

## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



### Mission Statement

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



### Videoconference Site Locations

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

### Regular Board Meeting 2009/11

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

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

### A G E N D A

Monday, November 16, 2009

Designated Site: Nipigon-Red Rock DHS, Red Rock, ON

**Board Chair:** Mark Mannisto

**Director:** Patti Pella

VC Sites at: GCHS / LSHS / MNHS / SGBO

Teleconference Moderator: RM. Joannette

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

Section (A) In-Camera: – (closed to public) 6:30 p.m.  
 Section (B) : – (open to public): TBA  
 Section (C) 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
Bartlett, Bette						Mannisto, Mark					
Brown, Cindy						Notwell, Kathryn					
Duffus, Sarah (Student)						Robinson, Danielle (Student)					
Fisher, Cindy						Simmons, Tina					
Keenan, Darlene						Sparrow, Julie					
Kjellman, Kayla (Student)						Turner, Jim					

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

PART I: *Committee of the Whole Board*

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

**2.0 Disclosure of Interest: re Closed Session**

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

*(Attachment.)*

3.1 Agenda: Committee of the Whole Board - Closed

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

3.2 Rise and Report from Closed Session

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

PART II: *Regular Board Meeting*

*Section (B): – (open to public): TBA*

**4.0 Regular Meeting Call to Order**

✓ *That, the Superior-Greenstone DSB Regular Board Meeting on Monday, November 16, 2009 be called to order at \_\_\_\_\_ p.m.*

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

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

**6.0 Approval of Agenda**

✓ *That, the agenda for the Superior-Greenstone DSB 2009/11 Regular Board Meeting, November 16, 2009 be accepted and approved.*

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

**8.0 Minutes: Board Meetings and Committee Meetings**

- |     |  |                     |
|-----|--|---------------------|
| 8.1 | 2009/10 Regular Board – October 19, 2009               | <i>(Attachment)</i> |
| 8.2 | Board Policy Review Committee – October 26, 2009       | <i>(Attachment)</i> |
| 8.3 | Parent Involvement Committee – November 3, 2009        | <i>(Attachment)</i> |
| 8.4 | Native Education Advisory Committee – November 4, 2009 | <i>(Attachment)</i> |

✓ *That, the minutes from the Regular Board Meeting be adopted:*

- 2009/10 Regular Board, Monday, October 19, 2009, and

*That, the minutes from the following committee meetings be acknowledged for receipt:*

- *Board Policy Review Committee – Monday, October 26, 2009*
- *Parent Involvement Committee – Tuesday, November 3, 2009*
- *Native Education Advisory Committee – Wednesday, November 4, 2009.*

- 8.5 Amendment to Board Meeting Minutes: Monday, August 24, 2009 (Attachment-Pg 1-Aug 24/09)  
*That, the Superior-Greenstone DSB amend Motion No. 200/09 adopted at the September 21, 2009 Regular Board meeting adopting the minutes for Monday, August 24, 2009 by changing the attendance record to illustrate that Trustee Darlene Keenan was present at the designated board meeting site in the Superior-Greenstone DSB Meeting Room (Marathon).*

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

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

- 10.1 2008-2009 Superior-Greenstone DSB Deloitte Audit Results (Separate Attachment to follow -  
**7:00 p.m. Timed Item** ⇒ (Teleconference Connection) (Deloitte – Teleconference)
- 10.2 Renee Anderson: Kids Corral Child Care Centre (R. Anderson – Videoconference LSHS)
- 10.3 Excellence in Education Schools in the Middle – Literary/Numeracy Secretariat Initiative (Verbal – Kellie Wrigley)
- 10.4 Student Trustees' Update (Verbal – S. Duffus, K. Kjellman & D. Robinson)  
10.4.1 Sarah Duffus  
10.4.2 Kayla Kjellman  
10.4.3 Danielle Robinson

### **11.0 Reports of the Director of Education**

(Director: Patti Pella)

- 11.1 Report No 72  
2009-2010 Trustee Professional Development  
vis-a vis Board Meeting Rotation (Separate Attachment to follow – P. Pella)

### **12.0 Reports of the Education Committee**

(Education Chair: K. Notwell)

Assistant to the Director of Education: David Tamblyn

- 12.1 Board Improvement Plan (Separate Attachment to follow - V. Newton & N. Morden-Cormier)
- 12.2 Report No 73  
Changes to Safe Schools (Attachment – V. Newton)

- 12.3 Report No 74  
Special Funding for Native Language and Native Studies Courses (Attachment - V. Newton)  
*That, the Superior-Greenstone DSB, approve the Report No. 74: Special Funding for Native Language and Native Studies Course for the addition of six additional sections, in total, to be assigned to the following secondary schools, pending proof of minimum student enrollment:*
- Geraldton Composite High School
  - Lake Superior High School
  - Nipigon Red Rock District High School
  - Manitouwadge High School

- 12.4 Report No 75  
Accessibility Standards for Customer Service (Attachment – V. Newton)

**13.0 Reports of the Business Committee** (Business Chair: J. Turner)  
*Superintendent of Business: B. Rousseau*

- 13.1 Report No. 76  
Enrolment Summary as of October 30, 2009 (Attachment – B. Rousseau)

- 13.2 Report No.77  
B.A. Parker PS Project Update (Attachment. – W. Chiupka)

- 13.3 Report No.78  
2008/2009 Financial Statements (Separate Attachment to follow – C. Tsubouchi)  
*✓ That, the Superior-Greenstone DSB accepts Report No. 78: 2008/2009 Financial Statements as presented, and*  
  
*makes the following reserve transfers: To-Winning Teams \$50,000.00*  
*From: Retirement Gratuities Reserve \$284,688.00*

- 13.4 Report No. 79  
Signing Officer of the Board (Attachment – C. Tsubouchi)  
*✓ That, the Superior-Greenstone DSB accepts Report No. 79: Signing Officers of the Board and that, effective November 16, 2009, signing officers for Superior-Greenstone DSB any two of the following:*
- Patti Pella, Director of Education and Secretary to the Board
  - Bruce Rousseau, Superintendent of Business and Treasurer
  - David Tamblyn, Assistant to the Director of Education
  - Cathy Tsubouchi, Manager of Accounting Services

**14.0 Matters for Decision** Board Chair: M. Mannisto

- 14.1 Report No. 80  
Disbursements – October 2009 (Attachment – C. Tsubouchi)

- 14.2 Report No. 81  
Personnel – November 16, 2009 (Attachment – B. Draper)

**15.0 New Business**

- 15.1 Board Chair
- 15.2 Correspondence:
- 15.3 Future Board Meeting Agenda Items
- 15.4 Miscellaneous

**16.0 Trustee Associations and Other Boards****17.0 Observer Comments***(Members of the public limited to 2-minute address)*PART III: *Committee of the Whole Board**Section (C) In-Camera: – (closed to public) TBA***18.0 Committee of the Whole Board** *(In-Camera Closed)**(Attach.)*

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

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

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

**20.0 Adjournment**

**✓ That**, the Superior-Greenstone DSB 2009/11  
 Regular Board Meeting, Monday, November 16, 2009  
 be adjourned at \_\_\_\_\_, p.m.

**2009 Board Meeting Schedule**

<b>2009 Dates</b>	<b>Time</b>	<b>Location</b>		<b>2009 Dates</b>	<b>Time</b>	<b>Location (TBA)</b>
January 19 <sup>th</sup>	6:30 p.m.	Marathon Board Office		July 20 <sup>th</sup>	6:30 p.m.	Marathon Board Office
February 17 <sup>th</sup>	6:30 p.m.	Manitouwadge HS		August 24 <sup>th</sup>	6:30 p.m.	Marathon Board Office
March 23 <sup>rd</sup>	6:30 p.m.	Geraldton Composite HS		September 21 <sup>st</sup>	6:30 p.m.	Lake Superior HS
April 20 <sup>th</sup>	6:30 p.m.	Nipigon Red Rock DHS		October 19 <sup>th</sup>	6:30 p.m.	Geraldton Composite HS

May 19 <sup>th</sup>	6:30 p.m.	Lake Superior HS		November 16 <sup>th</sup>	6:30 p.m.	Nipigon-Red Rock DHS
June 15 <sup>th</sup>	6:30 p.m.	Manitouwadge HS		December 7 <sup>th</sup>	2:30 p.m.	Geraldton Composite HS

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Regular Board Meeting 2009/11**

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

Monday, November 16, 2009

Designated Site: Nipigon-Red Rock District High School, Red Rock, ON

**A G E N D A**

**Board Chair:** Mark Mannisto

**Director:** Patti Pella

VC Sites at: GCHS / LSHS / MNHS / SGBO

Teleconference Moderator: RM. Joannette

**PART I: Committee of Whole Board**

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

1.0 Personnel Report: (Trustee Queries re Personnel Report No. 81)

(B. Draper)

2.0 Litigation

2.1 Human Rights

(P. Pella)

**PART III: Committee of Whole Board**

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

1.0 Personal Service Contract

(P. Pella)

## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



### Mission Statement

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



### Videoconference Site Locations

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

### Regular Board Meeting 2009/10

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

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

### MINUTES

Monday, October 19, 2009

Designated Site: Geraldton Composite High School, Geraldton, ON

**Board Chair:** Mark Mannisto

**Director:** Patti Pella

VC Sites at: LSHS / MNHS / NRHS / SGBO

Teleconference Moderator: RM. Joannette

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

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

### Attendance

<u>Trustees</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Bartlett, Bette		X				Mannisto, Mark	X				
Brown, Cindy					X	Notwell, Kathryn	X				
Duffus, Sarah <i>(Student)</i>	X					Robinson, Danielle <i>(Student)</i>					X
Fisher, Cindy <i>(excused 8:15Pt)</i>			X			Simmons, Tina		X			
Keenan, Darlene		X				Sparrow, Julie		X			
Kjellman, Kayla <i>(Student)</i>			X			Turner, Jim	X				

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



**1.0 Roll Call**

The Board Chair Mark Mannisto conducted roll call at 6.40 p.m. Members were present as noted above.

PART I: *Committee of the Whole Board*

*Section (A) In-Camera: – (closed to public) 6:45 p.m.*

**2.0 Disclosure of Interest: re Closed Session**

There were no disclosures of interest offered at this time.

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

**3.1 Agenda: Committee of the Whole Board - Closed**  
**217/09**

Moved by: *Trustee T. Simmons*

Seconded by: *Trustee J. Sparrow*

✓ *That, the Superior-Greenstone DSB go into a Committee of the Whole Board In-Camera, Section (A) Closed Session at 6:45 p.m. and that this portion be closed to the public.*

*Carried*

**3.2 Rise and Report from Closed Session**  
**218/09**

Moved by: *Trustee K. Notwell*

Seconded by: *Trustee J. Sparrow*

✓ *That, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board In-Camera, Section (A) Closed Session at 7:05 p.m. and that this portion be open to the public.*

*Carried*

PART II: *Regular Board Meeting*

*Section (B) : – (open to public): 7:06 p.m.*

**4.0 Regular Meeting Call to Order**  
**219/09**

Moved by: *Trustee J. Sparrow*

Seconded by: *Trustee K. Notwell*

✓ *That, the Superior-Greenstone DSB September Regular meeting is called to order at 7:06 p.m.*

*Carried*

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

Nil

**6.0 Approval of Agenda**  
**220/09**

Moved by: *Trustee J. Sparrow*

Seconded by: *Trustee K. Notwell*

✓ *That, the agenda for the Superior-Greenstone DSB 2009/09 Regular Board Meeting, September 21, 2009 be accepted and approved as amended to add Item 15.4 Face to Face Meetings and Item 16.1 OPSBA Northern Region Report.*

*Carried*

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

There were no disclosures regarding the open session.

## **8.0 Minutes**

### **8.1 Board Meetings:**

#### **8.1.1 2009/09 Regular Board – September 21, 2009 221/09**

*Moved by: Trustee T. Simmons*

*Seconded by: Trustee B. Bartlett*

- ✓ ***That***, the minutes from the Regular Board Meeting be adopted as amended to correct attendance of Tina Simmons on-site at Lake Superior High School,
- 2009/09 Regular Board, Monday, September 21, 2009

*Carried*

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

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

#### **10.1 Excellence in Education**

Marjorie Mills PS Teacher Angie Bolt in the company of students, Brianna Dowhanek, Alyssa Hogue and Tamarah Goupil provided a verbal report on their "Anti-Bullying Campaign" class project. The class wrote, acted and produced a video about anti-bullying. The children in the class, as actors provided perspectives of both the victim and the bully. The class is working a plan to present the video to other schools.

The Board Chair Mark Mannisto congratulated Ms. Bolt and the students on the excellent quality of the video and presented a Certificate of Appreciation to Ms. Bolt. Ms' Hogue, Dowhanek and Goupil will each receive a personalized certificate.

#### **10.2 Mathematics Facilitator Action Plan**

*(Verbal- Mark Cavner &*

Math Facilitator Mark Cavner provided a verbal report on the Mathematics Action Plan for 2009-2010. As a one year project funded by the ministry, Mr. Cavner's focus in system classrooms is to help students develop skills in math through a constructiveness math approach. He said the prevailing pattern in North America in general is that there is a difference between procedural understanding and conceptual understanding of math. Students are aware of the mathematical operations (procedure); however understanding how to use these to solve a problem (conceptual) is the task.

#### **10.3 Student Trustees' Update**

Sarah Duffus: GCHS reported on events including the college and university information visits to senior students, the commencement of the GCHS yearbook and NWOSSA Cross Country races.

Kayla Kjellman NRHS reported on her school's sporting events, its yearbook progress and the university and college visits. She noted a concern raised by some students, i.e., certain teaching styles that are not conducive to some students' learning style. She suggested that anonymous assessments of teachers by students might provide feedback to teachers about this issue. Director Pella advised the most appropriate avenue in this regard continues to be teachers' access to information/PD on differentiated learning styles of students

## **11.0 Reports of the Director of Education**

*(Director: Patti Pella)*

#### **11.1 Report No 64: 2009-2010 Strategic Plan**

Director Pella reported that a draft Strategic Plan is currently being shared with stakeholders to solicit feedback for a finalized plan. The intent of the Strategic Plan is not only to provide direction for 2009-2010 goals but also to build on this toward developing the board's Operational Plan as

required by the ministry. The annualized Operational Plan must contain specific, measurable, attainable, realistic and timely (SMART) goals. The completed Strategic Plan will replace the former plan adopted in April 2005. The final version will be presented at the December board meeting.

**11.2 Queen Elizabeth Aiming for the Top Scholarships**

Director Pella reported that 13 secondary students from our system have received this award. With congratulations to all she provided their names as follows:

Geraldton Composite HS: Ryan Fillion, Lisa Marszowski and Samantha Ten Hoeve

Lake Superior HS: Laura Desaulniers and Katelyn Spadoni

Manitouwadge HS: Felicia Cain

Marathon HS: Kyle Atchison, Ryan Clancy, Brianna Draper, and Matthew Houde

Nipigon Red Rock DHS: Haillie Bearman, Benjamin Dupuis and Richard Marshall

**11.3 Fall Date for Trustee Professional Development**

Director Pella announced the postponement of the Fall Trustee Professional Development until a time/date could be determined that is suitable to a majority of trustees. Numerous suggestions were offered in regard to scheduling dates to ensure a face-to-face venue for PD. The topic will be revisited during the December Organizational meeting.

**12.0 Reports of the Education Committee**

*(Education Chair: K. Notwell)*

*Superintendent of Education: Vacant*

**12.1 Report No 65: 2008-2009 Parent Involvement Committee**

Director Pella noted that the report compiled by Pinky McRae, Chair of the Parent Involvement Committee (PIC) proved an outline of the 2008-2009 PIC activities and expenditures.

**12.2 Report No 66: E-Learning**

Superintendent of Student Success Valerie provided an overview of the report Newton apologize about the report, just on the E-learning. She explained that the Board Improvement Plan noted on the agenda was a topic to be addressed at the November board meeting.

**13.0 Reports of the Business Committee**

*(Business Chair: J. Turner)*

*Superintendent of Business: B. Rousseau*

**13.1 Report No.67: B.A. Parker PS Project Update**

Manager of Plant Services Wayne Chiupka reviewed the report advising that information on the project would be addressed regularly at future board meetings. Work on the final drawings continues with an expectation that the job would be tendered in January 2010. A new development in the project is the Ontario Fire Marshall involvement on approval of the design concept. The concept received basic approval with some conditions, including the upgrading of hallway fire separations throughout the building.

**13.2 Report No.68: Capital Project Update 2008/09**

W. Chiupka reviewed the report that provides an outline of the five-year capital project plans for the Plant Services Department.

**13.3 Report No.69: 2008/2009 Audit Plans**

Manager of Accounting Services Cathy Tsubouchi reported that the board 2008-2009 external audit starts on October 26, 2009. The report outlines the audit plan from Deloitte for Superior-Greystone District School Board. In addition, the completed audit by Peter Stetsko, Chartered

Accountant is included. This audit was done for the former District School Area Boards of both Nakina and Caramat. The report is included because effective September 1, 2009 these two area boards amalgamated with Superior-Greenstone DSB as per ministry directive.

#### **14.0 Matters for Decision**

*Board Chair: M. Mannisto*

##### **14.1 Report No. 70: Disbursements – September 2009**

C. Tsubouchi provided a brief overview of the report. All relative details were sent to the Chair of the Business-Negotiations Committee Jim Turner.

##### **14.2 Report No. 71: Personnel – October 19, 2009**

Director Pella referred briefly to the Personnel Report indicating inquiries by the board with regard to specific personnel were addressed during the Committee of the Whole, closed session.

#### **15.0 New Business**

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

See comments by Chair noted under Correspondence.

##### **15.2 Correspondence:**

Board Chair Mark Mannisto advised that he shared with trustees (via e-mail) a letter from Laura-Lea Carruthers and also a response from the Minister of Education Kathleen Wynne. The minister was prompted to provide a detailed summary of the grant receipts to Superior-Greenstone DSB after a meeting on September 18, 2009 with some area school council members. He noted too that a letter from the Marathon Town Council, in association with the Municipalities of Ontario was received. It outlined the municipalities' position that these groups should have an opportunity during a school accommodation review process to recommend alternative uses for school facilities facing closure.

Director Pella said she has responded that in such a situation, priority would always focus on keeping delivery of student programming at the forefront for all decisions.

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

Trustee J. Turner requested administration compile a report wherein a summary of what external community and agency resources were available in support of families affected by the economic downturn. Director Pella suggested that a report by Don Parson, Student Support Leader would be forthcoming.

#### **16.0 Trustee Associations and Other Boards**

Trustee Kathie Notwell provided a verbal report on the events from the Ontario Public School Boards' Association (OPSBA) Northern Regional Conference in Sault Ste. Marie on October 15-17, 2009. Bill 177, the Student Achievement and School Board Governance Act, 2009 was among the topics addressed. Public hearings on the bill take place on October 26-27, 2009, while written submissions are accepted up to October 29.

Trustee D. Keenan advised that the expenses for Advisory Trustee Armand Giguere to attend the conference were covered by OPSBA.

#### **17.0 Observer Comments**

There were no observer comments at this time.

**18.0 Adjournment****222/09***Moved by: Trustee J. Turner**Seconded by: Trustee B. Bartlett*

✓ **That**, the Superior-Greenstone DSB 2009/10 Regular Board Meeting, Monday, October 19, 2009 be adjourned at 9:33 p.m.

**2009 Board Meeting Schedule**

<b>2009 Dates</b>	<b>Time</b>	<b>Location</b>		<b>2009 Dates</b>	<b>Time</b>	<b>Location (TBA)</b>
January 19 <sup>th</sup>	6:30 p.m.	Marathon Board Office		July 20 <sup>th</sup>	6:30 p.m.	Marathon Board Office
February 17 <sup>th</sup>	6:30 p.m.	Manitouwadge HS		August 24 <sup>th</sup>	6:30 p.m.	Marathon Board Office
March 23 <sup>rd</sup>	6:30 p.m.	Geraldton Composite HS		September 21 <sup>st</sup>	6:30 p.m.	Lake Superior HS
April 20 <sup>th</sup>	6:30 p.m.	Nipigon Red Rock DHS		October 19 <sup>th</sup>	6:30 p.m.	Geraldton Composite HS
May 19 <sup>th</sup>	6:30 p.m.	Lake Superior HS		November 16 <sup>th</sup>	6:30 p.m.	Nipigon-Red Rock DHS
June 15 <sup>th</sup>	6:30 p.m.	Manitouwadge HS		December 7 <sup>th</sup>	2:30 p.m.	Geraldton Composite HS

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Regular Board Meeting 2009/10**

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

Monday, October 19, 2009

Designated Site: Geraldton Composite High School, Geraldton, ON

**TOPICS**

**Board Chair:** Mark Mannisto

**Director:** Patti Pella

VC Sites at: LSHS / MNHS / NRHS / SGBO

Teleconference Moderator: RM. Joanne

PART I: Committee of Whole Board

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

1.0 Personnel Report: (Trustee Queries re Personnel Report No. 71)

(B. Draper)

2.0 Litigation

2.1 Human Rights

(P. Pella)

2.2 File 2667-54

(P. Pella)

**Regular Board Meeting 2009/10**

Monday, October 19, 2009

**MINUTES**

APPROVED THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 2009

\_\_\_\_\_  
SECRETARY

\_\_\_\_\_  
CHAIR

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

Board Policy Review Committee  
Videoconference Meeting – Marathon, ON

Monday, October 26, 2009 @ 6:30 p.m.

