

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Board Policy Review Committee
Videoconference Meeting – Marathon, ON

Monday, November 23, 2009 @ 6:30 p.m.

MINUTES

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

Legend: Policy = P

Management Guideline = MG

Procedural Guideline = PG

1.0 **Review and Approval of Minutes: October 26-09**

[\(Attached\)](#)

Moved by: Cindy Brown Seconded by: Tina Simmons
That, the Board Policy Review Committee minutes of October 26, 2009 be approved.

2.0 **Business Arising from Minutes**

Nil

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

3.1 301-P Student Transportation [Attached-W. Chiupka](#)

One paragraph has been added to section 2.0 providing a reference to the East of Thunder Bay Transportation Consortium.

Action: Refer Policy to for Stakeholder Review on the board website

3.2 301-MG Student Transportation [Attached-W. Chiupka](#)

A Section 8.0 has been added to include the evolution of the East of Thunder Bay Transportation Consortium.

Action: As a management guideline this item will not be issued for stakeholder review, however it will not be published until after its companion, Policy 301 has undergone its review period and approved by the board for board website publication.

3.3 404-P Building/Grounds and Equipment [Attached-W. Chiupka](#)

Part 3.0: Insert, "and/or other protective systems"

Part 6.0: Delete, \$500, Insert \$1,000

Action: Refer Policy to for Stakeholder Review on the board website

3.4 406-P Snow Removal [Attached-W. Chiupka](#)

Heading: in the title insert the words, "and Ice Control"

Part 3.0: See insertion of paragraph that includes detailed information related to custodians

Action: Refer Policy to for Stakeholder Review on the board website.

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

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

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

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

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

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

6.0 Recommendations of BPRC to Regular Board: December 7, 2009
Procedural Guideline 536 Equity and Inclusive Education

7.0 Future Meetings and Agenda Items

7.1 January 25, 2010
P-517: Early Identification
520-MG: Police and Schools Protocol (moved from November 2009)
602-P: Acceptable Use of the Internet
602-MG: Acceptable Use of the Internet
P-604: Junior and Senior Kindergarten
607-P: Electronic Communication System
608-P: Computer Network Security
608-MG: Computer Network Security
706-P Health and Safety
P-708: Community Service

P-905: Pupil Accommodation

8.0 **Adjournment**

Moved by: Cindy Brown

Seconded by: Tina Simmons

That, the Board Policy Review Committee meeting be adjourned at 6:47 p.m.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section BUSINESS AND TRANSPORTATION

Policy Name STUDENT TRANSPORTATION 301
Management Guideline Applies

Board Approved: June 22, 2001 *Reviewed:* February 22, 2005 *Review Prior To:* December 2014
~~December 2010~~

POLICY

It is the policy of the Superior-Greenstone District School Board to provide safe, efficient, economical, and affordable transportation to eligible students pursuant to The Education Act S.190 (1) which states: "A board may provide for a pupil who is enrolled in a school that the board operates transportation to and from the school that the pupil attends".

The Board considers transportation to be a privilege and not a right, and such transportation may be revoked or the levels of service changed at the Board's discretion.

The Board shall endeavor to provide transportation routes and designated bus stops with the understanding that the parent(s)/guardian(s) shall see their children safely to and from the designated stops. The parent(s)/guardian(s) are deemed to be responsible for their children prior to boarding the bus and after they have disembarked from the bus.

PROCEDURES

Throughout this document Board shall mean the Superior-Greenstone District School Board, and Director shall mean the Director of Education (equivalent) or designate, which may include the Transportation Officer for the Board.

The following procedures outline the terms and conditions under which the Board may provide transportation to their students:

1.0 Eligibility

Resident students registered in and attending a school operated by the Board and who permanently reside, or whose parent(s)/guardian(s) permanently resides, more than the following distances by public road or publicly owned and maintained access route from the designated school may be provided transportation:

<u>JK, SK</u>	<u>0.2 km</u>
Grades 1, 2, 3	1.2 km
Grades 4, 5, 6, 7, 8	1.6 km
Grades 9 – OAC	3.2 km

Students will be permitted to ride only on the buses and routes assigned to them. Use of any other route without prior approval of the Director is not permitted.

