

## 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

### Organizational & Regular Board Meeting 2012/01

6:30 p.m. Election of Officers & Organization Appointments (Open Session)  
 Followed by Committee of Whole Board (In-Camera-Closed)

7:15 p.m. (Regular Board)  
 Follows Conclusion of In-Camera

## A G E N D A

Monday, December 5, 2011

Designated Site: Marathon Board Meeting Room, 12 Hemlo Drive, Marathon, ON

**Board Chair:** To Be Determined

**Director:** David Tamblyn

VC Sites at: GCHS / LSHS / MNHS / NRHS

Teleconference Moderator: RM. Joannette

- PART I: Elections: 2012 Board Chair and Vice Chair  
 PART II: Determination of 2012 Board Organization  
 PART III: Committee of Whole Board – In Camera  
 PART IV: Regular Board Meeting

- Section A, (Public): \*6:30 p.m.  
 Section B, (Public): \*6:45 p.m.  
 Section C (Closed to public): \* 7:00 p.m.  
 Section D, (Public): \* 7:15 p.m.

\* All times noted are approximate

**Note:** David Tamblyn, Director and Secretary to the Board will preside for meeting until the conclusion of the election or acclamation of the 2012 Board Chair. The Board Chair then assumes office to preside over the remainder of the Organizational and Regular Board Meeting.

### 1.0 Roll Call

<u>Trustees</u>	<i>Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)</i>										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Bartlett, Bette						Mannisto, Mark					
Brown, Cindy						McRae, Pauline (Pinky)					
Dart, Alannah (Student)						Pelletier, Allison (Student)					
Fisher, Cindy						Roszel, Christine (Student)					
Fisher, Matthew						Santerre, Angel					
Keenan, Darlene						Simonaitis, Fred					

<b><u>Board Administrators</u></b>	Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)	OS	TC	VC	A	R
		Tamblyn, David: <i>Director of Education</i>				
Petrick, Nancy: <i>Superintendent of Education</i>						
Tsubouchi, Cathy: <i>Superintendent of Business</i>						
Williams, Dianne: <i>Manager of Accounting Services</i>						
Chiupka, Wayne: <i>Manager of Plant Services/Transportation</i>						
Morden-Cormier, Nicole: <i>School Effectiveness Leader</i>						
Willcocks, Barb: <i>Student Success Leader</i>						
Paris, Marc: <i>Coordinator of Maintenance</i>						
Draper, Barb: <i>Coordinator of Human Resources Services</i>						
Ross, Brad: <i>Coordinator of Systems and Information Technology</i>						
Joanette, Rose-Marie: <i>Administrative Assistant / Communications</i>						

PART I: Elections: 2012 Board Chair and Vice Chair

Section A (Public) 6:30 p.m.

**1.0 Welcome and Direction for Proceedings**

(D. Tamblyn)

**2.0 Naming of Two Scrutineers**

(D. Tamblyn)

**Note:** Scrutineers are appointed to duties for the duration of all components of this meeting agenda where a ballots may be cast.

**3.0 Election: Board Chair for 2012**

(D. Tamblyn)

3.1 Board Chair: Call for Nominations

✓ **That**, the ballot from the election of the Board Chair is destroyed.

**4.0 Chairperson Assumes Office for 2012**

(As Determined from Election)

**5.0 Election: Board Vice-Chair for 2012**

(Board Chair)

5.1 Board Vice-Chair: Call for Nominations

✓ **That**, the ballot from the election of the Board Vice-Chair is destroyed.

PART II: Determination of 2012 Board Organization

Section B, (Public) 6:45 p.m.

**6.0 Approval of Agenda**

✓ **That**, the agenda for Superior-Greenstone DSB Organizational and Regular Board Meeting 2012/01 on Monday, December 5, 2011 be accepted and approved.

**7.0 Election: Standing Committee Chairs**

7.1 Chair: Education Committee-Call for Nominations

✓ **That**, the ballot from the election of the Education Committee Chair is destroyed.

7.2 Chair: Negotiations / Business Committee-Call for Nominations

✓ **That**, the ballot from the election of the Negotiations/Business Committee Chair is destroyed.

**8.0 Appointments of Statutory Committees**

8.1 2012 Special Education Advisory Committee (SEAC)

1. \_\_\_\_\_ Appointee
2. \_\_\_\_\_ Appointee
3. \_\_\_\_\_ Alternate Appointee
4. \_\_\_\_\_ Alternate Appointee

8.2 2012 Student Alternative Learning (SAL) Committee

In accordance with the Education Act, a board shall establish a SAL Committee to function as a committee to make decisions at meetings regarding supervised alternative learning by pupils of the board. A board shall appoint the following individuals to be members of a committee:

1. \_\_\_\_\_ Appointee
2. \_\_\_\_\_ Alternate Appointee
3. The Director of Education or the Superintendent of Education
4. At least one person who is not a member or employee of the Board

**9.0 Appointments of Standing Committee**

9.1 2012 Occupational Health and Safety Committee

1. \_\_\_\_\_ Appointee
2. \_\_\_\_\_ Appointee
3. \_\_\_\_\_ Alternate Appointee

9.2 2012 Parental Involvement Committee

1. \_\_\_\_\_ Appointee
2. \_\_\_\_\_ Appointee
3. \_\_\_\_\_ Appointee
4. \_\_\_\_\_ Alternate Appointee

9.3 2012 Native Education Advisory Committee (NEAC)

✓ **That**, the Superior-Greenstone DSB appoint the First Nation Representative Cindy Fisher as a member and Chair of the NEAC, and further appoint the following trustees as NEAC members:

- 1 \_\_\_\_\_ Appointee
- 2 \_\_\_\_\_ Appointee

9.4 2012 Board Discipline Committee

1. \_\_\_\_\_ Appointee
2. \_\_\_\_\_ Appointee
3. \_\_\_\_\_ Appointee
4. \_\_\_\_\_ Appointee
5. \_\_\_\_\_ Appointee

- 9.5 2012 Transportation Committee
1. \_\_\_\_\_ Appointee
  2. \_\_\_\_\_ Appointee
  3. \_\_\_\_\_ Alternate Appointee

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PART III: Committee of Whole Board – In Camera

Section C (Closed to public) 7:00 p.m.

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

(Attached)

10.1 Agenda: Committee of the Whole Board - Closed

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

10.2 Rise and Report from Closed Session

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

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PART IV: Regular Board Meeting

Section D, (Public) 7:15 p.m.

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**11.0 Regular Meeting Call to Order**

✓ *That, the Superior-Greenstone DSB Organizational and Regular Board Meeting 2012/01 of Monday, December 5, 2011 be called to order at \_\_\_\_\_ p.m.*

**12.0 Report of the Committee of the Whole Closed Session**

12.1 ✓ *That, the Superior-Greenstone DSB – Committee of the Whole – In-Camera Section B (Closed) Reports be adopted including the confidential minutes recorded from the meeting held on:*

1. Regular Board Meeting 2011-11 – November 21, 2011 and,

✓ *That, the Superior-Greenstone DSB adopt the following recommendations as related to the confidential reports, specifically that:*

1. The Board..., and (List motions or group of motions
2. The Board (coming from closed session)

**13.0 Disclosures of Interest re: Open Session**

**14.0 Minutes: Board Meetings and Board Committee Meetings**

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

1. Regular Board Meeting – November 21, 2011, and

(Attached)

That, the minutes from the following Committee meetings be acknowledged as received:

2. Board Policy Review Committee – November 28, 2011, and

(Attached)

✓ **That**, Superior-Greenstone DSB accept the recommendations outlined in the BPRC minutes of November 28, 2011 and approve as reviewed:

- P-204: Trustee Associations
- P-209: Agendas
- P-211: Electronic Attendance
- P-505: Field Trips and Excursions
- P-717: Workplace Harassment
- MG-717: Workplace Violence and Harassment
- P-720: Workplace Violence
- MG-720: Workplace Violence and Harassment

to be posted to the Board website with an implementation date of December 6, 2011 and these shall supersede any previous policies and management guidelines.

#### **15.0 Board Committee Reports: (Statutory / Standing / Ad Hoc)**

##### **15.1 Board Audit Committee:**

- Report of the Board Audit Committee (D. Keenan / C. Tsubouchi)
- Board Policy Review Committee (C. Brown/ D. Tamblyn)
- Native Education Advisory Committee (C. Fisher / B. Willcocks)
- Occupational Health and Safety Committee (F. Simonaitis/ W. Chiupka)
- Parent Involvement Committee (M. Mannisto/ D. Tamblyn)
- Special Education Advisory Committee (C. Brown / D. Tamblyn)
- Ontario Public School Boards' Association (C. Fisher)

#### **16.0 Business Arising Out of the Minutes**

##### **17.0 Delegations and/or Presentations**

##### **17.1 Presentation: Excellence in Education 2010-2011 Director's Annual Report**

(Report to Follow on December 2, 2011 – D. Tamblyn)

##### **17.2 Student Trustees' Update**

(Verbal – Student Trustees)

- 17.2.1 Alannah Dart
- 17.2.2 Allison Pelletier
- 17.2.3 Christine Roszel

#### **18.0 Reports of the Business Committee**

Business Chair: (To be Determined)

Superintendent of Business: Cathy Tsubouchi

##### **18.1 No Reports**

## **19.0 Reports of the Director of Education**

*Director of Education: David Tamblyn*

- 19.1 Report No. 01  
2012 Proposed Regular Board Meeting Dates (Attached – D. Tamblyn)  
*✓ That, the Superior-Greenstone DSB having received Report No. 01, approves the 2012 Regular Board Meeting schedule as outlined.*
- 19.2 Report No. 02  
Strategic Planning – Creating a Vision for the Future (Attached – D. Tamblyn)
- 19.3 Report No. 03  
Legal Representation (Attached – D. Tamblyn)

## **20.0 Reports of the Education Committee**

*Education Chair: ( To be Determined)*

*Superintendent of Education: Nancy Petrick*

- 20.1 Report No 04  
Special Funding for Native Language and Native Studies Courses Semester 2 (Attached – B. Willcocks)  
*✓ That, the Superior-Greenstone DSB, approve the addition of a total of three, additional sections to the secondary schools listed above for Semester II of the 2011-2012 school year for Native Language and Native Studies courses, pending proof of minimum student enrollment as requested.*

## **21.0 Matters for Decision**

*Board Chair: (To be Determined)*

- 21.1 Report No. 05  
Personnel-December 5, 2011 (Attached – Barbara Draper)

## **22.0 New Business**

- 22.1 Chair
- 22.2 Correspondence
- 22.3 Future Board Meeting Agenda Items
- 22.4 Miscellaneous

## **23.0 Trustee Associations and Other Boards**

- 23.1 OPSBA  
Reminder: Public Education Symposium: January 26-29, 2012 (Attached for Information)
- 23.2 Appointments of OPSBA Director and Voting Delegates

23.2.1 Trustee Appointments for OPSBA Director/Voting Delegate

✓ **That**, the Superior-Greenstone DSB appoint  
Trustee \_\_\_\_\_ to serve as its Director  
to OPSBA effective for the period of December 1, 2011  
to November 30, 2012.

✓ **That**, the Superior-Greenstone DSB appoint  
Trustee \_\_\_\_\_ to serve as its Voting  
Delegate to OPSBA effective for the period of  
December 1, 2011 to November 30, 2012.

23.2.2 Trustee Appointment for OPSBA Alternate Director/Alternate Voting Delegate

✓ **That**, the Superior-Greenstone DSB appoint  
Trustee \_\_\_\_\_ to serve as its Alternate  
Director to OPSBA effective for the period of  
December 1, 2011 to November 30, 2012.

✓ **That**, the Superior-Greenstone DSB appoint  
Trustee \_\_\_\_\_ to serve as its Alternate  
Voting Delegate to OPSBA effective for the period of  
December 1, 2011 to November 30, 2012.

**24.0 Observer Comments**

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

**25.0 Adjournment**

✓ **That**, the Superior-Greenstone DSB Organizational and  
Regular Board Meeting 2012-01 (December 5, 2011)  
adjourn at \_\_\_\_\_, p.m.

2012 Board Meeting Schedule

To Be Determined
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**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Organizational & Regular Board Meeting 2012/01**

Committee of the Whole Board: Closed Session.

Monday, December 5, 2011

Designated Site: Board Meeting Room, Marathon, ON

**A G E N D A**

**Board Chair:** *To Be Determined*

**Director:** *David Tamblyn*

VC Sites at: GCHS / LSHS / MNHS / NRHS

Teleconference Moderator: RM. Joannette

PART IV: Committee of Whole Board – In Camera

*Section D (Closed to public): 7:15 p.m.*

- |     |  |                       |
|-----|--|-----------------------|
| 1.0 | <u>Disclosure of Interest: re Closed Session</u>                             | <i>(P. McRae)</i>     |
| 2.0 | <u>Approve Agenda: Committee of the Whole In-Camera (Closed)</u>             | <i>(P. McRae)</i>     |
| 3.0 | <u>Personnel Report: (Trustee Queries re Personnel Report No. XX)</u>        | <i>(B. Draper)</i>    |
| 4.0 | In-Camera (closed) Minutes<br><u>November 21, 2011-Regular Board Meeting</u> | Attached              |
| 5.0 | OPC Contract   | <i>(C. Tsubouchi)</i> |

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a diverse education that prepares for and honours their chosen path for success,  
avenues that foster a love of learning, and  
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## Videoconference Site Locations

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 Geraldton Composite High School ..... (GCHS) ..... 500 Second Street West, Geraldton, ON

## Regular Board Meeting 2011/11

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, November 21, 2011

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

**Board Chair:** Pauline (Pinky) McRae

**Director:** David Tamblyn

VC Sites at: GCHS / LSHS / MNHS / NRHS

Recorder: B. Draper

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

PART III: Committee of Whole Board (Use if 2<sup>nd</sup> In-Camera Event Required)

Section (C) In-Camera : – (closed to public): TBA

## 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 (joined @ 7:30P)		X				Mannisto, Mark	X					
Brown, Cindy	X					McRae, Pauline (Pinky)	X					
Dart, Alannah (Student)	X					Pelletier, Allison (Student)			X			
Fisher, Cindy					X	Roszel, Christine (Student)			X			
Fisher, Matthew		X				Santerre, Angel	X					
Keenan, Darlene		X				Simonaitis, Fred	X					

<u>Board Administrators</u>	Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)					
	OS	TC	VC	A	R	
Tamblyn, David: Director of Education	X					
Petrick, Nancy: Superintendent of Education		X				
Tsubouchi, Cathy: Superintendent of Business	X					
Williams, Dianne: Manager of Accounting Services	X					
Chiupka, Wayne: Manager of Plant Services/Transportation	X					
Morden-Cormier, Nicole: School Effectiveness Leader	X					
Willcocks, Barb: Student Success Leader	X					
Paris, Marc: Coordinator of Maintenance			X			
Draper, Barb: Coordinator of Human Resources Services	X					
Ross, Brad: Coordinator of Systems and Information Technology	X					
Joanette, Rose-Marie: Administrative Assistant / Communications						X

**1.0 Roll Call**

Board Chair P. McRae conducted roll call and members were present as noted above.

PART I: *Committee of the Whole Board*

*Section (A) In-Camera: – (closed to public) 6:31 p.m.*

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

*(Attached)*

2.1 Agenda: Committee of the Whole Board - Closed  
**224/11**

Moved by: *Trustee Santerre*

Second: *Trustee Keenan*

✓ **That**, the Superior-Greenstone DSB go into a Committee of the Whole Board Section A (Closed Session) at 6:31 p.m. and that this portion be closed to the public.

2.2 Rise and Report from Closed Session  
**225/11**

Moved by: *Trustee Brown*

Second: *Trustee Mannisto*

✓ **That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section A (Closed Session) at 6:55 p.m. and that this portion be open to the public.

PART II: *Regular Board Meeting*

*Section (B): – (open to public): 6:55 p.m.*

**3.0 Regular Meeting Call to Order**  
**226/11**

Moved by: *Trustee Brown*

Second: *Trustee Simonaitis*

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, November 21, 2011 be called to order at 6:57 p.m.

**4.0 Report of the Committee of the Whole Closed Section A**

4.1 **227/11**

Moved by: *Trustee Mannisto*

Second: *Trustee Santerre*

✓ **That**, the Superior-Greenstone DSB Committee of the Whole, In-Camera Section A (Closed) Reports be adopted including the confidential minutes' record from meetings held on:

1. Regular Board Meeting 10-2011 – October 17, 2011

**5.0 Approval of Agenda**  
**228/11**

Moved by: *Trustee Brown*

Second: *Trustee Keenan*

✓ **That**, the agenda for the Superior-Greenstone DSB 2011/11 Regular Board Meeting, Monday, November 21, 2011 be accepted and approved.

**6.0 Disclosures of Interest re: Open Session**

There were no disclosures of interest reported at this time.

**7.0 Minutes: Board Meetings and Board Committee Meetings**

7.1 **229/11**

Moved by: *Trustee Brown*

Second: *Trustee Simonaitis*

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

1. Regular Board Meeting 10-2011 – October 17, 2011, and

That, the minutes from the following Committee meetings be acknowledged as received:

1. Board Policy Review Committee – October 24, 2011

## **8.0 Board Committee Reports: (Statutory / Standing / Ad Hoc)**

### **8.1 Board Audit Committee:**

- Report of the Board Audit Committee (D. Keenan / C. Tsubouchi)
  - No Report
- Board Policy Review Committee (C. Brown/ D. Tamblyn)
  - Meeting scheduled on November 28, 2011
- Native Education Advisory Committee (C. Fisher / B. Willcocks)
  - Meeting scheduled on December 12, 2011
- Occupational Health and Safety Committee (F. Simonaitis/ W. Chiupka)
  - No Report
- Parent Involvement Committee (M. Mannisto/ D. Tamblyn)
  - Meeting scheduled on November 23, 2011
- Special Education Advisory Committee (C. Brown / D. Tamblyn)
  - Meeting scheduled on November 24, 2011
- Ontario Public School Boards' Association (C. Fisher)
  - Director's meeting schedule November 25-26, 2011

## **9.0 Business Arising Out of the Minutes**

There was no business arising from the minutes.

## **10.0 Delegations and/or Presentations**

### **10.1 Presentation: Excellence in Education: Stacey Wallwin: Homework Help Club**

Stacey Wallwin, E- Learning Coordinator for the Board gave a comprehensive overview of the E-Learning Program. She stated that she is in the process of introducing four initiatives and provided a PowerPoint presentation on the Homework Help Initiative. Stacey answered questions from the Trustees.

### **10.2 Student Trustees' Update**

(Verbal – Student Trustees)

#### **10.2.1 Alannah Dart**

This report is attached.

#### **10.2.2 Allison Pelletier**

Student Counsel had a good turnout for Halloween with lots of costumes. Halloween O'Grams sold well. Next dance is once for Christmas to be shared event with Chateau Jeunesse on December 16, 2011. The junior boys went to NSSAA, while the Curling team starting to practice. There is talk now of forming a hockey team. Year book plans are going well with 25% of inventory sold. Trying to see what students are interested in and a survey is underway to determine see what they would like offered at lunch time. Discussion continues in regard to the formation of both a photography and poetry club. A Student Senate meeting held earlier this month was successful.

