

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



Mission Statement

*In partnership with the students, the home and the community,
Superior-Greenstone District School Board will address individual students' needs by providing:
a diverse education that prepares for and honours their chosen path for success,
avenues that foster a love of learning, and
the means to honour varied learning styles.*



Videoconference Site Locations

Superior-Greenstone District School Board ... (SGDSB) 12 Hemlo Drive, Marathon, ON
 Manitouwadge High School (MNHS) 200 Manitou Road W., Manitouwadge, ON
 Marathon High School (MRHS) 14 Hemlo Drive, Marathon, ON
 Lake Superior High School (LSHS) Hudson Drive, Terrace Bay, ON
 Nipigon-Red Rock District High School (NRHS) 20 Frost Street, Red Rock, ON
 Geraldton Composite High School (GCHS) 500 Second Street West, Geraldton, ON

Regular Board Meeting 2010/03

Committee of Whole Board In-Camera
(Closed to Public) 6:30 p.m.

Regular Board Meeting: (Open to Public)
Follows conclusion of In-Camera

A G E N D A

Tuesday, February 16, 2010

Designated Site: Board Meeting Room, Marathon, ON

Board Chair: Julie Sparrow

Director: Patti Pella

VC Sites at: GCHS / LSHS / MNHS / NRHS

Teleconference Moderator: RM. Joannette

PART I: Committee of Whole Board

Section (A) In-Camera: – (closed to public) 6:30 p.m.

PART II: Regular Board Meeting

Section (B) : – (open to public): TBA

1.0 Roll Call

<u>Trustees</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Bartlett, Bette						Mannisto, Mark					
Brown, Cindy						Notwell, Kathryn					
Duffus, Sarah (Student)						Robinson, Danielle (Student)					
Fisher, Cindy						Simmons, Tina					
Keenan, Darlene						Sparrow, Julie					
Kjellman, Kayla (Student)						Turner, Jim					

<u>Board Administrators</u>	Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)				
	OS	TC	VC	A	R
Patti Pella: Director of Education					
Rousseau, Bruce: Superintendent of Business					
Tamblyn, David: Assistant to the Director of Education					
Newton, Valerie: Superintendent Student Success					
Tsubouchi, Cathy: Manager of Accounting Services					
Chiupka, Wayne: Manager of Plant Services/Transportation					
Paris, Marc: Coordinator of Maintenance					
Draper, Barb: Coordinator of Human Resources Services					
Ross, Brad: Coordinator of Systems and Information Technology					
Joannette, Rose-Marie: Administrative Assistant / Communications					

2.0 Disclosure of Interest: re Closed Session

3.0 Committee of the Whole Board *(In-Camera Closed)*

(Attached)

3.1 Agenda: Committee of the Whole Board - Closed

✓ **That**, the Superior-Greenstone DSB go into a Committee of the Whole Board (In-Camera Section A) at _____ p.m. and that this portion be closed to the public.

3.2 Rise and Report from Closed Session

✓ **That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board (In-Camera Section A) at _____ p.m. and that this portion be open to the public.

4.0 Regular Meeting Call to Order

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Tuesday, February 16, 2010 be called to order at _____ p.m.

5.0 Approval of Committee of the Whole In-Camera (Closed) Report

5.1 ✓ **That**, the Superior-Greenstone DSB approve the Committee of the Whole In-Camera-Section A (Closed) Report.

6.0 Approval of Agenda

✓ **That**, the agenda for the Superior-Greenstone DSB 2010/03 Regular Board Meeting, February 16, 2010 be accepted and approved.

7.0 Disclosures of Interest re: Open Session

8.0 Minutes: Board Meetings and Board Committee Meetings

✓ **That**, the minutes of the following Board meetings be adopted:

- *Special Board Meeting – January 13, 2010* *(Attached)*
- *Regular Board Meeting – January 18, 2010* *(Attached)*
- *Special Board Meeting – January 27, 2010* *(Attached)*
- *Special Board Meeting – January 30, 2010, and* *(Attached)*

✓ **That**, the minutes of the following Board Committee meetings be acknowledged as received

- *Special Education Advisory Committee – January 7, 2010* *(Attached)*
- *Board Policy Review Committee – January 25, 2010* *(Attached)*

✓ **That**, the Superior-Greenstone DSB accept the recommendations outlined in the BPRC minutes of January 25, 2010 and approve as reviewed:

- P-301 Student Transportation
- MG-301 Student Transportation
- P-404 Building/Grounds and Equipment
- P-406 Snow Removal and Ice Control
- P-410 Lock and Keying
- MG-410 Lock and Keying
- P-517: Early Identification
- MG-520: Police and Schools Protocol
- P-708: Community Service
- P-905 Pupil Accommodation

to be posted to the Board website with an implementation date of February 17, 2010 and same shall supersede any previous policies and management guidelines.

9.0 Business Arising Out of the Minutes

10.0 Delegations and/or Presentations

- 10.1 Excellence in Education: Marathon HS School Support Student Success Initiative (Principal-Brenda Wisikin)
- 10.2 Student Trustees' Update (Verbal – S. Duffus, K. Kjellman & D. Robinson)
- 10.2.1 Sarah Duffus
- 10.2.2 Kayla Kjellman
- 10.2.3 Danielle Robinson

11.0 Reports of the Business Committee

(Business Chair: D. Keenan)

Superintendent of Business: B. Rousseau

- 11.1 Report No. 16
Update: B.A. Parker Public School Project (Attached – W. Chiupka)
- 11.2 Report No. 17
Authorization to Participate in OMERS (Attached – B. Draper)
- ✓ **That**, the Superior-Greenstone DSB approves the Board Resolution to authorize participation in OMERS as presented in Report No 17.
- 11.3 Report No. 18
Quarterly Report for September to November 2009 (Attached – C. Tsubouchi)
- 11.4 Report No. 19
Disbursements – November & December 2009 (Attached – C. Tsubouchi)
- 11.5 Report No.20
Summary of Travel-PD Expenditures of Trustees & Student Trustees (Attached- B. Rousseau)

11.6 Report No. 21
Ontario Labour Relations Board (Attached – B. Rousseau)

11.7 Report No. 22
Determination and Distribution Process for 2010 Election (Attached – B. Rousseau)

✓ **That**, Superior-Greenstone District School Board not request the Minister of Education increase the number of elected board members from eight (8) to reflect the increase in jurisdiction resulting from the 2009 amalgamation with Nakina District School Area Board and Caramat District School Area Board.

✓ **That**, Superior-Greenstone District School Board request the Minister of Education increase the number of elected board members from eight (8) to ___ to reflect the increase in jurisdiction resulting from the 2009 amalgamation with Nakina District School Area Board and Caramat District School Area Board

12.0 Reports of the Director of Education (Director: Patti Pella)

12.1 Report No. 23
2010-2011 School Year Calendar (Attachment – P. Pella)

✓ **That**, the Superior-Greenstone DSB accept Calendar Model A as the final draft for the 2010-2011 School Year Calendar and that Administration be directed to forward this draft to the Ministry of Education for approval.

13.0 Reports of the Education Committee (Education Chair: K. Notwell)

Assistant to the Director of Education: David Tamblyn

13.1 Report No 24
Restorative Practices-An Alternative Approach to Student Discipline (Attached – V. Newton)

14.0 Matters for Decision Board Chair: J. Sparrow

14.1 Report No. 25
Personnel – February 16, 2010 (Attached – B. Draper)

15.0 New Business

15.1 Board Chair

15.2 Correspondence:

15.3 Future Board Meeting Agenda Items

15.4 Miscellaneous

16.0 Trustee Associations and Other Boards

17.0 Observer Comments

(Members of the public limited to 2-minute address)

18.0 Adjournment

✓ **That**, the Superior-Greenstone DSB 2010/03
Regular Board Meeting, Tuesday, February 16, 2010
be adjourned at _____, p.m.

2010 Board Meeting Schedule

2010 Dates	Time	Location		2009 Dates	Time	Location
Monday, March 22	6:30 p.m.	Marathon Board Office (SGB0)		Monday, August 23	6:30 p.m.	Marathon Board Office (SGB0)
Monday, April 19	6:30 p.m.	SGB0		Monday, September 20	6:30 p.m.	SGB0
Monday, May 17	6:30 p.m.	SGB0		Monday, October 18	6:30 p.m.	SGB0
Monday, June 21	6:30 p.m.	SGB0		Monday, November 15	6:30 p.m.	SGB0
Monday, July 19	6:30 p.m.	SGB0		Monday, December 6	12:00 p.m.	SGB0

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2010/03

Committee of the Whole Board: 6:30 p.m.

Tuesday, February 16, 2010

Designated Site: Board Meeting Room, Marathon, ON

A G E N D A

Board Chair: Julie Sparrow

Director: Patti Pella

VC Sites at: GCHS / LSHS / MNHS / NRHS

Teleconference Moderator: RM. Joannette

PART I: Committee of Whole Board

Section (A): In-Camera – (closed to public) 6:30 p.m.

1.0 Personnel Report: (Trustee Queries re Personnel Report No. 25)

(B. Draper)

2.0 Litigation: Two Items

(P. Pella)

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



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Videoconference Site Locations

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 Marathon High School (MRHS) 14 Hemlo Drive, Marathon, ON
 Lake Superior High School (LSHS)Hudson Drive, Terrace Bay, ON
 Nipigon-Red Rock District High School (NRHS)20 Frost Street, Red Rock, ON
 Geraldton Composite High School (GCHS)500 Second Street West, Geraldton, ON

Special Board Meeting 02-2010 (via teleconference)

MINUTES

Wednesday, January 13, 2010 @ 6:30 p.m.

Designated Site: Superior-Greenstone DSB- Board Meeting Room, Marathon, ON

Board Chair: Julie Sparrow

Director: Patti Pella

Electronic Meeting via Teleconference

Teleconference Moderator: RM. Joannette

PART I: *Committee of the Whole Board*
 PART II: *Special Board Meeting*

Section (A) In-Camera: – (closed to public) 6:33 p.m.
Section (B): – (open to public) 8:11 p.m.

Attendance

<u>Trustees</u>	Attendance: On-site (OS); Teleconference (TC); Videoconferenc										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Bartlett, Bette		X				Mannisto, Mark		X			
Brown, Cindy	X					Notwell, Kathryn		X			
Duffus, Sarah (Student)				X		Robinson, Danielle (Student)				X	
Fisher, Cindy		X				Simmons, Tina		X			
Keenan, Darlene		X				Sparrow, Julie	X				
Kjellman, Kayla (Student)				X		Turner, Jim		X			

<u>Board Administrators</u>	Attendance Mode: On-site (OS); Teleconference (TC); Videoconferenc (VC); Absent (A); Regrets (R)				
	OS	TC	VC	A	R
Patti Pella: <i>Director of Education</i>	X				
Rousseau, Bruce: <i>Superintendent of Business</i>				X	
David Tamblyn: <i>Assistant to the Director of Education</i>				X	
Newton, Valerie: <i>Superintendent of Student Success</i>				X	
Tsubouchi, Cathy: <i>Manager of Accounting Services</i>				X	
Chiupka, Wayne: <i>Manager of Plant Services/Transportation</i>				X	
Paris, Marc: <i>Coordinator of Maintenance</i>				X	
Draper, Barb: <i>Coordinator of Human Resources Services</i>				X	
Ross, Brad: <i>Coordinator of Systems and Information Technology</i>				X	
Joannette, Rose-Marie: <i>Administrative Assistant / Communications</i>	X				

1.0 Roll Call

Board Chair, Julie Sparrow convened the meeting with roll call at 6:30 p.m. Trustees attended as noted above.

PART I: *Committee of the Whole Board*

Section (A) In-Camera: – (closed to public) 6:33 p.m..

2.0 Disclosure of Interest: re Closed Session

There were no disclosures of interest declared regarding the closed session.

3.0 Committee of the Whole Board (In-Camera Closed)

3.1 Agenda: Committee of the Whole Board – Closed

[\(Attachment\)](#)

26/10

Moved by: *Trustee Bartlett*

Second: *Trustee Brown*

✓ *That, the Superior-Greenstone DSB go into a Committee of the Whole Board (in-camera Section A) at 6:33 p.m. and that this portion be closed to the public.*

Carried

3.2 Rise and Report from Closed Session

27/10

Moved by: *Trustee Bartlett*

Second: *Trustee Brown*

✓ *That, the Superior-Greenstone DSB rise and report from a Committee of the Whole Board (in-camera Section A) at 8:10 p.m. and that this portion be open to the public.*

Carried

PART II: *Special Board Meeting*

Section (B): – (open to public) 8:11 p.m.

4.0 Special Meeting Call to Order

Board Chair, J. Sparrow called the open portion of the meeting to order at 8:11 p.m.

5.0 Approval of Agenda

28/10

Moved by: *Trustee Bartlett* Second: *Trustee Brown*

✓ *That, the agenda for the Superior-Greenstone DSB Special Board Meeting 02-2010, Wednesday, January 13, 2010 be accepted and approved.*

Carried

6.0 Disclosures of Interest re: Open Session

There were no disclosures of interest declared regarding the open session.

7.0 Approval of Committee of the Whole In-Camera (Closed) Report

7.1 29/10

Moved by: *Trustee Bartlett*

Second: *Trustee Brown*

✓ *That, the Superior-Greenstone DSB approve the Committee of the Whole In-Camera Section A (Closed) Report.*

Carried

8.0 Personal Service Contract: Director of Education

This being a personnel issue, all discussion pertaining to this topic transpired during the in-camera closed session.

9.0 Adjournment

30/10

Moved by: *Trustee Bartlett*

Second: *Trustee Brown*

✓ *That, the Superior-Greenstone DSB Special Board Meeting 02-2010 Wednesday, January 13, 2010 be adjourned at 8:12 p.m.*

Carried

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Special Board Meeting 02-2010

Committee of the Whole Board: 6:30 p.m.

Wednesday, January 13, 2010

Designated Site: Superior-Greenstone DSB- Board Meeting Room ON

TOPICS

Board Chair: Julie Sparrow	Director: Patti Pella
Electronic Meeting via Teleconference	Teleconference Moderator: RM. Joannette

PART I: Committee of the Whole Board	Section (A) In-Camera: – (closed to public) 6:33 p.m..
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1.0 Personal Service Contract: Director of Education

Special Board Meeting 02-2010

Wednesday, January 13, 2010

MINUTES

APPROVED THIS _____ DAY OF _____, 2010

SECRETARY

CHAIR

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



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 Nipigon-Red Rock District High School (NRHS) 20 Frost Street, Red Rock, ON
 Geraldton Composite High School (GCHS) 500 Second Street West, Geraldton, ON

Regular Board Meeting 2010/02

Committee of Whole Board In-Camera
(Closed to Public) 6:30 p.m.

Regular Board Meeting: (Open to Public)
Follows conclusion of In-Camera

MINUTES

Monday, January 18, 2010

Designated Site: Board Meeting Room, Marathon, ON

Board Chair: Julie Sparrow

Director: Patti Pella

VC Sites at: GCHS / LSHS / MNHS / NRHS

Teleconference Moderator: RM. Joannette

PART I: Committee of Whole Board
 PART II: Regular Board Meeting
 PART III: Committee of Whole Board

Section (A) In-Camera: – (closed to public) 6:33 p.m.
 Section (B) : – (open to public): 6:49 p.m.
 Section (C) In-Camera: – (closed to public) 8:55 p.m.

Attendance

<u>Trustees</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)									
	OS	TC	VC	A	R	OS	TC	VC	A	R
Bartlett, Bette		X				Mannisto, Mark	X			
Brown, Cindy	X					Notwell, Kathryn	X			
Duffus, Sarah (Student) <i>Left at 8:30 p.m.</i>			X			Robinson, Danielle (Student)	X			
Fisher, Cindy	X					Simmons, Tina			X	
Keenan, Darlene		X				Sparrow, Julie	X			
Kjellman, Kayla (Student)			X			Turner, Jim				X

<u>Board Administrators</u>	Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)				
	OS	TC	VC	A	R
Patti Pella: Director of Education	X				
Rousseau, Bruce: Superintendent of Business	X				
Tamblyn, David: Assistant to the Director of Education	X				
Newton, Valerie: Superintendent Student Success	X				
Tsubouchi, Cathy: Manager of Accounting Services	X				
Chiupka, Wayne: Manager of Plant Services/Transportation	X				
Paris, Marc: Coordinator of Maintenance			X		
Draper, Barb: Coordinator of Human Resources Services	X				
Ross, Brad: Coordinator of Systems and Information Technology	X				
Joannette, Rose-Marie: Administrative Assistant / Communications	X				

1.0 Roll Call

Board Chair Julie Sparrow conducted roll call. Trustees present are noted above.

PART I: *Committee of the Whole Board*

Section (A) In-Camera: – (closed to public) 6:30 p.m.

2.0 Disclosure of Interest: re Closed Session

There were no disclosures of interest reported.

3.0 Committee of the Whole Board

3.1 Agenda: Committee of the Whole Board - Closed

✓ **31/10**

Moved by: *Trustee Notwell*

Second: *Trustee Fisher*

✓ *That, the Superior-Greenstone DSB go into a Committee of the Whole Board In-Camera, Section (A) Closed Session at 6:33 p.m. and that this portion be closed to the public.*

Carried

3.2 Rise and Report from Closed Session

32/10

Moved by: *Trustee Brown*

Second: *Trustee Keenan*

✓ *That, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board In-Camera, Section (A) Closed Session at 6:47 p.m. and that this portion be open to the public.*

Carried

PART II: *Regular Board Meeting*

Section (B) : – (open to public): 6:49 p.m.

4.0 Regular Meeting Call to Order

33/10

Moved by: *Trustee Brown*

Second: *Trustee Keenan*

✓ *That, the Superior-Greenstone DSB Regular Board Meeting on Monday, January 18, 2010 be called to order at 6:49 p.m.*

Carried

5.0 Approval of Committee of the Whole In-Camera (Closed) Report

5.1 **34/10**

Moved by: *Trustee Brown*

Second: *Trustee Keenan*

✓ *That, the Superior-Greenstone DSB approve the Committee of the Whole In-Camera-Section A (Closed) Report.*

Carried

6.0 Approval of Agenda

35/10

Moved by: *Trustee Brown*

Second: *Trustee Keenan*

✓ *That, the agenda for Superior-Greenstone DSB Regular Board Meeting 2010/02 Monday, January 18, 2010 be accepted and approved.*

Carried

7.0 Disclosures of Interest re: Open Session

There were no disclosures reported.

8.0 Minutes: Board Meetings and Committee Meetings

36/10

Moved by: Trustee Brown

Second: Trustee Keenan

✓ **That**, the minutes from the following Board Meetings be adopted:

- 2010/01 Organizational/Regular Board, Monday, December 7, 2009
- 01.1/2010 Special Board Meeting, Tuesday, December 8, 2009
- 01/2010 Special Board Meeting, Tuesday, December 15, 2009

Carried

9.0 Business Arising Out of the Minutes

There was no business arising out of the minutes

10.0 Delegations and/or Presentations

10.1 Excellence in Education: MTPS: Single-Gender Classrooms

Greg McIlwain, Grade 5/6 Teacher at Margaret Twomey Public School provided a verbal report regarding the experience of the single gender (male) classroom, as a project pilot at the school. He explained that the pilot was undertaken with a goal toward reducing the disruptive classroom behavior demonstrated by a significant number of male students in a traditional mixed-gender classroom. Though disruptive, the male students were also thought to have potential for improving academic and social skills. Mr. McIlwain reports that the project has returned positive results. He noted that although there is not a lot of hard data on the success of the all-male classroom, there has been significant improvement in student behaviour, a heightened sense of accountability among them and an improved work ethic. Homework assignments are done regularly and he says there is a genuine feeling of success from every student in the class.

Director of Education Patti Pella added that some data that is available to support the positive outcomes thus far in the pilot is that student suspensions in the group have been reduced to zero.

10.2 Student Trustees' Update

10.2.1 Sarah Duffus reported that plans for the graduation have begun at Geraldton Composite HS. The student also raised \$2784.00 for the Plan Canada, Gifts of Hope.

10.2.2 Kayla Kjellman reported on feedback from some students at NRHS with regard to assignment deadlines. She said students are concerned that late assignments are being handed in and marked with no consequence on the students' mark. She explained that students felt it was unfair for one group to hand in assignments on time, but others who had not were generally granted extensions with no consequence. Student work ethics that are not tested now does not bode well for these students to meet their goals in future.

10.2.3 Danielle Robinson reported on the student social events at both Marathon and Manitouwadge HS.

11.0 Reports of the Business Committee

(Business Chair: D. Keenan)

Superintendent of Business: B. Rousseau

11.1 Report No. 08: Update: B.A. Parker Public School Project

Manager of Plant Services Wayne Chiupka reviewed Report No. 8, advising that the timelines set for the project continue to apply. He anticipates that by February, some drawings and specification books will be submitted to the plant department for review.