All distances mentioned will be the shortest distance by public road, public sidewalk, or publicly owned and maintained access route between home and school and shall be measured from where the laneway or driveway joins the public road. Students within the distances specified

above may be transported for reasons of safety (major highways, major railway crossings, etc) rather than distance, at the discretion of the Director.

Where a student, at the request of the parent(s)/guardian(s), has been granted permission to attend a school other than the designated school for that area within the same board, the parent/guardian is responsible for transporting the student.

Students placed in another school of the Board, at the Board's discretion, may be eligible for transportation.

Transportation may be provided to co-operative education students of the Board provided the distance criteria are met, there is room on the bus, and there is no route deviation.

Special transportation may be provided for exceptional students upon the approval of the Director in consultation with the Special Education Committee.

The Board may enter into a transportation consortium with coterminous boards, where appropriate, for reasons of efficiency and cost savings, and to ensure common service levels for the students of all member boards.

In the spirit of co-operation and sharing of resources, non-resident and students of other Boards may be transported provided an agreement for cost sharing is in place and similar eligibility requirements are followed. This may include: coterminous boards, isolate boards, and non-resident students who live within the boundaries of the Board and attend a school operated by the Board provided cost recoveries are realized.

A bus disaster protocol will be established at each school, implemented, and reviewed on an annual basis by the school principal in conjunction with student safety training.

2.0 Anaphylactic Students and Transportation

In an effort to provide safe transportation for students identified as anaphylactic, the Board in co-operation with bus operators/companies will ensure the appropriate training is delivered to drivers and replacement drivers to deal with medical emergencies.

References

The Education Act

Superior-Greenstone DSB Board Policies:

524 - Sabrina's Law (Anaphylaxis)

~~524A—Anaphylaxis Procedures Handbook—Working Draft~~

~~524B— Companion to Anaphylaxis Procedures Handbook—Companion~~

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	BUSINESS AND TRANSPORTATION	
<i>Management Guideline</i>	STUDENT TRANSPORTATION	
<i>Applicable Policy</i>	STUDENT TRANSPORTATION	301

Board Approved: June 22, 2001

Reviewed:

Review by:

1.0 Route Design

Student and public safety shall be major criteria in the design of all routes. Other criteria may include; site conditions, consideration of fiscal responsibility, budgetary limitations, length of time students spend riding on the bus, and any other criteria the Board wishes to apply.

All routes will be designated to operate only on publicly owned roads and roads which are publicly maintained twelve months of the year. The exception being turnarounds which may be located on private property where approved by the Director. Students may be required to transfer between buses at designated locations.

A student travel time of one hour riding on a bus is considered normal. However, the Board reserves the right to create longer route times where unusual circumstances exist including, but not limited to road conditions and sparse population.

Route changes or modifications (including scheduling) may be made at any time, provided they are consistent with the Transportation Policy, as determined by the Director. However, it is the intent that routes be designed, implemented, and fixed (frozen), by September 30 annually, for the remainder of that school year. Any requested changes to routes beyond that date must be made in writing and will be considered by the Transportation Committee and Director.

If there is a disagreement concerning the safety or design of a route, the Board may consult outside agencies, however, the final decision regarding route design and implementation is the Board's responsibility.

2.0 Bus Stops

Students are permitted to have one (1) permanent pick-up and one (1) permanent drop-off location. These two locations may be different providing it is a daily occurrence and there is room on the bus. Any variance from this process is subject to the approval of the Director. Changes to a pickup or drop off location must be requested in writing to the Principal of the school five (5) working days prior to the date of the change requested, must be permanent in nature, and are subject to the approval of the Director. Transportation is provided from the bus stop between home (or caregiver location) and school only. Requests that students be picked up and dropped off at other locations will not be accommodated.

All bus stops will be located where deemed appropriate by the Director with utmost consideration for the safety to students' boarding/disembarking as well as for those on

board. The distance between stops generally will be no less than 400 meters for JK/SK and 500 metres for other grades.

