

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

Our Mission: "Inspiring our students to succeed and make a difference"  
 Our Vision: "We are leaders in providing quality learning experiences in our small school communities"  
 Our Values: "Caring, Fairness, Empathy, Responsibility, Honesty, Resilience, Respect, Perseverance and Innovation"  
 Our Motto: "Small schools make a difference"

**Videoconference Site Locations**

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

**Regular Board Meeting 2016/10****A G E N D A**

Monday, September 26, 2016 – 6:30 p.m.

Designated Site: Marathon Board Office, 12 Hemlo Drive, Marathon, ON

**Designated Board Chair:** K. Figliomeni

**Director:** David Tamblyn

VC Sites: GCHS / LSHS / MNHS / NRHS

Recorder: G. Christianson

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

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

**1.0 Roll Call**

<u>Trustees</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Audia-Gagnon, Mia (Student)						McIntyre, Margaret					
Figliomeni, Kim						McRae, Pauline (Pinky)					
Groulx, Michael						Pelletier, Allison					
MacGregor, Aaron						Sabourin, Stanley					
Mannisto, Mark						Sarrasin, Marlo					

<b><u>Board Administrators</u></b>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)				
	OS	TC	VC	A	R
Tamblyn, David: <i>Director of Education</i>					
Tsubouchi, Cathy: <i>Superintendent of Business</i>					
Morden-Cormier, Nicole: <i>Superintendent of Education</i>					
Charles Bishop: <i>Assistant to the Director</i>					
Williams, Dianne: <i>Manager of Accounting Services</i>					
Chiupka, Wayne: <i>Manager of Plant Services/Transportation</i>					
Demers, Linda: <i>Coordinator of Business Services</i>					
Paris, Marc: <i>Coordinator of Plant Services</i>					
Lucas, Jay: <i>Coordinator of Information Technology Services</i>					
Christianson, GerriLynn: <i>Administrative Assistant to Director</i>					

**2.0 Trustee Appointment: re Vacancy Nipigon Ward**

✓ *That, the Superior-Greenstone DSB appoint Marlo Sarrasin as Trustee for the ward of Nipigon, and that her appointment be effective for the period of Sept 26, 2016 through November 30, 2018.*

**2.1 Marlo Sarrasin: Declaration & Oath of Office****3.0 Oath of Office: 2016-2017 Student Trustee****3.1 Mia Audia-Gagnon:(Geraldton Composite High School)****4.0 Regular Meeting Call to Order**

✓ *That, the Superior-Greenstone DSB Regular Board Meeting on Monday, September 26, 2016 be called to order at \_\_\_\_\_ p.m.*

**5.0 Approval of Agenda**

✓ *That, the agenda for the Superior-Greenstone DSB 2016/10 Regular Board Meeting, September 26, 2016 be accepted and approved.*

**6.0 Disclosures of Interest re: Open Session****7.0 Minutes: Board Meetings and Board Committee Meetings****7.1 Board Meetings**

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

1. Regular Board Meeting 2016/09: August 22, 2016

(Attached)

**7.2 Board Policy Review Committee: September 6, 2016**

(Attached)

✓ *That, the Board accepts the recommendations outlined in the Board Policy Review Committee minutes of September 6, 2016 and approves as reviewed:*

- P-209 Agenda
- P-402 Unauthorized Vehicles on Board Property
- P-405 Smoking
- P-512 Student Exchanges
- P-519 School Dismissal
- P-538 Food and Beverage
- MG-538 Food and Beverage
- P-520 Safe Schools System Expectations
- P-525 Bullying Prevention and Intervention Strategies

- P-535 Progressive Discipline and School Safety  
*to be posted to the Board website with an implementation date  
of Sept 27, 2016, and all of which shall supersede any previous policies*

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

## **9.0 Delegations and/or Presentations**

- 9.1 Excellence in Education: Marjorie Mills Public School  
Engaging Students and Community (Principal, C. Martin  
Power Point Presentation)

## **10.0 Reports and Matters for Decision**

- 10.1 Board Committee Reports: (Statutory / Standing / Ad Hoc)
- 10.1.1 Board Audit Committee (C. Tsubouchi)
  - 10.1.2 Board Policy Review Committee (D. Tamblyn / M. McIntyre)
  - 10.1.3 Native Education Advisory Committee (N. Richmond)
  - 10.1.4 Occupational Health & Safety Committee (W. Chiupka / M. Paris)
  - 10.1.5 Parental Involvement Committee (D. Tamblyn)
  - 10.1.6 Special Education Advisory Committee (D. Tamblyn / W. Goodman)

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

Superintendent of Business: C. Tsubouchi  
Business /Negotiations Chair: Mark Mannisto

- 11.1 Report No.49  
2016-2017 Interim Report Schedule (Attached –D. Williams)
- 11.2 Report No.50  
Enrolment Summary as of September 15, 2016 (Attached- C. Tsubouchi)

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

Director of Education: David Tamblyn

- 12.1 Report No.51  
Director's Monthly Report- September 2016 (Attached – D. Tamblyn)

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

Superintendent of Education: N. Morden-Cormier  
Assistant to the Director of Education: C. Bishop  
Education Chair: Mark Mannisto

- 13.1 Report No. 52  
2015-2016 EQAO & OSSLT Results (Attached – N. Morden-Cormier)
- 13.2 Report No. 53  
Renewed Math Strategy (Attached- N. Morden-Cormier)

- 13.3 Report No.54  
Teacher of English as a Second Language (Attached – N. Morden-Cormier)  
✓ *That, That the Superior-Greenstone DSB*  
*having received Report # Teacher of English as*  
*A Second Language, approve the addition of a*  
*0.50 FTE English as a Second Language Teacher.*

**14.0 New Business**

Designated Board Chair: K. Figliomeni

- 14.1 Trustee PD re Board Self-Assessment: Governance (P. McRae)

**15.0 Notice of Motion**

- 15.1 Notice of Motion re Board Bylaws: Article VI Meetings-ADDITION  
"Section 8: Minimum Requirements re Physical Presence in Board Meeting Room  
A member of a board shall be physically present in the meeting room  
of the board for at least three regular meetings of the board in each  
12-month period beginning December1.

For the period beginning when a member of a board is elected or  
appointed to fill a vacancy and ending on the following November 30,  
the member shall be physically present in the meeting room of the  
board for at least one regular meeting of the board for each period off  
our full calendar months that occurs during the period beginning with  
the election or appointment and ending on the following  
November30."

**16.0 Observer Comments**

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

PART II: Committee of the Whole Board

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

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

[\(Attached\)](#)

- 17.1 Agenda: Committee of the Whole Board – Closed  
✓ *That, the Superior-Greenstone DSB go into a*  
*Committee of the Whole Board Section B (Closed Session)*  
*at \_\_\_\_\_ p.m. and that this portion be closed to the public.*
- 17.2 Rise and Report from Closed Session  
✓ *That, the Superior-Greenstone DSB rise and report*  
*from the Committee of the Whole Board Section B (Closed Session)*  
*at \_\_\_\_\_ p.m. and that this portion be open to the public.*

**18.0 Report of the Committee of the Whole Closed Section B**

- 18.1 ✓ *That, the Superior-Greenstone DSB Committee of*  
*the Whole, In-Camera Section B (Closed) Reports be adopted*

including the confidential minutes from the meeting held as:

1. Regular Board 2016/09: Aug 22, 2016

## 18.2 Other Recommendations from Committee of the Whole Closed Session

*(This section may be used as required coming out of closed session)*

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

- *(list motions here which may apply)*

## 19.0 Adjournment

✓ *That, the Superior-Greenstone DSB 2016/10 Regular Board Meeting, Monday, September 26, 2016 adjourn at \_\_\_\_\_, p.m.*

<b><u>2016 - Board Meetings</u></b>	
<i>Designate Site: Marathon Board Meeting Room / Time 6:30 p.m.</i>	
Monday, October 17	Monday, November 21
Monday, December 5 (1:00 p.m.)	

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Regular Board Meeting 2016/10**

Committee of the Whole Board: Closed Session.

Monday, September 26, 2016

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

**A G E N D A**

**Board Chair:** K. Figliomeni, Designated Chair

**Director:** David Tamblyn

VC Sites: GCHS / LSHS / MNHS / NRHS

Recorder: G. Christianson

PART II: Committee of Whole Board – Closed

Section (B): In-Camera TBD.

- |     |  |                 |
|-----|--|-----------------|
| 1.0 | <u>Disclosure of Interest: re Closed Session</u>                 | (K. Figliomeni) |
| 2.0 | <u>Approve Agenda: Committee of the Whole In-Camera (Closed)</u> | (K. Figliomeni) |
| 3.0 | <u>Trustee Attendance</u>  | (P. McRae)      |
| 4.0 | <u>Update: Negotiations</u>                                      | (C. Tsubouchi)  |
| 5.0 | <u>Managers Grid</u>   | (C. Tsubouchi)  |
| 6.0 | <u>Directors Contracts</u>                                       | (D. Tamblyn)    |
| 7.0 | <u>In-Camera (closed) Meeting Minutes</u>                        |                 |
|     | 1. Regular Board Meeting 2016-09: August 22, 2016                | (Attached)      |

## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



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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 2016/09

### MINUTES

Monday, August 22, 2016 – 6:30 p.m.

Designated Site: Marathon Board Office, 12 Hemlo Drive, Marathon, ON

**Board Chair:** P. McRae

**Director:** David Tamblyn

VC Sites: GCHS / LSHS / MNHS / NRHS

Recorder: RM. Joannette

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

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

### 1.0 Roll Call

<u>Trustees</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Audia-Gagnon, Mia (Student)					X	McIntyre, Margaret	X				
Figliomeni, Kim		X				McRae, Pauline (Pinky)	X				
Groulx, Michael		X				Pelletier, Allison	X				
MacGregor, Aaron	X					Sabourin, Stanley	X				
Mannisto, Mark	X					Vacant - Nipigon Ward					

<u>Board Administrators</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)				
	OS	TC	VC	A	R
Tamblyn, David: <i>Director of Education</i>	X				
Tsubouchi, Cathy: <i>Superintendent of Business</i>	X				
Morden-Cormier, Nicole: <i>Superintendent of Education</i>			X		
Charles Bishop: <i>Assistant to the Director</i>	X				
Williams, Dianne: <i>Manager of Accounting Services</i>	X				
Chiupka, Wayne: <i>Manager of Plant Services/Transportation</i>					X
Demers, Linda: <i>Coordinator of Business Services</i>	X				
Paris, Marc: <i>Coordinator of Plant Services</i>					X
Lucas, Jay: <i>Coordinator of Information Technology Services</i>	X				
Joannette, Rose-Marie: <i>Administrative Assistant to Director</i>	X				

PART I: Regular Board Meeting

Section (A): – (open to public): 6:31 p.m.

## **2.0 Regular Meeting Call to Order**

**97/16**

Moved by: Trustee M. Mannisto

Second: Trustee A. MacGregor

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, August 22, 2016 be called to order at 6:32 p.m.

Carried

## **3.0 Approval of Agenda**

**98/16**

Moved by: Trustee A. Pelletier

Second: Trustee A. MacGregor

✓ **That**, the agenda for the Superior-Greenstone DSB 2016/09 Regular Board Meeting, August 22, 2016 be accepted and approved.

Carried

## **4.0 Disclosures of Interest re: Open Session**

There were no disclosures offered at this time.

## **5.0 Minutes: Board Meetings and Board Committee Meetings**

### **5.1 Board Meetings**

**99/16**

Moved by: Trustee M. Mannisto

Second: Trustee M. McIntyre

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

1. Regular Board Meeting 2016/08: July 18, 2016

Carried

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

There was no business arising from the minutes.

## **7.0 Delegations and/or Presentations**

Nil

## **8.0 Reports and Matters for Decision**

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

Nil

## **9.0 Reports of the Business / Negotiations Committee**

Superintendent of Business: C. Tsubouchi  
Business /Negotiations Chair: Mark Mannisto

### **9.1 Report No. 45: 2016-2017 Budget Update**

Superintendent of Business advised that the budget submission that included an in-year budget deficit has been approved by the ministry.

- 9.2 Report No. 46: 2015-2016 Interim Report No. 3  
 Manager of Accounting Services Dianne Williams reviewed this report, advising the information provides the status of the current year's budget versus actual expenditures to date, and an outlook for the remainder of the year. The report covers the period from September 1 to June 30, 2016

- 9.3 Borrowing Bylaw 138 *(Attached – D. Williams)*

Manager of Accounting Services Dianne Williams provided a brief explanation of this financial bylaw which is an annual event to provide operating funds since ministry grants are submitted as scheduled payments.

**100/16**

*Moved by: Trustee A. MacGregor*

*Second: Trustee S. Sabourin*

✓ **That**, the Superior-Greenstone DSB approves Bylaw No. 138 being a bylaw to authorize the borrowing of up to three million and thirty thousand dollars (\$3,030,000.00

Carried

## **10.0 Reports of the Director of Education**

*Director of Education: David Tamblyn*

- 10.1 Report No. 47: Director's Monthly Report- August 2016  
 Director of Education David Tamblyn addressed this report and noted that the Summer Literacy Learning program that took place in three locations around the board was very well attended. Principal and system leaders meeting are scheduled this week in preparation for the new school year. He also advised that in conjunction with the Board Strategic Plan and the Theory of Action Plan, Superior-Greenstone has adopted the following adage as its 2016-2017 school year theme, that is, "Together we are making a difference."

## **11.0 Reports of the Education Committee**

*Superintendent of Education: N. Morden-Cormier  
 Charles Bishop: Assistant to Director  
 Education Chair: Mark Mannisto*

- 11.1 Report No. 48: Behaviour Management Systems: Supporting Student Attendance Project

Student Behaviour Analyst, Melissa Bianco shared informed regarding the effort to learn more about the student absenteeism rate in our system schools. She explained that by collecting data from around the system, administrators and teachers want to use this information to develop school action plans to help bring the statistics down. Presently, research is being done in all five high schools and one elementary school are being studied.

D. Tamblyn added that the Northern Ontario Education Leaders board is also working on a strategy to address absenteeism and is developing a regional marketing campaign (print and radio) to bring the topic to the forefront and encourage discourage and mindsets to reduce the problem of student absence from school.