**MINUTES**

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

Legend: Policy = P

Management Guideline = MG

Procedural Guideline = PG

**1.0 Review and Approval of Minutes: June 10-09**

(Attached)

Moved by: D. Keenan

Seconded by: T. Simmons

That, the Board Policy Review Committee minutes of June 10, 2009 be approved.

**2.0 Business Arising from Minutes**

Nil

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

**3.1 MG 412 (new): Public Access Defibrillators in Schools**

Director Patti Pella advised that this management guideline is the companion to the Policy 412 approved in May 2009.

**Action:** Put forward for board approval November 16, 2009.

**3.2 P-517: Early Identification**

Director Pella advised that changes include:

Delete the phrases, "A student's scrapbook or portfolio"; and insert phrase, "samples of student work".

Also under "Time Lines"

Delete word: Secretary and insert the word "principal"

Delete "Orientation Day for JK Students and insert "Orientation Activities".

Delete phrase, "As Appropriate and insert the word "Spring".

**Action:** Put out for Stakeholder Review on board website.

**3.3 P-706 Health and Safety**

Director Pella explained that this policy is brought forward annually as per legislation. No changes have been made, but it is a requirement that each November, the board of trustees must approve its continuance. Ms. Pella advised that a comprehensive review of the policy is scheduled in January 2010 by the Manager of Plant Services. An update will be brought forward to the BPRC at that time, it will undergo stakeholder review and again in March 2010 the policy would be scheduled for approval of the latest edition.

**Action:** Put forward for board approval November 16, 2009.

- |     |               |  |
|-----|---------------|--|
| 3.4 | <u>P-708:</u> | <p>Community Service</p> <p>No Changes to this policy.</p> <p><b><u>Action:</u></b> Put out for Stakeholder Review on board website</p>  |
| 3.5 | <u>P-905:</u> | <p>Pupil Accommodation</p> <p>P. Pella reported that this policy requires an earlier than dated review because the ministry has implemented new guidelines for boards conducting an accommodation review committee process. The new guidelines were effective September 30, 2009. The updated draft includes revised wording throughout and has be reformatted to be consistent with the new format approved by the BRPC last spring.</p> <p><b><u>Action:</u></b> Put out for Stakeholder Review on website. As well send directly to all union presidents. Manitouwadge HS Principal Brian Johnson (author) is consulting with the Leader's Forum to solicit feedback.</p> |
| 3.6 | <u>P-604:</u> | <p>Junior and Senior Kindergarten</p> <p>Director Pella advised that the policy has been forwarded directly to Student Education Framework Leader Nicole Morden-Cormier. The kindergarten portfolio resides in her area and she will bring the current policy forward to the next Kindergarten Committee meeting. Following this, the input collected from that group will be included in an updated draft for the BPRC in January 2010 meeting.</p> <p><b><u>Action:</u></b> N. Morden-Cormier to review with Kindergarten Committee.</p>   |

#### **4.0 Stakeholder Feedback: New /Existing (P's, MG's and/or PG's)**

- 4.1 Concluded September 10, 2009  
 MG 502: Ontario Student Records  
 MG 505: Field Trips and Excursions  
 P-524: Sabrina's Law (Anaphylaxis)  
 P-536: Equity and Inclusive Education  
 P-906: Environmental Education

Note: No public feedback received for any of the above policies posted to the website for review.

**Action:** Put forward for approval to Board of Trustees on November 16, 2009.

## 5.0 Direction of BRPC for Stakeholder Reviews

Moved by D. Keenan                      Seconded by: T. Simmons

That the following be put forward for full stakeholder review to conclude by December 29, 2009

P-517 Early Identification (Attached)

P-707	Early Intervention	<a href="#">(Attached)</a>
P-708	Community Service	<a href="#">(Attached)</a>

P-905	Pupil Accommodation	(Attached)
-------	---------------------	------------

## 6.0 Recommendations of BPRC to Regular Board: November 16, 2009

Moved by D. Keenan                      Seconded by: T. Simmons

That the following be put forward for full board approval on November 16, 2009:

MG 412 (new): Public Access Defibrillators in Schools (Attached)

MG-502: Ontario Student Records (Attached)

MG-505: Field Trips and Excursions [\(Attached\)](#)

P-524: Sabrina's Law (Anaphylaxis) [\(Attached\)](#)

P-536: Equity and Inclusive Education [\(Attached\)](#)

P-666:	Equity and Inclusive Education	<a href="#">(Attached)</a>
P-706	Health and Safety	<a href="#">(Attached)</a>

P-906: Environmental Education ([Attached](#))



**7.0 Future Meetings and Agenda Items**

**7.1 November 23, 2009**

301-P Student Transportation  
301-MG Student Transportation  
404-P Building/Grounds and Equipment  
406-P Snow Removal  
410-P Lock and Keying  
410-MG Lock and Keying  
520-MG: Police and Schools Protocol

**7.2 January 25, 2010**

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

**7.3 February 22, 2010**

P (new) Accessibility Standards (February 2010)  
MG (new) Accessibility Standard (February 2010)  
PG (new): School Field Trips/Medical Preparedness & First Aid

**7.4 March 29, 2010**

305-P Internal Audit  
305-MG Internal Audit  
409-P Use of School Buildings and Equipment  
409-MG Use of School Building and Equipment

**7.5 April 26, 2010**

P (new) Violence in the Workplace (April 2010)  
202-P Control and Release of Information  
506-P Drug Education  
526-P MISA  
526-MG MISA

**7.6 May 25, 2010**

531-MG Fire Alarm and Drills  
535-P Progressive Discipline & School Safety  
535-MG Progressive Discipline & School Safety  
704-MG Recruitment Selection and Hiring

**7.7 September 27, 2010**

208-P Trustee/Student Trustee Attendance at Conferences

**8.0 Adjournment**

Moved by: *D. Keenan*                      Seconded by: *T. Simmons*  
That, the Board Policy Review Committee meeting be adjourned at 6:48 p.m.

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

---

<i>Section</i>	FACILITIES AND GROUNDS	
<i>Management Guideline</i>	PUBLIC ACCESS DEFIBRILLATORS IN BOARD FACILITIES	
<i>Applicable Policy</i>	PUBLIC ACCESS DEFIBRILLATORS IN BOARD FACILITIES	412

---

*Board Approved:*

---

The Superior-Greenstone District School Board is committed to the health and safety of its students, faculty, staff and visitors. In order to provide opportunities for assistance to individuals who may experience cardiac arrest on school property, automatic external defibrillators (AED's) are available in all board facilities. Early access defibrillation has been recognized as a significant factor in survival from incidents of sudden cardiac arrest

The purpose of this document is to establish guidelines for the placement, care and use of an Automatic External Defibrillator (AED) located in Superior-Greenstone District School Board school buildings. Adequate preparation for responding to a life-threatening emergency can save lives.

### ***DEFINITIONS***

***Automatic External Defibrillator (AED)*** is a portable device used to induce electrical stimulation to the heart muscle in the event of a potential cardiac arrest.

### ***GUIDELINES***

#### ***1.0 Storage and Accessibility of an Automatic External Defibrillator in the School Setting***

- Assess each potential building for the optimal central location for storage of the AED. The location should be readily identified and secure, yet easily accessible for adults.
- Staff should be notified of the location and how to access the AED equipment in an emergency.
- Access and use of the AED by rental groups or community organization personnel should be addressed.
- A designated employee should be responsible for periodic maintenance of the AED.

#### ***2.0 Responsibilities***

##### ***2.1 School***

- Selection of employees for AED training and distribution of AED-trained employee lists as required.

- Designate an employee to complete periodic equipment and accessory maintenance checks.
- Maintain on file a specifications/technical information sheet for each approved AED model assigned or donated to the school.
- Notify Health and Safety Officer if the AED has been used in a medical emergency, or the unit has been lost, stolen or damaged.

## **2.2 Automatic External Defibrillator Trained Employee Responsibilities**

- Provide prompt basic life support including AED and first aid according to training and experience.
- Complete and maintain cardio-pulmonary resuscitation (CPR) and AED training certification.
- Understand and be familiar with the operation of the AED.
- Complete the required post event protocols.

## **2.3 Volunteer Responder Responsibilities**

Anyone can, at their discretion, provide voluntary assistance to victims of medical emergencies. The extent to which these individuals respond shall be appropriate to their training and experience. These responders are encouraged to contribute to emergency response only to the extent they are comfortable. The emergency medical response of these individuals may include CPR, AED or medical first aid.

## **2.4 School Office Responsibilities**

- Receive emergency medical calls from internal locations within the school.
- Contact the external community 9-1-1 Emergency Medical Services (EMS).
- Deploy AED-trained employees to emergency location ~ Code Blue.
- Assign someone to meet responding EMS aid vehicle and direct EMS personnel to site of medical emergency.

Note: Employee training should be consistent with CPR/ First Aid training certifications provided by the Canadian Heart & Stroke Association, Red Cross or other authorized agencies. Employees should also be aware that they are not liable for rendering such emergency care.

## **3.0 User Guidelines for Automatic External Defibrillator**

The following AED response protocol has been developed as a recommended guideline for school systems. The protocol should be reviewed on an annual basis and updated as needed.

### **3.1 Conduct an initial assessment of the patient and environment.**

- Assess the scene for safety.
- Use standard (universal) precautions.
- Assess patient for unresponsiveness.
- If unresponsive, activate EMS and in-house emergency plan per school protocol or policy.
- Call for an AED.

### **3.2 Assess breathing.**

- Open the airway.
- Look, listen and feel for breathing.
- If breathing is absent, deliver two breaths.
- If signs of normal breathing are absent, provide CPR if trained.
- Continue CPR until the AED arrives.

### **3.3 Begin treatment with the AED.**

- As soon as the AED is available, turn on the AED and follow prompts.
- Remove all clothing from the chest area. Dry the chest if it is wet.
- Apply defibrillation pads. Look at the symbols on the AED pads and place pads as shown on the illustrations. Ensure pads are making good contact with the patient's chest. Do not place pad over the nipple, medication patches, or visible implant devices.
- Make sure the patient area is clear, and then deliver a shock to the patient when advised by the AED.
- When advised by the AED, initiate/resume CPR starting with compressions.
- Continue to perform CPR until otherwise prompted by the AED or EMS personnel.

### **3.4 Actions to take when the EMS arrives.**

Responders working on the victim should document and communicate important information to the EMS provider, such as:

- Victim's name.
- Known medical problems, allergies or medical history.
- Time the victim was found, condition and vital signs if obtained.
- Type and time of intervention(s) provided, to include the number of shocks delivered and length of time the defibrillator was used.
- Patient response to intervention(s) and information from the AED screen.

## **4.0 Post-incident Procedures**

- An employee involved should notify the building administrator as soon as possible.
- A designated employee should check the AED, restock the supplies immediately after the event and perform the after-patient-use maintenance on the AED. \* see below
- The building administrator or a designated employee should conduct an employee incident debriefing and document.

\* After-Use: Contact the Health and Safety Officer who will take the unit to EMS for after use maintenance

## **5.0 Periodic Maintenance - Scheduled**

- Visual check of unit and cabinet (clean, undamaged).

- Check pads for expiration dates – located on the front of the container, do not open pad container.
- Check Fast Response Kit for adequate supplies (razor, masks, and gloves).
- Check operation of the AED by viewing green light.

Any unit that fails inspection or sounds the trouble signal **MUST** be removed from active service immediately, and must pass a complete inspection after corrective actions have taken place before being returned to service.

A unit that is taken out of service for any reason must have a sign posted on the cabinet indicating such and staff are to be notified that the unit is out of service.

Trained staff should practice and evaluate response to sudden cardiac arrest using the AED or trainer model.

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

*Section*                      SCHOOLS AND STUDENTS

*Policy Name*              EARLY IDENTIFICATION

517

*Board Approved:*

*August 10, 2002*

*Reviewed:*

*April 2004*

*Review Prior To: ~~December 2009~~*

### ***POLICY***

It is the policy of the Superior-Greenstone District School Board that the Early Identification procedure will occur in each elementary school. The Early Identification procedure is done by the JK and SK teachers to assist them in assessing the child's learning needs in order that appropriate programming may take place.

### ***PROCEDURES***

#### **1.0 Early Identification Procedures Shall Include the Following**

- 1.1 Confidential information in the form of a health and/or social history to be filed in the Ontario Student Record, in keeping with the Ontario Government Statutes and Regulations and Superior-Greenstone District School Board procedures.
- 1.2 Each JK and SK teacher will complete the appropriate checklist for each student at the end of each school year in keeping with Superior-Greenstone District School Board procedures.
- 1.3 Opportunities for information sharing between parent(s) and teacher must be made available. ~~A student's scrapbook or portfolio~~ **Samples of student work** will be used to communicate with the parent(s) during the year and with the next year's teacher.
- 1.4 ~~Scrapbooks or portfolios~~ **Samples of student work** will be given to the parent(s) at the end of the school year.

#### **2.0 Time Line**

<u>Action</u>	<u>Involved</u>	<u>Time Line</u>
• JK and SK Registration	<del>Secretary</del> <b>Principal</b>	January/February
• Mailing Information re Orientation	<del>Secretary</del> <b>Principal</b>	April/May
• Orientation Day for <del>JK Students</del> <b>Activities</b>	JK/SK Teachers	<del>As Appropriate</del> <b>Spring</b>
• Curriculum Night re: JK and SK Programs	JK/SK Teachers	September/October
• JK/SK Parent/Teacher Interviews and Conference	JK/SK Teachers & Parents	Ongoing

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

<i>Section</i>	PERSONNEL	
<i>Policy Name</i>	HEALTH & SAFETY	706
<hr/>		
<i>Board Approved: March 12, 1999</i>	<i>Reviewed and Approved:</i> _____/ November 18, 2008 / November 20, 2007 / November 21, 2006 / October 19, 2004	<i>Review Prior To:</i> December 2009
<hr/>		

### ***POLICY***

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

### ***RATIONALE***

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

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

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

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

### ***PROCEDURES***

#### **1.0 Practices**

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

#### **2.0 Priority**

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

#### **3.0 Accident Prevention**

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

#### **4.0 All Employees**

All employees are expected to assume responsibility for accident prevention.

#### **5.0 Consequences**

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

#### **6.0 Guidelines**

6.1 Requirements

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

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

6.2 Responsibilities

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

6.2.1 Trustees and Senior Supervisors

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

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

6.2.2 Managers and Supervisors

All supervisory and management staff are responsible to:

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

6.2.3 All Employees

All employees are responsible to:

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

**7.0 Programs and Practices**

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



7.1 Joint Health & Safety Committee

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

7.2 Programs

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

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

7.3 Practices

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

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

7.4 Safety Manuals

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

- physical education,
- science,
- technological

7.5 Requirements

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

- personal protective equipment.

**8.0 Review**

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

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

---

*Section* PERSONNEL

*Policy Name* COMMUNITY SERVICE

708

---

*Board Approved:*

March 12, 1999

*Reviewed:*

December 3, 2004

*Review Prior To:* ~~December 2009~~

---

### ***POLICY***

The Superior-Greenstone District School Board recognizes the desirability of the involvement of its employees in the life of the communities in which they live and in which the Board has educational jurisdiction and that this involvement will inevitably include community, cultural and other types of organized activity on a volunteer basis.

### ***PROCEDURES***

#### **1.0 Definitions**

"Community Service" for the purposes of this policy is understood to include the following:

- cultural groups,
- athletic groups,
- service clubs,
- church groups,
- charitable organizations,
- hobby groups,
- recreational groups, and,
- other similar local groups.

#### **2.0 Absence from Duties**

Time off for community service as defined above, is provided through the Collective Agreement in such categories as "personal days."

#### **3.0 Maximum**

The provisions in Collective Agreements represent the maximum that the Board allows for absence re such activities.

#### **4.0 Not Covered by Collective Agreement**

Employees not covered by a Collective Agreement or similar provision will be considered on an individual basis upon application to the employee's Supervisor. Sufficient lead-time must be provided to allow consideration of any such request(s)

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

<i>Section</i>	MISCELLANEOUS	
<i>Policy Name</i>	PUPIL ACCOMMODATION	905
<hr/>		
<i>Board Approved:</i>	<i>Revised</i>	
June 24, 2008	May 26, 2008	
January 22, 2008	January 22, 2008	<i>Review Prior To: December 2013</i>
March 20, 2007	March 20, 2007	
February 20, 2001		
<hr/>		

### **1.0 Pupil Accommodation Review and Facility Organization Procedures**

#### **1.1 Purpose**

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

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

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

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

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

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

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

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

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

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

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

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

## **2.0 Introduction**

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

## **3.0 Pupil Accommodation Reviews**

### **3.1 Purpose**

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

## **4.0 Procedure for Establishment of an Accommodation Review Committee**

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

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

## **5.0 Aims of Accommodation Review Committee**

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

## **6.0 Membership for an Accommodation Review Committee**

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

- b) One citizen from each school attendance area considered in the Pupil Accommodation Review, appointed by each school community at meetings called by the Principal of each school for that purpose.
  - c) One business representative from each municipality having a connection with the Accommodation Review Area.
  - d) One municipal leader from each municipality having a connection with the Accommodation Review Area.
- 6.2 The following are considered to be support available of the ARC:
- a) Superintendent of Business.
  - b) Superintendent of Education.
  - c) School Principal(s) of the affected area(s).

## **7.0 Rules of Procedure for an Area Accommodation Review Committee**

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

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

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

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

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

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



## APPENDIX "A"

**SCHOOL INFORMATION PROFILE**

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

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

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

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

**Value to the Student**

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

**Value to the School Board**

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

### **Value to the Community**

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

### **Value to the Local Economy**

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

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

---

<i>Section</i>	SCHOOLS AND STUDENTS	
<i>Management Guideline</i>	FIELD TRIPS & EXCURSIONS	
<i>Applicable Policy</i>	FIELD TRIPS & EXCURSIONS	505

---

<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review by:</i>
October 17, 2006	June 10, 2009	December 2014

---

### **DEFINITIONS**

***“classroom extensions”*** means excursions on school property or beyond school property that constitute part of the regular curriculum during the school day.

***“field trip”*** means an excursion, not including the regular classroom extension, which requires students to leave the controlled environment of the school, which may extend beyond the school day.

***“extended field trip”*** means any trip which requires the students to be away from home for a minimum of one night.

***“co-curricular activities / extra-curricular activities”*** means those activities, which extend beyond the classroom.

***“high-care activities”*** means those activities requiring additional precautions as determined by the supervisor in consultation with his/her Principal. Examples include, but are not restricted to: downhill skiing, cross country skiing on steep terrain with sharp turns, all activities in or on water (including ice), rock climbing.

***“supervisor”*** means an individual who has reached the age of eighteen, has gone through the Board's volunteer screening process, and has agreed to assist in the supervision of a group of students. At least one supervisor must be a teacher employed by the Board.

### **RATIONALE**

The Board encourages the extension of the school curricular and co-curricula beyond the physical boundaries of the school and the school grounds.

Although out-of-classroom activities dictate extra precautions and procedures, this Board encourages such experiences for students within budget and personnel limitations.

#### **1.0 Guidelines**

- 1.1 All field trips must have curricular relevance.
- 1.2 The Field Trip Approval Form will be approved by the Principal prior to the departure date and prior to commencing any organized activities related to the trip. (Refer to Appendices A and B.)
- 1.3 It is the responsibility of the Principal to ensure that the teacher in charge of the field trip has the necessary knowledge, experience, and qualifications, and that suitable supervision and safety measures are provided. (Refer to Appendices C and D.)