- 11.2 Report No.09: BAPS - Old Building Disposal
W. Chiupka explained that his report follows an inquiry from the Municipality of Greenstone with regard to the intended disposition of the BAPS building once the school has been established as a new facility the GCHS. Based on the project schedule, the BAPS building will continue in full use by BAPS until September 2011. He reviewed the issues and factors that would have a bearing on the board's process upon vacating the BAPS. Correspondence in that regard will be forwarded the Municipality of Greenstone.

Note: At 7:35 p.m., the videoconference reception to GCHS was lost. Student Trustee Sarah Duffus reconnected to the board office via teleconference/

- 11.3 Report No. 10: 2009-2010 Internal Audit Proposal

37/10

Moved by: Trustee Brown

Second: Trustee Keenan

✓ **That**, the Superior-Greenstone DSB approves Report No. 10: 2009-2010 Internal Audit Proposal as presented.

Carried

Manager of Accounting Services Cathy Tsubouchi reported that in accordance with Board Policy 305, an internal audit would take place at the Beardmore PS, Margaret Twomey PS and Marathon HS. The findings will be reported to the board in June.

- 11.4 Report No. 11: Disbursements – November & December 2009

C. Tsubouchi reviewed this report, advising that cheque registers were sent to Business/Negotiation Committee chair, Darlene Keenan.

12.0 Reports of the Director of Education

(Director: Patti Pella)

- 12.1 Report No. 12: 2010 Board Meeting Rotation

Director of Education Patti Pella reviewed the report with the three options listed from feedback submitted by trustees on the issue of board rotation. Trustees chose option three with amendments as noted in the motion below.

38/10

Moved by: Trustee Brown

Second: Trustee Keenan

✓ **That**, the Superior-Greenstone DSB approve the Regular Board Meetings schedule outlined as Option No. 3 in Report No. 12: 2010 as amended to schedule the Board Inaugural Meeting in December on Friday, December 3, 2010 at 12:00 p.m., and that the board meetings in April and June be designated as face to face meetings in Marathon.

Carried

- 12.2 2010-2011 School Year Calendar

P. Pella provided a verbal report regarding the development of the school year calendar for next year. She outlined the ministry requirement under Regulation 304 and advised that widespread consultation on the calendar had begun with board staff, union, parent councils and coterminous boards. Three draft models have been posted on the board website and all stakeholders have been encouraged to review and vote for the calendar of their choice. The survey closes on February 8, 2010 and feedback submitted will be considered at a meeting with the coterminous boards to finalize the calendar.

- 12.3 Correspondence

- 12.3.1 January 4, 2010 Minister K. Wynne: Consultation Grant for Student Needs

P. Pella advised that correspondence for Minister Wynne contained an invitation to the boards to take part in the annual Grant for Student Needs consultation. Trustee

associations are asked to submit their comments to the ministry by February 15, 2010. Individual boards are invited to do the same.

- 12.3.2 Lakehead District School Board: Regional Environmental Education Lead
P. Pella advised this correspondence was for information as the Environmental Education Lead at Lakehead DSB provides direction to the Thunder Bay Region boards in implementing *Acting Today, Shaping Tomorrow, A Policy Framework* to create a structure within the region and province to build and maintain comprehensive environmental education efforts and leadership capacity.

13.0 Reports of the Education Committee

(Education Chair: K. Notwell)

Assistant to the Director of Education: David Tamblyn

- 13.1 Update: Early Years Program
Assistant to the Director of Education David Tamblyn provided a verbal update on the program's rollout. Margaret Twomey PS is the one school in our system where the ministry will implement the preschool and afterschool programs that accompany this ministry initiative. He advised that the current model is not one that can work board-wide for us because of the very low community numbers in the daycare programs now. A dialogue continues with the ministry about how with the enrolment statistics throughout our board, the program can work for us.
- 13.2 Report No 13: Learning Partnership in E-learning
Superintendent of Student Success Valerie Newton reviewed her written report advising that through e-Learning senior level students in the board will have access to expanded course offerings. Superior-Greenstone has entered into partnership with a group of northern boards, through which each board involved will provide places or seats in e-Learning courses for students from other boards. There will be no fee charged to the board for enrolling our students in an e-Learning course with this group of northern boards.
- 13.3 Report No. 14: Technology: The Past, Present and Future
Coordinator of Information Technology Brad Ross provided highlights of the report that outlined the plans for future development and implementation of technology support for curriculum and administrative issues.

14.0 Matters for Decision

Board Chair: J. Sparrow

- 14.1 Report No. 15: Personnel – January 18, 2010
Discussion and/or inquiries concerning personnel took place during the closed session.

15.0 New Business

Nil

PART III: *Committee of the Whole Board*

Section (C) In-Camera: – (closed to public) 8:55 p.m.

16.0 Committee of the Whole Board *(In-Camera Closed)*

(Attachment)

- 16.1 **39/10**
Moved by: Trustee Brown *Second: Trustee Keenan*
✓ That, he Superior-Greenstone DSB go into a Committee of the Whole Board (In-Camera Section C) at 8:55 p.m. and that this portion be closed to the public.

Carried

16.2 Rise and Report from Closed Session

40/10

Moved by: Trustee Brown

Second: Trustee Keenan

✓ **That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board (In-Camera Section C) at 9:18 p.m. and that this portion be open to the public.

Carried

17.0 Adjournment

41/10

Moved by: Trustee Brown

Second: Trustee Keenan

✓ **That**, the Superior-Greenstone DSB 2010/02 Regular Board Meeting, Monday, January 18, 2010 be adjourned at 9:20 p.m.

Carried

2010 Board Meeting Schedule

2010 Dates	Time	Location		2009 Dates	Time	Location
Tuesday, February 16	6:30 p.m.	Marathon Board Office (SGBO)		Monday , August 23	6:30 p.m.	Marathon Board Office (SGBO)
Monday, March 22	6:30 p.m.	SGBO		Monday, September 20	6:30 p.m.	SGBO
Monday , April 19	6:30 p.m.	SGBO		Monday, October 18	6:30 p.m.	SGBO
Monday, May 17	6:30 p.m.	SGBO		Monday, November 15	6:30 p.m.	SGBO
Monday, June 21	6:30 p.m.	SGBO		Monday, December 6	12:00 p.m.	SGBO
Monday, July 19	6:30 p.m.	SGBO				

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2010/02

Committee of the Whole Board: 6:30 p.m.

Monday, January 18, 2010

Designated Site: Board Meeting Room, Marathon, ON

TOPICS

Board Chair: Julie Sparrow

Director: Patti Pella

VC Sites at: GCHS / LSHS / MNHS / NRHS

Teleconference Moderator: RM. Joannette

PART I: Committee of Whole Board

Section (A): In-Camera – (closed to public) 6:30 p.m.

1.0 Personnel Report: (Trustee Queries re Personnel Report No. 15

(B. Draper)

2.0 Litigation: Two Items

(P. Pella)

PART III: Committee of Whole Board

Section (C): In-Camera – (closed to public) 8:55 p.m.

1.0 Personal Service Contract: Director of Education

Regular Board Meeting 2010/02

Monday, January 18, 2010

MINUTES

APPROVED THIS _____ DAY OF _____, 2010

SECRETARY

CHAIR

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



Mission Statement

*In partnership with the students, the home and the community,
Superior-Greenstone District School Board will address individual students' needs by providing:
a diverse education that prepares for and honours their chosen path for success,
avenues that foster a love of learning, and
the means to honour varied learning styles.*



Videoconference Site Locations

Superior-Greenstone District School Board ... (SGDSB)..... 12 Hemlo Drive, Marathon, ON
 Manitouwadge High School (MNHS)200 Manitou Road W., Manitouwadge, ON
 Marathon High School (MRHS) 14 Hemlo Drive, Marathon, ON
 Lake Superior High School (LSHS)Hudson Drive, Terrace Bay, ON
 Nipigon-Red Rock District High School (NRHS)20 Frost Street, Red Rock, ON
 Geraldton Composite High School (GCHS)500 Second Street West, Geraldton, ON

Special Board Meeting 03-2010 (via teleconference)

MINUTES

Wednesday, January 27, 2010 @ 6:30 p.m.

Designated Site: Superior-Greenstone DSB- Board Meeting Room, Marathon, ON

Board Chair: Julie Sparrow

Director: Patti Pella

Electronic Meeting via Teleconference

Teleconference Moderator: RM. Joannette

PART I: *Committee of the Whole Board*
 PART II: *Special Board Meeting*

Section (A) In-Camera: – (closed to public) 6:30 p.m.
Section (B): – (open to public) 9:34 p.m.

Attendance

<u>Trustees</u>	Attendance: On-site (OS); Teleconference (TC); Videoconferenc										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Bartlett, Bette		X				Mannisto, Mark		X			
Brown, Cindy	X					Notwell, Kathryn	X				
Duffus, Sarah (Student)				X		Robinson, Danielle (Student)				X	
Fisher, Cindy	X					Simmons, Tina		X			
Keenan, Darlene		X				Sparrow, Julie	X				
Kjellman, Kayla (Student)				X		Turner, Jim		X			

<u>Board Administrators</u>	Attendance Mode: On-site (OS); Teleconference (TC); Videoconferenc (VC); Absent (A); Regrets (R)					
	OS	TC	VC	A	R	
Patti Pella: <i>Director of Education</i>	X					
Rousseau, Bruce: <i>Superintendent of Business</i>				X		
David Tamblyn: <i>Assistant to the Director of Education</i>				X		
Newton, Valerie: <i>Superintendent of Student Success</i>				X		
Tsubouchi, Cathy: <i>Manager of Accounting Services</i>				X		
Chiupka, Wayne: <i>Manager of Plant Services/Transportation</i>				X		
Paris, Marc: <i>Coordinator of Maintenance</i>				X		
Draper, Barb: <i>Coordinator of Human Resources Services</i>				X		
Ross, Brad: <i>Coordinator of Systems and Information Technology</i>				X		
Joannette, Rose-Marie: <i>Administrative Assistant / Communications</i>	X					

1.0 Roll Call

Board Chair, Julie Sparrow convened the meeting with roll call at 6:34 p.m. Trustees attended as noted above.

PART I: *Committee of the Whole Board*

Section (A) In-Camera: – (closed to public) 6:35 p.m.

2.0 Disclosure of Interest: re Closed Session

There were no disclosures of interest declared regarding the closed session.

3.0 Committee of the Whole Board (In-Camera Closed)

3.1 Agenda: Committee of the Whole Board – Closed

[\(Attachment\)](#)

42/10

Moved by: *Trustee Mannisto*

Second: *Trustee Fisher*

✓ *That, the Superior-Greenstone DSB go into a Committee of the Whole Board (in-camera Section A) at 6:35 p.m. and that this portion be closed to the public.*

Carried

43/10

Moved by: *Trustee Mannisto*

Second: *Trustee Fisher*

✓ *That, the Superior-Greenstone DSB rise and report from a Committee of the Whole Board (in-camera Section A) at 9:34 p.m. and that this portion be open to the public.*

Carried

PART II: *Special Board Meeting*

Section (B): – (open to public) 9:34 p.m.

4.0 Special Meeting Call to Order

Board Chair, J. Sparrow called the open portion of the meeting to order at 9:34 p.m.

5.0 Approval of Agenda

44/10

Moved by: *Trustee Mannisto* Second: *Trustee Fisher*

✓ *That, the agenda for the Superior-Greenstone DSB Special Board Meeting 03-2010, Wednesday, January 27, 2010 be accepted and approved.*

Carried

6.0 Disclosures of Interest re: Open Session

There were no disclosures of interest declared regarding the open session.

7.0 Approval of Committee of the Whole In-Camera (Closed) Report

7.1 45/10

Moved by: *Trustee Mannisto* Second: *Trustee Fisher*

✓ *That, the Superior-Greenstone DSB approve the Committee of the Whole In-Camera Section A (Closed) Report.*

Carried

8.0 Personal Service Contract: Director of Education

This being a personnel issue, all discussion pertaining to this topic transpired during the in-camera closed session.

9.0 Adjournment

46/10

Moved by: *Trustee Mannisto* Second: *Trustee Fisher*

✓ *That, the Superior-Greenstone DSB Special Board Meeting 03-2010 Wednesday, January 27, 2010 be adjourned at 9:36 p.m.*

Carried

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Special Board Meeting 03-2010

Committee of the Whole Board: 6:30 p.m.

Wednesday, January 27, 2010

Designated Site: Superior-Greenstone DSB- Board Meeting Room ON

TOPICS

Board Chair: Julie Sparrow	Director: Patti Pella
Electronic Meeting via Teleconference	Teleconference Moderator: RM. Joannette

PART I: Committee of the Whole Board	Section (A) In-Camera: – (closed to public) 6:35 p.m.
--------------------------------------	---

1.0 Personal Service Contract: Director of Education

Special Board Meeting 03-2010

Wednesday, January 27, 2010

MINUTES

APPROVED THIS _____ DAY OF _____, 2010

SECRETARY

CHAIR

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



Mission Statement

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Superior-Greenstone District School Board ... (SGDSB)..... 12 Hemlo Drive, Marathon, ON
 Manitouwadge High School (MNHS)200 Manitou Road W., Manitouwadge, ON
 Marathon High School (MRHS) 14 Hemlo Drive, Marathon, ON
 Lake Superior High School (LSHS)Hudson Drive, Terrace Bay, ON
 Nipigon-Red Rock District High School (NRHS)20 Frost Street, Red Rock, ON
 Geraldton Composite High School (GCHS)500 Second Street West, Geraldton, ON

Special Board Meeting 04-2010

MINUTES

Saturday, January 30, 2010 @ 7:00 p.m. – Valhalla Inn Board Room # 3

Designated Site: Valhalla Inn, 1 Valhalla Inn Road, Thunder Bay, ON

Board Chair: Julie Sparrow

Director Designate: Bruce Rousseau

Face – to - Face

PART I: *Committee of the Whole Board (Saturday, January 30/10)*
 PART II: *Special Board Meeting (Saturday, January 30/10)*
 PART III: *Committee of the Whole Board (Saturday, January 30/10)*
 RECESSED: (11:10 p.m., Saturday, January 30, 2010)
 RECONVENED FROM RECESS: (9:15 a.m., Sunday, January 31 2010)
 PART IV: *Special Board Meeting (Sunday, January 31 2010)*

Section (A) *In-Camera: – (closed to public) 7:20 p.m.*
 Section (B): *– (open to public) 10:01 p.m.*
In-Camera: – (closed to public) 10:35 p.m.

In-Camera: – (closed to public) 9:15 a.m.
(open to public) 12:10 p.m.

Attendance

<u>Trustees</u>	Attendance: On-site (OS); Teleconference (TC); Videoconferenc										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Bartlett, Bette	X					Mannisto, Mark	X				
Brown, Cindy	X					Notwell, Kathryn	X				
Duffus, Sarah (Student)				X		Robinson, Danielle (Student)				X	
Fisher, Cindy	X					Simmons, Tina	X				
Keenan, Darlene	X					Sparrow, Julie	X				
Kjellman, Kayla (Student)				X		Turner, Jim	X				

<u>Board Administrators</u>	Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)					
	OS	TC	VC	A	R	
Patti Pella: <i>Director of Education</i>				X		
Rousseau, Bruce: <i>Superintendent of Business</i>	X					
David Tamblin: <i>Assistant to the Director of Education</i>				X		
Newton, Valerie: <i>Superintendent of Student Success</i>				X		
Tsubouchi, Cathy: <i>Manager of Accounting Services</i>				X		
Chiupka, Wayne: <i>Manager of Plant Services/Transportation</i>				X		
Paris, Marc: <i>Coordinator of Maintenance</i>				X		
Draper, Barb: <i>Coordinator of Human Resources Services</i>				X		
Ross, Brad: <i>Coordinator of Systems and Information Technology</i>				X		
Joanette, Rose-Marie: <i>Administrative Assistant / Communications</i>				X		

1.0 Roll Call

Board Chair, Julie Sparrow convened the meeting with roll call at 7:20 p.m. Trustees attended as noted above.

PART I: *Committee of the Whole Board* Section (A) In-Camera: – (closed to public) 7:20 p.m..

2.0 Disclosure of Interest: re Closed Session

There were no disclosures of interest declared regarding the closed session.

3.0 Committee of the Whole Board (In-Camera Closed)

3.1 Agenda: Committee of the Whole Board – Closed

47/10

Moved by: *Trustee Bartlett*

Second: *Trustee Fisher*

✓ *That, the Superior-Greenstone DSB go into a Committee of the Whole Board (in-camera Section A) at 7:21 p.m. and that this portion be closed to the public.*

Carried

3.2 Rise and Report from Closed Session

48/10

Moved by: *Trustee Bartlett*

Second: *Trustee Fisher*

✓ *That, the Superior-Greenstone DSB rise and report from a Committee of the Whole Board (in-camera Section A) at 10:00 p.m. and that this portion be open to the public.*

Carried

PART II: *Special Board Meeting* Section (B): – (open to public) 10:01 p.m.

4.0 Special Meeting Call to Order

Board Chair, Julie Sparrow called the Special Meeting to order at 10:01 p.m. Members attended as noted at roll call.

5.0 Director of Education Personal Service Contract

49/10

Moved by: *Trustee Turner*

Second: *Trustee Notwell*

✓ *That, we as a Board agree to renew the Director's contract with agreed upon conditions to be negotiated.*

<u>Recorded Vote</u>	
<u>Yes</u>	<u>No</u>
Mark Mannisto	Cindy Fisher
Darlene Keenan	Cindy Brown
Kathie Notwell	Bette Bartlett
Jim Turner	
Julie Sparrow	
Tina Simmons	

Carried

6.0 Approval of Agenda

50/10

Moved by: *Trustee Bartlett*

Second: *Trustee Fisher*

✓ **That**, *the agenda for the Superior-Greenstone DSB Special Board Meeting 04-2010, Saturday, January 30, 2010 be accepted and approved.*

Carried

7.0 Disclosures of Interest re: Open Session

There were no disclosures of interest declared regarding the closed session.

8.0 Approval of Committee of the Whole In-Camera (Closed) Report

8.1 51/10

Moved by: Trustee Bartlett

Second: Trustee Fisher

✓ **That**, the Superior-Greenstone DSB approve the Committee of the Whole In-Camera Section A (Closed) Report.

Carried

9.0 Question re Provincial Discussion Table

Superintendent of Business Bruce Rousseau explained the Provincial Discussion Table effective date for the resolution for 3/3/3 for non-union would have had an effective date or been effective as of the date passed.

10.0 Student Trustees' Conference/Workshop Application

52/10

Moved by: Trustee Bartlett

Second: Trustee Brown

✓ **That**, the Superior-Greenstone DSB approve D. Robinson, K. Kjellman and S. Duffus to attend the OSTA Board Council in Ottawa and that their expenses be paid according to policy.

Carried

Trustee Brown inquired as to the summary of budget and spending by trustees to-date which, as per policy should accompany such requests. B. Rousseau will bring this item forward to the February Board meeting.

53/10

Moved by: Trustee Mannisto

Second: Trustee Fisher

✓ **That**, the Superior-Greenstone DSB assigns Rose-Marie with Kathie N. as backup to supervise/chaperone the Student Trustees according to Policy 210 at the OSTA Conference and that their expenses be paid according to policy.

Carried

PART III: Committee of the Whole Board (Saturday, January 30/10)

In-Camera: – (closed to public) 10:35 p.m.

11.0 Committee of the Whole Board (In-Camera Closed)

11.1 Agenda: Committee of the Whole Board – Closed

54/10

Moved by: Trustee Turner

Second: Trustee Keenan

✓ **That**, we go into a Committee of the Whole Board in-camera session at 10:35 p.m. and that this portion be closed to the public.

Carried

RECESSED: (11:10 p.m., Saturday, January 30, 2010)

In-Camera: – (closed to public) 11:10 p.m.

55/10

Moved by: Trustee Keenan

Second: Trustee Bartlett

✓ **That**, the Committee of the Whole recess at 11:10 p.m. and will reconvene Sunday at 9:00 a.m.

Carried

12.0 Reconvene from Recess: Part III Committee of the Whole Board In-Camera
56/10

Moved by: Trustee Mannisto

Second: Trustee Bartlett

✓ **That**, the Board come out of recess at 9:15 a.m.

Carried

12.1 Rise and Report from Closed Session
57/10

Moved by: Trustee Turner

Second: Trustee Brown

✓ **That**, the Board reconvene the Regular Meeting, open to the public at 12:10 p.m. and this portion be open to public.

Carried

13.0 Personal Service Contract: Director of Education
58/10

Moved by: Trustee Mannisto

Second: Trustee Turner

Be it resolved that, the Board will forward the conditions as agreed at January 31, 2010 to Don Shanks to be inserted into Director's contract.

Carried

14.0 Adjournment
59/10

Moved by: Trustee Turner

Second: Trustee Brown

✓ **That**, the Superior-Greenstone DSB Special Board Meeting, 04-2010, Saturday, January 30, 2010 be adjourned at 12:11 p.m. January 31, 2010.