## **12.0 New Business**

*Board Chair: P. McRae*

- 12.1 Board Chair  
 Board Chair P. McRae advised that in the near future the Board will embark upon a self-assessment exercise. However, she suggested this process be delayed until the Trustee vacancy (Nipigon) has been filled.
- 12.2 Trustee Associations and Other Boards  
 The OPSBA Northern Conference is being held in Thunder Bay on October 14-15, 2016

12.3 Future Board Meeting Agenda Items  
Nil

**13.0 Notice of Motion**

**14.0 Observer Comments**

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

PART II: Committee of the Whole Board

Section (B) In-Camera: – (closed to public) 7:03 p.m.

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

(Attached)

15.1 Agenda: Committee of the Whole Board – Closed

**101/16**

Moved by: Trustee M. McIntyre

Second: Trustee A. MacGregor

✓ **That**, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at 7:03 p.m. and that this portion be closed to the public.

Carried

15.2 Rise and Report from Closed Session

**102/16**

Moved by: Trustee S. Sabourin

Second: Trustee: A. MacGregor

✓ **That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at 7:27 p.m. and that this portion be open to the public.

Carried

**16.0 Report of the Committee of the Whole Closed Section B**

16.1 **103/16**

Moved by: Trustee A. Pelletier

Second: Trustee M. McIntyre

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

1. Regular Board 2016/08: July 18, 2016.

Carried

**17.0 Adjournment**

**104/16**

Moved by: Trustee A. MacGregor

Second: Trustee K. Figliomeni

✓ **That**, the Superior-Greenstone DSB 2016/09 Regular Board Meeting, Monday, August 22, 2016 adjourn at 7:28 p.m.

Carried

<b><u>2016 - Board Meetings</u></b>	
Designate Site: Marathon Board Meeting Room / Time 6:30 p.m.	
Monday, September 26	Monday, November 21
Monday, October 17	Monday, December 5 (1:00 p.m.)

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Regular Board Meeting 2016/09**

Committee of the Whole Board: Closed Session.

Monday, August 22, 2016

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

**T O P I C S**

**Board Chair:** P. McRae

**Director:** David Tamblyn

VC Sites: GCHS / LSHS / MNHS / NRHS

Recorder: RM. Joanne

PART II: Committee of Whole Board – Closed

Section (B): In-Camera 7:03 p.m..

- 1.0 Disclosure of Interest: re Closed Session
- 2.0 Approve Agenda: Committee of the Whole In-Camera (Closed)
- 3.0 Update: Negotiations
- 4.0 Trustee Attendance
- 5.0 Executive Compensation
- 6.0 In-Camera (closed) Meeting Minutes
  - 1. Regular Board Meeting 2016-08: July 18, 2016

**Regular Board Meeting 2015-09**

Monday, August 22, 2016

**M I N U T E S**

APPROVED THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 2016

\_\_\_\_\_  
SECRETARY

\_\_\_\_\_  
CHAIR

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

Board Policy Review Committee  
Videoconference Meeting – Marathon, ON

Tuesday September 6, 2016 @ 7:00 p.m.

**MINUTES**

Members	Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Aaron MacGregor		X				Kim Figliomeni (Alternate)		X			
Allison Pelletier		X				Stanley Sabourin					X
Margaret McIntyre					X	McRae, Pinky (Ex-Officio)		X			
Mannisto, Mark		X				Matt Fisher (resigned)					

<b>Administration Resource Members</b>	OS	TC	VC	A	R
David Tamblyn: Director of Education	X				
Cathy Tsubouchi: Superintendent of Business					X
Charles Bishop: Assistant to the Director					X
Nicole Morden-Cormier: Superintendent of Education		X			
Suzanne Eddy, Student Success Lead					X
Wayne Chiupka, Manager of Plant Services					X
Annick Brewster, Principal MNHS		X			
RM. Joannette: Recorder	X				

**1.0 Review and Approval of Minutes: June 7, 2016**[\*\(Attached\)\*](#)

Moved: M. Mannisto

Second: K. Figliomeni

That, the Board Policy Review Committee minutes of June 7, 2016 be approved.

**2.0 Business Arising from Minutes: June 7, 2016****2.1 Re Item 2.2 Deferral of "P-209 Agendas"**

On June 7<sup>th</sup>, BPRC advised that this policy be brought to board for final approval on June 20, 2016. It was inadvertently omitted, therefore it is recalled at this time to record and date policy approval by the board on September 26, 2016.

**Action:** Submit for board approval on September 26, 2016.

[\*\(Attached\)\*](#)**2.2 Stakeholder Reviews**

The following policies were posted for stakeholder review for the period June 8 through August 31, 2016. No stakeholder feedback was received on policies/guidelines numbered 402 through 535.

P-402 Unauthorized Vehicles on Board Property

[\*\(Attached\)\*](#)

P-405 Smoking

[\*\(Attached\)\*](#)

P-512 Student Exchanges

[\*\(Attached\)\*](#)

P-519 School Dismissal

[\*\(Attached\)\*](#)

P-538 Food and Beverage

[\*\(Attached\)\*](#)

MG-538 Food and Beverage

[\*\(Attached\)\*](#)

P-520 Safe Schools System Expectations

[\*\(Attached\)\*](#)

P-525 Bullying Prevention and Intervention Strategies

[\*\(Attached\)\*](#)

P-535 Progressive Discipline and School Safety

[\*\(Attached\)\*](#)

**3.0 Reviews: New/Existing Policies**

- 3.1 P-503 Interviewing Students [\(Attached\)](#)  
P-510 Suspected Child Abuse [\(Attached\)](#)  
P-511 Student Questionnaires [\(Attached\)](#)  
P-524 Sabrina's Law [\(Attached\)](#)

Above policies were presented to the BPRC noting that there have been no changes made. The group of policies is presented in keeping with the review date outlined as due by December 2016

**Action:** Submit P-503, 510, 511 and 524 for stakeholder review

- 3.2 P-704 Recruitment, Selection and Hiring [\(Attached\)](#)  
MG-704 Recruitment, Selection and Hiring [\(Attached\)](#)  
**Action:** Defer Policy 704 and its Management guideline to October 4, 2016 BPRC. At that time an updated Appendix A-Reference Checks will be presented. D. Tamblyn will contact HR Administration to assist with this

**4.0 List All Policies to be Referred for Stakeholder Review**

- P-503 Interviewing Students  
P-510 Suspected Child Abuse  
P-511 Student Questionnaires  
P-524 Sabrina's Law

**5.0 List All Policies to Refer to Board for Approval on September 26, 2016**

- P-209 Agenda  
P-402 Unauthorized Vehicles on Board Property  
P-405 Smoking  
P-512 Student Exchanges  
P-519 School Dismissal  
P-538 Food and Beverage  
MG-538 Food and Beverage  
P-520 Safe Schools System Expectations  
P-525 Bullying Prevention and Intervention Strategies  
P-535 Progressive Discipline and School Safety

**6.0 2016 Meeting Schedule**

October 4  
November 1

**7.0 Adjournment**

Moved: Aaron MacGregor Second: Kim Figliomeni

That, the Board Policy Review Committee Meeting of September 6, 2016 adjourn at 7:14 p.m.

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

Board Policy Review Committee  
Videoconference Meeting – Marathon, ON

Tuesday June 7, 2016 @ 7:00 p.m.

**MINUTES**

Members	Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Aaron MacGregor		X				Matt Fisher					X
Allison Pelletier		X				Kim Figliomeni (Alternate)		X			
Margaret McIntyre					X	Stanley Sabourin (Alternate)				X	
Mannisto, Mark		X				McRae, Pinky (Ex-Officio)		X			

<b>Administration Resource Members</b>	OS	TC	VC	A	R
David Tamblyn: <i>Director of Education</i>	X				
Cathy Tsubouchi: <i>Superintendent of Business</i>					X
Suzanne Eddy: <i>Assistant to the Director</i>		X			
Nicole Morden-Cormier: <i>Superintendent of Education</i>					X
Wayne Chiupka, <i>Manager of Plant Services</i>	X				
Marc Paris, <i>Coordinator of Plant Services</i>		X			
Annick Brewster, <i>Principal MNHS</i>		X			
RM. Joannette: <i>Recorder</i>	X				

**1.0 Review and Approval of Minutes: April 5, 2016***(Attached)**Moved: A. Pelletier**Second: P. McRae**That, the Board Policy Review Committee minutes of April 5, 2016 be approved.***2.0 Business Arising from Minutes: April 5, 2016****2.1 Stakeholder Reviews**

The following policies were posted for stakeholder review for the period April 6 through May 31, 2016. No stakeholder feedback was received on policies/guidelines Numbers 204 through to 308.

- P-204 Trustee Associations
- P-205 Cooperation with Other Boards
- P-211 Electronic Attendance
- P-214 Meta-Policy
- P-501 School Visitors
- P-905 Pupil Accommodation
- P-308 Student Fees

**2.2 Deferred to Current BPRC Agenda****P-209 Agendas**

As per minutes of April 5, 2016 this policy was deferred to ensure that wording applied was in concert with the Board Procedural Bylaws. Change made now includes insertion of "as per article 3.1" to complete the statement outlined as article 1.1.

**Action:** Submit for board approval on June 20, 2016

**3.0 Business Arising from Minutes: February 2, 2016**

**P-718 Footwear**

As per minutes of April 5, 2016, the BPRC that the Occupational Health and Safety Committee (OH&S) review this policy further review in light of all the stakeholder feedback received. Coordinator of Plant Services, Marc Paris advised that at its recent quarterly meeting, the (OH&S) members re-examined the changes originally suggested and continues to uphold its recommendations. The policy is to be brought forward to the Board in its present state. The OH&S requested that the policy be reviewed in one year's time rather than the normal five-year review rotation. Policy 718 will be re-examined by June 2017.

**Action:** Submit for board approval on June 20, 2016

**4.0 Reviews: New/Existing Policies**

**P-402 Unauthorized Vehicles on Board Property**

No Changes

**Action:** Submit for stakeholder review.

**P-405 Smoking**

Changes to Article 5.0 to include "This ban extends to smoking of flavoured tobacco products and flavoured nicotine delivery products including e-cigarettes."

**Action:** Submit for stakeholder review.

**P-512 Student Exchanges**

Changes to Article 5.0 includes update of names of the exchange agencies.

**Action:** Submit for stakeholder review.

**P-519 School Dismissal**

No changes

**Action:** Submit for stakeholder review.

**P-538 Food and Beverage**

One change at Article 1.1: Removal of reference to PPM 135 which has been revoked by the ministry.

**Action:** Submit for stakeholder review.

**P-520 Safe Schools System Expectations**

This policy formerly called Safe School Code of Conduct has been renamed Safe Schools System Expectations. It serves as an umbrella policy for the Board Progressive Discipline and Anti Bullying Policy and it aligns with the Board's Strategic as well as First Nation Metis and Inuit Policy Framework.

**Action:** Submit for stakeholder review.

**P-525 Bullying Prevention and Intervention Strategies**

This policy has been revised extensively to both align and complement the contents of its umbrella Policy 520.

**Action:** Submit for stakeholder review.

**P-535 Progressive Discipline and School Safety)**

This policy has been revised extensively to both align and complement the contents of its umbrella Policy 520

**Action:** Submit for stakeholder review.

**5.0 Policies to be Referred for Stakeholder Review**

- P-402 Unauthorized Vehicles on Board Property
- P-405 Smoking
- P-512 Student Exchanges
- P-519 School Dismissal
- P-538 Food and Beverage
- P-520 Safe Schools System Expectations
- P-525 Bullying Prevention and Intervention Strategies
- P-535 Progressive Discipline and School Safety

**6.0 Policies to Refer to Board for Approval on June 20, 2016**

- P-204 Trustee Associations
- P-205 Cooperation with Other Boards
- P-211 Electronic Attendance
- P-214 Meta-Policy
- P-501 School Visitors
- P-905 Pupil Accommodation
- P-308 Student Fees

**7.0 2016 Meeting Schedule**

- September 6
- October 4
- November 1

**8.0 Adjournment**

*Moved: K. Figliomeni      Second: A. MacGregor*

*That, the Board Policy Review Committee Meeting of June 7, 2016 adjourn at 8:00 p.m.*

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

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<i>Section</i>	BOARD AND ADMINISTRATION	
<i>Policy Name</i>	AGENDAS	209
<hr/>		
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review By:</i>
June 21, 2016 December 5, 2011 March 12, 1999	June 7, 2016 Deferred April 5, 2016 September 26, 2011 April 25, 2006	December 2021

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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 All matters to be placed on the agenda of a Regular Board Meeting are subject to the approval of the Chair. All such requests shall be granted by the next available meeting as per Article 3.1

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 Board members who require information, are required to submit their request in writing to the attention of the Chair two weeks prior to an upcoming Board meeting.
- 3.2 Board members who wish to have a report compiled by Senior Administration, are required to put the request in the form of a motion where a trustee can second the request and majority support of trustees is recorded. *Notice along with supporting materials shall be forwarded to the Director/Chair a minimum of two weeks in advance of a board meeting whenever possible prior the next scheduled board meeting."*

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

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<i>Section</i>	FACILITIES & GROUNDS	
<i>Policy Name</i>	UNAUTHORIZED VEHICLES ON BOARD PROPERTY	402

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<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review by:</i>
_____ October 18, 2011 March 12, 1999	June 7, 2016 September 26, 2011 February 20, 2007 October 28, 2002	December 2021 <del>December 2016</del>

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### ***POLICY***

The Superior-Greenstone District School Board retains the right, as property owner, to control access to any of its facilities and grounds, specifically the operation of motorized vehicles therein.

### ***PROCEDURES***

#### **1.0 Board Discourages Use**

The Board does not encourage the operation of snowmobiles, off road vehicles and / or mini-bikes on any Board-owned property.

#### **2.0 Safety Priority**

The safety of all staff, students, parents and the general public during regular school hours, as well as those persons using the facilities outside of school hours is the first priority.

#### **3.0 Provisions for Parking**

Local facilities may, under the direction of the Principal or designate make provision for the parking of vehicles on Board property and their operation to and from this parking area in a manner consistent with the priority for safety.

#### **4.0 Advisory**

All users of the facility are to be advised of the acceptable parking process.

#### **5.0 Restricting Users**

The Principal or designate of the facility shall have the authority to restrict the use of the designated parking area, including the banning of persons who persistently fail to comply with the stated requirements.

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

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<i>Section</i>	FACILITIES & GROUNDS	
<i>Policy Name</i>	SMOKING	405
<hr/>		
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review By:</i>
October 18, 2011	June 7, 2016	December 2021
March 12, 1999	September 26, 2011	December 2046
	April 25, 2006	

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### ***POLICY***

The Superior-Greenstone District School Board places as a first priority the health and safety of students and staff.