Where safety, site conditions, or other reasons prevent a stop from being placed, within the distances outlined under the eligibility section of the policy, for the appropriate grade level, the Board may place a stop beyond these distances. Only approved designated stops will be used for pick up and drop off of students except in cases of emergency.

All highway stops will be made at points containing a waiting area allowing children to stand off the shoulder. Suitability of any stop location shall be as determined by the Director. In remote areas of the Board, bus stops may be placed subject to the approval of the Director as close as 200 meters for JK/SK, and 1000 meters for other grade levels, measured from where the driveway of the property where the student and parent/guardian resides connects to the public roadway.

If there is a disagreement concerning the safety or placement of a stop, the Board may consult outside agencies, however, the decision of the Board shall be final as to where stops are to be located.

3.0 Cancellation of Service

Rescheduling/cancellation of service due to weather conditions or early dismissal of schools shall be the responsibility of the school principal and will only be done in consultation with; the bus operators, Director, and other boards using the transportation service. Local radio stations and parents (where practical) will be notified, by the Principal of cancellation or rescheduling of services.

In cases of cancellation or delay of an individual morning route due to adverse local conditions, the bus operator will promptly notify the Principal of the school affected. Local radio stations, calling trees and other notification systems will be used as required by the Principal to advise parents.

4.0 Discipline on Buses

The Board considers that transportation is a privilege and not a right. Breaches of conduct detrimental to the safe operation of the bus or to other students riding on the bus will not be tolerated.

Where students do not observe the rules of conduct, the bus driver shall notify the principal or designate of the school concerned as soon as possible after the completion of the route. The driver shall complete the proper Board form(s), for reporting such incidents, and submit to the Principal for follow-up and disciplinary action as appropriate.

Once the type of discipline to be applied has been determined by the Principal, the Principal or designate shall advise the student and the student's parents. If a suspension of bus privileges is involved, the Principal shall advise the bus operator and the Director in writing. Such advisement may initially be given verbally, but it shall be confirmed in writing.

5.0 School Bus Safety/Annual Drill

School bus safety practices shall be taught in all schools of the Board.

It is recommended that the schools, in cooperation with the local police services and bus operator(s), conduct an annual drill on school bus evacuations.

6.0 Student and Route Information

Each Principal shall keep a current list of student information including: name, address, transfers the student may encounter, bus routes used, grade, and other relevant information, for students who attend their school and are transported by the Board's or other transportation system.

7.0 General

All requests and complaints concerning school bus service and/or matters not complying with this policy shall be first brought to the Principal of the school affected. Failing resolution, the issue shall be referred to the Director for appropriate action through the established **Dispute Resolution Process** forming part of this guideline.

The Board shall encourage bus operators to arrange seminars for their school bus drivers using the expertise of the Ministry of Transportation, the Ontario Provincial Police, various safety associations, and other available sources.

Once a student has been identified as anaphylactic the board, in co-operation with bus operators, will ensure that drivers trained in emergency response procedures are assigned to the student's bus. Drivers will:

- a) Attend in-service sessions provided by the board; learn to watch for symptoms of an anaphylactic reaction.
- b) Receive training in the use of an auto-injector (Epi-Pen).
- c) Carry a copy of the emergency alert form on the school bus, displayed in a prominent location.
- d) Assist in developing procedures to minimize risk while travelling on the school bus.
- e) Assist in developing an emergency action plan that relates directly to busing.
- f) Carry out emergency action plan as necessary.
- g) Ensure that an auto-injector (Epi-Pen) is stored in a safe and accessible place on the bus or that the child carried an auto-injector (Epi-Pen) in an identified location while on the school bus.

In an effort to provide safe transportation to and from school, following are the responsibilities of bus operators/companies:

- 1.0 Training for all bus drivers on:
 - 1.1 Allergies and anaphylaxis
 - 1.2 How to recognize an anaphylactic reaction
 - 1.3 School policies to protect anaphylactic students
 - 1.4 Protocol on responding to anaphylactic emergencies
 - 1.5 The use of auto-injectors (Epi-Pens)
- 2.0 No food consumption will be permitted on school buses.
- 3.0 Identification of anaphylactic students and the emergency response procedure.