- 1.4 The Principal, in consultation with the teacher and the parent/guardian, may exclude a pupil from participating in a particular trip, and will provide an alternative program at the school.
- 1.6 Copies of medical concerns for each participant that are gathered and retained by the supervisor shall be given to the Principal.
- 1.5 If there are known anaphylactic students participating on a field trip, the Principal or designate will ensure that supervisors are aware of the procedures outlined in Board Policy 524 Sabrina's Law (Anaphylaxis).

## **2.0 Procedures**

### **2.1 Classroom Extensions - Regular Curriculum**

#### **2.1.1 On school property,**

- a) Notify the Principal or designate (oral notification may be sufficient).

#### **2.1.2 Excursions beyond school property,**

- a) May include jogging, cross-country skiing, or golfing during the regular physical education classes or stream studies as part of the regular science curriculum),
- b) Requires a Field Trip Approval Form. Principal approval is required (see Appendix A)

### **2.2 Field Trips / Extended Field Trips (out of Board's geographical jurisdiction) and Co-curricular Activities**

#### **2.2.1 Field trips taking place within the Board 's jurisdiction and beyond regular school day hours, but not overnight,**

- a) Requires an Extended Field Trip Approval Form. Principal approval is required (see Appendix B).
- b) Final arrangements should include the following:
  - A written notification to students and parents/guardians outlining details of the proposed trip and clearly specifying projected costs
  - Obtaining written consent for each student's involvement from each student's parent/guardian, or from the student if he/she is at least eighteen years of age.
  - Providing an itinerary for each participant where applicable.
  - Providing a written statement of expectation (i.e. expected conduct, etc.) of participants.
  - First Aid, Safety and Emergency Procedures

#### **2.2.2 The school's annual budget will reflect those out-of-school activities which incur costs.**

#### **2.2.3 Extended field trip taking place outside of the geographical jurisdiction of the Board with a minimum one-night away from home.**

- a) Requires an Extended Field Trip Approval Form. Principal approval is required (see Appendix B).

- b) The Principal will notify the Superintendent of Education of overnight trips.
- c) Final arrangements should include the following:
  - See notes above at 2.2.1 b)

2.2.4 Approval of the Superintendent of Education is required either through the budget process or through procedures determined by the Director.

### **3.0 Planning**

3.1 All out-of-classroom activities must have curricular relevance; therefore, each project must be preceded by adequate classroom preparation appropriate to the understanding of the students, and where applicable, must include directed learning, and/or be complemented by follow-up assignments. In order to derive maximum curricular benefit, the importance of timing the experience with relation to the classroom program should be given high priority.

3.2 The Principal must ensure that:

- All participants and supervisors are adequately prepared for the activity to be undertaken
- All participants and supervisors are aware of potential hazards and possess the knowledge, skills, and abilities necessary for safe and successful completion of the proposed activities
- There is a list of all participants
- The names and addresses of persons to be contacted in an emergency is in their possession
- The medical concerns for each participant as gathered and retained by the supervisor is in their possession.

3.3 Public Relations

The following suggestions are offered to assist in informing the public on the validity of out-of-school programs.

3.3.1 Invite parents and volunteers to participate in field studies where appropriate.

3.3.2 For extended excursions hold preliminary meetings to inform parents of your plans. Follow-up open houses provide students with opportunities to display their accomplishments. Films and slide shows are excellent in this regard.

3.3.3 Keep the press informed. Provide photographs of newsworthy activities. Enlist the press's cooperation in covering the educational aspects of the program rather than just the "human interest" aspects.

3.3.4 In planning field trips that return later than normal school closing time, teachers are reminded to use consideration since many students have after-school responsibilities which must be rearranged. Advance notice to parents containing the day's itinerary and anticipated time of return is essential.

3.4 Expectations

Infrequently, situations may arise that the policy guideline may not address directly. Such cases require that professional judgement of the supervising teacher apply. Teachers should consider their decisions carefully and attempt to contact school administration for advice on how to handle exceptional situation should these arise. Examples of such are:

- 3.4.1 A serious discipline problem arises when away from the school and the home community.
- 3.4.2 A student fails to show up by the time the rest of the group and transportation are ready to depart.
- 3.4.3 A student asks permission to leave the group and travel or stay with a friend (relative).
- 3.4.4 The sudden emergency - a teacher may need to leave the group for which he/she is responsible to attend to an emergency involving one student.
- 3.4.5 The specific situation - Outer's courses, Outer's clubs and camping clubs must include preparation for dealing with typical emergencies as part of their instructional programs (e.g. someone gets lost, group gets separated, one canoe gets swamped).

### 3.5 Financing

- 3.51. It is the responsibility of principals and teachers involved in fund raising activities to follow the procedures in accordance with the Policy 509 and its Management Guideline regarding Cash Handling in the Schools.
- 3.5.2 When additional funds are required, this may at times be sought from parents or by fund-raising projects. Care should be taken not to ask parents for excessively large amounts or to make requests too frequently. Door-to-door campaigns are not encouraged (see Policy 509)
- 3.5.3 All funds should be accounted for and contributors should know how funds have been spent.

## 5.0 Supervision

Student safety is of paramount importance, the following is a minimum standard of supervision for field trips:

5.1	Grade	Field Trip	Extended Field Trip
	JK, SK Grades 1,2,3	1:10	1:5
	Grades 4,5,6,7,8	1:15	1:10
	Grades 9,10,11,12	1:30	1:15

### 5.2 Canoeing ratio:

Staff/supervisor to student ration must be 1:8.  
(Also refer to Appendix C and the Ontario Physical Education Association (OPHEA) Safety Guidelines for Outdoor Education (see website address below at Part 6.4).

- 5.3 Increased supervision should be considered for high care activities and/or participation by students with special needs.
- 5.4 Supervisors are responsible for the supervision of students participating in a field trip. Supervisors are expected to exhibit appropriate behaviour. Supervisors will expect appropriate behaviour from their students. When an individual agrees to supervise an event, they will be identified as a supervisor first and, as a result, will be governed by Board policy (refer to the appropriate Code of Student Conduct of the individual school).

- 5.3 The possession or consumption of any alcoholic beverage by supervisors, whether of legal drinking age or not, at any time during a field trip/extra-curricular/co-curricular activity is prohibited.
  - 5.4 The possession or consumption of illegal drugs by supervisors during a field trip/extra-curricular/co-curricular activity is prohibited.
  - 5.5 When necessary, the supervisor should make a pre-trip visit to the site of the field trip.
  - 5.6 For high care out-of-school activities that occur in isolated areas where emergency care is not readily available, at least one supervisor must hold valid certification in Red Cross Standard First Aid, or St. John's Ambulance Standard First Aid.
  - 5.7 Supervisors must ensure that all participants are aware of procedures to be followed in the event of separation or accidents occurring on the trip.
  - 5.8 Supervisors must ensure that all participants in outdoor activities are made aware of and come prepared with clothing, footwear and equipment which is suitable to the nature of the activity. Supervisors may exclude students who are not properly equipped.
- 6.0 Safety
- 6.1 If the activity is in the water, and a certified lifeguard is not present, at least one supervisor must hold a current Royal Lifesaving Society Canada Bronze Medallion Award. See Appendix C.
  - 6.2 Helmets may be required for all skating activities, unless otherwise stated in a local facility's regulations (i.e. community arena). Players must wear approved C.S.A. helmets and face masks at all times during modified hockey and ringette.
  - 6.3 For any activity, safety requirements of the governing associations must be followed. (e.g. lacrosse, ice hockey, ringette, etc.)
- 6.4 Canoeing Trips and Watercraft Activities
- All school canoeing trips and watercraft activities will follow the guidelines in Appendix C and the Ontario Physical Education Association (OPHEA) Safety Guidelines for Outdoor Education. You can access the comprehensive OPHEA Safety Guidelines from the OPHEA website at [www.ophea.net](http://www.ophea.net) (yellow safety icon on the homepage) or at [www.ontariosafetyguidelines.ca](http://www.ontariosafetyguidelines.ca).
- Educators need to ensure that utmost precautions are taken during both preparatory and the actual phases of all programs involving water and the use of boats. Educators planning field trips involving water activities must ensure the following: Physical Education Safety Guidelines
- 6.4.1 All participants must wear a properly sized and fastened small vessel life-jacket or personal flotation device (Federal Department of Transport approved), at all times during watercraft activities other than commercially contracted services such as the Welcome Ship, Old Fort William Canoes, or Maid of the Mist.
  - 6.4.2 Field trips involving canoeing are limited to students who have fulfilled the necessary prerequisites. (Commercially contracted canoes are exempted, e.g. Old Fort William).

## 6.5 Transportation

The direction outlined in Board Policy 302 Student Transportation by Staff or Other Volunteers is to be followed.

Occasionally, students may be asked to arrange their own transportation to and from a field trip/extra-curricular/co-curricular activity.

Only students who possess a valid driver's license and written permission from a parent/guardian, are permitted to drive themselves to and from a field trip/extra-curricular/co-curricular activity. Licensed students shall not be permitted to drive other students to and from a field trip/extra-curricular/co-curricular activity under any circumstances.

If a Board employee does not organize transportation to and from a field trip/extra-curricular/co-curricular activity, it will be the responsibility of the student participants to arrange a method of transportation to the field trip/extra-curricular/co-curricular activity. Any driver, in this case, would not be required to produce a current criminal background check since they were not specifically asked to volunteer to drive by an employee of the Board.

### **LIST OF APPENDICES**

APPENDIX A: Field Trip Approval Form

APPENDIX B: Extended Field Trip Approval Form

APPENDIX C: Activities in the Water



APPENDIX A

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**  
**OUT-OF-CLASSROOM LEARNING POLICY**  
**FIELD TRIP APPROVAL FORM**

-----  
School: \_\_\_\_\_

**1.0 Trip Description**

- 1.1 Destination: \_\_\_\_\_
- 1.2 Departure Date: \_\_\_\_\_
- 1.3 Return Date: \_\_\_\_\_
- 1.4 Purpose: \_\_\_\_\_
- 1.5 Curriculum Relevance: \_\_\_\_\_
- 1.6 Brief Description of Participants (number, age, grade, etc.):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 1.7 Name of Adult Supervisors: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Teacher In Charge

\_\_\_\_\_  
Date

-----  
**APPROVALS**

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

Attach to this application, copies of:

- Written notice to parents;
- Written consent for student involvement;
- Written itinerary;
- Written statement of student expectations.



APPENDIX B

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**  
**OUT-OF-CLASSROOM LEARNING POLICY**  
**EXTENDED FIELD TRIP APPROVAL FORM**

-----  
School: \_\_\_\_

**1.0**      **Trip Description**

1.1      Purpose of Trip: \_\_\_\_\_

1.2      Destination: \_\_\_\_\_

1.3      Departure Date: \_\_\_\_\_

1.4      Return Date: \_\_\_\_\_

1.5      Number of Students: \_\_\_\_\_ Grade: \_\_\_\_\_

1.6      Name of Adult Supervisors:

In Charge: \_\_\_\_\_

Other: \_\_\_\_\_

\_\_\_\_\_

**2.0**      **Transportation**

2.1      Specify type(s) to be used throughout the trip:

\_\_\_\_\_

**3.0**      **Accommodation**

3.1      Specify accommodation throughout trip: (provide name and telephone number when commercial establishment)

\_\_\_\_\_

**4.0**      **Safety**

4.1      Specify safety factors considered:

\_\_\_\_\_

4.2      Specify plans to address same:

\_\_\_\_\_

4.3      Specify provision for First Aid:

\_\_\_\_\_

**EXTENDED FIELD TRIP APPROVAL FORM****Page 2****5.0 Other**

5.1 Specify any OTHER CONSIDERATIONS pertinent to this proposed excursion:

---



---

**6.0 Finances**

6.1 Estimated Costs:

6.1.1 Travel: \$ \_\_\_\_\_

6.1.2 Meals: \$ \_\_\_\_\_

6.1.3 Accommodation: \$ \_\_\_\_\_

6.1.4 Supply Teacher(s): \$ \_\_\_\_\_

6.1.5 Additional (specify): \$ \_\_\_\_\_

\_\_\_\_\_ \$ \_\_\_\_\_

\_\_\_\_\_ \$ \_\_\_\_\_

6.1.6 TOTAL: \$ \_\_\_\_\_

**7.0 Funding**

7.1 School Budget: \$ \_\_\_\_\_

7.2 Fund Raising: \$ \_\_\_\_\_

7.3 Students: \$ \_\_\_\_\_

7.4 Other (Specify): \$ \_\_\_\_\_

\_\_\_\_\_ \$ \_\_\_\_\_

\_\_\_\_\_ \$ \_\_\_\_\_

7.5 TOTAL (Should balance with Item 6.1.6) \$ \_\_\_\_\_

**APPROVALS**\_\_\_\_\_  
Principal\_\_\_\_\_  
Date\_\_\_\_\_  
Superintendent of Education\_\_\_\_\_  
Date

Attach to this application, copies of:

- Written notice to parents;
- Written consent for student involvement;
- Written itinerary;
- Written statement of student expectations.

**APPENDIX C**

**ACTIVITIES IN THE WATER**  
**(no life jacket)**

The teacher supervisor is responsible for the activity.

If the activity occurs in a swimming pool, a life guard is only responsible for pool safety during the activity.

**Procedures:**

- 1.0 There must be a certified life guard for every 12 students, or a supervisor with a current Canadian Bronze Medallion Award for safety.
- 2.0 The “Buddy” system must be used.
- 3.0 The designated area must be thoroughly checked by the supervisor prior to activities beginning.
- 4.0 Markers or buoys will be used to indicate the area in which students are allowe

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

---

*Section*                      SCHOOLS & STUDENTS

*Policy Name*              SABRINA'S LAW – (ANAPHYLAXIS)

524

---

*Board Approved:*

*November 17, 2009*

*Reviewed: June 10, 2009*

*Review by: December 2014*

---

### ***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.

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

---

**Section** MISCELLANEOUS

**Policy Name** ENVIRONMENTAL EDUCATION

906

---

**Board Approved:**

*Review By December 2014*

---

### **RATIONALE**

Superior Greenstone District School Board is committed to delivering effective environmental education and to modeling environmentally responsible practices as well as to raising environmental awareness for all staff, students, trustees and the community. SGDSB will consistently consider the impact on the environment of decisions that are made in the delivery of curriculum and in the daily operations of our school board. The Board encourages staff, students, and the school community to promote and follow sound environmental practices which are consistent with a healthy, safe, and sustainable environment. Through these efforts, SGDSB endeavours to:

*“...prepare our young people to take their place as informed, engaged, and empowered citizens who will be pivotal in shaping the future of our communities, our province, our country and our global environment.”*

(Shaping Our Schools, Shaping Our Future:  
Environmental Education in Ontario Schools)

### **POLICY**

It shall be the policy of Superior-Greenstone District School Board to adopt a leadership role in:

- a) empowering and supporting student, parent, community, and educator partnerships in developing classroom, school, and community environmental actions;
- b) developing ecologically sound purchasing practices;
- c) reducing the use of toxic substances in Board programs and operations;
- d) providing staff with opportunities to understand, develop, and implement the cross-curricular nature of environmental issues;
- e) conservation of energy and water resources;
- f) placing environmental literacy into the content and methodology of instructional programs in all divisions;
- g) facilitating sound waste management procedures (reduce, reuse, recycle);
- h) promoting the retention and development of natural landscaping and wildlife habitats on Board property.



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

---

<i>Section</i>	SCHOOLS AND STUDENTS	
<i>Management Guideline</i>	ONTARIO STUDENT RECORDS (DRAFT)	
<i>Applicable Policy</i>	ONTARIO STUDENT RECORDS	502
<i>Board Approved:</i>		<i>Review by: December 2014</i>

---

It is the policy of Superior-Greenstone District School Board to follow the Ontario Student Record (OSR) Guideline 2000 as amended. The Guideline sets out the requirements of the Ministry of Education in regard to the establishment, maintenance, access, retention, transfer and disposal of the OSR. School administrators must be conversant with the OSR guideline.

### ***DEFINITIONS***

***“OSR”*** means the Ontario Student Record as defined in the Ontario Student Record (OSR) Guideline issued by the Ontario Minister of Education.

***“OST”*** means the Ontario Student Transcript is a continuous record of credits achieved by the student in grades 9 through 10, and credits attempted and achieved in grades 11 through 12.

***“IPRC”*** means Identifications, Placement, and Review Committee.

***“IEP”*** means an Individual Education Plan for a student receiving special education programs and services.

### ***GUIDELINES***

The OSR will consist of the following, and maintenance of the OSR will be in compliance with the Ontario Student Record Management Guideline:

1. The OSR folder, containing biographical and health information, schools attended and parent/guardian information as set out in section 3 of the Guideline.
2. Provincial Report cards.
3. Ontario Student Transcript (OST) for secondary students.
4. Documentation file(s) as required.
5. The Office Index Card.
6. Accumulated instruction in French.
7. Additional information identified as being conducive to the improvement of the instruction of the student.

## **PROCEDURES**

### **1.0 Maintenance**

- 1.1 The Principal shall ensure that an OSR is prepared for all students and that they are stored in a secure area.
- 1.2 The Principal shall ensure that access is provided in accordance with the Municipal Freedom of Information and Protection of Privacy Act (R.R.O. 1990, Regulation 823), see sections 4 and 5 of the OSR Guideline and to any Ministry or Board employee who requires access in order to fulfil their employment mandate.
- 1.3 Every student has a right to access his or her OSR, and the parents of students who are not adults also have the right to access the student's OSR.
- 1.4 Every person shall preserve secrecy in respect of the contents of any record that comes to the person's knowledge in the course of his or her duties or employment, and no such person shall communicate any such knowledge to any other person except:
  - (a) As may be required in the performance of his or her duties; or
  - (b) With the written consent of the parent or guardian of the pupil where the pupils is a minor; or
  - (c) With the written consent of the pupil where the pupil is an adult.
- 1.5 The Office Index Card must be completed in accordance with the OSR Guideline 2.5. This is available electronically from the Trillium System and need only be printed if required or when the student retires.
- 1.6 The contents of the OSR folder and Documentation Files shall be in chronological sequence with the most current data in front.

### **2.0 Transfer**

- 2.1 The Principal shall ensure that transfers of OSRs to other schools only occur when written notice of the student transfer has been received. Transfer to and from other schools will be recorded and comply with OSR Guideline 6. OSRs may only be transferred to private schools, or federal or First Nation Schools if the Principal has received:
  - 2.1.1 A written request from the principal of the receiving school which agrees to comply with the OSR guideline – see OSR guidelines section 6.2; and
  - 2.1.2 A written consent has been provided by the parent of the student if he or she is not an adult or by the student if he or she is an adult.

An original OSR may not be transferred to a school outside of Ontario. However, an exact copy of the OSR may be provided to the receiving school, provided that the Principal has received:

- 2.1.3 A written request from the principal of the educational institution outside of Ontario; and
- 2.1.4 A written consent has been provided by the parent of the student if he or she is not an adult or by the student if he or she is an adult.
- 2.2 A Principal may be served with a subpoena requiring that he or she appear in court on a particular date and bring part or all of an OSR. If a principal receives a subpoena, he or she must comply with it, but should report the matter to the Superintendent, who may contact the Board's legal counsel for advice.

As a general rule, the principal should go to court with both the original OSR and a complete and exact photocopy of it, and should propose to the judge that the photocopy be submitted instead of the original. The principal should also inform the judge that the subpoena is inconsistent with subsection 266(2) of the Education Act. The principal must, however, relinquish the documents if ordered to do so by the judge.

If a principal is served with a search warrant under the Criminal Code requiring the surrender of an OSR to the police, or is served with a subpoena requiring his or her appearance at court with the OSR, he or she is obliged to comply with the search warrant or the subpoena. In both cases the principal should contact his/her Superintendent, who may contact the Board's legal counsel for advice.

Under the Child and Family Services Act, it is possible for a court to order a principal of a school to produce a student's OSR for inspection and copying. A court may make such an order if it is satisfied that (a) a record contains information that may be relevant to consideration of whether a child is suffering abuse or likely to suffer abuse and (b) the person in control of the record has refused to permit a Children's Aid Society director to inspect it. If a principal receives a court order under the Child and Family Services Act, he or she should seek legal advice about how to comply with it, by contacting their Superintendent.

If a grievance arbitration board orders the production of a student's OSR, despite the provisions of 266 of the Education Act, the Principal, through the Superintendent, should contact the Board's legal counsel for advice.