Carried

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Special Board Meeting 04/2010

Committee of the Whole Board: 7:00 p.m.

Saturday, January 30, 2010 @ 7:00 p.m. – Valhalla Inn Board Room # 3

Designated Site: Valhalla Inn, 1 Valhalla Inn Road, Thunder Bay, ON

TOPICS

Board Chair: Julie Sparrow

Director Designate: Bruce Rousseau

Face – to – Face Meeting

PART I: Committee of the Whole Board (Saturday, January 30/10) Section (A) In-Camera: – (closed to public) 7:20 p.m.

1.0 Personal Service Contract: Director of Education

PART III: Committee of the Whole Board (Saturday, January 30/10) In-Camera: – (closed to public) 10:35 p.m.

1.0 Personal Service Contract: Director of Education

RECESSED: (11:10 p.m., Saturday, January 30, 2010) / RECONVENED FROM RECESS: (9:15 a.m., Sunday, January 31 2010)

1.0 Personal Service Contract: Director of Education

Special Board Meeting 04-2010

Saturday, January 30, 2010

MINUTES

APPROVED THIS _____ DAY OF _____, 2010

SECRETARY

CHAIR

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
Special Education Advisory Committee**

Thursday, January 7, 2010 @ 6:30 p.m.

Videoconference Sites:

Board Office, Marathon
Geraldton Composite High School, Geraldton
Lake Superior High School, Terrace Bay
Manitouwadge High School, Manitouwadge
Nipigon-Red Rock District High School, Red Rock

MINUTES

<u>Voting Members</u>	<i>Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)</i>										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Audia, Jessica			X			Keenan, Darlene (<i>Alternate</i>)		X			
Brown, Cindy	X					Notwell, Kathy		X			
Simmons, Tina (<i>Alternate</i>)				X		Nelson, Theresa					X
Dupere, Cheryl					X	Tyance, Shirley			X		
<u>Resource Members</u>	<i>Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)</i>										
							OS	TC	VC	A	R
Pella, Patti: <i>Director of Education</i>											X
Tamblyn, David: <i>Assistant to the Director of Education</i>											X
Newton, Valerie: <i>Superintendent of Student Success</i>							X				
Hamill, Sherry: <i>Special Education Board Lead</i>								X			
Parsons, Don: <i>Student Support Lead</i>											X

1.0 Call to Order

Valerie Newton, Superintendent of Student Success called the meeting to order at 6:40 p.m. Quorum for this meeting was achieved. In the absence of an elected chair for SEAC, Trustee Cindy Brown was acting chair.

2.0 Approval of Minutes Attachment-May 14-09 Attachment – Nov 5-19

It was noted that several SEAC members could not open all their attachments. Therefore V. Newton read aloud the informational minutes of November 5, 2009. May 14, 2009 minutes were not recited as these were included with the December SEAC agenda.

Moved by: K. Notwell Second: J. Audia

✓ **That**, the Minutes of the May 14, 2009 be approved as presented, and

✓ **That**, the Informational Minutes of November 5, 2009 be approved as presented.

3.0 Additions to the Agenda

There were no additions to the agenda

4.0 Business Arising from the Minutes

4.1 Nomination and election of SEAC Chair

Acting chair, C. Brown called for nominations. With none forthcoming, C. Brown suggested that in the absence of an elected chair, the group consider having a rotating chair for the meetings. This was agreed to and further, SEAC member Jessica Audia agreed to chair the

meetings on occasion. In the meantime an e-mail will be circulated in an attempt to acquire someone in the group to stand for nomination as the SEAC Chair.

5.0 Correspondence

5.1 Kenora Catholic District School Board Attachment

V. Newton reviewed the letter in detail as the attachment could not be opened by all members. KCDSB 's letter is in of the Rainy River DSB, SEAC note to the minister that outlines concern about funding for psychological and speech/language assessment, Bill 29 and the proposed standard for Accessible Information and Communication.

5.2 Lakehead Public Schools Attachment

V. Newton reviewed the two letters in detail, as not all members could open the attachment. The letters written to Minister Wynne are from LSDSB Chair Debra Massaro and LSDSB SEAC Chair Susan Blekkenhorst, respectively and both pertain to the MOET School Information Finder section on its website. Essentially, they object to publication of what it perceives as judgmental and biased information about school communities, especially statistics illustrating the percentage of Special Needs Students in particular schools. LSDSB has urged the ministry to remove the information about Special Education students suggesting that such information is detrimental because it implies to the public, that schools with large numbers of special education students may not be as good as a school with fewer numbers. SEAC members are inclined to support this issue, but wish to examine the School Information Finder site thoroughly on their own before committing that support in writing to the Minister.

5.3 OPSBA Attachment

V. Newton reviewed the letter from OPSBA's Communication and Policy section advising that OPSBA's Education Program Work Team is working in concert with the Ministry's Special Education branch to support and develop resources to assist SEAC groups' effectiveness with respect to communication, training and recruitment of members.

6.0 New Business

6.1 Review of Role and Responsibilities of SEAC - SEAC Information Booklet

V. Newton noted that the SEAC Information Booklet was revised as of January 5, 2010. She went over the booklet and encouraged the group to review its contents as it addresses the role of SEAC and its relationship with the board and schools. She outlined the SEAC role in school year budget preparations.

Bruce Rousseau, Superintendent of Business will attend the next SEAC meeting to provide an overview of the budget process and he will collect feedback from the group for the 2010-2011 budget planning process.

6.2 Counselling Services in Schools and Communities

V. Newton reported that both the elementary and secondary panels now have access to counseling services through the North of Superior Counselling Programs (NOSP). She encouraged members to direct parents to NOSP or to their school principal if they have questions about the services available.

6.3 Wait Time for Assessment

In response to an inquiry at the last meeting regarding what impact the end to the Ontario Psychological Association Assessment Funding Project may have of assessment wait time,

Sherry Hamill, Coordinator of Special Education polled SGDSB schools individually to determine wait time experiences. Her findings indicate that wait times vary widely from two weeks to one year. Last year in her school she waited eight months for one assessment, yet this year she's had two assessments done within a month's time. Speech assessments wait times in our schools ranged from six weeks, up to nine months. There is a backlog for services for children six year of age and under. CCAC seems to have the longest wait times. Occupational therapy services referrals range from one week to nine months, with the norm in Marathon being six to nine months. ISNC service times vary depending on the caseload as well as the involvement by the parent. In some cases, there are parents who may not even call the ISNC case manager to follow-up.

6.4 Autism Pilot Project

S. Hamill reported that funding of \$41,900 has been received to increase capacity and work with autistic students. Demonstration classes are being developed at Nipigon-Red Rock DHS as there is a higher number of students affected there. One class will run each day in second semester (February 1, 2010) with one classroom teacher.

The Thunder Bay Catholic DSB are the lead board for this for autism project and with extra funding, it has purchased a program and anticipate a placement of a SERT at NRHS by January 29. This SERT be a lead for board our and attend to the Northwestern Regional Consortium training, acting as our liaison and work with the NRHS classroom teacher.

Trustee C. Brown asked if a presentation could be made to SEAC at the end of the semester to gain some insight on the program success. S. Hamill follow-up on this request in the late spring.

6.5 "Education for All" Document and Training

S. Hamill explained that The Draft *Learning for All K-12* builds on the guiding principles outlined in *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6*. It is designed to share information with educators about educational approaches that have proved to be effective in supporting the learning of all students. SGDSB has been allocated \$10,000 to affect implementation of the program. The funding will be split between the elementary and secondary panels. Elementary principals will be taking it into schools tomorrow (January 8) and implementing through their professional learning communities. Secondary principals are set to get together in February (Semester II). To view the document go the website for the Council of Ontario Directors of Education (CODE) at <http://www.ontariodirectors.ca>

7.0 Future Agenda Items

- School Information Finder (see Item 5.2 above)
- 2010-2011 Budget Input (see Item 6.1 above)
- Presentation Autism Pilot Project (see 6.4 above)

8.0 Next Meeting Date/Time/Venue

The next meeting date will be Tuesday, February 9, 2010 at 6:30 p.m. at Marathon Board Office-VC/TC.

9.0 Adjournment

Moved by: K. Notwell Second: S. Tyance

✓ **That, the SEAC Meeting be adjourned at 7:34 p.m.**

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Board Policy Review Committee
Videoconference Meeting – Marathon, ON

Monday, January 25, 2010 @ 6:30 p.m.

MINUTES

<u>Members</u>	Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Brown, Cindy						Mannisto, Mark					
Fisher, Cindy						Simmons, Tina					
Keenan, Darlene						Sparrow, Julie (Ex-Officio)					
<u>Resource Members</u>											
Patti Pella: <i>Director of Education</i>							OS	TC	VC	A	R
David Tamblyn: <i>Assistant to Director of Education</i>											
Valerie Newton: <i>Superintendent of Student Success</i>											
RM. Joannette: <i>Recorder</i>											

Legend:

Policy = P

Management Guideline = MG

Procedural Guideline = PG

1.0 Review and Approval of Minutes: November 23-09

[\(Attached\)](#)

Moved by: Julie Sparrow

Seconded by: Mark Mannisto

That, the Board Policy Review Committee minutes of November 23, 2009 be approved.

2.0 Business Arising from Minutes

There was no business arising from the minutes.

3.0 Reviews: New/Existing (P's / MG's and / or PG's)

3.1 January 25, 2010

MG-520: Police and Schools Protocol

[Attached-P.Pella](#)

P. Pella explained that Don Parson, Coordinator of Student Support Services has developed the protocol in partnership with agencies including the Ontario Provincial Police. The intent of the protocol is to provide direction to schools and staff on handling situations where police are involved with students in our schools.

Action: As a protocol this is not subject to stakeholder review and it is recommended for Board approval at the next Regular Board (February 16, 2010)

P-535: Progressive Discipline and School Safety

[Attached-V. Newton](#)

V. Newton reported that this policy has undergone revision as a result of Bill 157 and two key areas that Bill 157 has a bearing on in the Policy 535. That is, all employees are required to respond to incidents in school where discipline may be warranted and further be an event where suspension could be a consequence of the action. Reporting the event has become a formal process, whereby a written report is required and must be submitted to the principal, who in turn must address the situation and report back to author of initial report in regard to the action taken for a particular situation.

Action: Post to the website for stakeholder review to expire on March 19, 2010.

P-604: Junior and Senior Kindergarten

[Attached-P. Pella](#)

P. Pella reported that the revisions submitted have been offered as a result of consultation with the board Kindergarten Review Committee. The policy has been

strengthened in the area of early-learning. As well, references to caps on enrolment have been removed, that is registrations would not be subject to availability of space in program.

Action: Post to the website for stakeholder review to expire on March 19, 2010.

P-706 Health and Safety

[Attached-W. Chiupka](#)

W. Chiupka advised that the policy is compliant and the board has an excellent online training system. Each year, the policy undergoes an annual review and approval by the board. However, as a policy under review by the board-wide Health and Safety Committee, full stakeholder review is invited to solicit feedback and incorporate changes as such feedback may warrant and or bear merit.

Action: Post to the website for stakeholder review to expire on March 19, 2010.

P-905: Pupil Accommodation

[Attached-P. Pella](#)

P. Pella advised that in early in 2009, new guidelines were issued by the ministry with respect to Accommodation Review Committees (ARC). She reported that Principal Brian Johnson took on the task of reviewing our policy to ensure its compliancy with the new guidelines issued by the ministry. The policy with changes was put out for stakeholder review in November 2009. Feedback received included one issue, that is to examine the bargaining unit representation on an ARC to ensure policy is compliant with ETFO Collective Agreement direction in this regard. Consultation with board administration confirms the policy does not contravene any collective agreement language.

Action: Bring Policy 905 forward for board approval on February 16, 2010.

P-413: Video Security Surveillance in Schools

[Attached-P.Pella](#)

P. Pella advised that the Policy 413 as a new policy springs from issues with regard to school lockdown procedures, re-entry on premises and the use of schools in general because many people apart from students and staff can be in the building at any given time. She reported that the issue of video surveillance was discussed at Leadership Forum (school principals) who all agreed that before piloting such a project as video surveillance, a policy would be in order. Principal Eveline Wright assumed the task of authoring the policy and its companion management guideline. She explained that the policy is one allows for another layer of monitoring school facilities to ensure the safety of students and property. Its implementation will not replace the need or the responsibility for school administration to routinely tour school premises

Action: Post to the website for stakeholder review to expire on March 19, 2010. Once the review is completed this along with its management guideline will be brought forward for board approval.

P-719 Accessibility Standards for Customer Service

[Attached-V. Newton](#)

V. Newton advised that as a new policy, this item addresses board compliance with The Accessibility Standards for Customer Service, Ontario Regulation 429/07 which was created under the Accessibility for Ontario with Disabilities Act, 2005. This policy has been created in response to the direction to phase in mandatory training for staff on the correct practices to support people with disabilities both in our organization as well as those who may have occasion to be on the premises.

Action: Post to the website for stakeholder review to expire on March 19, 2010.

4.0 Stakeholder Feedback for Items Posted (Oct 25-09 to Dec 29-09)

P-517: Early Identification...No feedback received

Action: Bring forward for board approval on February 16, 2010.

P-708: Community Service...No feedback received.

Action: Bring forward for board approval on February 16, 2010

P-905 Pupil Accommodation...Feedback received (See discussion under Item 3.1 above)

Action: Bring forward for board approval on February 16, 2010

5.0 Stakeholder Feedback for Items Posted (Nov 24-09 to Jan 15-10)

- P-301 Student Transportation...No feedback received.
Action: Bring forward for board approval on February 16, 2010
- P-404 Buildings/Grounds and Equipment...No feedback received
Action: Bring forward for board approval on February 16, 2010
- P-406 Snow Removal and Ice Control...No feedback received
Action: Bring forward for board approval on February 16, 2010
- P-410 Lock and Keying...No feedback received.
Action: Bring forward for board approval on February 16, 2010

6.0 Recommended Items for Stakeholder Reviews (Post Jan. 26/10 to March 19/10)

Moved by: Mark Mannisto Second: Julie Sparrow

That the following policy be posted to the board website for stakeholder review for the period of January 26 to March 19, 2010.

- P-535: Progressive Discipline and School Safety
- P-604: Junior and Senior Kindergarten
- P-706 Health and Safety
- P-413: Video Security Surveillance in Schools
- P-719 Accessibility Standards for Customer Service

7.0 Recommendations of Items to go to Regular Board Meeting - February 16, 2010

Moved by: Mark Mannisto Second: Darlene Keenan

That the following policy forwarded for approval by the board on February 16, 2010.

- MG-520: Police and Schools Protocol
- P-301 Student Transportation
- MG-301 Student Transportation
- P-404 Building/Grounds and Equipment
- P-406 Snow Removal and Ice Control
- P-410 Lock and Keying
- MG-410 Lock and Keying
- P-517: Early Identification
- P-708: Community Service
- P-905 Pupil Accommodation

8.0 Future Meetings and Agenda Items

8.1 February 22, 2010

- MG-535: Progressive Discipline and School Safety
- 719-MG Accessibility Standards for Customer Service

The following items will be deferred to reviews in late spring to coincide with the Information Technology's updated strategy for future direction as per its Report No. 14: Technology: The Past, Present and Future.

- 602-P: Acceptable Use of the Internet
- 602-MG: Acceptable Use of the Internet
- 607-P: Electronic Communication System
- 608-P: Computer Network Security
- 608-MG: Computer Network Security

The work plan for March 2009 will be brought forward to the February 22nd meeting of the BPRC.

9.0 Adjournment

Moved by: Darlene Keenan Seconded by: Mark Mannisto

That, the Board Policy Review Committee Meeting of January 25, 2010 be adjourned at 6:46 p.m.

3.5 410-P Lock and Keying Attached-W. Chiupka
First paragraph see additional wording
Paragraph six and seven where switched
Paragraph eight added reference to SGDSB Lock Out procedure
Action: Refer Policy to for Stakeholder Review on the board website

3.6 410-MG Lock and Keying Attached-W. Chiupka
Part 1.1: Add new paragraph with outline of definition of various key and lock types
Part 3.1: Additional language added to qualify appropriate use for persons issued key access to an area
Part 11.1: Delete entire paragraph
Insert new wording ..."In the event that the security of a building is suspected to be compromised due to key loss or theft, the Plant Department may rekey all or part of the building upon short notice to protect the building and contents. Cost of this measure may be recovered from the party involved depending on the circumstances."
Action: As a management guideline this item will not be issued for stakeholder review, however it will not be published until after its companion, Policy 410 has undergone its review period and is approved by the board for board website publication.

3.7 536 PG: Equity and Inclusive Education (Attached-V. Newton)
This is a companion piece to Policy 536 which was forwarded by the BPRC for Board Approval on November 16, 2009.
Action: Forward this Procedural Guideline 536 for board approval on December 7, 2009.

3.8 520-MG: Police and Schools Protocol (move to January 25, 2010)

4.0 Stakeholder Feedback: New /Existing (P's, MG's and/or PG's)
Nil: Next Stakeholder Feedback due on December 29, 2009

5.0 Direction of BRPC for Stakeholder Reviews
Moved by:Cindy Brown Seconded by: Tina Simmons
That the following be put forward for full stakeholder review to conclude by January 25, 2010
P-301 Student Transportation
P-404 Building/Grounds and Equipment
P-406 Snow Removal
P-410 Lock and Keying

6.0 Recommendations of BPRC to Regular Board: December 7, 2009
Moved by:Cindy Brown Seconded by: Tina Simmons
That the following be put forward for board approval on December 7, 2009
Procedural Guideline 536 Equity and Inclusive Education

7.0 Future Meetings and Agenda Items

7.1 January 25, 2010
P-517: Early Identification
520-MG: Police and Schools Protocol (moved from November 2009)
602-P: Acceptable Use of the Internet
602-MG: Acceptable Use of the Internet
P-604: Junior and Senior Kindergarten
607-P: Electronic Communication System
608-P: Computer Network Security
608-MG: Computer Network Security
706-P Health and Safety

P-708: Community Service
P-905: Pupil Accommodation

8.0 Adjournment

Moved by: Cindy Brown Seconded by: Tina Simmons
That, the Board Policy Review Committee meeting be adjourned at 6:47 p.m.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section PERSONNEL

Policy Name HEALTH & SAFETY

706

Board Approved: March 12, 1999

*Reviewed and Approved: November 24, 2009
/ November 18, 2008 / November 20, 2007
November 21, 2006 / October 19, 2004*

Review by: December 2010

POLICY

It is the policy of the Superior-Greenstone District School Board to provide a safe and healthy environment and to eliminate or reduce injuries, accidents and illness in the workplace.

RATIONALE

The Superior-Greenstone District School Board is committed to the health and safety of its employees, students and all others under Board direction.

Protection of employees from injury or occupational disease is a major, continuing objective of the Board.

The Board will make every reasonable effort to provide a safe, and healthy work environment.

It is expected that all employees will be dedicated to the continuing objectives of preventing injuries to persons and damage to property.

PROCEDURES

1.0 Practices

The Board will develop and maintain written Health and Safety Guidelines, which will conform to the best of current practices and be in keeping with the highest standards.

2.0 Priority

The Board will ensure that Health & Safety concerns take precedence over expedience.

3.0 Accident Prevention

Accident prevention is an operational responsibility that demands the direction and control of supervisors.

4.0 All Employees

All employees are expected to assume responsibility for accident prevention.

5.0 Consequences

Disciplinary action, up to and including dismissal, will be taken against those persons not adhering to the prescribed policy and safety procedures of the Board.

6.0 Guidelines

6.1 Requirements

In order to prevent injury or illness associated with the work environment, all employees of the Board will:

- a) comply with all current Health, Safety and Environmental legislation and any related Codes or Regulations,
- b) follow currently accepted safety standards and practices, and,
- c) demonstrate by attitude and example that safety is an integral part of every function undertaken.

6.2 Responsibilities

All employees, including supervisors, managers, principals and senior management are responsible for the implementation and maintenance of the Board's Health & Safety Procedures.

6.2.1 Trustees and Senior Supervisors

All Trustees and the Board's Senior Administrative Staff have the responsibility to:

- provide a safe and healthy workplace,
- establish and maintain written Health & Safety practices and procedures,
- provide access to medical and first aid services,
- provide workers with current Health & Safety information and training,
- motivate and support staff in their Health & Safety activities,
- monitor the Health & Safety performance of staff, and,
- establish clear objectives to achieve reduced accident frequency.

6.2.2 Managers and Supervisors

All supervisory and management staff are responsible to:

- promote safety awareness in workers,
- ensure that all employees are trained in proper safety procedures,
- ensure that employees work safely,
- ensure that safe and healthy work conditions are maintained,
- correct potentially hazardous practices and conditions,
- report and investigate all accidents or incidents,
- evaluate health and safety performance for all employees,
- motivate and support staff in their health and safety activities, and,
- ensure that employees are provided with personal protective equipment, as needed.

