. 161, Supporting Children and Students with Prevalent Medical Conditions (anaphylaxis, asthma, diabetes, and/or epilepsy) in Schools</p> <p>Administration of Oral Medication Policy and Procedures 6061</p> <p>Ministry of Education Policy & Program Memorandum No. 81, Provision of Health Support Services in School Settings, July, 1984</p>	<p>June 27, 2017</p> <p><u>Date Revised</u></p>	<p>Bill 3 Sabrina's Law, 2005 – An act to protect anaphylactic pupils</p> <p>Bill 20 Ryan's Law, 2015 – Ensuring Asthma Friendly Schools</p>



Lakehead Public Schools

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

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

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



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

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

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



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

FREEDOM OF INFORMATION

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

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



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



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ADMINISTRATION OF MEDICATION		MED FORM
5	EMERGENCY SERVICES	
STUDENT: _____ D.O.B: _____		(picture)
ADDRESS: _____ PHONE: _____		
SCHOOL/GRADE: _____ TEACHER: _____		
PARENT/GUARDIAN: _____		WORK PHONE: _____
EMERGENCY CONTACT: _____		PHONE: _____
PRESCRIBING PHYSICIAN: _____		PHONE: _____
ADDRESS: _____		
SPECIFIC MEDICAL EMERGENCY: (give a detailed description of the condition and possible symptoms)		

MEDICATION PRESCRIBED: _____		

Location of Medication: _____		
Method of Administration: _____		
Possible Side Effects/Reaction: _____		
ACTION-EMERGENCY PLAN: _____		



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



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