

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Board Policy Review Committee
Videoconference Meeting – Marathon, ON

Tuesday April 5, 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)					
Margaret McIntyre	X					Stanley Sabourin (Alternate)					
Mannisto, Mark		X				McRae, Pinky (Ex-Officio)					X
Administration Resource Members							OS	TC	VC	A	R
David Tamblyn: Director of Education							X				
Cathy Tsubouchi: Superintendent of Business											X
Suzanne Eddy: Assistant to the Director											X
Nicole Morden-Cormier: Superintendent of Education											X
Wayne Chiupka, Manager of Plant Services											X
Annick Brewster. Principal MNHS								X			
RM. Joannette: Recorder							X				

Legend: **P** = Policy **MG** = Management Guideline **PG** = Procedural Guideline

1.0 Review and Approval of Minutes: February 2, 2016

Moved: A. Pelletier

Second: M. Mannisto

That, the Board Policy Review Committee minutes of February 2, 2016 be approved.

2.0 Business Arising from Minutes: February 2, 2016

The following policies were posted for stakeholder review for the period February 3 through March 31, 2016.

P-207 Lines of Communication Regarding Complaints (Attached- D. Tamblyn)

Stakeholder feedback: Nil

Action: Submit for board approval on April 18, 2016

MG 207 Lines of Communication Regarding Complaints (Attached- D. Tamblyn)

Stakeholder feedback: Nil

Action: Submit for board approval on April 18, 2016

P-542 Ryan's Law: Ensuring Asthma Friendly Schools (Attached- D. Tamblyn)

Stakeholder feedback: Nil

Trustee M. Mannisto suggested there be an identifying note on this policy in that Ryan's Law refers to the condition of asthma, however not all policy readers would be aware. The word "asthma" will be added to the policy subject line.

In conjunction with this BPRC members suggested administration review all policies to ensure that identifying information is added to

policy subject lines to ensure clarity for stakeholders. Members concur that there is no need to bring policies to BPRC to sanction the addition of such descriptors.

Action: Submit for board approval on April 18, 2016

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

P-204 Trustee Associations (Attached- D. Tamblyn)

Action: Submit for stakeholder review

P-205 Cooperation with Other Boards (Attached- D. Tamblyn)

Action: Submit for stakeholder review

P-209 Agendas (Attached- D. Tamblyn)

In review, BPRC suggested that the content of this policy be checked against the Board Procedural Bylaws related to Board Agenda development to ensure harmony.

Wording in the policy will be cross checked with Bylaws and re-examined at BPRC meeting on May 3, 2016

Action: Defer policy review to next BPRC meeting.

P-211 Electronic Attendance (Attached- D. Tamblyn)

Action: Submit for stakeholder review

P-214 Meta-Policy (Attached- D. Tamblyn)

Action: Submit for stakeholder review

MG-214 Meta-Policy (Attached- D. Tamblyn)

Action: Submit for stakeholder review

P-301 Student Transportation

Note: This item was not reviewed. The policy continues to undergo revision before presentation to BPRC.

MG-301 Student Transportation MG

Note: This item was not reviewed. The policy continues to undergo revision before presentation to BPRC.

P-501 School Visitors (Attached- D. Tamblyn)

Action: Submit for stakeholder review

P-905 Pupil Accommodation (Attached- D. Tamblyn)

It was suggested that where reference to "First Nations" is made in the policy and the management guideline that perhaps a more inclusive term such as First Nation, Inuit and Metis be used. Director Tamblyn will consult with the board's Aboriginal Liaison Nicole Richmond and Trustee Stanley Sabourin representing First Nations to determine the appropriate reference to use throughout the policy and its management guideline.

Action: Submit for stakeholder review

P-905 Pupil Accommodation MG (Attached- D. Tamblyn)

Notes above apply to for this the management guideline as well. In addition, D. Tamblyn will check on Item 13.0 Transition Process for confirmation that the Transition Committee chairperson duty resides with the Superintendent on the committee or if that responsibility is accorded by the committee itself.

Action: Submit for stakeholder review

P-308 Student Fees (Attached- D. Tamblyn)

Action: Submit for stakeholder review

MG-308 Student Fees (Attached- D. Tamblyn)

Action: Submit for stakeholder review

4.0 Policies to be Referred for Stakeholder Review

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

5.0 Policies to Refer to Board for Approval on April 18, 2016

- P-207 Lines of Communication Regarding Complaints
- MG 207 Lines of Communication Regarding Complaints
- P-542 Ryan's Law-Asthma

6.0 2016 Meeting Schedule

May 3
June 7
September 6
October 4
November 1

7.0 Adjournment

Moved: A. Pelletier Second: M. Mannisto

That, the Board Policy Review Committee Meeting of April 5, 2016 adjourn at 7:58 p.m.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	BOARD AND ADMINISTRATION		
<i>Policy Name</i>	LINES OF COMMUNICATION REGARDING COMPLAINTS		207

<i>Board Approved:</i>	<i>April 19, 2016</i>	<i>Reviewed:</i>	<i>April 5, 2016</i>	<i>Review By:</i>	<i>December 2021</i>
	<i>February 22, 2012</i>		<i>January 30, 2012</i>		
	<i>March 21, 2006</i>		<i>January 27, 2006</i>		
	<i>March 12, 1999</i>				

POLICY

The Superior-Greenstone District School Board believes in an inclusive education system in which students, parents and other members of the school community are welcomed and respected. Superior-Greenstone DSB pledges to communicate effectively with parents/guardians, students, staff and stakeholders in order to provide them with the information they require to make informed decisions about student learning. We welcome parents/guardians as respected and valued partners within the school community.

We remain diligent in our goal to foster an inclusive and engaging work environment built on valuing diversity, trust and respect for all people. Superior-Greenstone DSB endeavours always to create a work and learning environment that inspires and supports our employees by striving to communicate effectively in a manner that is both transparent and timely. We believe this approach; purposeful, ongoing, open exchanges of ideas and sharing information helps us to foster a collaborative, creative, solution-oriented environment that can support our shared goal for student success and well-being.

In order for communication to be effective in all manner of relationships an honest, two-way avenue must be fostered and it is important for participants to realize that decisions are based on established policies, regulations and procedures.

REFERENCES

Education Act

- Part XIII: Behaviour Discipline and Safety, Section 300
- Bill 8: Public Sector and MPP Accountability and Transparency Act, 2014

Superior-Greenstone DSB Policies & Management Guidelines

- Superior-Greenstone DSB Procedural Bylaws of the Board
- P-301 Student Transportation & Management Guideline
- P-520 Safe School Code of Conduct, and
P-520 Safe School Code of Conduct Police & Schools Protocol Management Guideline
- P-525 Bullying Prevention and Intervention Strategies
- P-535 Progressive Discipline and School Safety and Management Guidelines
- P-536 Equity and Inclusive Education and Management Guideline
- P-717 Workplace Harassment and Management Guideline
- P-720 Workplace Violence and Management Guideline

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	BOARD AND ADMINISTRATION		
Management Guideline	LINES OF COMMUNICATION REGARDING COMPLAINTS		
Applicable Policy	LINES OF COMMUNICATION REGARDING COMPLAINTS		207
Board Approved: April 19, 2016		Reviewed: February 2, 2016_	Review By: December 2021

PURPOSE

Superior-Greenstone District School Board Superior-Greenstone DSB pledges to communicate effectively with parents/ guardians, students, staff and stakeholders in order to provide them with the information they require to make informed decisions about student learning. We welcome parents/guardians as respected and valued partners within the school community.

From time to time there may be a misunderstanding, a lack of communication, or a serious situation that needs to be addressed. When this happens everyone must work together to resolve the issue. A parent or guardian has the right to express concerns, a staff member has the right to respond, and the Board has an obligation to support students, parents/guardians and staff.

It is the practice of Superior-Greenstone DSB that stakeholder concerns and questions be addressed at the closest level to the issue.