6.2.3 All Employees

All employees are responsible to:

- follow safe work procedures,
- know and comply with all Board safety practices,
- report any injury or illness immediately,
- identify and report immediately any potentially hazardous practices or conditions,
- cooperate with and participate in joint health and safety committees as required, and,
- use and maintain personal protective equipment.

7.0 **Programs and Practices**

The Board's Health & Safety Policy and Procedures shall be maintained and evaluated by the following current programs and practices, but shall not be limited to these:

7.1 Joint Health & Safety Committee

This committee shall operate as provided in regulation and through the Board's Management Guidelines and shall include workplace inspections as provided therein.

7.2 Programs

The Board's programs to achieve Health & Safety standards can include:

- asbestos management,
- chemical disposal,
- first aid or CPR training,
- health management,
- hepatitis B immunization,
- silica control,
- WHMIS.

7.3 Practices

The Board's practices to achieve Health & Safety standards may include protocols for:

- emergency and/or evacuation procedures,
- field trips,
- health & safety reporting,
- lock out procedures,
- PCB management,
- sand and water table management,
- transportation of dangerous goods.

7.4 Safety Manuals

The Board will develop manuals, in consultation with appropriate staff, in certain areas and disciplines to provide more detailed guidelines for employees, such as:

- physical education,
- science,
- technological

7.5 Requirements

The Board will, as appropriate, lay out specifications in detail concerning requirements related to workplace Health & Safety on an as-needed basis in such areas as:

- personal protective equipment.

8.0 Review

The Manager of Plant in consultation with the Joint Health and Safety Committee shall review from time to time the Board's policy and Management Guidelines and provide recommendations to the Board as a result of such review.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section MISCELLANEOUS

Policy Name PUPIL ACCOMMODATION

905

Board Approved:

June 24, 2008
January 22, 2008
March 20, 2007
February 20, 2001

Revised

May 26, 2008
January 22, 2008
March 20, 2007

Review Prior To: December 2013

1.0 Pupil Accommodation Review and Facility Organization Procedures

1.1 Purpose

The pupil accommodation review and facility organizational procedures have been developed to provide the framework for school organizational plans, boundary adjustments, to conduct pupil accommodation reviews for schools or groups of schools within the context of fiscal accountability and support for student learning.

The review should take into account any opportunities for partnerships with other school boards and appropriate public organizations that are financially sustainable, safe for students and protect the core values and objectives of the school board.

“Accommodation Review Area” one or more educational facilities and/or schools which are identified for study, by geographic proximity, major physical and arterial divisions or type and/or organization.

“Accommodation Review Committee (ARC)” appointed by the board to act in an advisory role and will provide recommendations that will inform the final decision made by the Board of Trustees.

“Associations” local school associations including School Councils, Home and School and Parent Teacher Associations.

“Community” the school attendance area(s) of the school(s) under review by the ARC.

“Full-Time Equivalent” the sum of all part-time and full-time students as defined by the Ministry of Education and Training.

“Operating Costs – School Operations and Maintenance” all expenditures related to the daily operation of instructional buildings and sites, such as custodial services, food services, security services, building systems, building and ground maintenance, utilities and property, and related liability insurance; includes all expenditures related to the periodic work performed to maintain instructional buildings and sites in a good state of repair.

“Operating Costs – School Program” all salary, supply and services, and operational costs related to school administration, clerical and custodial support, and the day-to-day operation of the school.

“School” a prescribed number of classes functioning as an educational unit.

“School Information Profile” the set of considerations and factors outlined in Appendix A used by an ARC to assess the value of a school being considered in the Accommodation Review process and such other factors determined at the commencement of the Accommodation Review circumstances and priorities of the schools being considered in determining the value of a school.

“Superintendent of Education” appointed to organize agendas, meetings, and to ensure that resource personnel are advised and requested to attend.

2.0 Introduction

- 2.1 The primary goal of these procedures is to ensure that any recommendation concerning pupil accommodation is based upon a process that assesses the value of schools. The Board recognizes the need to utilize public facilities to their greatest potential while exercising fiscal responsibility.
- 2.2 The Board also recognizes economic constraints related to the operation of its schools require the Trustees to examine the feasibility of modifying facilities, the construction of new facilities, altering attendance boundaries, the use of time, alternate calendar schedules and the continuing operation of very small schools with large areas of vacant space.
- 2.3 In addition, the Board affirms that these procedures comply with the Ministry direction on grants for school operation and new pupil places. These procedures reflect the policies of the Ministry of Education related to Pupil Accommodation Review Guidelines (Education Act paragraph 8 (1) 26 and Regulations).

3.0 Pupil Accommodation Reviews

3.1 Purpose

- 3.1.1 The Board may from time to time need to undertake a public review of its facilities and the learning opportunities for students.
- 3.1.2 In order to facilitate these public reviews the Board may undertake this through the establishment of an ARC.

4.0 Procedure for Establishment of an Accommodation Review Committee

- 4.1 In order for the Board to provide for quality educational programs it may be necessary to undertake an Accommodation Review to ensure that students have access to facilities which meet their educational needs.
 - 4.1.1 An ARC may be considered if one or a combination of the following criteria apply to a potential Accommodation Review Area when:
 - a) the potential exists within the Accommodation Review Area to accommodate the resident students in fewer educational facilities based on the capacities of the schools within the defined Accommodation Review Area.
 - b) the operating costs of one or more schools negatively impacts on the Board’s ability to operate all its schools within the grants available for school operation.
 - c) the general state of repair of one or more of the educational facilities (i.e. mechanical condition, fire safety, general standards) requires immediate attention.
 - 4.1.2 The board shall, provide the ARC with a Terms of Reference that describes the committee’s mandate. The mandate will refer to the board's educational and accommodation objectives in undertaking the review and reflect the board's strategy for supporting student achievement.

- 4.1.3 The board will develop a School Information Profile to help the ARC and the communities understand how well school(s) meets the objectives and the Reference Criteria outlined in the Terms of Reference.
- 4.1.4 The Superintendent of Education shall ensure that the School Councils, Associations and groups affected, as well as the public, are informed, so that the representatives can be appointed, and shall call the first meeting of the ARC.
- 4.1.5 School boards must present to the ARC at least one alternative accommodation option that addresses the objectives and Reference Criteria outlined in the Terms of Reference. The option(s) will address where students would be accommodated; what changes to existing facilities may be required; what programs would be available to students; and transportation. If the option(s) require new capital investment, board administration will advise on the availability of funding, and where no funding exists, will propose how students would be accommodated if funding does not become available.

5.0 Aims of Accommodation Review Committee

- 5.1 An ARC is established to review information affecting the future of the Accommodation Review Area and to identify needs related to the specific school(s) and the students. The ARC shall consider appropriate alternatives on such matters as program changes, repairs to the educational facility, additions to facilities and the closure of a school(s) where appropriate.
- 5.2 The ARC shall provide the focus for liaison and communication among the community, parents and the board. The ARC shall provide a means for the collection and distribution of input information and community feedback on options for accommodating students who would be affected by a school closure prior to making its recommendation to the board administrative staff.
- 5.3 An ARC provides an opportunity for parents, educators, board officials, business and municipal leaders, and trustees to assess a school's ability to provide an effective opportunity for students to attain their fullest potential at a cost that is reasonably consistent within the system.
- 5.4 In order to identify needs of all students in the Accommodation and Review Area, the ARC shall objectively and fairly review with respect to each school in the Accommodation Review Area and report on:
 - a) the value of each school using the customized School Valuation Framework in a School Information Profile,
 - b) what changes are recommended to be made to a school(s) including whether it (they) should be closed,
 - c) alternate accommodation plans for the students of the school(s) including:
 - i) where the students would be accommodated;
 - ii) what changes to existing facilities may be required in order to implement the recommended changes;
 - iii) what programs would be available to students;
 - iv) transportation proposals.

6.0 Membership for an Accommodation Review Committee

- 6.1 The following members are:
 - a) One parent representative from the School Council from each school.

- b) One citizen from each school attendance area considered in the Pupil Accommodation Review, appointed by each school community at meetings called by the Principal of each school for that purpose.
- c) One business representative from each municipality having a connection with the Accommodation Review Area.
- d) One municipal leader from each municipality having a connection with the Accommodation Review Area.

6.2 The following are considered to be support available of the ARC:

- a) Superintendent of Business.
- b) Superintendent of Education.
- c) School Principal(s) of the affected area(s).

7.0 Rules of Procedure for an Area Accommodation Review Committee

- 7.1 The rules of procedure for committees as set down in the By-Laws of the Board shall apply.
- 7.2 Required office and secretarial assistance shall be supplied to the ARC by the board office.
- 7.3 All meetings shall be open to the public. The terms of reference of the ARC shall exclude personnel, property and legal matters.
- 7.4 The first meeting of the ARC shall be an orientation meeting for the purpose of explaining the aims and objectives of the ARC to ensure that effective communication will occur during the life of the Committee. The Superintendent of Education will carry out this function. The ARC will be supplied with appropriate information including related policies and procedures.
- 7.5 At the first meeting of the ARC, it shall fix the time lines for the Pupil Accommodation Review process. These shall include:
 - a) setting dates for the first public consultation meeting which shall occur no earlier than 60 days subsequent to the first meeting of the ARC.
 - b) setting dates for at least three more public consultation meetings subsequent to the first public consultation meeting such that at least 90 days elapses between the first public consultation meeting and the last public consultation meeting.
- 7.6 Between its first meeting and the first public consultation meeting, the ARC shall review, if necessary, the Framework and customize the criteria.
- 7.7 During the public consultation meetings, the ARC shall seek input and community feedback to assist it in determining:
 - a) the value of each school to the students, community, the Board and the local economy; and
 - b) options for accommodating students who would be affected by a school closure.

- 7.8 The ARC will prepare a School Information Profile for each of the schools under review reflecting their current status and for each of the schools which would continue in service, should the proposed changes be implemented by the Board. (i.e., The ARC will be able to consider the impact on pupils of implementing the changes proposed).
- 7.9 Within 30 days of completing a School Information Profile for each school reviewed and a final report incorporating the findings of each School Information Profile, the ARC shall hold a public meeting where it will share its findings. The ARC shall consider any public input from the meeting and may make changes to its School Information Profile.
- 7.10 Once the ARC has finalized its School Information Profile, it shall submit the report(s) and recommendations to the school board administration.
- 7.11 Upon receipt of the School Information Profile and the recommendations, the board administration shall review and analyze the School Information Profile and recommendations. The board administration shall present the findings and recommendations of the School Information Profile along with its proposals and recommendations to the Trustees at a meeting of the board.
- 7.12 The board shall consider final recommendations and shall give 60 days notice of its intentions to vote upon the final recommendations.
- 7.13 If part of the board's resolution is to close a particular school or schools, the board must outline clear time lines as to when the closing of the school(s) will take place.
- 7.14 After the ARC's final report has been received and acted upon by the board, the ARC shall be informed as soon as possible in writing of the action approved by the board.
- 7.15 The ARC shall not be discharged by the board until the report has been received by the board.
- 7.16 School holidays, including summer vacation, Christmas break and Spring break, shall not be included in calculating the time requirements set out in subsections 2.2.4 (f) and 2.2.4 (l).
- 7.17 All information to be made available to the public pursuant to the Pupil Accommodation Review process shall be posted on the board's website, which information shall include:
- a) notice that a Pupil Accommodation Review process shall take place and outline the Accommodation Review Area to be considered,
 - b) notice of ARC member selection,
 - c) notice of meeting dates and locations and information to be used at meetings,
 - d) minutes of all meetings,
 - e) answers to unanswered questions which arose at public meetings,
 - f) the School Information Profile and recommendations of the ARC,
 - g) board administration proposals and recommendations,
 - h) board resolutions,
 - i) timelines for school(s) closure(s).

The above information shall be made available in print upon request.

- 7.18 Meeting locations shall be determined by the ARC at its first meeting and shall be located at a school or schools in the Accommodation Review Area or such other facility as necessary to ensure physical accessibility.
- 7.19 Notices of all meetings shall be given by way of:
- a) posting on the board website,
 - b) through handouts to students to be taken home to parents,
 - c) such other methods of notification, including advertising in the local media as the ARC deems necessary to ensure the receipt of input from the school community and local community as a whole.
- 7.20 Minutes of all meetings held during the Pupil Accommodation Review process shall be posted on the board's website and made publicly available on the said website.
- 7.21 Unanswered questions from the public meetings shall be answered as soon as possible by board administrative staff and posted on the board's website.

8.0 *Community Liaison and Orientation Subsequent to a School Closure*

- 8.1 It is essential that close liaison occur between communities in the event that a school is closed by the board. The ARC together with the school principal shall provide the organizing focus for this communication.
- 8.2 School principals shall carry out orientation and shall assist the ARC in the following ways by ensuring that:
- a) full information is provided on the educational program in the receiving school, including accommodation patterns, extracurricular programs, staffing patterns and any other factors affecting the education of the children.
 - b) open house or orientation programs are provided for pupils and parents from the closed school; and
 - c) efforts are made to integrate any School Council, Home and School and/or Parents' Association.

APPENDIX "A"

SCHOOL INFORMATION PROFILE

School boards are required to develop a School Information Profile to help the ARC and the communities understand how well school(s) meet the objectives and the reference criteria outline in the Terms of Reference. The School Information Profile includes data for each of the following four considerations about the school(s):

- Value to the student
- Value to the school board
- Value to the community
- Value to the local economy

It is recognized that the school's value to the student takes priority over other considerations about the school. A School Information Profile will be completed by board administration for each of the schools under review. If multiple schools within the same planning area are being reviewed together, the same profile must be used for each school. The completed School Information Profile(s) will be provided to the ARC to finalize after discussion, consultation and/or modification based on the new or improved information.

The following are examples of factors that may be considered under each of the four consideration. Boards and ARCs may introduce other factors that could be used to reflect local circumstances and priorities, which may help to further understand the school(s)

Value to the Student

- the learning environment at the school;
- student outcomes at the school;
- course and program offerings;
- extracurricular activities and extent of student participation;
- the ability of the school's physical space to support student learning;
- the ability of the school's grounds to support healthy physical activity and extracurricular activities;
- accessibility of the school for students with disabilities;
- safety of the school
- proximity of the school to students/length of bus ride to school.

Value to the School Board

- student outcomes at the school;
- course and program offerings;
- availability of specialized teaching spaces;
- condition and location of school;
- value of the school if it is the only school within the community;
- fiscal and operational factors (e.g., enrolment vs. available space, cost to operate the school, cost of transportation, availability of surplus space in adjacent schools, cost to upgrade the facility so that it can meet student learning objectives).

Value to the Community

- facility for community use;
- program offerings at the school that serve both students and community members (e.g., adult ESL);
- school grounds as green space and/or available for recreational use;
- school as a partner in other government initiatives in the community;
- value of the school if it is the only school within the community.

Value to the Local Economy

- school as a local employer;
- availability of cooperative education;
- availability of training opportunities or partnerships with business;
- attracts or retains families in the community;
- value of the school if it is the only school within the community.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	SCHOOLS AND STUDENTS	
<i>Management Guideline</i>	POLICE AND SCHOOLS PROTOCOL	
<i>Applicable Policy</i>	SAFE SCHOOLS CODE OF CONDUCT	520

Board Approved: August 25, 2003 *Reviewed:* *Review by:* December 2015

This protocol has been developed through the co-operative efforts of the following:

- *Superior-Greenstone District School Board*
- *Superior North Catholic District School Board*
- *Long Lake 58 and Ginoogaming First Nation Authority*
- *The Geraldton Ontario Provincial Police Detachment*
- *Nishnawbe-Aski Police Service*
- *The Children's Aid Society of the District of Thunder Bay*
- *Dilico Anishnabek Family Care*

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1. **INTRODUCTION**

Background

Under the direction of the Ministry of Education and Ministry of the Solicitor General, school boards and police services must establish a protocol for the investigation of school-related occurrences.

This document has been prepared for the following reasons:

- to ensure consistency of approach in the local protocols developed by school boards and police services in the communities served by the school boards, police services and agencies;
- to provide a vehicle that will promote dialogue and effective relationships between schools and police that are based on co-operation and shared understanding;
- to set expectations for local protocols, while allowing police services and school boards to address service-delivery arrangements; and
- to recognize the partnership role of The Children's Aid Society of the District of Thunder Bay and Dilico Anishnabek Family Care

Purpose

Providing the best possible education for students in a safe school community is a shared responsibility, and it requires a commitment to collaboration, co-operation, and effective communication.

Making our schools safe requires a comprehensive strategy that includes the following elements:

- opportunities to acquire the knowledge, skills and attitudes necessary to maintain a school environment in which conflict and differences can be addressed in a manner characterized by respect and civility;
- intervention and supports for those who are at risk of, or are already engaged in, violent, or antisocial behaviour; and
- an effective response to incidents when they occur—one that respects the rights of victims and witnesses, as well as those of the alleged perpetrators.

Police play a vital role in supporting and enhancing the efforts of schools and their communities to be safer places in which to learn and to work. In addition to responding to and investigating school-related incidents, police are essential partners in the prevention of crime and violence.

The purposes of this protocol are to:

- assist in the greater safety and protection of students, teachers, staff, and volunteers in schools;
- encourage ongoing, adaptive, and responsive partnerships between police and the school community;
- facilitate appropriate sharing and disclosure of information;
- promote shared consultation and partnerships between school boards, police services, and The Children's Aid Society of the District of Thunder Bay and Dilico Anishnabek Family Care on maintaining a safe school environment;
- ensure the obligations and requirements of both the education and law enforcement systems are met; and
- ensure a consistent approach across the school board's jurisdiction in the way police and school boards respond to a school-related occurrence.

The Protocol should be viewed as a general guideline for the investigation of school-related incidents. There may be times when deviations may occur based on the uniqueness of each circumstance.

2. STATEMENT OF PRINCIPLES

The guiding principles of this protocol are to:

- promote respect and civility in the school environment;
- respect fundamental rights pertaining to racial, cultural, religious, and other differences among students, teachers, and staff; and
- provide a balance between rights and responsibilities.

This protocol supports and reflects the principles of community policing. Community policing involves the interaction of the police within the community with a focus on problem-solving for the benefit of all of the stakeholders.

3. ROLE AND MANDATE OF POLICE SERVICES

The specific roles and responsibilities of the local police services related to young people and the school community are to:

- enforce the Criminal Code, the Youth Criminal Justice Act, and other federal, provincial, and municipal legislation and related regulations;
- perform the duties legislated under sec. 42 of the Police Services Act;
- assist victims of crime;
- conduct law enforcement and criminal investigations;
- protect public safety and prevent crime;
- assist in the development of young people's understanding of good citizenship;
- promote and foster a reduction of crime, both against and committed by young people;
- provide information on community safety issues;
- divert young people away from crime and antisocial behaviour; and
- work in partnership with other government and community-based organizations to support positive youth development.

4. RESPONSIBILITIES OF SCHOOL BOARDS

- develop a Code of Conduct, as required under Bill 212;
- develop crisis response protocols in conjunction with local police, fire, EMS, and community services;
- provide appropriate training and resources for staff relative to progressive discipline, bullying, school-wide behaviour plans, crisis response protocols, duty to report, and other prevention/intervention strategies as identified that support safe schools.

5. ROLE OF CHILDREN'S AID AGENCIES

Children's Aid Agencies play a vital role in the protection of children and youth at risk of abuse and/or neglect. They are the legal guardians of children and youth in their care. Given their belief in the need for safe, nurturing environments, and commitment to community partnerships that support children and youth, their profile as partners in this protocol has been appropriately enhanced.

6. RESPONSIBILITIES OF THE PRINCIPAL

The role of the principal is to maintain, in accordance with the requirements of the relevant legislation and Board policies, a safe, orderly learning and working environment

for students, staff and others lawfully on school property. As part of that role, the principal:

- acts *in loco parentis* to the students of the school;
- implements Board policy related to safe schools according to Board regulations and administrative procedures;
- communicates awareness of policies and procedures to staff, students, parents and school communities, taking into consideration the potential need for interpretive services;
- develops an effective consultation mechanism for soliciting input from staff, students, parents, and school councils in the development of local protocols;
- provide staff with opportunities for acquiring the skills necessary to promote safe school environments;
- ensures that prevention and intervention strategies are available;
- complies and ensures staff compliance with the requirements legislated under the Child and Family Services Act (e.g. “duty to report” – See Appendix II);
- complies with and ensures staff compliance with the requirements related to the duties of the principals and teachers under the Education Act and regulations.

7. **OCCURRENCES REQUIRING POLICE and/or CAS CONTACT**

It is the duty of the principal to maintain proper order and discipline in the school. The following reporting guidelines should be followed by the principal or designate.

Must Report to Police

It is strongly encouraged that principals initiate police contact for all criminal offences that have a connection to their school. Police will investigate these incidents in a timely fashion.