#### **10.2.3 Christine Roszel**

The Halloween dance at Manitowadge HS was successful. The senior boys are off to Manitoulin Island to take part in NSSSAA and NOWASSA events. The Remembrance Day assembly took place at the town Recreation Centre. Along with the Winter Formal planned on December 9, Christmas activities include a door decorating contest and bake sale. Students are signing up for a 30-hour famine to raise money for World Vision.

## **11.0 Reports of the Business Committee**

(Business Chair: D. Keenan)

Superintendent of Business: C. Tsubouchi

### **11.1 Report No. 91: Enrolment: October 31, 2011**

Superintendent of Business Cathy Tsubouchi provided an overview of this report, advising that the as of the October 31, 2011 count date, elementary panel enrolment was up from projections by

25.50 FTE, while the secondary panel was down by 19.84 FTE. Overall, student enrolment is up by 5.66 FTE from budget.

- 11.2 Bylaw No. 125 – Debenture  
C. Tsubouchi provided an explanation of this item.

**230/11**

*Moved by: Trustee Mannisto*

*Second: Trustee Brown*

✓ **That**, the Superior-Greenstone DSB receives Bylaw No. 125: Authority for Loan from the Ontario Financing Authority and approves Bylaw No. 125; a Bylaw to Authorize a Loan from the Ontario Financing Authority.

- 11.3 Bylaw 126: Tax Levy 2012  
C. Tsubouchi provided an explanation of this item

**231/11**

*Moved by: Trustee Santerre*

*Second: Trustee Brown*

✓ **That**, the Superior-Greenstone DSB approves Bylaw No. 126 being a bylaw to levy taxes for 2012 as per the attached.

- 11.4 Report No. 92: Capital Project Update 2010-2011  
Manager of Plant Services Wayne Chiupka provided an overview of this report.

- 11.5 Report No. 93: Health and Safety Policy 706 Annual Review 2011  
W. Chiupka provided an overview of this report, advising that the board is required to review and approve Policy 706 on an annual basis. The Policy as attached had any changes applied.

**232/11**

*Moved by: Trustee Bartlett*

*Second: Trustee Brown*

✓ **That**, the Superior-Greenstone DSB approve Board Policy 706 Health and Safety as presented and that the same be posted to the board website with an effective implementation date of November 22, 2011.

- 11.6 Report No. 94: Superior Greenstone Energy Plan  
Coordinator of Plant Services Marc Paris provided an overview of this report.

- 11.7 Report No. 95: Disbursements – October 2011  
Manger of Accounting Services Dianne Williams provided a summary of this report.

## **12.0 Reports of the Director of Education**

*Director of Education: David Tamblyn*

- 12.1 Correspondence: D. Dupont to M. Gravelle (MPP) *(Attached)*  
David Tamblyn advised the letter from D. Dupont to MPP Michael Gravelle is her response to the board decision to demolish the old B.A. Parker PS building, now that the school has been housed in the Geraldton Composite HS which has been extensively renovated to accommodate the BAPS into the underutilized space with the GCHS building. The item is included for information only.

## **13.0 Reports of the Education Committee**

*(Education Chair: Angel Santerre)*

*Superintendent of Education: Nancy Petrick*

- 13.1 Report No. 96: 2011-2012 Board Improvement Plan for Student Achievement and Well Being  
Director of Education David Tamblyn provided background before Nicole Morden-Cormier elaborated on the report contents. The plan and the progress toward meeting its goals are to be continually monitored and Board updates will be given throughout the school year. She reported

that much of what has transpired at the elementary panel level is being transferred as a model for the secondary panel with senior administration, Student Success Lead and herself as School Effectiveness Lead focussing these efforts through the current Assessment Proposal Initiative. Throughout this year, District Support Visits have been done and will continue to encourage and support the sharing of ideas and best practices in classrooms.

#### **14.0 Matters for Decision** *Board Chair: Pinky McRae*

##### **14.1 Report No. 97: Personnel – November 21, 2011**

This report was presented for information with specific inquiries regarding staff addressed during the in-camera, closed section.

#### **15.0 New Business**

##### **15.1 Board Chair**

###### **15.1.1 Reminder: Trustee Professional Development: November 25-26, 2011**

Chairperson Pinky McRae advised that an agenda for this event would be out shortly and encouraged all Trustees to attend. The event is scheduled at the Nor'Wester Hotel and Conference centre as part two of the Trustee Professional Development held in early September. Facilitator Marilyn Gouthro will continue on theme of Common Ground-Common Purpose: Roles, Responsibilities and Relationships. The event this weekend will move farther into the process of developing the Board's Strategic Plan. Ongoing reports about the Strategic Planning Process will be implemented, with the expectation that development would commence in earnest in January and be complete by June, with a goal to have the Strategic Plan in place for September 2012.

P. McRae reported on Marathon Community Adjustment Committee of which she is the Board's appointed member. Several meetings have taken place with and as a member of the Education Sub-committee she will continue to report back to Board.

D. Tamblyn and P. McRae attended the Hicks-Morley School Board Management Conference in Toronto on November 27. A binder of information is available for Trustees who may wish to peruse. The plenary sessions dealt with social media such as Facebook; Teacher Discipline and TPA Terminations. D. Tamblyn receives regular newsletters from Hicks-Morley. If anyone is interested in receiving them, he can forward these all trustees.

As well, both attended a meeting of Public Chairs in Toronto (OPSOA where 29 other boards were in attendance).

##### **15.2 Trustees' Reports: Constituent Concerns**

Trustee D. Keenan extended thanks to staff members who got involved in the old Manitouwadge High School "bricks memorabilia event. D. Tamblyn will pass this onto the school principal.

##### **15.3 Future Board Meeting Agenda Items**

##### **15.4 Miscellaneous**

Student Trustee A. Pelletier advised that she wishes to attend the OPSBA Public Education Symposium on January 26-28, 2012.

#### **16.0 Notice of Motion**

Nil

#### **17.0 Trustee Associations and Other Boards**

##### **17.1 OPSBA**

Chairperson McRae stated that there will be an OPSBA meeting in Toronto this weekend. Trustee C. Fisher has sent regrets. P. McRae advised that it is imperative that we get a Board member to

the meetings in the future as this is our voice to the Ministry. She asked if anyone was able to attend this weekend and reiterated the importance of ensuring that the Board has someone attend in the future.

**18.0 Observer Comments**

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

**21.0 Adjournment**

**233/11**

Moved by: *Trustee Santerre*

Second: *Trustee Brown*

✓ **That**, the Superior-Greenstone DSB 2011/11 Regular Board Meeting, Monday, November 21, 2011 adjourn at 7:59 p.m.

2011 Board Meeting Schedule

<b>2011 Dates</b>	<b>Time</b>	<b>Location</b>
<i>Monday, December 5</i>	<i>6:30 p.m.</i>	<i>SGBO</i>

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Regular Board Meeting 2011/11**

Committee of the Whole Board: Closed Session.

Monday, November 21, 2011

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

**TOPICS**

**Board Chair:** P. McRae

VC Sites at: LSHS / MNHS / NRHS /SGBO

**Director:** David Tamblyn

Teleconference Moderator: RM. Joannette

PART I: Committee of Whole Board – Closed

Section (B): In-Camera 6:31 p.m.

- 1.0 Disclosure of Interest: re Closed Session (P. McRae)
- 2.0 Approve Agenda: Committee of the Whole In-Camera (Closed) (P. McRae)
- 3.0 Personnel Report: (Trustee Queries re Personnel Report No. XX) (B. Draper)
- 4.0 Update: Grievance (B. Draper)
- 5.0 In-Camera (closed) Meeting Minutes
  - October 17, 2011 Regular Board Meeting
- 6.0 Correspondence: Property Matter B.A. Parker (P. McRae)
- 7.0 Personnel: Vacation Carryover (D. Tamblyn)

**Regular Board Meeting 2011-11**

Monday, November 21, 2011

**MINUTES**

APPROVED THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 2011

\_\_\_\_\_  
SECRETARY

\_\_\_\_\_  
CHAIR

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

Board Policy Review Committee  
Videoconference Meeting – Marathon, ON

Monday, November 28, 2011 @ 6:30

**MINUTES**

<b><u>Members</u></b>	<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
Brown, Cindy	X					Mannisto, Mark					X
Fisher, Cindy ( <i>Alternate</i> )				X		Santerre, Angel		X			
Fisher Matthew ( <i>Alternate</i> )				X		Simonaitis, Fred					X
Keenan, Darlene		X				McRae, Pinky ( <i>Ex-Officio</i> )	X				
<b><u>Resource Members</u></b>											
							OS	TC	VC	A	R
David Tamblyn: <i>Director of Education</i>							X				
Nancy Petrick: <i>Superintendent of Education</i>							X				
Cathy Tsubouchi: <i>Manager of Accounting Services</i>							X				
Anne Lockwood: <i>Vice-Principal (NRHS)</i>								X			
RM. Joannette: <i>Recorder</i>							X				

Legend: P = Policy MG = Management Guideline PG = Procedural Guideline
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- 1.0 **Review and Approval of Minutes: October 24, 2011** *Attached*  
 Mover: D. Keenan      Second: A. Santerre  
 That, the Board Policy Review Committee minutes of October 24, 2011 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 **Stakeholder Reviews Closed November 18, 2011**

  - P-204: Trustee Associations *Attached*  
 No feedback was received during policy review posting time.  
**Action:** Forward for board approval at Regular Board Meeting of December 5, 2011
  
  - P-209: Agendas *Attached*  
 No feedback was received during policy review posting time.  
**Action:** Forward for board approval at Regular Board Meeting of December 5, 2011
  
  - P-211: Electronic Attendance *Attached*  
 No feedback was received during policy review posting time.  
**Action:** Forward for board approval at Regular Board Meeting of December 5, 2011
  
  - P-505: Field Trips and Excursions *Attached*  
 No feedback was received during policy review posting time.  
**Action:** Forward for board approval at Regular Board Meeting of December 5, 2011

- P-527: Voluntary Aboriginal Student Self- Identification  
 No feedback was received during policy review posting. However, this policy will be deferred to January 2012 Board Policy Review Committee (BPRC) final review to allow the chance for Native Education Advisory Committee (NEAC) to review contents at its December 12, 2011 meeting.  
**Action:** Refer to NEAC for review and revisit policy at January 2012 BPRC
- P-717: Workplace Harassment *Attached*  
 No feedback was received during policy review posting time.  
**Action:** Forward for board approval at Regular Board Meeting of December 5, 2011
- MG-717: Workplace Violence and Harassment *Attached*  
 No feedback was received during policy review posting time.  
**Action:** Forward for board approval at Regular Board Meeting of December 5, 2011
- P-720: Workplace Violence *Attached*  
 No feedback was received during policy review posting time.  
**Action:** Forward for board approval at Regular Board Meeting of December 5, 2011
- MG-720: Workplace Violence and Harassment *Attached*  
 No feedback was received during policy review posting time.  
**Action:** Forward for board approval at Regular Board Meeting of December 5, 2011

### 3.2 November 28, 2011 Reviews

- P-607 Electronic Communication Systems  
 D. Tamblyn advised that this item should be deferred to permit time for the board Computer/Technology Committee to review so as all to accurately reflect technology changes in all board policy governing technical issues. There is considerable overlap among policies dealing with technology which may be better served by an umbrella policy which can address the myriad of computer and technical issues that now impact school life, including the use of cell phones.  
**Action:** Refer policy to Technology Committee and reschedule BPRC to review this item in January 2012
- MG-607 Electronic Communication Systems  
 See note at P-607  
**Action:** See note at P607
- P-608 Computer Network Security  
 See note at P-607  
**Action:** See note at P607
- MG-608 Computer Network Security  
 See note at P-607  
**Action:** See note at P607
- P-703 Non-Instructional Employee Training *Attached*  
 No changes to policy  
**Action:** Post to website for stakeholder review
- P-707 Employee Code of Conduct *Attached*  
 No changes to policy  
 C. Tsubouchi reported that in conversation with the board lawyer, it was noted the collective agreements that the board holds with the various staff/support groups would in most cases override or be used more closely in governance of employee conduct. It

is suggested that policy on employees codes of conduct could serve only as an outline of “expectations” of staff. The collective agreements delineate and would be the ultimate source for application and/or implementation of anything by way of disciplinary issues. D. Tamblyn also reminded the BPRC that within education legislation itself, there is the Teacher Performance Appraisal (TPA) mechanism that can draw upon should “conduct” issues arise. TPA’s are conscripted by the ministry and typically happen on a five-year cycle.

**Action:** Post to website for stakeholder review

P-709	<p><u>Emergency Service Volunteers</u> Delete: “b) Volunteer ambulance service” It was noted that legislation now requires all ambulance attendants to be licensed and certified, eliminating volunteer positions in this area. <b>Action:</b> Post to website for stakeholder review</p>	<i>Attached</i>
P-712	<p><u>Recognition of Long Term Service</u> Policy has been extensively revised: a) Rename as Recognition b) to incorporate content of Policy 702 Recognition of Employees who Retire c) Although the terms and condition remain intact for the recognition of 10-year, 25-year and retiring staff, these procedural issues have been deleted as content under policy and will now be incorporated under the Policy 712 Recognition Management Guideline d) the definition of recognition of staff has been expanded beyond “service years” and “retirement” so as include recognition of outstanding and commendable contribution by staff e) revisions also bring the policy and guideline into compliance with the Public Sector Procurement Guideline f) Some final details to operationalize the 25-year service events and retirement gifting will be brought back to BPRC as part of the feedback collection period. <b>Action:</b> Post to website for stakeholder review</p>	<i>Attached</i>
MG-712	<p><u>Recognition of Long Term Service</u> See note at Policy 712 <b>Action:</b> Post to website for stakeholder review.</p>	<i>Attached</i>
P-702	<p><u>Recognition of Employees Who Retire</u> This policy is rescinded as its contents have now been incorporated into Policy 712 Recognition. <b>Action:</b> After conclusion of review period for Policy 712 revision, delete Policy 702 from policy roster.</p>	<i>Attached</i>
P-713	<p><u>Legal Representation</u> No changes to policy <b>Action:</b> Post to website for stakeholder review</p>	Attached

**4.0 Items to Recommend for Stakeholder Review (Post November 29 to January 25, 2012)**

P-703	Non-Instructional Employee Training	<i>Attached</i>
P-707	Employee Code of Conduct	<i>Attached</i>
P-709	Emergency Service Volunteers	<i>Attached</i>
P-712	Recognition of Long Term Service	<i>Attached</i>
MG-712	Recognition of Long Term Service	<i>Attached</i>
P-702	Recognition of Employees Who Retire	<i>Attached</i>
P-713	Legal Representation	<i>Attached</i>

**5.0 Items to Recommend for Board Approval – December 5, 2011**

- P-204: Trustee Associations
- P-209: Agendas
- P-211: Electronic Attendance
- P-505: Field Trips and Excursions
- P-717: Workplace Harassment
- MG-717: Workplace Violence and Harassment
- P-720: Workplace
- MG-720: Workplace Violence and Harassment Attached

**6.0 Future Meetings and Agenda Items**

**6.1 January 2012 (Stakeholder Feedback Closing December 25, 2011)**

- P-203 Senior Administration
- P-207 Lines of Communication Regarding Complaints
- P 306 Corporate Credit Cards
- P 601 Unused Textbooks
- P 603 New Course Approvals
- P 605 Special Education
- P 701 Employee Absence
- P 711 Release of Employee Information
- P-607 Electronic Communications Systems
- MG-607 Electronic Communications Systems
- P-608 Computer Network Security
- MG-608 Computer Network Security

**6.2 2012: Recalls / Deferments / Other**

- P 101 Vision Statement
- P 102 Mission Statement
- P 103 Goals Statement
- P 106 Board Motto
- P-509 Fundraising
- MG-509 Fundraising
- P-602.1 Students' Acceptable Use of Technology
- MG-602.1 Students' Acceptable Use of Technology
- P-602.2 Employees' Acceptable Use of Technology
- MG-602.2 Employees' Acceptable Use of Technology

**7.0 Adjournment**

*Mover: D. Keenan      Second: A. Santerre*

*That, the Board Policy Review Committee Meeting of November 28, 2011 adjourn at 7:13 p.m.*

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

Board Policy Review Committee  
Videoconference Meeting – Marathon, ON

Monday, October 24, 2011 @ 6:30

**MINUTES**

<b><u>Members</u></b>	<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
Brown, Cindy	X					Mannisto, Mark					X
Fisher, Cindy ( <i>Alternate</i> )					X	Santerre, Angel		X			
Fisher Matthew ( <i>Alternate</i> )					X	Simonaitis, Fred					X
Keenan, Darlene		X				McRae, Pinky ( <i>Ex-Officio</i> )	X				
<b><u>Resource Members</u></b>											
							OS	TC	VC	A	R
David Tamblyn: <i>Director of Education</i>							X				
Nancy Petrick: <i>Superintendent of Education</i>							X				
Cathy Tsubouchi: <i>Manager of Accounting Services</i>							X				
Anne Lockwood: <i>Vice-Principal (NRHS)</i>								X			
RM. Joannette: <i>Recorder</i>							X				

Legend: P = Policy MG = Management Guideline PG = Procedural Guideline
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**1.0 Review and Approval of Minutes: September 26, 2011** *Attached*

Mover: D. Keenan      Second: A. Santerre  
That, he Board Policy Review Committee minutes of September 26, 2011 be approved.

**2.0 Business Arising from Minutes**

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

- P-203    Senior Administration Attached  
No changes have been made to policy.  
**Action:** Post to website for stakeholder review
  
- P-207    Lines of Communication Regarding Complaints Attached  
No changes have been made to policy.  
**Action:** Post to website for stakeholder review
  
- P 306    Corporate Credit Cards Attached  
Two changes have been made to policy. Student Success Leader is now just called "lead". As well there is an addition credit card issue to the School Effectiveness Lead as this position involves significant travel and PD development program  
**Action:** Post to website for stakeholder review
  
- P 601    Unused Textbooks Attached  
No changes have been made to policy.  
**Action:** Post to website for stakeholder review
  
- P 603    New Course Approvals Attached  
No changes have been made to policy.