DEFINITIONS

“director of education” – a Director may be referred to as a Supervisory Officer. The Director of Education is the chief executive officer and chief education officer of the school board. The Director is the sole employee who reports directly to the Board and acts as secretary to the Board. All school board staff reports either directly or indirectly to the Director of Education.

“superintendent of education” – Superintendents may be referred to as a Supervisory Officer. Superintendents lead and supervise schools and programs, working with principals and staff to ensure that schools operate according to ministry and board policy. They are responsible for ensuring that school buildings are maintained according to ministry and board policy.

“school-based, non-instructional staff” – staff members in a school who do not perform instructional duties in a classroom. These are school staff members such as librarians, custodians, lunch room supervisors etc.

“system-based staff” – these are staff members who perform specialized duties for the benefit of schools across the system. System-based staff members include perform work in special education, student success, mental health, etc.

“trustee” – school board trustees are the members of the district school board. They are locally-elected representatives of the public, and they are the community’s advocate for public education. They are required to carry out their responsibilities in a manner that assists the Board in fulfilling its duties under the Education Act.

PROCEDURE

1.0 Category No. 1: Complaints Concerning Teachers (Directed to School)

1.1 Instructional Staff (i.e. Teachers)

1.1.1 Teacher

Complaints regarding teachers should be first discussed with the teacher. If no resolution is found, then the complaint should be next directed to the Principal

1.1.2. Principal

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

1.1.3 Supervisory Officer

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

1.1.4 In Writing

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

1.1.5 Response

At the board office supervisory officer level an attempt is made to resolve the matter. The response of the Supervisory Officer shall be in writing, with copies to the teacher and the Principal. If successful, then the issue concludes.

1.1.6 Board

If the response is unsatisfactory to the complainant, then the matter may be appealed to the Board. The complainant may register as a delegation to address the Board of Trustees following the procedure for delegations as outline in the *Procedural Bylaws of the Board: Page 16 Appendix D*.

2.0 Category No. 2: Complaints Concerning School-Based, Non-Instructional Staff

2.1 Non-instructional Staff (i.e., Lunch room supervisor, bus drivers, custodian, etc)

2.1.1 Principal

Complaints regarding school-based, non-instructional staff should first be discussed with the Principal. Complaints, although not limited to the following, do generally entail issues involving school yard and bus behaviour or behaviour of school staff.

2.1.2 Supervisory Officer

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

2.1.3 In Writing

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

2.1.4 Response

At the board office Supervisory Officer level an attempt is made to resolve the matter. The Supervisory Officer pursues further investigation and may seek to mediate. The response of the Supervisory Officer shall be in writing, with copies to the employee and the Principal. If successful, then the issue concludes.

2.1.5 Board

If the response is unsatisfactory to the complainant, then the matter may be appealed to the Board. The complainant may register as a delegation to address the Board of Trustees following the procedure for delegations as outline in the *Procedural Bylaws of the Board: Page 16 Appendix D*.

3.0 Category No. 3: System-Based Staff

3.1 System-based Staff (i.e., Special Education, Student Success, Mental Health etc)

3.1.1 Supervisory Officer

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

3.1.2 In Writing

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

3.1.3 Response

At the board office Supervisory Officer level an attempt is made to resolve the matter. The Supervisory Officer investigates the matter formally by:

- Contacting the school principal (if applicable)
- Contacting the system-based staff member
- If deemed necessary, contacting a student(s)
- Contacting the complainant directly
- Seeking a mediated resolution.

The response of the Supervisory Officer shall be in writing, with copies to the complainant and the employee. If successful, then the issue concludes.

3.1.4 Board

If the response is unsatisfactory to the complainant, then the matter may be appealed to the Board. The complainant may register as a delegation to address the Board of Trustees following the procedure for delegations as outline in the *Procedural Bylaws of the Board: Page 16 Appendix D*.

4.0 Category No. 4: Complaints Directed to the Board

4.1 Board Directed (i.e., Board Office Staff)

4.1.1 Supervisory Officer

Complaints regarding board office staff should be directed to the Director of Education.

4.1.2 In Writing

The complaint must be in writing with a copy to the board staff member.

4.1.3. Response

The Director of Education investigates the matter formally by

- Contacting the board staff member
- Contacting the complainant directly
- Contacting the board office member's immediate supervisor
- Seeking a mediated resolution.

The response of the Supervisory Officer shall be in writing, with copies to the complainant and the board staff member. If successful, then the issue concludes.

4.1.4 Board

If the response is unsatisfactory to the complainant, then the matter may be appealed to the Board. The complainant may register as a delegation to address the Board of Trustees following the procedure for delegations as outline in the *Procedural Bylaws of the Board: Page 16 Appendix D*.

5.0 **Category No. 5: Handling Complaints Directed to the Trustees**

- 5.1 When contacted, individual Trustees will not personally resolve problems but will instead ensure that concerns are directed to the appropriate staff member via the Director of Education. To facilitate communication with Trustees, the Board web page, www.sqdsb.on.ca includes a Trustee section where telephone and email contact information is provided.
- 5.2 However, on occasion, there may be verbal advice usually relayed and related to administration in the nature of "for information you may hear" rather than a formal or specific complaint that a trustee submits.
- 5.3 Such general complaints are reviewed and a verbal report is provided to the trustee raising the issue who in turn can discuss the concern with the constituent(s) who may have brought up the issue.
- 5.4 If the trustee considers the matter resolved no further action is warranted.
- 5.5 If the resolution is not satisfactory, the trustee may request the matter be investigated by the Director of Education with a report to the Board at a subsequent Board meeting.

6.0 **Category No. 6: Complaints (Other)**

6.1 Criminal Charges

These are deemed emergency situation and the Director of Education advises the Board Chair immediately.

- All trustees are notified as soon as possible
- If appropriate and possible, a special meeting of the Board is convened
- The matter is reviewed and a Board report of the matter and recommendation for actions contained therein.

6.2 Grievances

A process is followed as outlined in the applicable Collective Agreement. Such matters are not routinely brought to the Board, except in the case where a "grievance step" requires this action.

NOTES:

- All complaints receive a response
- All complaints are NOT brought to the Board.

- In any situation where the matter appears to be other than routine, the Board Chair is advised verbally of the developing situation as soon as possible
- In situations where the matter appears to be contentious, it is also possible that a conversation (phone call) will be conducted the Supervisory Officer i/a with legal counsel.
- All categories require the exercise of judgement which means that not everyone will agree with the handling of any individual matter.