*Reference OSR Guideline 2000, section 4 – ACCESS TO THE OSR.*

### **3.0 Culling the OSR**

- 3.1 Subject to the retention requirements in subsection 7, the Principal may have information or material removed from the OSR folder if it is no longer conducive to the improvement of the instruction of the student. Such information will be given to the parent or guardian or to the student, if he or she is an adult.
- 3.2 The Principal will ensure that the OSR is culled at the end of grade 8. However, the following information may not be removed from the OSR or documentation file, even when the OSR is transferred to another Board:
  - (a) Expulsion and violent incident reports

#### **4.0 Documentation File**

The documentation file will contain the following information:

- (a) Verification of custody orders and name changes.
- (b) Violent incident reports.
- (c) Suspension and expulsion reports.
- (e) SALEP reports.
- (f) Written request for name change by repute or marriage – see OSR Guideline 10.1 and 10.2.
- (g) Proof of date of entry into Canada for ESL students.
- (h) Any other information required by the OSR guideline, identified as being conducive to the improvement of the instruction of the student, or directed by Administration.
- (i) Referrals to the Attendance Counsellor.
- (j) 15-day letters from the Attendance Counsellor.
- (k) The statements of decision of the IPRC committee and the review minutes.
- (l) Educational, psychological and health assessment reports.
- (m) Individual education plans for the current and previous five years.
- (n) Other notes or information conducive to the improvement of the instruction or well being of the student, including the student's individual learning profile.

#### **5.0 Retention**

- 5.1 Final report cards and the Documentation Folder must be retained for five years following the retirement of the student.
- 5.2 The OSR folder, OST and Office Index Card must be retained for 55 years following the retirement of the student.

#### **6.0 Destruction of Records**

The destruction of anything removed from the OSR folder and the ultimate destruction of the OSR and its remaining contents must be carried out in a secure manner by shredding or incineration – Reference OSR Guideline 8.

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

---

*Section*                      SCHOOLS AND STUDENTS

*Policy Name*              EQUITY AND INCLUSIVE EDUCATION (DRAFT)

536

---

*Board Approved:*

*Review Prior To: December 2014*

---

### ***POLICY***

The Superior-Greenstone District School Board believes that the continuous improvement of our educational system requires the creation and maintenance of safe, fair, positive, supportive and respectful learning communities. To this end, the Superior-Greenstone District School Board supports quality education that is equitable and inclusive for all and that builds on the diversity of the cultures present in its school communities.

### ***DEFINITIONS***

***“diversity”*** means the presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of the diversity include, but are not limited to, ancestry, culture, ethnicity, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

***“equity”*** means a condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

***“inclusive education”*** mean education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

### ***RATIONALE***

The objective of the Equity and Inclusive Education strategy is to understand, identify and eliminate the individual and systemic biases, barriers and power dynamics that limit our students' prospects for learning, growing, and fully contributing to society.

*(Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy, 2009)*

The Superior-Greenstone District School Board recognizes, however, that various groups in our society have been treated inequitably and disadvantaged. Some of the discrimination has been based on race, ethnicity, faith, gender, gender identity, sexual orientation, socio-economic status, intellectual ability, physical ability, cultural ancestry, etc. While some of these barriers are considered prohibitive grounds of discrimination under the Ontario Human Rights Code and the Canadian Charter of Rights and Freedoms, still others are considered barriers to student learning and achievement and their elimination is supported under the Ministry of Education's provincial Code of Conduct.

## **PROCEDURES**

1. The principles of equity, valuing diversity and inclusion will be incorporated into all aspects of the board including the development, implementation and review of goals, policies, practices, programs and personal and professional interactions
2. A board wide Implementation Plan for Equity and Inclusive Education will be developed for implementation.
3. All professional development activities for staff will reflect and support equity and inclusion in school communities.
4. Contributions from our diverse communities to school life and to the promotion of equity and inclusive education are valued and encouraged.
5. School curriculum reflects the rich diversity of our communities in meeting and supporting the learning needs of all students.
6. All students are provided with equitable opportunities to be successful in our board in that institutional barriers to success are identified and removed.

## **GUIDING PRINCIPLES**

1. All members of the school community feel safe, comfortable, accepted and valued.
2. Equity of opportunity and equity of access to the board's programs, services and resources is central to enhancing educational excellence.
3. Diversity will be valued, reflected, and celebrated within the learning environments of the board through community partnerships.
4. Student achievement initiatives will focus on closing the gap and raising the bar for all students in an equitable and inclusive manner.
5. The qualities of equity, diversity and inclusivity will be fundamental to all current and future board programs and support initiatives.

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



### **Mission Statement**

*In partnership with the students, the home and the community,  
Superior-Greenstone District School Board will address  
individual students' needs by providing:*

- ❖ *a diverse education that prepares for and honours their chosen path for success,*
- ❖ *avenues that foster a love of learning, and*
- ❖ *the means to honour varied learning styles.*

### **Parent Involvement Committee**

Tuesday, November 3, 2009 — 6:30 p.m.

### **MINUTES**

On-Site at Marathon Board Meeting Room  
Electronic Access via Videoconference and/or Teleconference

2009-2010 Acting Chair: P. McRae

Director: Patti Pella  
Moderator / Recorder: RM. Joannette

#### **1.0 Roll Call**

Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)											
Parent Involvement Committee											
Elementary Schools	OS	TC	VC	A	R						
BAPS - Megan Cade & Teresa Daines... <i>School Council Co-Chairs</i>		XX									
BEPS - Orban, Dominique		X									
CAPS ... <i>PIC and School Council Info TBD</i>				X							
DOPS - Dumonski, Kitty		X									
GOPS...Bernadette Langthorne		X									
MNPS - Rathwell, Tammy... <i>School Council Chair</i>				X							
MMPS - Taylor, Darcy... <i>School Council Chair</i>				X							
MTPS... <i>PIC and School Council Info TBD</i>				X							
NAPS...Lee Ann & Mathew Donovan		XX									
RRPS... <i>PIC and School Council Info TBD</i>				X							
SCPS... Tina Hamel					X						
TBPS – Terry Ball Kempe, Claire... <i>School Council Chair</i>			X	X							
Secondary Schools	OS	TC	VC	A	R	Trustees/Administration	OS	TC	VC	A	R
GCHS - Abraham, Gerald <i>School Council Chair</i>			X			Fry, Donna	X				
LSHS - McArthur, Birgit	X		X			Keenan, Darlene		X			
LSHS - Morriseau, Wendy	X					Mannisto, Mark ( <i>ex-officio</i> )				X	
MNHS – Dennis Lamontagne <i>School Council Chair</i>				X		Notwell, Kathryn		X			
MRHS – Pinky McRae & Laurie	XX					Pella, Patti	X				
NRHS... <i>PIC and School Council Info TBD</i>				X		Simmons, Tina ( <i>alternate</i> )				X	
						Sparrow, Julie				X	
						Wiskin, Brenda	X				

#### **2.0 Welcome**

Acting Chair, Pinky McRae welcomed everyone and took roll call as noted above. She advised that the agenda be amended to include elections for a new chair for 2009-2010. The group agreed to have this item addressed as the last order of business for the evening's meeting

**3.0 Review and Approval of Minutes: May 11, 2009**

The minutes were omitted in error. With permission of the Acting Chair, RM. Joannette read out the minutes. There were no errors of omissions reported.

**4.0 Business Arising from Minutes**

**4.1 Item 3.1-Minutes re May 11, 2009 – SGDSB Tote Bags**

Director Patti Pella reiterated her finding from last spring, i.e., given funds available, affordable tote were very low quality. Such a purchase will be revisited should funding permit, however the first priority will remain with the production of the school calendar.

**5.0 Provincial Parent Board-Dissolved**

Pinky McRae confirmed that this board was dissolved, but the ministry continues to focus on strategies for parent involvement in schools. It is expected that shortly, the ministry will have a schedule of meetings organized toward that goal.

**6.0 PRO Grants**

Ms. McRae advised that the closing date for PRO Grant applications was October 16, 2009. Approvals from Wanda Percival (ministry) will be forthcoming shortly.

**7.0 Director's Update**

**7.1 Updates**

**7.1.1 Character Education Proposal**

Formerly, this funding was available as direct grant to boards. In 2009-2010 boards must submit project proposals to qualify and gain approval from the ministry. An application has been submitted for Positive Parent Program. This is a parenting and family support strategy to prevent severe behavioural, emotional and developmental problems in children by enhancing the knowledge, skills and confidence of parents. Another proposal was sent in partnership with our coterminous board to organize a Student Character Symposium in the Spring 2010 in Thunder Bay where two students per school (Grade 7 to 12) could attend. Finally, there is a proposal to have a character building play produced as a group project by SGDSB and coterminous board students. The production would tour around the schools. GCHS media class would be given the task of writing and taping the play, while the actors would join from various other of our and coterminous board schools.

**7.1.2 Early Learning Rollout**

Director Pella referred to the provinces plan derived from the Pascal Report to phase in full-day learning for all four and five-year-olds. SGDSB implemented full-day JK already this year; however, the provincial phase in model is somewhat controversial. It is a blended model where JK/SK Teachers and Early Childhood Educators work in concert to provide meaningful daily activities. Our task now is to explore ways that we can set up partnerships between the teachers and ECE workers.

**7.1.3 Dr. Ross Greene Seminar**

Dr. Ross Greene, a psychologist and author of the highly acclaimed books *The Explosive Child* and *Lost at School* has agreed to conduct a seminar in Red Rock on Friday, November 13, 2009. He is the originator of the Collaborative Problem Solving (CPS) approach, an evidence-based, proven approach to understanding and helping challenging kids. Agency staff can attend at a nominal fee, while parents of children in our schools and coterminous board schools can attend at no charge. The registration is online at [www.sgdsb.on.ca](http://www.sgdsb.on.ca). Permission has been granted by Dr. Greene to have the event taped so that this can be used in future staff PD session.



- 7.1.4 Superior-Greenstone DSB 16- Month Calendars  
The ministry for specific proposals allocates character Education funds this year. The group agreed the calendar project is beneficial and it should continue. It was agreed that Parental Involvement funds (\$2,000) would be made available for 2010-2011 Calendar. The balance of funds for the project would be available from the director's miscellaneous account.
- 7.1.5 B.A. Parker PS Replacement Project  
Minutes for this project are on the board website for viewing. It is expected that the project will go to tender in January 2010 with anticipated completion by fall to early winter, 2011.
- 7.1.6 Automatic External Defibrillators  
This equipment has been installed in all board facilities. The North of Superior Emergency Medical Services donated the equipment, valued at about \$50,000. SGDSB is responsible for maintenance and batteries. Training or AED users will take place this month.
- 7.1.7 Policy Update:  
P-536 Equity and Inclusive Education  
P-906 Environment Education  
Director Pella explained the procedures for new and existing policy reviews and encouraged the group to visit the website to stay current with the reviews. She indicated that feedback from the stakeholders groups, including PIC and parent councils is important and helpful. Feedback from various quarters helps us to keep policies relevant and working, as they should for public and staff constituents.
- 7.2 School Administration
  - 7.2.1 David Tamblyn: Appointed Assistant to the Director  
Effective October 26, 2009 David Tamblyn, formerly Principal of TBPS and SCPS was appointed as a senior administrator with the board. A 1.0 FTE Principal will be recruited for these two schools, as well as a 0.25 FTE teacher.
  - 7.2.2 Sharon Mackenzie: Lake Superior High School  
Long time LSHS Principal Sharon Mackenzie is retiring in June 2010. Recruitment effort has started. Director Pella said that with the two long-standing principals in the schools in Terrace Bay / Schreiber coming out the schools, it is important to give these communities a significant period to adjust to the imminent change in school leadership. She asked parent members attending to ensure that they communicate the need for their group to begin thinking about the ideal characteristics required of a principal in these the facilities of TBPS, SCPS and LSHS.
- 7.3 Board Strategy Plan  
Director Pella reported on the draft Strategic Plan that will be finalized for the December 2009 presentation to the Board. She asked those present to provide feedback on the draft and explained how its content served as the guiding principles for the conduct and actions of administration and staff across the board.

## **8.0 Updates by Schools' Parent Involvement Representatives**

*(Open to each member)*

- 8.1. Lee Ann Donovan (NAPS) asked if it would be possible to set up a teleconference connection to the Nakina Public School, so that people out that way could hear Dr. Greene but not have to be driving into Geraldton on what could be ugly days in November. Ms. Pella will inquire with IT and pass on information through NAPS principal Angela Miller.
- 8.2 PIC Grants / PRO Grants Explained

Pinky McRae (MRHS) provided an explanation of the PIC Funding. The norm has been for each board in the province to receive \$5,000 plus \$0.17 per student. These funds are used solely for the purpose of parent engagement in schools. SGDSB practice has been to entertain proposals from schools' Parent Council/PIC members for events that would see parent parents getting into their child's school. Group concurred the process should continue.

She explained that parent engagement activities that qualify are those, which bring parents into schools with their children. She provided the example of the MRHS Family Olympics where snacks and beverages were brought in for an evening of games with parent and student teams.

With the decision to move ahead once more with the Board calendar, there will be \$2,000 set apart for that venture, while the rest of the monies would be allocated to parent councils that submit proposals for events in their schools. All PIC events run within a school must be accounted for in a report to the PIC chair, as a final reconciliation is due annually in August.

PRO Grants is a program that Ontario parent councils can apply directly to the ministry to receive grants for events, which would enhance parent involvement in schools, but the amounts approved are generally for grander projects. There is an earlier deadline for submitting proposals (this year, October 16, 20-09) and decisions for allocation are made at the provincial level.

8.3 Birgit Knoll-McArthur

Requested that consideration be given to have some of the forms that parents need to use for issue with their children be posted onto the website, e.g., Student Community Hours parent permission sheets and field trip permission sheets. Principal Brenda Wiskin and VP Dona Fry will bring the issue up at the next Leadership Form for feedback.

**9.0 Suggestions: Future Agenda Items**

No future agenda items were noted.

**10.0 PIC Chair Elections/Acclamation**

Pinky McRae asked if anyone wished to stand for election. Birgit McArthur indicated that she is prepared to be the Chair of PIC for the 2009-2010. No other nomination was received. Ms. Pella and McRae thank Birgit for taking on this task.

**11.0 2009-2010 Meeting Dates**

February 2, 2010

May 4, 2010

**12.0 Adjournment**

The meeting adjourned at 7:41 p.m.

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



### **Mission Statement**

*In partnership with the students, the home and the community,  
Superior-Greenstone District School Board will address  
individual students' needs by providing:*

- ❖ *a diverse education that prepares for and honours their chosen path for success,*
- ❖ *avenues that foster a love of learning, and*
- ❖ *the means to honour varied learning styles.*

### **Native Education Advisory Committee**

Wednesday, November 4, 2009 — 11:00 a.m. to 1:00 p.m.

### **MINUTES**

Designated Site: Nipigon-Red Rock District High School – Red Rock, ON

Chair: Cindy Fisher

Director: Patti Pella

Note: A light lunch will be served at the school.

### **1.0 Roll Call**

<i>Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)</i>											
<b>First Nation Members</b>	OS	TC	VC	A	R	<b>Trustees</b>	OS	TC	VC	A	R
<i>(Aroland J. Terriault School)</i> Wilson Earl				X		Bartlett, Bette		X			
<i>(Ginoogaming)</i> Ferris, Joanne				X		Fisher, Cindy	X				
<i>(Lake Nipigon)</i> Belleau, Celine				X		Mannisto, Mark				X	
<i>(Lake Nipigon)</i> Graham, Prisella					X	Notwell, Kathryn		X			
<i>(Long Lake # 58)</i> Misner, Robert				X							
<i>(Pays Plat)</i> Auger, Valerie	X										
<i>(Pays Plat)</i> Thompson, Xavier	X					<b>Board Administration</b>	<b>OS</b>	<b>TC</b>	<b>VC</b>	<b>A</b>	<b>R</b>
<i>(Pic Mobert)</i> Sabourin, Faye				X		Linda Browning-Morrow	X				
<i>(Pic Mobert)</i> Shaganash Gerald				X		Pella, Patti		X			
<i>(Red Rock Band)</i> Taggart, Rachel				X		Newton, Valerie	X				
<i>(Rocky Bay)</i> Panamick, Edna				X		Willcocks, Barb		X			
<i>(Rocky Bay)</i> Lesperance Valda				X							
<i>(White Sands)</i> Chief Allen Gustafson				X							
				X							

### **1.0 Blessing and Welcome**

Cindy Fisher welcomed everyone and did roll call as noted above.

### **2.0 Information**

#### **2.1 Update: First Nations**

Chair Cindy Fisher gave an overview of Pic River Heron Bay Elementary school enrolment and issues as follows:

- elementary school has 63 students
- principal still on leave, acting principal in place
- biggest challenge (besides underfunding) is that the school is becoming the area that parents are coming to and saying that the school has to be the answer for the behavioural problems.
- A behavior consultant has come in and the work of the Algoma board really helped
- there are 27 students at Marathon HS
- 45 postsecondary students and working with St. Clair College and the PSW
- Cindy would like to look at the Tuition agreements and providing education support workers

Valerie Newton provided an update on tuition agreement students at Marathon HS,

- 12 FTE students with possibly three graduates, a few minor attendance problems that are being worked out.
- 12-14 post-secondary students, one graduate for this year and possibly some graduates for next year.

## 2.2 Aboriginal Education

### 2.2.1 Aboriginal Funding & Update on Projects

Barb Willcocks reported that based on the information from students in response to projects from last year, a vision was developed about steps for this year. The projects include:

- ....Creating an Awareness of the Diverse Cultures of our Communities where the objectives are to continue to increase the capacity of our teachers, to incorporate hands on learning experiences and to increase student achievement. An application for \$33,000 was applied for and \$27,000 was approved.
- ....We will bring David Bouchard (tentative March 8-11) back to increase literacy outcomes for our students. Barb is committed to including our FN communities in the planning as well so that we are working collectively with our communities.
- ....A grant in partnership with the coterminous board was approved for \$16,000 to develop a Community Symposium
- ....Our board is involved in a regional symposium (April 14-16/10) Student Leadership Development. We will access students who have left our system to act as facilitators at this symposium. We are also looking at involving some of our grade 7 and 8 students, Carol Davies and Barb will meet to firm these things up.
- ....Shannon Thunderbird (early to mid November if they are coming to this area)
- ....Rachel (artist) was at the Aboriginal Leads meeting about getting artists into our school.
- ....First Nations Opera, Sam Joyce toured different parts of the province. This is the only FN Opera that exists. Students will be actively involved in this opera. It is something with which we could involve our communities.
- ....Patti wrote a proposal so that we could attend the Circle of Light Conference in Toronto.

## 2.3 Update: INAC Application for Aboriginal Funding-Pilot Project

Linda Browning-Morrow presented this information. [See summary notes attached.](#)

## 2.4 Director of Education

### 2.4.1 Early Learning JK-SK

Director Pella referred to the provinces plan derived from the Pascal Report to phase in full-day learning for all four and five-year-olds. SGDSB implemented full-day JK already this year; however, the provincial phase in model is somewhat controversial. It is a blended model where JK/SK Teachers and Early Childhood Educators work in concert to provide meaningful daily activities. Our task now is to explore ways that we can set up partnerships between the teachers and ECE workers.

### 2.4.2 2009-10 SGDSB 16-Month Calendar

The Parent Involvement Committee (PIC) agreed at their meeting on November 3, 2009 that calendar project is beneficial and it should continue. It group agreed to use PIC funds

(\$2,000) to help produce the 2010-2011 Calendar. The balance of funds for the project would be available from the director's miscellaneous account.

**2.4.3 Roll Call for Distribution of NEAC Agendas/Minutes**

Cindy Fisher will explore this and provide Patti and/or Rose-Marie Joannette with an updated contact list for the NEAC group.

**2.4.4 Strategic Plan for Superior-Greystone DSB**

Director Pella reported on the draft Strategic Plan that will be finalized for the December 2009 presentation to the Board. She asked those present to provide feedback on the draft and explained how its content served as the guiding principles for the conduct and actions of administration and staff across the board.

**2.4.5 Dr. Ross Greene Seminar**

Dr. Ross Greene, a psychologist and author of the highly acclaimed books *The Explosive Child* and *Lost at School* has agreed to conduct a seminar in Red Rock on Friday, November 13, 2009. He is the originator of the Collaborative Problem Solving (CPS) approach, an evidence-based, proven approach to understanding and helping challenging kids. Agency staff can attend at a nominal fee, while parents of children in our schools and coterminous board schools can attend at no charge. The registration is online at [www.sgdsb.on.ca](http://www.sgdsb.on.ca). Permission has been granted by Dr. Greene to have the event taped so that this can be used in future staff PD session.