**Action:** Post to website for stakeholder review

- P 605 Special Education Attached  
Two wording changes to add “education” program as highlighted; the other is the addition of “Individual Education Plan” to definition of special education program. The policy has been transformed to the new policy format  
**Action:** Post to website for stakeholder review
- P 701 Employee Absence Attached  
No changes have been made to policy.  
**Action:** Post to website for stakeholder review
- P 711 Release of Employee Information Attached  
No changes have been made to policy.  
**Action:** Post to website for stakeholder review

**4.0 Items to Recommend for Stakeholder Review (Post October 25 to December 25, 2011)**

- P-203 Senior Administration  
P-207 Lines of Communication Regarding Complaints  
P 306 Corporate Credit Cards  
P 601 Unused Textbooks  
P 603 New Course Approvals  
P 605 Special Education  
P 701 Employee Absence  
P 711 Release of Employee Information

**5.0 Items to Recommend for Board Approval – November 21, 2011**

Nil

**6.0 Future Meetings and Agenda Items**

**6.1 November 28, 2011 Reviews**

- P 101 Vision Statement  
Move to work plan in September 2012. Rationale is that the board is now embarking upon the development of a multi-year strategic plan exercise which will have an impact on this policy as the vision, Policy 102 Mission, Policy 103 Goals Statement and possible the Policy 106 Board Motto
- P 102 Mission Statement  
Move to work plan (September 2012) see notes at P 101.
- P 103 Goals Statement  
Move to work plan (September 2012) see notes at P 101.
- P 106 Board Motto  
Move to work plan (September 2012) see notes at P 101.
- P 523 Work Education Program Approval  
P 607 Electronic Communication Systems  
MG 607 Electronic Communication Systems  
P 608 Computer Network Security  
MG 608 Computer Network Security  
P 703 Non-Instructional Employee Training  
P 707 Employee Code of Conduct  
P 709 Emergency Service Volunteers  
P 713 Legal Representation  
P 712 Recognition of Long Term Service  
MG 712 Recognition of Long Term Service

**6.2 November 28, 2011: Stakeholder Feedback Closing November 18, 2011**

- P-204: Trustee Associations  
P-209: Agendas  
P-211: Electronic Attendance  
P-505: Field Trips and Excursions

P-527: Voluntary Aboriginal Student Self- Identification  
P-706: Health and Safety  
P-717: Workplace Harassment  
MG-717: Workplace Violence and Harassment  
P-720: Workplace Violence  
MG-720: Workplace Violence and Harassment

6.3 2012 Other: Recalls for Future Review (See September 26, 2011 Minutes for information)

P-509 Fundraising  
MG-509 Fundraising  
P-602.1 Students' Acceptable Use of Technology  
MG-602.1 Students' Acceptable Use of Technology  
P-602.2 Employees' Acceptable Use of Technology  
MG-602.2 Employees' Acceptable Use of Technology  
P-702 Recognition of Employees Who Retire

**8.0** Miscellaneous

Director David Tamblyn indicated that at the Trustee Professional Development session of September 16-17, 2011, the facilitator Marilyn Gouthro point out that board governance is directly related to development of policy. In the board META Policy 214 reference is made to providing the opportunity for stakeholder review on policy. However, the board management guideline, which provides the details on how to apply a policy or outlines procedures should not as a rule have to be open to public review as often the procedures are prescribed by virtue of a ministry Program Policy Memorandums and/or regulation; neither of which can be revised. Management Guidelines aligned with policy can still undergo review, however at the discretion of the BPRC such items may also be approved by the Board as a whole without the provision of a two month public review before implementation.

**7.0** Adjournment

*Mover: D. Keenan Second: A. Santerre  
That, the Board Policy Review Committee Meeting of October 24, 2011 adjourn at 6:43 p.m.*

# **SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

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Section BOARD AND ADMINISTRATION

Policy Name SENIOR ADMINISTRATIVE OFFICIALS

203

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Board Approved: \_\_\_\_\_  
March 21, 2006  
March 12, 1999

Reviewed: \_\_\_\_\_  
January 27, 2006

Review By: December 2016  
~~December 2014~~

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## **POLICY**

Within the parameters of Ontario School Law, the specific duties and responsibilities of the senior board administration officials are as determined by the Board.

## **PROCEDURES**

### **1.0 Officers**

The senior administrative officials of the Superior-Greenstone DSB, subject to Board approval, are:

- 1.1 The Director of Education, and
- 1.2 The Superintendent of Business.

### **2.0 Director of Education**

The Director is the Chief Executive Officer and Chief Education Officer of the Board and is the SECRETARY of the Board.

### **3.0 Superintendent of Business**

The Superintendent of Business is the Chief Financial Officer of the Board and is the TREASURER of the Board.

### **4.0 Other**

Other Supervisory Officers (i.e. Superintendents) may be appointed by the Board with duties and responsibilities to be as outlined by the Board.

### **5.0 Chain of Command**

All employees report to the Trustees THROUGH the Director of Education.

## **SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

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*Section* BOARD AND ADMINISTRATION

*Policy Name* LINES OF COMMUNICATION REGARDING COMPLAINTS 207

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*Board Approved:* \_\_\_\_\_ *Reviewed:* \_\_\_\_\_ *Review By:* December 2016  
March 21, 2006 January 27, 2006 ~~December 2014~~  
March 12, 1999

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### **POLICY**

The Superior-Greenstone District School Board will endeavour to respond in a structured manner to all complaints brought forward.

### **PROCEDURES**

#### **1.0 Instructional Staff (i.e. Teachers)**

##### 1.1 Teacher

Complaints regarding teachers should be first discussed with the teacher.

##### 1.2 Principal

If no resolution is found, then the complaint should be next directed to the Principal.

##### 1.3 Supervisory Officer

If no resolution is found, then the complaint should be directed to a Supervisory Officer of the board.

##### 1.4 In Writing

This next stage of complaint must be in writing with copies to the teacher and the Principal.

##### 1.5 Response

The response of the Supervisory Officer shall be in writing, with copies to the teacher and the Principal.

##### 1.6 Board

If the response is unsatisfactory to the complainant, then the matter may be appealed to the Board.

#### **2.0 School-Based, Non-Instructional Staff**

##### 2.1 Principal

Complaints regarding school-based, non-instructional staff should first be discussed with the Principal.

## 2.2 Supervisory Officer

If no resolution is found, then the complaint should be directed to a Supervisory Officer.

## 2.3 In Writing

The complaint must be in writing, with copies to the Principal and the employee.

## 2.4 Response

The response of the Supervisory Officer shall be in writing with copies to the Principal and the employee.

## 2.5 Board

If the response is unsatisfactory to the complainant, then the matter may be appealed to the Board.

# 3.0 System-Based Staff

## 3.1 Supervisory Officer

Complaints regarding system-based staff should be directed to a Supervisory Officer.

## 3.2 In Writing

The complaint must be in writing with a copy to the employee.

## 3.3 Response

The response of the Supervisory Officer shall be in writing with a copy to the employee.

## 3.4 Board

If the response is unsatisfactory to the complainant, then the matter may be appealed to the Board.

## **SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

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Section BUSINESS AND TRANSPORTATION

Policy Name CORPORATE CREDIT CARDS

306

Board Approved: \_\_\_\_\_  
March 31, 2007

Reviewed: \_\_\_\_\_

Review By: December 2016

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### **POLICY**

Corporate credit cards shall be issued to the Senior Administration, including the Director of Education, the Superintendent of Business, the Superintendent of Education, **the School Effectiveness Lead** and the Student Success **Leader Lead**.

Corporate credit cards shall be used solely in the course of, and for purposes of, Board business.

### **PROCEDURE**

- 1.0 The purchase of goods and services utilizing corporate credit cards will be for the purposes provided in the annual budget and will be subject to all applicable policies, procedures, guidelines and limits as established by the Board.
- 2.0 Cardholders will be subject to, and respect all terms and conditions, as stipulated in the Board's agreement with the issuing financial institution.
- 3.0 Corporate credit cards are only for the use of the authorized individuals to whom they have been issued.
- 4.0 Access to cash advances will not be permitted.
- 5.0 Corporate credit cards remain the property of the issuing financial institution and will be surrendered to the Board upon request.
- 6.0 All expenditures will be supported by receipts; hospitality expense **claims may only be claimed as per Policy No. 307 and such claims** will indicate the names of the individuals entertained and their role. The purpose of the hospitality is also to be clearly stated on the receipt.
- 7.0 The Chair of the Board will approve all of the expenses initiated by the Director of Education.
- 8.0 The Director of Education will approve all expenses initiated by the Superintendent of Business, the Superintendent of Education, **the School Effectiveness Lead** and the Student Success **Leader Lead**.

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### **Cross Reference:**

- Policy 307 – Travel, Meals and Hospitality Expenses

# **SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

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*Section*                   PROGRAM

*Policy Name*           UNUSED TEXTBOOKS

601

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*Board Approved:* \_\_\_\_\_  
                          March 12, 1999

*Reviewed:* \_\_\_\_\_  
                          March 21, 2006

*Review By:* December 2016  
~~December 2014~~

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## **POLICY**

It is the policy of the Superior-Greenstone District School Board to endeavour to make the most efficient use of learning materials purchased by the Board.

## **PROCEDURES**

### **1.0 Annual Inventory**

Principals will, annually, identify those textbooks they have in hand for which they do not anticipate any further use.

### **2.0 Damaged/Obsolete Textbooks**

Textbooks which are worn or damaged beyond repair, or obsolete should be destroyed at the end of each school year.

### **3.0 Surplus Textbooks**

Textbooks which might be used by other schools in the district should be listed and the list circulated internally as directed by the appropriate system supervisor.

### **4.0 Outside Agency**

If a service club or other public organization requests textbooks no longer needed by our schools the assigned system supervisor may make them available, provided the use proposed is a not-for-profit one, such as forwarding to a third world destination.

### **5.0 System Supervisor**

The system supervisor assigned to deal with this matter shall give direction re the process to be followed.

# **SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

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Section PROGRAM

Policy Name NEW COURSE APPROVALS

603

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Board Approved: \_\_\_\_\_  
March 12, 1999

Reviewed: \_\_\_\_\_  
June 20, 2006

Review By: December 2016  
~~December 2011~~

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## **POLICY**

The Superior-Greenstone District School Board supports the broadest possible program in its schools but the introduction of any course not presently offered, or the non-traditional delivery of an existing course, must have the prior approval of the Board.

## **PROCEDURES**

### **1.0 Initial Step**

In the consideration of new course offerings, or non-traditional delivery of an existing course, the appropriate Supervisory Officer must be consulted and advised PRIOR TO ANY ACTION.

### **2.0 Ministry**

The requirements of the Ministry of Education and Training with regard to program must be met.

### **3.0 Impact**

The School Principal shall document for the Supervisory Officer's consideration any costs, staffing requirements, equipment requirements, facility requirements, supplies, texts, etc.

### **4.0 Authority to Approve**

The Supervisory Officer shall have the authority to grant approval for courses which meet Ministry requirements AND which have no additional "costs" identified.

### **5.0 Board Approval**

Where additional costs are associated with a proposal, or a non-traditional delivery is proposed, or a course is considered "experimental" within the Ministry guidelines, then Board approval shall be required.

# **SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

Section PROGRAM

Policy Name SPECIAL EDUCATION

605

Board Approved: \_\_\_\_\_  
March 12, 1999

Reviewed: \_\_\_\_\_  
October 17, 2006

Review By: December 2016  
~~December 2014~~

## **POLICY**

The Superior-Greenstone District School Board believes that all children within its jurisdiction should have the opportunity for appropriate education programs which meet learning, physical and emotional needs and the Board will endeavour to provide appropriate special education programs and services to the limit of its human and financial resources in an environment that best suits each individual, identified pupil.

## **DEFINITIONS**

**“exceptional pupil”** means a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that the student is considered to need placement in a special education program by an Identification, Placement and Review Committee (IPRC):

- a) of which the student is a regular pupil,
- b) that admits or enrolls the pupil other than pursuant to an agreement with another Board for the provisions of education, or,
- c) to which the cost of education in respect of the pupil is payable by the Province.

**“special education program”** means a **an educational** program that, in respect of an identified exceptional pupil, is based on and modified by the results of continuous assessment and evaluation and that includes an educational plan **(referred to as an Individual Education Plan – (IEP))** containing specific objectives and an outline of educational services that meet the needs of the identified pupil.

**“special education services”** include facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

## **PROCEDURES**

### **1.0 Implementation**

#### **1.1 Teachers**

All teachers share responsibility for the education of exceptional pupils.

#### **1.2 Classroom**

Exceptional pupils should be educated in an environment that allows them to develop to their fullest potential. The education program, while recognizing special needs, should be delivered, to the degree possible, in a regular classroom setting.

### 1.3 Parents

Parents must be consulted with regard to assessment, identification, placement and program for their identified children.

### 1.4 Other Deliveries

Agreements with other Boards and/or service agencies for special education programs and service may be entered into as required. These arrangements will be provided in the closest proximity to the student's home as is advisable and reasonable.





## **SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

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*Section* BOARD AND ADMINISTRATION

*Policy Name* TRUSTEE ASSOCIATIONS

204

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*Board Approved:*

\_\_\_\_\_  
March 21, 2006  
March 12, 1999

*Reviewed:*

September 26, 2011  
January 27, 2006

*Review By:* December 2016

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### ***POLICY***

The Superior-Greenstone District School Board recognizes the value of networking with other Trustees.

### ***PROCEDURES***

The Board may take an annual membership in at least one (1) trustee association in Ontario.

## **SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

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*Section* BOARD AND ADMINISTRATION

*Policy Name* AGENDAS 209

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*Board Approved:* \_\_\_\_\_  
March 12, 1999

*Reviewed:* September 26, 2011  
April 25, 2006

*Review By:* December 2016

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### **POLICY**

It shall be the policy of the Superior-Greenstone District School Board that an agenda be prepared for each meeting.

### **PROCEDURES**

#### **1.0 Regular Meetings**

- 1.1 The Director of Education will be responsible for producing the agenda and for clearing it in advance with the Chair of the Board.
- 1.2 Trustees or officials who wish to have an item placed on the agenda will provide this information to the Director.
- 1.3 Agendas, together with supporting material, will be forwarded electronically prior to the meeting a minimum of five (5) days wherever possible except in extenuating circumstances.
- 1.4 The process outlined in this policy may be employed at the discretion of the chair of any board committee.

#### **2.0 Special Meetings**

- 2.1 Agendas for special meetings called by the Chair will be provided in advance, when possible.
- 2.2 Items not on the agenda will not be introduced at the meeting.
- 2.3- The Chair calling a special meeting will do so in consultation with the Director. The Chair will then poll the remaining trustees to ensure that the majority desire the meeting and forward supporting material electronically prior to the meeting a minimum of five (5) days wherever possible, except in extenuating circumstances.
- 2.4 The Chair may call a special meeting upon the written request of no fewer than a majority of the Members of the Board

#### **3.0 Other**

- 3.1 All provisions outlined herein are subject to the Board's Procedural By Laws.

# SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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Section	BOARD AND ADMINISTRATION	
Policy Name	ELECTRONIC ATTENDANCE	211

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Board Approved: _____	Reviewed: September 26, 2011	
March 12, 1999	November 22, 2004	Review By: December 2016
	February 22, 2005	

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## **POLICY**

In compliance with Provincial regulation, the Superior-Greenstone District School Board will make provision for participation in meetings of the Board using technology.

## **PROCEDURES**

### **1.0 Definitions**

#### 1.1 Electronic Attendance

Electronic attendance shall imply participation through tele-conferencing and/or video-conferencing

#### 1.2 Member

When the reference herein is "Member" it is understood to include elected and appointed Trustees and the Student Representative

#### 1.3 Meeting Room

When this policy makes reference to a "meeting room" it is understood to imply the usual and designated meeting locations of the Board and its committees. The following persons shall be physically present in the meeting room of the board:

- a) The chair of the board or his/her designate
- b) At least one additional member of the board
- c) The Director of Education or his/her designate.

### **2.0 Requirements**

Under provincial regulation the following shall apply:

#### 2.1 Physical Attendance

##### 2.1.1 Board Meetings

It is required that at meetings of the Board and the Committee of the Whole Board that the following persons be physically present in the meeting room:

- |   |          |
|---|----------|
| the Chair of the Board or designate,              | 1 Person |
| and,  |          |
| at least one additional Member of the Board, and, | 1 Person |
| the Director of education or designate            | 1 Person |

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3 Persons

2.1.2 Committee Meetings

It is required that at committee meetings of the Board, except Committee of the Whole Board, the following persons must be physically present in the meeting room:

the Committee Chair or designate,	1 Person
and,	
the Director of Education or designate	1 Person
	<hr/>
	2 Persons

2.2 Minimum Attendance

A trustee is automatically removed from the Board if he or she fails to be physically present in the meeting room of the Board for at least three (3) regular meetings of the Board in each twelve (12)-month period beginning December 1 {Education Act, Section 228 (1) (e)}.

2.3 Effectiveness

Electronic meetings must be designed and deemed to make positive contributions to the work of the Board. Their design must conform to the requirements of Reg.436/97.

2.4 Conditions for Access

Conditions for access to meeting electronically are to be governed by:

- a) the purpose and nature of the meeting, and,
- b) the composition of participants in the meeting.

2.5 Accessibility

Generally, all scheduled Regular Board meetings, including meetings of the Committee of the Whole, and meetings of Standing Committees are accessible, upon request, via electronic means for all Members and the general public at designated sites.

**3.0 Attendance**

3.1 Deemed Present

A Member who participates in any meeting through electronic means as defined and described herein shall be deemed to be present at the meeting for the purpose of the Education Act and regulations.

3.2 Verbal Roll Call

When one or more Members are in attendance electronically, the Roll Call shall be verbally taken and duly recorded.

3.3 Ensuring a Quorum

Members participating electronically shall notify the Chair of their departures, either temporary or permanent, from the meeting before absenting themselves in order that the Chair may ensure a quorum is maintained.

# **SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

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Section                   SCHOOLS AND STUDENTS

Policy Name           FIELD TRIPS & EXCURSIONS

505

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Board Approved: \_\_\_\_\_  
March 12, 1999

Reviewed: September 26, 2011  
October 17, 2006

Review By: December 2016

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## **POLICY**

The Superior-Greenstone District School Board recognizes the educational value of school field trips and excursions outside the activities of the regular classroom.

## **PROCEDURES**

### **1.0 Scope**

For the purposes of this Policy, Field Trips and excursions shall include the following:

- Classroom Extension
- Field Trip
- Extended Field Trip
- Co-Curricular Activities
- Extra-Curricular Activities
- High Care Activities

### **2.0 Activities Outside the School**

Field trips and excursions outside the school must be structured and managed as follows:

#### **2.1 Alternatives**

Field trips or excursions of any kind should not be organized if an equally effective method of achieving the desired objective exists within the normal school routine.

#### **2.2 Be within Understanding of Students**

Field trips or excursions of any kind must be within the understanding of the students.

#### **2.3 Preparation and Follow-up**

Field trips or excursions of any kind shall have the appropriate preparation and follow-up with students so as to maximize the educational value.

#### **2.4 Repetition**

Field trips or excursions of any kind must not duplicate another other trip or activity.

#### **2.5 Level of Supervision**

Field trips or excursions of any kind must make provision for appropriate levels of supervision by qualified and competent adults.

#### **2.6 High Care Activities**

Field trips or excursions of any kind that fall into the category of "high care" shall require additional provisions as laid out in the Management Guidelines.

### **3.0 Basic Requirements**

Certain basic management requirements shall apply as follows:

#### 3.1 Approval by Principal

All field trips or excursions of any kind must have the prior approval of the Principal.

#### 3.2 Approval by Supervisory Officer

Various types of activities also require approval from a Supervisory Officer\*.

#### 3.2 Prior Approval

No organizing or discussion should precede approval.

#### 3.3 Financing

Financing of any activity must be clearly outlined AND APPROVED.

#### 3.4 Participation Level

Every student of a group must have the opportunity to participate regardless of economic circumstances.

#### 3.5 Parental Involvement

The parent must be informed and provide permission for involvement of their child.

### **4.0 Activities Outside Board Jurisdiction**

All proposed excursions outside the geographic jurisdiction of the Board must follow procedures as established by the Director.