REFERENCES AND RELATED DOCUMENTS

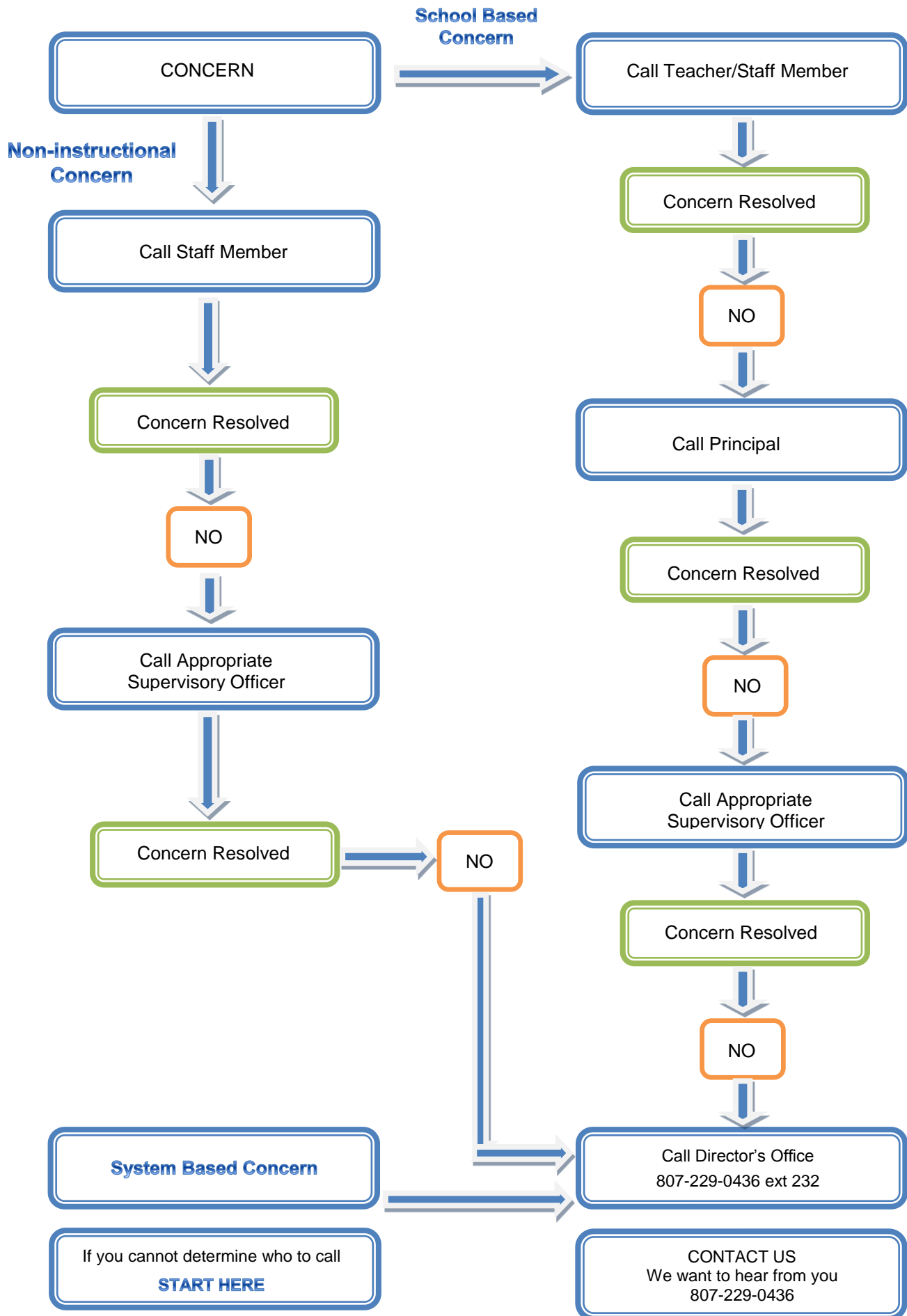
Education Act

- Part XIII: Behaviour Discipline and Safety, Section 300
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SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section SCHOOLS AND STUDENTS

Policy Name RYAN'S LAW: ENSURING ASTHMA FRIENDLY SCHOOLS 542

Board Approved: April 19, 2016

Reviewed: April 5, 2016

Review By: December 2021

POLICY

In accordance with Ryan's Law – Ensuring Asthma Friendly Schools – 2015, it is the policy of the Superior-Greenstone District School Board to establish and maintain a policy for students diagnosed with asthma.

The safety of students with a medical condition such as asthma is a shared responsibility of the board, school, family, health care provider and community partners.

This policy outlines the board's commitment to students with asthma.

Definitions

"Asthma" according to the Ontario Lung Association, asthma is a very common chronic (long-term) lung disease that can make it hard to breathe. People with asthma have sensitive airways that react to triggers. There are many different types of triggers for example poor air quality, mold, dust, pollen, viral infections, animals, smoke and cold air. Symptoms of asthma are variable and can include coughing, wheezing, difficulty breathing, shortness of breath and chest tightness. Symptoms can range from mild to severe and sometimes could be life threatening.

"Emergency Medication" refers to medication that is administered by a staff member to a student at the time of an asthma exacerbation - for example - reliever inhaler or stand-by medication.

"Medication" refers to medications that are prescribed by a health care provider and, by necessity, may be administered to a student, or taken by the student during school hours or school related activities.

"Immunity" *The Act to Protect Pupils with Asthma* states that "No action or other proceeding for damages shall be commenced against an employee for an act or omission done or omitted by the employee in good faith in the execution or intended execution of any duty or power under this Act."

PROCEDURES

Under the regulation the following responsibilities are outlined

1. Responsibility of Board Administration

The board shall:

- a) Ensure that all students have easy access to their prescribed reliever inhaler(s) medications;

- b) Ensure that all schools conduct an audit of the school grounds and identify asthma triggers in classrooms, common school areas and in planning field trips and implement strategies to reduce the risk of exposure;
- c) Provide annual training reminders to all staff regarding the delivery of asthma education and provide regular training opportunities on recognizing and preventing asthma triggers, recognizing when symptoms are worsening and managing asthma exacerbations for all employees and others who are in direct contact with students on a regular basis;
- d) Review the asthma policy as part of its regular policy review cycle; and
- e) Include the asthma policy in the board policies posted on the school and board web sites.

2. Responsibility of School Principals

- 2.1 School principals will establish a communication plan to share information on asthma to parents/guardians, students, employees and include any other person who has direct contact with a student with asthma;
- 2.2 School principals will establish a process to identify students with asthma at time of registration or following diagnosis and gather necessary asthma related information from the parents/guardians and student;
- 2.3 School principals will establish a process to develop an individual student asthma management plan for each student diagnosed with asthma, based on the recommendation of the student's health care provider;
- 2.4 School principals will maintain a file for each student diagnosed with asthma. The file may contain personal medical information, treatment plans and/or other pertinent information about the student, IF that information is obtained with the consent of the student or the parent/guardian, in accordance with applicable legislation, including relevant privacy legislation. This file shall also include current emergency contact information;
- 2.5 School principals will inform school board personnel and others who are in direct contact on a regular basis with a student with asthma about the contents of the student's asthma management plan;

3.0 Process and Prevention

School principals will review local data related to the number of incidents involving asthma attacks to ensure that proper precautions were taken in terms of the learning environment and that responses to the asthma attack were appropriate. In short, that all preventative and reactive measures were reasonable and responsible

REFERENCE DOCUMENTS

- Ryan's Law, 2015 – Ensuring Asthma Friendly Schools
- Education Act Section 265- Duties of Principal
- Regulation 298 s20 – Duties of Teachers

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section BOARD AND ADMINISTRATION

Policy Name TRUSTEE ASSOCIATIONS 204

<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review By:</i>
December 5, 2011	April 5, 2016	December 2021
March 21, 2006	September 26, 2011	December 2016
March 12, 1999	January 27, 2006	

POLICY

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

PROCEDURES

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section BOARD AND ADMINISTRATION

Policy Name COOPERATION WITH OTHER BOARDS 205

Board Approved:

October 18, 2011

March 21, 2006

March 12, 1999

Reviewed:

April 5, 2016

September 26, 2011

January 27, 2006

Review by: December 2021

~~December 2016~~

POLICY

The Superior-Greenstone District School Board will maintain liaison with neighbouring school boards, both public and separate and French and English.

PROCEDURES

The liaison with other Boards shall be to identify and pursue areas of common interest and concern.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section BOARD AND ADMINISTRATION

Policy Name AGENDAS

209

Board Approved: _____
December 5, 2011
March 12, 1999

Reviewed: April 5, 2016
September 26, 2011
April 25, 2006

Review By: December 2021
~~December 2016~~

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.

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 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.

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	BOARD AND ADMINISTRATION		
Policy Name	ELECTRONIC ATTENDANCE		211
<hr/>			
Board Approved:	<u>December 5, 2011</u> March 12, 1999	Reviewed: April 5, 2016 September 26, 2011 November 22, 2004 February 22, 2005	Review By: December 2021 December 2016
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POLICY

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

PROCEDURES

1.0 Definitions

1.1 Electronic Attendance

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

1.2 Member

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

1.3 Meeting Room

When this policy makes reference to a "meeting room" it is understood to imply the usual and designated meeting locations of the Board and its committees.