**2.4.6 Policy Update:**

**P-536 Equity and Inclusive Education**

**P-906 Environment Education**

Director Pella explained the procedures for new and existing policy reviews and encouraged the group to visit the website to stay current with the reviews. She indicated that feedback from the stakeholders groups, including NEAC is important and helpful. Feedback from various quarters helps us to keep policies relevant and working, as they should for public and staff constituents.

**2.5 Superintendent of Student Success**

**2.5.1 Safe Schools**

Val Newton advised that a new directive is afoot on safe schools whereby all employees have to respond to any acts of unsafe behavior in schools to ensure that everyone is accountable in the process. For the victim we want to ensure that contact is being made at home and that it is written into the legislation. We are required to provide training and update policy to reflect the changes. Equity and Inclusive education is another area of focus, we need to ensure that all students see themselves in the school culture and feel safe and protected in the school. It is important to celebrate all nationalities and Cindy suggested all cultures in our school.

**3.0 *Open Forum / Q & A***

Nil

**4.0 *Future Meeting Agenda Items***

Nil

**5.0 *2009-2010 Meeting Schedule***

Thursday, January 22, 2010

Thursday, April 23, 2010

**6.0 *Adjournment***

The meeting adjourned at 1:00 p.m.

## **NATIVE EDUCATION SUPPORT WORKER – PILOT PROJECT at NRHS**

The Rocky Bay First Nation is applying to the department of Indian Affairs for funding to hire a Native Education Support Worker to support their 22 secondary students and their families. They are requesting financial support from SGDSB for this endeavour. The process started last May. Since then, there have been several meetings with board staff, Chief and Council members as well as James Mishquart (responsible for their Distance Education) and Edna Panamick (Education Counsellor). One meeting included a rep from INAC. Biinjitiwaabik Zaaging Anishinaabek is located approx one hour from the school. The funds are to cover salary, travel, resources and training.

**GOALS:** overall to provide support to students, parents and the community

- To support students to increase their engagement in school
- To improve the overall attendance of students
- To promote and encourage parental involvement in all aspects of student education
- To promote and enhance credit accumulation thereby increasing the graduation rate
- To increase success rate on provincial tests (OSSLT, Grade 9 Math)
- To act as a liaison between students, parents, community members and school staff

**PROCESS:**

- An proposal outline/application, with a letter of support from SGDSB, has been submitted to INAC from RB
- Once approved, advertising to hire a coordinator/worker (not teaching staff) begins. Both SGDSB and RBFN representative will sit in on interview
- Parental engagement and community links are key links. The Band is trying to access funds from New Paths initiative due to the emphasis of this project on connecting with parents and community.
- Funding agreement and the funds will be with the Band (funding ends March 30)
- Report due to INAC by June 30

**DUTIES:**

- Identify needs of students , parents and community
- Work in conjunction with school administration, guidance counsellor, attendance counsellor in order to provide counselling re: attendance, behaviour, academics
- Assist with job-to-work activities
- Improve the lines of communication
- Support teaching staff
- Set up activities to involve students and parents in the school i.e. Parent Night, homework club,
- Support Ministry and Board Aboriginal initiatives and Parent Engagement initiatives
- Will work both in the school (60%) and in the community (40%)
- The counsellor will be accountable to the Principal and the policies of SGDSB as well as to Rocky Bay First Nation.

**WHO?**

- looking to hire someone with a post-secondary degree or diploma in education, counselling, youth worker etc
- person needs to have knowledge of education system and native culture, and have experience working with teens and families

**FOLLOW UP :**

- An entry plan will be created
- A plan to track and determine the success of the pilot project will be created (no. of credits earned, tracking attendance etc)
- Discussion on how to make this initiative more sustainable

**Specifics on Duties:**

- Advocate for the concerns of students, parents, community and admin
- Liaison between school and parent, school and student, school and counsellor

- Arrange for personal or academic counselling
- Assist in finding solutions to attendance issues
- Assist in establishing tutoring
- Develop working relationships with school counsellors and outside agencies
- To ensure students and parents are involved in specific academic procedures – i.e. course selections , special education processes, EQAO procedures
- Assist in providing materials or presenters for cross cultural education programs
- Arrange orientation activities for students and parents
- Arrange or assist with extracurricular activities and field trips
- Link school activities to community to enhance community involvement
- Organize celebratory activities – graduation, awards ceremonies
- Become involved in board initiatives and NEAC



**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD****Mission Statement**

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

**Videoconference Site Locations**

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

**Regular Board Meeting 2009/08**

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

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

**MINUTES**

Monday, August 24, 2009

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

**Board Chair:** Mark Mannisto

**Director Designate:** Patti Pella

VC Sites at: GCHS / LSHS / MNHS / NRHS

Teleconference Moderator: RM. Joannette

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

Section (A) In-Camera: – (closed to public) 6:35 p.m.  
 Section (B) : – (open to public): 7:31 p.m.  
 Section (C) : – (closed to public): 9:05 p.m.

**Attendance**

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

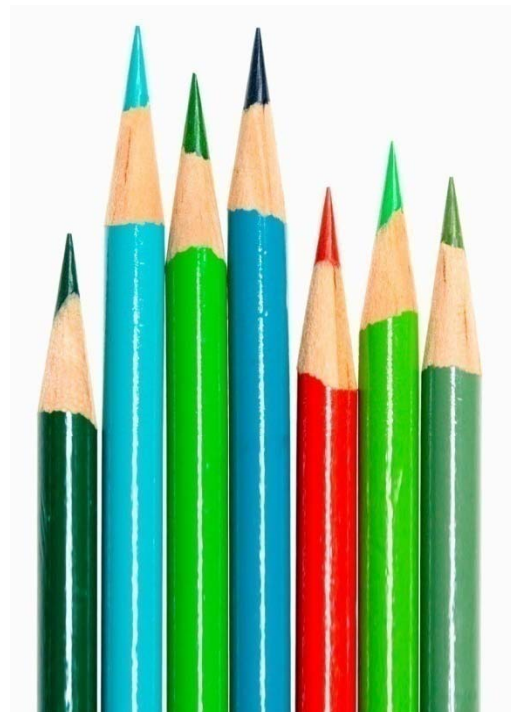
<b><u>Board Administrators</u></b>	Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)					
	OS	TC	VC	A	R	
Patti Pella: Director of Education	X					
Rousseau, Bruce: Superintendent of Business	X					
Vacant: Superintendent of Education						
Newton, Valerie: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





# Superior Greenstone District School Board

## Report to the Board of Trustees Results of the 2009 Audit





Deloitte & Touche LLP  
5140 Yonge Street  
Suite 1700  
Toronto ON M2N 6L7  
Canada

Tel: 416-601-6150  
Fax: 416-601-6151  
[www.deloitte.ca](http://www.deloitte.ca)

November 12, 2009

**Private and confidential**

The Members of the Board of Trustees  
Superior Greenstone District School Board  
P.O. Bag A  
12 Hemlo Drive  
Marathon, ON P1T 2E0

Dear Board of Trustees Members:

We are pleased to present this report to you on the completion of the 2009 audit of the consolidated financial statements of Superior Greenstone District School Board (the "School Board").

This report summarizes the results of our audit and includes representations and comments designed to assist you in discharging your responsibilities as Board of Trustees members. We look forward to discussing our report with you and responding to any questions you might have.

This report has been provided to the Board of Trustees of Superior Greenstone District School Board. It is intended solely for the use of the Board of Trustees to assist in discharging its responsibilities with respect to the consolidated financial statements and is not intended for any other purpose. We disclaim any responsibility or obligation to any third party who may rely on this report. The matters addressed in this report are a byproduct of the financial statement audit and the audit would not necessarily identify all matters that may be of interest to the Board of Trustees in fulfilling its responsibilities.

Yours truly,

A handwritten signature in black ink that reads "Deloitte &amp; Touche LLP". The signature is written in a cursive, flowing style.

Chartered Accountants  
Licensed Public Accountants

# Table of contents

	Page
Status of the Audit, Scope and Related Representations	3
Management's & the Board of Trustees' Responsibilities for Financial Information	4
Matters to be Communicated to the Board of Trustees	5
Key Areas of Audit Focus	6
Management Estimates	8
Internal Control and Other Matters	9
Significant Accounting and Reporting Changes	10
In Conclusion	11

## Appendices

Appendix – Independence letter

## Status of the Audit, Scope and Related Representations

- The 2009 audit of the consolidated financial statements for the School Board is substantially complete.
- Our audit opinion on the August 31, 2009 consolidated financial statements of the School Board will be signed following approval by the Board of Trustees and will be dated October 30, 2009.
- The audit approach was consistent with our plan as presented to you on October 1, 2009 and complied with Canadian generally accepted auditing standards and our firm's standards.
- We relied on the work of an actuary (Mercer (Canada) Limited) in formulating an opinion on the financial statements as it related to the liabilities for employee future benefits.
- We had complete access to officers and employees, and to all books and records required to perform our audit.
- We continue to be independent of the School Board. Our independence letter is attached in the appendix to this report.

## Management's and the Board of Trustees' Responsibilities for Financial Information

- As you are aware, management is responsible for the preparation and presentation of the consolidated financial statements. We received representations from management acknowledging this responsibility which includes representations on outstanding litigation and other contingent exposures.
- Our understanding is that, as members of the Board of Trustees, you recognize your responsibility for reviewing and approving financial statements and overseeing management responsibility for the preparation and presentation of the consolidated financial statements and maintenance of appropriate internal controls.

# Matters to be communicated to the Board of Trustees

Under generally accepted auditing standards, we are required to address the following matters if they come to our attention during the audit:

Reportable matter	Comments
1. Significant weaknesses in internal control in connection with the financial reporting process.	No significant weaknesses noted.
2. Illegal acts.	None noted.
3. Limitations placed on the scope of our audit.	None.
4. Significant transactions inconsistent with the ordinary course of business, including fraud or possible fraud.	None noted.
5. Unusual related party transactions.	None noted.
6. New significant accounting principles or policies.	None noted.
7. Disagreements with management.	None.
8. Management consultation with other accountants about any significant auditing or accounting matters.	None noted.
9. Unusual transactions that significantly increase the risk of loss.	None noted.
10. Actions that, if they became public, might cause embarrassment.	None noted.
11. Non-compliance with regulatory requirements.	None noted.
12. Major issues discussed with management that influence audit appointment.	None.
13. Management's judgments and accounting estimates.	Estimates assessed to be reasonable (See further details on page 9).
14. Misstatements, including unadjusted audit differences and/or errors discovered in the audit which have been corrected.	None noted.
15. Difficulties encountered during the audit.	None.

## Areas of audit focus

We have identified the following areas of focus, based on a review of the prior year files and discussions with management:

Account Balance/Business Issue	Description of issue	Audit response	Results
<b>Externally Restricted Grants and Contributions</b>	<ul style="list-style-type: none"> <li>Revenue recognition.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure conditions have been met and expenditures appropriate to allow for recognition of externally restricted grants and contributions.</li> </ul>	<ul style="list-style-type: none"> <li>Satisfactory.</li> </ul>
<b>Year End Cut-off</b>	<ul style="list-style-type: none"> <li>Account for Revenue and Expenditures in the proper period.</li> </ul>	<ul style="list-style-type: none"> <li>Substantive testing on accounts payable, accruals, deferred revenue and receivables.</li> </ul>	<ul style="list-style-type: none"> <li>Satisfactory.</li> </ul>
<b>Employee Future Benefits</b>	<ul style="list-style-type: none"> <li>Large liabilities which involve the use of assumptions and estimates in their determination.</li> </ul>	<ul style="list-style-type: none"> <li>Reliance on Specialists</li> <li>Review of Actuarial Reports including calculations and assumptions used.</li> <li>Review of client calculations and information.</li> <li>Analytic review of related account balances.</li> </ul>	<ul style="list-style-type: none"> <li>Satisfactory.</li> </ul>
<b>Tangible Capital Assets</b>	<ul style="list-style-type: none"> <li>Appropriate accounting and disclosure.</li> <li>Reasonable procedures for legacy data collection.</li> </ul>	<ul style="list-style-type: none"> <li>Review of assumptions used in determining opening balances.</li> <li>Substantive testing of tangible capital asset balances.</li> <li>Review of calculations of accumulated amortization.</li> </ul>	<ul style="list-style-type: none"> <li>Satisfactory.</li> </ul>
<b>Payroll</b>	<ul style="list-style-type: none"> <li>Significance of payroll expenditures.</li> </ul>	<ul style="list-style-type: none"> <li>Tests of detail (including validity of employees, cut off testing and accuracy of payroll amounts).</li> </ul>	<ul style="list-style-type: none"> <li>Satisfactory.</li> </ul>

## Areas of audit focus (continued)

Account Balance/Business Issue	Description of issue	Audit response	Results
<b>Management Estimates</b>	<ul style="list-style-type: none"> <li>Requires management judgment (i.e. Pending wage settlements – “retro pay”, contingencies, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Focused review of calculations.</li> <li>Discussion with management.</li> <li>Analytic review of related accounts.</li> </ul>	<ul style="list-style-type: none"> <li>See management estimates section.</li> </ul>
<b>Accounting and financial reporting</b>	<ul style="list-style-type: none"> <li>Impact of any new or upcoming accounting standards (e.g. tangible capital assets) and selection of appropriate accounting policies, adequacy of disclosures and treatment of non-routine transactions.</li> </ul>	<ul style="list-style-type: none"> <li>Review of significant accounting policies, implementation of new standards and any unusual transactions.</li> <li>Work with School Board staff to determine if appropriate implementation plans are in place to enable compliance with the new standards.</li> </ul>	<ul style="list-style-type: none"> <li>Satisfactory.</li> </ul>



## Management estimates

The following areas were impacted by management's use of estimates and have been addressed during our audit:

- Accrued liabilities:
  - Amounts relating to Employee Future Benefits in the amount of \$11.6 million (2008 - \$11.4 million) were estimated by the School Board's Actuary and reviewed during the audit process and are assessed as reasonable.
  - An accrual of approximately \$512,000 was made for pay equity. This calculation was assessed as reasonable. The board is currently working to develop an estimate of the liability which may be associated with other current and former employees. As of the audit report date this amount was not determinable.
  - An accrual of approximately \$844,000 (2008 - \$1,125,000) was made for accrued payroll liabilities, and \$103,000 (2008 - \$108,000) for accrued vacation pay. These calculations were assessed as reasonable.

## Internal control and other matters

- Our audit was designed to provide a basis for formulating an opinion as to whether the consolidated financial statements present fairly in all material respects, in accordance with Canadian generally accepted accounting principles, the financial position, results of operations and changes in financial position of the School Board. As part of our examination we reviewed and evaluated certain aspects of the systems of internal control and the accounting systems to the extent we considered necessary to make an evaluation of such systems and procedures in accordance with Canadian generally accepted auditing standards.
- The main purpose of our controls review is to assess audit risk in order to determine the nature, extent and timing of our audit tests and to establish the degree of reliance, which we could place on selected controls; it was not to determine whether internal controls were adequate for management's or the School Board's purposes. The scope of such a review of internal controls is not sufficient to express an opinion as to the effectiveness or efficiency of the School Board's internal controls.
- While the audit did not include an in-depth evaluation of all systems or all aspects of any individual system and should not therefore be relied upon to identify all significant internal control weaknesses, or all errors, irregularities or inefficiencies that might occur, we undertake to report such matters to you when they come to our attention.
- No matters were identified that we wish to bring to your attention at this time.

## Significant accounting and reporting changes

- As noted earlier in this report, the School Board has reported its tangible capital assets in a note to the financial statements (see Note 16).
- For the School Board's August 31, 2010 fiscal year, the School Board will be required to incorporate its tangible capital assets into its financial statements. In addition, the School Board will be required to follow the new Reporting Model (PS 1200).
- Management has begun the process of preparing for these changes.

## In conclusion

- We thank management and staff for their contribution towards ensuring there is a respectful and constructive relationship between us and also, towards ensuring that our respective duties and responsibilities are discharged in a comprehensive manner.
- We will be seeking management's input on the conduct of the audit. We seek, through this initiative, to build on the strengths of our service, to eliminate any inefficiencies and to ensure that an effective relationship between management and the independent auditors is constantly being developed.
- We would be pleased to receive comments and suggestions from Board members.
- We also thank you, the Board of Trustees. We regard your interest as a critical component in positioning the audit to provide the maximum benefits to you.
- We would be pleased to address any questions you might have.

# Appendix – Independence Letter



Deloitte & Touche LLP  
5140 Yonge Street  
Suite 1700  
Superior Greenstone, ON M2N  
6L7

Tel: (416) 601-6150  
Fax: (416) 601-6610  
[www.deloitte.ca](http://www.deloitte.ca)

November 16, 2009

The Members of the Board of Trustees  
Superior Greenstone District School Board  
P.O. Bag A  
12 Hemlo Drive  
Marathon, ON P1T 2E0

Dear Board of Trustees Members:

We have been engaged to audit the financial statements of Superior Greenstone District School Board (the "School Board") for the year ended August 31, 2009.

Canadian generally accepted auditing standards ("GAAS") require that we communicate at least annually with you regarding all relationships between the School Board and our Firm that, in our professional judgment, may reasonably be thought to bear on our independence.

In determining which relationships to report, these standards require us to consider relevant rules and related interpretations prescribed by the appropriate provincial institute/ordre and applicable legislation, covering such matters as:

- (a) Holding a financial interest, either directly or indirectly, in a client;
- (b) Holding a position, either directly or indirectly, that gives the right or responsibility to exert significant influence over the financial or accounting policies of a client;
- (c) Personal or business relationships of immediate family, close relatives, partners or retired partners, either directly or indirectly, with a client;
- (d) Economic dependence on a client; and
- (e) Provision of services in addition to the audit engagement.

We have prepared the following comments to facilitate our discussion with you regarding independence matters arising since December 1, 2008, the date of our last letter.

## Appendix – Independence Letter (continued)

Superior Greenstone District School Board  
November 16, 2009  
Page 2

We have billed the School Board \$7,500 for specified procedures as requested by the Ministry of Education for the seven month period ended March 31, 2009. We have billed the School Board \$40,000 for normal audit of the School Board's financial statements for the year ended August 31, 2009, and \$8,000 for audit work on the School Board's tangible capital assets in connection with those financial statements.

We are not aware of any relationships between the School Board and our Firm that, in our professional judgment, may reasonably be thought to bear on our independence since our appointment as auditors.

GAAS requires that we confirm our independence to Board of Trustees in the context of the Rules of Professional Conduct of the Institute of Chartered Accountants of Ontario. Accordingly, we hereby confirm that we are independent with respect to the School Board within the meaning of the Rules of Professional Conduct of the Institute of Chartered Accountants of Ontario as of November 16, 2009.

This report is intended solely for the use of the Board of Trustees, the Board of Trustees, management, and others within the Board and should not be used for any other purposes.

Yours sincerely,

A handwritten signature in black ink that reads "Deloitte & Touche LLP". The signature is written in a cursive, flowing style.

Chartered Accountants  
Licensed Public Accountants

**Deloitte.**

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD****Report No:** 72**Date:** November 16, 2009

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

**FROM:** Patti Pella, Director of Education

**SUBJECT:** Board Meeting Rotation Dates and Professional Development for Trustees

---

**Background:**

For the past several years, board meetings have been rotated throughout the board. Board meeting rotation has allowed trustees to be able to attend two face to face meetings close to their home community and then only have to travel to one meeting to meet their face to face requirement as per the Education Act. Board meeting rotation was implemented to allow community access to board meetings.

Trustee professional development sessions are scheduled twice a year in the fall and spring. These sessions allow for trustees to be together in one location, face to face to plan, learn and problem solve together.

**Current Situation:**

The board meeting rotation means that there are very few opportunities for SGDSB trustees to be together in one room. Most meetings have a few trustees at the designated site with the remainder either joining by video or teleconferencing to the meeting. It was suggested that alternate ideas be explored.

Two suggestions were made.