- physical assault causing bodily harm requiring treatment by a medical practitioner (re-wording to align with current legislation);
- sexual assault, or any other behaviour of a sexual nature, including indecent acts;
- robbery;
- criminal harassment;
- weapons offences including trafficking or the threat to use; including replica guns;
- drug offences (e.g., possession, trafficking);
- alcohol offences (e.g., consuming, possessing, or providing to a minor);
- extortion;
- threats of death or bodily harm; (Consideration: does the person have the means to carry out the threat, and/or is the threat perceived to be real by the victim – let the police make the decision);
- hate and/or bias-motivated incidents;
- gang/group related incidents;
- bomb threats;
- acts of vandalism including graffiti or causing damage to school or board property or to property located on the premises of the pupil’s school.

Must Report to CAS or Dilico

When there are concerns of a physical or sexual nature or neglect, remember there is a professional responsibility to report these suspicions to CAS or Dilico. Please refer to Appendix II (CFSA-Sec 72 (1) of this document. Suspicion, not proof, is what is required to initiate a report to the CAS.

May Report to Police

Discretion will be given to principals to contact police for the following offences:

- trespassing incidents;
- physical assault;
- bullying;
- theft;
- any other incidents where the principal and/or designate deems appropriate;
- child leaving school premises.

Other supports Police may provide include:

- assisting victims of crime;
- assisting in the development of young people's understanding of good citizenship;
- providing information on community issues; and
- working in partnership with other government and community based organizations to support positive youth development.

8. INFORMATION SHARING AND DISCLOSURE

In general, information sharing and disclosure regarding students are governed simultaneously by the Education Act and the Municipal Freedom of Information and Protection of Privacy Act. Certain statutes, however, take precedence over the provisions of the aforementioned acts.

Youth Criminal Justice Act

The Act includes provisions that deal with the disclosure, security, storage, and destruction of information pertaining to young persons.

Summary

The YCJA allows police forces, courts, extrajudicial measures organizations, and the government to keep records about a Young Person who is dealt with under the Act. (Section 114-116)

The Act specifically sets out who may have access to records or receive the information contained in them, and the time periods during which access is allowed. (Section 119)

General Rule

Information about a Young Person may not be disclosed if it would identify him/her as someone who has been dealt with under the Act. For that reason, ONLY those people who are authorized under the YCJA may have access to records or receive the information contained within them. (Section 118(1))

Police services will make every reasonable effort to inform schools of situations involving peace bonds or any other court order.

Allowable Disclosure

Section 119(1) of the YCJA allows for the sharing of release conditions and/or probation terms with school officials as follows:

- If the school/school board, or a staff person is a "victim" of the offense, sub-section (d) allows information to be shared with a victim;
- If the youth is still attending school, sub-section (n)(ii) allows a record to be accessed by a person who is working for a department, agency or organization of a government in Canada, and who is engaged in the supervision or care of the young person;

- If the victim is a student at a school, but the accused is not, sub-section (l) would permit the school administrators to be told as persons acting as an advocate for a child, in the course of a duty under an act of the legislature (Education Act).

Section 125(6) of the YCJA allows a provincial director, youth worker, Crown, peace officer, or any other person engaged in providing services to Young Persons, to disclose to any professional or other person engaged in the supervision or care of a Young Person, including a representative of a school, school board, or any other educational or training institution, any information contained in court, police, or government records if it is necessary:

- to ensure the Young Persons compliance with an order by youth justice court or reintegration leave under Section 91;
- to ensure safety of staff, students, or other persons; and
- to facilitate rehabilitation of the Young Person.

Police may obtain other relevant information from schools (e.g., Ontario Student Record or student attendance record) only by:

- subpoena;
- search warrant.

Child and Family Services Act

The Children's Aid Society of the District of Thunder Bay

Dilico Anishnabek Family Care

Any school professional, who, in the course of his/her duties with respect to a child, has reasonable grounds to suspect that a child has been abused or is at risk of being abused or neglected, has a legal obligation under the Child and Family Services Act to immediately report his/her suspicion directly to the CAS or Dilico. The duty to report is an ongoing obligation. If a school professional has made a previous report about a child, and has additional reasonable grounds to suspect that a child is or may be in need of protection, then the school professional must make a further report to the CAS or Dilico (Sec. 72(1) Child and Family Services Act).

The school professional who has the reasonable grounds to suspect that a child is or may be in need of protection must make the report directly to the CAS or Dilico. The school professional must not rely on anyone else to report on his or her behalf (Sec. 72(3) Child and Family Services Act).

This requirement overrides the provisions of any other provincial statute that may prohibit disclosure.

See Appendix II for the specific wording of Sec. 72(3) Child and Family Services Act.

9. SCHOOL REPORTING PROCEDURES

- When a principal or designate has reason to believe that a student in a school has committed a criminal offence or is likely to commit a criminal offence, the principal is expected to report the incident to the police.
- Generally, the police dispatcher will receive the call. Based on the information provided by the principal or designate, the police dispatcher will determine the appropriate response. If requested, the dispatcher may provide an estimated time of police arrival.

Who Should Call the Police

- As a general rule, the principal or designate will call the police;
- If the principal or designate is unavailable, any school staff member will contact the police directly. In these situations, the principal will be contacted as soon as possible and information shared regarding the nature of the call;
- In an emergency situation (e.g., incidents involving serious bodily harm), any school staff member will contact the police immediately, and advise the principal at first opportunity.

Telephone Numbers

Police Service	Emergency situations:	Non-emergency situations:
	911	
	911	
	911	

Each school should have a list of these telephone numbers clearly displayed for staff use.

When Making Police Contact

When informing the police that a violent incident has occurred, the following information should be considered:

- name and date of birth of individuals involved;
- type of incident;
- degree of harm and level of threat;
- previous occurrences;
- the involvement of a gang;
- the presence of a weapon;
- incidents off school property that could lead to incidents at school;
- the influence of racism, sexism, homophobia or drugs and alcohol;
- the history of the involved student with respect to similar incidents;
- any other relevant information.

10. INITIAL POLICE CONTACT

The Responding Officer will:

- report to the principal or designate with proper identification;
- explain the purpose of the visit;
- contact, or make arrangements with the principal or designate to contact parents/legal guardians of students under the age of 18; and
- if a parent/legal guardian cannot be reached, the police may proceed to interview the student. In this situation, the principal or suitable designate may, in accordance with the child's wishes, be present during the interview.

If the Principal is Under Investigation

- The responding police service will ensure that the Area Superintendent is notified as soon as possible.

Documentation Procedures for Police

- The police officer who responds to a report of a school-related incident is responsible for obtaining and thoroughly documenting information on the incident.

Documentation Procedures for School Staff

- all events where police are invited **must be documented**;
- school staff should record the details as soon as practical;
- documentation should include dates, times, names of witnesses interviewed and relevant observations;
- such details should be kept in a journal (or hardcopy made of electronic notes) and available for reference when required;
- where appropriate, include a summary of any action taken by school administration;
- notes should be recorded in an objective manner, free of opinion or suggestion, and with the potential use in legal proceedings in mind;
- school staff should maintain their records in accordance with the School Board's Records Management Guidelines – Records Retention Schedule.

11. INVESTIGATING SCHOOL INCIDENTS

All investigations should be undertaken in accordance with the local police service's criminal investigation management plan and, where required, with the Ontario Major Case Management Manual.

Legal Rights

In the investigation of school-related incidents committed by young persons, the following provisions should be adhered to as the students are divided by age:

Students 18 Years of Age and Older -- students who are eighteen years of age or older are considered adults. The Criminal Code of Canada, Charter of Rights and Freedoms and other relevant legislation will be followed if these students are investigated for a criminal offence.

Students Between the Ages of 12 and 17 -- students between the ages of 12 and 17 are covered by the Youth Criminal Justice Act. Where appropriate, police will also advise those persons pursuant to the Criminal Code and Charter of Rights and Freedoms. These rights should also be clearly explained to the principal or designate.

Students Under 12 Years of Age – children under the age of twelve years cannot be charged under the Youth Criminal Justice Act, or the Criminal Code. Nonetheless, the police must be called to investigate serious criminal offences and facilitate communication between school, parent(s)/guardian(s) and outside agencies (such as CAS or Dilico). Unless under investigation as well, based on a determination by police, the parent or guardian is an active partner in this process and shall be notified in every case by the principal or designate whether their child may be a victim, a witness, or at fault in the circumstance.

Responsibilities of Principal/Designate

- to investigate as necessary in order to establish the nature and extent of an alleged offence;
- to establish as part of the school-wide behaviour plan and to communicate to students, parents, and staff, that desks and lockers are considered school property, and that a search of such property is permissible by school administration. In addition, students shall be advised that they may be directed by a principal or

designate to display the contents of clothing, duffle bags, backpacks, or similar items that are worn or carried on school property.

Search and Seizure

School staff will not conduct personal searches of students.

Where the Principal Has Grounds to Conduct a Search

- as a general guideline, the extent of the search is limited by the nature of the item being sought;
- the principal may search school property assigned to the student (desk, locker);
- the principal may also direct a student to display the contents of clothing, duffle bags, backpacks, etc. that are worn or carried on school property;
- the involved student and one other adult shall be present when a desk or locker is opened, or when a student is asked to display contents of their clothing, duffle bags, backpacks, or similar, so as to have corroboration;
- where a principal or designate conducts a search without police being present and he/she seizes an item that may be related to an offence, the principal shall contact the police to determine appropriate strategies to deal with the seized item; and
- the principal shall document any search.

Search of Persons

- where reasonable and probable grounds exist to warrant a search of persons, the school administration shall call the police and request their assistance; and
- police officers shall adhere to their respective police policies and procedures as they relate to Search of Persons, e.g., a strip/complete search will be conducted by a police officer of the same gender as the person being searched, unless safety requirements clearly dictate otherwise.

Search Warrants

- police will notify the principal or designate prior to conducting a search on school premises; but,
- under some exigent circumstances, police may be required to execute a search warrant without notice to the principal or designate.

Canine Drug Searches

Random canine drug searches shall neither be requested nor conducted.

DETENTION AND ARREST

Role of Police Officer

- when it is necessary that a student be arrested at a school during school hours, to the extent possible, such an arrest will be made in a manner that will minimize disruption of school routines, and give due consideration to privacy;
- where a student is to be arrested on school premises during school hours and, so long as circumstances permit, police will contact the principal or designate to arrange a suitable procedure by which police will access the student;
- where physical restraints are necessary, they will be employed with full regard for the safety of those involved in accordance with the arresting officer's discretionary powers;
- it is the responsibility of the police to attempt to contact a parent/legal guardian for persons under the age of 18 to advise them an arrest has been made; and

- where it has been determined by police that an arrest will be made, the officer shall follow established police policies and procedures as they relate to Arrest-Detention-Release (e.g., rights and caution).

Role of School Staff

- where a student is to be arrested, the school staff shall co-operate with police and allow access to the student;
- in the event a student is detained by a school employee, the police will be contacted forthwith; and
- where an arrest has been made by a school agent (e.g., security guard), the person making the arrest shall forthwith turn the person over to the police.

Victim's Assistance

Schools and police with the assistance of the community may provide, where available, programs and services which:

- help identify the underlying causes of the violence;
- provide counseling and support as appropriate to victims/witnesses which may include referrals to school or community services;
- make reasonable efforts to ensure the safety and security of victims/witnesses; and
- provide victim/witness assistance in accordance with their local Victim's Assistance Procedures.

The completion of victim impact statements shall not normally be considered the responsibility of school staff.

Under the Youth Criminal Justice Act, victims are entitled, on request, to receive information about how an offence was dealt with where extra judicial measures are ordered. Such information shall not be provided by school officials, but by the police or other persons designated under the Youth Criminal Justice Act.

12. POLICE INTERVIEWS OF STUDENTS

Notification of Parents or Legal Guardian

(i) Police

- must advise a student, under the age of 18, that he/she may request his/her parent/legal guardian to be in attendance during the police interview;
- will consult with the Children's Aid Society of the District of Thunder Bay or Dilico Anishinabek Family Care (i.e. when the investigation involved the suspected abuse or neglect at the student's home). Together an agreement will be made as to the timing and procedure for notifying the parent/legal guardian; and
- if the student is deemed a suspect, the police will explain to the young person his/her rights, specifically the right to speak to a lawyer.

(ii) Principal or Designate Students under the Age of 18

- the principal will make every effort to inform the parent or legal guardian of any student who will be interviewed by the police and give the parent the opportunity to attend at the location of the interview. This applies to students under the age of 18 (except where the student is the victim of abuse and the

alleged offender is a family member or primary care-giver or the contact may jeopardize further investigation);

- when the parent cannot be reached or be present, at the request of the student, the principal or suitable designate, may act as an observer/advocate for the student; and
- where the principal is not able to contact the parent(s)/guardian(s), the principal will record his/her attempts to make such contact.

Students over the Age of 18

The parent/legal guardian should not be called if the student is 18 years of age or older, unless the student gives his/her consent or makes the request him/herself or is incapable of providing consent for medical or other reasons.

Interviews

It is recognized that the norm for interviews by police will be conducted outside the school. However:

- interviews may be conducted on school premises;
- interview procedures will vary depending on the circumstances and will be conducted at the discretion of the police;
- if police interviews are conducted on school premises during school hours, the principal/designate will cooperate with police to provide equipment, facilities, information, staff and logistical support as required; and
- the principal or designate will inform police of the need for specialized resources where a student is known to have a behavioural, cognitive, physical or learning disability.

13. INVESTIGATIONS INVOLVING STUDENTS WITH SPECIAL NEEDS

In addition to the guidelines in Section 12, "*Police Interviews of Students*", school personnel and police will consider the following when investigations involve a student known to have behavioural, intellectual, or physical exceptionalities, and/or difficulties in communicating; such as:

- every reasonable effort shall be made by the principal or designate and the investigating officer to determine whether the student being interviewed has any special needs which might prevent effective and meaningful communication throughout the interview process; and
- the principal or designate shall discuss strategies with the police officer as they pertain to the student's communication in a relaxed environment.

14. OCCURRENCES INVOLVING CHILDREN UNDER AGE

Police shall refer to relevant police procedures/protocols such as the Child Abuse Protocol, and local police service policies.

School staff shall refer to appropriate board regulations and procedures, in addition to this protocol, and may at any time consult with a Supervisory Officer.

15. SCHOOL BOARD COMMUNICATION STRATEGY

Support from the community is essential, and it can be garnered through regular and meaningful communication. Principals will communicate the protocol information to school councils, parents, staff and students on an annual basis and make it available for parents and students to review.

16. **PROTOCOL EVALUATION PROCESS** (may need to add CAS / Dilico if they are signatories)

The effectiveness of the policies shall be monitored and evaluated by school boards in consultation with the local police, according to Board policy, and the input of students, staff, parents or guardians, the community and other agencies will be taken into consideration. The results of monitoring and evaluation will be used by the Board and local police to revise this Protocol.

17. **VIOLENCE PREVENTION PROGRAMS**

A co-ordinated and multifaceted approach is required to prevent school violence. Police play an important role in the school community. Their involvement goes far beyond simply responding to incidents. Police must work in partnership with schools and other community agencies to administer programs in the area of prevention.

School staff are encouraged to contact their local police to discuss additional resources available through their Community Services Section.

18. **PHYSICAL SAFETY ISSUES**

When requested and available, police services will work in co-operation with local schools to assess the potential safety risks posed by current school practices or physical design of buildings/grounds. If such support is desired, schools may contact their local police service to make the appropriate arrangements.

19. **RISK ASSESSMENT SERVICES**

Police services will investigate and manage criminal investigations in a manner that is consistent with Federal and Provincial Legislation and in accordance with Solicitor General Guidelines, and will determine if support services (e.g., Behavioural Sciences) are required.

20. **EMERGENCY AND CRISIS RESPONSE PLAN**

Schools are expected to develop an Emergency and Crisis Response Plan in consultation with local police that is in keeping with school board policies and contains appropriate follow-up measures. A copy of this plan will be forwarded to local police.

Teachers, staff, parents, and students should be involved in the development and monitoring of this plan and the plan should be fully communicated to members of the school community and police services.

If possible and when requested by schools, police services shall work in co-operation with local schools to develop a plan.

21. **COMMUNICATION WITH THE MEDIA**

Whenever a serious incident occurs in a school or is school-related and the local police propose to issue a press release that includes reference to a school board or a school, the police will consult with the appropriate school board officials in advance, where possible.

The contact persons for the school boards are:

Contacts to be added at a later date

These definitions are provided as a general rule. Applicable legislation should be referenced for specific legal definitions. Online access to statutes is available through:

- www.e-laws.gov.on.ca
- <http://laws.justicde.gc.ca/en/notice/index.html?redirect=%2Fen%2F>

Assault

- is the physical or verbal threat or the intentional use of force on another person against his or her will

Bodily Harm

- refers to injury resulting from assault that is more than transient or trifling in nature

Bullying – Ministry and Board Definition

-“Bullying is typically a form of repeated, persistent, and aggressive behavior directed to an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person’s body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.”

Causing Disturbance

-in or near a public place, by fighting, screaming, shouting, swearing, singing or using insulting or obscene language; by being drunk; or by impeding other persons

Community Policing

-is a partnership with the community that focuses on responding to community safety public disorder problems, and repeat calls for service

Documentation

-includes all writings, printed text, a book of account, receipts, recordings or note-taking, documents of all kind, whether handwritten, typed, computer generated, or electronically recorded

Drugs

-are any illicit or non-medically prescribed drugs

Explosive Substance

-includes anything used to create an explosive device or capable of causing an explosion

Gang/Group

-is comprised of three or more persons who, while acting or congregating together, display a pattern of anti-social and/or delinquent behaviour which may result in violent activities. The members may associate with each other for mutual protection and/or profit. Gangs may be spontaneously organized or more formally established.

Harassment (Criminal)

-includes “stalking”, but generally consists of repeated conduct that is carried out over a period of time and which causes the victim to reasonably fear for his/her safety but does not necessarily result in physical injury

Parties to an Offence

-is anyone who actually commits an offence, anyone who does anything (or omits doing anything) to aid another in planning or committing an offence or anyone who abets (encourages) another in committing an offence

Peace Bond

-or recognizance, is a court order requiring the person to whom it is directed (defendant/accused) to keep the peace and be of good behaviour

Robbery

-is theft or attempted theft with violence, or threat of violence, or with a weapon or imitation of a weapon

Sexual Assault

-an assault with sexual connotations

Theft

-is the illegal or unauthorized removal of another person's property without his/her consent

Threats/Intimidation

-are declarations or intentions to inflict injury or pain; is the use of threats or intimidation, mild or otherwise, to obtain anything from another person; is the use of verbal threats or physical acts to make someone fearful or compliant

Trespasser

- is a person who is on (school) property without approval or permission

Trafficking

-trading or dealing in illicit drugs

Vandalism (Mischief)

- is the willful or malicious damage, defacement, or destruction of (school board) buildings, grounds, equipment, or property as well as staff and student property

Weapon

-anything used, designed to be used or intended for use in causing death or injury to any person; or anything used, designed to be used or intended for use for the purpose of threatening or intimidating any person and without restricting the generality of the foregoing, includes any firearm

Despite the provisions of any other Act, if a person, including a person who performs professional or official duties with respect to children, has reasonable grounds to suspect one of the following, the person shall forthwith report the suspicion and the information on which it is based to a society:

1. The child has suffered physical harm, inflicted by the person having charge of the child or caused by or resulting from that person's,
 - i) failure to adequately care for, provide for, supervise or protect the child, or
 - ii) pattern of neglect in caring for, providing for, supervising or protecting the child.
2. There is a risk that the child is likely to suffer physical harm inflicted by the person having charge of the child or caused by or resulting from that person's,
 - i) failure to adequately care for, provide for, supervise or protect the child, or
 - ii) pattern of neglect in caring for, providing for, supervising or protecting the child.
3. The child has been sexually molested or sexually exploited, by the person having charge of the child or by another person where the person having charge of the child knows or should know of the possibility of sexual molestation or sexual exploitation and fails to protect the child.
4. There is a risk that the child is likely to be sexually molested or sexually exploited as described in paragraph 3.
5. The child requires medical treatment to cure, prevent or alleviate physical harm or suffering and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, the treatment.
6. The child has suffered emotional harm, demonstrated by serious
 - i) anxiety
 - ii) depression
 - iii) withdrawal
 - iv) self-destructive or aggressive behaviour, or
 - v) delayed development,and there are reasonable grounds to believe that the emotional harm suffered by the child results from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child.
7. The child has suffered emotional harm of the kind described in subparagraph i, ii, iii, iv or v of paragraph 6 and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, services or treatment to remedy or alleviate the harm.
8. There is a risk that the child is likely to suffer emotional harm of the kind described in subparagraph i, ii, iii, iv, or v of paragraph 6 resulting from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child.