The following persons shall be physically present in the meeting room of the board:

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

2.0 Requirements

Under provincial regulation the following shall apply:

2.1 Physical Attendance

2.1.1 Board Meetings

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

the Chair of the Board or designate, 1 Person

and,

at least one additional Member of the Board, and, 1 Person

the Director of education or designate

1 Person

3 Persons

2.1.2 Committee Meetings

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

the Committee Chair or designate, 1 Person

and,

the Director of Education or designate 1 Person

2 Persons

2.2 Minimum Attendance

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

2.3 Effectiveness

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

2.4 Conditions for Access

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

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

2.5 Accessibility

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

3.0 **Attendance**

3.1 Deemed Present

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

3.2 Verbal Roll Call

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

3.3 Ensuring a Quorum

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

4.0 Attendance: Student Trustees

Under the Ministry of Education Student Trustees Attendance and Conflict of Interest Guidelines, the following is stated.

- 4.1 Under the Education Act, Student Trustees are not covered by the Municipal Conflict of Interest Act making it so that Students Trustees are not subject to the same conflict of interest and attendance criteria that apply to Board members.

Student Trustees are considered present a meeting in which they participate through teleconferencing, videoconferencing or other electronic means. They are not bound by the same criteria as Board members who are required to be physically present in the meeting room of the Board at least three times over the course of a 12-month period.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	BOARD AND ADMINISTRATION		
Policy Name	META: Policy Initiation, Identification, Development, Implementation and Review <i>Management Guideline Applies</i>		214
Board Approved:	October 18, 2011 March 21, 2006	Reviewed: April 5, 2016 September 26, 2011	Review by: December 2021 December 2016

POLICY

It is the intent of Superior-Greenstone District School Board to set out a process of policy development/review, which will provide for thoroughness and consistency in approach. Policy statements provide a framework for decision-making and guidelines for the effective operation of the system.

Policies developed through this process will reflect the values of the board and rigorous standards for which we are held accountable.

1.0. Rationale

- 1.1 The Superior-Greenstone District School Board recognizes the need for clear, effective policies to provide direction and focus for decision-making and action. Establishing a process, which defines how policies will be initiated and/or identified, how policies will be developed, the process for policy implementation and how policy review is undertaken is essential to the establishment of exemplary policies.

Policy of the Board should:

- a) Reflect the basic philosophy and values of the Superior-Greenstone District School Board;
- b) Create a framework for the stable operation and provide direction to the education system;
- c) Constitute guidelines for decision making and action by those with decision making responsibility;
- d) Provide defined guidelines within which the Board of Trustees will exercise its legislative authority;
- e) Establish limits within which activities of the board may be carried out by designated staff;
- f) Reduce inconsistency and duplication by establishing clear criteria and parameters for administrative, employee and students' actions.

2.0. **Guidelines**

2.1 Board Policy Statements may be:

- a) statements of philosophy, goals, objectives or priorities, or
- b) standards or principles by which individuals make judgments, take courses of action, or
- c) guidelines for decision making or to future action by the Board, administrative personnel or staff, or
- d) statements or criteria or models for establishing principles and parameters for the development of derivative or subordinate policies (e.g. school policies).

2.2 Each board policy shall:

- a) be consistent with the mission statement and goals of the board;
- b) provide rationale;
- c) be written in clear, concise inclusive language;
- d) be sufficiently broad to allow administrators to be guided in their decisions and actions, and
- e) conform to current legislation and regulations.

2.3 Board policies should:

- a) be designed in a standard format;
- b) be reviewed according to prescribed procedures;
- c) be developed by involving individuals who are identified by the board;
- d) be clear on how they are to be implemented.

2.4 Trustees, employees and students are responsible for acting in accordance with Board Policy.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	BOARD AND ADMINISTRATION		
<i>Management Guideline</i>	META: Policy Initiation, Identification, Development, Implementation and Review		
<i>Applicable Policy</i>	META: Policy Initiation, Identification, Development, Implementation and Review		
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review by:</i>	
October 18, 2011	April 5, 2016	December 2021	
December 4, 2007	September 26, 2011	December 2016	
	May 30, 2011		

Policy Process – Identification/Development/Implementation/Review

1.0 Responsibility for Policy Identification/Development/Review

- 1.1 The Board will facilitate the policy development and review process. The Board will:
- a) identify new policies and supporting documents, such as policy management guidelines, procedural guidelines and/or protocols that should be developed;
 - b) determine the appropriate methodology for development or review of policies and supporting documents and methods may include, but are not limited to:
 - formation of an ad hoc committee
 - designating individuals and/or committees of the board who will assume responsibility
 - designating appropriate stakeholders who should be involved
 - receiving public presentations conducted in accordance with the Superior-Greenstone DSB Procedural Bylaws ~~Section 10.0 Delegations~~ (see Appendix D).
 - c) review policies and supporting documents as required,
 - d) consider policies for final approval;
 - e) adopt policies for implementation.

From time to time, policies may be referred back to stakeholders, with suggested areas for revision.

1.2 Senior administration responsibilities include:

- a) identifying the requirements for the development of policy within their specific areas of responsibility;
- b) working with the board in the development and review of policy as appropriate;
- c) ensuring that policies are implemented in accordance with the provisions contained therein;
- d) working with the Director of Education to develop a schedule for policy development and review ensuring that policies, policy management guidelines, procedural guidelines and/or protocols are reviewed regularly and at least within five (5) years from the effective date.

1.3 Stakeholder review will include:

- a) policies; where changes have been made requiring stakeholder **to be** posted to the board website under the policy section
- ~~e)-b)~~ school site administrators, union presidents and board office staff may as subscribers of the board website RSS feed, receive notice that reviews are being conducted, and that their input is being sought. School site administrators will be instructed to share information of reviews with their school staff in a manner they deem most appropriate, with their school council members via school council agenda, and with parents via school newsletter;
- ~~f)-c)~~ stakeholder feedback will be received electronically with a submission time and date deadline (minimum of two-month response time) on the website;
- ~~g)-d)~~ once the time and date deadline have been reached the policies ~~management guidelines/~~procedural guideline or protocols being reviewed will be removed from the website;
- ~~h)-e)~~ stakeholder comments will be shared with the senior administrators that have been assigned responsibility for a designated policy in advance of the next Board Policy Review Committee meeting to allow for their, or their designee's comments to any suggested changes.

- ~~b) f)~~ ~~policy management guidelines, where changes have been made, may be posted to the board website under the policy section for stakeholder review at the discretion of the Board~~

The policy management guidelines which may accompany a policy is considered a guideline for managing the policy. As it is the management component or operational practice that guides school administrators and board managers relative to a policy, it is not strictly subject to stakeholder review. Often, policy management guidelines incorporate language taken directly from Education Act and as such, license to interpret wording is limited. Therefore, management guidelines are not strictly subject to stakeholder review, however at the discretion of the Board management guideline may be posted for stakeholder feedback..

- ~~e) g)~~ procedural guidelines, where changes have been made, may be posted to the board website under the policy section for stakeholder review at the discretion of the Board
- ~~d) h)~~ protocols, where changes have been made, may be posted to the board website under the policy section for stakeholder review at the discretion of the Board.
- ~~e)~~ ~~school site administrators, union presidents and board office staff may as subscribers of the board website RSS feed, receive notice that reviews are being conducted, and that their input is being sought. School site administrators will be instructed to share information of reviews with their school staff in a manner they deem most appropriate, with their school council members via school council agenda, and with parents via school newsletter;~~
- ~~f)~~ ~~stakeholder feedback will be received electronically with a submission time and date deadline (minimum of two month response time) on the website;~~
- ~~g)~~ ~~once the time and date deadline have been reached the policies/ management guidelines/ procedural guideline or protocols being reviewed will be removed from the website;~~

- ~~h) stakeholder comments will be shared with the senior administrators that have been assigned responsibility for a designated policy in advance of the next Board Policy Review Committee meeting to allow for their, or their designee's comments to any suggested changes.~~

In order to ensure a consistent review schedule of all board policies and management guidelines a database will be utilized for tracking purposes.