4.0 Teachers arranging field trips will make the appropriate emergency plans.

The Board will insure that all service providers are properly qualified, licensed, insured, and operate within the applicable Acts and Regulations.

In the interests of safety and in an effort to reduce student discipline problems and vandalism on school buses, video camera surveillance systems may be placed on school buses as deemed necessary and with the approval of the Director.

A set of instructions will be established and updated as necessary for distribution to the appropriate persons. These instructions shall be in the form of a pamphlet entitled "**A Guide to Student Transportation**". Copies of this pamphlet will be provided to students who use the transportation service (one booklet per family), bus operators, bus drivers and students. The pamphlet will outline the expectations of the student, parent/guardian, and Principal towards ensuring a safe, efficient service for all.

8.0 Transportation Consortium

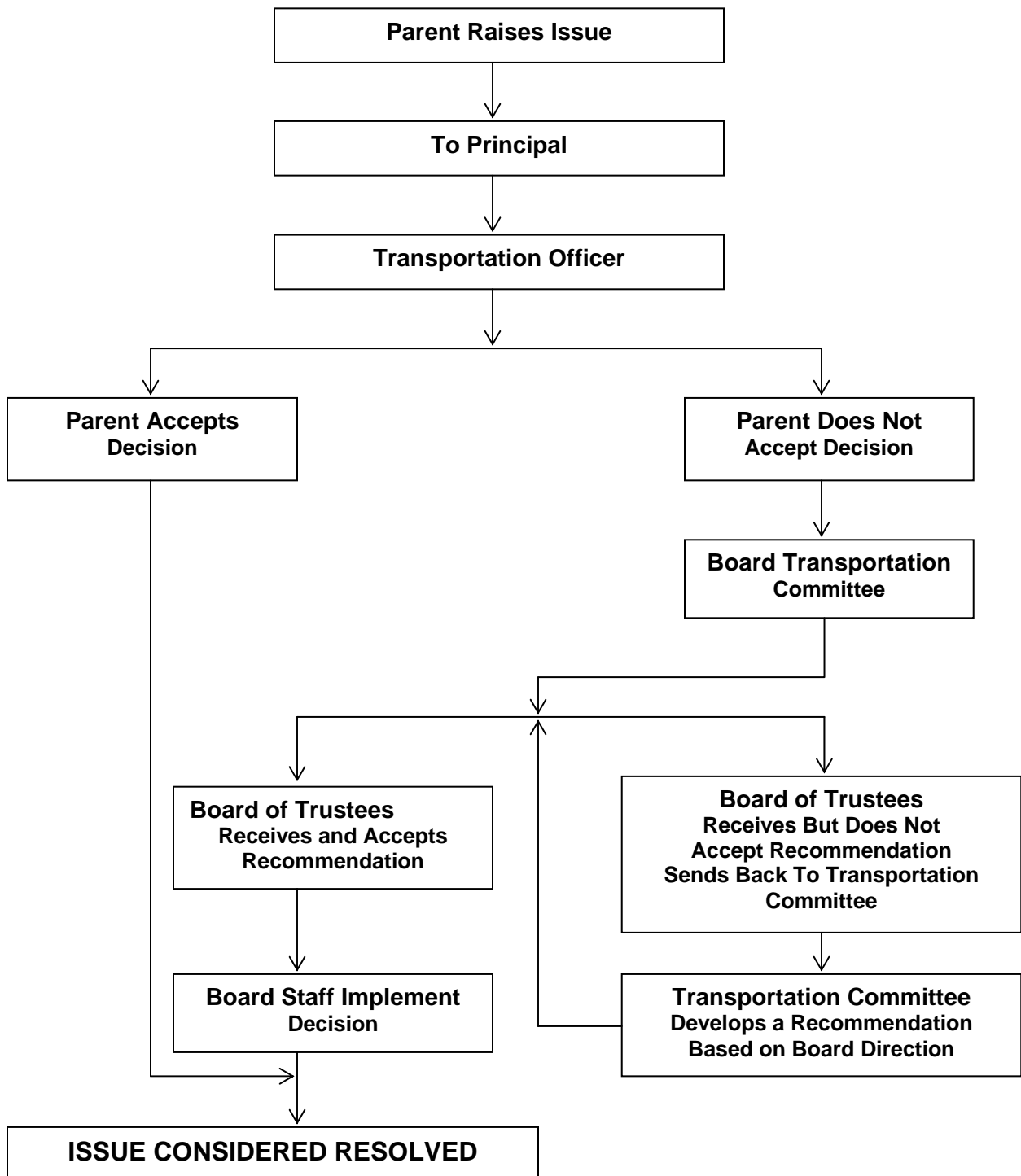
In early 2009, the Superior-Greenstone District School Board entered into a consortium agreement, with all the coterminous boards within the boundaries served, forming the **East of Thunder Bay Transportation Consortium (ETBTC)**.