### **5.0 Out-of-Country Activities**

All proposed out-of-country activities must have the approval of the Director.

### **6.0 Management Guideline**

Reference should be made to the Board's Management Guideline for all out-of-school activities before initiating any plans.

# **SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

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Section PERSONNEL

Policy Name WORKPLACE HARASSMENT  
Management Guideline Applies

717

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Board Approved: \_\_\_\_\_  
February 20, 2007

Reviewed: September 26, 2011

Review By: December 2016

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## **POLICY**

The Superior-Greenstone District School Board is opposed to any form of harassment in the workplace. The Board will investigate thoroughly any complaints received in accordance with its guidelines and procedures for such matters.

## **RATIONALE**

The Superior-Greenstone District School Board seeks to provide a work environment supportive of both productivity and the dignity of every employee.

Since the Board is also entrusted with the nurturing and education of students, it is important that all employees provide positive and appropriate role models for students in their care.

Ontario law requires that every employee has the right to freedom from harassment by a supervisor or other employee because of sex, race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, age, record of offences, marital status, family status or disability.

## **PROCEDURES**

### **1.0 Definition**

#### **1.1 Harassment**

Harassment is defined in Ontario as any course of comments or conduct consisting of words or actions that disparage or humiliate a person in relation to one of the prohibited grounds as outlined in the 'Rationale' stated above.

Harassment is also defined as any course of vexatious comment or conduct that is known or ought to be known to be unwelcome.

#### **1.2 Sexual Harassment**

Any course of vexatious comment or conduct including sexual remarks or physical contact that is known or ought reasonably to be known to be unwelcome.

#### **1.3 Race & Religious Harassment**

Any derogatory comments, taunts, jokes or jeers about race, creed, colour, national or ethnic origin.

#### **1.4 Workplace Harassment**

Any unwelcome conduct, which is intimidating, coercive or malicious.

## **2.0 Process**

Any employee or student who believes that he/she is being harassed by a person affiliated with the Board, should proceed as follows:

- a) Politely but firmly request whoever is perpetrating the harassment to stop, and,
- b) Prepare and maintain a written record of the details and reactions of the person confronted, and,
- c) Advise the Principal or Supervisor if the harassment continues.

## **3.0 Reporting**

The Principal or Supervisor shall initially investigate each and every complaint in a timely manner.

The appropriate Supervisory Officer is to be informed of the complaint and actions being pursued.

## **4.0 Investigating**

Within ten (10) working days of the complaint, the person investigating in consultation with the appropriate Supervisory Officer, shall:

- a) Inform the party complained about, that the allegations are being investigated,
- b) Interview all parties in order to establish a perspective re the situation,
- c) Assure the complainant that his/her job security is not in jeopardy,
- d) Ensure that the parties involved are separated, if possible, and,
- e) Interview employees and any other possible witnesses to determine if racial harassment has occurred.

## **5.0 Discipline**

If allegations are found to have substance, the Board representative may impose discipline as appropriate and consistent with the circumstances.

## **6.0 Other**

If the allegations are found to have no substance, the investigator shall:

- a) Review the matter with each party,
- b) Confirm the substance of each interview, in writing, and,
- c) Inform the parties that copies of the report(s) will be placed on file.

# SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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<i>Section</i>	PERSONNEL	
<i>Management Guideline</i>	WORKPLACE VIOLENCE AND HARASSMENT	
<i>Applicable Policy</i>	WORKPLACE HARASSMENT	717
	WORKPLACE VIOLENCE	720

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*Board Approved:* \_\_\_\_\_ *Reviewed:* September 26, 2011 *Review by:* December 2016

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## **GENERAL**

In accordance with our Superior Greenstone District School Board Policy 717 Workplace Harassment and Policy 720 Workplace Violence, this Management Guideline provides a mechanism for dealing with violence and harassment occurring in the working and learning environment.

The Superior Greenstone DSB is committed to the prevention of workplace violence and harassment and promotion of violence/harassment free workplaces in which all people respect one another and work together to achieve common goals. Workplace violence/harassment in any form erodes the mutual trust and confidence that are essential to the well-being of staff and is considered unacceptable.

## **DEFINITIONS**

“**workplace violence**” is defined in the *Occupational Health and Safety Act (OHSA)* as:

- The exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker.
- An attempt to exercise physical force against a worker in a workplace, that could cause physical injury to the worker, and a
- A statement or behaviour that a worker could reasonably interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

“**domestic violence**” is a pattern of behaviour used by one person to gain power/control over another with whom he/she has or has had an intimate relationship. It may include physical violence, sexual, emotional or psychological intimidation, verbal abuse, stalking and/or the use of electronic devices to harass and control.

“**workplace harassment**” is engaging in a course of vexatious comment or conduct against a worker in the workplace that is known or ought reasonably to be known or to be unwelcome.

“**worker**” is defined in the *Occupational Health and Safety Act* as a person who performs work or supplies service for monetary compensation.

“**workplace**” is defined in the *Occupational Health and Safety Act* as any land, premises, location or thing at, upon, in or near which a worker works.

### **1.0 Risk Assessment**

#### **1.1 General**

The risk of violence or harassment occurring in the workplace is linked to a number of factors, including the nature of the workplace, the type of work, or conditions of the work.

Examples include, but are not limited to:

- Location of the workplace
- Parking
- Access to workplace
- Handling cash
- Working alone

## 1.2 Responsibilities/Duties of the Board, Principals and Worker

SGDSB staff shall identify the risks of workplace violence or harassment occurring on Board premises, or while engaging in workplace activities. An assessment of the risk should include a rating of the risk of workplace violence or harassment taking place in a given workplace. A suggested rating scale follows in *Appendix A*.

### 1.2.1 Duties of the Employer

- to provide information and instruction to the worker in regards to workplace violence and harassment
- create policies and procedures to be followed by all staff
- to provide training on policies and procedures to all staff
- to take every precaution reasonable to protect the worker from violence and harassment
- to conduct a workplace violence risk assessment

### 1.2.2 Duties of the Principal

- to advise the staff of the existence of any potential or actual threat or occurrence of violence to the worker
- provide the worker with written instructions as to the measures that need to be taken for their protection
- take every precaution reasonable in the circumstance for the protection of the worker
- to review and assess risk factors as they arise

### 1.2.3 Duties of the Worker

- work in compliance with the provisions of the Occupational Health and Safety Act and the Regulations
- report to his/her principal any threats/or possible threats of violence / harassment to himself/herself or any other worker
- to complete the workplace violence risk assessment survey

Schools/site employees must be surveyed to determine the extent to which they feel their workplace is safe (*Appendix B – Survey*). The aggregate results of these surveys will be used to identify issues related to workplace violence. Following the initial survey used for the implementation of this procedure, follow-up surveys will be conducted annually and/or as deemed necessary.

## 1.3 Minimizing Risks

Workplaces need to be appraised for the following characteristics:

### 1.3.1 Workplace Location

- risk of workplace violence occurring due to the nature of the community in which the workplace is located
- working in the community in which the workplace is located, working in the community (off site locations),
- working alone or in isolation, physical attributes of the workplace,

- areas on the periphery of the workplace (parking lots, portable in playing fields),
- controls on entry to the workplace, use of the workplace by non-employees (community groups).

#### 1.3.2 General Workplace

- risk of workplace violence occurring due to the characteristics of the general workplace population, including staff, students, parents and the general public.

#### 1.3.3 Specific Workplace

- risk of workplace violence occurring due to individual students, clients, or employees who create specific risk of workplace violence (students, clients, or employees with a history of violence).

## **2.0 Records**

All correspondence and other documents generated under this procedure must, subject to the *Municipal Freedom of Information and Protection of Privacy Act*, be marked "PRIVATE AND CONFIDENTIAL" and be stored in a locked and secure file in the Human Resources Department.

The Superior-Greenstone DSB may be required to provide information obtained during an investigation to an outside agency that has the right to require information otherwise protected by the *Municipal Freedom of Information and Protection Privacy Act*.

## **3.0 Reporting Workplace Violence**

Individuals, who believe that they have been subjected to or have witnessed workplace violence, including domestic violence, must file a report and provide a copy to their immediate supervisor. Where the immediate supervisor is at issue, the report should be directed to the appropriate Supervisory Officer.

The Report to be completed is the INJURY / ILLNESS / HARASSMENT / VIOLENT /AGGRESSIVE INCIDENT INVESTIGATION FORM. (See Appendix C)

## **4.0 Misuse of the Reporting Procedures**

It is expected that all reports submitted under the above referenced Policies will be filed in good faith. Where it is determined as a result of an investigation into the report that it was issued in bad faith, disciplinary action may occur.

### 4.1 Reprisals

Where a report is filed by an employee in good faith, the worker who filed the report shall not be subject to any reprisals by anyone in the employ of the SGDSB or not in the employ of the SGDSB if said individual is a student, parent, guardian, community members or other.

Should a worker who filed a report in good faith be the subject of a reprisal, then an investigation into the alleged reprisal shall be initiated immediately following its reporting to the appropriate authority.

Should the individual who commits a reprisal against an employee who filed a report in good faith also be an employee of the SGDSB and the reprisal's authenticity is proven as a result of an investigation, then said individual may be

subject to disciplinary action in accordance with the appropriate Collective Agreement and the SGDSB policies governing such matters.

Should the individual who commits a reprisal against an employee who filed a report in good faith be someone other than an employee of the SGDSB and the reprisal's authenticity is proven as a result of an investigation, then said individual may be subject to some form of sanction issued in accordance with the Policies and Procedures of the SGDSB and school whereat the employee who was subject to the proven reprisal works.

## **5.0 Investigation and Resolution**

Reports require an investigation of the allegations. Investigations will most often be done by the supervisory staff of the person who reports. Supervisors have the right to assistance (SGDSB representation) and support from Human Resources at any stage of the investigation process. Supervisory personnel who conduct the investigation shall ensure that the following steps are taken as soon as possible:

- a) Take appropriate measures to ensure the safety of the worker;
- b) Notify the worker(s), the accused, and witness(es) that they are entitled to support and assistance (SGDSB representation/Federation) throughout this process;
- c) Ensure that the accused have a copy of the report;
- d) Interview the worker(s) separately;
- e) Inform the accused of the allegation and provide an opportunity for response;
- f) Interview the accused separately;
- g) Interview the witness(es) separately;
- h) Determine whether the alleged workplace violence/harassment did or did not occur based on the results of the investigation;
- i) Provide a written summary of the finding and conclusions to the worker and to the accused and give them an opportunity to respond to same; and
- j) Take appropriate actions to resolve the situation.

If the accused declines to participate in the investigative process, the investigation shall still proceed. The accused should be encouraged to participate in the interest of a balanced and fair process.

### **5.1 Outcome of Investigation**

In the event a complaint is not substantiated, no further action will be taken but will be kept on file as per the section on records (*B. RECORDS*). However, there may be a need to restore a positive learning/working environment; steps may be taken to meet such needs.

Follow-up possibilities:

- Voluntary Counselling for the parties;
- Application of strategies to restore a positive learning/working environment;
- Specific information and instruction for the worker and/or accused;
- Workshops for the staff and/or others in the school/site regarding responsibilities
- Permanent separation of accused and worker from each other;
- Restorative measures

### **5.2 Appeal of Decision**

The grounds for appeal are:

- The person conducting the investigation failed to comply with this procedure;
- New evidence becomes known after the final decision but before the expiry of the twenty school days limitation period for requesting an appeal.

In the event a worker or accused has one or both of the specific concerns listed above, a request, in writing within twenty school days of the receipt of the decision of the person conducting the investigation, may be made to the Director or designate to convene an appeal.

The Director or designate will affirm or amend the final decision, or require that a new investigation be undertaken.

### 5.3 Mediated Resolution

Mediation involves an unbiased third party acting as a facilitator in direct communication between the parties who voluntarily agree to enter into this process. It is an opportunity to resolve disputes in a respectful manner. It provides the opportunity to generate a variety of options for resolution and contributes to restoring the working relationship between parties.

Mediation is appropriate when all parties agree that a mutually agreeable solution is achievable and desirable. Mediation is voluntary and the worker and accused may choose to withdraw at any time. The person conducting the investigation will request approval from the Superintendent of Education and/or Coordinator of Human Resources. Human Resources may act as a mediator or assign a trained individual.

Meetings required for mediation sessions shall be schedule as soon as possible. When matters are resolved through mediation, the worker, accused and a SGDSB representative will sign a memorandum of agreement outlining the terms to which they have agreed. If mediation is unsuccessful the investigation process will continue.

## 6.0 ***Disciplinary Actions***

In the event a complaint is substantiated, the appropriate supervisor may impose discipline as appropriate and consistent with the circumstances.

*Canada's Criminal Code* deals with matters such as violent acts, threats and behaviours. The police may be contacted when an act of violence or criminal harassment has occurred in the workplace or when someone in the workplace is threatened with violence.

Actions must be determined, as appropriate, for the individual situation and may include such responses as a letter of disapproval and warning, a revoking of permits or contracts, an issuing of a trespass notice, or other remedies as provided by the common law and /or the appropriate legislation. The involvement of the appropriate Superintendent is recommended in these cases.

## 7.0 ***Work Refusal***

All employees have the right to refuse to work when they have reason to believe their Health or Safety is in danger. The limited right of teachers to refuse work remains. A teacher cannot refuse to work as per Occupational Health & Safety Act Regulation 857, if the circumstances are such that the life, health or safety of a pupil is in imminent danger.

The *Occupational Health and Safety Act* is specific about the requirements to be followed when a worker indicates he/she is refusing to work. A worker must notify his/her supervisor if he or she is refusing to do work. If a worker indicates he/she is refusing to

work, the Principal/Supervisor needs to determine if the work refusal meets the criteria defined by Section 43(3) of the Occupational Health & Safety Act.

A worker may refuse to work or do particular work with respect to workplace violence if he or she has reason to believe that:

- Workplace violence is likely to endanger himself or herself

#### 7.1 Steps to Follow - (see Appendix D- Flow Chart)

If the nature of the work refusal meets these requirements, the Principal/Supervisor must:

- a) Immediately contact the site specific Occupational Health & Safety worker representative or member and indicate you are dealing with a work refusal. [O.H.S.A. – Section 43(4)]
- b) Document the work refusal including, but not limited to, the workers complaint, time, date, relevant information, and any outcome of the refusal.
- c) Notify your Superintendent of Education/Immediate Supervisor.
- d) Take the necessary steps to ensure the safety of workers.
- e) Pending the investigation the worker must stay in a safe place and be available to the investigator. The worker may be assigned other work while the work refusal is being investigated. If another worker is asked to work in the worker's place, that worker should be informed of work refusal.

Upon conclusion of the investigation of the work refusal, if the nature of the work refusal does NOT meet the requirement therefore this incident does not constitute a legitimate work refusal situation, in which case, the worker should be informed as such and be instructed to return to work.

If the worker engaged in a workplace work refusal that meets the requirements that the workplace violence is likely to endanger him or herself, then steps should be taken to rectify the situation so that it is deemed safe to return to work. Once the steps are taken, the worker (complainant) should be informed of the steps taken and directed to return to the work area. If the worker continues to refuse to work, the SGDSB appropriate Union/Association representative from the Joint Occupational Health and Safety Committee, or the worker should contact the Ministry of Labour.

## 8.0 ***Disclosing People with a Violent History***

SGDSB is required to provide information, including personal information, to workers about a person with a history of violent behaviour if the worker can be expected to encounter that person in the course of his or her work and the risk of workplace violence is likely to expose the worker to physical injury. The employer is only permitted to disclose the amount of personal information reasonably necessary to protect workers from physical injury.

### 8.1 Domestic Violence

Domestic violence occurring in the workplace is recognized by the *Occupational Health and Safety Act* as workplace violence.

If an employer becomes aware, or ought reasonably to be aware, that domestic violence that would likely expose a worker to physical injury may occur in the workplace, the employer shall take every precaution reasonable in the circumstances for the protection of the worker. (OHS, 32.0.4)

### 8.2 Notification

Workers who have information that they or a fellow worker is subject to domestic violence that may expose them or their fellow workers to physical injury in the

workplace shall inform their supervisor. Where the supervisor may be party to the domestic violence, the worker shall inform the Superintendent of Education and/or Coordinator of Human Resources.

The Supervisor will treat all such reports in confidence, and only disclose to Human Resources or others who need to know, information that is necessary for the protection of the workers in the workplace.

### 8.3 Fact Finding

Supervisors who are informed there is a worker who may be subject to domestic violence in the workplace must make a determination as to the extent of the threat to workplace safety as he or she would in any other case involving a threat to workplace safety. In making this determination, the supervisor may need to interview both the source of the information about the threat and the worker(s) who may be subject to the risk of domestic violence in the workplace. It may also require more detailed investigations conducted by the Superintendent of Education and/or Coordinator of Human Resources or designate. It is the responsibility of the supervisor to make this contact.

The supervisor may request reasonable documentation from the worker in such circumstances to assess the risks and to put in place precautions to protect the worker. Such documentation may include a copy of a court order, police report or photograph of the alleged perpetrator.

The employer will make available information about supports available for victims of domestic violence. Such supports may include the Employee Assistance Program, community counselling, support groups, shelters and the police. When possible, supervisors will remind potential victims of domestic violence in the workplace of these resources.

In all circumstances, a supervisor must tell the victim that if they feel at risk of physical harm whether inside or outside the workplace or at home, the worker should contact the police.

### 8.4 Actions

If the threat of domestic violence is from a co-worker or from someone outside of the workplace, the supervisor, under advice from Human Resources, must take steps to ensure the victim and other workers are protected. Such steps may include, but are not limited to, warnings, employee transfers, informing police and requesting restraining orders.

## **9.0 *Role of the Joint Occupational Health And Safety Committee***

Joint health and safety committees and health and safety representatives have the same powers and responsibilities for workplace violence hazards as they do for other occupational health and safety hazards under the Occupational Health and Safety Act.

For example, their role during a work refusal [Section 43] is the same for workplace violence as it is for any other workplace hazard. These committees and health and safety representatives should also be able to recognize risks of workplace violence in the course of carrying out their regular functions such as inspecting workplaces.

An employer may wish to consult with his or her workplace's joint health and safety committee or health and safety representative when developing workplace violence and workplace harassment policies and programs.

Employers must advise the joint health and safety committee or health and safety representative of the results of an assessment of workplace violence risks [Section 32.0.3(3)(a)] or the results of a reassessment [Section 32.0.3(5)]. For more information, see Section 2.3 - Assessing the Risks of Workplace Violence.

Employers must also inform the committee or health and safety representative if a person is killed, critically injured, disabled from performing their usual work, or requires medical attention due to workplace violence [Sections 51(1) and 52(1)]. For more information, see Section 2.9 - Notices.

## **10.0 Information And Instruction**

### **10.1 General Information for all Staff**

An employer shall provide a worker with information and instruction that is appropriate for the worker on the contents of the policy and program with respect to workplace violence/harassment and any other prescribed information or instruction. (OHSA 2009, 32.0.5 (2))

### **10.2 Workplace Violence and Harassment Procedure Posting**

The Workplace Violence & Harassment Management Guideline shall be in written form and shall be posted on all workplace Occupational Health & Safety bulletin boards.