2.0 Implementation of Policy

- 2.1 On approval by the Board of Trustees, the policy will become part of the Policy Manual. The manual will be maintained in an electronic format.
- 2.2 Policies that have been approved by the board will be posted to the board website where through the board's RSS feed, subscribers are notified of its posting date.
- 2.3 If the approved policy has further implementation implications, the Director of Education will assign responsibility to a senior administrator as appropriate.
- 2.4 The Director of Education is responsible for the monitoring of the organization's adherence to the provisions of the policy and reporting the results to the board as appropriate.

3.0 Policy Format

- 3.1 All policies will include a policy statement and as required, may include a statement of rationale. Guidelines and/or appendices may form part of the policy.
- 3.2 Each policy will indicate:
 - a) policy name and number;
 - b) policy statement, rationale (if required);
 - c) guidelines/appendices where necessary;
 - d) cross reference to other policies, if necessary;
 - e) date approved;
 - f) date for review.
- 3.3 All policies and management guidelines will be formatted in accordance with an established format.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section SCHOOLS AND STUDENTS

Policy Name VISITORS TO SCHOOL 501

Board Approved: October 18, 2011
March 12, 1999

Reviewed: September 26, 2011
June 20, 2006

Review by: December 2016

POLICY

It is the policy of the Superior-Greenstone District School Board to exercise control of access to its schools in the interests of good management and the safety of students.

PROCEDURES

1.0 Permission to Be on Premises

All visitors to a school must have the permission of the Principal or his/her designate.

2.0 Posted Notices

Each school shall post notices at entrances advising that visitors must report to the Main Office upon entry.

3.0 Checking In

Visitors must obtain the required permission before contacting any teacher or other employee or any student or visiting any area of the school. All visitors are required to wear a Visitors Badge that is clearly visible throughout their visit. All visitors are required to sign out at the end of their visit.

4.0 Superior-Greenstone DSB Staff

All Superior-Greenstone staff are supplied with Name/Pictures Badges. Their identification should be visible on their person, or easily retrieved while in their home school facility or when visiting another SGDSB facility.

4.0 5.0 Salespersons or Agents

Salespersons or agents shall not interfere with normal school routines.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	MISCELLANEOUS		
<i>Policy Name</i>	PUPIL ACCOMMODATION <i>Management Guideline Applies</i>		905
<i>Board Approved:</i>	<i>Reviewed</i>	<i>April 5, 2016</i>	
<i>April 27, 2011</i>		<i>April 26, 2011</i>	
<i>February 17, 2010</i>		<i>October 26, 2009</i>	
<i>June 24, 2008</i>		<i>May 26, 2008</i>	<i>Review by: December 2021</i>
<i>January 22, 2008</i>		<i>January 22, 2008</i>	<i>December 2016</i>
<i>March 20, 2007</i>		<i>March 20, 2007</i>	
<i>February 20, 2001</i>			

POLICY

It is the policy of Superior-Greenstone District School Board to study schools where opportunities exist to deliver learning to our students in a more effective and efficient manner.

RATIONALE

Superior-Greenstone District School Board is committed to the success and well-being of every student. It is responsible for managing facilities in an effective manner that ensures the financial viability and sustainability of the school board. In order to respond to changing demographics and program needs, it is necessary to monitor and evaluate the viability of all schools on a regular basis and to review in detail schools whose viability may be in question.

1.0 Long-Term Capital and Accommodation Planning

The Board will establish a pupil accommodation review only after undertaking the necessary assessment of long-term capital and accommodation planning options for the school(s). This long-term planning is informed by relevant information obtained from local municipal governments, First Nations, and other community partners, and takes into consideration long-term enrolment projections and planning opportunities for the effective use of excess space in the school(s). This planning will take into account opportunities for partnerships with other school boards (if viable) and appropriate public organizations that are financially sustainable, safe for students and support the Board's Vision.

2.0 Initial Staff Report

- 2.1 Prior to establishing a pupil accommodation review, an initial staff report will be presented to the Board identifying a school or group of schools in which accommodation issues have been identified. The initial staff report will contain one or more options to address the accommodation issue(s). Each option must include a supporting rationale and timelines for implementation. If more than one option is presented, a recommended option will be identified.
- 2.2 A School Information Profile (SIP) will be completed by board staff for each of the schools under review and be presented to the Board with the initial staff report. SIPs will focus on the following considerations:

- value to the student; and
- value to the Board.

3.0 *Establishment of the Pupil Accommodation Review and Accommodation Review Committee*

- 3.1 After reviewing the initial staff report, the Board may choose to undertake a pupil accommodation review to address the accommodation issues in the school(s) under review.
- 3.2 The Board will direct the formation of an Accommodation Review Committee (ARC) for a group of schools or for a single school. The ARC will include membership from the school community and supporting board staff. A Trustee will be an ad hoc member who will monitor the process.
- 3.3 All stakeholders of the school(s) under review will be informed within five (5) business days of the Board's decision to form an ARC and will be invited to provide feedback on the recommended option(s) presented in the initial staff report. The decision will be posted on the Board's website.

4.0 *Role of the Accommodation Review Committee (ARC)*

The ARC acts as the official conduit for information shared between the Board and the school community. The ARC shall review, provide feedback, and may seek clarification on the initial staff report. The ARC may provide other accommodation options than those in the initial staff report, and must provide supporting rationale for any such option. ARC members are not required to vote or achieve consensus regarding the information provided to the Board.

5.0 *Timelines*

- 5.1 Beginning with the Board's decision to conduct a pupil accommodation review of a school or schools, there must be no fewer than thirty (30) business days before the first of two public meetings is held.
- 5.2 Stakeholders, including single- and upper-tier local municipalities, First Nations, and community partners that expressed an interest prior to the pupil accommodation review, must be notified within five (5) days of the Board's decision to conduct a pupil accommodation review.
- 5.3 There must be no fewer than forty (40) business days between the first and final public meetings.
- 5.4 The final staff report must be posted on the Board website no fewer than ten (10) business days after the final public meeting.

- 5.5 From the posting of the final staff report there must be no fewer than ten (10) business days before public delegations.
- 5.6 There must be no fewer than ten (10) business days between public delegations and the final decision of the Board.
- 5.7 School holidays such as summer vacation, winter break and spring break must not be considered “business days”.

6.0 *Modified Pupil Accommodation Review*

- 6.1 The Board may choose to undertake a modified pupil accommodation review based on two or more of the following factors:
- distance to the nearest school is fewer than 15 km for elementary schools or 20 km for secondary schools;
 - the utilization rate of the facility is less than or equal to 65%;
 - number of students enrolled at the school is fewer than or equal to 75 students for elementary schools or 150 students for secondary schools;
 - when the Board is planning the relocation (in any school year or over a number of years) of a program, in which the enrolment constitutes more than or equal to 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation), or the first phase of a relocation carried over a number of school years.
- 6.2 The initial staff report will contain a rationale for exempting the school(s) from the standard pupil accommodation review process. Even when the criteria for modified pupil accommodation review are met, the Board may choose to follow the standard pupil accommodation review process.

7.0 *Timelines of Modified Pupil Accommodation Review*

- 7.1 Beginning with the Board's decision to conduct a modified pupil accommodation review of a school or schools, there must be no fewer than thirty (30) business days before one single public meeting is held.
- 7.2 Stakeholders, including municipalities, First Nations, and community partners that expressed an interest prior to the pupil accommodation review, must be notified within five (5) days of the Board's decision to conduct a modified pupil accommodation review.
- 7.3 The final staff report must be posted on the Board website no fewer than ten (10) business days after the single public meeting.
- 7.4 From the posting of the final staff report there must be no fewer than ten (10) business days before public delegations.
- 7.5 There must be no fewer than ten (10) business days between public delegations and the final decision of the Board.