As a result, day to day transportation duties are carried out by the East of Thunder Bay Transportation Consortium following similar policies and service levels.

The Transportation Committee and Transportation Officer, as referenced in this document, continue to function in the same fashion, but now include the involvement of the Consortium, which directly oversees the bus contracts and routes on a day to day basis.

Transportation Dispute Resolution Process

Superior-Greenstone District School Board



Filing cabinets containing personal/confidential information, including OSR records, shall be locked when not supervised.

9.0 Reporting Incidents

Robberies, break-ins, fires and major damage through vandalism or otherwise shall be reported to the appropriate Board Official and to local police.

The designated Board Official will proceed to provide notification to the Board's insurer, when appropriate.

10.0 Persons Apprehended

Persons apprehended as a result of activities as outlined above will, at the very least, be expected to make restitution. The Police will determine if charges are to be laid.

12.0 Non-Board-Owned Items

The Board is not responsible for the loss of or damage to personal property of staff or students while on Board-owned property.

13.0 Warning Notices

All Board facilities will prominently display the warning that all equipment is marked and traceable.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section FACILITIES & GROUNDS

Policy Name SNOW REMOVAL AND ICE CONTROL

406

Board Approved:

March 12, 1999

Reviewed:

June 21, 2005

Review Prior To:

December 2014

~~December 2010~~

POLICY

It is the policy of the Superior-Greenstone District School Board that snow and ice removal procedures shall be developed and carried out with the safety of students as the first concern.

PROCEDURES

1.0 Hours of Operation for Equipment

In general, heavy equipment and large snow blowers should not be used on school property between 8 a.m. and 5 p.m. on school days.

2.0 Need During School Hours

The operation of any snow-blowing machine on school property when required during school hours must be done with the utmost caution and due consideration and provision for students as the primary consideration.

3.0 Use of Custodial Staff

School Principals will be responsible to establish procedures for snow removal utilizing custodial staff. This may include clearing of doorways, entrances, sidewalks, roof overhangs, and any other areas of need, specific to a building and site. Snow clearing, ice control, and sanding shall be carried out prior to the arrival of staff and students in the morning, and throughout the day, as required based on weather conditions.

4.0 Use of External Contractors

Snow removal by external contractors may be used for the cleaning of large surface areas (i.e. parking lots) as provided by the Board official assigned to this responsibility. Such use will be in consultation with the school Principal.

5.0 Inspections of Grounds

Regular inspections of sidewalks, steps, walkways, roadways, and parking lots are to be carried out by the school custodial staff as often as necessary, based on weather conditions, to ensure the safety of all pedestrians and traffic on Board properties.

6.0 Ice Control

Ice build-up on sidewalks, steps, parking lots, and roadways, is to be prevented or minimized. Ice control materials including ice-melter and sand, and manual removal methods, are to be utilized to ensure that slip or fall hazards are minimized.