1. That the trustees meet face to face four times per year at the board office in Marathon. These meetings would take place on Fridays and would begin with a professional development session from 12:00-1:30pm with a board meeting to follow at 1:45pm. The Board meeting schedule for 2010 would then be as follows:

Date	Time	Location
Friday, January 15, 2010	12:00 p.m. - PD / 1:45 p.m. - Board Meeting	Marathon Board Room
Tuesday, February 16, 2010	6:30 p.m.	LSHS
Monday, March 22, 2010	6:30 p.m.	GCHS
Friday, April 16, 2010	12:00 p.m. - PD / 1:45 p.m. - Board Meeting	Marathon Board Room
Monday, May 17, 2010	6:30 p.m.	MNHS
Monday, June 21, 2010	6:30 p.m.	NRHS
Monday, July 19, 2010	6:30 p.m.	LSHS
Friday, August 27, 2010	12:00 p.m. - PD / 1:45 p.m. - Board Meeting	Marathon Board Room
Monday, September 20, 2010	6:30 p.m.	NRHS
Monday, October 18, 2010	6:30 p.m.	GCHS
Friday, November 19, 2010	12:00 p.m. - PD / 1:45 p.m. - Board Meeting	Marathon Board Room
*Monday, December 6, 2010	Board Inaugural and Organizational Meeting	Marathon Board Room



\* December 2010 begins a new term of office with Municipal Election scheduled in November 2010. Hence, elected Trustees meet for the first time as a newly elected board and hold this meeting at the head office of the Board (Marathon). It is the commencement of the 2011 Board Year.

2. Another suggestion was to slightly modify the existing model.  
Trustees will determine the board meeting dates at the December 7, 2009 meeting.

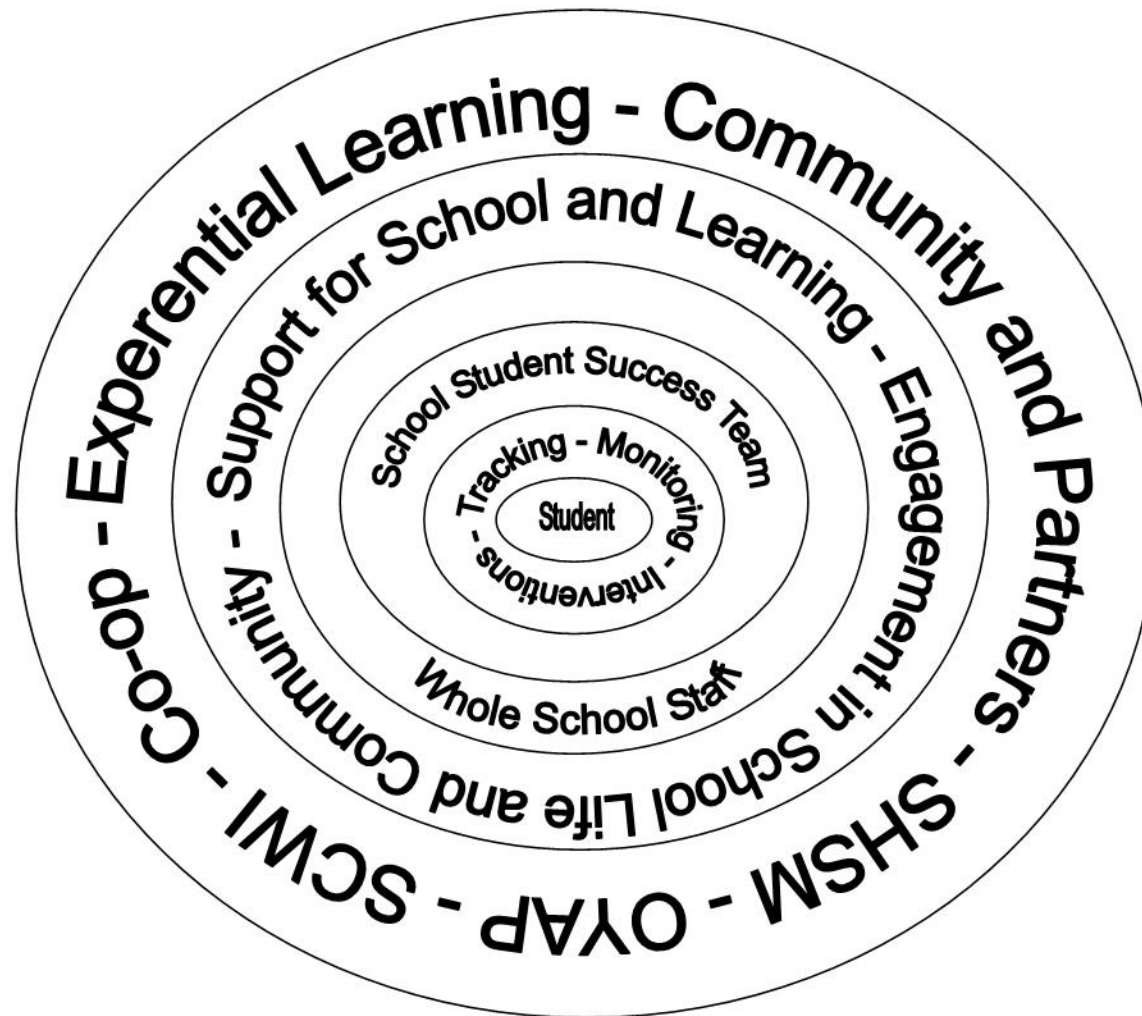
**Administrative Recommendation:**

Report No. 72: Board Meeting Rotation Dates and Professional Development for Trustees is provided for information purposes.

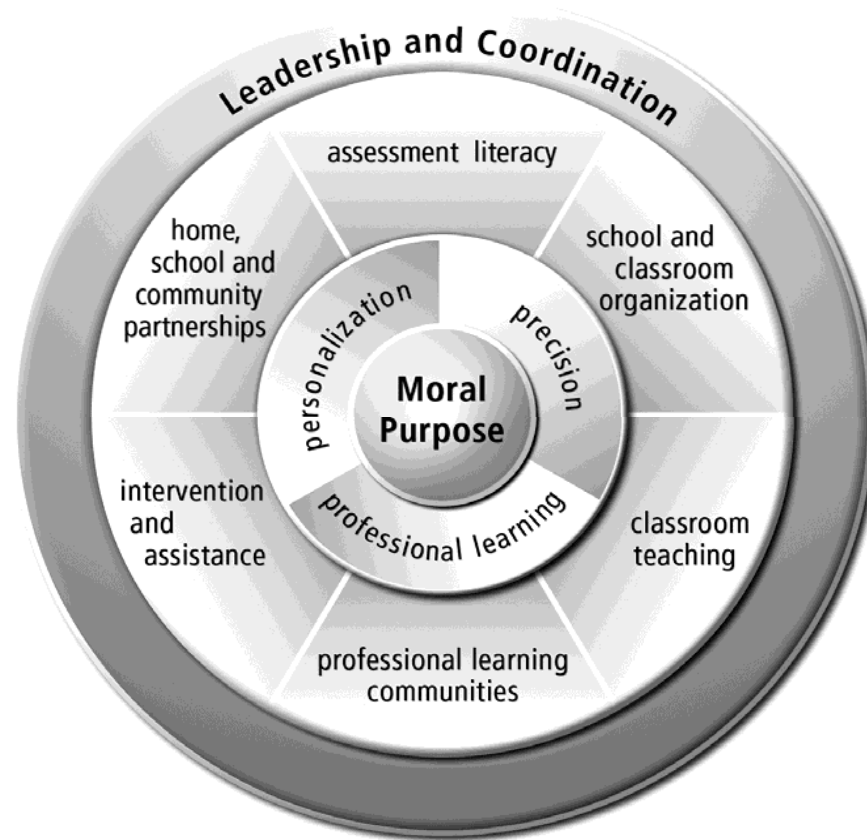
Respectfully submitted by:

Patti Pella,  
Director of Education

## Student Success Overview



## CONTINUOUS SYSTEM IMPROVEMENT – THE ELEMENTARY PERSPECTIVE



**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Report No: 73**

**Date: Nov.16, 2009**

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

**FROM:** Valerie Newton

**SUBJECT:** Changes to Safe Schools

---

**Background:**

Based on the recommendations of the Safe Schools Action Team Report in 2008, the province has passed Bill 157, Keeping Our Kids Safe at School. This legislation resulted in changes to Ontario Regulation 472/07, Part XIII of the Education Act, entitled Behaviour, Discipline and Safety. The premise of the legislation is that all adult members of the school community play a primary role in addressing inappropriate student behavior in schools. Ontario Regulation 472/07 requires that every board employee responds to and to report incidents of inappropriate student behavior to the school principal. These changes are to be implemented in Ontario schools as of February 1, 2010.

**Current Situation**

**Key Features**

- All board employees are required to report to the principal, all incidents where students may have engaged in an activity for which suspension or expulsion must be considered under the Education Act.
- Principals are required to contact the parents/guardians of victims of such incidents.
- All board employees who work directly with students are required to respond to incidents that may have a negative impact on school climate.
- Allows the school principal to delegate his/her powers under Part XIII of the Education Act, ( Behaviour, Discipline, and Safety), to a vice-principal or a teacher employed in the school per ministry policy.

**Next Steps**

1. School Teams will be trained on the key changes to Ontario regulation 472/07, Behaviour, Discipline and Safety.
2. Under the principal's direction, School teams will act to inform students, staff and School Councils
3. Policy 535, Progressive Discipline and Safety at School policy and the Management Guidelines for Policy 535 will be revised.
4. The Parent's Guide to Progressive Discipline and Safe Schools will be revised.

**Administrative Recommendation:**

Report No. 73: Changes to Safe Schools is provided for information purposes,

Respectfully submitted by:

Valerie Newton  
Superintendent of Student Success

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Report No: 74**

**Date:** November 16, 2009

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

**FROM:** Valerie Newton, Superintendent of Student Success

**SUBJECT:** Special Funding for Native Language and Native Studies Courses

---

**Background:**

Since September, 2007, the Superior-Greenstone DSB has offered additional courses in Native Language and Native Studies through special funding made available by the Ministry of Education for both aboriginal and non-aboriginal students to study secondary courses based on exploring First Nation's past history and recent events through a review of literature, arts, culture, government and beliefs. The Ministry of Education provides specific, additional funding to boards in Ontario to encourage and support the study of Native Language and Studies courses.

**Current Situation**

The following Native Study and native Language courses were offered at the board's secondary schools: Gr. 11 – English: Contemporary Aboriginal Voices, Gr. 10 Expressing Aboriginal Cultures, and Native Language- Ojibway. There were seventy-five secondary students enrolled in these courses the board.

For Semester II, four of the secondary schools in the board are requesting permission to add additional sections in total to their schools' timetables for the proposed Native Studies and Native Language courses:

- Geraldton Composite High School - one introductory course in the Ojibway language
- Lake Superior High School - one Gr. 11 course in English: Contemporary Aboriginal Voices and one Gr. 11 course in Current Aboriginal Issues in Canada
- Nipigon Red Rock District High School - one Introductory course in the Ojibway language, and one Gr. 11 course in English: Contemporary Aboriginal Voices
- Manitouwadge High School – one Gr. 11 course in Current Aboriginal Issues in Canada.

**Administrative Recommendation:**

That, the Superior-Greenstone DSB, approve Report No. 74: Special Funding for Native Language and Native Studies Courses for the addition of six additional sections, in total, to be assigned to the following secondary schools, pending proof of minimum student enrollment:

- Geraldton Composite High School
- Lake Superior High School
- Nipigon Red Rock District High School
- Manitouwadge High School

Respectfully submitted by:

Valerie Newton  
Superintendent of Student Success

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

Report No.: 75  
Nov. 16, 2009

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

**FROM:** Valerie Newton, Superintendent of Student Success

**SUBJECT:** Accessibility Standards for Customer Service

---

### **Background:**

The Accessibility for Ontarians with Disabilities Act, (AODA), became law in the province in June of 2005. The purpose of the act is to ensure that all private and public organizations and/or businesses identify, and remove barriers that prevent people with disabilities from having access to the goods and services provided by and/or to accommodate their facilities and practices. The province has identified five kinds of barriers preventing full access for people with disabilities. These barriers are customer service, the built environment, employment, information and communication, technology, and transportation.

### **The Current Situation:**

The Superior-Greenstone DSB is committed to providing an environment in its facilities that builds independence, dignity, integration and quality of opportunity for our students, parents/guardians, staff and the public. People with disabilities should have full opportunity of access to our services.

Under the Accessibility Act, a barrier is defined as anything that prevents a person with a disability from fully participating in all aspects of society because of his/her disability. Some of the barriers that may act as obstacles for people with disabilities are architectural, physical, information communication, attitudinal barriers, technological, and systemic barriers. School Boards have been ordered to comply with the standard for Customer Service by January 2010.

### **Areas for Board Action**

1. Define policies to ensure the provision of access to services for people with disabilities,
2. Establish procedures to facilitate access by people with disabilities to the services and facilities of the school board,
3. Provide a training program for board and school staff, volunteers and third parties,
4. Make available a feedback process that includes different ways of communicating or responding for students, parents/guardians, staff and the public,
5. Outline and communicate the board's process for responding to a complaints regarding accessibility,
6. Make available current documentation related to the board's customer service policies and practices on the provision of services to people with disabilities.

### **Administrative Recommendation:**

Report No. 75: Accessibility Standards for Customer Service is provided for information purposes.

Respectfully submitted by:

Valerie Newton  
Superintendent of Student Success

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD****Report No:** 76**Date:** November 16, 2009**TO:** Chair and Members of the  
Superior-Greenstone District School Board**FROM:** Bruce Rousseau**SUBJECT:** Enrolment Summary as of October 30, 2009**Current Situation**

The enrolment on the count date October 30, 2009 is summarized below.

<b>ELEMENTARY SCHOOLS</b>	<b>BUDGET FTE October 30, 2009</b>	<b>ACTUAL FTE October 30, 2009</b>	<b>VARIANCE</b>
B.A. Parker Public School	157.50	148.50	- 9.00
Beardmore Public School	42.50	40.50	- 2.00
Caramat Public School	4.00	4.00	0.00
Dorion Public School	49.50	49.00	- 0.50
George O'Neill Public School	81.50	84.00	2.50
Manitouwadge Public School	78.00	73.50	- 4.50
Margaret Twomey Public School	194.00	205.50	11.50
Marjorie Mills Public School	48.50	53.00	4.50
Nakina Public School	22.50	20.50	- 2.00
Red Rock Public School	57.00	48.50	- 8.50
Schreiber Public School	31.50	36.00	4.50
Terrace Bay Public School	55.00	42.00	- 13.00
<b>Total Elementary Enrolment</b>	<b>821.50</b>	<b>805.00</b>	<b>- 16.50</b>
<b>SECONDARY SCHOOLS</b>	<b>BUDGET FTE October 30, 2009</b>	<b>ACTUAL FTE October 30, 2009</b>	<b>VARIANCE</b>
Geraldton Composite High School	286.75	277.00	- 9.75
Lake Superior High School	150.00	149.00	- 1.00
Manitouwadge High School	106.00	116.25	10.25
Marathon High School	251.00	246.50	- 4.50
Nipigon Red Rock High School	232.00	240.50	8.50
<b>Total Secondary Enrolment</b>	<b>1,025.75</b>	<b>1,029.25</b>	<b>3.50</b>
<b>Total Board Enrolment</b>	<b>1,847.25</b>	<b>1,834.25</b>	<b>- 13.00</b>

**Administrative Recommendations**

Report No. 76: Enrolment Summary as at October 30, 2009 is provided for information purposes,

Respectfully submitted,

Bruce Rousseau  
Superintendent of Business and Treasurer

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Report No: 77**

**Date:** November 16, 2009

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

**FROM:** Wayne Chiupka, Manager of Plant Services

**SUBJECT:** BAPS Project Update November 2009

---

**Background:**

In September 2008 the Ministry of Education provided a funding approval to proceed with the replacement of BAPS, which was determined to be Prohibitive to Repair (PTR). This approval included benchmark funding of \$4,477,030, plus additional funding of \$300,000 for full day JK/SK provision.

Community consultation was carried out through a steering committee, which was created. The services of the architectural firm of Evans Bertrand Hill and Wheeler were engaged, and the design process was begun. Input from the Steering Committee, which included various stakeholders and community members, was used to create several scenarios. A final preferred layout was determined and the architect was instructed to proceed to the drawing and design stage.

**Current Situation:**

Work continues on the development of the drawings and specifications for the project. A revised schedule has been put together by the Architects, showing the timelines for the design and approval stages of the project.

Milestone dates under the revised schedule include:

- November 30, 2009: Submit drawings to Cost Consultant (MET requirement)
- February 5, 2010: Completion of construction documents
- March 16, 2010: Tender Close
- March 17 to 30, 2010: Cost Consultant review/Ministry approval/Tender award
- April 15, 2010: Contractor Mobilization after award of tender
- September 2011: Project complete and school opens

**Administrative Recommendations:**

Report No. 77: BAPS Project Update-November 2009 is provided for information purposes,

Respectfully submitted by:

Wayne Chiupka  
Manager of Plant Services

Patti Pella  
Director of Education



**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Report No: 78**

**Date:** November 16, 2009

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

**FROM:** Cathy Tsubouchi, Manager of Accounting Services

**SUBJECT:** 2008/2009 Financial Statements

---

**Background**

Representatives from Deloitte were at the Board Office conducting their audit during the week of October 26, 2009.

**Findings**

The 2008/2009 Financial Statements are attached for your review. The Financial Statement file includes the following statements: Consolidated Statement of Financial Position, Consolidated Statement of Financial Activities and Fund Balance, Consolidated Statement of Changes in Financial Position, and Schedules of Operating Fund, Capital Fund, Reserve Fund and School Generated Fund Activities and Fund Balances and the notes to the financial statements.

I am also attaching the Trust Fund Statement to this report for information.

**Administrative Recommendations**

1. That, the Superior-Greenstone DSB accepts the 2008/2009 Financial Statements as presented and makes the following reserve transfers:

<b>To</b> Winning Teams Reserve	\$50,000.00
<b>From</b> Retirement Gratuities Reserve	\$284,688.00

Respectfully submitted,  
Cathy Tsubouchi  
Manager of Accounting Services

Consolidated financial statements of

## **Superior-Greenstone District School Board**

August 31, 2009

# Superior-Greenstone District School Board

August 31, 2009

## Table of contents

Management Report .....	1
Auditors' Report.....	2
Consolidated statement of financial position.....	3
Consolidated statement of financial activities and fund balance.....	4
Consolidated statement of changes in financial position .....	5
Notes to the consolidated financial statements. ....	6-17
Schedule of operating fund financial activities and fund balance - Schedule 2.1.....	18
Schedule of capital fund financial activities and fund balance - Schedule 2.2.....	19
Schedule of reserve funds financial activities and fund balance - Schedule 2.3 .....	20
Schedule of school generated funds financial activities and fund balance - Schedule 2.4.....	21



## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

P.O. Bag 'A', 12 Hemlo Drive  
Marathon, Ontario P0T 2E0  
Telephone: 807-229-0436 Fax: 807-229-1471  
E-mail: boardoffice@sgdsb.on.ca

### MANAGEMENT REPORT

#### Management's Responsibility for the Financial Statements

The accompanying financial statements of the Superior-Greenstone District School Board are the responsibility of the Board management and have been prepared in compliance with legislation, and in accordance with generally accepted accounting principles for local governments established by the Public Sector Accounting Board of The Canadian Institute of Chartered Accountants. A summary of the significant accounting policies are described in Note 1 to the financial statements. The preparation of financial statements necessarily involves the use of estimates based on management's judgement, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Board management maintains a system of internal controls designed to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and recorded in compliance with legislative and regulatory requirements, and reliable financial information is available on a timely basis for preparation of the financial statements. These systems are monitored and evaluated by management.

The Board meets with management and the external auditors to review the financial statements and discuss any significant financial reporting or internal control matters prior to their approval of the financial statements.

The financial statements have been audited by Deloitte & Touche LLP, independent external auditors appointed by the Board. The accompanying Auditor's Report outlines their responsibilities, the scope of their examination and their opinion on the Board's financial statements.

Patti Pella  
Director of Education

Bruce Rousseau  
Superintendent of Business

October 30, 2009

Deloitte & Touche LLP  
5140 Yonge Street  
Suite 1700  
Toronto ON M2N 6L7  
Canada

Tel: 416-601-6150  
Fax: 416-601-6151  
[www.deloitte.ca](http://www.deloitte.ca)

## Auditors' Report

To the Board of Trustees of the  
Superior-Greenstone District School Board

We have audited the consolidated statement of financial position of the Superior-Greenstone District School Board as at August 31, 2009 and the consolidated statements of financial activities and fund balance and of changes in financial position for the year then ended. These financial statements are the responsibility of the Board's management. Our responsibility is to express an opinion on these financial statements based on our audit.