## **11.0 Workplace Violence/Harassment Prevention Procedure Reassessment and Review**

Re-assessment of workplace violence and harassment prevention is an on-going process that includes:

- Review and monitor effectiveness of controls, procedures and measures in place
- Review of all incidents of workplace violence and harassment that are reported

The Workplace Violence & Harassment Management Guideline must be reviewed annually.

**RATING SCALE**

A rating scale is provided to determine the likelihood of violence in the workplace, and to assist in deciding the nature of the controls to be put in place. The rating scale rates the risk of workplace violence as low, moderate, or high, according to the following definitions, which rely on a combination of frequency and severity.

**Low:** One or more potential risks which rarely place a worker at risk of workplace violence, and/or the risk of workplace violence is minimal. The risk of workplace violence is not related to normal part of the work routine, and/or there is minimal potential for intervention or first aid to be required.

**Moderate:** One or more potential risks of workplace violence which may occasionally place a worker at risk of workplace violence, and/or the risk of workplace violence is possible. The risk of workplace

Violence may be related to a normal part of the work routine on an infrequent basis, and/or there is moderate potential for intervention, or first aid or medical aid to be required.

**High:** One or more potential risks of workplace violence which may regularly place a worker at risk of workplace violence, and/or the risk of workplace violence is related to a normal part of the work routine on a regular basis, and/or there is a high potential for intervention(s), or medical aid to be required.

**SURVEY**

Superior-Greenstone District School Board



***EMPLOYEE SURVEY – WORKPLACE VIOLENCE PROGRAM***

The School Board recognizes that workplace violence represents a real risk. The Board also recognizes that the risk can be minimized or avoided by assessing the risks, putting preventive measures in place to control them, as well as by implementing processes to obtain immediate assistance in case of violence or to report incidences of violence and by keeping staff abreast of potential dangers in the workplace.

In order to identify these risks, the School Board asks that all employees complete the following survey.

The School Board assures all employees that information provided in this survey will be kept strictly confidential. Furthermore, it is left to the discretion of the employee to provide his or her name. However, the location (school, administrative office or satellite office) must be provided, in order to be able to identify developing trends or if an issue is directly related to that place of employment.

Location:	Job Title:
Name of Employee (optional):	
Sex:	Male <input type="checkbox"/> Female <input type="checkbox"/>

**1. You and Your Workplace**

<b>QUESTIONS</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS (if NOT, explain)</b>
1. Generally, do you feel safe where you work?			
2. Is workplace violence a concern?			
3. In general, do you work alone? (example: night janitor)			
4. In your opinion are there adequate measures in place to protect you?  If not, please indicate what areas require improvement:			

<b>QUESTIONS</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b> <i>(if NOT, explain)</i>
<ul style="list-style-type: none"> <li>• Lighting</li> </ul>			
<ul style="list-style-type: none"> <li>• Security checks and protocols (identification checks, sign in sheets, etc.)</li> </ul>			
<ul style="list-style-type: none"> <li>• Restrictions on public access to work areas (classrooms, staff rooms, secured elevators, stairwells, etc.)</li> </ul>			
<ul style="list-style-type: none"> <li>• Security of parking lots</li> </ul>			
<ul style="list-style-type: none"> <li>• Communication procedures (for example when and how to call for help)</li> </ul>			
<ul style="list-style-type: none"> <li>• Layout of work area (visual obstructions, unsecured objects and furniture, unable to view unlocked entrance)</li> </ul>			
5. Have you ever witnessed a violent incident in your workplace, between:			If YES, explain:
a) Students			
b) Student and staff			
c) Staff			
d) Others			
6. Do you have access to your workplace after work hours?			
7. Do you sometimes go in to work on weekends?			
If yes, is your supervisor aware of this?			
8. Do you take any particular measures to ensure your personal safety?			Specify:

**9. Since you have been an employee of the School Board**

<b>QUESTIONS</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
9. Have you ever been the victim or target of a violent incident in your workplace?			

**ATTENTION:** *If you answered 'yes' to the above question, please complete section 3. Otherwise, go directly to section 4 (Preventive Measures).*

**10. Victim of a violent incident**

10. What kind of violent incident were you subjected to?	Who was the aggressor?	Please Check ✓	Many Times (more than five)	Sometimes	Once
			<b>Indicate the Frequency</b>		
<b>a) Physical</b>  <i>Explanation: Physical force. For example: Hitting or pushing someone violently</i>	A student				
	A parent				
	A colleague				
	A stranger				
	Other				
<b>b) Threats</b>  <i>Statement/behavior interpreted as a threat to exercise physical violence. For example: intimidation, anticipating a danger of physical injury.</i>	A student				
	A parent				
	A colleague				
	A stranger				
	Other				
<b>c) Verbal</b>  <i>Aggressive statement expressed by insults in a loud and offensive tone of voice.</i>	A student				
	A parent				
	A colleague				
	A stranger				
	Other				

<b>QUESTIONS</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
11. Following the violent incident, did you inform your supervisor or the police of the incident?			
12. Were you satisfied with the measures taken by your employer following this incident?			

**11. Preventative measures**

<b>QUESTIONS</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
13. Does the employer have a written workplace violence policy and program for your workplace?			
14. Have procedures for violence prevention been put in place to ensure the safety of employees?			
15. Do you know where to find these procedures?			
16. Are you aware of the procedure for reporting a violent incident?			
17. Do you find that the measures in place are adequate?			
18. Do you know how to obtain immediate assistance in case of violence in the workplace?			
19. Does the employer keep you informed of potential risks in the workplace?			
20. Do you know if the policy with respect to workplace violence is posted?			

**12. Workplace Incident Reporting and Follow-up**

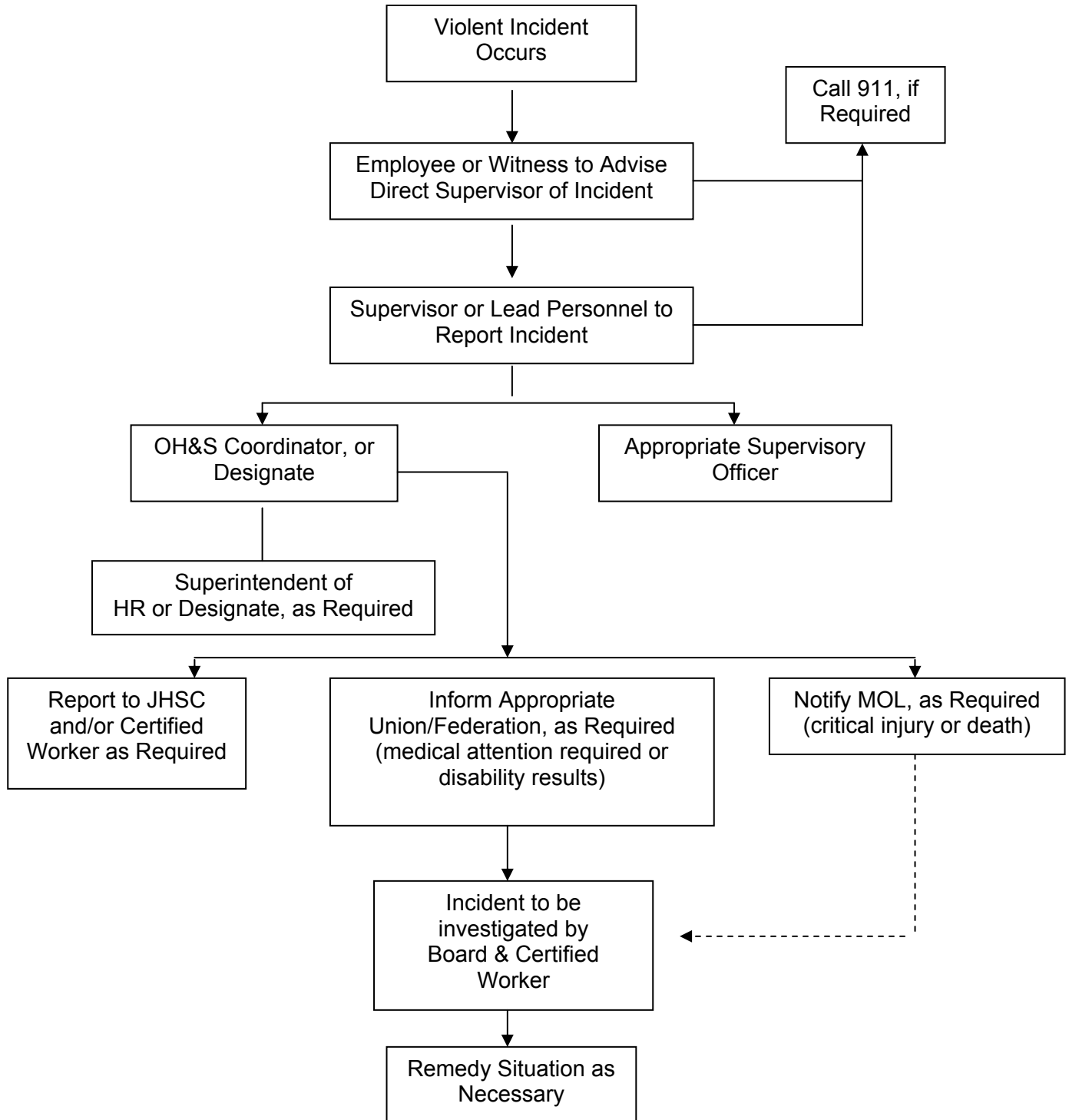
<b>QUESTIONS</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
21. Are you required to report threats and violence at your workplace?  If yes, can you do so without fear of retaliation (revenge or punishment)?			
22. Is there a system for reporting threats and violence at your workplace?  If yes, is it easy to understand and follow?			

<b>QUESTIONS</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
23. Are you satisfied that the incidents were investigated properly?			
24. Are you satisfied that suitable corrective action has been taken?			
25. Are police and emergency services called immediately when a criminal incident occurs?			
26. Are support programs in place to help you if you are directly or indirectly affected by workplace violence?			
27. Can you summon immediate assistance when workplace violence occurs or is likely to occur?			

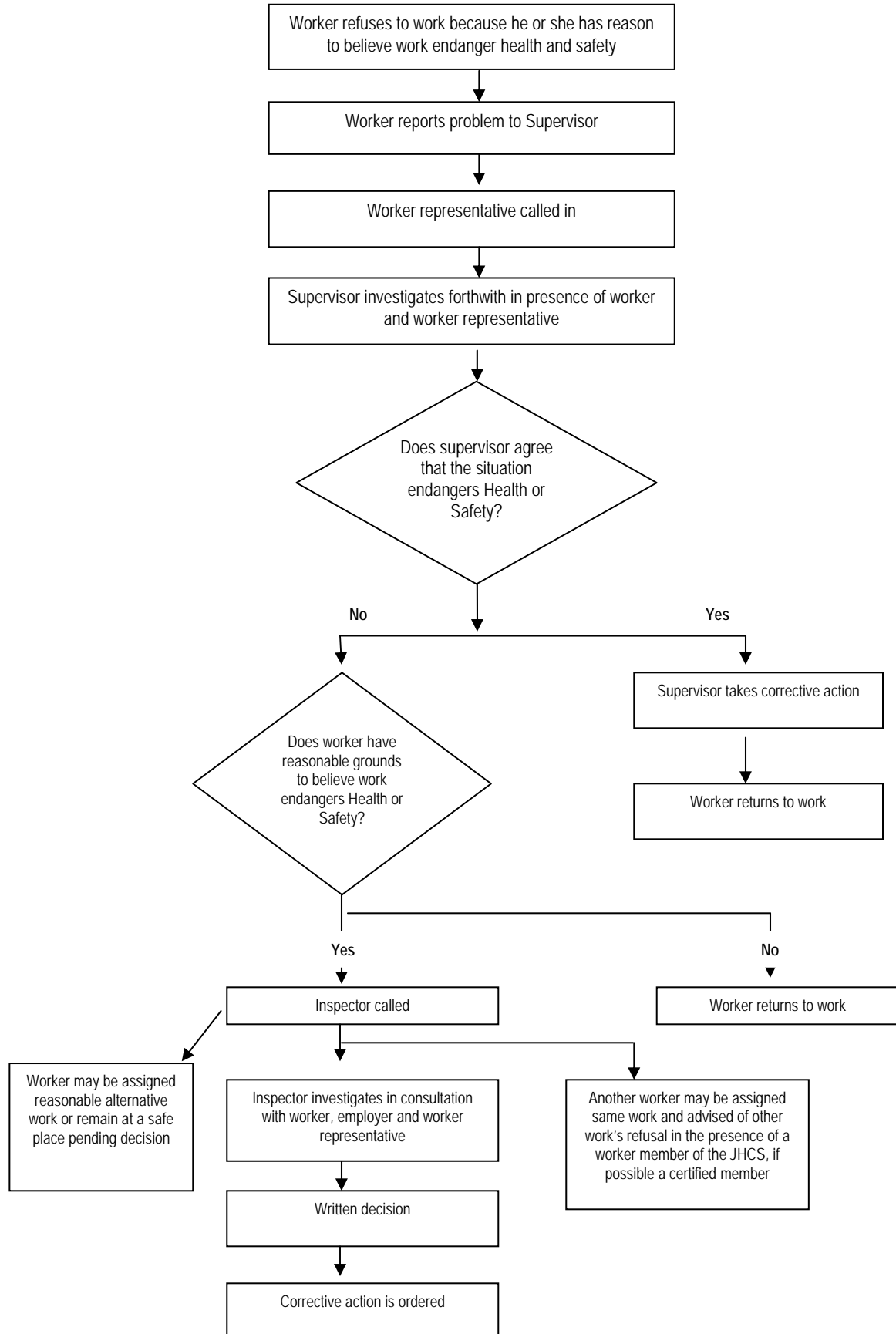
### **13. Working in a Rural and Remote Community**

<b>QUESTIONS</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
28. Do you work at times of increased vulnerability, such as late at night, early in the morning, or at very quiet times of day?			
29. Does your school site have procedures for opening, closing or securing the workplace prior to starting and at the end of work periods?			
30. Has information been provided and reviewed with you to protect you from the risks of working alone?			
31. Do you have procedures to follow when dealing with aggressive or violent students or members of the public?			

**APPENDIX C**



**Work Refusal Process**



# SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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Section	PERSONNEL	
Policy Name	WORKPLACE VIOLENCE <i>Management Guideline Applies</i>	720

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Board Approved: \_\_\_\_\_ Reviewed: September 26, 2011 Review by: December 2016

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## **POLICY**

The Superior-Greenstone District School Board is committed to the prevention of workplace violence and promotion of violence free workplaces in which all people respect one another and work together to achieve common goals. Workplace violence in any form erodes the mutual trust and confidence that are essential to the well-being of staff and is considered unacceptable.

## **DEFINITIONS**

“**workplace violence**” is defined in the *Occupational Health and Safety Act (OHSA)* as:

- The exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker.
- An attempt to exercise physical force against a worker in a workplace, that could cause physical injury to the worker, and a
- A statement or behaviour that a worker could reasonably interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

“**domestic violence**” is a pattern of behaviour used by one person to gain power/control over another with whom he/she has or has had an intimate relationship. It may include physical violence, sexual, emotional or psychological intimidation, verbal abuse, stalking and/or the use of electronic devices to harass and control.

“**worker**” is defined in the *Occupational Health and Safety Act* as a person who performs work or supplies service for monetary compensation.

“**workplace**” is defined in the *Occupational Health and Safety Act* as any land, premises, location or thing at, upon, in or near which a worker works.

## **PROCEDURES**

### **1.0 Risk Assessment**

Superior-Greenstone District School Board staff shall identify the risks of workplace violence occurring on Board premises, or while engaging in workplace activities. An assessment of the risk should include a rating of the risk of workplace violence taking place in a given workplace. A suggested rating scale follows in *Appendix A*. Duties of the Employer, Principal and Worker are outlined in the “Management Guidelines”.

### **2.0 Records**

All correspondence and other documents generated under this procedure must, subject to the *Municipal Freedom of Information and Protection of Privacy Act*, be marked “PRIVATE AND CONFIDENTIAL” and be stored in a locked and secure file in the Human Resources Department.

The Superior-Greenstone District School Board may be required to provide information obtained during an investigation to an outside agency that has the right to require information otherwise protected by the *Municipal Freedom of Information and Protection Privacy Act*.

### **3.0 Misuse of the Reporting Procedures**

It is expected that all reports submitted under this Policy will be filed in good faith. Where it is determined as a result of an investigation into the report that it was issued in bad faith, disciplinary action may occur.

### **4.0 Investigation and Resolution**

Reports require an investigation of the allegations. Investigations will most often be done by the supervisory staff of the person who reports. Supervisors have the right to assistance (Superior-Greenstone District School Board representation) and support from Human Resources at any stage of the investigation process. The steps to be followed in the investigative process, the Outcome of Investigation, the Appeal Process and Mediated Resolution are outlined in "Management Guidelines."

If the accused declines to participate in the investigative process, the investigation shall still proceed. The accused should be encouraged to participate in the interest of a balanced and fair process.

### **5.0 Disciplinary Actions**

In the event a complaint is substantiated, the appropriate supervisor may impose discipline as appropriate and consistent with the circumstances.

### **6.0 Work Refusal**

All employees have the right to refuse to work when they have reason to believe their Health or Safety is in danger. The limited right of teachers to refuse work remains. A teacher cannot refuse to work as per Occupational Health & Safety Act Regulation 857, if the circumstances are such that the life, health or safety of a pupil is in imminent danger

### **7.0 Disclosing People with a Violent History**

Superior-Greenstone District School Board is required to provide information, including personal information, to workers about a person with a history of violent behaviour if the worker can be expected to encounter that person in the course of his or her work and the risk of workplace violence is likely to expose the worker to physical injury. The employer is only permitted to disclose the amount of personal information reasonably necessary to protect workers from physical injury.

### **8.0 Role of the Joint Occupational Health & Safety Committee**

Joint Health and Safety Committees and health and safety representatives have the same powers and responsibilities for workplace violence hazards as they do for other occupational health and safety hazards under the Occupational Health and Safety Act.

# SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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<i>Section</i>	PERSONNEL	
<i>Management Guideline</i>	WORKPLACE VIOLENCE AND HARASSMENT	
<i>Applicable Policy</i>	WORKPLACE HARASSMENT	717
	WORKPLACE VIOLENCE	720

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*Board Approved:* \_\_\_\_\_ *Reviewed:* September 26, 2011 *Review by:* December 2016

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## **GENERAL**

In accordance with our Superior Greenstone District School Board Policy 717 Workplace Harassment and Policy 720 Workplace Violence, this Management Guideline provides a mechanism for dealing with violence and harassment occurring in the working and learning environment.

The Superior Greenstone DSB is committed to the prevention of workplace violence and harassment and promotion of violence/harassment free workplaces in which all people respect one another and work together to achieve common goals. Workplace violence/harassment in any form erodes the mutual trust and confidence that are essential to the well-being of staff and is considered unacceptable.