9. There is a risk that the child is likely to suffer emotional harm of the kind described in subparagraph i, ii, iii, iv, or v of paragraph 6 and that the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, services or treatment to prevent the harm.
10. The child suffers from a mental, emotional or developmental condition that, if not remedied, could seriously impair the child's development and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, treatment to remedy or alleviate the condition.
11. The child has been abandoned; the child's parent has died or is unavailable to exercise his or her custodial rights over the child and has not made adequate provision for the child's care and custody, or the child is in a residential placement and the parent refuses or is unable or unwilling to resume the child's care and custody.
12. The child is less than 12 years old and has killed or seriously injured another person or caused serious damage to another person's property, services or treatment are necessary to prevent a recurrence and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, those services or treatment.
13. The child is less than 12 years old and has on more than one occasion injured another person or caused loss or damage to another person's property, with the encouragement of the person having charge of the child or because of that person's failure or inability to supervise the child adequately.

Ongoing duty to report

- [\(2\)](#) A person who has additional reasonable grounds to suspect one of the matters set out in subsection (1) shall make a further report under subsection (1) even if he or she has made previous reports with respect to the same child.

Person must report directly

- [\(3\)](#) A person who has a duty to report a matter under subsection (1) or (2) shall make the report directly to the society and shall not rely on any other person to report on his or her behalf.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section SCHOOLS AND STUDENTS

Policy Name PROGRESSIVE DISCIPLINE AND SCHOOL SAFETY
 Management Guideline Applies

535

Board Approved:
 January 22, 2008

Reviewed:
Interim Implementation
for Bill 212: February 1, 2008

Review by December 2015

POLICY

The Provincial Code of Conduct, the Superior-Greenstone District School Board Code of Conduct and the *Education Act*, Ontario Regulation 472/07, and the following Policy Program Memorandum (PPM)

- PPM 128 (provincial and school board codes of conduct)
- PPM 141 (programs for long term suspension)
- PPM 142 (expulsion programs)
- PPM 133 (bullying prevention)
- PPM145 (progressive discipline)

together with the board's discipline policies and procedures create expectations for behaviour for all persons on school property. The *Human Rights Code* of Ontario has primacy over provincial legislation and school board policies and procedures, such that the *Education Act*, regulations, Ministry of Education PPM, and board policies and procedures are subject to, and shall be interpreted and applied in accordance with the *Human Rights Code* of Ontario.

It is important that all pupils have a safe, caring and accepting school environment in order to maximize their learning potential and to ensure a positive school climate for all members of the school community.

Pursuant to the *Education Act*, principals are required to maintain proper order and discipline in schools, and pupils are responsible to the principal for their conduct and are required to accept such discipline as would be exercised by a reasonable, kind, firm and judicious parent. A principal may delegate some disciplinary responsibilities to a vice-principal and/or teacher of the school in accordance with the *Education Act*, Ministry of Education policies and board procedures. In such circumstances, the delegation of authority and the authority delegated will be clearly identified in board procedures, as will the supports available to individuals in receipt of the delegated authority.

~~"Homophobia, gender based violence, sexual harassment and inappropriate sexual behaviour must be addressed."~~ (Program Policy Memorandum 145)

To meet the goal of creating a safe, caring, and accepting school environment, the Superior-Greenstone District School Board supports the use of positive practices as well as consequences for inappropriate behaviour, including progressive discipline, which includes suspension and expulsion where necessary.

The board considers

- homophobia
- gender based violence
- harassment on the basis of
 - sex
 - gender identity
 - sexual orientation
 - race
 - colour
 - ethnicity

- culture
- citizenship
- ancestry
- origin
- religion
- creed
- family status
- socio-economic status
- disability

and/or any other immutable characteristic or ground protected by the Human Rights Code, as well as inappropriate sexual behaviour unacceptable and supports the use of positive practices to prevent such behaviour and authorizes principals, or their delegates, to impose consequences, up to and including a referral to the Discipline Committee of the Board for expulsion from all schools.

The Board does not support discipline measures that are solely punitive or the use of exclusion as a disciplinary measure.

Schools are encouraged to implement proactive positive practices and corrective supportive practices when necessary. However, before applying disciplinary measures, the principal/designate and the Discipline Committee of the Board shall consider the discriminatory impacts of disciplinary decisions on pupils protected by the *Human Rights Code*, including but not limited to race and disability, and whether or not accommodation is required.

This policy authorizes the creation of procedures for implementation, which might include requirements described in Ministry of Education PPMs as matters of policy, and any such procedures shall be considered guidelines pursuant to the *Education Act* and other relevant and/or related Ministry of materials and all of which will be sufficient for the purposes of implementing the requirements of Ministry of Education PPMs.

Progressive Discipline

The goal of this policy, with respect to progressive discipline, is to support a safe learning and teaching environment in which every pupil can reach his or her full potential. Appropriate action must consistently taken by schools to address behaviours that are contrary to provincial, board, and school codes of conduct which includes, but is not limited to:

- inappropriate sexual behaviour
- gender-based violence
- homophobia
- harassment on the basis of
 - sex
 - gender identity
 - sexual orientation
 - race
 - colour
 - ethnicity
 - culture
 - citizenship
 - ancestry
 - origin
 - religion
 - creed
 - family status
 - socioeconomic status
 - disability

and/or any other immutable characteristic or ground protected by the *Human Rights Code*.

Progressive discipline is an approach that makes use of a continuum of prevention programs, preventative actions, interventions, supports, and consequences, building upon strategies that promote positive behaviours. The range of interventions, supports, and consequences used by the board and all schools must be clear and developmentally appropriate, and must include learning opportunities for pupils in order to reinforce positive behaviours and help pupils make good choices. For pupils with special education and/or disability related needs, interventions, supports, and consequences must be consistent with the expectations in the student's Individual Education Program (IEP) and or his/her demonstrated abilities.

It is the expectation of the board that, provided that there is no immediate risk of physical harm to any individual, staff members who work directly with pupils on a regular basis, including administrators, teachers, educational assistants, social workers, child and youth workers, psychologists and speech and language pathologists, shall in accordance with board procedures, respond to any such inappropriate and disrespectful behaviour or any other behaviour that causes a negative school climate or for which a suspension or expulsion may be imposed, which they have observed or heard during the course of their duties or otherwise while on school property or during a school related event.

The board and school administrators, must consider all mitigating and other factors, as required by the *Education Act*, set out in Ontario Regulation 472/07 and reflected in student discipline settlements with the Human Rights Commission.

PROCEDURES

1.0 Positive Practices

In order to promote and provide for appropriate and positive pupil behaviours that contribute to creating and sustaining safe, comforting and accepting learning and teaching environments that encourage **and support** students to reach their full potential, the Board supports the use of positive practices for: (1) prevention, and (2) positive behaviour management. **The board also encourages principals/designates to review and amend, as appropriate, IEPs, Behaviour Management Plans and Safety Plans at regular intervals and following an incident to ensure that every student with disability related needs is receiving appropriate accommodation up to the point of undue hardship.**

1.1 Preventative practices include:

- Human Rights strategy pursuant to PPM 119
- Anti-bullying and violence prevention programs
- Mentorship programs
- Student success strategies
- Character education
- Citizenship development
- Student leadership; and
- Promoting healthy student relationships; and
- Healthy lifestyles

1.2 Positive behaviour management practices may include:

- Program modifications or accommodations
- Class placement
- Positive encouragement and reinforcement
- Individual, peer and group counselling
- Conflict resolution/ **Dispute resolution**
- Mentorship programs

- Promotion of healthy student relationships
- Sensitivity programs
- Safety Plans
- School, Board and community support programs; and
- Student success strategies

The board recognizes that, in some circumstances, positive practices might not be effective or sufficient to address inappropriate pupil behaviour. In such circumstances, the board supports the use of consequences.

In circumstances where a pupil will receive a consequence for his/her behaviour, it is the expectation of the board that the principle of progressive discipline, consistent with **the Human Rights Code**, Ministry of Education direction and PPM 145, will be applied, if appropriate.

~~The goal of this policy, with respect to progressive discipline, is to support a safe learning and teaching environment in which every pupil can reach his or her full potential. Appropriate action must consistently be taken by schools to address behaviours that are contrary to provincial and Board Codes of Conduct.~~

~~Progressive discipline is an approach that makes use of a continuum of interventions, supports, and consequences, building upon strategies that promote positive behaviours. The range of interventions, supports, and consequences used by the Board and all schools must be clear and developmentally appropriate, and must include learning opportunities for pupils in order to reinforce positive behaviours and help pupils make good choices. For pupils with special education and/or disability related needs, interventions, supports and consequences must be consistent with the expectations in the student's IEP and/or his/her demonstrated abilities.~~

2.0 Progressive Discipline

- 2.1 Progressive discipline **may include** early and/or ongoing intervention strategies such as:
- Contact with the pupil's parent(s) / guardian(s)
 - Oral reminders
 - Review of expectations
 - Written work assignment with a learning component
 - Volunteer service to the school community
 - Peer mentoring
 - Referral to counselling
 - Conflict mediation and resolution; and/or
 - Consultation
- 2.2 Progressive discipline **may also include** a range of interventions, supports and consequences when inappropriate behaviours have occurred, with a focus on improving behaviour, such as one or more of the following:
- Meeting with the pupil's parent(s)/guardian(s), pupil and principal
 - Referral to a community agency for anger management or substance abuse counseling
 - Detentions
 - Withdrawal of privileges
 - Withdrawal from class
 - Restitution for damages
 - Restorative practices; and/or
 - Transfer

~~When addressing inappropriate behaviour, school staff should consider the particular pupil and circumstances, including any mitigating and other factors as set out in the Progressive Discipline and School Safety Procedures, the nature and severity of the behaviour, and the impact on the school climate.~~

The Board also supports the use of suspension and expulsion as outlined in Part XIII of the *Education Act* where a pupil has committed one or more of the infractions outlined below on school property, during a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate.

The Board, and school administrators, must consider all mitigating and other factors, as required by the *Education Act* and as set out in Ontario Regulation 472/07.

Progressive discipline is most effective when dialogue between the school and home regarding student achievement, behaviour and expectations is open, courteous and focused on student success.

When addressing inappropriate behaviour, school staff should consider the particular pupil and circumstances, including any mitigating and other factors as set out in the Progressive Discipline and School Safety Procedures, the nature and severity of the behaviour, and the impact on the school climate.

The board also supports the use of suspension and expulsion as outline in Part XIII of the *Education Act* where a pupil has committed one or more of the infractions outline below on school property, during a school-related activity or event, and/or in circumstances wehre the infraction has an impact on the school climate

Exclusion pursuant to section 265(1)(m) of the *Education Act* is not acceptable for discipline purposes or as an alternative to discipline, and may only be imposed in accordance with the *Education Act* and board procedures, and must be consistent with the *Human Rights Code*.

3.0 Suspension

- 3.1 The infractions for which a suspension may be imposed by the principal include:
- 3.1.1 Uttering a threat to inflict serious bodily harm on another person;
 - 3.1.2 Possessing alcohol, illegal and/or restricted drugs;
 - 3.1.3 Being under the influence of alcohol;
 - 3.1.4 Swearing at a teacher or at another person in a position of authority;
 - 3.1.5 Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
 - 3.16 Bullying
 - 3.17 Any act considered by the principal to be injurious to the moral tone of the school;
 - 3.18 Any act considered by the principal to be injurious to the physical or mental well-being of members of the school community; or
 - 3.19 Any act considered by the principal to be contrary to the board or school code of conduct.

A pupil may be suspended only once for an infraction and may be suspended for minimum of one (1) school day and a maximum of twenty (20) school days. Any such infractions about which a board staff member or transportation provider becomes aware must be reported to the principal or designate in accordance with board procedures at the earliest, safe opportunity and no later than the end of the school day, or end of a transportation run, if reported by a transportation provider. A written report in accordance with board procedures must be made when it is safe to do so.

The principal or designate is required to provide information, in accordance with board procedures, to the parent(s)/guardian(s) of a pupil who is less than 18 years of age, is not 16 or 17 and withdrawn from parental control and where the principal is *NOT of the opinion* that informing the parent(s)/guardian(s) would put the pupil at risk of harm and would not be in the pupil's best interests. The principal may inform a parent(s)/guardian(s) of a student 18 years or older or who is 16 or 17 and has withdrawn from parental control, if that student consents to the disclosure of information.

4.0 Mitigating-Factors and Other Factors

Before imposing a suspension, the principal, as required by the *Education Act*, must consider any mitigating and other factors and their application for the purpose of mitigating the discipline to be imposed on the pupil, as set out in the Progressive Discipline and School Safety Procedures. For the purpose of the Progressive Discipline and School Safety Procedures, the Board interprets the provisions of the *Education Act* and Regulations in a broad and liberal manner consistent with the *Human Rights Code*. The principal or designate shall consider whether or not the discipline will have disproportionate impact on a pupil protected by the Human Rights Code and/or exacerbate the pupil's disadvantaged position in society.

4.1 Mitigating Factors

The mitigating factors to be considered by the principal are:

- 4.1.1 Whether the pupil has the ability to control his/her behaviour;
- 4.1.2 Whether the pupil has the ability to understand the foreseeable consequences of his/her behaviour, and
- 4.1.3 Whether the pupil's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school.

4.2 Other factors to be considered are:

- 4.2.1 The pupil's academic, discipline and personal history;
- 4.2.2 Whether other progressive discipline has been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;
- 4.2.3 Whether the infraction for which the pupil might be discipline was related to any harassment of the pupil because of race, colour, ethnic origin, place of origin, religion, creed, disability, gender or gender identity, sexual orientation or harassment for any other reason;
- 4.2.4 The impact of the discipline on the pupil's prospects for further education;
- 4.2.5 The pupil's age;
- 4.2.6 Where the pupil has an IEP, or disability related needs;
 - a) Whether the behaviour causing the incident was a manifestation of the pupil's disability;
 - b) Whether appropriate individualized accommodation has been provided, and;
 - c) Whether a suspension is likely to result in aggravating or worsening the pupil's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct, and;
- 4.2.7 Whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school

5.0 Expulsion

- 5.1 The infractions for which a principal **may consider** recommending to the board that a pupil be expelled from the pupil's school or from all schools of the board include:
 - 5.1.1 Possessing a weapon, including possessing a firearm;
 - 5.1.2 Using a weapon to cause or to threaten bodily harm to another person;
 - 5.1.3 Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
 - 5.1.4 Committing sexual assault;
 - 5.1.5 Trafficking in weapons, illegal or restricted drugs;
 - 5.1.6 Committing robbery;
 - 5.1.7 Giving alcohol to a minor;
 - 5.1.8 An act considered by the principal to be significantly injurious to the moral tone of the school and/or the physical or mental being of others;
 - 5.1.9 A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others;

- 5.1.10 Activities engaged in by the pupil on or off school property that causes the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;
- 5.1.11 Activities engaged in by the pupil on or off school property that have caused extensive damages to the property of the Board or to goods that are/were on Board property;
- 5.1.12 The pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper; or
- 5.1.13 Any act considered by the principal to be a serious violation of the Board or school Code of Conduct.
- 5.1.14 Where a student has no history of discipline or behaviour intervention, or no relevant history, a single act, incident or infraction considered by the principal to be a serious violation of the expectations of student behaviour and/or serious breach of the board or school code of conduct.

The principal and/or Discipline Committee of the Board shall consider whether or not the discipline will have disproportionate impact on a pupil protected by the *Human Rights Code* and/or exacerbate the pupil's disadvantaged position in society.

Any such infractions about which a board staff member or transportation provider becomes aware must be reported to the principal or designate in accordance with the board procedures at the earliest, safe opportunity and no later than the end of the school day, or end of a bus run, if reported by a transportation provider. A written report in accordance with board procedures must be made when it is safe to do so.

The principal or designate is required to provide information, in accordance with board procedures, to the parent(s)/guardian(s) of a pupil who is less than 18 years of age, is not 16 or 17 and withdrawn from parental control and where the principal is *NOT of the opinion* that informing the parent(s)/guardian(s) would put the pupil at risk of harm and would not be in the pupil's best interests. The principal may inform a parent(s)/guardian(s) of a student 18 years or older or who is 16 or 17 and has withdrawn from parental control, if that student consents to the disclosure of information.

5.2 Mitigating Factors and Other Factors

Before imposing a suspension pending an investigation to determine whether to recommend expulsion, the principal **must consider** any mitigating factors ~~as set out in the Progressive Discipline and School Safety Procedures~~, outlined above for the purpose of mitigating the discipline to be imposed on the pupil. For the purpose of the Progressive Discipline and School Safety Procedures, the board interprets the provision of the *Education Act* and Regulations in a broad and liberal manner consistent with the *Human Rights Code*.

If the principal imposes a suspension pending an investigation to determine whether to recommend expulsion, the principal must consider any mitigating and other factors as set out above and in the in the Progressive Discipline and School Safety Procedures for the purpose of mitigation in when determining whether to recommend an expulsion from the pupils's school or from all schools of the board, as required by the *Education Act*. If the principal determines it is not appropriate to recommend an expulsion, the principal must consider mitigating and other factors in deciding whether to shorten the length of the suspension.

For the purpose of the Progressive Discipline and School Safety Procedures, the board interprets the provisions of the *Education Act* and Regulations in a broad and liberal manner consistent with the *Human Rights Code*.

5.3 Principal Investigation

Before recommending an expulsion from the pupil's school or from all schools of the Board, the principal **must complete** an investigation, consistent with the expectations **of the Human Rights Code and** as required by the *Education Act*, which is consistent with the expectations for principal investigations outlined in the board's Progressive Discipline and School Safety Procedures.

6.0 Appeal

Where a pupil's parent/guardian or the pupil, if 18 or older or 16 or 17 and has removed him/herself from parental control, disagrees with the decision of a principal to suspend the pupil, that pupil's parent/guardian or the pupil, if 18 or older or 16 or 17 and removed from parental control, may appeal the principal's decision to suspend the pupil, in accordance with the **Human Rights Code, the** board's Progressive Discipline and School Safety Procedures and Suspension Appeal Guidelines.

Suspension appeals will not be conducted in accordance with or be subject to the *Statutory Powers Procedure Act*.

7.0 Superintendent **Responsible for Student Discipline** of Education

The Superintendent **Responsible for Student Discipline** of Education shall have the **procedural** powers and duties outlined in the Progressive Discipline and School Safety Procedures.

8.0 Discipline Committee

The Board authorizes the creation of a Discipline Committee of no fewer than three (3) Trustees to decide appeals of principal suspensions and principal recommendations for expulsion. For these purposes, the Discipline Committee will conduct the suspension appeals and expulsion hearings in accordance with the Progressive Discipline and School Safety Procedures, Suspension Appeal Guidelines, Expulsion Hearing Guidelines and Rules.

In all cases where consequences might be imposed, teachers, administrators and the board will consider the safety and dignity of all pupils, and the impact of the activity on the school climate.

The Discipline Committee shall have the powers as set out in the *Education Act* and any other powers **necessary and shall consider the Human Rights Code of Ontario** prior to implementing any appropriate Order.

9.0 **Victims of Serious Student Incidents**

The board supports pupils who are victims of serious incidents of pupil behaviour causing harm contrary to the provincial, board, and school codes of conduct. The principal or designate is required to provide information, in accordance with board procedures, to the parent(s)/guardian(s) of a pupil who is less than 18 years of age, is not 16 or 17 and withdrawn from parental control and where the principal is *NOT of the opinion* that informing the parent(s)/guardian(s) would put the pupil at risk of harm and would not be in the pupil's best interests. The principal may inform a parent of a student 18 years or older or who is 16 or 17 and has withdrawn from parental control, if that student consents to the disclosure of information. The board shall develop appropriate plans to protect the victim and will communicate to parent(s)/guardian(s) of victims information about the plan and a method of identifying dissatisfaction with the steps taken to provide support to the victim.

References

The Education Act; Progressive Discipline and School Safety (Bill 212) 2007

The Trespass Act; The Child and Family Services Act;

Superior-Greenstone DSB Board Policies:

101 - Vision Statement	102 - Mission Statement	103 – Goal Statement
301 - Student Transportation	501 – Visitors to School	503 – Interviewing Students
505 - Field Trips & Excursions	510 - Suspected Child Abuse	515 – School Community Council
516 - Safe Arrivals Program	520 - Safe Schools	

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section PROGRAM

Policy Name JUNIOR & SENIOR KINDERGARTEN

604

Board Approved:
March 12, 1999

Reviewed:
April 2004

Review By: December 2015
December 2009

POLICY

It is the policy of the Superior-Greenstone District School Board to offer a full day early learning program for two years in every elementary school.

PROCEDURES

1.0 Early Learning Eligibility

Any child may register when he/she has attained his/her fourth (4th) birthday by December 31 of that calendar year.

All children shall begin school on the first regularly scheduled day of classes.

2.0 Flexible Programming

Participation in the Early Learning program is flexible.

3.0 Goals of the full day Program

- Developmentally appropriate programming to meet the varying experiences, backgrounds, abilities, and needs of all children
- Purposeful play as the main vehicle to promote all aspects of learning
- Creating healthy learning environments that are safe, secure, stimulating and thoughtfully planned with the child in mind
- Encouraging learning through exploring, playing, talking, risk-taking, problem solving and making choices
- Using a variety of instructional strategies with the whole class, small groups and individuals
- Providing experiences that build a strong foundation for literacy and numeracy development
- Ongoing, authentic assessment practices to inform programming and improve learning
- Welcoming parents and caregivers as valued partners in their children's education
- Fostering partnerships between home, school, early learning partners and the larger community.