### ***PROCEDURES***

#### **1.0 Health Risk**

The Board believes that smoking poses a significant health risk to the smoker, and there is evidence that non-smokers exposed to side-stream smoke are also at risk.

#### **2.0 Obligation**

As a concerned employer, the Board has a responsibility to provide a healthy working environment for its staff and students.

#### **3.0 Model**

Lifetime smoking habits are often formed during the school years and therefore, the school has a responsibility to encourage non-smoking through the formal classroom instruction and by example.

#### **4.0 Rights**

The right of a non-smoker to protect his/her health shall prevail over the wish of an employee or student to smoke.

#### **5.0 Prohibited**

For these reasons it is the policy of the Board not to permit smoking on any Board-owned property at any time. This ban extends to smoking of flavoured tobacco products and flavoured nicotine delivery products including e-cigarettes. Smoking is prohibited in schools, offices and Board-operated vehicles.

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

<i>Section</i>	SCHOOLS AND STUDENTS		
<i>Policy Name</i>	STUDENT EXCHANGES	512	
<i>Board Approved:</i>	<u>                                </u>	<i>Reviewed:</i>	<i>June 7, 2016</i>
	October 18, 2011		September 26, 2011
	March 12, 1999		April 25, 2006
			<i>Review by: 2021</i>
			<del><i>December 2016:</i></del>

### ***POLICY***

The Superior-Greenstone District School Board supports the concept of student exchanges.

### ***PROCEDURES***

#### **1.0 Policy and Regulation**

Any implementation of a student exchange program is to be done in accordance with Board policy and Ministry regulation.

#### **2.0 Encouraged School-by-School**

Programs are to be encouraged on a school-by-school basis where interest is expressed.

#### **3.0 No Financial Support**

Financial support will not be provided by the Board to students involved in an exchange.

#### **4.0 Required Approvals**

Any program contemplated must be approved by the Principal of the school and a Supervisory Officer PRIOR to announcement.

#### **5.0 Exchanges Beyond Ontario**

Exchanges beyond Ontario should be conducted through an approved agency such as ~~OSEF (Ontario Student Exchange Foundation)~~, International Student Exchange Ontario (ISEOntario), SEVEC (Society for Educational Visits and Exchanges in Canada), Experiences Canada, Canadian Education Exchange Foundation (CEEP), a local Rotary Club or other agencies or groups approved as per No. 4.0 as above.

#### **6.0 Sponsors Requirements**

Schools involved in exchanges should endeavour to follow the guidelines and procedures of the sponsors, so long as these are not in conflict with No. 1.0 as above.

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

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<i>Section</i>	SCHOOLS AND STUDENTS	
<i>Policy Name</i>	SCHOOL DISMISSAL	519
<hr/>		
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review by:</i>
_____	June 7, 2016	December 2021
October 18, 2011	September 26, 2011	<del>December 2016</del>
August 10, 1999	June 20, 2006	

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### ***POLICY***

It is the policy of the Superior-Greenstone District School Board that dismissal at the end of terms, or prior to major holiday (Christmas, March, and summer Breaks), will be at the regular time for all classes and staff.

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

<b>Section</b>	Schools and Students		
<b>Policy Name</b>	Food and Beverage Policy Management Guidelines Apply		538
<b>Board Approved:</b>	<u>                                </u> October 18, 2011	<b>Reviewed:</b> June 7, 2016 September 26, 2011	<b>Review By:</b> December 2021 <del>December 2016</del>

### **POLICY**

It is the policy of Superior-Greenstone District School Board that schools and worksites foster healthy nutrition environments and implement food practices to support the wellness of students in accordance with the current edition of *Eating Well with Canada's Food Guide*.

### **OBJECTIVE**

This policy will guide Board personnel and school communities in the development of healthy school environments that support student learning and success by encouraging students, staff and parents/guardians to make nutritious and healthy food and beverage choices.

#### **1.0 Directives**

- 1.1 All schools and worksites will comply with the provincial legislation relating to nutrition, such as Policy/Program Memorandum (PPM) 150 (School Food and Beverage Policy), ~~Policy/Program Memorandum (PPM) 135 (Healthy Foods and Beverages in Elementary School Vending Machines)~~, the Healthy Food for Healthy Schools Act and any other pertinent legislation.
- 1.2 School cafeterias will adhere to the Ministry guidelines in the sale of all foods and beverages.
- 1.3 Schools with nutrition programs will follow the Student Nutrition Guidelines developed by the Ministry of Children and Youth Services.
- 1.4 Food is not used as an individual reward or an incentive for good behaviour, achievement, or participation in classrooms. This does not preclude school staff members from providing students with food or beverages that comply with the nutrition standards in PPM 150 and the Food and Beverage Policy and Procedures for nutrition snacks or observances.
- 1.5 Administration, staff, parents and guests will promote and will support healthier food choices for students.
- 1.6 Principals, staff, school councils, parents, and volunteers will make every effort to understand and work co-operatively to ensure that this policy is implemented as outlined and that the spirit of the policy influences their decisions and actions.

- 1.7 This policy will:
- a) apply to all events that involve students at school, regardless of the time of day or night;
  - b) apply to students only;
  - c) apply to fundraising activities (e.g., bake sales, sports events);
  - d) apply to food that is sold to students.
  - e) apply to extra-curricular activities, on or off site.
- 1.8 This policy will not:
- a) apply to student lunches brought from home or foods brought from home for classroom parties (i.e., birthdays and other classroom celebrations);
  - b) apply on educational excursions;
  - c) apply to staff rooms;
  - d) apply to community groups utilizing the school
  - e) food that is provided to students at no cost
- 1.9 The school principal may designate up to ten days during the school year as special event days on which food and beverages sold in the schools would be exempt from the nutrition requirements of this policy. The school principal must consult with the school council prior to designating a day as a special-event day. School principals are encouraged to consult with their students in making these decisions. Notwithstanding this exemption, on special-event days, schools are encouraged to sell food and beverages that meet the nutrition standards set out in the current edition of *Eating Well with Canada's Food Guide*.
- 1.10 Schools are encouraged to be environmentally aware (e.g., reduce food waste, recycle and reuse containers, avoid purchasing products with excess packaging).

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

<i>Section</i>	SCHOOLS AND STUDENTS		
<i>Management Guideline</i>	FOOD AND BEVERAGE		
<i>Applicable Policy</i>	FOOD AND BEVERAGE		538
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review By</i>	
October 18, 2011	June 7, 2016 September 26, 2011	December 2021 <del>December 2016</del>	

### **DEFINITIONS**

**“special events”** where food is either sold or given free of charge, may include, but not limited to bake sales; school council events; “Meet the Teacher BBQ’s”; parties related to holidays and observances such as Halloween, Christmas and Easter; pizza lunches; hot dog days; cake auctions; play days; graduation; etc.

**“fundraising”**-can be complementary to the health of students and the community that supports them, when healthy food and beverages or non-food options are chosen. Fundraising with non-healthy food items and beverages is a message that is contradictory to the intention of this policy and is not permitted (i.e., chocolate sales, cake sales, etc.)

**“food as reinforcement”** the use of food items to reinforce good behaviour, or withhold food as a consequence for unacceptable behavior. The exception to this is to offer “healthy” if such usage is a function of applied behavioural analysis and is documented as necessary in the Individual Education Plan.

**“confections”** candy, cake, cupcakes, chocolate, freezies, popsicles, gum, licorice, gummies and energy bars form part of the confectionary group. These are high in sugar and fat and are not permitted for sale or distribution. Most potato chips, cheesies, etc. would also fall into this category, as they are high in fat and high in sodium.

### **1.0 Responsibility**

- 1.1 The principal will orient students, teachers, cafeteria staff, breakfast program volunteers and school councils to the Food and Beverage Policy.
- 1.2 The principal will orient students, teachers, cafeteria staff, breakfast program volunteers and school councils to the Ministry of Education School Food and Beverage Policy Resource Guide.
- 1.3 The principal will make parents, students and teachers aware of the Ministry of Education website [www.ontario.ca/healthyschools](http://www.ontario.ca/healthyschools)
- 1.4 Principals will communicate the changes required by the Ministry and Board policy to parents and seek their cooperation and support.

- 1.5 The principal may invite a Registered Dietitian of the local public health unit to speak at meetings of the school council, student council or staff.
- 1.6 All staff, volunteers and parents are expected to model healthy food and beverage choices, helping students to also make healthy and nutritious food and beverage choices.

## **2.0 Expectations**

- 2.1 All off-site food service suppliers involved in the sale or provision of food and beverages to students will be required to follow a process of prior approval of menu choices, including nutrition facts and serving sizes. Food service suppliers must complete an Off-Site Food Service Supplier Letter of Compliance (Appendix A), which can be obtained from the school principal, or by visiting the Board website, and must be submitted for approval by a Registered Dietitian of the local public health unit. Foods offered for approval will be from the "Sell Most" category of the Ministry Resource Guide.
- 2.2 There will be 10 Special Event Days, during which the school will be exempted from the provisions of the Food and Beverage Policy. The principal will determine the 10 Special Event Days, in consultation with staff and school council. The principal may wish to mark three days as "undetermined" for flexibility. For a listing of what constitutes a Special Event Day, see the definitions in Section 3.0 of these procedures.
- 2.3 Coaches and/or staff are not permitted to give or sell energy drinks or energy bars to student athletes.
- 2.4 Students need to eat when they are hungry and stop when they are comfortable, if they are to have a healthy relationship with their bodies and learn healthy eating behaviours. Using food as positive reinforcement teaches students to eat when they are not hungry.
  - 2.4.1 School staff will not use food items to reinforce good behaviour, or to withhold it as a consequence of poor behaviour. The exception is if such usage is a function of applied behavioural analysis and is documented as necessary in the Individual Education Plan (IEP). The food items used in such instances must be healthy.
- 2.5 Principals, in consultation with school council and staff, will seek alternatives to selling confections as fundraisers. All foods sold in school fundraisers must fully comply with the permitted foods in the "Sell Most" category of the Ministry of Education Resource Guide. ~~by September 1, 2014.~~
- 2.6 School snack and breakfast programs must full comply with the permitted foods in the "Sell Most" category of the Ministry of Education Resource Guide. ~~by September 1, 2014.~~
- 2.7 Vending machines are not permitted in elementary schools. In secondary schools, food and beverages sold in vending machines are to be approved by

dietitians of the local health units and will come from the “Sell Most” category of the Ministry Resource Guide.

### **3.0 Acceptable and Unacceptable Foods**

#### **3.1 Permitted Foods**

As a general statement, the most desirable food choices are those that are found in the Ministry guidelines in the “Sell Most” category. Foods in this category are generally low in fat and sodium, are fortified and high in fibre and calcium.

#### **3.2 Permitted Beverages**

- a) Water
- b) 100% fruit juice/blend (< or = 250ml)
- c) 100% vegetable juice/blend (< or = 250ml)
- d) 2%, 1% or skim white milk
- e) Soy milk
- f) Yogurt drinks (< or = 250ml)
- g) Low fat hot chocolate
- h) Chocolate milk(< or = 250ml)

#### **3.3 Foods that are Not Permitted**

As a general statement the least desirable food choices are those that are found in the Ministry guidelines in the “Not Permitted” category. Foods in this category are generally high in fat and sodium, low in fibre and calcium and are not fortified.

#### **3.4 Beverages that are Not Permitted**

- a) Coffee
- b) Tea
- c) Energy drinks
- d) Sports drinks
- e) “Fruit flavoured” drinks
- f) Soft drinks

### **4.0 Definitions**

#### **4.1 Special Events**

~~Such events, where food is either sold or given away free of charge, may include, but are not limited to: bake sales; school council events; “Meet the Teacher Bar-b-ques; parties related to holidays and observances such as Halloween, Christmas and Easter; pizza lunches; hot dog days; cake auctions; play days; graduation; etc.~~

#### **4.2 Fundraising**

~~Fundraising contributes to education programs and opportunities for students. Fundraising can be complementary to the health of students and the community that supports them, when healthy food and beverages or non-food options are chosen. Fundraising with non-healthy food items and beverages is a message that is contradictory to the intention of this policy and is not permitted (i.e., chocolate sales, cake sales, etc.)~~

#### **4.3 Food as Reinforcement**

~~Students need to eat when they are hungry and stop when they are comfortable, if they are to have a healthy relationship with their bodies and learn healthy eating behaviours. Using food as positive reinforcement teaches students to eat when they are not hungry. School staff will not use food items to reinforce good behaviour, or to withhold it as a consequence. The exception to this is if such usage is a function of applied behavioural analysis and is documented as necessary in the Individual Education Plan. The food items used in such instances must be healthy.~~

#### ~~4.4 Confections~~

~~Candy, cake, cupcakes, chocolate, freezies, popsicles, gum, licorice, gummies and energy bars form part of the confectionary group. They are high in sugar and fat and are not permitted for sale or distribution. Most potato chips, cheesies, etc. would also fall into this category, as they are high in fat and high in sodium.~~

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

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### SCHOOLS AND STUDENTS

<i>Policy Name</i>	<b>SAFE SCHOOLS CODE OF CONDUCT SYSTEM EXPECTATIONS</b>	520
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<i>Board Approved</i>	<i>Reviewed:</i>	<i>Review By:</i>
<div style="border-bottom: 1px solid black; display: inline-block; width: 100%;"></div> September 8, 2008 : January 20, 2003	June 7, 2016 May 26, 2008	2021 December 2013

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### ***POLICY***

Superior-Greenstone District School Board is committed to establishing and maintaining a safe and secure environment for its students, staff and community where all members of the school community are to be treated with respect and dignity, especially persons in positions of authority. The policy has three components: prevention, intervention and the development of procedures that define each and outline consequences including suspension and expulsion, in accordance with the Education Act and related Regulations.

### ***RATIONALE***

1. Superior Greenstone District School Board is committed to the success of every student. A school is a place that promotes responsibility, respect, civility, and academic excellence in a safe, nurturing and welcoming learning environment.
2. A positive school climate exists when all members of the community feel safe, comfortable and accepted. Staff, students, parents/guardians, school councils and community members work in a cooperative partnership and must share the responsibility for creating and maintaining such an environment.
3. The promotion of strategies and initiatives such as Student Success and character development, along with the employment of prevention and intervention strategies to address inappropriate behavior, fosters a positive school climate that supports student achievement and the well-being of all students.