## **DEFINITIONS**

“**workplace violence**” is defined in the *Occupational Health and Safety Act (OHSA)* as:

- The exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker.
- An attempt to exercise physical force against a worker in a workplace, that could cause physical injury to the worker, and a
- A statement or behaviour that a worker could reasonably interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

“**domestic violence**” is a pattern of behaviour used by one person to gain power/control over another with whom he/she has or has had an intimate relationship. It may include physical violence, sexual, emotional or psychological intimidation, verbal abuse, stalking and/or the use of electronic devices to harass and control.

“**workplace harassment**” is engaging in a course of vexatious comment or conduct against a worker in the workplace that is known or ought reasonably to be known or to be unwelcome.

“**worker**” is defined in the *Occupational Health and Safety Act* as a person who performs work or supplies service for monetary compensation.

“**workplace**” is defined in the *Occupational Health and Safety Act* as any land, premises, location or thing at, upon, in or near which a worker works.

### **1.0 Risk Assessment**

#### **1.1 General**

The risk of violence or harassment occurring in the workplace is linked to a number of factors, including the nature of the workplace, the type of work, or conditions of the work.

Examples include, but are not limited to:

- Location of the workplace
- Parking
- Access to workplace
- Handling cash
- Working alone

## 1.2 Responsibilities/Duties of the Board, Principals and Worker

SGDSB staff shall identify the risks of workplace violence or harassment occurring on Board premises, or while engaging in workplace activities. An assessment of the risk should include a rating of the risk of workplace violence or harassment taking place in a given workplace. A suggested rating scale follows in *Appendix A*.

### 1.2.1 Duties of the Employer

- to provide information and instruction to the worker in regards to workplace violence and harassment
- create policies and procedures to be followed by all staff
- to provide training on policies and procedures to all staff
- to take every precaution reasonable to protect the worker from violence and harassment
- to conduct a workplace violence risk assessment

### 1.2.2 Duties of the Principal

- to advise the staff of the existence of any potential or actual threat or occurrence of violence to the worker
- provide the worker with written instructions as to the measures that need to be taken for their protection
- take every precaution reasonable in the circumstance for the protection of the worker
- to review and assess risk factors as they arise

### 1.2.3 Duties of the Worker

- work in compliance with the provisions of the Occupational Health and Safety Act and the Regulations
- report to his/her principal any threats/or possible threats of violence / harassment to himself/herself or any other worker
- to complete the workplace violence risk assessment survey

Schools/site employees must be surveyed to determine the extent to which they feel their workplace is safe (*Appendix B – Survey*). The aggregate results of these surveys will be used to identify issues related to workplace violence. Following the initial survey used for the implementation of this procedure, follow-up surveys will be conducted annually and/or as deemed necessary.

## 1.3 Minimizing Risks

Workplaces need to be appraised for the following characteristics:

### 1.3.1 Workplace Location

- risk of workplace violence occurring due to the nature of the community in which the workplace is located
- working in the community in which the workplace is located, working in the community (off site locations),
- working alone or in isolation, physical attributes of the workplace,

- areas on the periphery of the workplace (parking lots, portable in playing fields),
- controls on entry to the workplace, use of the workplace by non-employees (community groups).

#### 1.3.2 General Workplace

- risk of workplace violence occurring due to the characteristics of the general workplace population, including staff, students, parents and the general public.

#### 1.3.3 Specific Workplace

- risk of workplace violence occurring due to individual students, clients, or employees who create specific risk of workplace violence (students, clients, or employees with a history of violence).

## **2.0 Records**

All correspondence and other documents generated under this procedure must, subject to the *Municipal Freedom of Information and Protection of Privacy Act*, be marked "PRIVATE AND CONFIDENTIAL" and be stored in a locked and secure file in the Human Resources Department.

The Superior-Greenstone DSB may be required to provide information obtained during an investigation to an outside agency that has the right to require information otherwise protected by the *Municipal Freedom of Information and Protection Privacy Act*.

## **3.0 Reporting Workplace Violence**

Individuals, who believe that they have been subjected to or have witnessed workplace violence, including domestic violence, must file a report and provide a copy to their immediate supervisor. Where the immediate supervisor is at issue, the report should be directed to the appropriate Supervisory Officer.

The Report to be completed is the INJURY / ILLNESS / HARASSMENT / VIOLENT /AGGRESSIVE INCIDENT INVESTIGATION FORM. (See Appendix C)

## **4.0 Misuse of the Reporting Procedures**

It is expected that all reports submitted under the above referenced Policies will be filed in good faith. Where it is determined as a result of an investigation into the report that it was issued in bad faith, disciplinary action may occur.

### 4.1 Reprisals

Where a report is filed by an employee in good faith, the worker who filed the report shall not be subject to any reprisals by anyone in the employ of the SGDSB or not in the employ of the SGDSB if said individual is a student, parent, guardian, community members or other.

Should a worker who filed a report in good faith be the subject of a reprisal, then an investigation into the alleged reprisal shall be initiated immediately following its reporting to the appropriate authority.

Should the individual who commits a reprisal against an employee who filed a report in good faith also be an employee of the SGDSB and the reprisal's authenticity is proven as a result of an investigation, then said individual may be

subject to disciplinary action in accordance with the appropriate Collective Agreement and the SGDSB policies governing such matters.

Should the individual who commits a reprisal against an employee who filed a report in good faith be someone other than an employee of the SGDSB and the reprisal's authenticity is proven as a result of an investigation, then said individual may be subject to some form of sanction issued in accordance with the Policies and Procedures of the SGDSB and school whereat the employee who was subject to the proven reprisal works.

## **5.0 Investigation and Resolution**

Reports require an investigation of the allegations. Investigations will most often be done by the supervisory staff of the person who reports. Supervisors have the right to assistance (SGDSB representation) and support from Human Resources at any stage of the investigation process. Supervisory personnel who conduct the investigation shall ensure that the following steps are taken as soon as possible:

- a) Take appropriate measures to ensure the safety of the worker;
- b) Notify the worker(s), the accused, and witness(es) that they are entitled to support and assistance (SGDSB representation/Federation) throughout this process;
- c) Ensure that the accused have a copy of the report;
- d) Interview the worker(s) separately;
- e) Inform the accused of the allegation and provide an opportunity for response;
- f) Interview the accused separately;
- g) Interview the witness(es) separately;
- h) Determine whether the alleged workplace violence/harassment did or did not occur based on the results of the investigation;
- i) Provide a written summary of the finding and conclusions to the worker and to the accused and give them an opportunity to respond to same; and
- j) Take appropriate actions to resolve the situation.

If the accused declines to participate in the investigative process, the investigation shall still proceed. The accused should be encouraged to participate in the interest of a balanced and fair process.

### **5.1 Outcome of Investigation**

In the event a complaint is not substantiated, no further action will be taken but will be kept on file as per the section on records (*B. RECORDS*). However, there may be a need to restore a positive learning/working environment; steps may be taken to meet such needs.

Follow-up possibilities:

- Voluntary Counselling for the parties;
- Application of strategies to restore a positive learning/working environment;
- Specific information and instruction for the worker and/or accused;
- Workshops for the staff and/or others in the school/site regarding responsibilities
- Permanent separation of accused and worker from each other;
- Restorative measures

### **5.2 Appeal of Decision**

The grounds for appeal are:

- The person conducting the investigation failed to comply with this procedure;
- New evidence becomes known after the final decision but before the expiry of the twenty school days limitation period for requesting an appeal.

In the event a worker or accused has one or both of the specific concerns listed above, a request, in writing within twenty school days of the receipt of the decision of the person conducting the investigation, may be made to the Director or designate to convene an appeal.

The Director or designate will affirm or amend the final decision, or require that a new investigation be undertaken.

### 5.3 Mediated Resolution

Mediation involves an unbiased third party acting as a facilitator in direct communication between the parties who voluntarily agree to enter into this process. It is an opportunity to resolve disputes in a respectful manner. It provides the opportunity to generate a variety of options for resolution and contributes to restoring the working relationship between parties.

Mediation is appropriate when all parties agree that a mutually agreeable solution is achievable and desirable. Mediation is voluntary and the worker and accused may choose to withdraw at any time. The person conducting the investigation will request approval from the Superintendent of Education and/or Coordinator of Human Resources. Human Resources may act as a mediator or assign a trained individual.

Meetings required for mediation sessions shall be schedule as soon as possible. When matters are resolved through mediation, the worker, accused and a SGDSB representative will sign a memorandum of agreement outlining the terms to which they have agreed. If mediation is unsuccessful the investigation process will continue.

## 6.0 ***Disciplinary Actions***

In the event a complaint is substantiated, the appropriate supervisor may impose discipline as appropriate and consistent with the circumstances.

*Canada's Criminal Code* deals with matters such as violent acts, threats and behaviours. The police may be contacted when an act of violence or criminal harassment has occurred in the workplace or when someone in the workplace is threatened with violence.

Actions must be determined, as appropriate, for the individual situation and may include such responses as a letter of disapproval and warning, a revoking of permits or contracts, an issuing of a trespass notice, or other remedies as provided by the common law and /or the appropriate legislation. The involvement of the appropriate Superintendent is recommended in these cases.

## 7.0 ***Work Refusal***

All employees have the right to refuse to work when they have reason to believe their Health or Safety is in danger. The limited right of teachers to refuse work remains. A teacher cannot refuse to work as per Occupational Health & Safety Act Regulation 857, if the circumstances are such that the life, health or safety of a pupil is in imminent danger.

The *Occupational Health and Safety Act* is specific about the requirements to be followed when a worker indicates he/she is refusing to work. A worker must notify his/her supervisor if he or she is refusing to do work. If a worker indicates he/she is refusing to

work, the Principal/Supervisor needs to determine if the work refusal meets the criteria defined by Section 43(3) of the Occupational Health & Safety Act.

A worker may refuse to work or do particular work with respect to workplace violence if he or she has reason to believe that:

- Workplace violence is likely to endanger himself or herself

#### 7.1 Steps to Follow - (see Appendix D- Flow Chart)

If the nature of the work refusal meets these requirements, the Principal/Supervisor must:

- a) Immediately contact the site specific Occupational Health & Safety worker representative or member and indicate you are dealing with a work refusal. [O.H.S.A. – Section 43(4)]
- b) Document the work refusal including, but not limited to, the workers complaint, time, date, relevant information, and any outcome of the refusal.
- c) Notify your Superintendent of Education/Immediate Supervisor.
- d) Take the necessary steps to ensure the safety of workers.
- e) Pending the investigation the worker must stay in a safe place and be available to the investigator. The worker may be assigned other work while the work refusal is being investigated. If another worker is asked to work in the worker's place, that worker should be informed of work refusal.

Upon conclusion of the investigation of the work refusal, if the nature of the work refusal does NOT meet the requirement therefore this incident does not constitute a legitimate work refusal situation, in which case, the worker should be informed as such and be instructed to return to work.

If the worker engaged in a workplace work refusal that meets the requirements that the workplace violence is likely to endanger him or herself, then steps should be taken to rectify the situation so that it is deemed safe to return to work. Once the steps are taken, the worker (complainant) should be informed of the steps taken and directed to return to the work area. If the worker continues to refuse to work, the SGDSB appropriate Union/Association representative from the Joint Occupational Health and Safety Committee, or the worker should contact the Ministry of Labour.

## 8.0 ***Disclosing People with a Violent History***

SGDSB is required to provide information, including personal information, to workers about a person with a history of violent behaviour if the worker can be expected to encounter that person in the course of his or her work and the risk of workplace violence is likely to expose the worker to physical injury. The employer is only permitted to disclose the amount of personal information reasonably necessary to protect workers from physical injury.

### 8.1 Domestic Violence

Domestic violence occurring in the workplace is recognized by the *Occupational Health and Safety Act* as workplace violence.

If an employer becomes aware, or ought reasonably to be aware, that domestic violence that would likely expose a worker to physical injury may occur in the workplace, the employer shall take every precaution reasonable in the circumstances for the protection of the worker. (OHS, 32.0.4)

### 8.2 Notification

Workers who have information that they or a fellow worker is subject to domestic violence that may expose them or their fellow workers to physical injury in the

workplace shall inform their supervisor. Where the supervisor may be party to the domestic violence, the worker shall inform the Superintendent of Education and/or Coordinator of Human Resources.

The Supervisor will treat all such reports in confidence, and only disclose to Human Resources or others who need to know, information that is necessary for the protection of the workers in the workplace.

### 8.3 Fact Finding

Supervisors who are informed there is a worker who may be subject to domestic violence in the workplace must make a determination as to the extent of the threat to workplace safety as he or she would in any other case involving a threat to workplace safety. In making this determination, the supervisor may need to interview both the source of the information about the threat and the worker(s) who may be subject to the risk of domestic violence in the workplace. It may also require more detailed investigations conducted by the Superintendent of Education and/or Coordinator of Human Resources or designate. It is the responsibility of the supervisor to make this contact.

The supervisor may request reasonable documentation from the worker in such circumstances to assess the risks and to put in place precautions to protect the worker. Such documentation may include a copy of a court order, police report or photograph of the alleged perpetrator.

The employer will make available information about supports available for victims of domestic violence. Such supports may include the Employee Assistance Program, community counselling, support groups, shelters and the police. When possible, supervisors will remind potential victims of domestic violence in the workplace of these resources.

In all circumstances, a supervisor must tell the victim that if they feel at risk of physical harm whether inside or outside the workplace or at home, the worker should contact the police.

### 8.4 Actions

If the threat of domestic violence is from a co-worker or from someone outside of the workplace, the supervisor, under advice from Human Resources, must take steps to ensure the victim and other workers are protected. Such steps may include, but are not limited to, warnings, employee transfers, informing police and requesting restraining orders.

## **9.0 *Role of the Joint Occupational Health And Safety Committee***

Joint health and safety committees and health and safety representatives have the same powers and responsibilities for workplace violence hazards as they do for other occupational health and safety hazards under the Occupational Health and Safety Act.

For example, their role during a work refusal [Section 43] is the same for workplace violence as it is for any other workplace hazard. These committees and health and safety representatives should also be able to recognize risks of workplace violence in the course of carrying out their regular functions such as inspecting workplaces.

An employer may wish to consult with his or her workplace's joint health and safety committee or health and safety representative when developing workplace violence and workplace harassment policies and programs.

Employers must advise the joint health and safety committee or health and safety representative of the results of an assessment of workplace violence risks [Section 32.0.3(3)(a)] or the results of a reassessment [Section 32.0.3(5)]. For more information, see Section 2.3 - Assessing the Risks of Workplace Violence.

Employers must also inform the committee or health and safety representative if a person is killed, critically injured, disabled from performing their usual work, or requires medical attention due to workplace violence [Sections 51(1) and 52(1)]. For more information, see Section 2.9 - Notices.

## **10.0 Information And Instruction**

### **10.1 General Information for all Staff**

An employer shall provide a worker with information and instruction that is appropriate for the worker on the contents of the policy and program with respect to workplace violence/harassment and any other prescribed information or instruction. (OHSA 2009, 32.0.5 (2))

### **10.2 Workplace Violence and Harassment Procedure Posting**

The Workplace Violence & Harassment Management Guideline shall be in written form and shall be posted on all workplace Occupational Health & Safety bulletin boards.

## **11.0 Workplace Violence/Harassment Prevention Procedure Reassessment and Review**

Re-assessment of workplace violence and harassment prevention is an on-going process that includes:

- Review and monitor effectiveness of controls, procedures and measures in place
- Review of all incidents of workplace violence and harassment that are reported

The Workplace Violence & Harassment Management Guideline must be reviewed annually.

**RATING SCALE**

A rating scale is provided to determine the likelihood of violence in the workplace, and to assist in deciding the nature of the controls to be put in place. The rating scale rates the risk of workplace violence as low, moderate, or high, according to the following definitions, which rely on a combination of frequency and severity.

**Low:** One or more potential risks which rarely place a worker at risk of workplace violence, and/or the risk of workplace violence is minimal. The risk of workplace violence is not related to normal part of the work routine, and/or there is minimal potential for intervention or first aid to be required.

**Moderate:** One or more potential risks of workplace violence which may occasionally place a worker at risk of workplace violence, and/or the risk of workplace violence is possible. The risk of workplace

Violence may be related to a normal part of the work routine on an infrequent basis, and/or there is moderate potential for intervention, or first aid or medical aid to be required.

**High:** One or more potential risks of workplace violence which may regularly place a worker at risk of workplace violence, and/or the risk of workplace violence is related to a normal part of the work routine on a regular basis, and/or there is a high potential for intervention(s), or medical aid to be required.

**SURVEY**

Superior-Greenstone District School Board



***EMPLOYEE SURVEY – WORKPLACE VIOLENCE PROGRAM***

The School Board recognizes that workplace violence represents a real risk. The Board also recognizes that the risk can be minimized or avoided by assessing the risks, putting preventive measures in place to control them, as well as by implementing processes to obtain immediate assistance in case of violence or to report incidences of violence and by keeping staff abreast of potential dangers in the workplace.

In order to identify these risks, the School Board asks that all employees complete the following survey.

The School Board assures all employees that information provided in this survey will be kept strictly confidential. Furthermore, it is left to the discretion of the employee to provide his or her name. However, the location (school, administrative office or satellite office) must be provided, in order to be able to identify developing trends or if an issue is directly related to that place of employment.

Location:	Job Title:
Name of Employee (optional):	
Sex:	Male <input type="checkbox"/> Female <input type="checkbox"/>

**1. You and Your Workplace**

<b>QUESTIONS</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS (if NOT, explain)</b>
1. Generally, do you feel safe where you work?			
2. Is workplace violence a concern?			
3. In general, do you work alone? (example: night janitor)			
4. In your opinion are there adequate measures in place to protect you?  If not, please indicate what areas require improvement:			

<b>QUESTIONS</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b> <i>(if NOT, explain)</i>
<ul style="list-style-type: none"> <li>Lighting</li> </ul>			
<ul style="list-style-type: none"> <li>Security checks and protocols (identification checks, sign in sheets, etc.)</li> </ul>			
<ul style="list-style-type: none"> <li>Restrictions on public access to work areas (classrooms, staff rooms, secured elevators, stairwells, etc.)</li> </ul>			
<ul style="list-style-type: none"> <li>Security of parking lots</li> </ul>			
<ul style="list-style-type: none"> <li>Communication procedures (for example when and how to call for help)</li> </ul>			
<ul style="list-style-type: none"> <li>Layout of work area (visual obstructions, unsecured objects and furniture, unable to view unlocked entrance)</li> </ul>			
5. Have you ever witnessed a violent incident in your workplace, between:			If YES, explain:
a) Students			
b) Student and staff			
c) Staff			
d) Others			
6. Do you have access to your workplace after work hours?			
7. Do you sometimes go in to work on weekends?			
If yes, is your supervisor aware of this?			
8. Do you take any particular measures to ensure your personal safety?			Specify:

**9. Since you have been an employee of the School Board**

<b>QUESTIONS</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
9. Have you ever been the victim or target of a violent incident in your workplace?			