7.0 Logging of Snow and Ice Control Measures

Details of all actions taken, weather conditions, site conditions, and any other information required by the Manager of Plant Services, are to be recorded in appropriate log sheets on a daily, or more frequent basis during seasons when ice and snow are present. Log entries are to be made on appropriate forms as approved by the Manager of Plant Services and must be kept for a minimum of five (5) years as proof of due diligence and be available for review as needed.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section FACILITIES & GROUNDS

Policy Name LOCK AND KEYING POLICY
Management Guideline Applies

410

Board Approved:

Sept 15, 2000

Reviewed:

December 6, 2005

Review Prior To: December 2014

~~December 2010~~

POLICY

It is the policy of the Board that each school/building shall have master keys for all door locks in the building, which operate where practical, under the board-wide Grand Master Key System. The exterior doors of each school/building shall, where practical, operate separate to the school/building master key, but under a Grand Master Key System. **References to Locks and Keys may also mean: electronic controlled locks utilizing electronic access cards, proximity sensors, biomechanical readers, and code passwords or numbers.**

The issuance of Grand Master Keys shall be under the control of the Manager of Plant Services or designate.

The issuance of individual school/building keys to school staff shall be the responsibility of the principal/manager. School/building master keys shall not be issued to students, volunteers, or persons who are not employees of the Board.

Notwithstanding the previous sentence, school/building keys may be released to an acceptable supervising member of a Board approved Joint Use Agreement where the terms of said agreement specifically permit. Keys may also be released to emergency response personnel including security, police, fire department and contractors by the Manager of Plant Services or designate as deemed appropriate to the well being of the staff and facilities involved.

All keys recalled at the end of each school year must be checked against issuance records. Term staff must return keys prior to the end of their term. Staff requiring keys over the summer break, are subject to the approval of the principal/manager. Where staff in a given school/building work on a 12 month basis the requirements of this clause may be waived, subject to the approval of the principal/manager and Manager of Plant Services.

Anyone receiving a key to Board facilities shall keep it safe and secure and does not have the authority to **copy**, lend, or otherwise give the key to any other person. **WC note: paragraph order was changed with following paragraph.**

Any person who does not return a key issued to them when requested by the Board may be held responsible for all costs associated with re-keying the area(s) accessed by the key to re-establish the security of the area.

Lockout procedure: where any device is locked out for maintenance, repair, or other safety related purposes, only the person placing said lock(s), or the Manager of Plant Services, may remove said lock(s). **The SGDSB Lockout Tagout procedure MUST be followed when dealing with locks placed for that purpose.** Keying of locks for **Lockout Tagout** shall be on a system independent of building master keys.

Furniture, equipment, and cabinet keys shall be controlled and distributed by the principal/manager at each given building.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	FACILITIES & GROUNDS	
<i>Management Guideline</i>	LOCK AND KEYING	
<i>Applicable Policy</i>	LOCK AND KEYING	410

<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review by:</i>
Sept 15, 2000		December 2014

1.0 Procedures: General Guidelines for Use

- 1.1 **Definition:** References to key(s) or locks may also mean: electronic controlled locks utilizing electronic access cards, proximity sensors, biomechanical readers, and code passwords or numbers.

Any person who takes possession of key(s) to Board facilities or equipment must complete and sign Form B02-002, Key Issue Agreement prior to receiving the key(s).

Keys are not to be issued without signatures being provided.

Principals are to keep a current list of keys issued on Form B02-003, Key Issue Log Sheet, which is to be kept in a secure file, and is subject to audit.

- 1.2 The replacement or duplication of any school/building master key must be authorized by the Manager of Plant Services or designate.

Copies of non-master keys are not to be made without the authorization of the principal/manager for that building.

- 1.3 Persons requiring access to an area to which they do not have a key shall make a request to the school principal/manager, or Manager of Plant Services, as appropriate. Being issued a key to an area does not provide automatic permission to access the area at any time of day. Building users must only access the area or building during the time approved by the principal or Manager of Plant Services. This particularly is important during school breaks or summer months when construction or maintenance work may be taking place. In this case, the Plant Department may, in consultation with the school principal, take measures to further lock or secure an area, or the entire building.

- 1.4 Temporary issue of keys for specific tasks or programs must be recorded and signed for on the appropriate forms, as outlined in 1.1 above.

- 1.5 Broken keys must have all pieces returned prior to issue of a replacement key.