7.6 School holidays such as summer vacation, winter break and spring break must not be considered “business days”.

8.0 Application of Pupil Accommodation Review Guidelines

The Board is not obligated to undertake a pupil accommodation review in the following circumstances:

- where a replacement school is to be built by the Board on the existing site, or built or acquired within the existing school attendance boundary;
- where a replacement school is to be built by the school board on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during reconstruction;
- when a lease for a school is terminated;
- when the school board is planning the relocation (in any school year or over a number of school years) of grades and programs, in which the enrolment constitutes less than 50% of the school's enrolment (this calculation is based on enrolment at the time of relocation, or the first phase of a relocation carried over a number of school years);
- when the school board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students and staff during the renovations;
- where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction;
- where there are no students enrolled at the school at any time throughout the school year.

9.0 Appeal Process

An individual or group may seek a review of the Board's accommodation process in accordance with the Ministry of Education's document entitled “Administrative Review of the Accommodation Review Process” posted on the Board website and available at the Board Office in Marathon.

10.0 Transition Planning

Following the decision to consolidate or close a school, a Transition Committee will be formed to address the transition for students and staff. The transition of students will be carried out in consultation with parents/guardians and staff.

11.0 Extenuating Circumstances

Notwithstanding the provisions of this policy and the accompanying procedures, where circumstances arise which, in the opinion of the Board, require action in the best interest of the overall management of the school system, the Board may, with the support of the majority of Trustees, alter the details of the Policy and Procedures.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	MISCELLANEOUS	
<i>Management Guideline</i>	PUPIL ACCOMMODATION REVIEW	
<i>Applicable Policy</i>	PUPIL ACCOMMODATION REVIEW	905
<hr/>		
<i>Board Approved:</i> _____	<i>Reviewed:</i> April 5, 2016	<i>Review by:</i> December 2021

POLICY

It is the policy of Superior-Greenstone District School Board to study schools where opportunities exist to deliver learning to our students in an effective and efficient manner.

1.0 Initial Staff Report

- 1.1. Prior to establishing a pupil accommodation review, an initial staff report will be presented to the Board identifying a school or group of schools in which accommodation issues have been identified.

A school or group of schools may be considered for study if one or more of the following conditions apply:

- the school or group of schools is unable to provide a suitable and equitable range of learning opportunities for students;
 - the school or group of schools has experienced or will experience an adverse impact on learning opportunities for students due to declining enrolment;
 - reorganization involving the school or group of schools could enhance programs and learning opportunities for students;
 - teaching/learning spaces are not suitable to provide the programs needed to serve the community and retrofitting may be cost prohibitive;
 - under normal staffing allocation practices, it would be necessary to assign three grades to one class in one or more of the schools;
 - one or more of the schools is experiencing higher building maintenance expenses than the average for the system and/or is in need of major capital improvements.
 - there are safety and/or environmental concerns attached to the building, the school site or its locality;
 - the consolidation of schools is in the best interests of the overall school system; or
 - it has been no less than five years since the inception of a study of the school by an Accommodation Review Committee, except where extenuating circumstances warrant, such as an unexpected economic or demographic shift, or a change in a school's physical condition.
- 1.2. The initial staff report to the Board will contain one or more options to address the accommodation issue(s). Each option will include a supporting rationale and timeline for implementation. If more than one option is presented, a recommended option will be identified. The initial staff report will also include information on actions taken by school board staff prior to establishing the pupil

accommodation review process and supporting rationale as to any actions taken or not taken.

- 1.3. The options to address the accommodation issue(s) in the initial staff report must include the following:
- summary of accommodation issue(s) for the school(s) under review;
 - where students would be accommodated;
 - if proposed changes to existing facility or facilities are required as a result of the pupil accommodation review;
 - identify any program changes as a result of the proposed option;
 - how student transportation would be affected if the change takes place;
 - if new capital investment is required as a result of the pupil accommodation review, how the school board intends to fund this, as well as a proposal on how students would be accommodated if funding does not become available; and
 - any relevant information obtained from municipalities and other community partners prior to the commencement of the pupil accommodation review, including any confirmed interest in using the underutilized space.
- 1.4. The initial staff report and School Information Profiles (SIPs) will be made available to the public and posted on the Board's website following the Board's decision to proceed with a pupil accommodation review.

2.0 School Information Profile

- 2.1 School board staff will develop School Information Profiles (SIPs) which will include data for each of the following two considerations about the school(s) under review:
- value to the student; and
 - value to the board.
- 2.2 A SIP will be completed by school board staff for each of the schools under review to help provide an understanding of and familiarity with the facilities under review. The SIP will be completed prior to the commencement of a pupil accommodation review. Each school under review will have a SIP completed at the same point-in-time for comparison purposes. Each SIP will include:
- 2.2.1 Facility Profile
- School name and address.
 - Site Plan and floor plan(s) (or space template) of the school with the date of school construction and any subsequent additions.
 - School attendance area (boundary) map.
 - Context map (or aerial photo) of the school indicating the existing land uses surrounding the school.
 - Planning map of the school with zoning, Official plan or secondary plan land use designations
 - Size of the schools site (acres or hectares).
 - Building area (square feet or square meters).
 - Number of portable classrooms.
 - Number and type of instructional rooms as well as specialized classroom teaching spaces (e.g., science lab, tech shop, gymnasium, etc.).
 - Area of hard surfaced outdoor play area and/or green space, the number of play fields, and the presence of outdoor facilities (e.g., tracks, courts for basketball, tennis, etc.).

- Ten-year history of major facility improvements (item and cost).
- Projected five-year facility renewal needs of school (item and cost).
- Current Facility Condition Index (FCI) with a definition of what the index represents.
- A measure of proximity of the students to their existing school, and the average distance to the school for students.
- Percentage of students that are and are not eligible for transportation under the school board policy, and the length of the bus ride to school (longest, shortest, and average length of bus ride times).
- School utility costs (totals, per square foot, and per student).
- Number of parking spaces on site at the school, an assessment of the adequacy of the parking, and bus/car access and egress.
- Measures that the school board has identified and/or addressed for accessibility of the school for students, staff, and the public with disabilities (i.e., barrier-free).
- On-the-ground (OTG) capacity and surplus/shortage of pupil spaces.

2.2.2. Instruction Profile

- Describe the number and type of teaching staff, non-teaching staff, support staff, itinerant staff, and administrative staff at the school.
- Describe the course and program offerings at the school.
- Describe the specialized service offerings at the school (e.g., cooperative placements, guidance counseling, etc.).
- Current grade configuration of the school.
- Number of out-of-area students.
- Number of self-identified Aboriginal students.
- Percentage of students accessing special education services.
- Utilization factor/classroom usage.
- Summary of five previous years' enrolment and 10-year enrolment projection by grade and program.
- Current extra-curricular activities.

2.2.3 Other School Use Profile

- Current non-school programs or services resident at or co-located with the school as well as any revenue from these non-school programs or services and whether or not it is at a full cost recovery.
- Current facility partnerships as well as any revenue from the facility partnerships and whether or not it is at full cost recovery.
- Community use of the school as well as any revenue from the community use of the school and whether it is at full cost recovery.
- Availability of before and after school programs or services (e.g., child care) as well any revenue from the before and after school programs and whether or not it is at full cost recovery.
- Description of the school's suitability for facility partnerships.

3.0 Notification of Stakeholders

- 3.1. All stakeholders of the schools under review will be informed within five (5) business days of the Board's decision to undertake a pupil accommodation

review and form an Accommodation Review Committee (ARC). The decision will be posted on the Board's website. Stakeholders will include:

- parents and guardians of the school(s) under review;
- staff of the school(s) under review;
- community partners that expressed an interest prior to the pupil accommodation review;
- affected First Nations;
- affected single- and upper-tier municipalities, through the Clerk's department (or equivalent).