**ATTENTION:** *If you answered 'yes' to the above question, please complete section 3. Otherwise, go directly to section 4 (Preventive Measures).*

**10. Victim of a violent incident**

10. What kind of violent incident were you subjected to?	Who was the aggressor?	Please Check ✓	Many Times (more than five)	Sometimes	Once
			<b>Indicate the Frequency</b>		
<b>a) Physical</b>  <i>Explanation: Physical force. For example: Hitting or pushing someone violently</i>	A student				
	A parent				
	A colleague				
	A stranger				
	Other				
<b>b) Threats</b>  <i>Statement/behavior interpreted as a threat to exercise physical violence. For example: intimidation, anticipating a danger of physical injury.</i>	A student				
	A parent				
	A colleague				
	A stranger				
	Other				
<b>c) Verbal</b>  <i>Aggressive statement expressed by insults in a loud and offensive tone of voice.</i>	A student				
	A parent				
	A colleague				
	A stranger				
	Other				

<b>QUESTIONS</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
11. Following the violent incident, did you inform your supervisor or the police of the incident?			
12. Were you satisfied with the measures taken by your employer following this incident?			

**11. Preventative measures**

<b>QUESTIONS</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
13. Does the employer have a written workplace violence policy and program for your workplace?			
14. Have procedures for violence prevention been put in place to ensure the safety of employees?			
15. Do you know where to find these procedures?			
16. Are you aware of the procedure for reporting a violent incident?			
17. Do you find that the measures in place are adequate?			
18. Do you know how to obtain immediate assistance in case of violence in the workplace?			
19. Does the employer keep you informed of potential risks in the workplace?			
20. Do you know if the policy with respect to workplace violence is posted?			

**12. Workplace Incident Reporting and Follow-up**

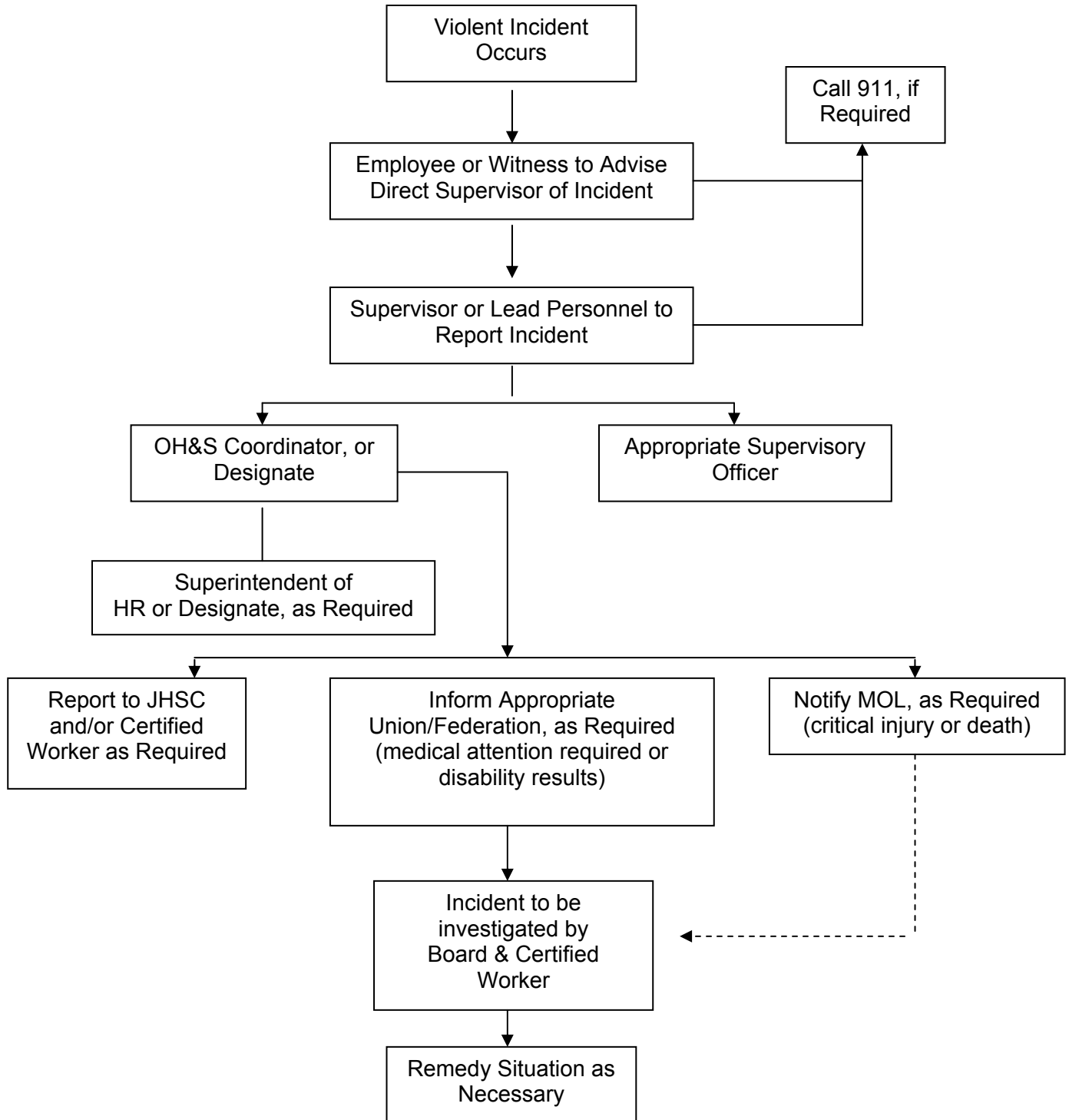
<b>QUESTIONS</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
21. Are you required to report threats and violence at your workplace?  If yes, can you do so without fear of retaliation (revenge or punishment)?			
22. Is there a system for reporting threats and violence at your workplace?  If yes, is it easy to understand and follow?			

<b>QUESTIONS</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
23. Are you satisfied that the incidents were investigated properly?			
24. Are you satisfied that suitable corrective action has been taken?			
25. Are police and emergency services called immediately when a criminal incident occurs?			
26. Are support programs in place to help you if you are directly or indirectly affected by workplace violence?			
27. Can you summon immediate assistance when workplace violence occurs or is likely to occur?			

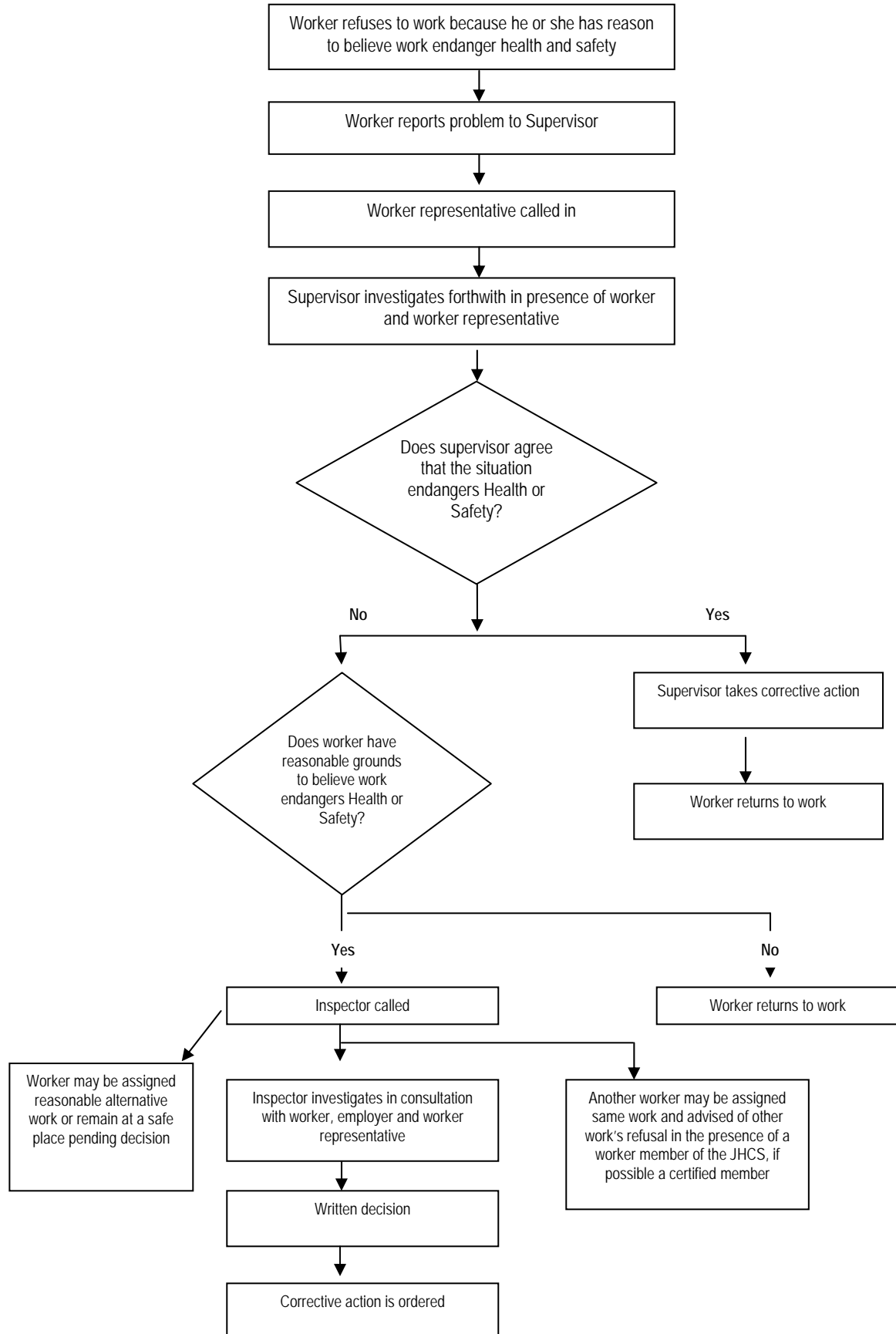
### **13. Working in a Rural and Remote Community**

<b>QUESTIONS</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
28. Do you work at times of increased vulnerability, such as late at night, early in the morning, or at very quiet times of day?			
29. Does your school site have procedures for opening, closing or securing the workplace prior to starting and at the end of work periods?			
30. Has information been provided and reviewed with you to protect you from the risks of working alone?			
31. Do you have procedures to follow when dealing with aggressive or violent students or members of the public?			

**APPENDIX C**



**Work Refusal Process**



# **SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

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Section PERSONNEL

Policy Name NON-INSTRUCTIONAL EMPLOYEE TRAINING

703

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Board Approved:

March 12, 1999

Reviewed:

October 17, 2006

Review By: December 2016

~~December 2014~~

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## **POLICY**

The Superior-Greenstone District School Board recognizes the value of encouraging and assisting non-instructional employees in suitable job-related training in support of the educational process in its schools.

## **PROCEDURES**

### **1.0 Needs Assessment**

The Board's supervisory staff shall have responsibility to identify the training needs of non-teaching staff.

### **2.0 Access**

#### **2.1 Board-Directed**

When the Board requests an employee to take specific job-related training, all of the costs will be borne by the Board.

#### **2.2 Self-Directed**

Non-teaching staff wishing to access particular training may make written application to their immediate supervisor outlining the training proposed, all details re cost and financial support, if any, requested.

#### **2.3 Approvals**

Only senior administrative staff shall have authority to authorize in-service training for non-teaching staff.

### **3.0 Funding**

#### **3.1 Budget Constraints**

All in-service training is subject to the constraints of budget.

#### **3.2 Level of Support**

Each activity will be separately assessed as to the level of support that can be provided.

### **4.0 In-Service**

#### **4.1 Board-Provided**

In some instances the in-service training will be provided within the Board's jurisdiction and organized and funded by the Board for all employees in a certain defined group.

#### **4.2 Third Party Provided**

In some instances the in-service training will be provided by an external agency or group. The level of participation for Board employees will be as determined by the appropriate senior administrator.

4.3 Conferences & Workshops

Activities provided beyond the boundaries of the Board by a third party will be considered but will involve limited participation when distances and costs are involved. Generally, this is not the preferred method for IN-service delivery.

# **SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

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Section PERSONNEL

Policy Name EMPLOYEE CODE OF CONDUCT

707

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Board Approved:

March 12, 1999

Reviewed:

December 5, 2006

Review By: December 2016

~~December 2011~~

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## **POLICY**

It is the policy of the Superior-Greenstone District School Board to expect its employees to adhere to the highest standards of personal and professional competence, integrity and impartiality.

## **PROCEDURES**

### **1.0 Policy Manual**

The Board's Policy Manual and supporting Management Guidelines shall serve as the basic guideline for employees in their day-to-day discharge of their duties.

### **2.0 Scope**

#### **2.1 General Standard**

This Employee Code of Conduct represents general standards.

#### **2.2 Other Professional Codes**

It is understood that some employees will also be governed by a professional code of ethics.

#### **2.3 Minimum Expectation**

The expectation for any employee shall never be less than is outlined in this Code.

#### **2.4 Extension**

Individual administrators may, with the approval of the Director of Education, augment the standards contained herein with specific procedures which are more stringent and that will apply to individual employees or groups of employees under their authority (i.e. requirements for Student Field Trips). When this is done, it shall be in writing with a copy to the Director.

#### **2.5 Application**

This Code applies, with appropriate changes and modifications, to all employees.

### **3.0 Confidential Information**

#### **3.1 Access**

An employee may have access to confidential information by reason of his/her employment with the Board.

#### **3.2 Confidentiality**

Any employee with access to confidential information must not make such information available without the authorization of a supervisor.

To ensure the status of information, a supervisor must make every effort to consult within management to assure himself/herself concerning release.

### 3.3 Caution

Particular care and caution should be exercised when dealing with information that involves:

- a) Items under litigation,
- b) Personnel matters,
- c) Information about suppliers that might be useful to a competitor,
- d) Information that infringes on the right to privacy of others, including but not limited to staff and students,
- e) Information dealing with complaints where the identity of the complainant is given in confidence,
- f) Any items under negotiation,
- g) Any schedule of prices in a tender,
- h) Information relating to progress, conduct, disabilities or curriculum of a student.

### 3.4 Freedom of Information

The Freedom of Information and Protection of Privacy Regulations and other Board policy pertaining thereto must also be consulted to ensure compliance.

## 4.0 **Media Relations**

### 4.1 Authorization

Only the Chair of the Board and the Director of Education (or their designate) are authorized to comment publicly to the media.

Staff should follow the specific provisions developed for special projects, etc. which operate outside of normal structures but are Board-sponsored.

### 4.2 Distinction

This Code is not, however, intended to restrict the ability of any employee to express an opinion on non-Board matters, where the employee makes it clear that he/she is commenting as a private citizen and not in his/her professional capacity.

## 5.0 **Conflict of Interest**

### 5.1 Financial Interest

An employee will be considered to have a conflict of interest where he/she or a member of his/her immediate family has a direct or indirect financial interest in a contract or proposed contract with the Board, and where the employee could influence the decision made by the Board with respect to the contract.

### 5.2 Requirement of Employees

If a potential conflict exists because of an employee's personal or family interest in a property matter, a business dealing with the Board, or similar circumstance, the employee must advise his/her Supervisor of the situation, in writing, and the Supervisor will, if a conflict of interest is deemed to exist, make appropriate alternative arrangement to handle the matter.

### 5.3 Employee Suppliers

Employees shall not directly sell goods, materials or services to the Board. An exception can be made, with the approval of the Director, to secure services from an employee outside regular hours of employment on a fee for service basis. An employee-developed material for use in school is covered elsewhere in Board policy.

## **6.0 Use of Board Property**

### **6.1 Loans**

Board policy applies specifically to the loaning of Board property for off-school premises use.

### **6.2 Personal Use**

Board property shall not be used by Board employees for personal use unless prior, written approval is secured from one's immediate Supervisor. A copy of the approval, including terms and conditions for loan, shall be retained by the approving Supervisor.

## **7.0 Gifts and Benefits**

### **7.1 Parameters**

In order to preserve the integrity and image of the Board, acceptance of gifts by individual employees shall be discouraged.

### **7.2 Exceptions**

The Board recognizes that moderate hospitality is an accepted courtesy of a business relationship. Recipients of such courtesies should not allow themselves to reach a position whereby they might be, or might be deemed by others to have been, influenced in making a business decision as a consequence of accepting such hospitality.

### **7.3 Frequency and Scale**

The frequency and scale of hospitality accepted should be no greater than the employee's Supervisor would allow to be claimed on an expense account, if it were charged to the Board.

### **7.4 Acknowledgement**

Where gifts are accepted, their acceptance must be publicly acknowledged.

### **7.5 Consultation**

Employees are under an obligation to consult with their Supervisors regarding accepting specific gifts and benefits.

### **7.6 Non-Biased Purchasing Policy**

In order to preserve a non-biased purchasing policy, Board staff should not be able to benefit personally from Board purchasing, unless a specific exception is made in the interests of the Board.

### **7.7 More Stringent Rules**

Each Supervisor may prescribe a more stringent set of rules to cover employee conduct. Should this be undertaken, it should be in writing and made available to the employees affected.

## **8.0 Hiring Relatives**

The hiring practices of the Board are governed by Board Policy and supporting Management Guidelines.

In general, the fact that a potential employee is related to an existing employee neither prejudices nor advances that person's hiring prospects.

## **9.0 Personal Behaviour and Decorum**

### **9.1 Behaviour**

Every employee should at all times behave in a manner that will not bring discredit upon himself or herself or the Board.

### **9.2 Decorum**

Employees are expected to report to their duties in a work attire suitable to the work being undertaken and this should allow the employee to present himself/herself in a professional manner.

## **10.0 Enforcement**

### **10.1 Reporting a Supervisor**

Where an employee has reason to believe that a Supervisor is committing a serious breach of this Code, that employee may report the concern to the next level of management in total confidence.

### **10.2 Enforcement**

It is the responsibility of every Supervisor to insure to the best of his/her ability that this Code is being adhered to by his/her subordinates.

### **10.3 Awareness**

The Code of Conduct applies to all employees and Supervisors are to ensure that all employees are aware of the contents and expectations contained therein.

### **10.4 Reporting an Employee**

A Supervisor who is of the opinion that an employee is breaching this Code should bring this to the attention of his superior as soon as possible.

## **11.0 Severability**

The provisions of this Code of Conduct are severable and if any provision, section or word is held invalid or illegal, such shall not affect or impair any of the remaining provisions, sections or words.

# **SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

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Section PERSONNEL

Policy Name EMERGENCY SERVICE VOLUNTEERS

709

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Board Approved:

March 12, 1999

Reviewed:

December 5, 2006

Review By: December 2016

~~December 2011~~

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## **POLICY**

It is the policy of the Superior-Greenstone District School Board to support, to the degree possible, the involvement of its employees in the providing of volunteer emergency services in the local communities served by the Board.

## **PROCEDURES**

### **1.0 Definition**

"Emergency Service" for the purpose of this policy is understood to include the following:

- a) volunteer fire-fighting,
- ~~b) volunteer ambulance service, and,~~
- c) volunteer search and rescue.

### **2.0 Eligibility**

Employees who are active members of a bona fide local emergency group as outlined above can be allowed time off from their duties as required, but within the constraints as laid out in the following sections.

### **3.0 Basic Responsibility**

The first concern and responsibility of each employee of the Board must be for the students. In this regard, even employees involved in "emergency service" groups must not leave this responsibility without first ensuring that students are properly and appropriately provided for and obtaining the express permission of the Principal or Supervisor.