4.0 Early Learning Partnerships

- Create a comprehensive system to maximize the mutual sharing of facilities, equipment and resources
- Schools and early learning centers will work collaboratively to facilitate the transition of students into early learning programs.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section FACILITIES AND GROUNDS

Policy Name VIDEO SECURITY SURVEILLANCE IN SCHOOLS

413

Board Approved:

Review by: December 2015:

POLICY

It is the policy of the Superior Greenstone District School Board to utilize video surveillance on School Board property and on Board contracted school buses, where it has been demonstrated that there is a need for surveillance. This is to ensure the safety of students and staff to act as a deterrent to destructive acts (i.e. theft or vandalism), and to monitor unauthorized individuals on Board property.

DEFINITIONS

“covert surveillance” refers to surveillance where the subject has not been notified of the possibility of surveillance by signage or by any other means.

“video surveillance system” refers to a video, physical or other mechanical, electronic or digital surveillance system or device that enables continuous or periodic video recording, observing or monitoring of individuals in school buildings, on school premises, and school buses.

“record” means any information, however recorded, whether in printed form, on film, by electronic means or otherwise, and includes; a photograph, a film, a microfilm, a videotape, a machine-readable record and any record that is capable of being produced from a machine-readable record.

RATIONALE

The Superior Greenstone District School Board has the responsibility to ensure the safety and security of students and staff, and to protect Board property.

GUIDING PRINCIPLES

- 1.0 Personal information will be collected and disclosed in accordance with the Municipal Freedom of Information and Protection of Privacy Act and the Ontario Human Rights Code.
- 2.0 Cameras will only be used when School and/or Board Administration has indicated that surveillance is necessary.

In determining the need for surveillance, Administration may consider the following:

- safety of students and staff,
- a history of incidents,
- the physical circumstances of the school,
- whether surveillance would be effective in dealing with or preventing future incidents.

3.0 Video surveillance cameras will only be used for intended purposes.

- a) Video surveillance cameras will be used to monitor/record for the safety of students and staff.
- b) Video surveillance cameras will be used as a deterrent to destructive acts.
- c) Video surveillance records may be used as evidence in any disciplinary action brought against any student arising out of the student's conduct and for the enforcement of school rules.
- d) Video surveillance records may be used as evidence for any criminal act.
- e) Video surveillance shall not be used to monitor employee performance.

4.0 Schools will ensure that proper procedures are followed regarding disclosure, retention, disposal and security of video surveillance records.

4.1 Disclosure

Access and disclosure of video surveillance records will be in accordance with the Municipal Freedom of Information and Protection of Privacy Act.

4.2 Retention and Disposal

- 4.2.1 All video records or surveillance equipment not in use should be stored in a secured environment.
- 4.2.2 All information that has not been reviewed for law enforcement, school or safety purposes shall not be kept for more than 35 days.
- 4.2.3 Any video records that have been used will be stored with the date, time and area that were recorded.
- 4.2.4 When recorded information has been reviewed for law enforcement, school or public safety purposes, the information must be retained and securely stored for a minimum of one year following the last date of use of the information, unless the Administration determines earlier disposal is acceptable, and the individual to whom the information relates consents to earlier disposal.
- 4.2.5 The Principal/Vice-Principal(s) will be responsible for ensuring proper retention and disposal of records within the school. The Transportation Coordinator will be responsible for ensuring proper retention and disposal of records regarding school buses. Records will be disposed of in a manner such that personal information cannot be reconstructed or retrieved.

4.3 Security

- 4.3.1 Video surveillance information shall only be reviewed by the Director or designate, the Principal/Vice-Principal(s), the staff of the Board designated by the Principal/Vice-Principal(s), the Transportation Coordinator, law enforcement or Information Systems staff as necessary to carry out duties in maintaining the video system.
 - 4.3.2 Video surveillance information shall only be reviewed where an incident has been reported or observed, or to investigate a potential crime.
 - 4.3.3 The Principal/Vice-Principal(s), Transportation Coordinator or Information Systems Manager will be responsible for security of video surveillance information.
- 5.0 Camera locations will be authorized by the Principal or Transportation Coordinator in conjunction with the Board Administration.
- a) Cameras will be installed in areas where there is a need for surveillance. (i.e. hallways, cafeterias, entryways, outside areas, school buses, etc.)
 - b) Cameras will be installed in such a way that only the identified area can be monitored.
 - c) Video surveillance cameras will not monitor the insides of washrooms, change rooms, offices, staff rooms, or other areas where there is a higher expectation of privacy.
- 6.0 The Board shall maintain control of, and responsibility for, the video surveillance system at all times.
- a) Any agreements between the Board and service providers will state that records dealt with or created while delivering a video surveillance system are under the Board's control and are subject to the applicable legislation.
 - b) Employees who knowingly or deliberately breach this policy or relevant Acts may be subject to discipline.
 - c) If a service provider fails to abide by the policy or provision under the Act, it may be considered a breach of contract and dealt with accordingly.
- 7.0 The Board will communicate to parents, staff and students with respect to the use of video surveillance
- 8.0 Signage will be posted at applicable sites indicating that video surveillance is in use.
- 9.0 Covert surveillance constitutes an exception to Guideline 8.0 and if such is required, for example, a specific investigation into criminal conduct, this **MUST** be authorized by the Director or designate.
For covert surveillance, it must be demonstrated that:
- covert surveillance is necessary to the success of the investigation
 - the need for such surveillance outweighs the privacy interest of the persons likely to be observed
 - covert surveillance is being used as a last resort
 - covert surveillance would only occur for limited periods of time
- Covert surveillance is not otherwise permitted.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section SCHOOLS AND STUDENTS

Policy Name ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE 719
Management Guideline Applies

Board Approved:

Review Prior To:

POLICY

It is the policy of Superior-Greenstone District School Board to provide an environment in all of its facilities that builds independence, dignity, integration, and equality of opportunity for our students, parents/guardians, the public and our staff. Further, we are committed to giving people with disabilities the same opportunity of access to our services in the same location and in a similar way as these services are available to all others we serve.

DEFINITIONS

“customer” any person who uses the goods and services of the school board.

“assistive device” any device used by people with disabilities to help with daily living. Assistive devices include a range of products such as wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices.

“service dog” a dog that is being used because of a person’s disability. The dog’s certification complies with the Superior-Greenstone District School Board’s policy for the ‘Use of Service Dogs in Schools.’

“support person” a person who assists or interprets for a person with a disability as he/she accesses the services of the Board. A support person is distinct from an employee who supports a student in the system.

“third party contractors” is any person or organization acting on behalf of or as an agent of the Board (e.g. bus operators, psychologists).

“barriers to accessibility” anything that prevents a person with a disability from fully participating in all aspects of the services of the Board. This includes, but is not limited to, a physical barrier, an architectural barrier, information or communications barrier, an attitudinal barrier, or a technological barrier.

“accommodation” a means, through reasonable efforts, of preventing and removing barriers that impede individuals with disabilities from participating fully in the services of the Board.

RATIONALE

In compliance with The Accessibility Standards for Customer Service, Ontario Regulation 429/07, created under the Accessibility for Ontarians with Disabilities Act, 2005, the Superior-Greenstone District School Board is committed to providing services in a way that is accessible to all customers.

The Board believes that excellence in education is founded on respect for the dignity and humanity of all individuals and the development of human potential, enabling individuals and groups to participate and contribute fully within a diverse society. Equity, valuing diversity and inclusion are related yet distinct concepts which form the foundation of social justice and reflect values such as fairness, empathy, and respect for the dignity of all humans.

Practicing equity involves proactively eradicating attitudes, actions, structures and systems that result in discrimination and exclusion. To this end, the Superior-Greystone District School Board is committed to the continual improvement of accessibility and the on-going removal of barriers in order to provide greater equity for all.

OBJECTIVES

It is the objective of this policy to require that all reasonable steps be taken by January 1, 2010 to ensure that:

1. The Board will review all policies, practices and procedures on an on-going basis to ensure that they are consistent with the principles of independence, dignity, integration and equality of opportunity to all with particular attention for persons with disabilities.
2. The Board will welcome all members of the school and broader community to our facilities by committing our staff and volunteers to providing services that respect the independence and dignity of persons with disabilities. Such services are to incorporate measures that include but are not limited to the use of assistive devices and service dogs.
3. The Board will provide appropriate training for all staff who deal with the public or other third parties on behalf of the board to ensure greater awareness and responsiveness to the needs of individuals with disabilities.
4. Training as identified in No. 3 will be provided to all staff and to volunteers. As new staff are hired, the training will become a component of their orientation training and will be provided within a reasonable timeframe.
5. The Board will ensure that its policies and procedures related to the *Accessibility for Ontarians with Disabilities Act, 2005* are made available to the public and also ensure there is capacity to provide communication about these policies and procedures in a format that takes into account a person's disability.
6. When services that are normally provided to a person with a disability are temporarily unavailable such as access to an elevator, a disruption of service notice will be posted at the site.
7. The Board and all its managers and school-based administrators will take into account the impact on persons with disabilities when purchasing new equipment, designing new systems or planning a new initiative.
8. In order to monitor the effectiveness of implementation of the Accessible Customer Service Standard, the Board will develop a process for receiving and responding to feedback. Information about the feedback process will be available to the public on the board's website and will allow people to provide feedback using a variety of methods.
9. The Board will create a feedback process that will review the implementation of this policy with the Board's various constituency groups; for example, Special Education Advisory Council (SEAC), Federations, unions and citizens' groups.
10. The Board will review the effectiveness of the practices and procedures established under this policy as per the policy review process.

LEGAL FRAMEWORK

Canadian Charter of Rights and Freedoms

Ontario Human Rights Code

Accessibility for Ontarians with Disabilities Act, 2005 (AODA)

Accessibility Standards for Customer Service, Ontario Regulation 429/07

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 16
Date: February 16, 2010

TO: Chair and Members of the
Superior-Greenstone District School Board

FROM: Wayne Chiupka, Manager of Plant Services

SUBJECT: BAPS Project Update February 2010

Background

In September 2008 the Ministry of Education provided a funding approval to proceed with the replacement of BAPS, which was determined to be Prohibitive to Repair (PTR).

This approval included benchmark funding of \$4,477,030, plus additional funding of \$300,000 for full day JK/SK provision. Community consultation was carried out through a steering committee. The services of the architectural firm of Evans Bertrand Hill and Wheeler were engaged, and the design process was begun. Input from the Steering Committee, which included various stakeholders and community members was used to create several scenarios. A final preferred layout was determined and the architect was instructed to proceed to the drawing and design stage.

Current Situation

Work continues on the development of the drawings and specifications for the project. The architectural firm carried out a further site visit, during the week of February 8, to further investigate and confirm more details of the existing building. With the expectations of the Fire Marshall's office related to the upgrade of fire separations throughout the building, extra work is being carried out by the design team, to create the specifications and drawings that detail the needed work.

To make the project flow with the least disruption to the schools involved, construction will be broken into two phases.

Phase 1 will involve the work needed to create the new high school spaces to replace those being vacated for the new BAPS area. This will include: sewing room, welding area, art room, library, video conference room, and a couple of rooms used by Confederation College.

Phase 2 will involve the creation of the new BA Parker PS and will continue through the winter of 2010/2011. Disruption to the operating schools should be minimal since BAPS will continue to function within the old building, and GCHS will be separated from the construction area by temporary walls where needed. Exterior grounds will see fencing and other barriers put in place.

Milestone dates have moved back slightly, but no delay is anticipated on the final opening date:

- February 20, 2010 Completion of construction documents
- March 19, 2010 Tender Close
- March 22 to 30, 2010 Cost Consultant review/Ministry approval/Tender award
- May 1, 2010 Contractor Mobilization after award of tender
- August 31, 2010 Completion of Phase 1 work to move HS out of BAPS space
- September 1, 2010 through August 31, 2011 Construction of new BAPS space
- September 2011 Project Phase 2 complete and school opens

Teleconferences and discussions continue between the Plant Manager and the architectural firm. The mechanical, electrical, and structural engineering firms are working on their areas under the guidance of the Architect.

A dedicated link has been created on the Board website and information related to the project has been posted for everyone to review. Updates to this website area will be made on a more frequent basis to ensure that the public is aware of the latest progress made in the design.

Administrative Recommendations

That, the Superior-Greenstone DSB receives as information Report No. 16: BAPS Project Update February 2010.

Respectfully submitted by:

Wayne Chiupka
Manager of Plant Services

Patti Pella
Director of Education

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No. 17

Date: February 16, 2010

TO: Chair and Members of the
Superior-Greenstone District School Board

FROM: Barbara Draper, Coordinator of Human Resource Services

SUBJECT: Authorization to Participate in OMERS

Background

As a result of the recent transfer of employees from Caramat District Area School Board and Nakina District School Area Board to Superior-Greenstone District School Board, a formal Board Resolution is required to authorize participation in OMERS for these employees.

Proposal - Resolution

A Resolution to authorize participation in the OMERS primary pension plan ("Primary Plan"), and the retirement compensation arrangement that provides benefits for members and former members of the Primary Plan ("RCA"), in respect of the employees identified herein.

Whereas the employees of the Caramat District Area School Board and the employees of the Nakina District School Area Board were transferred to the Superior-Greenstone District School Board on September 1, 2009, in accordance with subsection 13.6(1) of Ontario Regulation 486/01 made under the *Education Act*.

And whereas the Caramat District Area School Board and the Nakina District School Area Board ("Former Employer") were merged with the Superior-Greenstone District School Board on September 1, 2009 ("Amalgamation Date"), in accordance with subsection 13.6(3) of the Ontario Regulation 486/01 made under the *Education Act*, and continued on as the Superior-Greenstone District School Board ("Employer").

And whereas the Former Employer previously enacted Resolution No. 3/28/99 and elected to participate in the Primary Plan and the RCA.

And whereas the Employer previously enacted Resolution No. 106/99 and elected to participate in the Primary Plan and the RCA.

And whereas pursuant to subsection 9(8) of the Primary Plan, where two or more employers who are eligible to participate in the Primary Plan and the RCA are amalgamated, the new employer is deemed to have elected to participate in the Primary Plan and the RCA on the date of the amalgamation in respect of the employees of the former employers who were members of the Primary Plan and the RCA on the day immediately preceding such date and who are employed by the new employer on such date.

And whereas pursuant to subsection 6(1) of the Primary Plan an employer who is eligible under the *Ontario Municipal Employees Retirement System Act, 2006* ("OMERS Act, 2006") to participate in the Primary Plan and the RCA may, by by-law or resolution, participate in the Primary Plan and the RCA and pay to the funds for the Primary Plan and the RCA the total of the employer and member contributions, and has all of the powers necessary and incidental thereto.

Therefore, the Board of the Employer enacts as follows:

Re: Existing Members

(Existing Members)

1. The Employer shall participate in the Primary Plan and the RCA in respect of the employees of the Former Employer and the Employer who were members of the Primary Plan on the day immediately preceding the Amalgamation Date and who are employed by the Employer on the Amalgamation Date.

Re: New Members

(Election re:
Employees)

2. The Employer shall participate in the Primary Plan and the RCA in respect of each person who is employed by the Employer and who is eligible to be a member of the Primary Plan and the RCA under subsection 5(3) of the OMERS Act, 2006, as amended from time to time, ("Employee") as of the first day of September, 2009 ("Effective Date") and authorizes the Superintendent of Business to submit forthwith a certified copy of this Resolution to the OMERS Administration Corporation ("AC").

(Current CFT
Employees)

3. Subject to article 1 of this Resolution, an Employee who is employed on a continuous full-time basis ("CFT Employee"), as defined in subsection 9(1) of the Primary Plan, as amended from time to time, and who commenced employment with the Employer before the Effective Date is entitled to become a member of the Primary Plan and the RCA on the first day of the month following the month in which the CFT Employee's application is received by the AC, provided that the AC may, at the request of the Employer, fix an earlier date on which the CFT Employee becomes a member but not before the date on which the CFT Employee became entitled to be a member or the first day of January in the year in which the application is received by the AC, whichever is the later date.

(Future CFT
Employees)

4. Every person who becomes a CFT Employee on or after the Effective Date shall, as a condition of employment, become a member of the Primary Plan and the RCA, or if such person is already a member, resume contributions to the Primary Plan and the RCA on the date so employed.

(PBA Membership for
OTCFT Employees)

5. Subject to article 1 of this Resolution, an Employee who is employed on other than a continuous full-time basis ("OTCFT Employee") and meets the eligibility criteria in subsection 9(6) of the Primary Plan, as amended from time to time, is entitled to become a member of the Primary Plan and the RCA on the first day of the month following the month in which the OTCFT Employee's application is received by the AC, provided that the AC may, at the request of the Employer, fix an earlier date on which the OTCFT Employee becomes a member but not before the date on which the OTCFT Employee became entitled to be a member or the first day of January in the year in which the application is received by the AC, whichever is the later date.

(Senior Management
Official)

6. Any person who holds a senior management position with the Employer ("Senior Management Official"), as the Employer may designate from time to time, is hereby authorized on behalf of the Employer to take all such action and execute all such documents, certificates and agreements, as they may consider necessary to give

effect to the provisions of this Resolution and to fulfill the Employer's duties and obligations with respect to the Primary Plan and the RCA, as required from time to time.

Re: Mandatory Membership for Specified OTCFT Employees

(Election re: Mandatory Membership for Specified OTCFT Employees)

7. Notwithstanding article 5 (PBA Membership for OTCFT Employees) of this Resolution, effective as of the first day of September 2009("OTCFT Effective Date"), the Employer approves mandatory memberships in the Primary Plan and the RCA for each OTCFT Employee who is employed in the following class(es): 10 month permanent employees and permanent part-time employees

(Current Specified OTCFT Employees)

8. A Specified OTCFT Employee who commenced employment before the OTCFT Effective Date is entitled to become a member of the Primary Plan and the RCA on the first day of the month following the month in which the Specified OTCFT Employee's application is received by the AC, provided that the AC may, at the request of the Employer, fix an earlier date on which the Specified OTCFT Employee becomes a member but not before the date on which the Specified OTCFT Employee became entitled to be a member or the first day of January in the year in which the application is received by the AC, whichever is the later date.

(Future Specified OTCFT Employees)

9. Every person who becomes a Specified OTCFT Employee on or after the OTCFT Effective Date shall, as a condition of employment, become a member of the Primary Plan and the RCA, or if such person is already a member, resume contributions to the Primary Plan and the RCA on the date so employed.

DATED this 16th day of February 2010.

Administrative Recommendations

That the Superior-Greenstone DSB approves the Board Resolution to authorize participation in OMERS as presented in Report No 17.

Respectfully submitted,

Barbara Draper
Coordinator of Human Resource Services

Bruce Rousseau
Superintendent of Business

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 18

Date: February 16, 2010

TO: Chair and Members of the
Superior-Greenstone District School Board

FROM: Cathy Tsubouchi

SUBJECT: Quarterly Report for September to November 2009

Background

As part of the Operational Reviews that the Ministry of Education has been conducting in school boards, the review team found that there was the need to enhance Interim Financial Reporting in school boards. The purpose of interim financial reports is to provide management and the board of trustees with a clear understanding of the status of the current year's budget versus actual expenditures to date, and an outlook for the remainder of the year.

Current Situation

We intend to provide reports based on the timelines included in the attached. Because of the work required to set up this initial report, it is being presented to you in February rather than January, as per the timeline. However, it is our intention that the first quarter report will be presented in January in future years.

The attached report covers the first quarter of the 2009/2010 school year and includes financial information for the period as well as staffing and enrolment data.

Administrative Recommendations

That Superior-Greenstone DSB Board receives Report No. 18: Quarterly Report for September to November 2009 as presented for information.

Respectfully submitted,
Cathy Tsubouchi
Manager of Accounting Services

**Superior-Greenstone District School Board
2009-2010 Interim Financial Report**

REPORT # 1

Summary of Financial Results

	Budget	Forecast	In-Year Change	
			\$	%
Revenue				
Provincial Grants	30,703,593	31,959,906	1,256,313	4.1%
Other	3,926,880	4,276,730	349,850	8.9%
Total Revenue	34,630,473	36,236,636	1,606,163	4.6%
Expenditures				
Classroom	20,287,281	21,250,929	963,648	4.8%
Other Operating	13,447,283	14,064,143	616,860	4.6%
Capital	460,063	460,063	-	0.0%
Total Expenditures	34,194,627	35,775,135	1,580,508	4.6%
Surplus/(Deficit) Before Reserves	435,846	461,501	25,655	-
Reserve Transfers Out/ (In)	(435,846)	(461,501)	(25,655)	5.9%
Surplus/(Deficit)	-	-	-	-

Note: Forecast based on year-to-date actuals up to Nov 30.