3.2 Individuals from the school(s) under review and the broader community will be invited to participate in the pupil accommodation review consultation. The pupil accommodation review process will consist of the following methods of consultation:

- Accommodation Review Committee;
- consultation with municipal governments local to the affected school(s);
- public meetings; and
- public delegations.

3.3 Administration will meet with representatives of the affected federations and unions and issue a statement before the process begins, clarifying the roles of staff during the accommodation review and after the Board has made a final decision.

3.4 The Director(s) of Education of the coterminous school board(s) will be notified of the decision to conduct a pupil accommodation review within five (5) business days.

3.5 The Ministry of Education, through the office of the Assistant Deputy Minister of the Financial Policy and Business Division, will be notified of the decision to conduct a pupil accommodation review within five (5) business days.

4.0 *Establishment of the Accommodation Review Committee*

After reviewing the initial staff report, the Board may direct the formation of, and provide the terms of reference for, an Accommodation Review Committee (ARC) for a group of schools or for a single school.

4.1. The ARC will be formed following the Board's consideration of the initial staff report but prior to the first public meeting. The decision to form an ARC will be posted on the Board's website within five (5) days.

4.2. The school board will invite ARC members from the school(s) under review to an orientation session that will describe the mandate, roles and responsibilities, and procedures of the ARC.

5.0 *Composition of the ARC*

The ARC will consist of the following members:

- the appropriate school superintendent; and
- from each school under review:
 - school principal or designate;
 - one teacher chosen by the principal;
 - one non-teaching staff member chosen by the principal;

- the school council chair or another member of school council chosen by the council;
 - a student representative in the case of a secondary school chosen by the principal;
 - a representative from the Special Education Advisory Committee;
 - a representative from the Aboriginal Education Advisory Committee;
 - a school board trustee who will monitor the process as an ad hoc member.
- 5.1. Alternate members may be designated for members of the ARC. Alternate members will attend ARC meetings in the event that the regular member is unavailable.
- 5.2. Resource appointments to the ARC may consist of the following:
- Superintendent of Business;
 - staff from Corporate Services; and/or
 - other administrative staff as necessary.
- 5.3. The Committee will be deemed to be properly constituted whether or not all of the listed members are willing and able to participate.

6.0 *Mandate of the ARC*

Superior-Greystone District School Board is committed to the success and well-being of every student. Curriculum and programming decisions that may require school consolidation, closure or program relocation must take into account the needs of all of the students in all of the affected schools. The focus of the ARC should be on the potential for enhancing the learning environment and providing the best educational opportunities for students when considering the recommended options in order to reach a constructive and positive outcome.

7.0 *Role and Responsibilities of the ARC*

- 7.1. The role of the ARC is to act as the official conduit of information shared between the Board and the school community. The ARC will provide information to the affected school communities on an on-going basis.
- 7.2. The ARC shall review, provide feedback, and may seek clarification on the initial staff report throughout the pupil accommodation review process.
- 7.3. The ARC may provide other accommodation options than those in the initial staff report, and must provide supporting rationale for any such option.
- 7.4. The ARC may request clarification about information presented in the SIP. It is not the role of the ARC to approve the SIP.
- 7.5. ARC members are not required to vote or reach a consensus regarding information provided to the Board.
- 7.6. School board staff will respond to reasonable requests for information or clarification regarding the initial staff report or SIP. Board staff will also respond to questions raised in the minutes of ARC meetings and public meetings. Responses to questions raised in public meetings will be posted on the Board's website.

- 7.7. School board staff will be assigned to the ARC to compile feedback from the ARC as well as from the broader community in the Community Consultation section of the final staff report which will be presented to the Board.
- 7.8. The final decision of the pupil accommodation review rests solely with the Board.

8.0 Terms of Reference of the ARC

The school superintendent will be the ARC Chair. The Chair will convene and chair meetings and will ensure that the ARC successfully carries out its obligations under this Policy.

8.1. Meetings of the ARC

- 8.1.1. The ARC will complete its work within the timelines in this policy.
- 8.1.2. The ARC will meet to review materials presented by school board staff.
- 8.1.3. The ARC will hold as many working meetings as deemed necessary within the timelines in this policy.
- 8.1.4. Minutes of ARC meetings will be recorded.

8.2. Public Meetings

- 8.2.1. The ARC Chair will call the first public meeting no fewer than thirty (30) business days after the Board's intention to conduct a pupil accommodation review has been announced.
- 8.2.2. Public meetings will be moderated by an outside individual selected by administration.
- 8.2.3. The ARC will hold at least two public meetings in the school(s) under review, or if not accessible, in the nearest accessible facility:
 - 8.2.3.1. School board staff will facilitate the public meetings to solicit broader community feedback on the recommended option(s) contained in the initial staff report.
 - 8.2.3.2. The first public meeting must include an overview of the ARC orientation session, a presentation of the initial staff report with recommended option(s), and a presentation of the SIP(s). The ARC will receive community input on the recommended option(s) in the initial staff report.
 - 8.2.3.3. At the second public meeting, the ARC will receive further community input on the recommended option(s) in the initial staff report. The second public meeting will be held no fewer than forty (40) business days after the first public meeting.
 - 8.2.3.4. Advance notice of the public meetings will be provided on the Board's website and will include date, time, location, purpose, contact name and information. A minimum notification period of two (2) weeks will be provided for each public meeting.
 - 8.2.3.5. Minutes of the public meetings and will be recorded and posted on the Board's website.

9.0 Consultation with Local Municipal Governments and Community Partners

Affected single- and upper-tier municipalities, First Nations, as well as community partners that expressed an interest prior to the pupil accommodation review, will be

notified of the Board's decision to conduct a pupil accommodation review within five (5) days of the decision, and will be invited to a meeting with school board staff to provide feedback on the recommended option(s) in the initial staff report.

- 9.1. The invitation for this meeting will be provided through written notice, and will be directed through the Clerks Department (or equivalent) for the affected single and upper-tier municipalities.
- 9.2. The meeting invitation will request that municipalities provide technical information from the area where the pupil accommodation review will occur. This technical information will include, but is not limited to, population and future development projects in the area.
- 9.3. Feedback from local municipal governments and interested community partners must be provided to board staff before the final public meeting. A minimum notification period of two weeks will be provided of when the final meeting is to take place.

10. *Final Staff Report*

At the conclusion of the pupil accommodation review process, school board staff will submit a final staff report to the Board.

- 10.1. School board staff may choose to amend the proposed option(s) included in the initial staff report.
- 10.2. The recommended option(s) will include a proposed accommodation plan which contains a timeline for implementation.
- 10.3. The final staff report will include a Community Consultation section that contains feedback from the ARC and any public consultations as well as any relevant information obtained from municipalities and other community partners prior to and during the pupil accommodation review.
- 10.4. The final staff report will be posted on the Board's website no fewer than ten (10) business days after the final public meeting.

11. *Public Delegations*

Once the final staff report is submitted to the Board, there will be an opportunity for members of the public to provide feedback on the final staff report through public delegations to the Board.

- 11.1. Notice of public delegation opportunities will be posted on the Board's website.
- 11.2. Public delegations will be held in accordance with the current Procedural By-Law
- 11.3. School board staff will compile feedback from the public delegations which will be presented to the Board with the final staff report.

12. *Decision of the Board of Trustees*

The Board will be provided with the final staff report, including the compiled feedback from public delegations, when making its final decision regarding the pupil accommodation review.

- 12.1. The Board has the discretion to approve the recommendation(s) of the final staff report as presented, modify the recommendation(s) of the final staff report, or to approve a different outcome.
- 12.2. Final pupil accommodation review decisions should not be made during the summer holiday period, except in exceptional circumstances as deemed by the Board.