### **4.0 Civil Emergency**

In particular, if a civil emergency exists in which the students must be supervised and/or relocated, each and every employee's efforts must initially be concentrated in effecting such measures as are prescribed. Only when this has been satisfactorily achieved AND with the specific and express permission of the Principal or Supervisor, may the employee be released to his/her emergency service unit.

### **5.0 Duration**

It is not intended that an employee's absence from duty under this policy would be for an extended period of time (i.e. longer than one day) on any given emergency.

# **SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

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*Section* PERSONNEL

*Policy Name* LEGAL REPRESENTATION

713

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*Board Approved:*

December 10, 1999

*Reviewed:*

November 21, 2006

*Review By:* December 2016

~~December 2011~~

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## **POLICY**

It is the policy of the Superior-Greenstone District School Board that the Director of Education must approve all matters requiring professional legal assistance or designate, before referral is sought.

## **RATIONALE**

There are occasions when expert legal advice is necessary to assist in resolving very complex and technical problems.

## **PROCEDURES**

### **1.0 Fee for Service**

If any solicitor or firm, of solicitors is so engaged, they will be recompensed on a fee-for-service basis.

### **2.0 Implementation Procedures**

- 2.1 If an employee deems legal representation is necessary, contact your Superintendent, or, if she/he is not available, the Director of Education should be contacted.
- 2.2 Briefly outline the matter to the Superintendent.
- 2.3 The Superintendent will decide if the matter requires legal representation. If the matter does not require legal representation, the Superintendent will provide the necessary information to allow the matter to be resolved.
- 2.4 If the matter is deemed to require legal representation, the Superintendent, in consultation with the Director of Education will engage a solicitor to contact the employee directly, and continue until the matter is resolved. All engagements must be confirmed in writing (this does not preclude a verbal engagement, but any verbal engagement must be followed by a written confirmation).
- 2.5 A copy of each referral will be forwarded to the Director's executive secretary, who will keep a record of each legal engagement. Such a record will include:
  - a) the date of engagement;
  - b) authorizing official;
  - c) brief description of the matter;
  - d) the date of completion;
  - e) the cost.

2.6 The Director files a report in December on the year's activities with respect to use of legal firms.

### **3.0 Review**

The Director of Education will review this policy every two years to ascertain if amendments are necessary.

# **SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

Section PERSONNEL

Policy Name RECOGNITION OF **LONG TERM SERVICE EMPLOYEES**  
Management Guideline Applies

712

Board Approved: June 25, 1999

Reviewed: March 21, 2006

Review Prior To:

## **POLICY**

It is the policy of Superior-Greenstone District School Board to recognize **employees who have attained long term service with the Board outstanding and commendable contributions by staff of time, talent and resources toward our education system. The board will recognize those who have made significant contributions in the following manner:**

1. Long term service
2. Retirement
3. Outstanding achievement

## **CRITERIA**

The following criteria will be applied to determine eligibility for the Superior-Greenstone District School Board Long Term Service Recognition Award:

1. Minimum of:
  - a) ten (10) years accumulated **services** service;
  - b) twenty-five (25) years accumulated service in any capacity as an employee of the Board or a predecessor board.
2. Be currently employed by the Board.

## **RATIONALE**

Employees who have contributed significant time and talent to the board should be recognized accordingly.

The board should honour any employee who is retiring at the end of the school year.

It is the desire of the board to recognize, in an appropriate manner, outstanding achievement by staff.

## **PROCEDURES**

### **1.0 — Years of Service**

**1.1 — Years of service shall be understood to be an employee's normal work term. For example, teachers who provide service during the normal ten (10) month school year shall be deemed to have accumulated one (1) year of service.**

**1.2 — Years of service shall include regular holiday entitlements.**

- 1.3 Breaks in service are not counted. A break in service does not make an employee ineligible to receive this award.
- 1.4 The effective date of implementation shall be June 30, 1999 and every year thereafter. All celebrations are to be concluded by October of each year.
- 1.5 Partial service shall be calculated in blocks that must equal at least one month. Smaller fractions may be carried forward, but will not be applied unless in the aggregate they equal a "month of service."
- 1.6 By April of each year, the Board or a duly constituted Committee of the Board, shall be provided with a listing of employees who have, within the previous calendar year, achieved:
- (a) Ten (10) years of service (in the first year, all employees with 10+ years will be recognized);
  - (b) Twenty five (25) years of service with the board and its predecessor boards.
- 1.7 The listing noted in 1.6 above shall include the following:
- (a) name and location;
  - (b) type of service;
  - (c) record of service;
  - (d) date at which ten (10) years and twenty five (25) years achieved.

## **RECOGNITION**

### **1.0 Long Term Service**

The long term service recognition award shall include the following:

#### **1.1 10 Year Service**

1.1.1 A specially designed 10-year service pin based upon the logo;

1.1.2 Presentation of this award by the employee's immediate supervisor at a local event i.e. staff meeting, school council meeting or open house;

1.1.3 Public recognition of service achievement through congratulatory mention in board minutes;

#### **2.1 25 Year Service**

2.1.1. Appreciation award, suitably engraved, not to exceed \$100 in value;

2.1.2. Presentation of this award by the Director or designate will be made at a lunch to which the recipient's spouse, Principal or Manager and local trustee will be invited;

2.1.3. The Director or designate will establish rules concerning time off necessary for employees to attend the luncheon.

2.1.3. Public recognition of service achievement through congratulatory mention in board minutes.

## 2.0 Retirement

Employees who are retiring shall be honoured with a gift, not to exceed \$100.00. A suitable presentation will be made to each individual employee in a kind and timely manner as determined by the Board.

## 3.0 Outstanding Achievement

Outstanding achievement awards will be given to individuals selected by the Director or designate. The award will be an Achievement Award Certificate from the Board.

## **SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

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Section	PERSONNEL	
Management Guideline	RECOGNITION OF LONG TERM SERVICE EMPLOYEES	
Applicable Policy	RECOGNITION OF LONG TERM SERVICE EMPLOYEES	712

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Board Approved: June 25, 1999

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### ***Time Lines for Implementation***

1. During the first three months of the calendar year, staff will prepare the lists of employees who have achieved:

(i) 10 years (or 10+ years, in year 1999 only);

(ii) 24 or 25 years, with the Superior Greenstone District School Board and any of its predecessors boards, in the previous calendar year as of September 1st.

In the first three months of the calendar year, staff will prepare the lists of employees who have achieved: 10 years or 25 years service with the Superior-Greenstone District School Board and any of its predecessor boards, as of September 1<sup>st</sup> of that calendar year.

2. At the April board meeting, of each year, the long term service list by categories above, will be provided to the board or a duly constituted committee of the board.

3.0 The long term service list as noted in 2.0 above will include the following:

- (a) name and location;
- (b) type of service;
- (c) record of service;
- (d) date at which ten (10) years and twenty-five (25) years achieved.

3. 10 Year Award

i) Principals or managers of the places where these employees work will plan to have the recognition take place by June 30 of that year in the local community. Principals will invite the local trustee, school council representative, senior administration and the recipients to the school community council meeting where these individuals will be recognized and presented with their pins.

ii) The Director of Education, or designate, will assure that a media release is prepared for the local paper.

4. 25 Year Award

i) The Director of Education or designate will invite the recipient(s) to an appropriate board meeting to be concluded, will plan to have the recognition take place before by the end of October of each year. , where the employee will be presented with a

gift and photographs taken. The recipient's spouse and Principal or Manager will be invited.

- ii) The Director of Education will ensure that the media release is prepared and distributed to all local papers.

### **Years of Service**

1.0 Years of service shall be understood to be an employee's normal work-term. For example, teachers who provide service during the normal ten (10)-month school year shall be deemed to have accumulated one (1) year of service.

1.2 Years of service shall include regular holiday entitlements.

1.3 Breaks in service are not counted. A break in service does not make an employee ineligible to receive this award.

1.4 All celebrations are to be concluded by October of each year.

1.5 Partial service shall be calculated in blocks that must equal at least one month. Smaller fractions may be carried forward, but will not be applied unless in the aggregate they equal a "month of service."

### **Recognition**

The recognition award shall include the following:

#### **1. 10 Year Service**

- i) A specially designed 10-year service pin based upon the logo;
- ii) Presentation of this award by the local trustee and senior administration or designates at a local event i.e. staff meeting, school council meeting or open house;
- iii) Public recognition of service achievement through media release and congratulatory mention in board minutes;

#### **2. 25 Year Service**

- i) Appreciation award, suitably engraved;
- ii) Presentation to the Board of Trustees or a representation thereof;
- iii) Public recognition of service achievement;
- iv) Name and photograph record, as maintained by the Board.

### **RECOGNITION**

#### **1.0 Long Term Service**

The long term service recognition award shall include the following:

## 1.1 10 Year Service

1.1.1 A specially designed 10-year service pin based upon the logo;

1.1.2 Presentation of this award by the employee's immediate supervisor at a local event i.e. staff meeting, school council meeting or open house;

1.1.3 Public recognition of service achievement through congratulatory mention in board minutes;

## 1.2 25 Year Service

1.2.1. Appreciation award, suitably engraved, not to exceed \$100 in value;

1.2.2. Presentation of this award by the Director or designate will be made at a lunch to which the recipient's spouse, Principal or Manager and local trustee will be invited;

1.2.3. The Director or designate will establish rules concerning time off necessary for employees to attend the luncheon.

1.2.3. Public recognition of service achievement through congratulatory mention in board minutes.

## 2.0 Retirement

Employees who are retiring shall be honoured with a gift, not to exceed \$100.00. A suitable presentation will be made to each individual employee in a kind and timely manner as determined by the Board.

## 3.0 Outstanding Achievement

Outstanding achievement awards will be given to individuals selected by the Director or designate. The award will be an Achievement Award Certificate from the Board.

## **SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

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*Section* PERSONNEL

*Policy Name* RECOGNITION OF EMPLOYEES WHO RETIRE

702

*Board Approved:* \_\_\_\_\_  
March 12, 1999

*Reviewed:* \_\_\_\_\_  
October 17, 2006

*Review by:* December 2016  
~~December 2011~~

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### ***POLICY***

It is the policy of the Superior-Greenstone District School Board to acknowledge and recognize all employees entering retirement from service with the Board.

### ***PROCEDURES***

To recognize the contribution of employees who retire from service with the Board, a suitable presentation will be made to each individual employee in a kind and timely manner as determined by the Board.

## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 01

Date: December 5, 2011

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

**FROM:** David Tamblyn, Director of Education

**SUBJECT:** Proposal for 2012 Regular Board Meeting Schedule

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### **Background**

Regular Board meetings for the Superior-Greenstone DSB are held on a monthly basis. The Board of Trustees have indicated they wish to schedule the Board meetings each month in the Board Meeting Room, in Marathon. This enables board office staff and Trustees the opportunity to connect and develop a rapport. As well, a consistent locale for Regular Board meetings provides an opportunity, as some Trustees have noted, to develop a rapport with each other and promotes a more cohesive culture.

### **Current Situation**

Please note that apart from the Regular Board meeting schedule presented below, there are Trustee professional development sessions scheduled twice a year in the fall and spring. These sessions allow for Trustees to be together in one location to plan, to learn and to problem solve together on a face-to-face basis.

### **Board Meeting Schedule**

Trustees would meet in the Board Meeting Room (Marathon) on the third Monday of each month at 6:30 p.m. The exception would be the first meeting in January which would be on the fourth Monday of the month due to the length of the Christmas holiday. The exception would be the \*Annual Organizational Board meeting which would be scheduled for the first Friday in December in the early afternoon.

### **All meetings times: 6:30 p.m.**

Monday, January 23, 2012	Marathon Board Room
Tuesday, February 21, 2012	Marathon Board Room ( <i>Monday, February 20th is Family Day Statutory Holiday</i> )
Monday, March 19, 2012	Marathon Board Room
Monday, April 16, 2012	Marathon Board Room
Tuesday, May 22, 2012	Marathon Board Room ( <i>Monday, May 21<sup>st</sup> is Victoria Day</i> )
Monday, June 18, 2012	Marathon Board Room
Monday, July 16, 2012	Marathon Board Room ( <i>Board's practice is to cancel over summer break</i> )
Monday, August 20, 2012	Marathon Board Room
Monday, September 17, 2012	Marathon Board Room
Monday, October 22, 2012	Marathon Board Room
Monday, November 19, 2012	Marathon Board Room
Friday, December 7, 2012	Marathon Board Room <i>*(Annual Organizational Meeting -Past practice is to schedule this in early afternoon)</i>

### **Administrative Recommendation**

That, the Superior-Greenstone DSB having received Report No. 01, approves the 2012 Regular Board Meetings schedule as outlined.

Respectfully submitted by:

David Tamblyn  
Director of Education

## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 02

Date: December 5, 2011

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

**FROM:** David Tamblyn, Director of Education

**SUBJECT:** Strategic Planning – Creating a Vision for the Future

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### **Background:**

On November 25 and 26, 2011, the Trustees and Senior Administration attended a workshop entitled *Strategic Planning – Creating a Vision for the Future*. Marilyn Gouthro facilitated the workshop. Ms. Gouthro was the former Director of Lakehead Public Schools and is currently employed as a facilitator with the Ontario Educational Services Corporation. The workshop covered the foundations and principles in the strategic planning process as well as a framework for the timelines to follow. The participants in the workshop collaborated in identifying a set of key, strategic planning priorities based on a common sense of purpose for Superior-Greenstone District School Board.

### **Draft Strategic Plan:**

The starting point for strategic planning is not the present, but the future. The participants in the workshop were asked to envision where it is we want to be as a school board in three, or in five years from now. The common sense of purpose and our underlying core beliefs form the basis of this vision. Through a number of activities and in the discussions that followed consensus was reached on our mission, vision, and the underlying values which will set the strategic direction for the school board in the years come. As a result of the discussions, the participants in the workshop have developed a draft strategic plan. Below are the key principles of the plan;

**Mission:** *“Superior-Greenstone District School Board will inspire our students to succeed and make a difference in their lives”.*

**Vision:** *“We are leaders in providing quality learning experiences in small schools”.*

**Motto:** *“Small schools proud to make a difference”.*

### **Next Steps**

In the coming weeks I will begin the consultation process with our internal and external stakeholders. This will involve meeting with students, parents, partners and members of the community to identify common critical issues, needs, expectations and possibilities. This information will be gathered to make any revisions to the draft Strategic Plan before seeking final approval from the Board in June. What follows is the timeline for this process as well as identification of the various stakeholders.

### **Timelines**

1. Draft Strategic Plan presented to Board: – December 5, 2011
2. Review and revise Strategic Plan with key stakeholders: – January/February
3. Second draft of Strategic Plan present to Board: – March
4. Review of Strategic Plan with community stakeholders: – April
5. Board approval of Strategic Plan: – June
6. Implementation of Board Strategic Plan: – September 2012

### Consultation with Internal Stakeholders and Timelines

- a) System Improvement Team: – December 16, 2011
- b) Principals/Managers: – January
- c) Parent Involvement Committee: – January 17, 2012
- d) Labour Management: – January 30, 2012
- e) Student Senate: – February 9, 2012
- f) Staff
- g) School Councils:

### Consultation with External Stakeholders

Every effort will be made to present the Strategic Plan to our community Stakeholders directly, but if we are not able to meet face-to-face, the plan will be posted on the Board website to gather their feedback.

- Native Education Advisory Committee
- Special Education Advisory Committee
- Confederation College
- Lakehead University
- North of Superior Counseling Programs
- Dilico
- Youth Justice
- Children's Aid Society
- Ontario Provincial Police
- All Municipalities

### Administrative Summary

That the report entitled Strategic Planning – Creating a Vision for the Future is received by the Board for information.

Respectfully submitted by:

David Tamblyn,  
Director of Education

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Report No:** 03  
**Date:** December 5, 2011

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

**FROM:** Dave Tamblyn, Director of Education

**SUBJECT:** 2010-2011 Legal Representation Report

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**Background**

Superior-Greenstone District School Board Policy 713, Legal Representation Section 2.6 states that:  
"The Director files a report in December on the year's activities with respect to the use of legal firms."

**Current Situation**

For the period of November 1, 2010 to October 31, 2011 the total expenditure for legal fees was \$38,049.49.

The services provided included, but were not limited to the following:

- Telephone discussions/emails and correspondence regarding specific legal issues
- Legal advice on negotiation of first contract for ECE position and terms and conditions for OPC
- Legal advice on representation
- Legal advice on personal services contract
- Legal letter for audit

**Administrative Summary**

The report entitled, 2010-2011 Legal Representation is presented to the Board for information.

Respectfully submitted by,

Dave Tamblyn  
Director of Education

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Report No:** 04

**Date:** December 5, 2011

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

**FROM:** Barbara Willcocks, Student Success Lead  
and David Tamblyn, Director of Education

**SUBJECT:** Special Funding for Native Language and  
Native Studies Courses Semester II (2011-2012)

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**Background:**

Since September 2007, the Superior-Greenstone DSB has offered additional courses in Native Language and Native Studies through special funding made available by the Ministry of Education for schools to offer courses in Native Language and Native Studies which includes a review of First Nation literature, arts, culture, government and customs. This funding is provided over and above the base funding for student education to encourage and support inclusive schools rich in diversity. For 2011-2012, twelve (12) Non-Tuition students instead of eight (8) are now required for the additional Ministry funding. This is a significant change from previous years.

**Current Situation**

The following Native Studies and Native Language courses were offered at our Board's secondary schools during Semester I (2011-2012).

- Geraldton Composite High School—Aboriginal Beliefs, Values, and Aspirations in Contemporary Society NBV3E
- Marathon High School -- Ojibway LNO AO
- Manitouwadge High School – Contemporary Aboriginal Voices NBE3U
- Nipigon Red Rock District High School – Aboriginal Beliefs, Values, and Aspirations in Contemporary Society NBV3E

**Next Steps**

The following secondary schools are requesting to offer the following Native Language and Native Studies courses in the semester of the 2011-2012 school year.

- Geraldton Composite High School-- Ojibway LNO AO and Aboriginal People in Canada NAC 20
- Nipigon Red Rock District High School-- Aboriginal People in Canada NAC 20

**Administrative Recommendation:**

That, the Superior-Greenstone DSB, approve the addition of a total of three, additional sections to the secondary schools listed above for Semester II of the 2011-2012 school year for Native Language and Native Studies courses, pending proof of minimum student enrollment as requested.

Respectfully submitted

Barbara Willcocks  
Student Success Lead

Dave Tamblyn  
Director of Education

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Report No:** 05

**Date:** December 5, 2011

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

**FROM:** Barbara Draper, Coordinator of Human Resource Services

**SUBJECT:** Personnel Report – December 5, 2011

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The report entitled Personnel – December 5, 2011 is presented to the board for information.

**I TEACHING STAFF**

***Please contact the Human Resources Department for Information***

1. **APPOINTMENTS**
  
2. **LEAVES OF ABSENCE**
  
3. **OTHER**  
*Lay-offs, Staff Reductions, Reassignments*  
  
**Elementary Panel effective December 31, 2011**

**II SUPPORT STAFF**

1. **APPOINTMENTS**
  
2. **OTHER**  
*Temporary Assignments*  
  
*Lay-offs, Staff Reductions, Reassignments*

Barbara Draper  
Coordinator of Human Resource Services  
**Reference: Regular Board Meeting December 5 , 2011**