- 1.6 A key cabinet shall be maintained by the Manager of Plant Services, which contains master keys for each school/building in the system.

- 1.7 All persons who are issued a key shall complete and sign Form B02-002, Key

Issue Agreement, at the time the key is received. All principals/managers shall maintain a securely located and locked key cabinet. Written records of key issuance are to be recorded on Form B02-003, Key Issue Log Sheet and kept in a secure location.

- 1.8 It is the responsibility of the principal/manager to ensure that staff leaving the employment of the Board return all keys prior to their last day of employment in the school/building.
- 1.9 Where locks are provided on doors, cabinets, drawers, valves, or any other critical access area or item, said locks shall be secured at all times when access is not required, unless otherwise directed by the principal/manager.
- 1.10 The issue and return of keys for the locks on furniture, equipment and cabinets not on the Grand Master Key System shall be recorded and tracked, on Form B02-003, Key Issue Log Sheet, separate from the school/building Master Key System Logs.
- 1.11 In the event that the security of a building is suspected to be compromised due to key loss or theft, the Plant Department may rekey all or part of the building upon short notice to protect the building and contents. Cost of this measure may be recovered from the party involved depending on the circumstances.

The Manager of Plant Services may be consulted by principals/manager for assistance as required with keying and key issue questions.

2.0 Table of Key Types and Level of Issue

Normally Issued To	
Key Type	School Administration and Staff
Grand Master Key	<ul style="list-style-type: none"> • Director and Superintendents • Manager of Plant Services • Plant department staff as specifically authorized by Manager of Plant Services • Emergency and Maintenance Personnel
Outside Door Keys	<ul style="list-style-type: none"> • Principal/VP • Teacher as authorized • Secretary as authorized • Custodian as authorized
School/Building Master Keys	<ul style="list-style-type: none"> • Principal/VP • Teacher as authorized • Secretary as authorized • Custodian as authorized

School/Building Area or Sub Master Keys	<ul style="list-style-type: none"> • Teachers requiring multiple area access as authorized
Separate Room Change Keys	<ul style="list-style-type: none"> • Program Leaders, as authorized • Teachers or other approved area users, as authorized
Lock-Out Keys	<ul style="list-style-type: none"> • Maintenance Staff (as required) • Custodial Staff (as required) • Manager of Plant Services • Plant department staff as specifically authorized by Manager of Plant Services
<p>Note: Keys related to Joint Use, shared space, leased space, or other, i.e.: pools, college etc., will be dealt with separately by Manager of Plant Services and Principals.</p>	

KEY ISSUE LOG SHEET

School: _____

Principal: _____

<i>Issue of Keys</i>						<i>Return of Keys</i>	
Item No.	Key No.	Area Accessed & Key Type (Master, outside, etc. – Refer to Policy Procedures)	Issued To: (Name)	Date of Issue	Principal's Initial	Date Keys Returned	Principal's Initial

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Key Issue Agreement

Date: _____

School: _____

Principal: _____

I, _____, have received the key(s) listed below:
(please print name)

Key #	School	Key type (Master, outside etc) & Area Accessed	Receiver's Initials	Date to be Returned	Date Returned	Principal's Initial

I understand that the above key(s) is/are to be returned to the principal as per the terms of Policy 410, Lock and Keying Policy, and that failing to do so will result in my being responsible for all costs associated with re-keying areas accessed by the above key(s).

I further understand that I am expected to keep the above keys safe and secure, and I am not authorized to **copy**, lend, or otherwise give the key to any other person.

Signature: _____ (Staff)

Date: _____

_____ (Principal)

NOTE:

- This form to be completed for all keys prior to issue.
- Principal to keep signed original in a secure location.
- Photocopy of form to be provided to staff requesting keys.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Procedural Guideline

Equity and Inclusive Education

Board Approved:

Equity and inclusive education will be realized in the Superior-Greenstone DSB by reviewing, aligning and extending current policies, guidelines and practices in the following areas of board and school operations, in order to achieve equity for all students.