This policy is written in accordance with the Education Act, Ontario Regulation 472/07, Policy Program Memorandum (PPM): 119 (Equity and Inclusion), 128 (Provincial and School Board Codes of Conduct), 145 (Progressive Discipline and Promoting Positive Student Behaviour) 144(Bullying Prevention), the Provincial Code of conduct and the Superior Greenstone District School Board Code of Conduct and the following guiding principles.

- i. Effective schools support the development of a safe and positive school environment through leadership, school climate, high expectations for learning, instructional and curriculum focus, assessment and evaluation of student success, parent/ guardian/ community involvement and support and staff development.

- ii. A positive school climate is a key component of prevention, and must be modeled by everyone connected to the school and community creating a culture of respect and dignity.
- iii. Responsibility for a safe learning environment must be assumed by all members of the school community.
- iv. Improvement in learning outcomes for all students; develop the skills needed for all students to be positive leaders and self-directed life-long learners.
- v. The fair treatment of others, regardless of their race, ancestry, place of origin, ethnicity, culture, colour, citizenship, religion, creed, gender, gender identity, sexual orientation, family or socio-economic status, age, ability and/or any other immutable characteristic or ground protected by the Human Rights Code is an expectation from all school members.

The *Human Rights Code of Ontario* has primacy over provincial legislation and school board policies and procedures such that the *Education Act* regulations, Ministry of Education PPM, and board policies are subject to, and shall be interpreted and applied in accordance with the *Human Rights Code of Ontario*.

## **System Expectations**

### **1.0 Code of Conduct**

- 1.1 Elementary and secondary schools within Superior-Greenstone District School Board will develop a Code of Conduct which:

- Promotes responsible citizenship by encouraging appropriate participation in the civic life of the school community,
- Maintains an environment where conflict and difference can be addressed in a manner characterized by respect and civility,
- Encourages the use of non-violent means to resolve conflict,
- Promotes the safety of people in the schools,
- Discourages the use of alcohol and illegal drugs,
- Promotes the prevention of bullying in schools.

- 1.2 Standards of Behaviour (Respect, Civility, and Responsible Citizenship)

All members of the school community **must**:

- Respect and comply with all applicable federal, provincial and municipal laws,
- Demonstrate honesty and integrity,
- Respect differences in people, their ideas and opinions,
- Treat one another with dignity and respect at all times, and especially when there is disagreement,
- Respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability,
- Respect the rights of others,

- Show proper care and regard for school property and the property of others,
- Take appropriate measures to help those in need,
- Respect all members of the school community, especially persons in positions of authority,
- Respect the need of others to work in an environment that is conducive to learning and teaching,
- Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully,
- Not swear at a teacher or at another person in a position of authority,
- Accept responsibility for one's own actions and
- Demonstrate respect through appropriate use of digital and electronic equipment both in and outside the school.

### 1.3 Standards of Behaviour (Safety)

All members of the school community **must not**:

- Engage in bullying behaviours,
- Be in possession of any weapon, including firearms,
- Cause injury to any person with an object,
- Use any object to threaten or intimidate another person,
- Be in possession of, or under the influence of, or provide others with, alcohol or illegal or restricted drugs,
- Inflict or encourage others to inflict bodily harm on another person,
- Commit sexual assault,
- Traffic weapons or illegal or restricted drugs,
- Give alcohol to a minor,
- Commit robbery,
- Engage in hate propaganda and other forms of behaviour motivated by hate or bias,
- Commit and act of vandalism that causes extensive damage to school property or to property located on the premises of the school,
- Utter threats.

## 2.0 School Environment

The school environment must be safe so that learning can take place. It is the responsibility of all members of the school community to establish a safe and secure school environment.

The school environment is both physical and social. It includes the school building, its surroundings, the people in it and the way they interact, the material resources, and the extensions of this environment that are necessary for the delivery of the program (e.g., appropriate use of technology, field trips, school buses and extracurricular activities).

### 2.1 Violence Prevention in the Curriculum

Violence prevention must be integrated into the curriculum for all students. It is the joint responsibility of the school, home and community to work together to

guide students to become good citizens in a society that promotes an equitable, safe environment for all.

The Prevention component is guided by the following principles:

- Prevention is the most humane and efficient way to deal with violence, conflict, and acts of aggression,
- The board is committed to promoting appropriate methods of resolving conflict that are safe and respect the rights of others (e.g. restorative practices, peer mentoring).

## 2.2 Bullying Prevention and Intervention

Bullying adversely affects healthy relationships and the school climate. Bullying adversely affects the school's ability to educate students and it adversely impacts the student's ability to learn.

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

Students may attain or maintain power over others in the school through real or perceived differences. Some areas of difference may be size, strength, age, intelligence, economic status, social status, solidarity of peer group, religion, ethnicity, ability, need for special education, sexual orientation, family circumstances, gender, and race.

Bullying is a dynamic of unhealthy interaction that can take many forms. It can be physical (e.g. - hitting, pushing, tripping), verbal (e.g. name calling, mocking, or making sexist, racist or homophobic comments), or social (e.g. excluding others from a group, spreading gossip or rumours). It may also occur through the use of digital communications. This includes but is not limited to spreading rumours, images, or hurtful comments through the use of e-mail, text messaging, messaging applications, phone conversations, chat rooms, sharing of pictures social media sites (e.g. Facebook Twitter, Instagram, Snapchat etc.) or any other method that allows one person to communicate with another person.

Bullying will not be accepted on school property, at school related activities, on school buses or in any other circumstances (e.g. on-line) where engaging in bullying has a negative impact on the school climate. Intervention and support will be consistent with a progressive discipline approach.

## 3.0 Progressive Discipline

Progressive discipline is a non-punitive, whole-school approach that uses a continuum of corrective and supportive interventions, supports and consequences to address inappropriate behaviour and to build upon strategies that promote positive behaviours. Consequences include learning opportunities for reinforcing positive behaviour and assisting pupils to make good choices.

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

Prevention and early intervention are important for assisting pupils to achieve their potential and for maintaining a positive school environment and are effected through programs and activities that focus on building healthy relationships, character development, and civic responsibility and encourage positive participations of the school community in the life of the school. The range of interventions and supports and consequences must be clear, and developmentally appropriate and include learning opportunities for student in order to reinforce positive behaviours. For students with special education needs interventions, supports and consequences must be consistent with the expectations in the student's IEP and /or his or her demonstrated abilities.

The Board does support the use of suspension and expulsion as appropriate consequences. The Board and school administrators must include all mitigating and other factors as required by the Education Act and set out in Ontario Regulation 472/07 as contained in the Board's policies and procedures for suspensions and expulsions. A student's parent/guardian or the student if 18 or older or 16 or 17 and has removed him/herself from parental control disagrees with the decision of a principal to suspend, the student may appeal the principal's decision in accordance with the *Human Rights Code* and the Board's Progressive Discipline and School Safety Procedures and Suspension Appeal Guidelines. To support students who have been suspended or suspended pending an expulsion Superior Greenstone DSB requires Principals to create a Student Action Plan for students who for are suspended that can include an academic and/or non-academic component depending on the length of the suspension.

## References

The Education Act; Keeping our Kids Safe at School (Bill 157) 2009		
The Child and Family Services Act: Ontario 1990		
The Trespass Act: Ontario 2009		
First Nation Metis and Inuit Policy Framework		
Superior-Greenstone DSB Strategic Plan		
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301 - Student Transportation	501 - Visitors to School	503 – Interviewing Students
505 - Field Trips & Excursions	510 - Suspected Child Abuse	515 – School Community Council
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536 – Equity and Inclusion	Promoting Positive School Climate	720 - Work Place Violence

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

<i>Section</i>	SCHOOLS AND STUDENTS		
<i>Policy Name</i>	BULLYING PREVENTION AND INTERVENTION STRATEGIES		525
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review By:</i>	
May 18, 2010	June 7, 2016	December 2021	
September 8, 2008	February 22, 2010	<del>December 2015</del>	
June 21, 2005	May 26, 2008		
	March 25, 2008		

### **POLICY**

Bullying adversely affects the school's ability to educate students, their ability to learn but also can lead to violence and more serious social, emotional or psychological problems for those individuals who are the victims of repeated aggression.

Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g. cyber-bullying) where engaging in bullying has a negative impact on the school climate. Intervention and support will be consistent with a progressive discipline approach.

### **RATIONALE**

The Superior-Greenstone District School Board believes that it is a shared responsibility to create a safe and respectful learning environment and that every student has the right to be treated with dignity. Bullying prevention and intervention strategies foster a positive learning and teaching environment that support academic achievement and well-being for all students. At Superior Greenstone District School Board, we believe that it is everyone's responsibility to stop bullying behaviour in our school community.

### **DEFINITION**

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

- Students who bully are learning to use power and aggression to control and distress others,
- Students who are victimized become increasingly powerless and find themselves trapped in relationships in which they are being abused,
- Students use power in many ways:
  - Size, strength, intelligence, age,
  - Social status,
  - Economic status,
  - Knowledge of another person's vulnerability.

Types of Bullying Behaviour may include, but are not limited to the following:

- Physical: Repeated hitting, kicking, shoving or beating up another person,
- Property: Repeated stealing or damaging another person's property,
- Verbal: Repeated name-calling, mocking, humiliating, teasing, threatening, racist comments, and sexual harassment,
- Social: Repeated rolling of the eyes, excluding others from the group, gossiping, spreading rumours, making another person or persons look foolish and damaging another person's friendships,
- Electronic/Cyber: The repeated use of email, texts, social media sites or any other internet sites to threaten harass, embarrass, socially exclude or damage reputations or friendships,
- Racial/Ethnicity: Repeated aggression directed to a person or persons because of their race, religious background or beliefs; repeatedly saying negative things or name calling about a person's race, religious background, beliefs,
- Sexual: Repeatedly excluding a person or persons because of their gender; repeatedly making rude comments about a person's sexual behaviour; repeatedly making sexist comments or jokes, touching or grapping in a sexual way; repeatedly spreading sexual rumours or name-calling using inappropriate language such as fag or gay,
- Ability: Repeatedly excluding a person or persons or treated them badly because of an ability or need for special education; repeatedly making comments (e.g. jokes) to hurt a person or persons with a disability,
- Homophobic: The repeated ill treatment of another individual based on his/her sexual orientation or perceived sexual orientation, including disclosure of someone else's sexual orientation. Ill treatment may include gossiping, physical or verbal aggression, physical or mental violence, obscene or sexualized gestures, or cyber harassment.

## **Prevention/Intervention and Support Strategies**

### **1.0 Prevention and Awareness Raising**

#### **1.1 Student Leadership Development**

All students should participate in bullying prevention training and leadership initiatives within their schools. These include, but are not limited to:

- Daily classroom teaching with curricular links,
- Character Education Initiatives,
- Mentoring programs,
- Student Leadership Activities (either school based or board wide e.g. Student Senate),
- Student Voice initiatives,
- Citizen Development,
- Healthy Lifestyles Initiatives,
- Social Skills Development,
- Student Success Initiatives.

## 1.2 Positive School Climate

A positive school climate is defined by the Ministry of Education as “the sum total of all the personal relationships within the school”. A positive school climate is founded on mutual acceptance, inclusion, and is modeled by all its members creating a culture of respect.

## 2.0 Intervention and Support Strategies

### 2.1 School Based Bullying and Intervention Plan

All schools must review and if required revise their existing school-wide Bullying Prevention and Intervention plans and protocols **must** be referenced in the School Improvement Plan. The School Bullying Prevention and Intervention Plan shall be communicated yearly to all members of the school community.

Components of these plans must include the following:

- The definition of *bullying*,
- Analysis of the school climate survey,
- Prevention and awareness-raising strategies,
- Intervention and support strategies, including plans to protect victims,
- Reporting requirements,
- Training strategies for members of the school community,
- Equity and inclusive education strategy,
- Communication and outreach strategies,
- Monitoring and review processes.

### 2.2 Climate for Learning and Working Team (Safe School Teams)

Each school must have in place a safe schools team responsible for school safety that is composed of at least one student (where appropriate), one parent, one teacher one non-teaching staff member, one community partner and the principal. An existing school committee can assume this role.

### 2.3 Intervention Strategies

Intervention strategies could range from early intervention to more intensive interventions in cases of persistent bullying, with possible referral to community or social services.

For a student with special education needs, intervention supports and consequences must be consistent with the student’s strengths, needs, goals and expectations contained in his/her Individual Education Plan (IEP).

All board employees must take seriously all allegations of bullying behavior and act in a timely manner when responding to students who disclose or report bullying incidents.

All board employees who work directly with students – including administration, teachers, educational assistants, non-teaching staff (also includes, social

workers and child and youth workers) must respond to any student behaviour that is likely to have a negative impact on the school climate. Such behaviour includes all inappropriate and disrespectful behaviour at any time at school and at any school-related events even if, in the employee's opinion, it is safe to respond to it, in accordance with subsection 300.4 of Part XIII of the Education Act and Ontario Regulation 472/07.

Intervention requires appropriate and timely responses and should be done in ways consistent with a **progressive discipline approach**. This may include early and ongoing intervention strategies such as:

- Contact with parent(s), guardian(s),
- Review of expectations,
- Academic or non-academic activities with a learning component,
- Referral to counseling,
- Consultation with outside agencies.

### **3.0 Staff, Student, Parent Responsibilities**

All members of the school community have responsibility for bullying prevention and for addressing bullying when it occurs. Although this responsibility rests with all member of the school community some members have responsibility to provide leadership.

### **4.0 Suspension**

In recognition of the importance of addressing bullying, which can have a significant negative impact on student safety, learning and the school climate, bullying may result in a suspension.

### **5.0 Safe Schools Teams**

Each school must have a Safe School Team that is composed of at least one student (where appropriate), one parent, one teacher, one support member, one community partner and the principal. The team must have a staff chair. An existing school committee can assume this role.

Reference:

PPM 144: Bullying Prevention and Intervention (Revised October 19, 2009)

<i>Section</i>	SCHOOLS AND STUDENTS		
<i>Policy Name</i>	PROGRESSIVE DISCIPLINE AND SCHOOL SAFETY <u>Management Guideline Applies</u>		535
<i>Board Approved:</i>	_____ June 22, 2010 January 22, 2008	<i>Reviewed:</i> June 7, 2016 May 31, 2010 February 1, 2010 January 25, 2010	<i>Review by:</i> December 2021 <del>December 2015</del>

### ***Rationale***

Superior-Greenstone District School Board is committed to the success of every student. We believe in an inclusive education system in which all students, parents and other members of the school community are welcomed and respected. Respect for diversity is essential in all our schools to meet the needs of our learners. (*Superior-Greenstone DSB Strategic Plan, 2012*).