Except as explained in the following paragraph, we conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In common with many school boards, individual schools derive revenue from school fundraising activities held throughout the year. Adequate documentation and controls were not in place throughout the year to allow us to obtain satisfactory audit verification as to the completeness of these revenues. Accordingly, our verification of these revenues was limited to the amounts recorded in the records of the individual schools and we were not able to determine whether adjustments might be necessary to school fundraising revenue, net expenditure, financial assets and net financial position.

In our opinion, except for the effect of adjustments, if any, which we might have determined to be necessary had we been able to satisfy ourselves concerning the completeness of school fundraising revenue referred to in the preceding paragraph, these consolidated financial statements present fairly, in all material respects, the financial position of the Superior-Greenstone District School Board as at August 31, 2009 and the results of its operations and changes in its financial position for the year then ended in accordance with Canadian generally accepted accounting principles.



Chartered Accountants  
Licensed Public Accountants  
October 30, 2009

# Superior-Greenstone District School Board

## Consolidated statement of financial position as at August 31, 2009

	2009	2008
	\$	\$
<b>Financial assets</b>		
Cash and cash equivalents	3,528,092	2,895,659
Short term investments	182,362	1,580,562
Accounts receivable		
Municipalities	627,999	483,730
Other (Note 2)	2,794,042	3,345,307
Total financial assets	7,132,495	8,305,258
<b>Liabilities</b>		
Short-term borrowing	-	1,451,882
Accounts payable and accrued liabilities	3,931,152	1,817,102
Deferred revenue		
Reserve funds (Note 3)	526,660	203,246
Other	250,171	363,210
Retirement and other employee future benefits (Note 4)	11,610,908	11,360,001
Long-term debt (Note 5)	3,512,335	2,418,499
Total liabilities	19,831,226	17,613,940
Net financial liabilities	(12,698,731)	(9,308,682)
Non-financial asset - prepaid expenses	100,395	87,561
<b>Net liabilities</b>	<b>(12,598,336)</b>	<b>(9,221,121)</b>
<b>Financial position</b>		
Fund balances		
Operating Fund - Schedule 2.1	-	-
Capital Fund - Schedule 2.2	(2,406,944)	(937,889)
Reserve Funds - Schedule 2.3 (Note 6)	4,070,325	4,266,330
School Generated Funds - Schedule 2.4	287,849	283,060
Total fund balances	1,951,230	3,611,501
Amounts to be recovered in future years (Note 7)	(14,549,566)	(12,832,622)
<b>Net financial position</b>	<b>(12,598,336)</b>	<b>(9,221,121)</b>

\_\_\_\_\_  
Chief Executive Officer

\_\_\_\_\_  
Chair of the Board

# Superior-Greenstone District School Board

Consolidated statement of financial activities and fund balance  
year ended August 31, 2009

	2009		2008
	Budget (unaudited)	Actual	Actual
	\$	\$	\$
<b>Revenues</b>			
Local taxation	4,758,218	3,692,275	5,044,172
Provincial grants			
Student Focused Funding	24,583,707	25,645,911	24,610,416
Other	211,637	1,588,254	763,908
Federal grants and fees	2,520,123	2,839,190	2,813,055
Other revenues - school boards	736,000	777,881	906,355
Other fees and revenues	318,285	722,184	980,573
School fundraising	550,000	491,788	555,664
<b>Total revenues</b>	<b>33,677,970</b>	<b>35,757,483</b>	<b>35,674,143</b>
<b>Expenditures (Note 9)</b>			
Instruction	23,367,665	25,501,169	25,070,095
Administration	2,035,977	2,346,315	1,816,863
Transportation	2,207,000	2,297,013	2,210,570
School operations and maintenance	4,599,406	4,962,512	4,694,914
Pupil accommodation	3,611,101	3,550,310	2,927,082
Other	96,414	-	-
School funded activities	650,000	490,213	504,744
<b>Total expenditures</b>	<b>36,567,563</b>	<b>39,147,532</b>	<b>37,224,268</b>
<b>Net expenditure</b>	<b>(2,889,593)</b>	<b>(3,390,049)</b>	<b>(1,550,125)</b>
Increase in non-financial asset			
Prepaid expenses	-	12,834	3,207
<b>Change in net liabilities</b>	<b>(2,889,593)</b>	<b>(3,377,215)</b>	<b>(1,546,918)</b>
<b>Financing transactions</b>			
Long-term debt issued	-	1,150,000	970,022
Debt repayment	(56,164)	(56,164)	(33,875)
Increase (decrease) in unfunded liabilities	439,358	623,108	(312,472)
<b>Change in amounts to be recovered</b>	<b>383,194</b>	<b>1,716,944</b>	<b>623,675</b>
<b>Change in fund balance</b>	<b>(2,506,399)</b>	<b>(1,660,271)</b>	<b>(923,243)</b>
Fund balance, beginning of year	6,808,372	3,611,501	4,534,744
<b>Fund balance, end of year</b>	<b>4,301,973</b>	<b>1,951,230</b>	<b>3,611,501</b>

# Superior-Greenstone District School Board

## Consolidated statement of changes in financial position year ended August 31, 2009

	2009	2008
	\$	\$
<b>Operating activities</b>		
Net expenditure	(3,390,049)	(1,550,125)
Sources and uses		
Decrease in accounts receivable	406,996	553,654
Increase (decrease) in accounts payable and accrued liabilities	2,114,050	(1,074,037)
Increase (decrease) in deferred revenues		
Reserve funds	323,414	22,111
Other	(113,039)	8,373
Increase in retirement and other employee future benefits	250,907	242,479
	2,982,328	(247,420)
<b>Financing activities</b>		
Decrease in short term investments	(1,398,200)	(26,378)
Increase (decrease) in short-term borrowing	(1,451,882)	895,531
Long-term debt issued	1,150,000	970,022
Long-term debt-principal repaid	(56,164)	(33,875)
	(1,756,246)	1,805,300
Net change in cash and cash equivalents	632,433	60,511
Cash and cash equivalents, beginning of year	2,895,659	2,835,148
<b>Cash and cash equivalents, end of year</b>	<b>3,528,092</b>	<b>2,895,659</b>



# Superior-Greenstone District School Board

## Notes to the consolidated financial statements

August 31, 2009

### 1. Significant accounting policies

The consolidated financial statements are the representations of management prepared in accordance with generally accepted accounting principles for local governments established by the Public Sector Accounting Board of The Canadian Institute of Chartered Accountants.

Significant accounting policies adopted are as follows:

#### *a) Reporting entity*

The consolidated financial statements reflect the assets, liabilities, revenues, expenditures and fund balances of the reporting entity. The reporting entity is comprised of all organizations which are controlled by the Board.

School generated funds, which include the assets, liabilities, revenues, expenditures and fund balances of various organizations that exist at the school level and which are controlled by the Board are reflected in the consolidated financial statements.

All material interdepartmental and inter-entity transactions and balances between these organizations are eliminated on consolidation.

#### *b) Trust funds*

Trust funds and their related operations administered by the Board amounting to \$325,621 (2008 - \$473,194) are not included in the consolidated financial statements.

#### *c) Basis of accounting*

Revenues and expenditures are reported on the accrual basis of accounting. The accrual basis of accounting recognizes revenues as they are earned and measurable; expenditures are recognized as they are incurred and measurable as the result of the receipt of goods or services and the creation of a legal obligation to pay.

#### *d) Cash and cash equivalents*

Cash and cash equivalents are comprised of cash on hand and demand deposits. Demand deposits are highly liquid, subject to insignificant risk of changes in value and have an initial term to maturity of less than 90 days.

#### *e) Capital assets*

The historical cost and accumulated depreciation of capital assets are not reported. Capital assets are reported as expenditures on the Consolidated Statement of Financial Activities and Fund Balance in the year of acquisition or construction.

#### *f) Deferred revenue*

Certain amounts are received pursuant to legislation, regulation or agreement and may only be used in the conduct of certain programs or in the delivery of specific services and transactions. These amounts will be recognized as revenue in the fiscal year the related qualifying expenditures are incurred or services are performed.

# Superior-Greenstone District School Board

## Notes to the consolidated financial statements

August 31, 2009

### 1. Significant accounting policies (continued)

#### *g) Retirement and other employee future benefits*

The Board provides defined retirement and other future benefits to specified employee groups. These benefits include health and dental, retirement gratuity, non-vesting accumulating sick leave, and early retirement incentive plan. The Board has adopted the following policies with respect to accounting for these employee benefits:

- i) The costs of self insured retirement and other employee future benefit plans are actuarially determined using management's best estimate of salary escalation, accumulated sick days at retirement, insurance and health care cost trends, disability recovery rates, long-term inflation rates and discount rates.

For self insured retirement and other employee future benefits that vest or accumulate over the periods of service provided by employees, such as retirement gratuities, the cost is actuarially determined using the projected benefits method prorated on service. Under this method, the benefit costs are recognized over the expected average service life of the employee group. Any actuarial gains and losses related to the past service of employees are amortized over the expected average remaining service life of the employee group.

For non-vesting accumulating sick days, the costs are actuarially determined using probabilities to estimate the number of sick days employees will use from the sick bank they have accumulated to the valuation date, August 31.

For those self insured benefit obligations that arise from specific events that occur from time to time, such as obligations for life insurance, dental and health care benefits for certain employees on disability leave, the cost is recognized immediately in the period the events occur. Any actuarial gains and losses that are related to these benefits are recognized immediately in the period they arise.

Actuarial gains and losses related to obligations for long-term disability are amortized over the expected average service life of the employee group.

- ii) The Board's contributions to multi-employer defined benefits pension plans, such as the Ontario Municipal Employees Retirement System pensions, are recorded in the period in which they become payable.
- iii) The costs of insured benefits for active employees reflected in these financial statements, are the employer's portion of insurance premiums owed for coverage of employees during the period.

#### *h) Reserves and reserve funds*

Certain amounts, as approved by Board Trustees, are set aside in reserves and reserve funds for future operating and capital purposes. Transfers to and/or from reserves and reserve funds are an adjustment to the respective fund in accordance with Board approval.

#### *i) Government transfers*

Government transfers, which include legislative grants, are recognized in the consolidated financial statements in the period in which events giving rise to the transfer occur, providing the transfers are authorized, all eligibility criteria have been met and reasonable estimates of the amount can be made.

#### *j) Investment income*

Investment income earned on surplus operating funds, capital funds, reserves and reserve funds and school generated funds are reported as revenue in the period earned.

Interest income earned on monies invested specifically for externally restricted funds is added to the fund balance and forms part of the respective deferred revenue balances.

# Superior-Greenstone District School Board

## Notes to the consolidated financial statements

August 31, 2009

### 1. Significant accounting policies (continued)

#### k) Budget figures

Budget figures have been provided for comparison purposes and have been derived from the original budget approved by the Board of Trustees. The budget approved by the Board of Trustees was developed in accordance with the provincially mandated funding model for school boards and is used to manage program spending within the guidelines of the funding model. Given differences between the funding model and generally accepted accounting principles for local governments established by the Public Sector Accounting Board, the budget figures presented have been adjusted to conform with this basis of accounting used to prepare the consolidated financial statements. The budget figures are unaudited.

#### l) Use of estimates

The preparation of financial statements in conformity with Canadian generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements, and the reported amounts of revenues and expenditures during the year. Actual results could differ from these estimates. Estimates are reviewed periodically by management and, as adjustments become necessary they are reported in the period in which they became known.

### 2. Accounts receivable

The accounts receivable - other balance includes tuition fees receivable (payable) from the First Nations as follows:

	Balance at August 31, 2008	Invoices	Payments	Balance at August 31, 2009
	\$	\$	\$	\$
Aroland First Nation	553,487	578,038	(172,045)	<b>959,480</b>
Biinjitwaabek First Nation	150,106	309,871	(417,250)	<b>42,727</b>
Ginoogaming First Nation	-	15,494	(15,782)	-
Lac La Croix	533	-	-	<b>533</b>
Marten Falls First Nation	(260)	15,494	(15,469)	<b>(235)</b>
Pays Plat First Nation	57,059	69,581	(128,089)	<b>(1,449)</b>
Pic Mobert First Nation	41,534	241,772	(182,191)	<b>101,115</b>
Pic River First Nation	(81,536)	474,855	(508,058)	<b>(114,739)</b>
Red Rock First Nation	201,756	763,954	(727,655)	<b>238,055</b>
White Sands First Nation	(128)	23,240	(23,598)	<b>(486)</b>
	<b>922,551</b>	<b>2,492,299</b>	<b>(2,190,137)</b>	<b>1,225,001</b>

# Superior-Greenstone District School Board

## Notes to the consolidated financial statements

August 31, 2009

### 3. Deferred revenue - reserve funds

Deferred revenue externally restricted for specific purposes by legislation, regulation or agreement as at August 31, is comprised of:

	2009	2008
	\$	\$
Pupil Accommodation Allocation	526,660	203,246

Continuity of Deferred Revenue - Reserve Funds of the Board are summarized below:

	2009	2008
	\$	\$
Balance, beginning of year	203,246	181,135
Restricted Provincial Grants received	1,171,567	3,477,847
Interest earned	97	242
	1,374,910	3,659,224
Provincial grants earned	(848,250)	(3,455,978)
Balance, end of year	526,660	203,246

### 4. Retirement and other employee future benefits

*Retirement and other employee future benefit liabilities*

			2009	2008
	Retirement	Other	Total	Total
	benefits	employee	employee	employee
		future	future	future
	\$	benefits	benefits	benefits
Accrued employee future				
benefit obligation	3,467,841	7,141,696	10,609,537	9,511,086
Unamortized actuarial gains (losses)	1,131,517	(130,146)	1,001,371	1,848,915
Accrued employee future				
benefit liability, end of year	4,599,358	7,011,550	11,610,908	11,360,001

Actual benefit payments made during the year totaled \$937,569 (2008 - \$660,786).

# Superior-Greenstone District School Board

## Notes to the consolidated financial statements

August 31, 2009

### 4. Retirement and other employee future benefits (continued)

#### *Retirement and other employee future benefit expenses*

			2009	2008
	Retirement	Other	Total	Total
	benefits	employee	employee	employee
		future	future	future
		benefits	benefits	benefits
	\$	\$	\$	\$
Current year benefit cost	284,159	572,005	856,164	609,763
Interest on accrued benefit obligation	189,499	279,268	468,767	442,385
Amortization of actuarial gains	(53,237)	(83,217)	(136,454)	(148,883)
Employee future benefits expenses	420,421	768,056	1,188,477	903,265

The following items are included in the accrued employee future benefit liability:

#### i) Retirement gratuities

The Board provides retirement gratuities to certain groups of employees hired prior to specified dates. The amount of the gratuities paid to eligible employees at retirement is based on their salary, accumulated sick days, and years of service at retirement. The Board provides these benefits through an unfunded defined benefit plan. The benefit costs and liabilities related to this plan are included in the Board's financial statements.

#### ii) Retirement life insurance and health care benefits

Employees are able to continue coverage for life insurance, dental and health care benefits after retirement until the members reach 65 years of age; however, the retirees pay a premium associated with this coverage.

#### iii) Sick leave accumulations

The Board provides compensated absences from sick leave accumulations through an unfunded defined benefit plan.

#### *Other employee future benefits*

#### Long-term disability life insurance and health care benefits

The Board provides life insurance, dental and health care benefits to employees on long-term disability leave for a period of two years after the date of disability. The insurance carrier waives the life insurance premiums for employees on long-term disability, however, the Board is responsible for the payment of the costs of insurance, dental and health care benefits under this plan. The Board provides these benefits through an unfunded defined benefit plan. The costs of salary compensation paid to employees on long-term disability leave are fully insured and not included in this plan.

# Superior-Greenstone District School Board

## Notes to the consolidated financial statements

August 31, 2009

### 4. Retirement and other employee future benefits (continued)

#### *Other employee future benefits (continued)*

The accrued benefit obligations for employee future benefit plans as at August 31, 2009 are based on a full actuarial valuation that was completed as of August 31, 2009. These actuarial valuations were based on assumptions about future events. The economic assumptions used in these valuations are the Board's best estimates of expected rates of:

%

Wage and salary escalation	3% for 2009/2012, 2.35% thereafter
Medical cost increases	9% grading down to 4.5% in 2030 and thereafter
Discount rate on	
accrued benefit obligations	4.75
Dental cost increases	6% grading down to 4.5% in 2014 and thereafter

The Board has designated reserves for certain of these employee future benefit obligations. The balance of these reserves totaled \$1,316,088 at August 31, 2009 (2008 - \$1,573,894). Above amounts exclude pension contributions to the Ontario Municipal Employees Retirement System, a multi-employer pension plan, as described below.

#### *Retirement benefits*

##### i) Ontario Teacher's Pension Plan

Teachers and related employee groups are eligible to be members of Ontario Teacher's Pension Plan. Employer contributions for these employees are provided directly by the Province of Ontario. The pension costs and obligations related to this plan are a direct responsibility of the Province. Accordingly, no costs or liabilities related to this plan are included in the Board's financial statements.

##### ii) Ontario Municipal Employees Retirement System

All non-teaching employees of the Board are eligible to be members of the Ontario Municipal Employees Retirement System (OMERS), a multi-employer pension plan. The plan provides defined pension benefits to employees based on their length of service and rates of pay. The Board's contributions equal the employee contributions to the Plan. During the year ended August 31, 2009, the Board contributed \$395,834 (2008 - \$380,708) to the plan. As this is a multi-employer pension plan, these contributions are the Board's pension benefit expenses. No pension liability for this type of plan is included in the Board's financial statements.

# Superior-Greenstone District School Board

## Notes to the consolidated financial statements

August 31, 2009

### 5. Long-term debt

- a) Long-term debt reported on the consolidated statement of financial position is comprised of the following:

	2009	2008
	\$	\$
4.56% Ontario Financing Authority, GPL 1	1,413,040	1,448,477
4.85% Ontario Financing Authority, GPL 2	949,295	970,022
5.01% Ontario Financing Authority, GPL 3	1,150,000	-
	<b>3,512,335</b>	<b>2,418,499</b>

On November 15, 2006, the Board entered into a loan agreement with the Ontario Financing Authority to refinance \$1,498,725 of the GPL Phase 1 outstanding at that time. The loan is repayable by semi-annual installments of principal and interest of \$50,544 based on a 25 year amortization schedule and bears interest of 4.56%. The annual principal and interest costs will be funded by the Ministry.

On March 3, 2008, the Board entered into a loan agreement with the Ontario Financing Authority to refinance \$970,022 of the GPL Phase 2 outstanding at that time. The loan is repayable by semi-annual installments of principal, interest and administration fee of \$34,004 based on a 25 year amortization schedule and bears interest of 4.85%. The annual principal, interest and administration costs will be funded by the Ministry.

On March 13, 2009, the Board entered into a loan agreement with the Ontario Financing Authority to refinance \$1,150,000 of the GPL Phase 3 outstanding at that time. The loan is repayable by semi-annual installments of principal, interest and administration fee of \$40,944 based on a 25 year amortization schedule and bears interest of 5.01%. The annual principal, interest and administration costs will be funded by the Ministry.

- b) Principal payments relating to the net long-term debt of \$3,512,335 outstanding as at August 31, 2009 are due as follows:

	Principal	Interest	Total
	\$	\$	\$
2009/10	82,802	168,182	250,984
2010/11	86,819	164,164	250,983
2011/12	91,033	159,953	250,986
2012/13	95,451	155,533	250,984
2013/14	100,083	150,918	251,001
Thereafter	3,056,147	1,746,712	4,802,859
	<b>3,512,335</b>	<b>2,545,462</b>	<b>6,057,797</b>

# Superior-Greenstone District School Board

## Notes to the consolidated financial statements

August 31, 2009

### 6. Reserves and reserve funds

Internally restricted reserves and reserve funds set-aside for specific purposes by the Board of Trustees as at August 31 are comprised of:

	2009	2008
	\$	\$
Pupil accommodation	159,473	159,396
Proceeds of disposition	615,181	605,480
Retirements	1,316,088	1,573,894
Capital - equipment	44,815	44,205
Insurance	22,822	22,511
Pay equity	64,722	63,620
Winning teams	50,000	-
Working fund	1,797,224	1,797,224
	<b>4,070,325</b>	<b>4,266,330</b>

### 7. Amounts to be recovered in future years

The amounts to be recovered in future years reported on the Consolidated Statement of Financial Position are comprised of:

	2009	2008
	\$	\$
Retirement and other employee future benefits liability (Note 4)	11,610,908	11,360,001
Less amount previously recorded through operations	(725,467)	(1,086,550)
	<b>10,885,441</b>	<b>10,273,451</b>
Net long-term debt (Note 5)	3,512,335	2,418,499
Interest accrual	49,070	32,615
Vacation accrual	102,720	108,057
	<b>14,549,566</b>	<b>12,832,622</b>

### 8. Areas of jurisdiction without municipal organization

The Board performs the duties of levying taxes, conducting elections of members, and certain other duties in a territory without municipal organization. Certain costs are recoverable through a levy on all ratable property in the area and other costs (approved) are recoverable through an offset to the local taxation revenue.