Changes in Revenue

- Increase in revenue of \$1.3 Million is largely due to inclusion of the amalgamating boards in the revised estimates.
- Increase in other revenue is largely due to tuition fees for increase in Other Pupil FTE.

Change in Expenditures

- Increase in expenditures reflect the amalgamation.

Change in Reserve

- Transfer to reserves has been adjusted to reflect increased allocation for pupil accomodation.

Risks & Recommendations

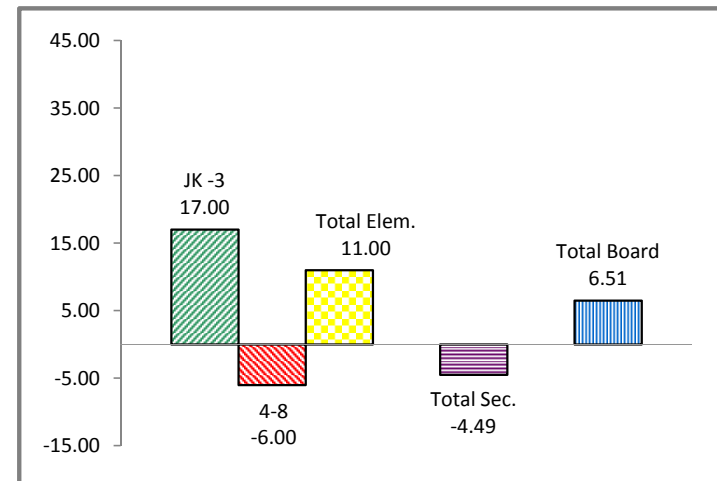
- There are spending pressures due to the amalgamation which are offset by grant revenues.
- There is a capital pressure, which if it materializes is offset by grant revenues.

Summary of Enrolment

ADE	Budget	Forecast	In-Year Change	
			#	%
Elementary				
JK -3	288.00	305.00	17.00	5.9%
4-8	507.00	501.00	-6.00	-1.2%
Total Elementary	795.00	806.00	11.00	1.4%
Secondary <21				
Pupils of the Board	874.25	862.13	-12.12	-1.4%
Other Pupils	131.50	139.13	7.63	5.8%
Total Secondary	1005.75	1001.26	-4.49	-0.4%
Total	1800.75	1807.26	6.51	0.4%

Note: Forecast based on October 31st count date

Changes in Enrolment: Budget v. Forecast



Highlights of Changes in Enrolment:

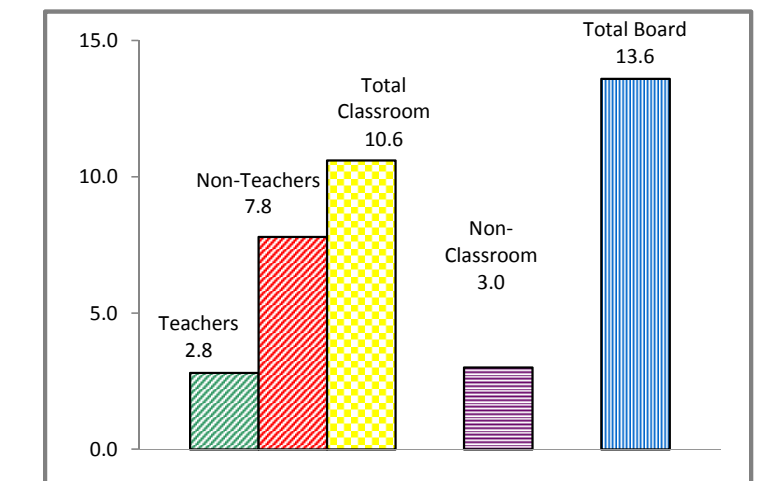
- Total board enrolment is up by 6.51 students. The original budget did not include Nakina Public School (22.50) nor Caramat Public school (4.00)
- Enrolment is actually down by 19.99 Full Time Equivalent students from the original budget

Summary of Staffing

FTE	Budget	Actual	In-Year Change	
			#	%
Classroom				
Teachers	153.6	156.4	2.8	1.8%
Non-Teachers	76.5	84.3	7.8	10.2%
Total Classroom	230.1	240.7	10.6	4.6%
Non-Classroom	114.1	117.1	3.0	2.6%
Total	344.2	357.8	13.6	4.0%

Note: Actual as of count date of Oct 31, 2009.

Changes in Staffing: Budget v. Forecast



Highlights of Changes in Staffing:

- Classroom teachers are up 2.8 FTE due to amalgamation.
- Non-teachers are up 7.8 FTE due Educational Assistants funded by First Nations
- Non-classroom is up 3.0 FTE due to principal added during amalgamation and positions added due to special funding.

Superior-Greenstone District School Board School Board Reporting Cycle - Ministry Requirements and Interim Reporting to Boards

	Fiscal Year (Ed Act 230.2; Reg 84 and 85/08)																	
	1st Quarter			2nd Quarter			3rd Quarter			4th Quarter								
2009-10 EFIS Submission Dates	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov
Board Estimates	Jun-30 Due																	
Board Financial Statements- Prior Year (Sept to Aug 31)				Aug-31 Close			Nov-14 Due											
Revised Estimates (Sept to Oct 31)				Oct-31 Close			Dec-12 Due											
Board Financial Report (Sept to Mar 31)							Mar-31 Close			May-15 Due								
Board Financial Statements- Current Year (Sept to Aug 31)													Aug-31 Close			Nov-14 Due		
Interim Financial Reports	Focus																	
1st Interim Financial Report							NOV 30 Close			JAN 15 Due								
2nd Interim Financial Report										MAR 31 Close			MAY 15 Due					
3rd Interim Financial Report													JUN 30 Close			AUG 15 Due		
Financial Statement Report													Aug-31 Close			Nov-14 Due		

Notes:

YTD Update = Year to Date Update

BY Forecast = Forecast for the Balance of the Year

Estimates Impact = 3rd Quarter results have implications on Estimates for following school year

Interim Financial Report timeline should be determined prior to school year and communicated to trustees at their first meeting in September.

Recommended that school boards adopt a reporting schedule that is consistent with Ministry reporting requirements, Oct31/Mar31/June30.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 19
Date: February 16, 2010

TO: Chair and Members of the
Superior-Greenstone District School Board

FROM: Cathy Tsubouchi

SUBJECT: Disbursements Report for January 2010

Background

In June 2009, the Board approved the 2009/2010 Budget of \$36,369,734.

2009/2010 Original Budget	\$36,369,734
Various Additional Grants	548,577
 Adjusted 2009/2010 Budget	 \$36,918,311

Based on the above, average spending for each month should be approximately \$3,076,000. A comparison of actual spending to the monthly average highlights the unique spending that has taken place during a given month.

Current Situation

Total disbursements in the form of cheques written and payrolls for January 2010 were \$4,024,460.67. Our spending for the month exceeds the average for the following reasons:

Total Disbursements for the period	\$4,024,460.67
 Less unusual items for the month:	
Retirement Gratuity payments	(638,000.00)
Pay Equity payments	(143,000.00)
Student Success dollars for amalgamating boards transferred to Lakehead DSB	<u>(235,000.00)</u>
 Adjusted Total	 \$3,008,460.67

With the removal of unusual items, monthly spending is more in line with the average.

The details of cheques issued during the month have been submitted to Darlene Keenan, Chair of the Business Committee for review.

Administrative Recommendations

That Superior-Greenstone DSB Board receives Report No. 19: Disbursements for January 2010 as presented for information.

Respectfully submitted,

Cathy Tsubouchi
Manager of Accounting Services

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 20
Date: February 16, 2010

TO: Chair and Members of the
Superior-Greenstone District School Board

FROM: Bruce Rousseau

SUBJECT: Summary of Travel and Professional Development Expenditures incurred by Trustees
and Student Trustees

Background

Policy 208 Trustee/Student Trustee Attendance at Conferences requires that,
*“The Superintendent of Business shall track Trustee/Student Trustees expenses
to provide a quick reference and understanding of travel and professional
development expenditures incurred to-date.”*

Current Situation

The travel and professional development expenses submitted by the board members of Superior-Greenstone District School Board for the period September 1, 2009 to February 3, 2010 are as follows:

	<i>Expenditure</i>	<i>Budget</i>	<i>Available</i>
Professional Development	8,495	28,000	19,505
Mileage	3,554	10,000	6,446
Other Travel (hotel, taxi, meals etc)	584	9,000	8,416
Total to date	12,633	47,000	34,367

Administrative Recommendations

That Superior-Greenstone DSB Board receives as information Report No. 20: Summary of Travel and Professional Development Expenditures incurred by Trustees and Student Trustees.

Respectfully submitted,

Bruce Rousseau
Superintendent of Business and Treasurer

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 21

Date: February 16, 2010

TO: Chair and Members of the
Superior-Greenstone District School Board

FROM: Bruce Rousseau

SUBJECT: Ontario Labour Relations Board

Background

Superior-Greenstone District School Board support staff (office, clerical, technical, educational assistance and attendance counselors) are represented by The Ontario Secondary School Teachers Federation (OSSTF). The employees of the Nakina District School Area Board are represented by Canadian Office Professional Employees Union, Local 454 (COPE). The employees of the Caramat District School Area Board are non unionized.

Current Situation

The Ontario Secondary School Teachers Federation (OSSTF) made application under section 69 of the Labour relations Act 1995 indicating that the amalgamation of the three boards constituted a sale of business. The union put forth the argument that they are best suited to represent all educational support staff in the newly amalgamated board.

The Ontario Labour Relations Board (OLRB) was asked issue an order that the terms and conditions of employment contained in the District 6B Educational Support Staff Agreement be applicable to the former employees of the Nakina District School Area Board and the Caramat District School Area Board effective September 1, 2009, and that the bargaining rights held by COPE be revoked.

The Ontario Labour Relations Board (OLRB) convened a pre-hearing meeting of the parties to endeavour to effect a settlement in this case on Friday February 5, 2010.

Outcome

The parties agreed that OSSTF-ESS represent the Caramat employees. This conclusion was arrived at because these people are not represented by a union and the current representation clause in our collective agreement would capture these positions.

The Labour Board is going to issue an order to designate the Ontario Secondary School Teachers Federation representing Educational Support Staff (OSSTF-ESS) as the union to represent the Nakina employees. The Canadian Office and Professional Union (COPE) will no longer represent these employees.

Administrative Recommendations

That Superior-Greenstone DSB Board receives as information Report No. 21: Ontario Labour Relations Board.

Respectfully submitted,

Bruce Rousseau
Superintendent of Business and Treasurer

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 22
Date: February 16, 2010

TO: Chair and Members of the
Superior-Greenstone District School Board

FROM: Bruce Rousseau

SUBJECT: Determination and Distribution Process for 2010 Election

Background

In December 2009, the Government of Ontario adopted Bill 177, which included implications for the 2010 school board elections. Specifically Bill 177 subsection 8 (5) amended section 58.1 of the Education Act as follows:

“...the number of members of a district school board, not including members appointed under subsection 188 (5), shall be the number of members determined for the board for the purposes of the regular election in 2006”

Note: Subsection 188 (5) refers to the appointment of a first nation’s representative.

There is an exception to this clause as follows:

“A district school board whose area of jurisdiction was increased in 2009 may by resolution request the Minister to increase its number of members.”

In response to a request from a district school board, the Minister:

“...may by order increase the number of members of the board if, in the Minister’s opinion, the increase is justified by

- a) A demographic change in the board’s geographical area of jurisdiction;
- b) The change in the size of the board’s geographical area of jurisdiction; or
- c) Any other circumstances that the Minister considers relevant.”

The request for additional members:

“...shall not be made after March 15, 2010”

The Minister’s order:

“...shall not be made after April 15, 2010.”

Current Situation

Superior-Greenstone qualified for eight (8) elected members for the purpose of the regular election in 2006. The Nakina District Area Board and the Caramat District Area Board were amalgamated with Superior-Greenstone District School board effective September 1, 2009.

The Determination and Distribution of board members is governed by O.Reg 412/00 Election to and Representation on District School Boards.

The key dates in the process as currently outlined in O.Reg 412/00 are as follows:

February 15: Population Data to be supplied by Municipal Property Assessment.

March 15: Pass a resolution to request additional board members

March 31: Determine the number of members to be elected

March 31: Pass a resolution:

- a) To designate one or more areas as low population area and direct an alternative distribution be completed.
- b) To not designate any municipality as a low population area.

April 3: Prepare a report on the Determination and Distribution of board members and send to

- a) Minister
- b) School board election clerks
- c) Secretary of coterminous boards

April 25: Forward any appeal of distribution received from a municipality to the Ontario Municipal Board.

June 10: Ontario Municipal Board determines the appeal.

The government intends to amend O Reg. 412. The amended regulation should be filed and in force by early March. A letter will be coming from Margot Trevelyan in the next two weeks outlining the proposed changes.

The relevant dates for boards that merged with isolate boards and added one or more board members to their board as a result of an order from the Minister are proposed as follows:

March 15: Last date for the board to request one or more additional trustees from Minister

April 15: Date by which Minister must respond to requests for additional trustees (re isolate boards)

May 3: Date by which DSB's merged with isolate boards must submit reports re distribution of trustees.

May 20: Last date for appeals.

May 25: Date by which secretary of the board must submit appeals to Ontario Municipal Board

Administrative Recommendations

Given the deadline for requesting additional school board members administration recommends the board discuss the advantages/disadvantages of adding elected members and

That Superior-Greenstone District School Board not request the Minister of Education increase the number of elected board members from eight (8) to reflect the increase in jurisdiction resulting from the 2009 amalgamation with Nakina District School Area Board and Caramat District School Area Board.

That Superior-Greenstone District School Board request the Minister of Education increase the number of elected board members from eight (8) to ___ to reflect the increase in jurisdiction resulting from the 2009 amalgamation with Nakina District School Area Board and Caramat District School Area Board.

Respectfully submitted,

Bruce Rousseau
Superintendent of Business and Treasurer

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 23

Date: February 16, 2010

TO: Chair and Members of the
Superior-Greenstone District School Board

FROM: Patti Pella, Director of Education

SUBJECT: 2010-2011 School Year Calendar

Background:

The Board administration in consultation with its school administrators, teachers and staff, union representatives and its coterminous board partners have developed its 2010-2011 School Year Calendar.

Regulation 304, School Year Calendar, Professional Activity Days outlines the requirements for preparation and submission of school year calendars to the ministry.

- For 2010-2011, there are 196 possible school days between September 1, 2010 and June 30, 2011. The school year shall include a minimum of 194 school days of which two days must be designated as professional activity days with respect to specific provincial education priorities as outlined in Regulation 304 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. A board may designate up to ten instructional days as examination days.

Current Situation

In January 2010 three possible options for a school year calendar were available on the board website and stakeholders were invited to provide feedback by voting for the calendar they liked best and by adding comments for consideration. The consultation via SurveyMonkey was available until February 1, 2010 at which time the results were tabulated and analyzed.

- Calendar Model A was the most popular choice for our stakeholders with 150 votes. (See Model A attached)
- Calendar Model B was the least favoured with 36 votes
- Calendar Model C was in the middle with 70 votes.

The comments were very helpful in understanding the specific reasons stakeholders liked or did not like features of the calendar.

Other considerations addressed in this draft are the coordination of dates that would accommodate the following:

- Shared busing with coterminous boards
- A balanced number of days in each semester
- A consistent school year calendar with coterminous boards
- Scheduling of co-curricular activities
- Increased opportunities for professional learning
- Supporting negotiated items in the collective agreement
- Supporting recommendations from the Joint Health and Safety Committee

Administrative Recommendations

That the Superior-Greenstone DSB receives Report No. 23: 2010-2011 School Year Calendar as presented.

That, the Superior-Greenstone DSB accept Calendar Model A as the final draft for the 2010-2011 School Year Calendar and that Administration be directed to forward this draft to the Ministry of Education for approval.

Respectfully submitted by:

Patti Pella
Director of Education



Board Name Superior-Greenstone DSB (B28070)			
Calendar Title [2010-50150] Elementary - Secondary	Panel Elementary	Calendar Type Regular	Date Created Jan 07, 2010
Start of School Year Sep 01, 2010	End of School Year Jun 30, 2011	Status Draft	
Description Regular Model A			

Month	1st Week					2nd Week					3rd Week					4th Week					5th Week					PA days	Instr days	Exam days
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			
August	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				0	0	0
September			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30		3	17	0
October					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	0	20	0
November	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30				1	21	0
December			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	0	13	0
January	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					1	17	3
February		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28					0	17	2
March		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		0	18	0
April					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	0	19	0
May	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				0	21	0
June			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30		1	15	5
July					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	0	0	0
Total															6	178	10											

Legend

P -Professional Activity Day; **E** -Scheduled Exam Day; **B** -Board Designated Day; **H** -Statutory Day; / -Half Day;
P* -Professional Activity Day Devoted to Provincial Education Priorities;

[Outline for Professional Activity Days Devoted to Provincial Education Priorities](#)

In preparing a school calendar, the board shall ensure that the two professional activity days required within this cell satisfy the following criteria:

The professional activity days are devoted to the professional development of teachers with respect to,

- i. special education, and
- ii. closing the gaps in student achievement.

Lorsqu'il élabore le calendrier scolaire, le conseil veille à ce que les deux journées pédagogiques dans cette cellule respectent les critères suivants:

Elles sont consacrées au perfectionnement professionnel des enseignants dans les domaines suivants :

- i. l'enseignement à l'enfance en difficulté,
- ii. la suppression des écarts dans le rendement des élèves.

[Outline for PA Days](#)**Schools which will use this calendar :**

School	Town or City	School	Town or City
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SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 24
Date: Feb. 16, 2010

TO: Chair and Members of the
Superior-Greenstone District School Board

FROM: Valerie Newton

SUBJECT: Restorative Practices - An Alternative Approach to School Discipline

Background

The International Institute for Restorative Practices is a world, recognized leader in the field of restorative justice and practices with offices in Australia, the USA, and Canada. The fundamental idea of restorative practices is that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them. The idea behind restorative practices maintains that the punitive and authoritarian mode and the permissive and paternalistic mode are not as effective as the restorative, participatory, engaging mode. Offenders/perpetrators are held accountable for their actions and making reparations to the victim(s) and the larger community.

The use of restorative practice techniques across the whole school can be very influential in building a strong, positive, effective school community where each person is responsible to the other and to the group as a whole. Key features of the restorative practice include informal conferences, formal conferences, classroom circles for resolving conflicts, etc.

Current Situation:

At the present time, our schools rely primarily on the traditional, school model of discipline of detentions, suspensions and expulsions. There has been an increasing need over the last few years, to find alternative measures of student discipline in place of, or in addition to, traditional measures. Although there are examples of informal conferencing, etc. in our schools, these are isolated examples and not indicative of the whole school culture.

Education and training in the concepts and techniques of Restorative Practices is needed across the system for school principals, vice-principals, teachers, students and the community. All students, staff and parents and stakeholders would benefit from the board undertaking formal training in alternative, disciplinary measures. The implementation of restorative practices across our board would also be a strong foundation for implementation of equity and inclusive principles, character education and our board goal of reducing achievement gaps between advantaged and disadvantaged groups in our schools.

Key Features

- Restorative practice is a whole board approach that accepts and works with the unique and often diverse world view of our students and communities. Student's opinions and views are considered and used in the problem solving process.
- Restorative practice does mean that the student is held accountable for his/her inappropriate behavior and/or poor choices.
- Restorative practice means that the offender must atone for his/her damage or hurt to the victim.
- The offender must accept responsibility for the behavior. He/she must acknowledge his/her wrong doing.
- The offender must directly listen to how his/her behavior has affected the victim(s).
- The offender must accept with and comply with the decision made at the conference as to the consequences and reparations that need to be made by him/her.

Next Steps

- Awareness and training session for trustees and senior administration, (spring 2010)
- Awareness and training session for school principals and vice-principals, (late spring 2010)
- Awareness and training session for elementary and secondary teachers and support staff, (fall 2010)

Administrative Recommendation:

That, the Superior-Greenstone DSB receive as information, Report No.24: Restorative Practices- An Alternative Approach to School Discipline.

Respectfully submitted by:

Valerie Newton
Superintendent of Student Success

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 25
Date: February 16, 2010

TO: Chair and Members of the
Superior-Greenstone District School Board

FROM: Barbara Draper, Coordinator of Human Resource Services

SUBJECT: Personnel Report – February 16, 2010

That, the Superior-Greenstone DSB receives as information Report No. 25: Personnel, dated February 16, 2010.

I ADMINISTRATION

1. **APPOINTMENTS**

Please contact the Human Resources Department for all Personnel Inquiries

2. **RESIGNATIONS**

II TEACHING STAFF

1. **APPOINTMENTS**

2. **LEAVES OF ABSENCE**

3. **OTHER**
Occasional Teaching Assignments

III SUPPORT STAFF

1. **RESIGNATIONS**

2. **LEAVE OF ABSENCE**

Barbara Draper
Coordinator of Human Resource Services
Reference: Regular Board Meeting February 16, 2010