This policy is written in accordance with the:

- Education Act, Ontario Regulation 472/07 and Regulation 181/98,
- English Language Learners 2007,
- Ontario First Nation Metis Inuit and Policy Framework 2007,
- Ontario's Equity and Inclusive Education Strategy 2009,
- Caring and Safe Schools in Ontario, Ministry of Education 2010,
- Supporting Students with Special Education Needs through Progressive Discipline, K-12 2010,
- Bill 13 and the Policy Program Memoranda (PPM's):
  - 119 (Equity and Inclusive Education),
  - 128 (Provincial and School Board Codes of Conduct),
  - 141 (Programs for Long Term Suspension),
  - 142 (Expulsion Programs),
  - 144 (Bullying Prevention),
  - 145 (Progressive Discipline),
  - Provincial Code of Conduct,
  - Superior Greenstone Code of Conduct.

Relevant Ministry of Education strategies and initiatives, such as Student Success, Character Development and Ontario's Mental Health and Addictions Strategy and the following guiding principles.

- i. Effective schools support the development of a safe and positive school environment through leadership, school climate, high expectations for learning, instructional and curriculum focus, assessment and evaluation of student success, parent/guardian/community involvement and support and staff development.
- ii. A positive school climate is a crucial component of prevention; it may be defined as the sum total of all of the personal relationships within a school. When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm.

- iii. The improvement of learning outcomes for all students.
- iv. That each individual is important and unique and should be empowered to contribute positively to the school community;
- v. The encouragement of all students to be positive leaders in their community.
- vi. Responsibility and ownership for a safe learning environment must be assumed by all members of the school community.
- vii. Prevention and intervention programs are essential to teaching appropriate behaviours and self-discipline, including bullying prevention programs that address discrimination.
- viii. Educators and community members have a responsibility to work in partnership to develop self-directed, life-long learners.
- ix. The fair treatment of others, regardless of their race, ancestry, place of origin, ethnicity, culture, colour, citizenship, religion, creed, gender, gender identity, sexual orientation, family or socio-economic status, age, ability, and/or any other immutable characteristic.

The *Human Rights Code* of Ontario has primacy over provincial legislation and school board policies and procedures, such that the *Education Act*, regulations, Ministry of Education PPM, and board policies and procedures are subject to, and shall be interpreted and applied in accordance with the *Human Rights Code* of Ontario.

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

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

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

### Progressive Discipline

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

- Inappropriate sexual behavior
- Gender-based violence
- Homophobia

- Harassment on the basis of:
  - Sex,
  - Gender identity,
  - Sexual orientation
  - Race,
  - Colour
  - Ethnicity
  - Culture
  - Citizenship
  - Ancestry
  - Origin
  - Religion
  - Creed
  - Family status
  - Socioeconomic status
  - Disability.

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

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

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

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

## **PROCEDURES**

### **1.0 Positive Practices**

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

#### **1.1 Preventative practices include:**

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

1.2 Positive behaviour management practices may include:

- Program modifications or accommodations
- Class placement
- Positive encouragement and reinforcement
- Individual, peer and group counselling
- Conflict resolution/ Dispute resolution
- Mentorship programs
- Promotion of healthy student relationships
- Sensitivity programs
- Safety Plans
- School, Board and community support programs; and
- Student success strategies.

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

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

## 2.0 Progressive Discipline

2.1 Progressive discipline **may include** early and/or ongoing intervention strategies such as:

- Contact with the pupil's parent(s) / guardian(s)
- Oral reminders
- Review of expectations
- Written work assignment with a learning component
- Volunteer service to the school community
- Peer mentoring
- Referral to counselling
- Conflict mediation and resolution; and/or
- Consultation.

2.2 Progressive discipline **may also include** a range of interventions, supports and consequences when inappropriate behaviours have occurred, with a focus on improving behaviour, such as one or more of the following:

- Meeting with the pupil's parent(s)/guardian(s), pupil and principal

- Referral to a community agency for support services
- Detentions
- Partial/full removal of privileges
- Withdrawal from class
- Restitution for damages
- Restorative practices; and/or
- Transfer.

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

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

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

An exclusion from the school pursuant to section 265(1)(m) of the *Education Act* shall only be effected in accordance with the *Education Act*, the board's Exclusion Policy and Exclusion Procedures and consistent with the *Human Rights Code*. A pupil shall not be excluded from the school pursuant to section 265(1)(m) of the *Education Act* as a disciplinary measure.

PPM 145 (page 4) states that if a principal does decide that it is necessary to exclude a student from the school, he or she is expected to notify the student's parents of the circumstances of the exclusion as soon as possible, and to inform them of their right to appeal under clause 265(1)(m).

### **3.0 Suspension**

3.1 The infractions for which a suspension may be imposed by the principal include:

- 3.1.1 Uttering a threat to inflict serious bodily harm on another person;
- 3.1.2 Possessing alcohol, illegal and/or restricted drugs;
- 3.1.3 Being under the influence of alcohol;
- 3.1.4 Swearing at a teacher or at another person in a position of authority;
- 3.1.5 Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
- 3.1.6 Bullying;
- 3.1.7 Any act considered by the principal to be injurious to the moral tone of the school;
- 3.1.8 Any act considered by the principal to be injurious to the physical or mental well-being of members of the school community; or
- 3.1.9 Any act considered by the principal to be contrary to the Board or school code of conduct.

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

A principal who suspends a pupil under section 306 (Bill 212 Progressive Discipline and School Safety) make all reasonable efforts to inform the pupil's parent or guardian of the suspension within 24 hours of the suspension being imposed, unless the pupil is at least 18 years old, or is 16 or 17 and has withdrawn from parental control.

#### **4.0 Mitigating-and Other Factors**

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

##### **4.1 Mitigating Factors**

The mitigating factors to be considered by the principal are:

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

##### **4.2 Other factors to be considered are:**

- 4.2.1 The pupil's academic, discipline and personal history;
- 4.2.2 Whether other progressive discipline has been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;
- 4.2.3 Whether the infraction for which the pupil might be disciplined was related to any harassment of the pupil because of race, colour, ethnic origin, place of origin, religion, creed, disability, gender or gender identity, sexual orientation or harassment for any other reason;
- 4.2.4 The impact of the discipline on the pupil's prospects for further education;
- 4.2.5 The pupil's age;
- 4.2.6 Where the pupil has an IEP, or disability related needs;
  - a) Whether the behaviour causing the incident was a manifestation of the pupil's disability;

- b) Whether appropriate individualized accommodation has been provided, and;
- c) Whether a suspension is likely to result in aggravating or worsening the pupil's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct, and;

4.2.7 Whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school

## 5.0 Expulsion

Under the Safe Schools legislative changes that came into effect on February 1, 2008, the principal is required to suspend a student for up to 20 school days if the principal believes that the student has engaged in an activity for which the student might ultimately be expelled by the school Board. This clause provides for the removal of the student from the school while allowing the principal to investigate the incident and decide whether to recommend to the board that the student be expelled.

5.1 The infractions for which a principal **may consider** recommending to the Board that a pupil be expelled from the pupil's school or from all schools of the Board include:

- 5.1.1 Possessing a weapon, including possessing a firearm;
- 5.1.2 Using a weapon to cause or to threaten bodily harm to another person;
- 5.1.3 Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- 5.1.4 Committing sexual assault;
- 5.1.5 Trafficking in weapons, illegal or restricted drugs;
- 5.1.6 Committing robbery;
- 5.1.7 Giving alcohol to a minor;
- 5.1.8 An act considered by the principal to be significantly injurious to the moral tone of the school and/or the physical or mental wellbeing of others;
- 5.1.9 A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others;
- 5.1.10 Activities engaged in by the pupil on or off school property that causes the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;
- 5.1.11 Activities engaged in by the pupil on or off school property that have caused extensive damages to the property of the Board or to goods that are/were on Board property;
- 5.1.12 The pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper; or
- 5.1.13 Any act considered by the principal to be a serious violation of the Board or school Code of Conduct.

- 5.1.14 Where a student has no history of discipline or behaviour intervention, or no relevant history, a single act, incident or infraction considered by the principal to be a serious violation of the expectations of student behaviour and/or serious breach of the Board or school code of conduct.

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

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

## 5.2 Mitigating Factors and Other Factors

The Education Act requires the principal to consider mitigating and other factors in determining the length of the suspension and in determining whether to recommend expulsion.

For the purpose of the Progressive Discipline and School Safety Procedures, the Board interprets the provision of the *Education Act* and Regulations in a broad and liberal manner consistent with the *Human Rights Code*. The principal and/or Discipline Committee of the Board shall consider whether or not the discipline will have a disproportionate impact on a pupil protected by the *Human Rights Code* and/or exacerbate the pupil's disadvantaged position in society.

If, on concluding the investigation, the principal decides not to recommend to the Board that the pupil be expelled, the principal shall:

- a) Confirm the suspension and the duration of the suspension;
- b) Confirm the suspension but shorten its duration, even if the suspension has already been served, and amend the record of the suspension accordingly; or
- c) Withdraw the suspension and expunge the record of the suspension, even if the suspension has already been served.

## 5.3 Principal Investigation

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

## 6.0 Appeal

Where a pupil's parent/guardian or the pupil, if 18 or older or 16 or 17 and has removed him/herself from parental control, disagrees with the decision of a principal to suspend the pupil, that pupil's parent/guardian or the pupil, if 18 or older or 16 or 17 and removed

from parental control, may appeal the principal's decision to suspend the pupil, in accordance with the *Human Rights Code*, the Board's Progressive Discipline and School Safety Procedures and Suspension Appeal Guidelines.

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

## **7.0 Superintendent Responsible for Student Discipline**

The Superintendent of Education shall have the procedural powers and duties outlined in the Progressive Discipline and School Safety-Procedures.

## **8.0 Discipline Committee**

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

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

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

## **9.0 Victims of Serious Student Incidents**

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

## References

The Education Act; Keeping our Kids Safe at School (Bill 157) 2009

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

The Child and Family Services Act; Ontario 1990

The Trespass Act; Ontario 2009

Superior-Greenstone DSB Police Protocol

Superior-Greenstone DSB Board Policies:

101 - Vision Statement

102 - Mission Statement

103 – Goal Statement

301 - Student Transportation

501 – Visitors to School

503 – Interviewing Students

505 - Field Trips & Excursions

510 - Suspected Child Abuse

515 – School Community Council

516 - Safe Arrivals Program

520 - Safe Schools System Expectations

525 – Bullying and Intervention Strategies

536 Equity and Inclusion

720 – Workplace Violence

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

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<i>Section</i>	SCHOOLS AND STUDENTS	
<i>Policy Name</i>	INTERVIEWING STUDENTS	503
<hr/>		
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review by:</i>
_____ October 18, 2011 March 12, 1999	September 6, 2016 September 26, 2011 January 20, 2003 June 20, 2006	December 2021 <del>December 2016</del>

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### ***POLICY***

The Superior-Greenstone District School Board acknowledges its responsibility to act in the best interests of a student in the absence of his/her parent(s) or guardian(s).

### ***DEFINITIONS***

***“In Loco Parentis”***– The legal doctrine under which an individual assumes parental rights, duties, and obligations without going through the formalities of legal adoption.

### ***PROCEDURES***

#### **1.0     Contacting Parent**

Before a student, who is a minor, is interviewed at the school by any outside authority (i.e. police), the prior consent of a parent or guardian must be sought.

#### **2.0     In Loco Parentis**

Where a parent or guardian cannot be contacted to obtain this consent, it should be insisted that the Principal, Vice-Principal or a teacher be present during the interview.

#### **3.0     Waived or Invoked**

Where a parent or guardian can be contacted but is unable to attend at the school, then No. 2.0 as above can be waived or invoked at the direction of the parent or guardian.

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

<i>Section</i>	SCHOOLS AND STUDENTS		
<i>Policy Name</i>	SUSPECTED CHILD ABUSE	510	
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review by:</i>	
June 15, 2009	September 6, 2016	December 2021	
March 12, 1999	March 30, 2009	<del>December 2014</del>	
	April 2004		

### ***POLICY***

The Superior-Greenstone District School Board is committed to the prevention of and protection against child abuse or neglect. The purpose of this policy is to ensure compliance with the mandatory reporting requirements under the Child and Family Services Act (CFSA) 1990 (as amended) to report suspected cases of child abuse involving students under the age of 16 years to the appropriate Children's Aid Society.

### ***PROCEDURES***

#### **1.0 Duty to Report**

Every employee and any person, including those performing professional or official duties with respect to children, who has reasonable grounds to suspect that a child is in, or may be, in need of protection must report this information without delay to the appropriate Children's Aid Society.

##### **1.1 Person Must Report Directly**

A person who has a duty to report a matter shall make the report directly to a Children's Aid Society and shall not rely on any other person to report on his or her behalf.

A person who has additional reasonable grounds to suspect that child abuse or neglect may have occurred, or is likely to occur, shall make a further report even if he/she has made previous reports with respect to the same child.

##### **1.2 Individual Making Report**

The individual making the report shall inform the Principal immediately.

The duty of a person, including those performing professional or official duties with respect to children, to make a report overrides the provisions of any other provincial statute that would otherwise prohibit the professional or official from disclosing confidential or privileged information.

In all cases of suspected child abuse or neglect, persons making a report shall respect the privacy of all individuals involved and the confidentiality of all discussions and reports.

No action for making a report shall be instituted against a person who acts in accordance with the duty to report unless the person acts maliciously or without reasonable grounds for the suspicion.

A person performing professional or official duties with respect to children, who does not report the suspicion that a child is in need, or may be in need of protection based on

information obtained in the course of his/her professional/official duties, and is convicted of the offence, is liable to a fine.

**1.3 Responsibility to Report to Supervisory Officers**

1.3.1 The Principal shall inform the Superintendent of Education immediately.

1.3.2 The Superintendent of Education shall inform the Director immediately.

**1.4 Responsibility of the Board**

The Board shall ensure that opportunities exist to educate all students about their right to live without fear of physical, sexual and emotional abuse and neglect and will support disclosure of such abuse.

The Board will educate its employees, volunteers and parents about the issues of abuse and neglect and their duty to maintain safe and abuse-free learning environments.