# Superior-Greenstone District School Board

## Notes to the consolidated financial statements

August 31, 2009

### 9. Expenditures by object

The following is a summary of the expenditures reported on the Consolidated Statement of Financial Activities by object:

		2009	2008
	Budget (unaudited)	Actual	Actual
	\$	\$	\$
Current expenditures			
Salary and wages	21,619,229	23,384,686	22,756,854
Employee benefits	3,683,891	4,327,568	3,937,058
Staff development	326,882	444,427	328,699
Supplies and services	3,729,633	3,608,840	3,165,882
Replacements	308,126	-	164,068
Interest charges on long-term debt	112,931	147,230	107,471
Rental expenditures	121,290	117,430	113,856
Fees and contract services	2,839,178	2,946,750	3,089,806
Other	192,132	280,044	621,583
Capital expenditures	3,634,271	3,890,557	2,938,991
	<b>36,567,563</b>	<b>39,147,532</b>	<b>37,224,268</b>

### 10. Ontario School Board Insurance Exchange (OSBIE)

The Board participates for its liability, property and automobile insurance in the Ontario School Boards' Insurance Exchange (OSBIE), a reciprocal insurance company licensed under the Insurance Act that is funded by the member boards across Ontario. Liability insurance is available to a maximum of \$20 million per occurrence.

The ultimate premiums over a five year period are based on both the reciprocal's and the Board's actual claims experience. Periodically, the Board may receive a refund or be asked to pay an additional premium based on its pro rata share of claims experience. The current five year term expires in January 2012.

### 11. Contractual obligations

The Board has ongoing commitments under operating leases. The sum of \$131,926 is payable with respect to these operating leases during the next four years as follows:

	\$
2009/10	59,346
2010/11	39,911
2011/12	28,090
2012/13	4,579
	<b>131,926</b>

# Superior-Greenstone District School Board

## Notes to the consolidated financial statements

August 31, 2009

### 12. Contingent liabilities

The Board has been named as the defendant in certain legal actions, in which damages have been sought. The outcome of these actions is not determinable as at August 31, 2009 and accordingly, no provision has been made in these financial statements for any liability that may result. Any losses arising from these actions will be recorded in the year that the related litigation is settled or when likely amounts are measurable.

The Board has an outstanding Pay Equity obligation to certain current and former employees of the Board. The amount is not determinable as at August 31, 2009 and accordingly, no provision has been made in these financial statements for this liability.

### 13. Repayment of "55 School Board Trust" funding

On June 1, 2003, the Board received \$1,718,287 from the "55 School Board Trust" for its capital related debt eligible for provincial funding support pursuant to a 30-year agreement it entered into with the trust. The "55 School Board Trust" was created to refinance the outstanding not permanently financed (NPF) debt of participating boards who are beneficiaries of the trust. Under the terms of the agreement, the "55 School Board Trust" repaid the board's debt in consideration for the assignment by the board to the trust of future provincial grants payable to the Board in respect of the NPF debt.

The flow-through of \$128,014 in respect of the above agreement for the year ended August 31, 2009 (2008 - \$128,014) is not recorded in these consolidated financial statements.

### 14. Service Contract/CFSA Approval with the Ministry Of Community and Social Services

The Board has a Service Contract/CFSA Approval with the Ministry of Community and Social Services. One requirement of the Service Contract/CFSA Approval is the production by Management of a report, TPAR, which shows a summary by service of all revenues and expenditures and any resulting surplus or deficit that relates to the Service Contract/CFSA Approval.

A review of this report shows the Teacher Diagnostician services to be in a break-even position as at August 31, 2009 and therefore no amounts are repayable to the Ministry of Community and Social Services.

# Superior-Greenstone District School Board

## Notes to the consolidated financial statements

August 31, 2009

### 15. Tangible capital assets

For fiscal years beginning on or after January 1, 2009 the Board will be required to report the historical cost and the accumulated amortization of tangible capital assets in its financial statements in accordance with The Public Sector Accounting Handbook PS3150 - Tangible Capital Assets.

For 2009, Public Sector Guideline 7 requires the disclosure of tangible capital asset information in the notes to the financial statements to the extent that reliable information is available.

a) Summary of significant accounting policies - tangible capital assets

- i) Acquisition cost: tangible capital assets are recorded at historical cost when the acquisition cost was available. Historical cost includes the costs directly related to the acquisition, design, construction, development, improvement or betterment of tangible capital assets.

When historical cost was not available, estimated historical cost was used to record existing tangible capital asset. The following methods were used to establish opening balances:

Asset class	Pre-1965	1965 or later
Building	Benchmark estimate	Appraiser estimate
Land	At nominal value	Appraiser estimate

- ii) Amortization is reflected on a straight-line basis over the estimated useful life of the assets. Amortization rates are generally as follows:

Asset class	Estimated useful life
Buildings	40 years
Land improvements	15 years
First time equipping	15 years
Furniture	10 years
Equipment	5 - 15 years
Computer hardware	5 years
Computer software	5 years

Remaining service life for legacy building and land improvement (acquisitions prior to 2005) were established by Book Value Calculator (BVC), a tool used to estimate the historical cost and remaining service life of buildings and land improvements.

# Superior-Greenstone District School Board

## Notes to the consolidated financial statements

August 31, 2009

### 15. Tangible capital assets (continued)

				Cost		Accumulated amortization		August 31, 2009	August 31, 2008
	Balance at August 31, 2008	Additions and (transfers)	Disposals	Balance at August 31, 2009	Balance at August 31, 2008	Disposals, Amortization write offs	Balance at August 31, 2009	Net book value	Net book value
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Land	1,227,216	-	-	1,227,216	-	-	-	1,227,216	1,227,216
Land									
Improvements	1,078,314	18,970	-	1,097,284	153,225	75,876	229,101	868,183	925,089
Buildings	53,670,329	3,326,735	-	56,997,064	11,732,240	1,809,230	13,541,470	43,455,594	41,938,089
Equipment									
(5 Years)	27,080	7,963	-	35,043	13,540	6,212	19,752	15,291	13,540
Equipment									
(10 Years)	104,591	138,885	-	243,476	32,815	17,403	50,218	193,258	71,776
Equipment									
(15 Years)	48,038	-	-	48,038	8,006	3,203	11,209	36,829	40,032
First time equipping	1,030,855	-	-	1,030,855	832,968	64,471	897,439	133,416	197,887
Furniture	22,251	-	-	22,251	10,332	2,225	12,557	9,694	11,919
Computer									
hardware	1,612,250	140,685	-	1,752,935	1,042,059	265,817	1,307,876	445,059	570,191
Computer									
software	319,668	18,633	-	338,301	202,554	53,414	255,968	82,333	117,114
Assets									
permanently removed from service	1,454,800	-	-	1,454,800	1,454,800	-	1,454,800	-	-
Construction									
in progress	-	-	-	-	-	-	-	-	-
Pre acquisition and construction cost	7,467	57,374	-	64,841	-	-	-	64,841	7,467
	60,602,859	3,709,245	-	64,312,104	15,482,539	2,297,851	17,780,390	46,531,714	45,120,320

### 16. Comparative figures

Certain of prior year's figures have been reclassified to conform to the current year's presentation.

### 17. Subsequent event

As a result of Ontario Regulation 486/01 and amendment 212/09 made under the Education Act, the boundaries of Superior-Greenstone District School Board were amended and Caramat District School Area Board and Nakina District School Area Board were amalgamated into the board effective September 1, 2009.

# Superior-Greenstone District School Board

## Schedule of operating fund financial activities and fund balance -

### Schedule 2.1

year ended August 31, 2009

		2009	2008
	Budget		
	(unaudited)	Actual	Actual
	\$	\$	\$
<b>Revenues</b>			
Local taxation	4,758,217	3,692,275	5,044,172
Provincial grants			
Student focused funding	24,583,707	25,645,911	24,610,416
Other	211,637	1,588,254	763,908
Federal grants and fees	2,520,123	2,839,190	2,813,055
Other revenues - school boards	736,000	777,881	906,355
Other fees and revenues	224,685	683,501	838,314
<b>Total revenues</b>	<b>33,034,369</b>	<b>35,227,012</b>	<b>34,976,220</b>
<b>Expenditures</b>			
Instruction	23,240,314	25,205,989	24,950,806
Administration	2,027,227	2,340,416	1,816,772
Transportation	2,207,000	2,288,501	2,210,570
School operations and maintenance	4,599,406	4,784,626	4,694,914
Pupil accommodation	112,931	147,230	107,471
Other	96,414	-	-
<b>Total expenditures</b>	<b>32,283,292</b>	<b>34,766,762</b>	<b>33,780,533</b>
<b>Net revenue</b>	<b>751,077</b>	<b>460,250</b>	<b>1,195,687</b>
<b>Increase in non-financial assets</b>			
Prepaid expenses	-	12,834	3,207
<b>Debt repayment</b>	<b>(56,164)</b>	<b>(56,164)</b>	<b>(33,875)</b>
<b>Increase (decrease) in unfunded liabilities</b>	<b>439,358</b>	<b>623,108</b>	<b>(312,472)</b>
<b>Change in amounts to be recovered in future years</b>	<b>383,194</b>	<b>566,944</b>	<b>(346,347)</b>
<b>Net transfers (to) from other funds</b>			
Transfers to Capital Fund	(1,134,271)	(1,271,502)	(1,337,542)
Transfers from (to) Reserve Funds	-	234,688	487,643
Transfers to school fund	-	(3,214)	(2,648)
<b>Net transfers to other funds</b>	<b>(1,134,271)</b>	<b>(1,040,028)</b>	<b>(852,547)</b>
<b>Change in operating fund balance</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Operating fund balance, beginning of year</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Operating fund balance, end of year</b>	<b>-</b>	<b>-</b>	<b>-</b>

# Superior-Greenstone District School Board

Schedule of capital fund financial activities and fund balance -  
Schedule 2.2  
year ended August 31, 2009

		2009	2008
	Budget (unaudited)	Actual	Actual
	\$	\$	\$
<b>Revenues</b>			
Other revenues	-	-	-
<b>Expenditures</b>			
Instruction	127,351	295,180	119,289
Administration	8,750	5,899	91
Transportation	-	8,512	-
School operations and maintenance	-	177,886	-
Pupil accommodation	3,498,170	3,403,080	2,819,611
Total expenditures	3,634,271	3,890,557	2,938,991
Net expenditure	(3,634,271)	(3,890,557)	(2,938,991)
Long-term financing	-	1,150,000	970,022
Net transfers from reserve funds	-	-	862,490
Net transfers from operating fund	1,134,271	1,271,502	1,337,542
	1,134,271	1,271,502	2,200,032
Change in capital fund balance	(2,500,000)	(1,469,055)	231,063
Capital fund balance, beginning of year	1,059,149	(937,889)	(1,168,952)
<b>Capital fund balance, end of year</b>	<b>(1,440,851)</b>	<b>(2,406,944)</b>	<b>(937,889)</b>

# Superior-Greenstone District School Board

Schedule of reserve funds financial activities and fund balance -

Schedule 2.3

year ended August 31, 2009

		2009	2008
	Budget (unaudited)	Actual	Actual
	\$	\$	\$
<b>Revenue - interest</b>	<b>93,600</b>	<b>38,683</b>	142,259
Net transfers from (to) operating fund	-	(234,688)	(487,643)
Net transfers to capital fund	-	-	(862,490)
	-	(234,688)	(1,350,133)
Change in reserve fund balance	93,600	(196,005)	(1,207,874)
Reserve fund balance, beginning of year	5,450,234	4,266,330	5,474,204
<b>Reserve fund balance, end of year</b>	<b>5,543,834</b>	<b>4,070,325</b>	4,266,330

# Superior-Greenstone District School Board

Schedule of school generated funds financial activities and fund balance -  
Schedule 2.4  
year ended August 31, 2009

		2009	2008
	Budget (unaudited)	Actual	Actual
	\$	\$	\$
<b>Revenues</b>			
School fundraising and other revenues	550,000	491,788	555,664
<b>Expenditures</b>			
School funded activities	650,000	490,213	504,744
Net revenue (expenditure)	(100,000)	1,575	50,920
Net transfers from operating fund	-	3,214	2,648
Change in school generated fund balance	(100,000)	4,789	53,568
School generated fund activities fund balance, beginning of year	298,988	283,060	229,492
<b>School generated fund activities fund balance, end of year</b>	<b>198,988</b>	<b>287,849</b>	<b>283,060</b>



**Schedule 6 - Trust Funds Administered by the Board****Balance at year end - August 31**

Regular Board - November 16, 2009 Page 113 of 117

		Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
	Name and Purpose of Trust Funds	Balance at September 1, 2008	Capital Received	Earnings on investments	Total of Col 1, 2 & 3	Less: Disbursements	Balance at August 31, 2009
1	A Enders (Beardmore) Honour Roll Bursary	10,178	0	550	10,728	480	10,248
2	A Enders (Geraldton) Honour Roll Bursary	10,181	0	551	10,732	480	10,252
3	Arrive in 85 Trust	3,805	0	95	3,900	170	3,730
4	Dr. R. E. Laine	135	0	2	137	0	137
5	Geraldton Scholarship Trust Fund	14,639	8,900	121	23,660	8,853	14,807
6	Hargraft Trust	16,115	0	826	16,941	800	16,141
7	Henri Major Trust	9,479	0	317	9,796	500	9,296
8	L. Coljak Scholarship	13,795	0	724	14,519	500	14,019
9	Longlac Scholarship	153,630	0	2,388	156,018	7,000	149,018
10	Stephen Peet Memorial Fund	900	0	23	923	40	883
11	T. L. Wlasy Memorial Scholarship	4,398	0	133	4,531	200	4,331
12	Employee Funded Leaves	228,067	30,811	2,389	261,267	183,691	77,576
13	Caribou Artisans Trust	7,872	0	111	7,983	500	7,483
14	USWA Trust	0	7,700	0	7,700	0	7,700
15		0	0	0	0	0	0
16		0	0	0	0	0	0
17		0	0	0	0	0	0
18		0	0	0	0	0	0
19		0	0	0	0	0	0
20		0	0	0	0	0	0
21		0	0	0	0	0	0
22		0	0	0	0	0	0
23		0	0	0	0	0	0
24		0	0	0	0	0	0
25		0	0	0	0	0	0
26		0	0	0	0	0	0
27		0	0	0	0	0	0
28		0	0	0	0	0	0
29		0	0	0	0	0	0
30		0	0	0	0	0	0
31		0	0	0	0	0	0
32		0	0	0	0	0	0
33		0	0	0	0	0	0
34		0	0	0	0	0	0
35		0	0	0	0	0	0
36		0	0	0	0	0	0
37		0	0	0	0	0	0
38		0	0	0	0	0	0
39		0	0	0	0	0	0
40		0	0	0	0	0	0
41		0	0	0	0	0	0
42		0	0	0	0	0	0
43		0	0	0	0	0	0
44		0	0	0	0	0	0
45		0	0	0	0	0	0
46		0	0	0	0	0	0
47		0	0	0	0	0	0
48		0	0	0	0	0	0
49		0	0	0	0	0	0

**Schedule 6 - Trust Funds Administered by the Board****For the year ended August 31**

Regular Board - November 16, 2009 Page 114 of 117

**Net assets at the end of the year**

		Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12
	Name and Purpose of Trust Funds	Cash	Investments	Other Assets	Total Assets	Less: Liabilities	Net Assets as at August 31, 2009
1	A Enders (Beardmore) Honour Roll Bursary	554	10,000	174	10,728	480	10,248
2	A Enders (Geraldton) Honour Roll Bursary	558	10,000	174	10,732	480	10,252
3	Arrive in 85 Trust	108	3,614	8	3,730	0	3,730
4	Dr. R. E. Laine	137	0	0	137	0	137
5	Geraldton Scholarship Trust Fund	14,807	0	0	14,807	0	14,807
6	Hargraft Trust	856	15,000	1,125	16,981	840	16,141
7	Henri Major Trust	1,301	8,000	495	9,796	500	9,296
8	L. Coljak Scholarship	814	12,980	225	14,019	0	14,019
9	Longlac Scholarship	150,018	0	0	150,018	1,000	149,018
10	Stephen Peet Memorial Fund	28	853	2	883	0	883
11	T. L. Wlasy Memorial Scholarship	403	4,000	16	4,419	88	4,331
12	Employee Funded Leaves	77,576	0	0	77,576	0	77,576
13	Caribou Artisans Trust	7,483	0	0	7,483	0	7,483
14	USWA Trust	0	0	7,700	7,700	0	7,700
15		0	0	0	0	0	0
16		0	0	0	0	0	0
17		0	0	0	0	0	0
18		0	0	0	0	0	0
19		0	0	0	0	0	0
20		0	0	0	0	0	0
21		0	0	0	0	0	0
22		0	0	0	0	0	0
23		0	0	0	0	0	0
24		0	0	0	0	0	0
25		0	0	0	0	0	0
26		0	0	0	0	0	0
27		0	0	0	0	0	0
28		0	0	0	0	0	0
29		0	0	0	0	0	0
30		0	0	0	0	0	0
31		0	0	0	0	0	0
32		0	0	0	0	0	0
33		0	0	0	0	0	0
34		0	0	0	0	0	0
35		0	0	0	0	0	0
36		0	0	0	0	0	0
37		0	0	0	0	0	0
38		0	0	0	0	0	0
39		0	0	0	0	0	0
40		0	0	0	0	0	0
41		0	0	0	0	0	0
42		0	0	0	0	0	0
43		0	0	0	0	0	0
44		0	0	0	0	0	0
45		0	0	0	0	0	0
46		0	0	0	0	0	0
47		0	0	0	0	0	0
48		0	0	0	0	0	0
49		0	0	0	0	0	0

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Report No:** 79

**Date:** November 16, 2009

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

**FROM:** C. Tsubouchi, Manager of Accounting Services

**SUBJECT:** Signing Officers of the Board

---

**Background**

Due to staffing changes, we need to update our signing officers.

**Administrative Recommendations**

**That,** the Superior-Greenstone DSB accepts Report No. 79: Signing Officers of the Board and that, effective November 16, 2009, signing officers for Superior-Greenstone DSB be any two of the following:

- Patti Pella, Director of Education and Secretary to the Board
- Bruce Rousseau, Superintendent of Business and Treasurer
- David Tamblyn, Assistant to the Director of Education
- Cathy Tsubouchi, Manager of Accounting Services

Respectfully submitted,

Cathy Tsubouchi  
Manager of Accounting Services

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Report No:** 80

**Date:** November 16, 2009

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

**FROM:** Cathy Tsubouchi

**SUBJECT:** Disbursements Report for October 2009

---

**Background**

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

Based on the above, average spending for each month should be approximately \$3,030,000. A comparison of actual spending to the monthly average highlights the unique spending that has taken place during a given month.

**Current Situation**

Total disbursements in the form of cheques written and payrolls for October 2009 were \$2,636,641.35.

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

**Administrative Recommendations**

Report No. 80: Disbursements Report for October 2009 is provided for information purposes,

Respectfully submitted,

Cathy Tsubouchi  
Manager of Accounting Services

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Report No:** 81

**Date:** November 16, 2009

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

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

**SUBJECT:** Personnel Report – November 16, 2009

---

Report No. 81 Personnel Report, dated November 16, 2009 is provided for information purposes.

<b>I ADMINISTRATION</b>
-------------------------

1. **APPOINTMENTS**

*Please contact the Human Resources Department for all Personnel Inquiries*

2. **RESIGNATIONS**

<b>II TEACHING STAFF</b>
--------------------------

1. **TRANSFERS, CHANGES IN ASSIGNMENT**

2. **RESIGNATIONS**

3. **OTHER**

*Occasional Teaching Assignments*

<b>II SUPPORT STAFF</b>
-------------------------

1. **TRANSFERS, CHANGES IN ASSIGNMENT**

Barbara Draper  
Coordinator of Human Resource Services  
**Reference: Regular Board Meeting November 16, 2009**