Policies, Guidelines and Procedures

- All policies, guidelines and procedures of the Superior-Greenstone DSB shall reflect and value the diversity of its school communities and in particular include previously disadvantaged groups of the school and larger community.
- Communicate an overview of the Equity and Inclusive Education strategy to all stakeholders.

Partnerships – Board, School and Community

- Identify Aboriginal and diverse communities across the school board.
- Request that Aboriginal and diverse community groups identify their representatives for the purpose of establishing school-community partnerships.
- Involve diverse communities in partnership activities with the school board and schools..

Leadership

- Assist the board and school administrators and trustees in promoting the principles of the board's Equity and Inclusive Education policy through the board's mission statement.
- Assist all school and board staff, administration and trustees to develop and sustain the commitment needed to embed the policy into the daily life of the board and its schools.
- All staff, administrators and trustees shall learn the knowledge, skills, and behaviors that encourage and strengthen equity and inclusive practices and develop effective practices for communication with all stakeholders.

Curriculum

- Curricula shall include the multiple viewpoints and perspectives of diverse groups, including those with different ethno-cultural backgrounds, race, gender, sexual orientation, languages, belief and value systems, and socio-economic status, as distinct from the dominant group comprising our school and Ontario communities.
- All processes of curriculum review, development and implementation shall be consistent with the principle of equity for all. Every effort will be made to seek out curriculum that recognizes and is respectful of sub groups often marginalized in our society. Such diversity may be reflected in the student's ethno-cultural background, race, gender, sexual orientation, language, belief and value system and socio-economic status.

- Bias and discriminatory barriers perpetuated in learning resources, materials, texts, and programs shall be addressed by principals and teaching staff.
- Every effort will be made to remove such materials from classroom use.
- Students will be instructed on how to think critically when conducting research and reviewing the quality of information sources portraying characteristics of the diverse group in order to ensure that bias and stereotyping are recognized and eliminated.

Student Language

- Students shall be supported to develop pride in their culture and first language.
- Students shall be appropriately supported in their attempts to achieve a high level of literacy in English.

Student Evaluation, Assessment and Placement

- Assessment instruments, evaluation and placement procedures shall be designed to take into account the diversity of the student's ethno-cultural background, race, gender, sexual orientation, beliefs and values system, linguistic experience and socio-economic status.
- All students, regardless of ethno-cultural background, race, gender, sexual orientation, belief and values system, linguistic experience, and/or socio-economic status will have the opportunity to grow and acquire the knowledge and skills necessary for a successful future.
- Parents/guardians shall be fully informed regarding assessment instruments, evaluation and placement procedures and be involved in placement discussions.

Student Counseling and Career Planning

- Academic and career counseling shall be free of bias or stereotyping related to ethno-cultural background, race, gender, sexual orientation, beliefs and values system, linguistic experience and socio-economic status and/or other bias
- The Board recognizes the importance of guidance and counseling services in order to preserve and ensure the growth of all students in self awareness, peer relationships and career exploration.

Harassment

- Harassment could include, but is not limited to remarks, references, jokes, stories, text messages, about a person's race, ethnicity, religion, ancestry, colour, sexual orientation, socio-economic status, place of origin, etc. which are known or ought reasonably to be known as unwelcome; the display of derogatory or offensive pictures, video, or material; the denial of normal cooperation and actions that imply the inherent superiority of a particular race, religious faith, sex, gender, etc.
- Harassment of any nature will not be tolerated or ignored, whether it is intended or unintended.

- Clear processes for dealing with incidents of such harassment involving students, staff and other individuals will be employed, (see Policy 520, Safe Schools Code of Conduct; Policy 535, Progressive Discipline and School Safety, and Policy 525, Bullying Prevention and Intervention Strategies; Policy 717, Workplace Harassment).

Employment Practices

- The Board's recruitment, selection, training and promotion practices and procedures shall be equitable and inclusive for all, (see Policy 704, Recruitment, Selection and Hiring and Management Guideline).

Staff Development

- Educate all employees and trustees with the knowledge, skills, and behaviors needed to implement the Equity and Inclusive Education policy (see Policy 707, Employee Code of Conduct).
- Provide professional development programs for staff as determined by a needs assessment.