Where abuse has been reported, the Superior-Greenstone District School Board will cooperate fully with the investigating agency.

**Reference Documents**

Child and Family Services Act, (Section 72) 1990  
Student Protection Act, 2002  
Education Act, Regulation 298

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

<i>Section</i>	SCHOOLS AND STUDENTS		
<i>Policy Name</i>	STUDENT QUESTIONNAIRES		511
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review by:</i>	
October 18, 2011	September 6, 2016	December 2021	
March 12, 1999	September 26, 2011	<del>December 2016</del>	
	April 25, 2006		

### ***POLICY***

The Superior-Greenstone District School Board will permit the administering of questionnaires or surveys to students in its schools provided its established criteria are met.

### ***PROCEDURES***

#### **1.0 Prior Approval**

The Board requires that any questionnaire or survey to students in schools under its jurisdiction must receive prior approval of the school's Principal.

#### **2.0 Purpose and Source**

Any questionnaire or survey must clearly state its purpose and its source, identifying the agency or individual conducting the inquiry.

#### **3.0 Use of Information**

The use that the information thus gathered will be put to must be clearly specified.

#### **4.0 Student Identification**

No questionnaire or survey may require that a student identify himself/herself other than in broad terms (i.e. grade level, sex, age, etc.)

#### **5.0 Advance Copy**

Where an external agency is requesting permission to conduct a survey or issue a questionnaire, a copy must be provided in advance to the school Principal and the appropriate Supervisory Officer.

#### **6.0 Approvals for External Agencies**

External agencies requesting permission to administer questionnaires or conduct surveys must have approval of a Supervisory Officer as well as the school Principal.

#### **7.0 Voluntary Involvement**

Unless otherwise directed by a senior administrator, involvement in the administering of questionnaires or surveys is voluntary on the part of teachers and students.

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

<i>Section</i>	SCHOOLS & STUDENTS		
<i>Policy Name</i>	SABRINA'S LAW – (ANAPHYLAXIS)		524
<i>Board Approved:</i>	<u>                                </u> October 26, 2009 November 17, 2009	<i>Reviewed:</i> September 6, 2016 June 10, 2009	<i>Review by:</i> December 2021 <del>December 2014</del>

### ***POLICY***

The Superior-Greenstone District School Board is committed to providing and maintaining a healthy and safe environment for all students and staff. In particular, this includes all those who may be susceptible to anaphylaxis.

The Board will work together with parents/guardians, health care professionals and school staffs to reduce the risk of the occurrence of a life-threatening allergic reaction while students are in the care of the school.

This policy is established in accordance with the criteria outlined in *Sabrina's Law – An Act to Protect Anaphylactic Pupils*.

### **DEFINITIONS**

***“anaphylaxis”*** the term used to describe a severe systemic allergic reaction which can be fatal, resulting in circulatory collapse or shock

### **PROCEDURE**

Every school principal will establish a school anaphylactic plan which includes procedures for the following:

- The development and maintenance of strategies that reduce the risk of exposure to anaphylactic causative agents in classrooms and common school areas.
- General communication plans for the dissemination of information on life-threatening allergies to parents, students and staff of the school.
- Specific communication plans to communicate relevant information concerning type of allergy, monitoring and avoidance strategies and appropriate treatment to all persons who may supervise students who have been identified as anaphylactic students.
- Annual training for all staff, and where applicable, for volunteers on dealing with life threatening allergies.
- An emergency procedure plan for each identified anaphylactic student.
- A system that ensures that a comprehensive and current file that contains relevant treatment and other information is kept on each identified anaphylactic student.
- A system that maintains a current emergency contact list for each identified anaphylactic student.

- Storage for additional epinephrine auto injectors.
- Registration procedures that require that parents supply information on life-threatening allergies.

Every school principal shall:

- Ensure that the necessary Forms related to medical/health issues are completed and updated annually.

The Individual Plan shall include:

- Details informing school staff and others who are in direct contact with the student on a regular basis of the type of allergy, monitoring and avoidance strategies and appropriate treatment.
- A readily accessible emergency procedure for the student, including emergency contact information.
- Storage for epinephrine auto-injectors, where necessary.

Reference

*An Act to Protect Anaphylactic Pupils: Sabrina's Law, 2005, S.O. c.7*

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

<i>Section</i>	PERSONNEL		
<i>Policy Name</i>	RECRUITMENT, SELECTION & HIRING <i>Management Guideline Applies</i>		704
<i>Board Approved:</i>	<u>                    </u> March 22, 2011 March 12, 1999	<i>Reviewed:</i> September 6, 2016 February 28, 2011 February 20, 2007	<i>Review By:</i> December 2021 <del>December 2016</del>

### ***POLICY***

It is the policy of the Superior-Greenstone District School Board to follow fair and equitable recruitment, selection and hiring practices.

### ***PROCEDURES***

#### **1.0 Employment Equity**

The procedures and practices relating to recruitment, selection and hiring shall reflect the Board's commitment to Employment Equity.

#### **2.0 Openness**

Full and open communication of the Board's recruitment, selection and hiring procedures for all employees and applicants is to be followed.

#### **3.0 Applicant Pool**

The Board shall endeavour to take full advantage of a broad spectrum of human resources by attempting to attract and give equal consideration to, qualified applicants from all sources.

#### **4.0 Guidelines**

The Board shall establish and use clear guidelines for those involved in the selection process that will strive to eliminate systemic discrimination.

#### **5.0 Best Candidate**

The Board's goal in recruitment shall be to select the candidate whose skills most closely match the requirements of the job.

#### **6.0 Regulation**

The Board shall make every effort to meet all legal and legislative requirements involved in hiring.

#### **7.0 Consistency**

The Board shall strive to achieve consistency throughout its operations in the treatment of applicants through a Staff Recruitment Management Guideline.

#### **8.0 Criteria**

The Board shall demand that selection decisions are based in every case on measurable criteria that are laid out in advance of the process by the hiring team.

**9.0 Handbook**

The Board shall direct that the Management Guideline dealing with staff recruitment be the accepted vehicle to achieve implementation of this policy.

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

<i>Section</i>	PERSONNEL	
<i>Management Guideline</i>	RECRUITMENT, SELECTION & HIRING	
<i>Applicable Policy</i>	RECRUITMENT, SELECTION & HIRING	704
<hr/>		
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review By:</i>
March 22, 2011 February 20, 2007	September 6, 2016 February 28-2011	December 2021 <del>December 2016</del>

### *HANDBOOK*

See attached as parts:

- 1.0    [Advertising](#)
- 2.0    [Formation of Selection Committee](#)
- 3.0    [Short List](#)
- 4.0    [The Interview](#)
- 5.0    [Notification to Successful and Unsuccessful Candidates](#)

[Appendix A:](#) Reference Check Form

[Appendix B:](#) Short List Template

[Appendix C:](#) Board Timed Interview Template

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

<i>Section</i>	PERSONNEL	
<i>Management Guideline</i>	RECRUITMENT, SELECTION & HIRING	
<i>Applicable Policy</i>	RECRUITMENT, SELECTION & HIRING	704
<hr/>		
<i>Board Approved:</i>	<i>Reviewed: September 27, 2010</i>	<i>Review Before: December 2015</i>
	May 9, 2000	

### ***RATIONALE***

The Superior-Greenstone District School Board is an equal opportunity employer who will:

- Select the best candidate for the job;
- Establish clear, consistent, guidelines in the selection process;
- Ensure that a potential employee related to an existing employee, or a member of the Board, is neither prejudiced against, nor favoured in the hiring process;
- Collect all information requested under the *Freedom of Information and Protection and Privacy Act*

### ***1.0 Advertising***

- 1.1 All advertisements and postings for vacant positions will invite applications to be directed to the ~~Co-ordinator of Human Resource Services~~, **Human Resources Administrator** unless determined otherwise.
- 1.2 The ~~Co-ordinator of Human Resource Services~~ **Human Resources Administrator** will receive all notices of job vacancies.
- 1.3 Once notified of a job vacancy, the ~~Co-ordinator of Human Resource Services~~ **Human Resources Administrator** will update the advertising template in consultation with the Supervisor responsible for the vacant position.
- 1.4. All job vacancies shall clearly state:
  - a due date for application
  - a smoke-free work place
  - an equal opportunity employer

### ***2.0 Postings***

- 2.1 The job vacancy will be posted as required by collective agreements
- 2.2 The ~~Co-ordinator of Human Resource Services~~ **Human Resources Administrator** will make available to interested candidates an updated job description upon request.

### **3.0 Applications**

- 3.1 All valid applications must be received, in the board office, by ~~Co-ordinator of Human Resource Services~~ **Human Resources Administrator**, on or before the due date. As determined by ~~Co-ordinator of Human Resource Services~~ **Human Resources Administrator**, some applications may be directed to the appropriate supervisor.

### **4.0 Formation of Selection Committee**

Purpose: The Selection Committee will be responsible for the selection process, from the establishment of the Selection criteria through to the selection and recommendation to the Board of the successful candidate.

The ~~Co-ordinator of Human Resource Services~~ **Human Resources Administrator** will be responsible for establishing the Selection Committee in consultation with the immediate supervisor.

The Selection Committee should consist of at least three (3) members and should include:

- the immediate supervisor, or designate, of the position being filled;
- an administrator from the Board who is not in the same work location as the opening.

All Selection Committees shall have male and female representation, when possible.

Once applications are received, should a declared conflict of interest be evident, an alternate member will replace the member in conflict until the conflict no longer exists.

### **5.0 Short List**

Purpose: The Selection Committee shall ensure all applications are processed in a fair and consistent manner and ensure that those interviewed meet the minimum required qualifications for the position.

Only applicants to be considered for the interview process will be acknowledged by the ~~Co-ordinator of Human Resource Services~~ **Human Resources Administrator**.

The Selection Committee will screen all applications based on the process developed by the Human Resources Department.

The same screening criteria and forms will be used for all applications.

The Selection Committee shall obtain a list of names and addresses for references and qualifications checks and a signed consent from the short listed candidates to contact those individuals and institutions listed. Reference checks for all short listed candidates shall be carried out by the Human Resource Department, or designate, at a time decided upon by the selection committee ([Appendix A](#)).

All forms and documentation used during the initial screening process will be filed with the resume, for three (3) months, and held by the Chair of the Selection Committee.

If, after initial screening, it is determined that no candidate meets the minimum requirements, the position will be re-advertised.

The individual conducting reference checks will refer to a list of questions or information that can be asked under the Human Rights legislation to avoid any legal problems (Appendix A).

## **6.0     *The Interview***

The Chair of the Selection committee should be the immediate supervisor for the vacant position.

The Chair, along with the members of the Selection Committee, shall develop criteria for short-listing candidates based on a standard job description and a standard short-listing template

Once the short list has been established, the Selection Committee will create a set of interview questions with possible answers, based on, but not limited to, the board bank of interview questions. Following interviews, all questions will be filed with the Human Resources Department.

All jobs should have an appropriate standard practical assignment, developed from the Board pool, given as part of the selection process. Practical assignments will be filed with the Human Resources Department.

The selection criteria shall:

- be measurable;
- be documented;
- meet all legal requirements;
- be used consistently for all candidates;
- be valid, genuine, and reasonable for job requirements.

Each interview will have a preamble written by the chair based on the board timed interview template ([Appendix C](#)).

All candidates for positions of support staff and teaching staff will be given the opportunity to have a copy the questions given to them in written form at the beginning of the interview. Copies are returned at the end of the interview.

In all interviews, candidates will be provided with pen and paper.

All candidates will be asked the same questions and complete the same standard, practical assignments, if applicable.

The practical assignment will be conducted after the interview and will be the same for all candidates.

**7.0 Notification to Successful and Unsuccessful Candidates**

1. The chair of the selection committee will notify the successful candidate.
2. The candidate will be asked to provide evidence of a recent criminal Reference Check.
3. The unsuccessful short-listed candidates will be notified by telephone by the Chair, (or designate) of the selection committee that the position has been filled.
4. The chair will be responsible for the recommendation in writing to the ~~Co-ordinator of Human Resource Services~~ Human Resources Administrator by way of the "Recommendation for Appointment" form.

**APPENDIX A****Superior-Greenstone District School Board****REFERENCE CHECK FORM**

For the position of: \_\_\_\_\_

Person Contacted: \_\_\_\_\_

Date: \_\_\_\_\_

Position held while in your employ: \_\_\_\_\_

Dates of employment: \_\_\_\_\_

Reason for Leaving: \_\_\_\_\_

<i>Attribute</i>	<i>-1</i>	<i>0</i>	<i>+1</i>	<i>Comments</i>
Knowledge and skill in position				
Planning and organizational skills				
Ability to work with the public				
Ability to work with those in authority				
Co-workers				
Students				
Dependability including punctuality and attendance				
Initiative				
Respect for confidentiality				
Leadership potential				
Teaching ability or skill level				

Would you hire this person for this position? ☐ Yes ☐ NoDid you know your name was given as a reference for this candidate? ☐ Yes ☐ No

Date of Call: \_\_\_\_\_

Phone Number Called: \_\_\_\_\_ Time of Call: \_\_\_\_\_ ☐ a.m. ☐ p.m.

Signature of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Candidate's Name: \_\_\_\_\_

**APPENDIX B**

## Short List Template

## Point Count Explanation

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Resume:	0	poor resume - spelling or no covering letter, not typed, etc.
	1	adequate resume - all components, no spelling errors
	2	good resume - all components, no spelling errors, well laid out
	3	excellent resume - all of the above plus excellent presentation
Experience: 0		no experience
	1	some experience
	2	meets/exceeds criteria
Education:		Define criteria based on advertisement, i.e.: post secondary education preferred.
	0	no high school diploma
	1	minimum high school diploma
	2	some post secondary education
	3	completed post secondary education
	4	post graduate work
Skills:		Define skills required based on advertisement requirements, i.e.: computer.
Computer Skills:	0	no computer skills
	1	word processing experience
	2	word processing experience in a windows environment plus spreadsheet or database
	3	extensive computer skills
Advertisement:	0	did not apply in duplicate
	1	applied in duplicate
References: 0		no references
	1	at least two references
	2	at least two references plus written authorization

## Short List Template

## Applications for the position of

[illegible]

## Short List Template

Applications for the position of \_\_\_\_\_

#	INCUMBENT					TOTAL
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						

**APPENDIX C**  
**Board Timed Interview Template**

(Name of School)

(Position Title) Interview - (Date)

**PREAMBLE BY: (Chair's Name)**

(Candidate's Name)

- 1.0 Introduce the candidate to the interview panel. Clarify position and school for which they are being interviewed.
- 2.0 You will have a maximum of \_\_\_\_ minutes for the formal portion of this interview.
- 3.0 There are a series of prepared questions - \_\_\_\_ in all -, which are the same for all candidates. Members will be recording your answers for later reference.
- 4.0 You are working within a time limit. It is important to keep this time limit in mind as you answer the questions.
- 5.0 At the conclusion of the formal questions, you will have an opportunity for a brief (maximum of two minutes) summary or closing statement if you wish.
- 6.0 The formal portion of this interview will now begin and will conclude at \_\_\_\_\_ whether or not all questions have been answered.