13.0 Transition Process

- 13.1. Where there is a decision to consolidate or close a school, a Transition Committee will be established.
- 13.2. The mandate of the Transition Committee will be to organize an action plan for the smooth transition for all concerned.
- 13.3. The Transition Committee will include:
 - one trustee appointed by the Board;
 - the superintendent responsible;
 - the principal(s) of the school(s) involved;
 - one staff member, appointed by the principal, from each school involved;
 - equal number of parent representatives reflecting the profile of the school(s) involved;
 - at least one School Council parent member; and
 - one Student Council representative in the case of a secondary school.
- 13.4. The Transition Committee will be deemed to be properly constituted whether or not all of the listed members are willing and able to participate.
- 13.5. The Chair of the Transition Committee will be responsible to ensure the impacted communities are informed of the integration process.
- 13.6. An information report on the activities of the Transition Committee will be presented to the Board no later than June 30 of the school year in which the school(s) will be closed.

14.0 Assets Management Plan

An assets management plan, including an inventory, asset relocation, security, and alternative use or disposal of the facility will be developed. Any disposal or alternate use will be consistent with Ministry of Education regulations.

15.0 Implementing the Modified Accommodation Review Process

When the criteria for modified pupil accommodation review are met, the Board may choose to follow this review process. The modified pupil accommodation review differs from the standard pupil accommodation review only as follows:

- 15.1. The initial staff report will contain rationale for exempting the affected school(s) from the standard pupil accommodation review process.
- 15.2. One (1) public meeting will be held not sooner than 30 days from the date of the Board's decision to undertake the modified pupil accommodation review.
- 15.3. The formation of an Accommodation Review Committee is not required.

- 15.4. Feedback from local municipal governments and interested community partners must be provided to board staff before the public meeting.

In all other respects, the modified accommodation review process follows the procedures outlined in this policy.

16.0 *Timeline Flow Charts*

Timeline flow charts for the School Accommodation Policy process and Modified School Accommodation Policy process are attached as Appendix A.

17.0 *Appeal Process*

An individual or group may seek a review of the Board's accommodation process in accordance with the Ministry of Education's document entitled "Administrative Review of the Accommodation Review Process" posted on the Board website and available at the Board office in Marathon.

18.0. *Extenuating Circumstances*

Notwithstanding the provisions of this policy and the accompanying procedures, where circumstances arise which, in the opinion of the Board, require action in the best interest of the overall management of the school system, the Board may, with the support of the majority of Trustees, alter the details of the Policy and Procedures

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section BUSINESS AND TRANSPORTATION

Policy Name STUDENT FEES

308

Board Approved: _____
October 18, 2011

Reviewed April 5, 2016
September 26, 2011

Review by: December 2021
~~December 2016~~

POLICY

The Superior-Greenstone District School Board is committed to supporting students participating in school activities regardless of their individual economic circumstances.

DEFINITIONS

“student activity fees”– are voluntary amounts that are used to supplement a student’s school experience through materials and activities such as student agendas, student recognition programs, yearbooks, extracurricular activities, school dances, or theme days.

“enhanced programming and materials”–are voluntary enrichments or upgrades to the curriculum or co-curricular activities beyond what is necessary to meet the learning expectations for a particular grade or course. For example, in some performance and production courses (for example, music, woodworking), students may wish to use a superior product or consumable than that provided by the school, in which case they may be asked to pay the additional cost of the upgrade.

Where students choose not to access these enhanced programs or materials, alternatives must be available as essential course materials required to meet the learning expectations of the course or grade and are to be provided at no cost.

“optional programming”- refers to voluntary courses or activities that students normally choose to attend through an application process, with the knowledge that these programs are beyond the core curriculum. Examples may include Regional Arts and Advanced Placement® programs.

RATIONALE

Every student has the right to attend school, where he/she is a qualified resident pupil, without payment of a fee. The costs of materials and activities for elementary and secondary education are provided to schools by the Ministry of Education and are reflected in the Superior-Greenstone’s operating budgets.

When schools choose with the support of the school community to offer enhanced or optional programming, parents may be asked to contribute resources in the way of time, money, or materials to support these programs or activities. While no student should be excluded from participating in any school activity or event based on the ability to pay, some activities or events may require some recovery of the cost for participation.

Fees may be appropriate in cases where schools choose to offer enhancements or supplementary learning materials beyond the core curriculum. Where fees are appropriate, they should be minimized as much as possible, with the goal of supporting student participation in programs and activities regardless of individual economic circumstances.

1.0 Implementation

1.1 Guiding Principles

- 1.1.1 Every student's school experience is enriched by participation in a variety of activities and opportunities "beyond the classroom".
- 1.1.2 Students must be able to participate in any course and have the opportunity to acquire all skills and knowledge required to complete compulsory credit course requirements without any additional cost.
- 1.1.3 The Ministry of Education grants do not provide funding for all aspects of a student's school experience.
- 1.1.4 Schools are permitted to charge student activity fees.
- 1.1.5 Members of school communities should be consulted in the development of a school's fee schedule and should be made aware of the use of student fees.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	BUSINESS AND TRANSPORTATION		
Management Guideline	STUDENT FEES GUIDELINE		
Applicable Policy	STUDENT FEES		308
<hr/>			
Board Approved:	<u> </u> October 18, 2011	Review: April 5, 2016 September 26, 2011	Review by December 2021 December 2016

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Where students choose not to access these enhanced programs or materials, alternatives must be available as essential course materials required to meet the learning expectations of the course or grade and are to be provided at no cost.

“optional programming”- refers to voluntary courses or activities that students normally choose to attend through an application process, with the knowledge that these programs are beyond the core curriculum. Examples may include Regional Arts and Advanced Placement® programs.

GUIDELINES

The basic cost of materials and activities for a course or grade are provided through school operating budgets; therefore, no student is denied enrolment in any course because of an inability to pay.

Successful completion of a required course or credit is not dependent on the payment of any course fee by a student.

Each school determines the basic materials and activities required for courses. All basic materials essential for the completion of the program or course are made available by the school at no cost to students.

Examples of activities, program or materials ineligible for fee charges include:

- a textbook fee or deposit;
- learning materials that are required for completion of the curriculum such as workbooks cahiers, musical instruments, science supplies, lab material kits and safety goggles;
- a fee for a guest speaker, visiting teacher, or in-class field trip or presentation where the material being presented is a mandatory element of the subject or course.

However, schools may recover the costs for the replacement or repair of lost, damaged, or broken materials such as textbooks, library books, music or science supplies or any loaned materials. These charges should not exceed the replacement or repair cost.

A course fee is only charged for supplies, services, or activities that are considered enhancements to the program or course. Examples of activities, program, or materials potentially eligible for fee charges include:

- extracurricular trips, events or activities that are extensions to the curriculum and not required for graduation (i.e. dances, school clubs, theme days, athletics, drama, student council activities);
- extended student trips or excursions that are not necessary to meet the learning expectations of a particular grade or course
- optional art or music supplies or higher quality woodworking, design or technology materials that students choose to use for course completion, as long as the required materials are available at no cost;
- student activity fees;
- co-curricular activities, special events, program enhancements or field trips (i.e. for costs of participation, rental of equipment or travel), if alternative programming and assignments are offered to students who choose not to participate; or
- student agendas, yearbooks.

Fundraising revenues may be directed to supplies, services, or activities that enhance program opportunities for students.

Fees should reflect the actual cost of the services or materials being provided to the student. Any charges for supplies, services, or activities are reviewed with the school council before implementation and, at least, annually.

Fee Schedule should be communicated to the school community, for example, by being included in fall school newsletters, posted on school websites, and referenced in student/school handbooks. These fee schedules should include an itemized list of fees that states the rationale and purpose of each fee and information about the process to confidentially address financial hardship.