**CONCLUSION BY: (Chair's Name)**

(Candidate's Name)

- a) The formal questions are now concluded.
- b) You have an opportunity to make a brief summary statement to a maximum of two minutes, after which you will be provided with details regarding the selection process, etc.
- c) Position → Permanent \_\_\_\_\_ temporary \_\_\_\_\_ ?  
→ Effective \_\_\_\_\_
- d) Process → Decision \_\_\_\_\_  
→ Recommendation to the Board on \_\_\_\_\_

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Report No:** 49

**Date:** September 26, 2016

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

**FROM:** Dianne Williams, Manager of Accounting Services

**SUBJECT:** Interim Reports Schedule for 2016/17

**STRATEGIC  
PRIORITY:** Responsible Stewardship of Resources

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**Background**

Interim Reports are produced in order to provide management and the board of Trustees with a clear understanding of the status of the current year's budget versus actual expenditures to date. They also provide an outlook for the remainder of the year.

**Current Situation**

Our interim financial reports for 2016/17 will be provided as follows:

1 <sup>st</sup> Interim Report	January 23, 2017
2 <sup>nd</sup> Interim Report	May 22, 2017
3 <sup>rd</sup> Interim Report	August 21, 2017

**Administrative Summary**

The report entitled, Interim Reports Schedule for 2016/17 Report is presented to the Board for information.

Respectfully submitted,

Dianne Williams  
Manager of Accounting Services

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD****Report No: 50****Date:** September 26, 2016**TO:** Chair and Members of the  
Superior-Greenstone District School Board**FROM:** Cathy Tsubouchi, Superintendent of Business and Treasurer**SUBJECT:** Enrolment Summary as of September 15, 2016**STRATEGIC****PRIORITY:** Responsible Stewardship of Resources**Current Situation**

The enrolment of September 15, 2016 is summarized below:

<b>ELEMENTARY SCHOOLS</b>	<b>BUDGET FTE October 31, 2016</b>	<b>ACTUAL FTE September 15, 2016</b>	<b>VARIANCE</b>
B.A. Parker Public School	126.00	131.00	5.00
Beardmore Public School	26.00	28.00	2.00
Dorion Public School	43.00	46.00	3.00
George O'Neill Public School	106.00	109.00	3.00
Manitouwadge Public School	38.00	42.00	4.00
Margaret Twomey Public School	209.00	211.00	2.00
Marjorie Mills Public School	73.00	70.00	-3.00
Nakina Public School	16.00	18.00	2.00
Red Rock Public School	14.00	14.00	0.00
Schreiber Public School	50.00	45.00	-5.00
Terrace Bay Public School	69.00	68.00	-1.00
<b>Total Elementary Enrolment</b>	<b>770.00</b>	<b>782.00</b>	<b>12.00</b>
<b>SECONDARY SCHOOLS</b>	<b>BUDGET FTE October 31, 2016</b>	<b>ACTUAL FTE September 15, 2016</b>	<b>VARIANCE</b>
Geraldton Composite High School	200.63	215.50	14.87
Lake Superior High School	89.00	94.00	6.00
Manitouwadge High School	78.75	53.75	-25.00
Marathon High School	171.50	181.50	10.00
Nipigon Red Rock High School	174.75	163.00	-11.75
<b>Total Secondary Enrolment</b>	<b>714.63</b>	<b>707.75</b>	<b>-6.88</b>
<b>Total Board Enrolment</b>	<b>1,484.63</b>	<b>1,489.75</b>	<b>5.12</b>

**Administrative Summary**That the report entitled *Enrolment Summary as of September 15, 2016* is presented to the Board for information.

Respectfully submitted,

Cathy Tsubouchi,  
Superintendent of Business and Treasurer

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

*"Inspiring our students to succeed and make a difference"*

**Report No: 51**

**Date:** September 26, 2016

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

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

**SUBJECT:** Director's Monthly Report – September 26, 2016

**STRATEGIC**

**PRIORITY:** Student Achievement, Building Relationships, Stewardship of Resources

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1. **PRO Grants for School Councils**

The total amount of PRO Grants for School Councils for which Superior-Greenstone District School Board (SGDSB) has been approved is \$5,000. The following school councils have been approved for funding;

- Dorion Public School - Parents Supporting Student Learning - \$1,000
- Geraldton Composite High School - Indigenous Awareness Event - \$1,000
- Lake Superior High School - Drug and Alcohol Awareness - \$1,000
- Nakina Public School - Math Matters - \$1,000
- Terrace Bay Public School - Family Math Night - \$1,000

The total amount of PRO Grants for Regional/Provincial Projects for which SGDSB has been approved is \$10,000. The following PRO Grant for Regional/Provincial Projects has been approved for our school board:

- 21st Century Classrooms: Connecting with Technology - \$10,000

2. **MHAN Crisis Coverage in the East Roll Out**

The Mental Health and Addictions Nurses (MHAN) in District School Boards Program is a key service investment that is part of Ontario's Comprehensive Mental Health and Addictions Strategy "Open Minds, Healthy Minds" and one of the many deliverables for the initial three year action plan of the strategy aimed at children and youth mental health.

The goals of the program are:

- Providing children, youth and families with fast access to high quality mental health and addictions services through the provision of community based care
- Identifying and intervening in child and youth mental health issues early by providing mental health and addiction supports to district school board staff
- Closing critical service gaps for vulnerable children and youth at key transition points and in remote communities by acting as links between hospital and community and school based services.

SGDSB currently has a MHAN working out of Nipigon Red Rock District High School offering mental health and addiction support to students in both Red Rock and Nipigon. Beginning September 19<sup>th</sup> SGDSB in affiliation with the North West Community Care Access Center will be offering mental health and addiction support to students in Marathon.

3. **A Focus on Attendance: Enhancing Elementary School Engagement Through Positive Attendance**

There is increased recognition that awareness, early intervention, and education in developing positive attendance is essential. Research has shown that attendance is a potential indicator of the larger and more complex issue of school engagement, motivation and a sense of belonging; areas of need which are reflected in the goals of the Board Learning Plan for Student Achievement and Well-Being.

An Attendance Action Plan for the elementary panel has resulted from the increased focus and significant research that has been conducted around supporting positive attendance for students from Kindergarten to grade 8. The action plan contains expectations for the further development of a positive school culture around attendance, including the need to explicitly value positive attendance, the notion that “positive attendance” does not mean “perfect attendance”, and the need to focus on attendance through a strength-based, restorative approach.

Elementary schools have been asked to begin the process of developing an individual Attendance Policy based upon these common expectations and including the voices of students, parents, staff and the community. This will align with the work that the schools are engaging in as they increasingly provide a positive, safe, welcoming and academically challenging environment to students, with the goal of promoting a stronger sense of belonging. We know that positive attendance is one indicator of this sense of belonging.

In addition, expectations for specific communication strategies are reflected in the Action Plan, including increased monitoring of attendance, improved communication and collaboration with families (conferences) and the role of educators in promoting positive attendance. It is important that we continue to focus on the analysis of data to fully understand the reasons for persistent absenteeism; thus two elementary schools will be engaged in specific research that will lead to increasingly targeted approaches to supporting positive attendance. The Action Plan will be in draft form until August 2017, to allow for feedback and enhancements.

**Administrative Summary**

The report entitled, Director’s Monthly Report – September 26, 2016 is presented to the board for information.

Respectfully submitted:

David Tamblyn  
Director of Education

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

*"Inspiring our students to succeed and make a difference"*

**Report No: 52**

**Date:** September 26, 2016

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

**FROM:** Nicole Morden Cormier, Superintendent of Education

**SUBJECT:** 2015-2016 Preliminary EQAO Data and Trends Over Time

**STRATEGIC  
PRIORITY:** Student Achievement and Well-Being

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**Background**

EQAO's tests measure student achievement in reading, writing and mathematics in relation to Ontario Curriculum expectations. The results from EQAO's assessments supplement the data obtained from classroom and other assessments to provide students, parents, teachers and administrators with a clear picture of student achievement and a basis for improvement planning at the student, school, school board and provincial levels. By providing this important evidence about learning, EQAO acts as a catalyst for increasing the success of Ontario students. The preliminary results that are released to schools and school boards in late August are confidential until September 21, 2016, at which time schools and school boards will have access to fully detailed reports. Information will also be available to the public at this time, however to ensure confidentiality of individual student results, schools with fewer than 15 students completing the assessment will not have their results released publically.

**Current Situation**

To date, the following Preliminary Results on the following pages have been released by EQAO to schools and school boards.

[Go to Table 1](#)

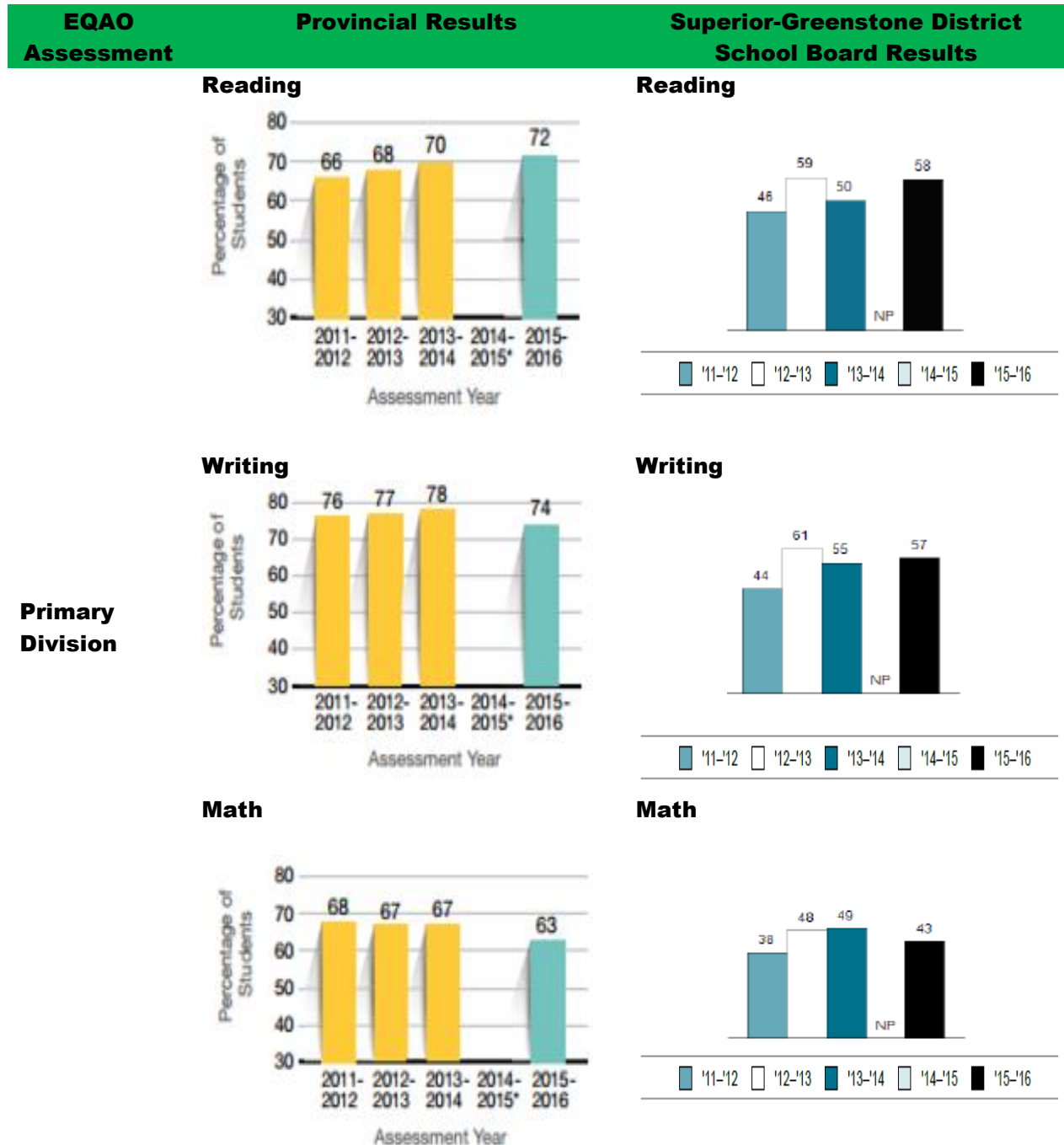
[Go to Table 2](#)

[Go to Table 3](#)

[Go to Table 4](#)

**TABLE ONE**

**Percentage of Primary Division Students Achieving At or Above Provincial Standard  
(Levels 3 and 4) in Reading, Writing and Mathematics Over Time**

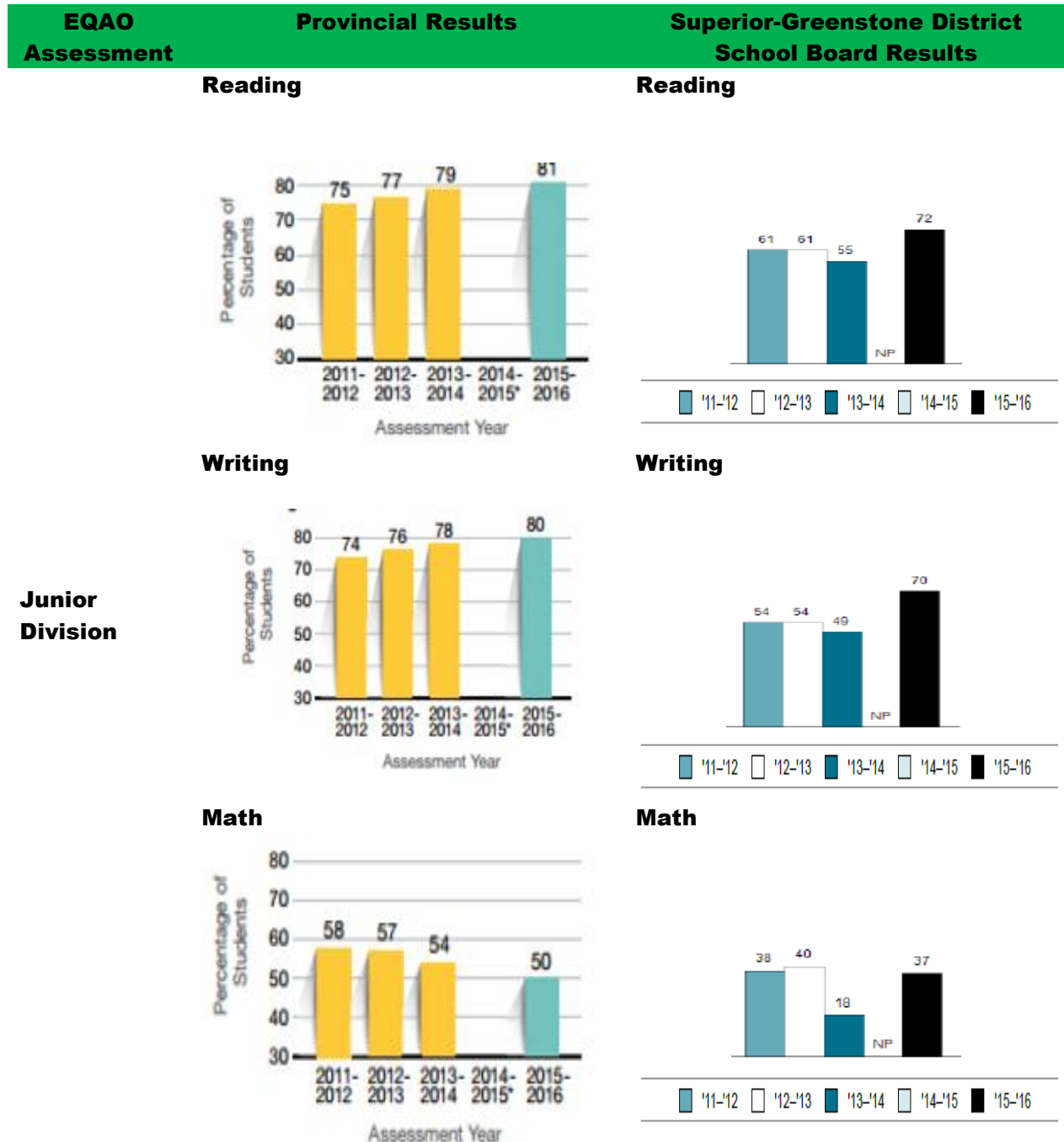


Board results have shown slight growth in both reading (8% growth) and writing (2% growth), while mathematics has shown a decline (6% decline).

Provincial results have shown a small increase in reading (2% growth) and a decline in both writing (4% decline) and mathematics (4% decline).

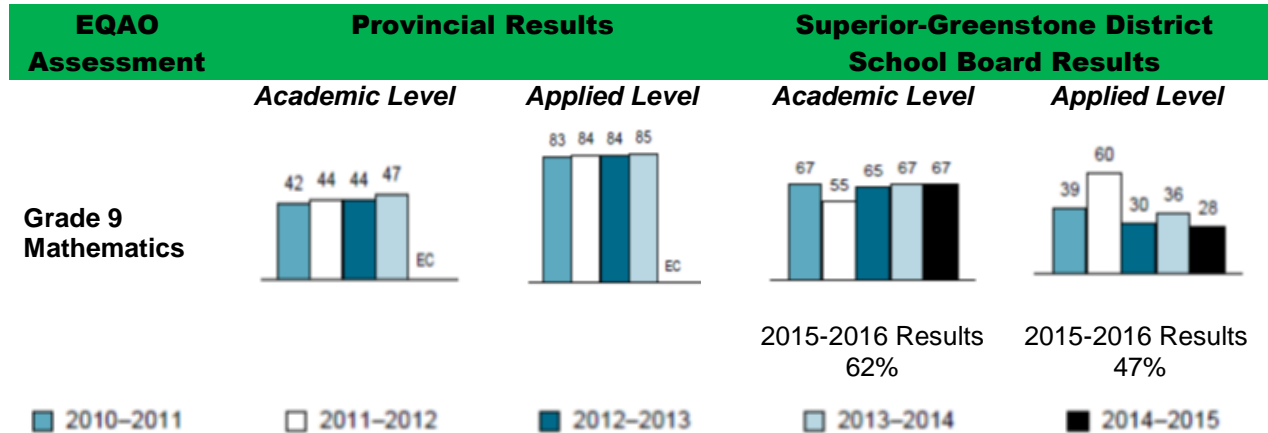
TABLE TWO

**Percentage of Junior Division Students Achieving At or Above Provincial Standard  
(Levels 3 and 4) in Reading, Writing and Mathematics Over Time Over Time**



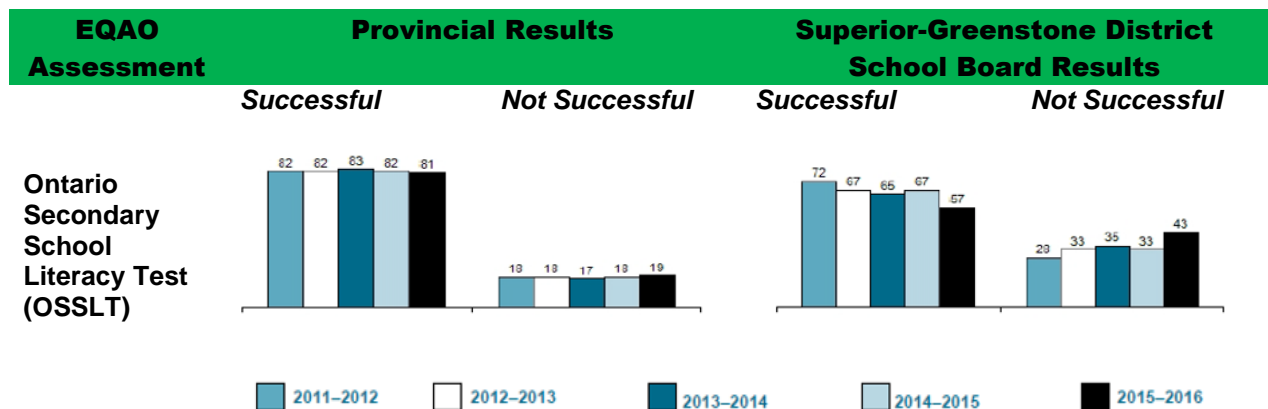
Board results have shown a significant increase in reading (17% growth), writing (21% growth) and mathematics (19% growth).

Provincial results have shown a slight increase in reading (2% growth) and writing (2% growth) and a decline in mathematics (4% decline).

**TABLE THREE****Preliminary Results: Percentage of Grade Nine Students Achieving At or Above Provincial Standard (Levels 3 and 4) in Mathematics Over Time**

The percentage of students in the Academic mathematics stream who scored at Levels 3 and 4 decreased to 62% from 67% in the 2014-2015 school year.

The percentage of students in the Applied mathematics stream who scored at Levels 3 and 4 significantly increased to 47% from 28% in the 2014-2015 school year.

**TABLE FOUR****Achievement Results for Fully Participating First-Time Eligible Students Over Time Ontario Secondary School Literacy Test**

Provincially, 81% of first time eligible students were successful in the March 2016 OSSLT.

57% of Superior Greenstone District School Board students who were first time eligible were successful in the March 2016 OSSLT. This is a decrease from the previous year when 67% of students were successful.

**Next Steps**

Upon the release of the detailed reports, the School Effectiveness and Student Success Teams and individual school teams will engage in deep examination and analysis of the results, determining trends and areas of growth and need. This analysis will be utilized to engage in further planning for the professional learning that will occur in the district in 2016-2017, will form the basis for leadership conversations and goal setting, and will be shared with the Board of Trustees at the October board meeting.

**Administrative Summary**

That the report entitled *Preliminary EQAO Data and Trends Over Time* is presented to the board for information.

Respectfully submitted by:

Nicole Morden Cormier  
Superintendent of Education

Suzanne Eddy  
Student Success Lead

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

*"Inspiring our students to succeed and make a difference"*

**Report No: 53**

**Date:** September. 26, 2016

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

**FROM:** Nicole Morden-Cormier, Superintendent of Education

**SUBJECT:** Renewed Math Strategy

**STRATEGIC  
PRIORITY:** Student Achievement and Well-Being

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**Background**

Our **priority of increasing mathematics achievement continues**, as it does across the province. The **Renewed Math Strategy** is designed to provide new forms of support to all schools, increased support to some schools, and intensive support to a select group of schools with the greatest needs in mathematics. Support will also include a focus on the strengths and needs of students with learning disabilities. In secondary schools, support will centre on students taking compulsory courses in Applied Mathematics.

*The Renewed Math Strategy provides an integrated approach that is responsive to the mathematics learning and teaching experiences of students and educators.*

There are several key messages for this work:

- Having **basic skills is important**. When students do not know or cannot recall their multiplication facts, for example, it is tougher for them to be efficient with higher level skills such as algebra.
- When students learn skills in isolation, they will not necessarily know how to apply them in the real world.
- **Math is Math...** "Old Math" .... "New Math" .... Our Ontario curriculum has been designed to help students **build a solid conceptual foundation** that will enable them to apply their knowledge and further their learning successfully. It advocates for **a balanced approach** between building understanding and developing skills, which includes problem solving, direct instruction, investigation, assessment and practice.

**Current Situation**

The predictions for EQAO achievement made by school staffs for the 2015-2016 assessment were very close to being aligned with the actual results, meaning we know where our students are and have to keep working together to support them and move them forward. There is evidence that the mathematics focused professional learning that has occurred over the past years is having an impact on the instructional practice and content knowledge of our educators, and thus is believed to have improved confidence in mathematics instruction.

**Elementary Lead teachers**, a component of the Renewed Math Strategy, have been voluntarily stepping forward, expressing their interest in continuing to build their own capacity and to act as a support person for their school. Funding has been provided for each Elementary Lead Teacher to receive five release days.

Five teachers from grade 9 applied programs (1 from each of our high schools) met for 2 days in Toronto this summer to participate in a professional learning opportunity. The Renewed Math Strategy has

provided funding to support the continuation of the work, and to include collaborative learning between teachers of grade 7 to 9.

All stakeholders within Superior Greenstone are committed to seeking ways for continuous improvement in student learning. All portfolios, from our Special Education Lead to our Co-Op Coordinator, have a goal within their action plan that helps to support our math strategy. Thus, while the Board Learning Plan for Student Achievement and Well-Being will continue to focus on the goal of improving a sense of belonging for all, it will also contain (as required by the Renewed Math Strategy) specific and measurable goals related to mathematics.

In following up with administrator reflections from their school learning plans, EQAO achievement, and data brought forward from the work we engaged in last year, we have determined that this goal must focus on the Mathematical Process of Communicating. The following theory of action reflects the learning that will be required to achieve our goal:

*If we foster effective communication in our classrooms, then our students will be able to organize and consolidate their mathematical thinking AND analyze the mathematical thinking and strategies of others.* We recognize that the Mathematical Processes are all interconnected, and that they cannot be separated from the knowledge and skills that students acquire throughout their learning. Students must problem solve, communicate, reason, reflect, and so on, as they develop the knowledge, the understanding of concepts, and the skills required. This focus on communication will help us to facilitate meaningful mathematical discourse and connect mathematical thinking so that we can build procedural fluency from conceptual understanding.

### **Next Steps**

It is important for us to deeply analyze the cohort data in order to develop our specific and measurable Board Learning Plan goal for mathematics. We believe that we can make a difference in the achievement of all students and because our student population is small we can carefully analyze our data and track our students as they progress from grade 3 to grade 6 to grade 9. This goal will be collaboratively constructed based upon our data and made available in October.

Support for schools will focus on providing release time for teams of educators to engage and network in professional learning and capacity building opportunities. School leaders and leads have had the opportunity to provide input into our professional learning plan for mathematics. We will be unveiling our elementary professional learning plan on the September 30<sup>th</sup> PD Day.

In elementary, we will **protect a minimum of 60 minutes each day** for teachers to be able to focus on instruction in mathematics. In addition to the 60-minute block, schools will continue to explicitly embed mathematics across the curriculum.

Superior-Greenstone District School Board leaders and educators will continue to work together, fostering learner centred environments where all learners possess an increased sense of belonging and are motivated to learn.

### **Administrative Summary**

*That the reported entitled Renewed Math Strategy is presented to the board for information.*

Respectfully submitted by:

Nicole Morden-Cormier  
Superintendent of Education

Kathleen Schram  
Numeracy System Lead

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

*"Inspiring our students to succeed and make a difference"*

**Report No: 54**

**Date:** September 26, 2016

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

**FROM:** Nicole Morden Cormier, Superintendent of Education

**SUBJECT:** Teacher of English as a Second Language

**STRATEGIC  
PRIORITY:** Student Achievement and Well-Being

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**Background**

In the past number of years, Superior-Greenstone District School Board has been very fortunate to welcome students whose first language is not English. To support educators in developing an understanding of the needs of these students, the Ontario Ministry of Education has provided supports through funding for professional learning, and our district is currently in the process of adopting an English Language Learner Policy and Parent Handbook. To date, these supports have been effective in ensuring a responsive program for students.

**Current Situation**

The community of Marathon has been notified that they have been successful in sponsoring a Syrian Refugee Family. This family has four children who will be entering Margaret Twomey Public School. The language needs of our new students are significant and will require additional programming. In addition, to further support these needs in the classroom and school context, the staff of the school will also require specialized supports.

The Grants provide approximately \$36,000 for English as a Second Language. While we had budget for other supports with this funding, we will be directing it toward salary. In addition, our preliminary enrolment is up from budget; therefore, we will be able to support this request.

**Next Steps**

In order to support the acquisition of both everyday English Language and Academic English Language for the new students and to support classroom educators in the development of responsive programs, a half-time teacher of English as a Second Language is requested.

**Administrative Recommendations**

*That the Superior-Greenstone DSB having received Report No. 54: Teacher of English as A Second Language, approve the addition of a 0.50 FTE English as a Second Language Teacher.*

Respectfully submitted by:

Nicole Morden Cormier  
Superintendent of Education